

EQUALITY COMMISSION FOR NORTHERN IRELAND

Public Authority 2010 – 2011 Annual Progress Report on Section 75 of the NI Act 1998 and Section 49A of the Disability Discrimination Order (DDO) 2006

This report template includes a number of self assessment questions regarding implementation of the Section 75 statutory duties from **1 April 2010 to 31 March 2011**. This template also includes a number of questions regarding implementation of Section 49A of the DDO from the **1 April 2010 to 31 March 2011**. Please enter information at the relevant part of each section and ensure that it is submitted electronically (by completing this template) and in hardcopy, with a signed cover letter from the Chief Executive or, in his/her absence, the Deputy Chief Executive to the Commission by **31 August 2011**.

In completing this template it is essential to focus on the application of Section 75 and Section 49. This involves progressing the commitments in your equality scheme or disability action plan which should lead to outcomes and impacts in terms of measurable improvement for individuals from the equality categories. Such outcomes and impacts may include changes in public policy, in service provision and/or in any of the areas within your functional remit.

Name of public authority (Enter details below)

DEPARTMENT OF EDUCATION

Equality Officer (Enter name and contact details below)

**S75: Chris Stewart
Room 607
Rathgael House
43 Balloo Road
Rathgill
Bangor, BT19 7PR**

~~DDO (if different from above):~~

S75 Executive Summary

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

<p>Budget 2011/15 - Draft Allocations and Savings Proposals</p>	<p>The Minister sought to protect as far as possible front line educational services, particularly those that seek to tackle existing inequalities for children, and particular disadvantaged groups in the community.</p> <p>At the same time the Minister afforded particular priority to the extension of eligibility for Free School Meals Entitlement and to ensure that sufficient places are available for pre-school provision.</p>
<p>Special Educational Needs and Inclusion</p>	<p>In addition to the ongoing significant investment of around £200million on special education needs every year, the focus of the Department's work this year was on the analysis of the consultation responses and the planning of capacity building pilots for delivery commencing in 2011.</p> <p>A Resource File for schools to support children with SEN was produced and</p>

	<p>distributed to all schools</p> <p>Also a series of conferences on the leadership and management of SEN within schools was completed.</p>
Youth Services	<p>When announcing the budget allocations for education services for 2010-11, and in line with the decision she had taken on protecting the school sector, the Minister announced that £27.6 million was to be made available to the youth service.</p>
Draft Early Years (0-6) Strategy.	<p>A consultation on the proposed Early Years (0-6) Strategy commenced in June 2010 to January 2011, and the analysis of the 2000 responses received is underway.</p> <p>The purpose of the draft Early Years (0-6) Strategy is to set out a vision and plan for ensuring better outcomes for children by</p>
	<p>improving the provision and quality of services to the youngest children and their parents and families for the next 5 years.</p>
Teacher Education in a Climate of Change - The Way Forward	<p>The Policy Framework document, which emanated from a joint Department for Employment and Learning and Department of Education review, outlined</p>

	<p>proposals on how the system will deal with the challenges facing teacher education and sets out the respective roles of the various key stakeholders. The resulting consultation ran from 21 June 2010 to 8 November 2010. On foot of the consultation responses, the Department is currently in the process of developing a Strategy and Action Plan for the way forward on teacher education.</p>
<p>Community Relations, Equality and Diversity in Education</p>	<p>Following a review of the Department's Community Relations policy, a new Community Relations, Equality and Diversity in Education Policy (CRED) was published in March 2011. It aims to contribute to improving relations between communities by educating children and young people to develop self-respect and respect for others through providing opportunities to build relationships with those of different backgrounds and traditions in both formal and non-formal educational settings.</p>
<p>Exceptional Circumstances Body</p>	<p>The Department launched the Exceptional Circumstances Body in June 2010. This Body, which is an</p>

	<p>NDPB, hears cases where it is claimed that a child, for exceptional reasons, must attend one specific post-primary school, but they failed to gain admission to that school through the normal admissions processes. The Body has the power to direct the admission of the child to the named school where an application is upheld. The process is only available to those seeking admission to years 8 to 12, and excludes children in receipt of a statement of special educational need as their circumstances will be addressed through the statementing process. . In mid-March 2011, towards the end of the Body's first year of operation, DE conducted a review of the Body's activity, and at that time the Body had processed</p>
	<p>115 applications and issued 50 directions to schools requiring them to admit children for exceptional reasons.</p>
<p>Every School a Good School - A Guide for Governors</p>	<p>This online guide was launched in December 2010 and is intended to provide governors with an understanding of the statutory requirements, policies and guidance that affect their role and</p>

	responsibilities in order to assist them in performing their duties effectively.
<i>Together Towards Improvement</i>	This resource was produced by the Education and Training Inspectorate to support schools in the process of self-evaluation and launched in Sept 2009. The documents are divided into three main sections: The Quality of Leadership and Management; The Quality of Provision: and The Quality of Achievements and Standards. Each section has a number of key questions with a set of quality indicators which the user can amend as required.
The Strategic Planning and Policy Development Forum	The Forum was established in December 2010 and is made up of representatives from trade unions, education organisations and the Department of Education. The Forum will play an important role in helping the Department develop new policies with the overall aim of raising educational standards.
Primary Sports Programme	Twenty four coaches from the Irish Football Association (IFA) and 32 Gaelic Athletic Association (GAA) coaches

	currently deliver training for over 33,000 children in 551 primary schools across Northern Ireland. The funding £1.5million will see the programme sustained for 2011-2015.
Newcomer Guidelines for Schools	In August 2010 the Department published criteria for designating a pupil as a Newcomer and sharing good practice.
Looked After Children	The Department funded a research study, completed on 31 March 2011, into how the education system can improve the post-primary school attendance of Looked After Children. The findings from the study will be used by the Department to understand if and how it might further support schools to improve the attendance of these children.

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

<p>Count, Read: Succeed – A strategy for improving outcomes in Literacy & Numeracy</p>	<p>The strategy sets out long terms targets for improving educational outcomes and an action plan covering the period 2011/12 to 2014/15. The department, through its Inspectorate, will evaluate progress against the action plan in 2013/14 and 2015/16.</p>
<p>Every School a Good School: The Way Forward for Special Educational Needs and Inclusion</p>	<p>There will be continued development of detailed SEN and inclusion policy options, informed by the responses to the consultation exercise. This is likely to involve further discussions with key stakeholders.</p> <p>In addition, a number of capacity building</p>
	<p>pilot projects are to commence from September 2011 to September 2013.</p> <p>These projects aim to:</p> <p>Improve identification, assessment and interventions provided by mainstream schools and early year settings for children facing barriers to learning;</p> <p>Test strategic recommendations from the review and leave a legacy of increased</p>

	skills and knowledge.
Early Years	The consultation, and the views expressed as part of that process, will be used by the Department to consider if and what changes in policy are required. It is anticipated that the final Strategy will be published in 2012.
Taskforce on Traveller Education	The Taskforce has carried out an in depth investigation of the factors which impact on the educational experience and outcomes of Traveller children and young people including Interculturalism and racism. It has now largely completed its work and a range of findings has emerged in areas such as: access, inclusion, attainment, attendance and relationships. The Taskforce is expected to report in
	2011 and its recommendations will then inform the development of an action plan.
Children and Young People from a Newcomer background	A review will be carried out of Every School a Good School – Supporting Newcomer Pupils to ensure the additional support structures and resources in place are of a high quality and meeting the needs of pupils.

Revised Curriculum	From 2012, new assessment arrangements will be in place to allow teachers to assess the progress of pupils at the end of each Key Stage in the critical cross-curricular skills of Communication, Using Mathematics and (from 2013) using ICT.
The Autism Act NI 2011	During 2011-12, the department will work closely with DHSSPS to develop a cross-departmental autism strategy.
Pupils' Emotional Health and Wellbeing Programme	The first major product <i>Guide to Managing Critical Incidents</i> will be ready for launch and distribution by Autumn 2011.
Priorities for Youth	Draft Priorities will be published for consultation in 2012.
Community Relations,	In 2011-12, the focus of work will be on
Equality and Diversity in Education	implementation of the Community Relations, Equality and Diversity policy Guidance for educational settings to support implementation of the policy will be developed along with an indicator framework to measure impact of the policy. A dedicated website, which will include good practice case studies and resources will also be established.

	Funding will be made available through ELBs and the Youth Council NI to support schools and youth setting in delivery of the policy.
Attendance	During 2011-12 commission research which will provide the Department with information that will inform policy and practice in improving the attendance of pupils in deprived areas

- Please give examples of changes to policies or practices which have resulted in outcomes. If the change was a result of an EQIA please tick the appropriate box in column 3 and reference the title of the relevant EQIA in the space provided below:

EQIA	Outline change in policy or practice which have resulted in outcomes
Draft EQIA on the Funding for Preparatory Schools	Following the consultation process, the Minister determined that ending the funding completely could cause difficulties for parents and possible disruption in some schools. The Minister therefore decided to continue funding Preparatory Departments but at a reduced level.

Section 1: Strategic Implementation of the Section 75 Duties

- Please outline evidence of progress made in developing and meeting equality and good relations objectives, performance indicators and targets in corporate and annual operating plans during 2010-11.

Promoting School Improvement

Every School a Good School – A Policy for School Improvement ensures that every area for improvement identified during an inspection by the Education and Training Inspectorate (ETI) is addressed through an action plan. The policy also ensures focused support for schools that, as a result of inspection, are found to be offering less than satisfactory provision for their pupils. This support is provided through the Formal Intervention Process.

In 2010-11 procedures worked to ensure that all schools found to have less than satisfactory provision following inspection were placed in the Formal Intervention Process; had agreed an appropriate action plan; and were receiving targeted support from the education support bodies to deliver progress against the agreed action plan.

Count, Read: Succeed - A Strategy to Improve Outcomes in Literacy and Numeracy

Further to the Every School a Good School policy, the Department undertook a review of its Literacy and Numeracy Strategy. The findings of this review, and proposals for the way forward, issued for public consultation in June 2008.

The consultation received considerable interest and responses were submitted by over 200 organisations and individuals.

The finalised policy document, having been informed by the consultation responses, was launched by the Minister of Education in March 2011.

North-South Working Group on Educational Underachievement

This Group was established under the auspices of the North-South Ministerial Council in Education Sectoral Format, as underachievement is an area of concern across Ireland. The Group's work programme has a specific focus on underachievement in literacy and numeracy, particularly among those from deprived backgrounds, and aims to promote sharing of best practice in this area.

One of the activities in 2010/11 was an all-island children's book week in October 2010. Other aspects of work programmes are also progressing well.

Progressing the delivery of the Entitlement Framework

A new funding and support model was introduced to improve the breadth, balance and coherence of courses available to young people at school and at Area Learning Community level to a level that can ensure compliance with the legislative requirements by September 2013.

Every School a Good School: The Way Forward for Special Educational Needs (SEN) and Inclusion

The consultation on the high level policy proposals for SEN and inclusion generated a great deal of interest and discussion amongst lobby groups, the press and general public. Parents, teachers and others made some considerable effort in compiling their responses to the broad ranging consultation proposals. A report, summarising over 2900 responses to the consultation document, has been drafted which will help inform the development of detailed SEN and inclusion policy options.

Draft Autism Strategy and Implementation Plan

The Department of Education and the Department of Health, Social Services and Public Safety have engaged throughout the drafting process of the *Autism Strategic Framework and Implementation Plan for the education sector* and will continue to do so.

A requirement of the *Autism Strategic Framework* has been to ensure that the views of parents, voluntary bodies, teachers' trade union side, teacher training colleges and universities were reflected in the Framework.

Transitions Action Plan

By March 2011 the Department's actions in the Transitions Action Plan, were implemented. These had been prepared by the Special

Educational Needs Sub Group of the Ministerial Sub Committee on Children and Young People.

The Department chairs this sub-group and is the policy lead in a number of actions.

Counseling

Provision of counseling to post primary age pupils in special schools was achieved.

Post Primary Transfer

The Department has published an updated policy document on post-primary transfer. This applies to post-primary admissions and the annual transfer processes for the 2011/12 school year and beyond.

This policy document reaffirms the Department's commitment to a non-selective system of post-primary transfer and recommends that schools choose from a menu of non-academic admissions criteria; the first of which relates to entitlement to Free School Meals (FSME).

Extended Schools

The Department issued a circular to all schools in November 2010 to reinforce that the Extended Schools policy has a clear focus on improving educational outcomes, reducing barriers to learning and providing

additional support to help improve the life chances of disadvantaged children and young people.

The Extended Schools programme is helping to deliver the Department's vision to ensure that every learner fulfils her or his full potential at each stage of development by enabling those schools that draw pupils from the most disadvantaged communities to provide a range of services to help meet the needs of pupils, families and wider communities with the core purpose of raising levels of educational attainment.

Funding has been maintained at previous levels of approx £10m for 2011/12.

Full Service Provision

As part of the drive to tackle disadvantage and educational underachievement, the Department is continuing to work through the Belfast Education and Library Board and the Council for Catholic Maintained Schools to pilot 2 Full Service programmes in areas of severe deprivation in North and West Belfast. Linked closely with Extended Schools, Full Service provision offers substantial additional programmes and activities which seek to meet the needs of both pupils and the local community through the delivery of integrated services across a range of partners including schools, statutory agencies and local voluntary and community organisations.

Funding has been maintained at £350k for each Full Service programme in 2011/12.

The Education of Children and Young People from the Traveller Community

A revised school circular was issued in August 2010 to advise Principals and Boards of Governors of all Grant aided schools on the inclusion and education of children from the Traveller community.

Supporting Newcomer Children

In August 2010 the Department published Guidelines for Schools on (1) the criteria for designating a pupil as a Newcomer to access additional funding and (2) sharing good practice in supporting Newcomer pupils.

Looked After Children

The Department funded a research study, completed on 31 March 2011, into how the education system can improve the post-primary school attendance of looked after children. The findings from the study will be used by the Department to understand if and how it might further support schools to improve the attendance of these children.

Free School Meals and Clothing Allowances

The Department provides support to non-working and low income families in the form of clothing allowances (school uniform grants) and free school meals on the basis of certain eligibility criteria. The criteria were extended, on a phased basis, in 2010/11 to include pupils in

nursery schools (free school meals only) and primary schools (Years 1-4) whose parents were in receipt of Working Tax Credit and whose income was below £16,190.

Section 2: Screening

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

Title of policy subject to screening	Was the <u>F</u> ull Screening Report or the <u>R</u> esult of initial screening issued for consultation? Please enter <u>F</u> or <u>R</u>	Was initial screening decision changed following consultation? <u>Yes/No</u>	Is policy being subject to EQIA? <u>Yes/No</u> ? If yes indicate year for assessment.
Draft Budget 2011-15 Department of Education: Draft Allocations and Savings Proposals	R A preliminary, high-level screening of the overall Budget proposals showed they were considered to be largely neutral in terms of impact but the document stated that individual	No	Whilst the overall proposals are not subject to EQIA, some of the individual measures have been, eg. a proposal to discontinue funding for
	proposals would be subject to equality impact screening and, where necessary, full impact assessments would undertaken as measures were further developed and implemented.		teacher substitute cover in respect of the transfer procedure and a flat rate of pay for prematurely retired teachers who return to teaching.

Section 3: Equality Impact Assessment (EQIA)

- Please provide an update of policies subject to EQIA during 2010-11, stage 7 EQIA monitoring activities and an indicative EQIA timetable for 2011-12

EQIA Timetable – April 2010 - March 2011

Title of Policy EQIA	EQIA Stage at end March 11 (Steps 1-6)	Outline adjustments to policy intended to benefit individuals and the relevant Section 75 categories due to be affected.
A proposal to discontinue funding for teacher substitute cover in respect of the transfer procedure to take effect from Transfer 2012.	5	
Proposal to introduce a flat rate of pay for prematurely retired teachers who return to teaching and proposed changes to the	6	The Department is considering whether information on disability, marital status, race and religion could in future be collated and included in a DE digest of statistics on the Education
common funding scheme for the local management of schools.		Workforce which will be published on an annual basis from June 2012 onwards.
Every School A Good School: The Way Forward for Special Educational Needs and Inclusion	5	
Proposal to withdraw funding from the preparatory departments of grammar schools	6	The Minister determined that ending the funding completely could cause difficulties for parents and possible disruption in some schools. The Minister therefore

		decided to continue funding Preparatory Departments but at a reduced level.
Community Relations, Equality & Diversity in Education Policy	6	The policy has been amended to include the need to consider mechanisms for engaging those marginalised young people who are not in formal or informal education through outreach and detached work.

2011-12 EQIA Time-table

Title of EQIAs due to be commenced during April 2011 – March 2012	Existing or New policy?	Please indicate expected timescale of Decision Making stage i.e. Stage 6
Not Yet Known		

Section 4: Training

- Please outline training provision during the year associated with the Section 75 Duties/Equality Scheme requirements including types of training provision and conclusions from any training evaluations.

Staff within the Department were informed, via the Team Briefing process, of the launch of the Equality Commission's *A New Guide for Public Authorities* and its emphasis on the importance of policy outcomes rather than processes. Staff were advised to follow the new guidance when developing or reviewing policies and that further advice was available from the Department's Equality Team.

In 2010-2011, the Department provided funding of £60,000 to Women's Aid to devise a training programme for primary school teachers to develop their capacity to deliver the revised Helping Hands Programme to their pupils.

This will result in the programme being delivered to more primary school pupils than it previously reached.

Section 5: Communication

- Please outline how the authority communicated progress on delivery of the Section 75 Duties during the year and evidence of the impact/success of such activities.

The Chief Inspector's biennial report (2008-2010) was launched in October 2010. The report set out an evaluation of the quality of provision and outcomes across the education, youth and work-based learning sectors over the last two business years.

The Education and Training Inspectorate organised a *Dissemination of the findings from the Inspection of Level 3 Priority Skills Areas (2009/2010) and follow-up inspections of Level 2 Priority Skills Areas (2008/2009)* in December 2010. This interactive day provided an opportunity for those who attended to consider ways to improve the delivery of the learning experiences in these areas

The department and the Department of Education and Skills, under the auspices of the North-South Underachievement Working Group, held a joint Literacy Conference in February 2011 with the theme of *Promoting Literacy Within and Beyond Schools*. Around 80 delegates attended, representing policy-makers, schools, education support organisations, school and public libraries, from across Ireland.

The conference focused on partnership working between schools, families and communities to promote literacy.

The conference featured presentations on examples of best practice from north and south, respectively the Achieving Derry - Bright Futures programme and the Home School Community Liaison Programme. There was also plenary discussion on ways of supporting partnership working and parental engagement and on possible areas for future north-south working.

Throughout the joint review (DE and DEL) of teacher education the Department engaged with a wide range of key stakeholders and held three conferences and a workshop. The two Departments also established a Teacher Education Stakeholders' Group, representative of providers, to assist in the formulation of their policies on teacher education. The Stakeholders' Group comprised representatives from the two Departments, the Education and Training Inspectorate , the five Education and Library Boards , the Regional Training Unit (RTU), Queen's University Belfast , University of Ulster , the Open University (OU), St Mary's University College (St Mary's), Stranmillis University College (Stranmillis), and the professional interests of teachers through the General Teaching Council for Northern Ireland (GTCNI).

Section 6: Data Collection & Analysis

- Please outline any systems that were established during the year to supplement available statistical and qualitative research or any research undertaken/commissioned to obtain information on the needs and experiences of individuals from the nine categories covered by Section 75, including the needs and experiences of people with multiple identities.

As part of an ongoing programme, representatives of the Education and Training Inspectorate attended a conference in Zurich on Teacher Education for Inclusion, organised by the European Agency for Development in Special Needs Education.

In March 2011 the NSPCC presented to the Minister the *Delivering Keeping Safe Messages to Pupils of Primary Age* research report.

The main findings of the research are that children's understanding of potential dangers/threats is limited and that schools' staff often have a lack of confidence in teaching sensitive messages. The main recommendations are that:-

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- all children in primary schools should be taught 'keeping safe' messages through an effective preventative curriculum;
 - the teaching should incorporate all areas of maltreatment, including bullying and child abuse, and in particular the sensitive issues of domestic abuse and child sexual abuse;
 - this teaching should impart knowledge, promote understanding and foster skills to enable children to keep themselves safe in these situations; and
 - schools should be resourced and supported to enable a whole school

community, including teachers, support staff and parents, to engage effectively in teaching 'keeping safe' messages to children.

Officials from the Department will work with the NSPCC and other key stakeholders to implement an effective preventative curriculum for all primary age pupils.

Attendance

Attendance data for all grant-aided primary, post-primary and special schools was collected for the first time at pupil level in the school census in October 2008 and was published in April 2009.

Information relating to the 2009/10 school year was published in March 2011. We now have three years detailed information which will facilitate more in-depth analysis of patterns, levels of absence, type of absence, reason for absence by ELB, school management type as well as pupil characteristics, such as age, gender ethnicity and FSM entitlement.

Projects funded/ coordinated by the Department during 2010 /11

Nature and Extent of Bullying in Schools

In October 2002, the Department of Education published a research report entitled Bullying in Schools: A Northern Ireland Study. This was updated in 2007 with the publication of The Nature and Extent of Bullying in Schools in Northern Ireland.

In 2011, there will be an update of this research to contribute to the evidence base about bullying and inform various Departmental policies including pupil behaviour, pupil emotional health and well-being, pupil attendance and personal safety, as well as informing the work of external bodies, for example, the NI Anti-Bullying Forum (NIABF).

Feasibility Study of High Level Diagnostic Tools for Children with Special Educational Needs in the Irish Medium Sector

This project will involve detailed investigation and analysis to define the need for high-level diagnostic tools in Irish and to determine the extent to which it is feasible, technically, operationally and economically, to develop high level diagnostic tools in Irish, within the context of the current difficulties experienced by educational professionals in assessing the special educational needs of bilingual (Irish-English) children.

Progress in International Reading Literacy Study (PIRLS) and Trends in Mathematics and Science Study (TIMSS) 2011

Participation in these studies will provide international benchmarks on pupil attainment in reading, maths and science at Primary level (Year 6). The surveys also provide data on pupil attitudes, reading habits and factors at home which may influence pupil attainment.

Improving the Attendance at Post-Primary school by Looked After Children

The aim of the research is to provide the Department with information which will inform policy and practice in improving the attendance and attainment of looked after children in line with the Minister's education priority "Closing the performance gap, increasing access and equity". The research was published in June 2011.

Programme for International Student Assessment (PISA) 2012

This study forms part of an international exercise to produce student outcome indicators in reading, maths and science on a regular basis. It follows a similar study in 2009. The age group is 15-16 year olds. The main focus of PISA 2012 is on maths. The study is being carried out using standardised methodology to give internationally comparable results.

Research briefings and Reports published by the Department during 2010/11

RB 1/2010 (Report number 53) Effective Pre-school Provision Northern Ireland (EPPNI) Pre school experience and Key Stage 2 performance in English and mathematics

RB 2/2010 (Report number 54) School Governors - The Guardians of Our Schools

RB 3/2010 - PISA 2009 Achievement of 15 year olds in Northern Ireland

Research related to the development of the Community Relations, Equality and Diversity in Education Policy was made available on the

Department's website, including a Review report to Identify Early Years Practitioners, Teachers and Youth Workers Training Needs for Delivery of Community Relations and Diversity Training in Early Years, Schools and Youth Sectors.

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

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

Section 7: Information Provision, Access to Information and Services

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

In September 2010, the Education and Training Inspectorate website was redesigned to make it more intuitive and user friendly, giving easier access to content and publications.

Every School a Good School - A Guide for Governors is an on-line Guide for school governors and can be found on the department's website. It is the first time that a Guide brought together all the relevant information for school governors in the one document. It is intended to be a reference tool for governors and also an aid to ELBs and others in formulating training and support programmes for school governors.

The guide also includes a list of the legislation and other resource material, including DE circulars and policy documents which are relevant to schools and their operation. It will be kept up to date by the Education Governance Team.

In October 2010, the Minister launched the Early Years Traveller Toybox DVD Project. The project had been sustained through the Department's Early Years Fund since 2008. It aims to ensure that Traveller children and their families have access to high quality inclusive early education and family support, which will help to significantly reduce social and educational inequalities experienced by young Traveller children.

The DVD project encouraged Traveller parents to express what the educational needs of Traveller children aged 0-4 are, to highlight good practice and produce evidence to encourage other Traveller parents to engage their children in pre-school education.

The Department continues to make use of its YouTube channel and posts photographs from the Department's events on Department's Flickr page.

Section 8: Complaints

- Please identify the number of Section 75 related complaints:
 - received and resolved by the authority (including how this was achieved);
 - which were not resolved to the satisfaction of the complainant;
 - which were referred to the Equality Commission.

No complaints were made relating to the Department's Equality Scheme.

Section 9: Consultation and Engagement

- Please provide details of the measures taken to enhance the level of engagement with individuals and representative groups during the year.
- Please outline any use of the Commission's guidance on consulting with and involving children and young people.

Draft Budget 2011-15: Allocations and Spending Proposals

An overall EQIA on Budget 2011-15 was published by the Department of Finance and Personnel (DFP).

Due to the pressing need for Executive Ministers to agree and finalise a Budget timescales for consultation had to be compressed. However, the Department made a strenuous effort to ensure public awareness of and access to Budget information and to consult on the likely impact of the policies once the proposals were published.

The Department's budget proposals were published on the department's website, outlining how respondents could advise the department of any views or comments. In order to ensure that key stakeholders were aware of and had access to the proposals, emails were sent to every school in Northern Ireland and every organisation on the Department's list of consultees, including S75 representative organisations, advising of the consultation and including a link to the website. A number of hard copies were also provided on request. The document also invited

consultees to advise if the document was not in a format that suited the user's needs.

In recognition of the tight timescales, the Minister conducted several meetings with a number of education stakeholders. The Department also publicised four local information events, open to the public, where senior Departmental officials provided information on the Department's proposals and responded to questions raised. Events were held in Belfast, Derry, Newry and Omagh and were advertised in the Belfast Telegraph, the Irish News, the Newsletter and Foinse. The issues raised at these events were recorded and provided to the Minister to inform decision-making on the Budget.

Further assessments will be made as the details of budget measures are developed ie two of the savings measures included in the Budget document (published in January 2011) have been subjected to full EQIAs - the proposal to introduce a flat rate of pay for prematurely retired teachers who return to teaching and the proposal to Discontinue Funding Substitute Teacher Cover for Transfer Procedure Interviews with Parents.

Early Years (0-6) Strategy

Feedback for the Strategy was provided by a range of stakeholder organisations. However, the Department was keen to conduct an exercise that enabled parents to put forward their views on the strategy ie

- Developing an appropriate consultation methodology for parents;
- Conducting an agreed number of sessions to ensure the views are obtained from groups of parents;
- Ensuring that the views of a wide range of parents are obtained. The parents were representative of the range of views that exist in Northern Ireland as a whole taking account of factors such as geography, disability, religion, ethnicity, social class and traveller as well as including parents from Sure Start.

The Department arranged for a facilitating organisation to consult with both 'mainstream' parents and 'hard to reach' parents across Northern Ireland.

In addition, in September 2011 the Department will be undertaking an exercise to seek views on the draft Strategy from young children, including those from minority and hard to reach groups, as key stakeholders.

The outcome of both consultations will be used to inform the way forward for the Strategy.

Draft Community Relations, Equality and Diversity in Education policy

The draft policy was issued for public consultation from September to November 2010 and 72 formal responses were received to the public consultation (as well as feedback provided through eight public meetings which the Department held in various locations).

A separate Children and Young People's consultation was undertaken by the Participation Network on behalf of the Department to seek views from children and young people on the draft policy across all section 75 groups which are addressed within the policy.

As a result of the consultation a number of amendments were made to the final policy.

Consultations with Parents and Young People from a Traveller Background

A number of strategies used to help inform the recommendations contained within the Interculturalism & Racism (ICR) Subgroup report.

These included direct consultation and consultation through others. The Chairperson organised two consultation meetings; one with parents and children in Goalisland and one with young adults in Dublin.

To inform the recommendations contained within the Post Primary & Youth Subgroup report a number of methods were used including a residential and interviews with Traveller parents and students using the agreed prompts.

Section 10: The Good Relations Duty

- Please provide details of additional steps taken to implement or progress the good relations duty during the year. Please indicate any findings or expected outcomes from this work.

Community Relations, Equality and Diversity in Education policy

Department's Community Relations Equality and Diversity in Education policy is premised on the interdependence between equality, good relations and human rights, including the United Nations Convention on the Rights of the Child and commitments in the Good Friday, St Andrew and Hillsborough Agreement. The policy reflects the changing educational needs of young people with regard to community relations, equality and the greater diversity of our community and wider changes as we emerge from conflict to live and work together in building a peaceful, just and prosperous society based on equality and good relations.

Indicators of Equality and Good Relations

During 2010/11, officials from the Education and Training Inspectorate and the Equality Team sat on the Advisory Group for the Equality Commission's project on Indicators of Equality of Opportunity and Good Relations in Education.

- **Please outline any use of the Commission's Good Relations Guide.**

The Commission's Good Relations Guide forms part of the department's Screening and EQIA Toolkit.

Section 11: Additional Comments

- If the Commission has notified you of its intention to request a new/revised scheme or formally requested a new/revised scheme and associated action plan, please outline below what progress has been made in this reporting period.

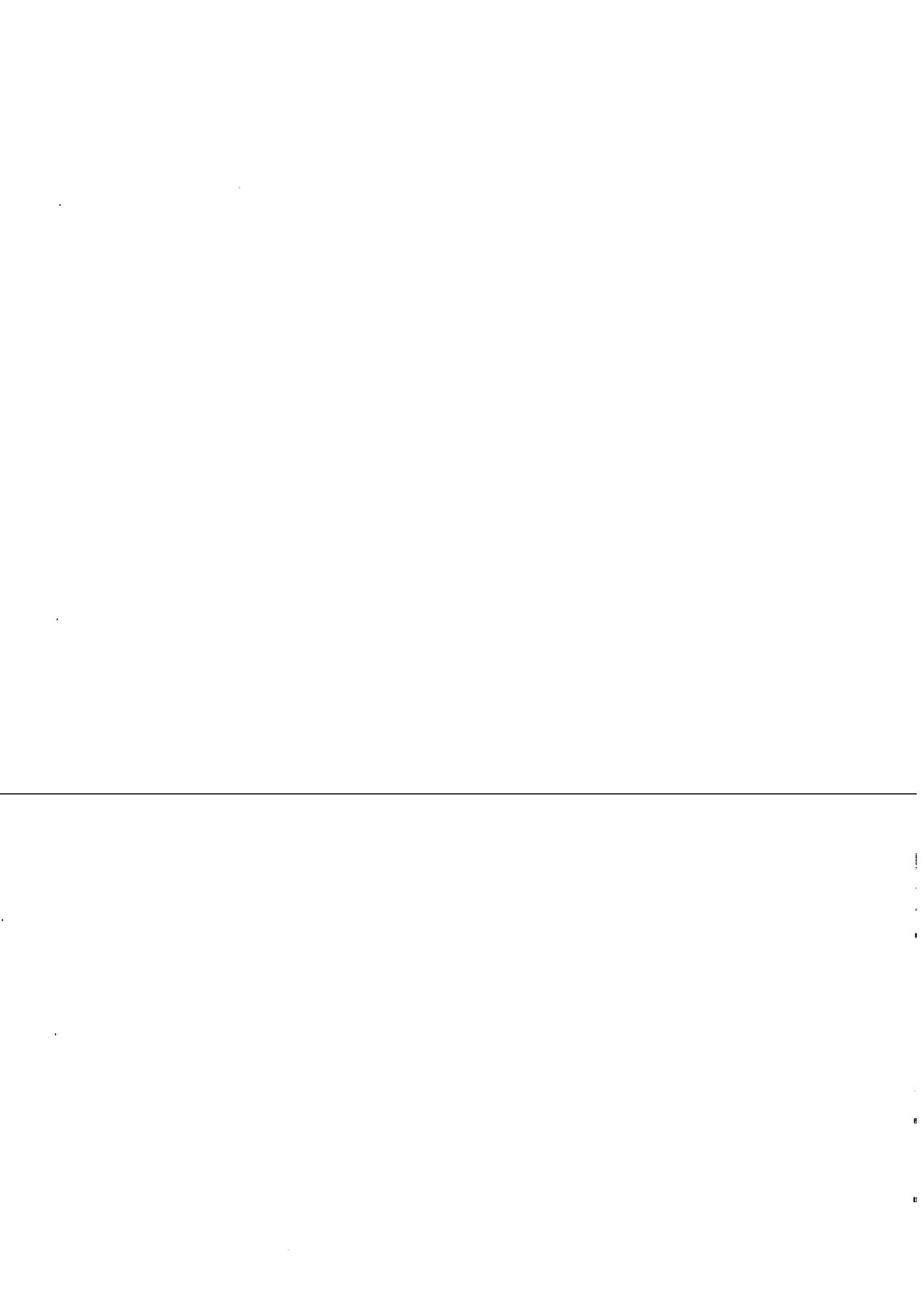
A revised Department of Education Equality Scheme, in accordance with Schedule 9, Section 8(1) of the Northern Ireland 1998, was lodged with the Equality Commission In April 2011.

The Scheme is out for consultation from 1 July – 31 October 2011 and is available on the department's website.

Section 12: Additional Comments

- **Please provide any additional information/comments**

The Education and Training Inspectorate works closely with the Equality Commission and has engaged with them in discussion on a range of issues: the education of children and young people from a Traveller background; Special Educational Needs, inclusion, disability, bullying, sexual orientation, underachievement of boys etc.



Annual Report 1 April 2010 / 31 March 2011
'Disability Duties' Questions

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

6

Fully
Achieved

23

Partially
Achieved

0

Not
Achieved

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

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

Level	Public Life Action Measures	Outputs	Outcomes / Impact ¹
Local	Public Appointment processes.	<ul style="list-style-type: none"> The Central Appointments Unit (OFMDFM) has met with Disability Action to discuss putting information about public appointments on the Disability Action website to help people better understand the appointment process and hopefully engage with it more. The Department supports placing information on the Disability Action website and officials have contributed to the process of assessing what information could be put on the site. 	Contributing to an enabling environment for public appointments.

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

	Training Action Measures	Outputs	Outcome / Impact
Local	Equality and diversity training is mandatory for all staff who have joined the NICS since June 2008.	Directors have been notified of staff who have yet to complete Diversity training. Logon details have re-issued to such staff along with a request to complete the training by April 2011.	Contributing towards a harmonious environment where all people can feel valued respected and included.

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

	Communications Action Measures	Outputs	Outcome / Impact
	Details of the Department's Disability Action Plan 2010-13 were circulated to the (500+) organisations/individuals on our Equality database.	Flyers" to publicise the Department's Disability Action Plan 2010-13 were also produced in 10 languages other than English and Irish.	Staff and Line Managers are aware of the requirement to consider making reasonable adjustments for those staff with disabilities if requested.

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

Encourage others Action Measures	Outputs	Outcome / Impact
As part of the equality assurance of policies the Equality Team emphasise the requirements of the two duties.	Mainstreaming the requirements of the two duties into the Department's policies.	Every new policy or revision to an existing policy is assessed against the Disability Duties

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
1 Community Relations, Equality and Diversity in Education	Policy launched in March 2011	The policy reflects the changing educational needs of young people with regard to community relations, equality and the greater diversity of our community.
2 Guidance to Primary School Principals, Post-Primary Schools' Boards of Governors and Principals and Education and	This applies to post-primary admissions during the 2010/11 school year and the annual transfer processes for the	Reiterated that if a pupil seeking admission to a school is defined as disabled under the terms of

	Library Boards on the Process of Transfer from Primary to Post-Primary Schools from September 2010	2011/12 school year and beyond.	the Disability Discrimination Act, 1995, then the school will have a duty to make "reasonable adjustments" in relation to the arrangements it makes for determining admission.
3	Equality and Human Rights Screening of new or revised Policies	When completing the Equality and Human Rights Screening form policy makers are asked to consider the human rights implications of policies – including the United Nations Convention on the Rights of Persons with Disabilities.	Greater awareness of the United Nations Convention on the Rights of Persons with Disabilities.
4	Reasonable Adjustments are made for Staff with Disabilities to ensure compliance with section 49A of the DDO.	Staff have been accommodated with 23 Parking Bays within the parameter fence of the Rathgael Complex due to DDO compliance. Staff have had reasonable adjustments made to their working conditions - usually within 2 weeks of a request.	Staff and Line Managers are aware of the requirement to consider making reasonable adjustments for those staff with disabilities if requested.

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

Action Measures partly achieved	Milestones / Outputs	Outcomes/Impacts	Reasons not fully achieved
<p>1 Develop work with DHSSPS on Speech and Language Therapy action plan.</p>	<p>There has been a joint conference on best practice with the Royal College of Speech and Language Therapists. Also capacity building training has been delivered to pre and nursery school staff by the Health Boards Language Therapists on an ongoing basis.</p>	<p>Improved Speech and Language service that provides children and young people with timely, appropriate and effective services which will enhance ability of children with speech, language and communication difficulties to participate in education/public life.</p>	<p>On going activities.</p>
<p>2 Guidance to be issued on accessibility requirements for schools and school authorities under SENDO 2005.</p>	<p>Guidance prepared but yet to be approved and issued guidance prepared but yet to be approved and issued.</p>	<p>To embed accessibility to the curriculum, school information and the school's physical environment.</p>	<p>On going activities.</p>

3	Publishing awareness activities such as Deaf Awareness Week etc.	To date awareness raising has been facilitated by publishing the monthly Occupational Health Service <i>Health Promotion</i> News on the Department's Intranet site.	Greater awareness amongst staff and the wider education sector of the scope of disability and the positive action that is being taken.	On going activities.
4	Gathering information on Exemplars of good practice	Examples of this practice include: the joint conference on sharing good practice with the Royal College of Speech and Language Therapists	Explore the gathering of information and case studies on examples of good inclusive practice in schools and organisations, including transition, and area learning collaboration.	On going activities.
5	To work with education and community/voluntary sector partners within the Anti bullying Forum.	The Department continues to be a member of the Forum and has	To ensure that all schools have in place an effective approach to tackling	On going activities.

		committed to funding the Regional Co-ordinator's post until 31 August 2014	all forms of bullying among pupils and that all pupils, and their parents, are confident their concerns about bullying will be dealt with in an appropriate and timely manner.	
6	To extend access to counselling support to post primary secondary schools	Contract with independent providers, for counselling support for special schools, now in place.	To ensure equity of provision for all pupils of post-primary age.	On going activities.
7	Progress development of the Middletown Centre for Autism in collaboration with the Department of Education and Science.	Awaiting a decision on major capital project required to facilitate further expansion of work. In the meantime it continues to provide Training and Advisory Services and a Research and Information Services.	The expansion of facilities and services for children with Autistic Spectrum Disorder to enable second tier educational assessment of children alongside the existing Training and Research services.	On going activities.

8	Develop capacity to meet Special Educational Needs of children through the medium of Irish.	An action plan was agreed to implement a number of confidence-building measures.	To complement the overall Special Educational Needs capacity building programme.	On going activities.
9	Research to determine the extent to which it is feasible to develop curriculum assessment and high level diagnostic tools in Irish.	The Department has presented and discussed the findings of the research undertaken.	Identify the way forward for assessment of Special Educational Needs of children in the Irish Medium sector to enable appropriate and effective interventions to be put in place to meet Special Educational Needs.	On going activities.
10	Transitions to Adulthood through consideration to possible sharing of information between providers such as, ELBs, FE, HE, training providers Health Trusts and Juvenile Justice.	Working together to share information where possible. This situation should be eased through the clarification being provided by the Information	Enhanced collaborative working by providers to ease transition and meet the needs of young people	On going activities.

		Commissioner in the Data Sharing Code of Practice		
11	Progress the action plan on transitions to adulthood in conjunction with DEL and DHSSPS	Working together where possible, e.g. collaborating in the production of advice material for the new <i>nidirect</i> website	More effective and collaborative working between departments to identify areas for development in meeting young peoples needs.	On going activities.
12	Development of an autism strategy and implementation plan	DHSSPS is leading the development and implementation of a cross-departmental strategy to improve services for those on the autism spectrum. The Department is developing an autism strategy to identify principles and standards of educational provision for children with autism	Children and young people on the autistic spectrum enabled to access education and realise full potential.	On going activities.

		and is engaging with DHSSPS to take into consideration the impact of the Autism Bill on an overall strategy.		
13	Review of Special Educational Needs and Inclusion	Every School a Good School – The Way Forward for Special Educational Needs and Inclusion - Following extensive consultation, detailed policy options are currently being considered.	To draft detailed policy options for a revised Special Educational Needs and Inclusion policy, following analysis of responses to a formal consultation process.	On going activities.
14	Working with inter-departmental groups on a coordinated approach to tackling disadvantage encountered by persons with a disability.	During the past year some of the inter-departmental groups have included the Sign Language Partnership Group, PSI Working Group on Disability, Inter-ministerial Group on	Improved support for children and young people with a disability	On going activities.

		Mental Health and Learning Disability etc.		
15	Review arrangements for communication between schools and parents who are deaf or hard of hearing.	In February 2011 officials from the Department met with representatives of the RNID and British Deaf Association to discuss the experiences of parents ie communication with the education system.	Raised awareness of support available.	On going activities.
16	Training of frontline Staff	The Department of Education <i>Guide to Making Information Accessible</i> advises staff of the requirements of the Disability Discrimination Act; not to make assumptions about persons with a disability and to	To have greater awareness of the needs of persons with a disability.	On going activities.

		<p>make reasonable adjustments to the way goods, facilities and services are provided.</p>		
17	<p>Review of induction material on the Department's Intranet site</p>	<p>The review of the Induction material is underway and the new draft induction guidance includes:</p> <ul style="list-style-type: none"> • Contact details and Information on the role of the Disability Liaison Officer (DLO); • Information on Equality & Section 75 of the NI Act; • Information on how to apply for Diversity Training which is mandatory for all staff; 	<p>To ensure that material emphasises the requirements of positive disability duties.</p>	<p>The Induction material will be completed and available via a TRIM link by the end of August 2011.</p>

18	Ensuring that corporate	As part of the	Greater awareness		<ul style="list-style-type: none"> • Link to Dignity at Work policy on HRConnect; • Link to the booklet 'Making Reasonable Adjustments for staff with Disabilities' which outlines the Department's policy and the various roles eg staff, Welfare, DLO, Equal Opportunities Officer, Occupational Health Service, Trade Union Side etc; and • Link to the Employers for Disability NI (EFDNI) website. 		On going activities.
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	<p>documentation contains positive and proportionate references to people with a disability.</p>	<p>screening process the Equality Team highlight to policy makers any possible adverse/differential impacts.</p>	<p>of disability issues and possible positive action measures that could be implemented.</p>	
19	<p>Raise staff awareness of the role of the Department's Disability Liaison Officer (DLO) (the main purpose of the DLO is to act as a point of contact in relation to any adjustments in the workplace)</p>	<p>The booklet 'Making Reasonable Adjustments for Staff with Disabilities' is currently being reviewed and once updated an item will be included in the Departmental Brief to include a link to the booklet. The article will also cover the role and contact details of the DLO.</p>	<p>Greater awareness of support services</p>	<p>Target date September/October 2011.</p>
20	<p>Pastoral care and child</p>	<p>In 2010/11 the</p>	<p>The Education and</p>	<p>On going activities.</p>

	protection	Department requested ETI to produce a report based on inspection evidence on the delivery of support for special educational needs, other additional needs, pastoral care and child protection.	Training Inspectorate (ETI) will continue to report on pastoral care and child protection, including the completion of the SENDO proforma on all inspections.	
21	Review inspection procedures	ETI have been successful in meeting the requirements of the Customer Service Excellence Standard.	Customer Service Excellence lies at the heart of a government strategy to provide public services for all which are, "efficient, effective, excellent, equitable and empowering".	On going activities.
22	Together Toward Improvement (TTI)	In August 2010 the revised version of TTI was launched to support schools in self-evaluation.	To promote inclusion and raise standards for all learners, including those requiring additional learning	On going activities.

23	Staff development - Education and Training Inspectorate	A series of SEN staff development days were held in 2010/11.	support. The Education and Training Inspectorate will commit to ensure their staff are trained in the evaluation of pastoral care and child protection and provided with information on disability legislation	On going activities.
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Action Measures not met	Reasons
N/A	

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

(a) Qualitative

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

(b) Quantitative

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

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

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

Please delete: ~~Yes~~ / No

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

The Department will amend the Disability Action Plan to reflect developing policies.

