



Northern Ireland
Assembly

SECTION 75 SCREENING FORM

What is a policy?

The Equality Commission has defined 'policies' as 'all the ways a public authority carries out, or proposes to carry out, its function relating to Northern Ireland'. The Act defines 'functions' as including powers and duties.

These are effectively catch-all definitions which cover the Secretariat's policies, strategies, schemes, procedures and functions. You should remember that the Section 75 statutory duties apply to internal policies as well as external policies. If you are in doubt please contact the Equality Unit for advice.

Part 1 Policy scoping

The first stage of the screening process involves scoping the policy under consideration. The purpose of policy scoping is to help prepare the background and context, and to set out the aims and objectives for the policy being screened. At this stage, scoping the policy will help identify potential constraints as well as opportunities and will help the policy maker work through the screening process on a step by step basis.

Background to the Policy/Strategy/Procedure to be screened.

Include details of any consultations which have been conducted and whether the policy has previously been tabled at SMG/Assembly Commission meetings.

Background

The Northern Ireland Assembly is recruiting 36 volunteers aged 16-18 to participate in an Erasmus+ funded programme aimed at connecting young people with Members of the Legislative Assembly. The project will run from April 2015 to April 2016 and participants will consult young people across Northern Ireland about the issues that concern them and report to an Assembly Committee. The project will be based at Parliament Buildings in Belfast but events will be held across Northern Ireland throughout the year.

The project has been tabled at SMG level and is to be discussed at Assembly

Commission meetings.

The Assembly's Education Service initiated a Youth Assembly project in Autumn 2009. In March 2010, The Assembly recruited 30 young people aged between 16 and 18 years old to develop proposals for a Youth Assembly for Northern Ireland. The project was youth led. The panel produced a report for the Commission with suggestions for a Youth Assembly model. These recommendations have influenced the recruitment process for this project.

1. Policy Details

Name of the policy to be screened:

Erasmus+ Connections Project - Recruitment Procedure

Is this policy new or revised?

New policy

What is it trying to achieve? (intended aims/outcomes of the policy)

A fair and equitable recruitment procedure, open to all, which complies with Section 75.

Who initiated or wrote the policy?

Education Service

Directorate responsible for devising and delivering the policy?

RAISE

2. Implementation factors

Are there any factors which could contribute to/detract from the intended aim/outcome of the policy/decision?

Yes ☒ No ☐

If yes, are they

- ☒ Financial
- ☐ Legislative
- ☐ Other, please specify: [Click here to enter text.](#)

The Assembly has been awarded €50,000 in order to deliver the 12 month Erasmus+ project. It will be delivered and managed by Education Service. At this stage the implications of SP15 are unclear but could impact upon the delivery of the project.

3. Main stakeholders affected

Who are the internal and external stakeholders (actual or potential) that the policy will impact upon?

- ☒ Staff
- ☒ Service users
- ☒ other public sector organisations
- ☒ voluntary/community/trade unions
- ☒ Other, please specify : Schools, Colleges, Youth Groups, young people aged 16-18 generally

4. Other policies with a bearing on this policy

What are these policies? Please list:

Child Protection Policy
Internal Good Relations Audit
Northern Ireland Assembly Corporate Strategy 2012-2016
Engagement Strategy for the NI Assembly 2009
Good Relations Action Plan 2010-2011 and draft 2012-2016 Good Relations Strategy

5. Consideration of available data/research (*This means any data or information you currently hold in relation to the policy or gathered during policy development*).

Evidence to inform the screening process may take many forms and should help you to decide who the policy might affect the most. It will also help ensure that your screening decision is informed by relevant data.

What evidence/information (both qualitative and quantitative) do you hold to inform your decision making process?

Section 75 category	Details of evidence/information
Religious belief	<p>2011 Census figures for the general population:</p> <p>48% said they belonged to or were brought up in the Protestant denominations</p> <p>45% were Catholic or brought up as Catholic</p> <p>5.6% neither belonged to nor were brought up in any religion.</p> <p>A further 0.9 % belonged to or were brought up as Other Religions and Philosophies.</p> <p>2013 Young Life and Times survey* reported that:</p> <p>39% of young people were part of the catholic Community;</p> <p>37% Protestant and</p> <p>24% neither</p> <p>*1,369 16 Year olds responded</p>
Political opinion	<p>2011 Census figures for the general population:</p> <p>40% declared a British only identity</p> <p>25% declared an Irish only identity</p> <p>21% declared a Northern Irish only identity</p>

Racial group	<p>2011 Census for Northern Ireland:</p> <p>Over 98% White</p> <p>1.8% (32,430) of the resident population of Northern Ireland belonged to Minority Ethnic Groups - more than double the 2001 figure. No available data pertaining to the 16-18 age group.</p> <p>Ethnic minority groups are underrepresented in public life.</p>
Age	<p>2013 Young Life and Times survey* reported that:</p> <p>Only 14% of 16 year olds felt they had an influence on local decisions.</p> <p>*1,369 16 Year olds responded</p>
Marital status	Not applicable
Sexual orientation	<p>The 2012 Northern Ireland Life and Times Survey reported that 1.3% of respondents identified themselves as something other than heterosexual.</p> <p>The proportion of LGB respondents thinking that they have been treated unfairly has risen from 18% to 41% in 2009 and 40% in 2012.</p>
Men and women generally	<p>2011 Census</p> <p>Population of Northern Ireland :</p> <p>49% Male 51% Female</p> <p>Breakdown of applicants to the 2010 Youth Panel:</p> <p>50% Male 50% Female</p>
Disability	<p>2011 Census</p> <p>41 % of household have at least one person with a disability or long term illness.</p>

	<p>Breakdown of applicants to the 2010 Youth Panel:</p> <p>4.3 % declared a disability</p>
Dependants	<p>NISRA figures state that in 2013, 24,300 babies were born of which 940 were to mums aged 13-19 (3.9 %)</p>

6. Current Assessment of Impact

Having looked at the data/information referred to above at point 5, what does this tell you are the needs, experiences and priorities for the people who fall into the groups below, in relation to your policy? And what is the actual or likely adverse impact on equality of opportunity for those affected by the policy. (See appendix 1 for information on levels of impact).

Section 75 category	Details of needs/experiences/priorities and details of policy impact	Level of Impact
Religious belief	None	None
Political opinion	None	None
Racial group	Some ethnic minority groups may be less likely to apply.	Minor
Age	Some 'hard to reach' young people may be less likely to apply. e.g. young people not in education, employment or training (NEETS)	Minor
Marital status	None	None
Sexual orientation	Specific groups may need to be made aware of the opportunity e.g. LGBT groups	Minor
Men and women generally	None	None
Disability	Those young people with disabilities may be less likely to apply and applications may need to be encouraged from particular groups.	Minor
Dependants	Those with dependents may be less likely to apply.	Minor

If you do not have enough data to tell you about potential or actual impacts you may need to conduct a pre-consultation to generate more data and to distinguish what groups are potentially affected by your policy.

Part 2 Screening Questions

1 Are there any steps/actions which could be taken to reduce any adverse impact as addressed in question 6?		
Section 75 category	Issue	Mitigating Measure
Religious belief	N/A	None
Political opinion	Constituency Spread of Recruitment	None
Racial group	Umbrella organizations which represent different racial groups will be made aware of the opportunity	Minor
Age	Targeting NEET umbrella group to engage with individuals	Minor
Marital status	N/A	None
Sexual orientation	Umbrella organizations which represent the LGBT community will be made aware of the opportunity	Minor

Men and women generally	N/A	None
Disability	Umbrella organizations which represent people with disabilities will be made aware of the opportunity	Minor
Dependants	NA	Minor

2. Is there an opportunity to better promote equality of opportunity and/or good relations in what you are proposing to do?

Please provide reasons.

The project should reflect the diversity in our community. It may deal with issues reflecting the concerns of different communities.

Young people will be involved in:

- representing the views of others;
- learning about others by listening respectfully to people with different views;
- respecting the human rights and dignity of others whether they agree with them or not

3. Consultation

Tell us about who you have talked to about your proposals, either internally or externally, to help you decide if the policy needs further or no further equality investigation?

Equality Manager, Maria Bannon
Equality Commission
Director John Stewart
Head of Education Service Tony Marken
Head of RAISE John Power
Director General Trevor Rainey
Disability Action
NICEM
Raise

4 Disability Duties?

Consider whether the policy:

a) Discourages disabled people from participating in public life and fails to promote positive attitudes towards disabled people.
No

b) Provides an opportunity to better positive attitudes towards disabled people or encourages their participation in public life.
Yes

Additional considerations

Multiple identities

Generally speaking, people can fall into more than one Section 75 category. Taking this into consideration, are there any potential impacts of the policy/decision on people with multiple identities?

(For example; disabled minority ethnic people; disabled women; young Protestant men; and young lesbians, gay and bisexual people).

Provide details of data on the impact of the policy on people with multiple identities. Specify relevant Section 75 categories concerned.

[Click here to enter text.](#)

None

Applications are sought from all categories and those groups identified as less likely to apply will be targeted.

Part 3 Screening decision

1. If the decision is not to conduct an equality impact assessment (*none*), please provide details of the reasons.

NONE

As the initiative is being so widely advertised to section 75 umbrella groups this will mitigate the necessity to complete an EIA.

2. If the decision is not to conduct an equality impact assessment, but the policy has minor equality impacts which can be mitigated/provided by an alternative policy, and therefore does not require an EQIA (*minor*), provide details of the reason for the decision with proposed changes/amendments for an alternative policy to be introduced.

[Click here to enter text.](#)

MINOR impacts which can be mitigated through contacting relevant groups representing those who may face barriers to participation.

3. If the decision is to subject the policy to an equality impact assessment (*major*), please provide details of the reasons.

[Click here to enter text.](#)

NONE

4. Timetabling and prioritising for EQIA

Factors to be considered in timetabling and prioritising policies for equality impact assessment.

If the policy has been ‘**screened in**’ for equality impact assessment, then please answer the following questions to determine its priority for timetabling the equality impact assessment.

On a scale of 1-3, with 1 being the lowest priority and 3 being the highest, assess the policy in terms of its priority for equality impact assessment.

Priority criterion	Rating (1-3)
Effect on equality of opportunity and good relations	
Social need	Click
Effect on people’s daily lives	Click
Relevance to a public authority’s functions	Click

Note: The Total Rating Score should be used to prioritise the policy in rank order with other policies screened in for equality impact assessment. This list of priorities will assist the CCSU in timetabling. Details of the Equality Impact Assessment Timetable will be included in the quarterly Screening Report.

Is the policy affected by timetables established by other relevant public authorities?

Yes ☐ No ☒

If yes, please provide details

[Click here to enter text.](#)

Part 4 Monitoring

Effective monitoring will help identify any future adverse impact arising from the policy which may lead the Commission to conduct an equality impact assessment, as well as help with future planning and policy development.

The Equality Commission for NI (ECNI) recommends that where a policy has been amended or an alternative policy introduced, the public authority should monitor more broadly for adverse impact.

See ECNI Monitoring Guidance for use by Public Authorities (July 2007) pages 9-10, paragraphs 2.13 – 2.20

What data is required in the future to ensure effective monitoring?

What are these policies? Please list:
The details of applicants to this project will be monitored to ascertain whether not the measures we put in place have been effective or not.

Part 5 - Data Protection

1. If applicable, has legal advice been given due consideration?

Yes ☒ No ☐ N/A ☐

2. Has due consideration been given to information security in relation to this policy?

Yes ☒ No ☐

Part 6 - Approval and authorisation

Screened by:	Position/Job Title	Date
	Education Officer	06/03/2015
Approved by:		
	Head of Education Service	06/03/2015

The policy lead should sign and date the policy under the 'screened by' heading. It should then be countersigned by an approver. The Approver should be the senior manager responsible for the policy which would normally be Head of Business. In instances where a screening decision concludes that an EQIA is required then the screening form should be countersigned by the Director instead of the Head of Business.

There are of course a range of issues which may fall within the scope of being novel, contentious or politically sensitive and could only be taken forward following consultation with the Assembly Commission. Where policy screening highlights novel, contentious or politically sensitive issues, once approved by the Director, should be forwarded to the Clerk/Chief Executive for review, prior to proceeding to SMG and the Assembly Commission.

A copy of the completed screening template and any other relevant associated documentation should be forwarded to the Equality Manager.

Appendix 1

Screening Questions

Introduction

In making a decision as to whether or not there is a need to carry out an equality impact assessment, you should consider your answers to the questions above.

In addition, the screening questions above further assist you in assessing your policy and must be completed. Some of these questions require you to assess the level of impact of the proposed policy on “equality of opportunity” and “good relations”. The scale used when assessing this impact is either “None”, “Minor” or “Major”. The following paragraphs set out what each of these terms mean.

If your conclusion is **none** in respect of all of the Section 75 equality of opportunity and/or good relations categories, then you may decide to screen the policy out. If a policy is ‘screened out’ as having no relevance to equality of opportunity or good relations, you should give details of the reasons for the decision taken.

If your conclusion is **major** in respect of one or more of the Section 75 equality of opportunity and/or good relations categories, then consideration should be given to subjecting the policy to the equality impact assessment procedure.

If your conclusion is **minor** in respect of one or more of the Section 75 equality categories and/or good relations categories, then consideration should still be given to proceeding with an equality impact assessment, or to:

- measures to mitigate the adverse impact; or
- the introduction of an alternative policy to better promote equality of opportunity and/or good relations.

In favour of a ‘major’ impact

- a) The policy is significant in terms of its strategic importance;
- b) Potential equality impacts are unknown, because, for example, there is insufficient data upon which to make an assessment or because they are complex, and it would be appropriate to conduct an equality impact assessment in order to better assess them;
- c) Potential equality and/or good relations impacts are likely to be adverse or are likely to be experienced disproportionately by groups of people including those who are marginalised or disadvantaged;
- d) Further assessment offers a valuable way to examine the evidence and develop recommendations in respect of a policy about which there are concerns amongst affected individuals and representative groups, for example in respect of multiple identities;

- e) The policy is likely to be challenged by way of judicial review;
- f) The policy is significant in terms of expenditure.

In favour of 'minor' impact

- a) The policy is not unlawfully discriminatory and any residual potential impacts on people are judged to be negligible;
- b) The policy, or certain proposals within it, are potentially unlawfully discriminatory, but this possibility can readily and easily be eliminated by making appropriate changes to the policy or by adopting appropriate mitigating measures;
- c) Any asymmetrical equality impacts caused by the policy are intentional because they are specifically designed to promote equality of opportunity for particular groups of disadvantaged people;
- d) By amending the policy there are better opportunities to better promote equality of opportunity and/or good relations.

In favour of none

- a) The policy has no relevance to equality of opportunity or good relations.
- b) The policy is purely technical in nature and will have no bearing in terms of its likely impact on equality of opportunity or good relations for people within the equality and good relations categories.