

Northern Ireland Assembly Commission



Northern Ireland
Assembly

Public Authority Statutory Equality and Good Relations Duties

Annual Progress Report 2020-21

Contact:

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Documents published relating to our Equality Scheme can be found at:

<http://www.niassembly.gov.uk/about-the-assembly/corporate-information/policies/equality-policies/>

Signature:

This report has been prepared using a template circulated by the Equality Commission. It presents our progress in fulfilling our statutory equality and good relations duties, and implementing Equality Scheme commitments and Disability Action Plans.

This report reflects progress made between April 2020 and March 2021

PART A – Section 75 of the Northern Ireland Act 1998 and Equality Scheme

Section 1: Equality and good relations outcomes, impacts and good practice

1 In 2020-21, please provide **examples** of key policy/service delivery developments made by the public authority in this reporting period to better promote equality of opportunity and good relations; and the outcomes and improvements achieved.

Please relate these to the implementation of your statutory equality and good relations duties and Equality Scheme where appropriate.

1 (a) During this reporting period, the Corporate Strategy 2018-23 and the
Corporate Corporate Plan 2019-23 were in place.

Strategy

The Corporate Strategy contains two aims of specific relevance to promoting equality of opportunity and good relations, which are:

Under the aim of “Building excellence and innovation in our services.”

“Ensuring high standards in equality, governance and regulatory compliance through effective and efficient processes.”

Under the aim of “Strengthening engagement with the public.”

“Building connections with target groups including for example, support for greater female participation and the delivery of a Youth Assembly.”

The Corporate Plan 2019-23 provides the detail of key projects and priorities the Assembly Commission intends to deliver over the next four years to underpin the Corporate Strategy 2018-23.

In order to command confidence and facilitate compliance with statutory duties, a number of measures are also in place:

- All equality plans and monitoring reports are tabled at Secretariat Management Group (SMG) meetings;
- The Equality Scheme, the Disability Action Plan, the Good Relations Action Plan and the Gender Action Plan are published on the Assembly website;
- Policy screening arrangements are in place, including a protocol for the sign-off of screening forms;
- The screening template is kept under regular review and screening guidance is updated as appropriate;
- Applicable policies (new and revised) submitted to SMG and the Assembly Commission must include a screening form (this is a requirement of the SMG/Commission cover paper template);
- Policy screening forms are published on the Assembly website quarterly and stakeholders are sent a notification email: <http://www.niassembly.gov.uk/about-the-assembly/corporate-information/publications/equality-screening-and-equality-impact-assessments-eqias/>;
- Public consultations are held on action plans, equality impact assessments (EQIAs), etc., in order to engage with the public and seek their views; and
- Training on equality issues is incorporated into the staff training schedule; and
- The Clerk/Chief Executive and Directors meet with the Equality Manager on a regular basis to discuss equality issues.

1 (b) The Disability Action Plan (DAP) sets out how the Assembly
Disability Commission is fulfilling its statutory obligations under Section 49 of
Action Plan the Disability Discrimination Act 1995. Section 49A of the Act says
2016-2021 that the Assembly Commission must:

- **promote positive attitudes towards disabled people, and;**
- **encourage participation by disabled people in public life.**

During the reporting period, implementation of the 2016-21 Disability Action Plan continued and work began on the draft Disability Action Plan 2021-25. Actions in the 2016-21 plan include:

- provision of auditory and visual awareness programmes to front-line staff;
- the development of accessibility guidance for staff organising events at Parliament Buildings;
- engagement with special schools through the Education Service programme; and
- the development of sign language guidance for staff.

During the reporting period, SMG requested six-monthly updates on the DAP instead of an annual update as part of the Annual Progress Report. The first six-monthly update was prepared in consultation with business areas and presented to SMG in November 2020 and this Report provides the latest update as at 31 March 2021. This update is published on the [Assembly website](#).

A summary of progress on all 54 actions in the plan is provided in the following table:

| Disability Action Plan 2016-21: March 2021 | | No of actions |
|--|--|----------------------|
| Complete <u>or</u> Complete for this reporting period | | 43 |
| In progress/ongoing <u>or</u> On schedule to be progressed in line with timeline | | 7 |
| Partially achieved | | - |
| Overdue | | 3 |
| Action Suspended / Not commenced | | 1 |
| New Action | | - |
| Amended action | | - |
| Total number of actions | | 54 |

The COVID-19 restrictions and resultant closure of Parliament Buildings to the public have had a bearing on activity under the action plan, particularly for the Education Service and Engagement. However, these areas have been proactive in engaging with stakeholders to explore ways of delivering some activities remotely. For example, the Education Service has suspended its visits programme but has delivered online sessions instead. In addition, instead of marking International Day of People with Disabilities with a physical event at Parliament Buildings, the Assembly hosted a virtual event, 'An Accessible Assembly?' in partnership with Disability Action on 3 December 2020.

Three actions remain overdue due to delays related to the COVID-19 pandemic. These actions were all related to the development and delivery of training for staff and associated recording mechanisms.

A final update on progress on actions will be included in a closure report on the 2016-21 DAP, which is scheduled to be published in late 2021.

2021-25 Draft Disability Action Plan

Work to develop the draft DAP 2021-25 began in 2020, with pre-consultation taking place in January and February 2021. Pre-consultation meetings were held with staff and members of the Assembly Commission's External Disability Advisory Group, which comprises disability organisations from across Northern Ireland and which was set up to advise the Assembly Commission on disability-related issues.

The draft action plan sets out both continuing activity and proposed new activity over the course of the four years of the plan. For example, we will continue to work to retain the Autism Friendly Award and the Louder than Words Charter accreditation (which is awarded to deaf-friendly organisations), and we will continue to engage with the external Disability Advisory Group. Proposed new actions include:

- short-term work placements for people with disabilities;
- A review of Committee consultation methods, which will look at ways to engage more effectively with people with disabilities;
- A teachers' conference for special schools hosted by our Education Service; and
- New autism-friendly and dementia-friendly tours.

A full three-month public consultation on the draft Disability Action Plan is scheduled to begin in summer 2021. Following analysis of consultation responses, a final plan will be made available on the Assembly website.

1(c) Good Relations Action Plan 2016-2021 Under section 75(2) of the Northern Ireland Act 1998, the Assembly Commission is required to have regard to the desirability of promoting good relations between persons of different religious belief, political opinion or racial group. The Good Relations Action

Plan sets out how the Assembly Commission proposes to fulfil this duty in relation to the functions for which it is responsible.

Six-monthly updates on the Good Relations Action Plan 2016-21 are prepared. The October 2020 update and the March 2021 update are available at the link [here](#). The 2016-21 Plan ends in November 2021 and work to develop a successor Plan is under way.

As with other Assembly Commission action plans, COVID-19 restrictions have had a bearing on progress on actions. A summary of progress on the 41 actions in the most recent update, March 2021, is available in the table below:

| Good Relations Action Plan 2016-21: March 21 update | | No of actions |
|--|--|----------------------|
| | Complete <u>or</u> Complete for this six-month reporting period | 29 |
| | In progress/ongoing <u>or</u> On schedule to be progressed in line with timeline | 5 |
| | Partially achieved | 2 |
| | Overdue | 1 |
| | Action Suspended / Not commenced | 4 |
| | New Action | - |
| | Amended action | - |
| Total number of actions | | 41 |

Activity over the reporting period included:

- engagement with refugees and asylum seekers and minority ethnic communities;
- Speaker's events, such as a virtual class on the Irish language in a parliamentary context for Seachtain na Gaeilge (Irish Language Week);
- virtual talks for schools organised by the Education Service, including talks by academics e.g. a Westminster Clerk, the

Chair of the Education Committee and the Human Rights Commission;

- ongoing meetings with the ECNI and other stakeholders, and continued participation in relevant groups, for example, the Northern Ireland Civil Service (NICS) Equality Practitioners Group and the NICS/ECNI Statutory Duties Forum.

During the reporting period pre-consultation commenced on the new draft Good Relations Action Plan for the 2021-25 period.

**1 (d) Gender
Action Plan
2019-2023**

The Gender Action Plan 2019-23 is a continuation of the 2016-18 Gender Action Plan, and it sets out actions and measures to promote gender equality within the Assembly Commission. Progress against targets in the action plan is overseen by the Gender Action Plan Implementation Group, which meets regularly throughout the year. It reports on progress to SMG every six months and to the Assembly Commission annually. During the reporting period, two updates were prepared (October 2020 and March 2021) and these are available at the link below:

<http://www.niassembly.gov.uk/about-the-assembly/corporate-information/policies/equality-policies/gender-action-plan/>

The March 2021 Gender Action Plan summary of progress update is available in the table below:

| Gender Action Plan 2019-23: March 2021 Update | | No of actions |
|--|--|----------------------|
| Complete <u>or</u> Complete for this six-month reporting period | | 7 |
| In progress/ongoing <u>or</u> On schedule to be progressed in line with timeline | | 2 |
| Partially achieved | | - |
| Overdue | | 4 |
| Action Suspended / Not commenced | | 1 |
| New Action | | - |
| Amended action | | - |
| Total number of actions | | 14 |

Activity over the reporting period of the annual report includes the implementation of two ongoing practices to help to promote gender balance. The first is to periodically email heads of business to encourage them to consider inviting team members involved in working on specific projects/papers to appear with them when presenting at SMG meetings. The second is to periodically email heads of business to remind them to consult the gender balance checklist when forming new internal groups or panels.

Four actions are marked overdue as original project timelines were not met due to staff resourcing issues. These include development of a menopause policy and a transgender policy. All four actions are currently being progressed in line with new timelines.

1 (e)
Speaker's
Events

During this reporting period, Parliament Buildings was closed to the public due to the COVID-19 pandemic. Whilst the Speaker was unable to host physical events, the following events were hosted virtually:

25 November 2020 –The Speaker launched a Giving Tree in support of the St Vincent de Paul and Salvation Army Family Appeal to provide support to those facing hardship.

2 December 2020 – The Speaker, on behalf of the Assembly Commission, hosted a 'Perspectives On' lecture to mark the 100th anniversary of the Government of Ireland Act. The event was attended by the Ceann Comhairle and 100 members of the public.

3 December 2020 – The Speaker hosted an event to mark International Day of Persons with Disabilities and the 25th anniversary of the Disability Discrimination Act 1995. Participants attending the event considered how the Assembly and its Committees can better engage with disabled people and ensure that legislation reflects their needs.

3 March 2021 – The Speaker hosted an event to mark Seachtain na Gaelige (Irish Language Week) which provided the opportunity for MLAs, and Assembly staff to learn some parliamentary phrases in Irish.

8 March 2021 –The Speaker launched a short video series to mark International Women's Day. The series was broadcast on the Northern Ireland Assembly's social media channels (Twitter, Facebook and Instagram) and featured a number of short video clips of women speaking about their journey to achievement across a range of fields, highlighting how they approached the challenges they faced.

8 March 2021 –The Speaker hosted an event to mark Commonwealth Day. The theme ‘Young Voices from the Commonwealth – Connecting, Innovating and Transforming’ provided the opportunity for a number of young people from across the Commonwealth to talk about their experience of living in Northern Ireland.

16 March 2021 - “Perspectives On...” Centenary Events

The Speaker announced a programme of centenary events which the Assembly Commission agreed to mark in 2021 including the centenary of the creation of Northern Ireland/ Partition and the centenary of the first sitting of the old Northern Ireland Parliament. The programme includes lectures, social media initiatives, exhibitions and an Open Day. It will be delivered throughout 2021, subject to public health restrictions.

17 March 2021 – The Speaker launched a short video series which was broadcast on the Northern Ireland Assembly’s social media channels (Twitter, Facebook and Instagram) and featured a number of artists who provided musical content to mark St Patrick’s Day.

23 March 2021 - To mark the Marie Curie International Day of Remembrance, the Speaker led Member’s in observing a minute's silence to remember all those who lost their lives during the pandemic and to show support for the many thousands of people who mourned the loss of their loved ones.

17 February 2021 - Review of Display of Artefacts in Parliament Buildings

In addition to the Speaker’s events, the Assembly Commission agreed a project to review the display of artefacts within Parliament Buildings

and approved a set of principles to guide this work. With historical expertise provided by Dr Eamon Phoenix, the Assembly Commission intends to develop a time line of key events and figures connected to the parliamentary history of the buildings, which will add to the visitor experience and be reflective of different sections of the community. This will then allow the Assembly Commission to consider which of its own artefacts it can add to the narrative and it can identify potential items to address any gaps. This work will continue throughout 2021.

1 (f)
Education
Service

The role of the Assembly's Education Service is broadly to support young people's understanding of the Northern Ireland Assembly and democracy. The Education Service delivered a programme of activities during the reporting period to a wide range of groups, including schools from all sectors (Key Stages 1 to 5), universities, general youth groups and teachers (see **Annex 1** for figures by group type).

All areas of delivery are designed to raise awareness and understanding of the work of the Assembly through relevant educational curriculum streams and to encourage young people to participate in the democratic process.

The Education Service promotes its activities widely. It tailors programmes to individual groups, working with teachers, youth leaders, etc. to ensure the best possible experience for participants. The service is free.

Due to COVID-19 restrictions, the Education Service operated differently during this reporting period and numbers participating in the education programme were lower compared to previous years. In addition to two lengthy periods of school closure, Parliament Buildings was closed to the public, so inward visits did not take place. The 'physical' outreach programme to schools and other organisations

was also suspended. Instead, the Education Service offered a new virtual programme. The Education Service also developed new online resources for schools. (See 'Resources' below).

Most of the groups that participated in the virtual programme during the period were school groups from across Northern Ireland drawn from most school sectors. Youth groups also availed of the programme, including the Children's Law Centre Youth Panel, the 'Mencap Heroes' project, the Quaker Service's 'My Story, Your Story' project and Volunteer Now's TBUC programme. The Education Service also assisted the Quaker Service to produce a quiz on democracy, which included questions on how the Assembly works.

The Education Service catered for university groups and delivered:

- presentations to Ulster University's Transitional Justice Institute/School of Law groups;
- a specially tailored programme for Ulster University post-graduate students of Human Resources, which included a talk by the Assembly's Head of Human Resources; and
- a programme for Ulster University students of Planning, Regeneration and Development, which involved talks by, and Q & A sessions with, the Chair of the Assembly's Committee for Agriculture, Environment and Rural Affairs, and a specialist Assembly researcher.

The Education Service replaced its usual teacher training conferences with a series of virtual presentations by invited speakers on the topics of Northern Ireland Politics in 2020, House of Commons Select Committees, Brexit and Northern Ireland, the Human Rights Commission, and the Work of the Assembly's Committee for Education. Schools were invited to send questions for the speakers in advance and recorded sessions, which were subtitled, were posted on

the Education Service's website. These resources support students of AS-Level and GCSE Government and Politics and Key Stage 3 and 4 students of Learning for Life and Work.

<http://education.niassembly.gov.uk/video-gallery>

A new online feedback system, designed to make the feedback process easier and more accessible, was developed and is now in operation.

Awareness raising

The Education Service marketed its virtual programme and new resources to all schools via postal mailshot, email (using Mail Chimp), social media (Twitter – update daily), its dedicated website (latest news articles) <http://education.niassembly.gov.uk/> and the 'Noticeboard' of the school network provider C2K. The Education Service raised awareness of the Speaker's Decade of Centenaries lectures to teachers of Politics and History.

Resources

New 'Introduction to the Assembly' videos were produced in partnership with CCEA, one for Key Stage 2 pupils and one for students at Key Stages 3 and 4. Two new animations were completed on the topics of 'The Belfast/Good Friday Agreement' and 'Getting Involved' (in the democratic process). The animations are targeted at Key Stages 3 and 4 students of Democracy and Participation within the Learning for Life and Work curriculum, as well students of the new GCSE in Government and Politics. Subtitling is provided for all those video resources. Scripts for two further animations were submitted to CCEA, on the topics of 'Committees' (for students of AS Government and Politics, and 'Making Legislation' (for Key Stages 3 to 5).

The Education Service worked with the Assembly's Communications Office to produce two new recorded lessons on 'How the Assembly Works', delivered by Education Officers, one for Key Stage 2 pupils and one for Key Stage 3 and 4 pupils. Three new online quizzes for primary, Key Stage 3 and 4 pupils were also created. As mentioned above, a series of talks by invited speakers, with the opportunity for schools to submit questions in advance, were recorded and published on the website.

CCEA completed the conversion of the whole Education Service website to HTML, making it accessible on all devices. Translation of the primary section of the website in Irish was also completed during this period and work began on translating the Key Stage 3 and 4 pages.

Engagement

In addition to its core visits programme for schools and other groups, other activities carried out by the Education Service during the reporting period included:

- Working with and on behalf of the Ad Hoc Committee on a Bill of Rights to deliver a number of consultation focus group sessions with schools from across Northern Ireland in all sectors, including Special and Irish-medium schools. Focus group sessions for Irish-medium participants were delivered in Irish (the Education Service continues to offer its regular programme through the medium of Irish).
- Working with the YMCA on its flagship 'Youth in Government' programme for young people from a variety of backgrounds. Sessions included a Q & A with 3 MLAs and an Assembly-style debate on the issues of abortion, a united Ireland and reform of

Northern Ireland's education system. These took place over two evenings in March 2021.

- Facilitating an evening stakeholder consultation event for young people (Liquor Licensing Bill) on behalf of the Committee for Communities.
- Renewing the Assembly Commission's partnership agreement with 'Keep Northern Ireland Beautiful' which involved the Education Service offering a special programme for Eco-Schools.
- Delivering two briefing sessions to the new Northern Ireland Adviser to the German Embassy in London.

The Education Service continued to represent the Assembly Commission at the NICCY Participation Forum, which meets twice-yearly to encourage communication and cooperation on youth participation initiatives. Chaired by the Children's Commissioner, the Forum also includes Departmental Children's Champions and representatives from youth organisations.

The Education Service hosted a final-year student from Stranmillis University College for a two-week virtual placement.

Disability

One of the Education Officers is an autism champion, and visitor information for people with autism is available on the Education Service website. The website adheres to WC3 usability standards. All new video material posted on the website is subtitled. The Education Service's website partner, CCEA, completed the conversion of all text and activities to HTML to make it accessible on all platforms.

An annual mailshot was sent to all schools, including Special Schools. The Education Service offers a bespoke service to special schools to ensure that the programme meets the needs of different groups in this sector. The Education Service has committed to increasing the participation of Special Schools in the Assembly's Education Programme and to holding a conference for Special School teachers by June 2022. Special Schools were included in the focus group consultation exercise delivered by the Education Service on behalf of the Ad Hoc Committee on a Bill of Rights. Groups participating in the 'Mencap Heroes' project participated in the Education Programme in 2020 and an Education Officer attended a session with Mencap staff on how best to deliver a remote session for those with specific educational needs. Education Service figures by school type can be found at **Annex 1**.

The Northern Ireland Youth Assembly

During the period, the Assembly Commission agreed the development of a Northern Ireland Youth Assembly.

The main framework of the proposals was for a Youth Assembly comprising 90 members, with 54 drawn from the 18 constituencies and 36 from the community to ensure equality and diversity across the Section 75 categories, young people in care and those living in material deprivation ("Section 75+").

Building on the consultation that had already taken place in the development of the proposals agreed by the Assembly Commission, officials engaged extensively from August 2020 to January 2021 with more than 130 external organisations and individuals. In addition,

officials have also consulted with the Assembly's Equality team and the ECNI. Equality screening has been completed.

A Co-Design Panel of young people was established to help co-design proposals for the process of recruiting members of the Youth Assembly. A Youth Assembly Advisory Group, chaired by the Speaker, was also established to provide advice and guidance from the youth sector and other relevant stakeholders in relation to the arrangements needed to establish, implement and review the operation of the Youth Assembly during its initial two-year pioneer phase.

It is intended that the Youth Assembly will provide opportunities to promote good relations between people of different religious beliefs. The establishment of this, the first Youth Assembly for Northern Ireland, will provide opportunities for young people of all backgrounds to work together and learn from each other.

- 1 (g)**
Engagement & Outreach
- The Engagement Office is responsible for advancing and encouraging the public's awareness and understanding of the Assembly. It provides the business community, voluntary sector and delegations from across the world with the opportunity to engage with and learn more about the legislature.

Assembly Connects Programme

The Assembly Connects programme works to enhance connections between the Assembly and the community through education and outreach, and it provides free training, information and support for local community groups.

Due to the public health situation, all training has been delivered virtually. Consultation and co-design has taken place with a wide

range of section 75 groups in this reporting period including those with a disability, older people, women, LGBTQ, disability, BAME, Asylum seekers and young people outside of education. This work has led to 26 tailored training programmes being successfully delivered during this time period.

Section 75 data has been collated for each Assembly Connects event since October 2020 and will be assessed on a six monthly basis via the Bi-Annual Engagement Report. Associated strategies will then be developed to ensuring increased participation if required.

In March 2021, 'Assembly Connects' launched a new database to register voluntary and community organisations by sector. The database will be used to issue information about Assembly and Committee business and activities.

Committee Engagement Support

During this period, the Engagement Office has supported Assembly Committees to increase participation and witness diversity. In conjunction with the Communications Office, the Engagement Team have used alternative methods to gather views, including virtual stakeholder events and online surveys, to ensure equality of access.

When appropriate, events have been co-designed with relevant third parties. For example, the Engagement Team supported the engagement activities of the Ad Hoc Committee on a Bill of Rights. This included the Bill of Rights survey being emailed to 4,000 registered charities, representing all Section 75 groups. 109 separate pieces of content (individual graphics, text and links) were created for the online campaign and published across our three main social media platforms (Facebook, twitter, and Instagram). Ads were

targeted towards audience groups, as identified in the communications plan, focusing on lifestyle by age e.g. 13- 17, 18-25, 26-39, 40-55, 55+ and those with an interest in human rights.

The Communications Team also linked other relevant online communications to the Bill of Rights Survey, including the online campaign for International Day for People with a Disability. For those unable to answer the survey online, it was available in hard copy and could be completed over the telephone. The survey was available in other languages on request. A number of surveys in Irish were completed. The Engagement Team worked with Age NI to ensure older people, who were digitally disengaged, could complete the survey. Hard copies were sent to day centres for completion and posted back to the Engagement Team to be entered. Hard copies were also sent to food banks.

The Section 75 data was monitored and additional information was sent to underrepresented groups, which were contacted directly by email/phone or via social media, to ensure they had the opportunity to have their voice heard. As part of the Committee's consultation process, a series of stakeholder events also took place in order to reach a large number of people, particularly those in the more hard-to-reach groups. Due to COVID-19 restrictions, these stakeholder events have been delivered via virtual platforms. The events were based on Section 75 categories, with over 160 people taking part.

1 (k) Audit of Inequalities 2016-21

Audit of

Inequalities

The purpose of an audit of inequalities is to provide a strategic picture of inequalities relevant to the role and functions of an organisation. This audit informs the development of an audit of inequalities action

plan, which aims to address inequalities and to promote equality of opportunity and good relations. The Audit of Inequalities Action Plan 2016-21 is published on the Assembly website as an appendix of the revised Equality Scheme 2016-21 and can be accessed [here](#).

Due to the prevailing public health situation and in discussion with the ECNI, the Audit of Inequalities Action Plan 2016-21 has been extended to the end of 2021-22.

Two six-monthly updates were prepared during the reporting period, November 2020 update and April 2021.

A summary of progress on the 27 actions in the most recent update, April 2021, is available below:

| | Audit of Inequalities Action Plan 2016-21 – April 2021 update | No of actions |
|--|--|--------------------------|
| | Complete <u>or</u> Complete for this reporting period | 19 |
| | In progress/ongoing <u>or</u> On schedule to be progressed in line with timeline | 4 |
| | Partially achieved | 2 |
| | Overdue | |
| | Action Suspended / Not commenced | 2 |
| | New Action | |
| | Amended action | |
| | Total number of actions | 27 |

Activity during the reporting period included:

- Consultation with people from a wide range of Section 75 groups, including with older people, women, members of the LGBTQ community, people with disabilities, ethnic minorities,

asylum seekers and young people outside of education. This work led to tailored training and Committee stakeholder events being successfully delivered during the reporting period.

- Continued Implementation of the ‘Perspective on...’ series, an agreed series of events to mark the decade of centenaries at Parliament Buildings. In December 2020, the Speaker hosted a lecture on the centenary of the Government of Ireland Act. In February 2021, the Assembly Commission agreed a programme of events to mark the centenaries in 2021 of the creation of Northern Ireland/partition and the first sitting of the Northern Ireland Parliament.
- A series of talks organised by the Education Service to encourage discussion in the classroom. Speakers included Chris Lyttle MLA, Chair of the Education Committee; Dr Claire Rice, Newcastle University; David McCann, political commentator; Judith Boyce, House of Commons Clerk; and representatives from the Northern Ireland Human Rights Commission.

One action remains suspended – ‘Development of a language policy for the Assembly Commission’. This action has now been superseded by the new language commitments in the New Decade, New Approach (NDNA) deal, which was published in January 2020.

2 Please provide **examples** of outcomes and/or the impact of **equality action plans/** measures in 2020-21 (*or append the plan with progress/examples identified*).

- a) A progress report on the Good Relations Action Plan 2016-21 is prepared every six months. All updates, including the most recent from March 2021, are available on the Assembly website at <http://www.niassembly.gov.uk/about-the-assembly/corporate-information/policies/good-relations-action-plan/>.
- b) An update on the Disability Action Plan 2016-21 is available at Part B of this Annual Progress Report.
- c) A progress update on the Audit of Inequalities Action Plan is prepared every six months. The updates can be found on the Assembly website or at this link <http://www.niassembly.gov.uk/about-the-assembly/corporate-information/policies/equality-policies/audit-of-inequalities/>.
- d) A progress report on the continuing Gender Action Plan is prepared every six months. All documents relating to the GAP, including six monthly updates, are available on the Assembly website at <http://www.niassembly.gov.uk/about-the-assembly/corporate-information/policies/equality-policies/gender-action-plan/>.

3 Has the **application of the Equality Scheme** commitments resulted in any **changes** to policy, practice, procedures and/or service delivery areas during the 2020-21 reporting period? *(tick one box only)*

X Yes No (go to Q.4) Not applicable (go to Q.4)

Please provide any details and examples: see 3a below

3a With regard to the change(s) made to policies, practices or procedures and/or service delivery areas, what **difference was made, or will be made, for individuals**, i.e. the impact on those according to Section 75 category?

Please provide any details and examples:

COVID-19 has resulted in the delivery of some services in a different way e.g. virtually and as referred to above, the needs of Section 75 groups was considered and accommodated during this process.

3b What aspect of the Equality Scheme prompted or led to the change(s)? *(tick all that apply)*

As a result of the organisation's screening of a policy *(please give details):*

As a result of what was identified through the EQIA and consultation exercise *(please give details):*

As a result of analysis from monitoring the impact *(please give details):*

x As a result of changes to access to information and services *(please specify and give details):*

Refer to question above where this is detailed.

- Other (please specify and give details):

**Section 2: Progress on Equality Scheme commitments and action plans/measures
Arrangements for assessing compliance (Model Equality Scheme Chapter 2)**

- 4 Were the Section 75 statutory duties integrated within job descriptions during the 2020-21 reporting period? (tick one box only)
- Yes, organisation wide
 - Yes, some departments/jobs
 - No, this is not an Equality Scheme commitment
 - No, this is scheduled for later in the Equality Scheme, or has already been done
 - Not applicable

Please provide any details and examples:

Job descriptions within the Assembly Commission are generic in nature and may not make specific reference to Section 75. However, the list of duties reflects compliance with Assembly Commission policies which inherently include Section 75 duties.

- 5 Were the Section 75 statutory duties integrated within performance plans during the 2020-21 reporting period? (tick one box only)
- Yes, organisation wide
 - Yes, some departments/jobs
 - No, this is not an Equality Scheme commitment
 - No, this is scheduled for later in the Equality Scheme, or has already been done
 - Not applicable

Please provide any details and examples:

The Performance Management System assesses performance in relation to the work carried out by staff and also in relation to the Assembly Commission's Skills and Behaviours Framework. Within the context of the Framework, staff are required to promote a positive and productive working environment; foster an environment where staff feel respected and valued; and uphold the goals of professionalism, respect, impartiality and integrity as set out in the Corporate Strategy 2018-2023.

6 In the 2020-21 reporting period were **objectives/ targets/ performance measures** relating to the Section 75 statutory duties **integrated** into corporate plans, strategic planning and/or operational business plans? *(tick all that apply)*

- Yes, through the work to prepare or develop the new corporate plan
- Yes, through organisation wide annual business planning
- Yes, in some departments/jobs
- No, these are already mainstreamed through the organisation's ongoing corporate plan
- No, the organisation's planning cycle does not coincide with this report
- Not applicable

Please provide any details and examples:

The Corporate Strategy for 2018-2023 commits staff to demonstrating: **professionalism** in everything we do; **respect** for each other, Members and the public; and **impartiality** and **integrity** in all our work. Within the 'Building Excellence and Innovation in our Services' element of the strategy, the Assembly Commission commits to ensuring high standards in equality, governance and regulatory compliance through effective and efficient processes.

Equality action plans/measures

- 7 Within the 2020-21 reporting period, please indicate the **number** of: **(27 Actions in total)**

Actions
completed:

Actions in
progress:

Actions
suspended:

- 8 Please give details of changes or amendments made to the equality action plan/measures during the 2020-21 reporting period (*points not identified in an appended plan*):

Not applicable.

- 9 In reviewing progress on the equality action plan/action measures during the 2020-21 reporting period, the following have been identified: (*tick all that apply*)

- Continuing action(s), to progress the next stage addressing the known inequality
- Action(s) to address the known inequality in a different way
- Action(s) to address newly identified inequalities/recently prioritised inequalities
- Measures to address a prioritised inequality have been completed

Arrangements for consulting (Model Equality Scheme Chapter 3)

- 10 Following the initial notification of consultations, a targeted approach was taken – and consultation with those for whom the issue was of particular relevance: (*tick one box only*)

All the time

Sometimes

Never

11 Please provide any **details and examples of good practice** in consultation during the 2020-21 reporting period, on matters relevant (e.g. the development of a policy that has been screened in) to the need to promote equality of opportunity and/or the desirability of promoting good relations:

Not applicable

12 In the 2020-21 reporting period, given the consultation methods offered, which consultation methods were **most frequently used by consultees**: *(tick all that apply)*

- Face to face meetings
- Focus groups
- Written documents with the opportunity to comment in writing
- Questionnaires
- Information/notification by email with an opportunity to opt in/out of the consultation
- Internet discussions
- Telephone consultations
- Other *(please specify)*:

Please provide any details or examples of the uptake of these methods of consultation in relation to the consultees' membership of particular Section 75 categories:

Please refer to question 17.

13 Were any awareness-raising activities for consultees undertaken, on the commitments in the Equality Scheme, during the 2020-21 reporting period? *(tick one box only)*

- Yes No Not applicable

14 Was the consultation list reviewed during the 2020-21 reporting period? (*tick one box only*)

Yes No Not applicable – no commitment to review

Arrangements for assessing and consulting on the likely impact of policies (Model Equality Scheme Chapter 4)

Please see relevant links below:

<http://www.niassembly.gov.uk/about-the-assembly/corporate-information/publications/equality-screening-and-equality-impact-assessments-eqias/>

<http://www.niassembly.gov.uk/about-the-assembly/corporate-information/policies/equality-policies/>

15 Please provide the **number** of policies screened during the year (*as recorded in screening reports*):

| |
|---|
| 4 |
|---|

16 Please provide the **number of assessments** that were consulted upon during 2020-21:

| | |
|---|--|
| 4 | Policy consultations conducted with screening assessment presented. |
| | Policy consultations conducted with an equality impact assessment (EQIA) presented. |
| | Consultations for an EQIA alone. |

17 Please provide details of the **main consultations** conducted on an assessment (as described above) or other matters relevant to the Section 75 duties:

Consultation was noted as related to the four equality screening forms for the reporting period. No issues were raised as regards differential impact on the section 75 categories.

18 Were any screening decisions (or equivalent initial assessments of relevance) reviewed following concerns raised by consultees? *(tick one box only)*

Yes No concerns were raised No Not applicable

Please provide any details and examples:

Arrangements for publishing the results of assessments (Model Equality Scheme Chapter 4)

19 Following decisions on a policy, were the results of any EQIAs published during the 2020-21 reporting period? *(tick one box only)*

Yes No Not applicable

Please provide any details and examples:

Arrangements for monitoring and publishing the results of monitoring (Model Equality Scheme Chapter 4)

20 From the Equality Scheme monitoring arrangements, was there an audit of existing information systems during the 2020-21 reporting period? *(tick one box only)*

Yes No, already taken place

No, scheduled to take place at a later date

Not applicable

Please provide any details:

21 In analysing monitoring information gathered, was any action taken to change/review any policies? (*tick one box only*)

Yes

No

Not applicable

Please provide any details and examples:

22 Please provide any details or examples of where the monitoring of policies, during the 2020-21 reporting period, has shown changes to differential/adverse impacts previously assessed:

Not applicable

23 Please provide any details or examples of monitoring that has contributed to the availability of equality and good relations information/data for service delivery planning or policy development:

Monitoring arrangements are built into our action plans. For example, six-monthly progress updates on both the Gender Action Plan and the Good Relations Action Plan are provided to SMG. Monitoring is also carried out informally on an on-going basis. In addition, information arising from monitoring is considered when reviewing service delivery and existing action plans, and when developing policies.

Staff Training (Model Equality Scheme Chapter 5)

24 Please report on the activities from the training plan/programme (section 5.4 of the Model Equality Scheme) undertaken during 2020-21, and the extent to which they met the training objectives in the Equality Scheme

During the reporting year we introduced a new Health and Wellbeing Framework to guide activities across three areas of social, psychological and physical wellbeing. We created a weekly E-zine for distribution to all staff that highlighted key issues around both physical and mental health matters. This E-zine also highlighted a range of live links to other external virtual events that staff could access.

We also availed of a range of free courses for our corporate volunteers, namely Mental Health First Aiders and Autism Champions through the FutureLearn site. In addition, the following Learning and Development activities were delivered during the year:

List of relevant training courses attended by staff during 2020/21

| Title of Course | Staff Attendance | Start Date |
|---|-------------------------|-------------------|
| Psychological Impact of COVID 19 | 1 | 05/06/2020 |
| Harassment Contact Officer Training | 8 | 21/08/2020 |
| Supporting and Engaging People with Autism (6wk x 3hrs) | 3 | 19/10/2020 |

| Title of Course | Staff Attendance | Start Date |
|--|-------------------------|-------------------|
| Psychological Impact of COVID 19 | 1 | 05/06/2020 |
| Harassment Contact Officer Training | 8 | 21/08/2020 |
| Supporting and Engaging People with Autism (6wk x 3hrs) | 3 | 19/10/2020 |
| Diversity & Inclusion - A Practical Guide Going Online! | 2 | 19/11/2020 |
| People Manager Programme Mod 11: Building Resilience | 14 | 01/02/2021 |
| People Manager Programme Mod 5: Mental Health Awareness for Managers | 7 | 25/02/2021 |

| | | |
|-------------------------------------|---|------------|
| Harassment Contact Officer Training | 2 | 09/03/2021 |
|-------------------------------------|---|------------|

List of relevant online training in 2020/21

| Title of Training | Number of Staff | Mandatory Completion |
|--|------------------------|-----------------------------|
| Unconscious Bias (e-Learning) | 280 | ✓ |
| Introduction to section 75 (NIA) (e-Learning) | 262 | ✓ |
| Diversity Now (e-Learning) | 17 | |
| Positive Mental Health Toolkit for All Staff (e-Learning) | 7 | |
| Managing Personal Stress and Resilience - NI Assembly (e-Learning) | 6 | |
| Autism Spectrum Disorder (ASD) Awareness (e-Learning) | 1 | |

List of Internal Briefings/Workshops and Link & Learn Events attended by staff during 2020/21

| Title of Event | Staff Attendance | Start Date |
|---|-------------------------|-------------------|
| Resilience and Mental Strength in Times of Uncertainty (Zoom webinar) | 2 | 30/09/2020 |
| Equality and Diversity Link and Learn | 1 | 03/12/2020 |
| It's Time to Stop Racism | 1 | 18/01/2021 |
| LGBT Awareness | 1 | 18/02/2021 |
| Suicide Awareness | 1 | 08/02/2021 |
| An Introduction to Mindfulness | 13 | 02/03/2021 |
| Take 5 to Rethink your Resilience | 1 | 26/03/2021 |

In addition, the Assembly's Equality Manager continued in consultation with the ECNI and the NICS to advance the development of several e-learning packages in both equality (Section 75) and Good Relations. Due to the COVID-19 pandemic, this work was further delayed.

- 25** Please provide any examples of relevant training shown to have worked well, in that participants have achieved the necessary skills and knowledge to achieve the stated objectives:

This reporting year saw a move to a different way of delivering learning activities and the majority of feedback received to on-line evaluation forms has been positive in relation to the delivery of virtual learning activities. It appears that the sessions are of an appropriate length and the topics are of interest to staff. All learning activities delivered are evaluated by means of questionnaire using the Assembly's e-learning Moodle platform. Staff members are asked to respond to a range of questions, one of which is to detail the aspects of the training they had found most beneficial.

A selection of qualitative comments provided as part of the evaluations are provided below:

Harassment Contact Officer Training

- Being able to take part in the training in an environment that allowed open discussion about complexities of the role, boundaries to the role and examples of difficult issues likely to be encountered.

People Manager Programme: Module 11: Building Resilience

- I found the course to be very relevant to today's life - both personal and work.

Introduction to Mindfulness Workshop

- I like the one to one interaction that the person taking the event used... The skills that he taught us how to use were very interesting and I would be keen to learn more.

It's time to stop racism

- Liked hearing the personal story from the presenter.

In relation to future planning and delivery in collaboration with activities highlighted in equality action plans, further awareness/information short courses have been scheduled. The L&D team will continue to support and provide relevant training to the organisational champions, namely Mental Health First Aiders, Autism Champions and Harassment Contact Officers.

- 26** Please list **any examples** of where monitoring during 2020-21, across all functions, has resulted in action and improvement in relation **to access to information and services**: The Assembly Commission's Complaints Policy remained in place making it easy for members of the public to notify the Assembly regarding any complaint relating to the delivery of services by Assembly staff and/or perceived failures in complying with the Assembly's Equality Scheme. There is a Complaints Officer to deal with issues raised by the public and to log complaints on a Complaints Register.

SMG receives reports from the Complaints Officer including data on the nature and volume of complaints received. These reports are published on the Assembly website, in line with our Publication Scheme.

The Assembly Commission also receives an annual summary report detailing the numbers and categories of complaints received in the previous year. The report will include any improvements made to the policy or procedures.

The Complaints Policy and Procedure is published on the Assembly's website at <http://www.niassembly.gov.uk/about-the-assembly/corporate-information/policies/complaints-procedure/>

As discussed at Section 1(b) above, examples are provided which aim to further improve public access to information and services, these include:

1. Maintenance of accreditations and the provision of access information
2. An accessibility webpage
3. 'Autism and the Assembly' webpage
4. Continuation of physical works to Parliament Buildings
5. Maintenance of signage and access items used by the public, for example, the changing places room.

Complaints (Model Equality Scheme Chapter 8)

27 How many complaints **in relation to the Equality Scheme** have been received during 2020-21?

Insert number here:

| |
|---|
| 1 |
|---|

Please provide any details of each complaint raised and outcome:

One complaint was received concerning the equality screening of the Recruitment and Selection Policy and policy content. Following an investigation into the complaint, the complaint was not upheld.

Section 3: Looking Forward

28 Please indicate when the Equality Scheme is due for review:

March 2021. Due to the COVID-19 pandemic and resourcing issues, the ECNI has granted an extension to the current equality scheme. The equality scheme will now be reviewed in November 2021.

29 Are there areas of the Equality Scheme arrangements (screening/consultation/training) your organisation anticipates will be focused upon in the next reporting period? (*please provide details*)

During the next reporting period, we will continue to implement the actions in our Equality Scheme, Audit of Inequalities, Disability Action Plan, the Good Relations Action Plan and the Continuing Gender Action Plan. Examples of areas on which we will focus also includes:

- Development of a new Audit of Inequalities Action Plan
- Review of the Equality Scheme and development of a new Action Plan
- Development of a new Good Relations Action Plan
- Development of a new Disability Action Plan
- Development of a Transgender Policy
- Findings from QUB Gender research

30 In relation to the advice and services that the Assembly Commission offers, what **equality and good relations priorities** are anticipated over the next (2020-21) reporting period? *(please tick any that apply)*

- Employment
- Goods, facilities and services
- Legislative changes
- Organisational changes/ new functions
- Nothing specific, more of the same
- Other (please state):

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PART B - Section 49A of the Disability Discrimination Act 1995 (as amended) and Disability Action Plans

1. Number of action measures for this reporting period that have been: -- action measures in total

43

Fully achieved

7

Partially achieved

4

Not achieved

2. Please outline below details 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 | Outputsⁱ | Outcomes / Impactⁱⁱ |
|---|-------------------------|--|---|---------------------------------------|
| | National ⁱⁱⁱ | N/A | | |
| 1 | Regional ^{iv} | Continue to hold meetings twice a year, or as agreed by the group. Review current membership with a view to developing a list | Members of the group met in February 2021 as part of the pre-consultation on the draft Disability Action Plan | Fully Achieved. |

| | Level | Public Life Action Measures | Outputs ⁱ | Outcomes / Impact ⁱⁱ |
|---|--------------------|--|---|---|
| | | of additional representatives to be invited to participate on the group. | 2021-25. | |
| 2 | Local ^v | Erasmus+ Application for future youth engagement project. | <p>Apply to Erasmus+ for funding for a second youth engagement project.</p> <p>If successful in securing funding, design recruitment process to promote the opportunity to people with a disability.</p> <p>If successful in securing funding, set target for number of participants with disabilities.</p> | <p>Fully Achieved.</p> <p>Application was made but was unsuccessful.</p> |

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

| | Training Action Measures | Outputs | Outcome / Impact |
|---|---|---|---|
| 3 | Ensure staff receive training and guidance on disability equality legislation and disability awareness. | Quality assurance of equality training packages and provision of feedback and any equality training courses. | Fully Achieved. The Equality Manager, L&D team and Head of HR provide quality assurance on all equality training courses. Evaluation data is collected from all courses to support further development. |
| 4 | | Provide specific training sessions for staff on mental health issues. Examples of training programmes include: Mental Health 1 st Aiders | Fully Achieved. The Assembly Commission has seventeen staff trained as Mental Health First Aiders to recognise the symptoms and signs associated with mental health problems and signpost staff to the appropriate support. During the period of this report, additional training was offered to all Mental Health First Aiders in relation to the psychological impact of COVID-19. Specific virtual training opportunities have also been highlighted to staff as |

| | Training Action Measures | Outputs | Outcome / Impact |
|---|--------------------------|--|--|
| | | | part of the Health & Wellbeing E-Zines. These have been across a range of well-being areas including physical, psychological and social. |
| 5 | | <p>Provide auditory and visual awareness programmes to front-line staff.</p> <p>Provide opportunities for staff to obtain Level 1 sign language training.</p> <p>Consider scope for provision of Level 2 sign language training.</p> | Fully Achieved. |
| 6 | | Deaf awareness training to be provided to all frontline staff as required. | <p>Fully Achieved.</p> <p>Twenty-seven staff attended a masterclass on deaf awareness at the end of March 2017. The masterclass was open to all staff. Three staff completed BSL Level 3 in 2019.</p> |

| | Training Action Measures | Outputs | Outcome / Impact |
|---|--------------------------|---|---|
| | | | |
| 7 | | Autism awareness training to be provided to relevant staff, including refresher training for the Assembly's appointed Autism Champions as required. | During the period of this report, all Assembly Autism Champions were offered virtual training on Autism through the FutureLearn site. |
| 8 | | Provide relevant Master classes to staff to update their understanding of working with individuals with communication difficulties. | Fully Achieved. The Masterclass was delivered in 2017 by Brain Injury Matters and was aimed at staff who wished to improve their skills in working with people who have communication difficulties. The session focused on the needs of people with Acquired Brain Injury (ABI), reviewed a range of ways in which people communicate and raised awareness to improve the effectiveness of communication with individuals with ABI. |

| | Training Action Measures | Outputs | Outcome / Impact |
|---|--------------------------|---|--|
| 9 | | Evaluate training to determine of course objectives were met and staff knowledge has increased through the staff iTrent system, through for example completed questionnaires. | Fully Achieved. |
| | | All staff made aware of the revised Equality Scheme and Disability Action Plan through e-learning training and direct communication to staff via intranet and email. Key awareness messages delivered through a range of information materials, eg, leaflets, flyers and posters. | <p>Training on Section 75 duties and an introduction to screening was delivered to all Heads of Business in December 2018/January 2019. The L&D team continue to highlight key Section 75 issues through a range of mediums including the Well-being Wednesday E-zine which has been issued 19 times during this reporting period.</p> <p>During the period of this report, a new health & wellbeing framework has been developed and associated resource pages have been created on AsslSt.</p> <p>During this reporting period, all staff received mandatory online training on section 75 duties.</p> |

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

| | Communications Action Measures | Outputs | Outcome / Impact |
|----|---|---|--|
| 10 | Provide guidance for visitors and staff on further disability access arrangements in relation to participation in Assembly business and events, e.g. Committees, Plenary Session, seminars. | <p>Develop guidance for staff organising events, including Committee stakeholder events, seminars, receptions etc.</p> <p>Include checklist of issues to consider, including signage, accessibility, presentation etc.</p> <p>Issue guidance to Disability Advisory Group for feedback.</p> | <p>Fully Achieved.</p> <p>Following consideration of research and good practice locally and internationally, guidance and a checklist were prepared in consultation with business areas, and feedback was sought from the External Disability Advisory Group. A Postmaster was issued to staff advising them of the availability of the approved guidance and checklist, which was published on AssISt, the Assembly intranet:</p> <p>http://assist.assemblyni.gov.uk/business-areas/equality-and-good-relations-unit/</p> |

| | Communications Action Measures | Outputs | Outcome / Impact |
|----|---|--|---|
| 11 | Inclusive and Accessible Events: Guide and Checklist. | A guide and checklist have been developed for staff involved in the planning, organising and delivery of events at Parliament Buildings and at external venues. | Fully Achieved. The guide and checklist will help staff to organise events which are accessible and in which all attendees can fully participate. They will also aid staff to take account of the different needs of attendees and to identify potential barriers to participation, particularly for those with disabilities. |
| 12 | Sign language policy. | Develop proposals to progress a sign language policy, and include consideration of DCAL's work on sign language. Work with relevant agencies in the development of this policy and stakeholders. Present proposals to the Assembly Commission. | Fully Achieved. Sign language guidance was approved by SMG in 2016. Staff were informed of the availability of guidance by postmaster. The guidance, which includes details of how to book a sign language interpreter, is available on AssISt, the Assembly intranet: http://assist.assemblyni.gov.uk/media/1872/sign-language-guidance.pdf |

| | Communications Action Measures | Outputs | Outcome / Impact |
|--|---------------------------------------|--|---|
| | | <p>Continue to arrange, where appropriate and by prior arrangement, for a sign language interpreter to be in the Public Gallery to provide service during a relevant debate.</p> <p>Continue to arrange, where appropriate and by prior arrangement, for a sign language interpreter to attend relevant Committee meetings.</p> <p>Develop guidance on when it is appropriate to arrange the services of a sign language interpreter for use in the Public Gallery (in line with the scheduled development of a sign language policy).</p> | <p>Fully achieved.</p> <p>Points one and two on sign language provision in plenary and committee meetings is complete and continues to be provided as required. The point on developing guidance is still ongoing but will be taken forward in due course.</p> |

| | Communications Action Measures | Outputs | Outcome / Impact |
|----|--|---|--|
| 13 | Committee Gallery Rules. | In January 2016, rules for visitors to Committee Galleries were amended to enable building users with a disability to use electrical devices if required. Keep rules under review. | Fully Achieved. |
| 14 | Continue Assembly Community Connect (ACC) training to people with disabilities. | Deliver bespoke 'How the Assembly Works' sessions to disability groups on request. Deliver training regionally on request. | Fully Achieved. The Engagement Team delivered a series of tailored events to disability groups during this time period including working with Mencap to make the presentations more accessible for those with learning disabilities. |
| 15 | Continue to use web-based material to promote positive attitudes towards disability. | Continue to provide web-based videos showing how to access Parliament Buildings. | Fully Achieved. |

| | Communications Action Measures | Outputs | Outcome / Impact |
|----|---|---|--|
| | | Monitor/respond to any customer complaints/compliments in relation to access to information about services. | |
| 16 | Employer-supported volunteering. | Continue to work with Business in the Community to identify and offer volunteering opportunities to staff. | Fully Achieved. The Human Resources Office worked with Business in the Community to identify and offer volunteering opportunities to staff. However, COVID-19 continued to severely impact the availability of opportunities during this reporting period. |
| 17 | Conduct annual exercise to encourage staff to provide anonymous information to assist with monitoring and | Annual disability survey issued each year to collect statistical data in order to calculate numbers and percentages of staff who have a disability. | Fully Achieved. The Human Resource Office issued the annual disability survey and a number of completed forms were received from Assembly Commission Staff. None of the staff requested follow up action or to |

| | Communications Action Measures | Outputs | Outcome / Impact |
|--|---|----------------|--|
| | reporting on disabilities in the workplace. | | meet with the Equal Opportunities Manager to discuss their disability or any reasonable adjustments. |

2 (d) What action measures were achieved to ‘encourage others’ to promote the two duties:

| | Encourage others Action Measures | Outputs | Outcome / Impact |
|----|---|--|--|
| 18 | Education for Special Needs Schools. | <p>The Education Service conducts focus groups on behalf of Assembly Committees. The Research and Information Service (RaISe) has developed a framework for selecting a broad cross-section of the youth population. The framework will continue to ensure that children who attend special schools are invited to participate in every focus group.</p> <p>Continue to engage with special schools through focus groups. (At least one special school will always be included in the focus group sample)</p> <p>The Education Service has a continued engagement with special</p> | <p>Fully Achieved.</p> <p>Due to the public health situation and associated Regulations and guidelines, and the closure of Parliament Buildings to the public in March 2020, the Education Service’s Visits Programme was suspended for most of the reporting period.</p> <p>However, online sessions are now available. A live online programme was delivered to a group of 16 young people from Mencap’s Heroes Project (19 Oct) and a second event was delivered on 9 December. Three special schools have been invited to participate in a focus group consultation for the Ad Hoc Committee on a Bill of Rights.</p> |

| | Encourage others Action Measures | Outputs | Outcome / Impact |
|--|---|---|-------------------------|
| | | <p>schools, several of which make repeat bookings to visit the Assembly. Staff from the service also conduct outreach visits to several of these schools. Services are advertised to every special school in Northern Ireland.</p> <ul style="list-style-type: none"> • Continue to engage with special schools • Continue to advertise Education Service to every special school in Northern Ireland and encourage an increase in the number of special schools participating in the Education programme each year | |

| | Encourage others Action Measures | Outputs | Outcome / Impact |
|----|---|---|---|
| | | <ul style="list-style-type: none"> • Monitor the number of outreach and inward visits involving special schools | |
| 19 | Youth Congress. | Explore possibility of hosting another Youth Congress at Parliament Buildings (subject to necessary approvals). | <p>Fully Achieved.</p> <p>No such events took place during this period. However, following the decision in July 2020 by the Assembly Commission to establish a Youth Assembly, staff have been working on plans for a new youth assembly to meet by July 2021.</p> |
| | | <p>Films:</p> <p>The Education Service has created a number of short films, which aim to explain the work of the Assembly to young people and encourage them to engage with its work. Videos have been subtitled to broaden the appeal of the resources</p> | <p>During this period, the Education Service worked with CCEA to complete 2 new animations on 'Getting Involved' and 'The Belfast Agreement' for publication on the Education Service website after the reporting period. Scripts for 2 further animations on the law-making process and committees have been produced by the Education</p> |

| | Encourage others Action Measures | Outputs | Outcome / Impact |
|----|--|---|--|
| | | to young people who have hearing impairments. | Service and are due for completion and publication by end July 2021. All animations are subtitled. |
| 20 | Continue to work with disability organisations through Assembly Community Connect (ACC). | <p>Deliver accessible training within Parliament Buildings and around NI (Monthly '<i>How the Assembly Works</i>' and 'Insight into' training during session, and four regional '<i>Get Involved</i>' conferences across NI).</p> <p>Develop bespoke programmes and projects for disability groups by working with disability groups to tailor training and resources to make them more accessible.</p> | <p>Fully Achieved.</p> <p>The Engagement Team have met with disability organisations to tailor training and stakeholder events to ensure they are accessible and will be delivering events in partnership with RNIB, Mencap, Positive Futures, NOW Project and Disability Action in the coming weeks.</p> |
| 21 | Review of access audits as per standards 4, 5 and 8 of Access Award (NAS) Standards. | Review access audits as per standards 4, 5 and 8 of Access Award (NAS) Standards. Continue | <p>Fully Achieved.</p> <p>Will be kept under review.</p> <p>Accreditation was monitored.</p> |

| | Encourage others Action Measures | Outputs | Outcome / Impact |
|----|--|--|--|
| | | to follow and review health and safety procedure. | |
| 22 | Fire Evacuation – explore potential options to provide or upgrade lifts. | <p>Initial meetings with architect and Fire Officers have taken place to explore options.</p> <p>Alternative proposals will be provided for consideration at a future meeting of the Assembly Commission.</p> | <p>Fully Achieved.</p> <p>One fire lift has been installed and staff trained in its use.</p> |
| 23 | Maintain signage. | <p>Maintain quality of:</p> <ul style="list-style-type: none"> • Pictorial signage images; • Braille signage and other signage in Parliament Buildings • Tactile ‘tour map’ of Parliament Buildings | <p>Fully Achieved.</p> <p>Appropriate signage is in place, tactile tour and signed tour are available for visitors upon request at Reception.</p> |

| | Encourage others Action Measures | Outputs | Outcome / Impact |
|----|--|---|--|
| | | Add additional signage as required (including at reception). | |
| 24 | Web publishing training for staff – training is provided to Assembly Staff on the use of the content management system used to publish to the Assembly website. Part of this training includes accessibility issues. | <p><u>Outcome:</u> Improved accessibility of information/content on the Assembly website for all users</p> <p><u>Measurement:</u> Monitor and assess accessibility of information/content on the Assembly website.</p> <p>The above will be published in the Assembly Commission’s annual Section 75 report to the Equality Commission.</p> | <p>Fully Achieved.</p> <p>All staff involved in web publishing are provided with training either virtually or in person.</p> <p>Video guides, advice, and guidance are made available on intranet for all staff and updated annually or as required.</p> <p>Staff are alerted to any new information through internal communications.</p> |

| | Encourage others Action Measures | Outputs | Outcome / Impact |
|----|--|--|--|
| 25 | Accessibility web publishing guidance for staff. | <p><u>Outcome:</u> Improved accessibility of information/content on the Assembly website for all users.</p> <p>Formal guidance will be developed by the Web manager.</p> <p><u>Measurement:</u> monitor and assess accessibility on our website.</p> | <p>Fully Achieved.</p> <p>Video guides, advice, and guidance are made available on intranet for all staff and updated annually or as required.</p> <p>Staff are alerted to any new information through internal communications.</p> |
| 26 | Increase the number of disabled parking bays in upper car parks. | <p>Increase the number of upper car park disabled parking bays above the required minimum under DDA.</p> <p>Extra spaces were provided in December 2015.</p> | <p>Fully Achieved.</p> |
| 27 | Consideration of options for provision of automatic opening of corridor doors. | Investigate options and clarify the requirements in relation to escape routes, potential for access control, etc. Option study to be provided for | <p>Fully Achieved.</p> <p>Automatic opening doors in place in basement area, ground and first floors.</p> |

| | Encourage others Action Measures | Outputs | Outcome / Impact |
|----|---|--|---|
| | | consideration by the Assembly Commission. | |
| 28 | Consideration of alterations to counter in Members' Bar to provide serving area for wheelchair users. | Potential layout with provision for wheelchair users at low level to be provided for the Assembly Commission. | Fully Achieved. Alterations have taken place to the counters in the Members Bar, the Business Office, Reception and Office Resources. |
| 29 | Maintenance of access items for members of the public. | Regular checks throughout the year on items, including iPad, Braille tour map and changing places facility. Continue to promote accessible tours and facilities (including at reception). | Fully Achieved. Regular checks take place throughout the year. This year, due to COVID-19 restrictions, tours have not taken place. |

| | Encourage others Action Measures | Outputs | Outcome / Impact |
|----|---|---|---|
| 30 | Continue to participate in Guaranteed Interview Scheme (GIS), which offers a guaranteed interview to applications with a disability who meet the essential criteria for the post. | <p>Continue to offer scheme for internal and external recruitment exercises.</p> <p>Continued provision of disability section in application form whereby an applicant can indicate whether they wish to apply under the GIS scheme for that particular role and the basis on which they qualify for the scheme (NB the scheme will only apply if there is are shortlisting criteria for the post).</p> | <p>Fully Achieved.</p> <p>During this reporting period, the Guaranteed Interview scheme was offered in recruitment competitions.</p> |
| 31 | Maintain Action on Hearing Loss Award/Maintain Autism Award. | Undergo assessment as required to indicate that standards have been met./Continue to meet standards. | Fully Achieved. |
| 32 | Continue to proactively raise the work of the Assembly | Continued participation in speaking events, and contribution to any | Fully Achieved. |

| | Encourage others Action Measures | Outputs | Outcome / Impact |
|----|--|---|--|
| | through the Equality Commission. | relevant articles/activity by Equality Commission. | |
| 33 | Consideration of access/egress requirements from ground floor to lower ground floor. | Investigate potential options to provide ramped access from ground floor to lower ground floor level and removal of current lift. | <p>Fully Achieved.</p> <p>New ramped access has been installed from the front entrance to Ground floor level.</p> |
| 34 | Mark the International Day of Persons with Disabilities (3 December). | Host an event at Parliament Buildings to mark International Day of Persons with Disabilities. | <p>Fully Achieved.</p> <p>To recognise International Day of Persons with Disabilities (IDPD) and the 25th anniversary of the Disability Discrimination Act 1995, the Assembly ran an online event and social media campaign. The event was held via Zoom on 3 December 2020.</p> <p>The social media campaign launched on 3 December with a series of videos featuring MLAs and people with disabilities highlighting the impact</p> |

| | Encourage others Action Measures | Outputs | Outcome / Impact |
|----|---|--|---|
| | | | <p>the disability legislation has had on their lives and how important it is for disabled people to participate in the legislative process.</p> <p>Both events were very well received with good levels of attendance at the online event, substantial interaction with the social media campaign and positive feedback throughout.</p> |
| 35 | <p>Provide guidance for visitors and staff on further disability access arrangements in relation to participation in Assembly business and events, e.g., Committees, Plenary Session, seminars.</p> | <ul style="list-style-type: none"> • Develop Q&A guide for disability arrangements for visitors to Parliament Buildings, covering events, Committee meetings, Plenary sittings, Gallery rules, etc. • Issue guidance to Disability Advisory Group for feedback | <p>Fully Achieved.</p> <p>The Inclusive Customer Service Policy, which was developed in consultation with the Equality Commission, was approved by SMG in December 2016.</p> <p>The policy highlights the facilities available at Parliament Buildings for customers with a disability, and includes a Q&A section on how they can engage with the work of the Assembly, including Committees, Plenary sessions, etc.:</p> |

| | Encourage others Action Measures | Outputs | Outcome / Impact |
|----|--|---|--|
| | | | http://www.niassembly.gov.uk/about-the-assembly/corporate-information/policies/inclusive-customer-service-policy |
| 36 | Provision of Braille business cards. | Provide the Speaker and Deputy Speakers with Braille business cards. | Fully Achieved. |
| 37 | Ensure that customer satisfaction surveys are carried out that allow for a review of findings by disability. | <ul style="list-style-type: none"> • Visitor survey to include an additional question on access • Survey to be issued three times a year • Monitor survey responses for compliments/complaints Identify action points as required. | Fully Achieved. The visitor survey asks respondents about physical access to and within Parliament Buildings. Any compliments/complaints on any issues raised in the survey responses are fed back to the relevant business areas. SMG agreed at its March 2018 meeting that the survey should be reduced in frequency from three times a year to an annual survey until the resumption of full Assembly business, at which |

| | Encourage others Action Measures | Outputs | Outcome / Impact |
|----|--|--|--|
| | | | <p>point a full review of the survey would be carried out.</p> <p>While full Assembly business resumed in January 2020, the building was closed to the public in March due to the coronavirus pandemic. The survey will resume once Parliament Buildings reopens to the public.</p> <p>A review of the survey has been carried out, in consultation with the relevant business areas, and a revised survey was presented to SMG in May 2021.</p> |
| 38 | <p>Increase the level of accessible/inclusive information so that users with a disability can access digital services and information as</p> | <ul style="list-style-type: none"> • <u>Outcome:</u> Users with a disability are aware of the availability of accessible information and services and can make use of them (Ongoing) | <p>Fully Achieved.</p> <p>The Accessibility Statement for the website is updated as site changes are made or as required by regulations.</p> |

| | Encourage others Action Measures | Outputs | Outcome / Impact |
|--|--|--|---|
| | independently as possible and make informed choices. | <ul style="list-style-type: none"> • Develop and implement an accessible information guidance to improve access to information for users who have a disability. The guidance will accompany the Digital First Strategy. (Sept 2016) • <u>Measurement:</u> Feedback from users via website feedback mechanisms, surveys, and feedback from other partnerships and networks. • The above will be published in the Assembly Commission's annual Section 75 report to the Equality Commission. | The statement includes information that users may find useful including how to adjust browser settings to navigate our website more comfortably and guidance on adapting devices for accessibility needs. |

| | Encourage others Action Measures | Outputs | Outcome / Impact |
|----|---|---|--|
| 39 | Education for Special Needs Schools | <p>The Education Service conducts focus groups on behalf of Assembly Committees. The Research and Information Service (RaISe) has developed a framework for selecting a broad cross-section of the youth population. The framework will continue to ensure that children who attend special schools participate in every focus group.</p> <ul style="list-style-type: none"> • Continue to engage with special schools through focus groups. (At least one special school will always be included in the focus group sample) | <p>Fully Achieved.</p> <p>During this period, the Education Service continued to work with the Ad Hoc Committee on a Bill of Rights to consult young people using focus groups. Three special schools were invited to participate and two of these agreed to do so. Delivery of the consultation sessions was affected by school closures between January and March 2021, leading to postponement of sessions until April 2021.</p> |

| | Encourage others Action Measures | Outputs | Outcome / Impact |
|----|--|--|--|
| 40 | Regular meetings with Section 75 groups to inform reviews of Engagement. | Engagement Strategy reviewed with Disability Action Group. | <p>Fully Achieved.</p> <p>Regular meetings have taken place during this time period with Section 75 groups to inform engagement activities. ‘An Accessible Assembly?’ was held in partnership with Disability Action and took the form of a virtual workshop via Zoom. Attendees were asked to consider how the Assembly and its Committees can better engage with disabled people and ensure legislation reflects their needs.</p> <p>A member of staff from the Assembly’s Equality and Good Relations Unit attended the online event to draw upon session feedback when preparing the new draft Disability Action Plan.</p> <p>The Engagement Team have also met with disability organisations to tailor training and stakeholder events to ensure they are accessible and will be delivering events in partnership with</p> |

| | Encourage others Action Measures | Outputs | Outcome / Impact |
|----|--|---|--|
| | | | RNIB, Mencap, Positive Futures, NOW Project and Disability Action in the coming weeks. |
| 41 | Review existing layout of Assembly Chamber and previous options to improve accessibility | Potential options provided for consideration by the Assembly Commission | Fully Achieved. Keeping under review. |
| | Monitor and assess accessibility of our website Undertake assessment exercise and address issues of inaccessibility | <ul style="list-style-type: none"> • <u>Outcome:</u> Improved accessibility • <u>Measurement:</u> Website accessibility of recognised standard. (Level AAA of the W3C Web Content Accessibility Guidelines 2.0) • Monitor and assess accessibility on our website. | <p>Monitoring is carried out against the standards in accessibility legislation and guidance.</p> <p>Feedback is sought from stakeholders and website users and from the Disability Advisory Group.</p> <p>Identified problems are addressed and reported on through six-monthly updates on the Disability Action Plan</p> |

| | Encourage others Action Measures | Outputs | Outcome / Impact |
|----|--|---|---|
| | | <p>The above will be published in the Assembly Commission's annual Section 75 report to the Equality Commission</p> | |
| 42 | <p>Provide progress update to SMG and the Assembly Commission every year</p> | <p>Every year, following liaison with business areas, provide activity updates to SMG/ Assembly Commission, charting progress against targets and including any additional actions</p> <p>As part of annual report to the Equality Commission, provide full update of directorate activity against action plan targets.</p> | <p>Fully Achieved.</p> <p>Progress update provided to SMG and the Assembly Commission in the Annual Report to the Equality Commission (for 2019-20) and six-monthly update presented to SMG in November 2020. Further update provided for 2020-21 via this Report.</p> |

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 / Impact |
|----|--|--|--------------------------|
| 43 | Provide a deaf signer in the Chamber. | Provision of Deaf Signer during Plenary Question Time. | Fully Achieved. |

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

| | Action Measures partly achieved | Milestonesvi / Outputs | Outcomes/Impacts | Reasons not fully achieved |
|---|---|--|---|---|
| 1 | Monitoring of records to ensure that each member of staff receives training | Builds upon a previous measure | The L&D team retain records of all completions of relevant training both on Moodle and Links platforms. | The monitoring of training was adversely impacted by delays in the development of training materials during the year. |
| 2 | Explore concept of Parliament for People with Disabilities | <ul style="list-style-type: none"> Develop concept with | Consultation has taken place with Disability | While a Parliament for People with Disabilities did not take |

| | Action Measures partly achieved | Milestonesvi / Outputs | Outcomes/Impacts | Reasons not fully achieved |
|---|--|--|--|---|
| | | Disability Groups <ul style="list-style-type: none"> • Hold regional Parliaments • Submit Paper to Speaker • Final Parliament to be held in Assembly Senate Chamber Consider hosting yearly event | Action, and it is proposed that the Parliament will take place on International Day of People with Disabilities on 3 December 2021. | place during 2020-21, it anticipated that the consultation that took place during the year will lead to a Parliament taking place in December 2021. |
| 3 | Provide guidance for visitors and staff on further disability access arrangements in relation to participation in Assembly business and events, e.g., Committees, Plenary Session, seminars. | Deliver regular Committee Witness Training (4 per year) Incorporate familiarisation of | Committee Witness Training was delivered prior to the hiatus in the operation of the Assembly between January 2017 and January 2020. | The public health situation in place for most of 2020-21 meant that Committee Witness training was not held in 2020-21. |

| | Action Measures partly achieved | Milestonesvi / Outputs | Outcomes/Impacts | Reasons not fully achieved |
|---|---------------------------------|--|---|--|
| | | Parliament Buildings access arrangements | However, due to the public health situation and associated regulations and guidelines, and the closure of Parliament Buildings to the public in March 2020, no Committee Witness Training was held during the reporting period. | |
| 4 | Sign Language | Gather information on practice in other legislatures as regards sign language provision for Plenary debates and Committee meetings | Some work had been conducted on this in the past but communications have again commenced with our network of Parliamentary and | Some progress was made in 2020-21 through discussions with other Parliamentary institutions. |

| | Action Measures partly achieved | Milestonesvi / Outputs | Outcomes/Impacts | Reasons not fully achieved |
|---|---|--|--|---|
| | | | Assembly procedural colleagues to gather up to date information on current practices. | |
| 5 | Continue to provide support to Assembly Charity of the Year | <p>The Assembly's Charity Policy notes the charitable purposes listed in the Charities Act (Northern Ireland) 2008, which include relief of those in need by reason of disability.</p> <p>Positive Futures, the leading local charity for people with a learning disability, acquired brain injury or autistic spectrum condition, is the chosen charity for</p> | <p>The Cedar Foundation was the most recent nominated Charity from 5 October 2016 until 2018. Due to the political situation between January 2017 to January 2020 and, more recently, the public health situation including the closure of Parliament Buildings to the public in March 2020, no Charity of the</p> | <p>The Charity of the Year was not in place during 2020-21 but various charitable events took place (in July 2020 and at Christmas 2020).</p> |

| | Action Measures partly achieved | Milestonesvi / Outputs | Outcomes/Impacts | Reasons not fully achieved |
|--|---------------------------------|---|---|----------------------------|
| | | <p>the Sept 2015-June 2016 period</p> <ul style="list-style-type: none"> • Facilitate regular meetings of Charity Fundraising Group • Facilitate regular meetings with Charity of the Year • Host minimum of two events per year involving Assembly and Charity of the Year. | <p>Year has been in place since 2018.</p> | |

| | Action Measures partly achieved | Milestonesvi / Outputs | Outcomes/Impacts | Reasons not fully achieved |
|---|--|---|------------------|--|
| | | Facilitate year-round collection points to raise money for charity | | |
| 6 | Provide guidance for visitors and staff on further disability access arrangements in relation to participation in Assembly business and events, e.g., Committees, Plenary Session, seminars. | <ul style="list-style-type: none"> • Deliver regular Committee Witness Training (4 per year) Incorporate familiarisation of Parliament Buildings access arrangements | | Due to the public health situation and associated Regulations and guidelines, and the closure of Parliament Buildings to the public in March 2020, no Committee Witness Training was held during the reporting period. |
| 7 | Employer-supported volunteering | Continue to work with Business in the Community to identify and offer volunteering opportunities to staff | | The Human Resources Office continues to work with Business in the Community to identify and offer volunteering opportunities to staff. However, COVID-19 severely impacted on the |

| | Action Measures partly achieved | Milestonesvi / Outputs | Outcomes/Impacts | Reasons not fully achieved |
|--|---------------------------------|------------------------|------------------|---|
| | | | | availability of opportunities during this reporting period. |

4. Please outline what action measures **have not been achieved** and the reasons why.

| | Action Measures not met | Reasons |
|---|---|--|
| 1 | <p>Ensure staff receive training and guidance on disability equality legislation and disability awareness</p> <p>Design or acquire online e-disability training for staff through the Assembly's Moodle system.</p> | <p>The L&D team is awaiting the development of a joint e-learning module between the NICS and CAL for delivery on the Links platform where it can be accessed by Secretariat staff. This module will cover section 75 and DDA awareness for staff. The Equality Unit has been involved in this work since 2018, when</p> |

| | Action Measures not met | Reasons |
|---|---|--|
| | | <p>they redrafted the NICS section 75 and DDA training content to ensure it was up to date for Secretariat staff. Content revisions were issued to the NICS E-Learning working group in 2019. Presently CAL is working with partners to take the revised training forward, although system delays in the NICS and COVID-19 restrictions have delayed this work. As an interim measure, the L&D team in collaboration with the Equality Manager updated a Section 75 E-Learning course on Links platform for mandatory completion by all staff. In addition, the L&D team procured and launched a 'Dignity at Work' mandatory e-learning course to all staff which builds on disability discrimination awareness. The L&D team are now actively exploring e-learning solutions which could be procured to meet this need.</p> |
| 2 | Mandatory training provided to all staff following establishment of e-disability training programme | Following development of the e-learning module, all staff will be required to undertake the training and a quiz will be developed to demonstrate understanding. |

| | Action Measures not met | Reasons |
|---|---|--|
| 3 | Monitoring of records to ensure that each member of staff receives training | All e-learning completed on Moodle will be logged and grades awarded to the quiz. All staff will be required to obtain an 80% pass rate. |
| 4 | <p>Digital First EQIA</p> <ul style="list-style-type: none"> • <u>Measurement:</u> Regular consultation with and feedback from partnerships, formal and informal networks that will assist us in assessing and monitoring products and services in relation to equality issues and their impact. • Compliments and complaints received about services will also be used to help identify the impact of good practices and any adverse impact of existing practices. The above will be published in the Assembly Commission's annual Section 75 report to the Equality Commission. | <p>Action Suspended.</p> <p>Monitoring is carried out against the standards in accessibility legislation and guidance.</p> <p>Feedback is sought from stakeholders and website users and from the Disability Advisory Group.</p> <p>Identified problems are addressed and reported on through six-monthly updates on the Disability Action Plan</p> |

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

Use of questionnaires, interviews, action plan review and feedback systems.

(b) Quantitative

Screening and EQIA processes.

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

If yes please outline below:

| | Revised/ Additional Action Measures | Performance Indicator | Timescale |
|---|--|-----------------------|-----------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |

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?

No

ⁱ **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.

ⁱⁱ **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.

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

^{iv} **Regional**: Situations where people can influence policy decision making at a middle impact level

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

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

Annex 1:

Groups participating in the Education Programme 1 April 2020 to 31 March 2021

Report By Group Type

| <i>Group Type</i> | <i>Totals</i> | <i>% of Total</i> | <i>Numbers</i> | <i>% of Numbers</i> |
|---------------------------|---------------|-------------------|----------------|---------------------|
| School | 36 | 83.72% | 1038 | 87.23% |
| School (External Outreach | 1 | 2.33% | 45 | 3.78% |
| University | 3 | 6.98% | 80 | 6.72% |
| Youth Group | 3 | 6.98% | 27 | 2.27% |
| <i>Grand Total</i> | 43 | | 1190 | |

Report By School Type

| <i>School Type</i> | <i>Totals</i> | <i>Numbers:</i> |
|--|---------------|-----------------|
| Controlled Grammar | 3 | 42 |
| Controlled Primary | 9 | 401 |
| Controlled Primary (External Outreach) | 1 | 45 |
| Controlled Secondary | 4 | 70 |
| Further & Higher Education | 1 | 30 |
| Maintained Primary | 15 | 393 |
| Maintained Secondary | 2 | 57 |
| University | 1 | 30 |
| Voluntary Grammar | 2 | 45 |
| <i>Grand Total</i> | 38 | 1113 |