

**REPORT OF RESPONSES TO A CONSULTATION ON AN EQUALITY
IMPACT ASSESSMENT OF A PROPOSAL TO DISCONTINUE SUPPORT
FOR THE CONDUCTING OF TRANSFER INTERVIEWS BETWEEN
PRIMARY SCHOOL PRINCIPALS (OR A DESIGNATED TEACHER) AND
THE PARENTS OF P7 CHILDREN TO TAKE EFFECT FOR THE
TRANSFER 2012 PROCEDURE.**

BACKGROUND

1. Post-primary transfer interviews with parents are a long established feature of the transfer procedure which involves children moving from primary to post-primary education. These interviews involve the provision of advice by a primary school (delivered by the primary school principal or a designated teacher) to parents about a number of aspects of the procedure, including the completion of an application form known as the Transfer Form.
2. Under current arrangements primary schools are able to hire a substitute teacher to cover for a member of staff who is engaged in preparing for, or conducting, transfer interviews. Hiring substitute teachers in respect of work associated with the transfer procedure is one of a number of eligible claims that a school can make against funds held centrally.

Proposed Amendment to Teacher Substitution Cover for Transfer 2012

3. It is proposed that the current arrangements which relate to centre substitution costs where a teacher has been required to be involved in the Transfer Procedure, should be removed from Transfer 2012 onwards. Primary schools would no longer be able to claim for substitute cover for this purpose. Any such change will also require paragraph 4.6 (c) of the Common Funding Scheme to be amended and this was the subject of separate consultation.

Rationale for the Proposed Change

4. There is a pressing need to generate savings in the education budget, and given the extent of the savings needed no area can be exempt.
5. Arguments were submitted to the Department by some primary school principals suggesting that, for a number of reasons, transfer interviews were an unnecessary burden on primary schools. They argued that:
 - since there is no longer any transfer test, it is unfair in the extreme to ask them to facilitate those schools operating breakaway entrance tests;
 - their focus needs to be on implementing the revised curriculum and helping to drive up standards for all children in their care; and

- parents are able to complete applications to pre-schools and primary schools without this sort of advice and help to complete the forms, so they should be able to do the same when applying to post-primary.
6. Having considered these arguments the Department felt that this area should be examined for the potential to generate savings. It is estimated that the current process, which advises all primary school principals to offer transfer interviews to all P7 parents, costs around £400-£500k annually.
 7. In consulting on the proposal to remove the facility for primary schools to claim for substitute cover for the purpose of the transfer procedure, the Department considered that there is scope to build upon existing forms of contact between P7 parents and primary and post-primary schools, as well as enhancing advice from existing sources.
 8. The Department considered that for the vast majority of parents these measures may be sufficient to ensure that a Transfer Form is completed in a correct and timely manner. The Department also considered that there may, however, be a small number of parents with literacy, language or other difficulties for whom information provided in written guidance or open information sessions may not be sufficient. In particular, the Department's EQIA report identified the following groups (within the Section 75 categories) as those likely to experience a differential adverse affect through the implementation of this change:
 - **Race** – newcomers who may experience language difficulties
 - **Disability** – children who have a disability or need for additional support, but are not stated; and parents who have a disability, particularly a learning disability that may mean they need additional support to negotiate the admissions process;
 - **Marital Status** – single parents may need additional support.
 9. In order to mitigate against potential differential adverse impacts that may be experienced by these groups the Department proposed that it should remain open for primary school principals to conduct interviews in such exceptional circumstances, in much the same way as would be the case if a parent required advice and support in respect of any other aspect of a child's educational progress. The Department considered that number of parents requiring such one-to-one advice on the transfer procedure for exceptional reasons should be relatively small in most schools and therefore such needs should be capable of being met by the school within existing resources.
 10. Through the consultation on the EQIA Report the Department sought to establish whether it had correctly identified all the groups that might experience a differential adverse impact, and whether the proposed mitigating actions would reduce the potential adverse impacts of this proposal.

CONSULTATION

11. The Department published a consultation document on 7 February 2011 – it was published on the Department’s website and in the press. In addition to this, all those listed in the Department’s Equality Scheme (a full list is included in the annex to this report) and all grant-aided schools were contacted by e-mail with responses requested, initially by 9 March 2011, but this deadline was later extended to 15 April 2011.
12. By the closing date of 15 April 2011 the Department received 55 responses to the consultation. Four were from parents of P6 children with a further eight from parents with children in other year groups. One response came from an adult member of the public, none from children or young people, four from individuals or organisations who categorised themselves as others, and 37 responses were from organisations involved in education (26 from primary schools - including one written in representation of a group of 11 primary schools, 5 from post-primary schools, 3 from ELBs, 4 from professional and other representative bodies).
13. To put this group of consultees into context, the number of children transferring from primary to post-primary school in any recent year is typically 22,500. There are 863 primary schools and 217 post-primary schools along with 5 Education and Library Boards. Annexe A contains a list of the 445 organisations that were specifically invited to respond in this consultation. Many of these have a remit in relation to children and education.
14. This report records a summary of the responses received, organised in relation to the two questions posed in the consultation but including comments that ranged wider than EQIA-specific issues.

SUMMARY OF RESPONSES

Question 1 – “Do you agree that all relevant groups that might experience a differential impact as a result of this proposal have been identified?”

15. Of the 55 responses received, 24 agreed that the Department had identified all the relevant groups that might experience a differential impact as a result of this proposal.
16. Thirty respondents did not answer “yes”. Many of these respondents agreed that the groups identified by the Department would be adversely affected by providing commentary about the likely impact on these groups. Others amongst these respondents identified additional groups that may be adversely affected by the proposal. One response did not address the question.

Section 75 Categories

17. **Race** – in addition to newcomers who may experience language difficulties, it was also noted that the travelling community may be adversely affected. One primary school principal commented that “... sometimes these interviews encourage parents of travelling children to consider continuing their secondary education.”
18. **Persons with a disability** – two P6 parents commented that children with special needs but not statemented will be “severely disadvantaged again”. One commented that “principals often have to speak specifically to these parents so that the receiving post-primary school, be it selective or non-selective, has sufficient information to place the child appropriately within the school and meet the academic and pastoral needs from the outset.”
19. **Persons with dependants** – all three of the Education and Library Boards that responded and the NI Commissioner for Children and Young People (NICCY) identified young carers as a group that fall into this category and may be adversely affected by this proposal. The Department did not have any figures for children in the transferring cohort that may fall into this category, but the NICCY response stated “it is estimated that there are around 8,500 young carers in NI, and according to UK studies, the average age of a young carer is 12 years.” The NICCY response noted that young carers and their parents(s) or guardians(s) “lead extremely challenging lives. Their circumstances may impact on both the child and their guardian’s ability to navigate the transfer arrangements, since they may struggle to find the time or have the ability to consider all the issues. Therefore, they may be adversely affected if they do not receive additional support and advice from their school or principal.”
20. The Education and Library Boards noted that single parents (falling into the category of “Marital Status” identified by DE) may be adversely impacted to a greater extent as they may experience difficulties trying to take a transferring child to all open nights (where it is suggested parents should receive advice and information about the transfer procedure) whilst arranging care for other dependents. They stated that this situation “could be further affected if the transferring child has responsibilities as a carer”.
21. **Religious belief** – the Education and Library Boards and the Ulster Teacher’s Union identified this as a category likely to be adversely impacted on the basis that recently arrived families will “need guidance as to what controlled, maintained and integrated status means.” It was further stated that “the absence of this advice could impact on the welfare of children in post-primary schools because of religion/perceived religion. This may or may not impact on one religious category more than another.” The ELB responses stated that these comments apply equally to **political opinion**.

Non-Section 75 Categories

22. **Children from low socio-economic (disadvantaged) backgrounds** – a number of respondents identified this as a group that would be particularly affected by this proposal, although it is not a group that fits within one of the section 75 categories. While the “Race” category captures those who may have language difficulties (i.e. those for whom English is not their first language), respondents identified adult literacy issues as a potential problem as well as parental motivation and aspiration.
23. **Small Primary schools/ small rural primary schools/ schools with a teaching principal** – a number of respondents commented on the impact of this proposal being felt particularly by small schools and teaching principals. One commented “as the principal of a small two teacher school, I feel that this will be a further demand on my time.” Another primary school commented “small school principals and children will have adverse effects as money will have to be found from existing budgets”.
24. **Larger primary schools** - one primary school principal commented “primary schools have a vital role to play in advising parents re. transfer. With up to 90 pupils the attendance of class teacher and principal is vital to this meeting. Substitute cover is therefore essential to the process.”
25. **All Parents** – a number of respondents commented that the proposal would adversely affect all parents and children. One P6 parent commented “parents are disadvantaged. Every pupil transferring to secondary school will be disadvantaged. Paid substitute cover should continue.” Another parent commented that she needs “the benefit of guidance/advice from a teaching professional.” A primary school commented “all parents rely on advice/support accrued based on seven years working with their children in the primary school.”

Question 2 – “Do you agree that the proposed mitigating actions will reduce the potential for a differential adverse impact on the groups identified?”

26. Of the 55 responses received 15 answered “yes” to this question and 22 disagreed that the mitigating actions would reduce the potential adverse impact. A further 17 did not provide a clear “Yes” or “no” answer. Most of those who did not provide a clear “yes” or “no” answer provided comments that suggested that they either did not agree that the proposed mitigating actions are sufficient, or they were opposed to the proposal.

Supportive Comments

27. Although the design of the response form did not seek to elicit comment where respondents answered “yes” to this question, one secondary school did comment that “this action ‘to discontinue support’ only balances again the opportunities for our pupils. It actually enables equality in its most real sense.”

28. In addition to the 15 respondents who answered yes to this question, one primary school that was contributing the agreed views of a group of 11 primary schools outlined a future for the transfer interview that was broadly in line with the proposal: a system of advice and guidance based on written materials for parents and general sessions between principals and groups of parents coming up to transfer. There was a role for interviews in this outline in certain cases and not as standard.

Other Comments

29. The other comments provided in relation to this question suggested that either the mitigating actions proposed by DE were insufficient or that there were preferable alternatives. The Children's Commissioner commented "...nor are we convinced that the proposed mitigating measures for Section 75 groups will be sufficient to prevent adverse impact without increasing pressure on primary schools or parents, which may in turn impact on children".

30. Need for greater clarity on the written guidance/information that would be available to all parents - several respondents commented on this point. Disability Action requested "further clarity on the information leaflet provided to primary 7 parents at the end of the autumn term". The Children's Commissioner also called for clarity on the materials to be made available - the Commissioner "requests that the Department clarify precisely the content and type of advice it will provide to parents in order to assist them to navigate the processes." One parent commented "The unseen new guidance also needs to prove itself adequate to the task. What will happen if the new untried guidance fails to provide the clarity needed and there is no provision for interviews? This new guidance needs to be piloted and proved before funding is reduced".

31. Need to retain financial assistance/fund mitigating actions – a number of respondents commented on the issue of resources, but from different perspectives. Both the UTU and INTO, while supporting the cessation of academic selection, wanted to see some form of funding retained for substitute teacher cover for transfer interviews. The UTU commented "principals of schools in disadvantaged areas/high free school meal ratios are likely to have more children /parents needing their assistance and advice; this will result in greater adverse impact on those schools, principals and parents. If the proposal is to be implemented, adequate funding must be provided to support schools needing to be engaging with parents who require help." The INTO objected to the discontinuation of substitute cover and commented "these interviews are valuable to principals and parents, particularly those parents who are most in need of help and support at this difficult time. INTO would urge DE to continue to provide substitute cover on these occasions, but only to do so up to and including a date in advance of the results of breakaway entrance tests being issued."

32. The INTO suggested that, in the event that the proposal is implemented, those schools with high numbers of newcomer children, children from other ethnic groups and Irish travellers on the roll should continue to receive support in the form of centrally-funded substitute cover. The Children's Commission commented in similar terms – "NICCY is not convinced that every school will be able to provide all such interviews within their existing resources." The NICCY response asked "what compensation would the Department be willing to provide for schools where the numbers of parents seeking advice is much higher? For example, in the case of a primary school with a large proportion of newcomer children? Or where parents have difficulties in understanding the guidance?"
33. Many other responses stated that any mitigating actions (such as providing interviews in exceptional cases) should be funded. The three ELBs that responded all commented "principals of schools in disadvantaged areas are likely to have more parents/children needing their assistance/advice and it may therefore have a greater adverse impact on those schools, principals and parents...schools which provide help in essential circumstances must be funded appropriately to avoid adverse impacts on parents and children from all groups."
34. Others noted that removal of substitute teacher cover would place an increased financial burden on schools as they would have re-prioritise their resources to provide this service if it continues to be demanded or needed in significant numbers. The ELBs commented that "the burden of cost will fall on the school and it is likely that this will be particularly burdensome in the case of small schools." Two respondents (one a parent the other a primary school) suggested that substitute teacher cover could be reduced (to realise some savings) instead of being completely removed. Three primary schools noted that the impact was likely to be felt more in small rural primary schools and it was suggested that substitute teacher cover should be retained for teaching principals.
35. Lack of definitive procedure/potential for inconsistent approach – the ELBs commented "The proposal appears to assume that allowing the primary principal discretion to assist parents when necessary is sufficient to mitigate adverse impact on groups and it is not accepted that this is the case. The lack of a definitive procedure and differing interpretations by principals of the necessity for as transfer interview will create an unequal approach by schools and subsequent inequality for some parents." On this same issue of exceptional interviews being left to the discretion of individual schools, NICCY commented "there is a question mark regarding how parents will interpret this guidance. There is potential for all parents to view their own child's circumstances as still warranting a transfer interview."
36. Transfer interviews are invaluable and should be available for all parents/children – a number of respondents commented that all parents need transfer interviews, their removal will adversely affect all children, therefore cover for transfer interviews should remain. NICCY commented that "the

Department's assertion that the needs of parents and children can be met by building upon existing forms of contact between P7 parents and primary and post-primary schools, as well as enhancing advice from existing sources, will require "buy-in" from the parent cohort. The Commissioner is not convinced that parents will be happy to forego the transfer interview." The parent of a child transferring this year and with other children following on behind commented "I feel these cost cutting proposals will have a detrimental impact on the transfer process. Head teachers provide an invaluable support service to parents of P7 pupils...consider the negative impact that your proposals will have at this crucial stage in a child's transition from primary to secondary education."

37. One primary school principal commented "as principal of a primary school I firmly believe that removing the funding available to facilitate and support transfer interviews would be detrimental to pupils and parents alike. In my experience, parents welcome the opportunity to discuss, at length and in depth, their child's progress and development. The decision as to which school their child will/should attend is one which will influence their progress from 11-18 years and their subsequent success in life. Parents very much appreciate professional guidance when making this vitally important decision. They also appreciate reassurance when completing the application form and frequently welcome input from an educational professional."

**Department of Education
August 2011**

ORGANISATIONS INVITED TO RESPOND TO THE CONSULTATION

<p>Action Mental Health Action MS Advice NI Afasic Northern Ireland Afro-Community Support Organisation NI (ACSONI) Age Concern Northern Ireland Agencies in Consortium for Education and Training Association of Head Teachers in Secondary Schools (AHTSS) Alliance of Filipino Communities in Northern Ireland Alliance Party of NI Al-Nisa Association Altram Alzheimer's Disease Society (NI Regional Office) Amalgamated Transport and General Workers Union Amnesty International An Munia Tober An Munia Tober Traveller Support Group An Tearmann Project Ltd (Coalisland) ANIC Anti-racism Network Antrim Borough Council Ards Borough Council Armagh City and District Council Armagh Traveller Support Group Artability NI Ltd Arthritis Care (NI) Arts and Disability Forum ASBAH ASCC Aspergers Network Association for Quality Education (AQE) Assoc. of Northern Ireland Colleces (ANIC) Association of College Management Association of Educational Psychologists Association of NI Colleges Association of Teachers and Lecturers (ATL) Association of University Teachers Atlas Womens Centre Autism(NI) Aware Bahai Community of Belfast BallybeenWomens Centre</p>	<p>Banbridge District Council Barnardos Belfast Butterfly Club Belfast City Council Belfast Education and Library Board Belfast Health and Social Care Trust Belfast Hebrew Congregation Belfast Islamic Centre Belfast Jewish Community Belfast Pride Belfast Solicitor's Association Belfast Womens Aid Belfast Youth Forum Brainwaves NI British Council British Deaf Association British Epilepsy Association British Psychological Society (NI) British Red Cross Society Bryson House Buddy Bear Trust Carafriend CARE for Northern Ireland Carers National Association Northern Ireland Carers, Northern Ireland Carrickfergus Borough Council Castlereagh Borough Council Catholic Bishops of NI Catholics Heads Association Catholic Principals Association Causeway Health and Social Services Trust CCEA CCEA CCEA CEAT Cedar Foundation Community Evaluation Northern Ireland (CENI) Centre for Womens Politics Changing Ageing Partnership Changing Faces Child Poverty Action Group (NI) Childline (NSPCC) Children in Northern Ireland (CiNI)</p>
---	--

<p>Ballymena Borough Council Ballymoney Borough Council Chinese Welfare Association Chrysalis Women's Centre Church Of Ireland Church of Ireland Board for Social Responsibility Church of Ireland Board of Education (NI) (TRC) Circles Network Citizens Advice CO3 Coalition on Sexual Orientation (COSO) Coleraine Borough Chamber Comhairle Na Gaelscolaíochta Committee on the Administration of Justice Community Arts Forum Community Change Community Development & Health Network Confederation of British Industry (Northern Ireland Branch) Construction Industry Training Board Contact a Family NI Cookstown & Western Shores Area Network (CWSAN) Cookstown District Council Co-operation Ireland Corrymela Community Costa Council for Catholic Maintained Schools Council for the Advancement of Communications with Deaf People (CACDP) Council for the Homeless Counteract Craigavon Borough Council Craigavon Traveller Support Group Craigavon Travellers Support Committee Crossfire Trust Cystic Fibrosis Trust 'da' Young Fathers Project Democratic Unionist Party Derry City Council Derry Traveller Support Group Derry Well Woman Disability Action Disability Alliance Down District Council Greater Shankill Alternatives Headway Belfast Help the Aged</p>	<p>Children with Disabilities Strategic Alliance Children's Law Centre Downs Syndrome Association Dungannon & South Tyrone Borough Council Dyslexia & Dyspraxia Support Early Years East Down Rural Community Network Eastern Area Child Protection Committee Education and Skills Authority Implementation Team Educational Guidance Service for Adults Elim Pentecostal Embrace Employer's Forum on Disability Engineering Employers Federation Engineering Training Council Enniskillen College of Agriculture Equality Coalition Equality Commission for NI Equality Forum NI Extern Face Inclusion Matters Falls Community Council Families in Contact Family Information Group Family Planning Association Federation of Small Businesses Fermanagh District Council Fermanagh Rural Community Network Fermanagh Voluntary Association of the Disabled Fermanagh Women's Network Fibromyalgia Support NI First Larne Presbyterian Church Fold Housing Association Food & Drink Training Council Foras na Gaeilge Free Presbyterian Church in Ireland Gay & Lesbian Youth Northern Ireland (GLYNI) General Teaching Council Gingerbread NI Glenluce Quality Caring Centre GMB Governing Bodies Association Methodist Church in Ireland Mindwise new vision Momentum</p>
--	--

<p>Housing Rights Service Include Youth Inclusive Mobility Transport Advisory Committee Indian Community Centre Information Commissioner Institute of Directors Institute of Professional Legal Studies (QUB) Institute of Ulster-Scots Studies Integrated Education Fund Irish Congress of Trade Unions Irish Council of Churches Irish National Teachers Organisation Irish Sign Link Ltd. Irish Travellers movement Jordanstown Schools Knock Child Contact Centre Labour Relations Agency Larne Borough Council LASI (Lesbian Advocacy Services Initiative) Latino America Unida Law Centre (NI) Law Reform Advisory Committee LEAD NI (coalition on learning disability) Lesbian Line (c/o Carafriend) LGB Branch of the National Union of Students/Union of Students in Ireland LGBT Branch of Unison Northern Ireland Chartered Institute of Library and Information Professionals Limavady Borough Council Linguistic Diversity DCAL Lisburn Access Group Lisburn Borough Council Loughry College Macmillan Support & Information Centre Magherafelt District Council Magherafelt Womens Group Mediation-Network Mencap Mens Action Network NI.B.E.P. NIACRO NIADD Support Centre NIC/ICTU NIWAF North Antrim Community Network North Down Borough Council</p>	<p>Moyle District Council Multi Cultural Resource Centre Multiple Sclerosis Society NI Muscular Dystrophy Campaign Muslim Youth Northern Ireland NAHT NASEN NASUWT National Association of Educational Inspectors, Advisers & Consultants National Association of Head Teachers (NI) National Association of Paediatric Occupational Therapists National Autistic Society National Deaf Children's Society National Women's council for Ireland NCCRI Synergy North South Intercultural Initiative Newry & Mourne Senior Citizens' Consortium Newry and Mourne District Council Newry and Mourne Senior Citizens' Consortium Newry and Mourne Women Newtownabbey Borough Council Newtownabbey Senior Citizen's Forum NI Anti Poverty Network NI Association for Mental Health NI Association of Citizens Advice Bureau NI Chest, Heart and Stroke Association NI Commission for Children and Young Persons NI Commission for Catholic Education NI Community of Refugees & Asylum Seekers - NICRAS NI Community Relations Council NI Council for Integrated Education NI Council for Voluntary Action NI Federation of Small Business NI Law Commission NI ME Association NI Music Therapy Trust NI Open College Network NI Voluntary Trust NI Women's Aid Federation NI Women's European Platform Parent's Education as Autism Therapists Parenting Forum Parents Advice Centre Parents for Choice</p>
---	---

<p>North Eastern Education & Library Board North West Community Network North West Forum of People with Disabilities North West Regional College Northern Area Child Protection Northern Health and Social Care Trust Northern Ireland Agricultural Producers Association NIAPA Northern Ireland Anti Poverty Network (NIAPN) Northern Ireland Chamber of Commerce & Industry Northern Ireland Children's Enterprise Northern Ireland Council for Ethnic Minorities (NICEM) Northern Ireland Council for Integrated Education Northern Ireland Gay Rights Association Northern Ireland Growth Challenge Northern Ireland Health & Social Services Interpreting Service Northern Ireland Human Rights Commission Northern Ireland Inter Faith Forum Northern Ireland Local Government Association Northern Ireland Muslim Family Association Northern Ireland Ombudsman Northern Ireland Public Service Alliance (NIPSA) Northern Ireland Rural Women's Network Northern Ireland Sports Forum Northern Ireland Union of Supported Employment Northern Ireland Women's European Platform Northern Ireland Youth Forum Northern Regional College NSPCC NUSUSI Oakleaf Rural Community Network Omagh District Council Omagh Ethnic Community Support Group Omagh Forum for Rural Associations Omagh Traveller Support Group Omagh Woman's Network Society for the Protection of the Unborn Child Society of Local Authority Chief Executives(SOLAS) Solidarity, Equality, Education Diversity Support South Antrim Rural Network (SARN) South Eastern Education and Library Board South Eastern Health and Social Care Trust South Tyrone Empowerment Programme (STEP) South West Regional College Southern Area Child Protection Committee Southern Education and Library Board</p>	<p>Parkanaur College Parkinson's Disease Society PCS Proud POBAL Praxi Mental Health Praxis Care Group Presbyterian Church in Ireland Presbyterian Church in Ireland Board of Social Witness Press for Change Primary Schools Governors Association Progressive Unionist Party Project Children QAA for Higher Education Quakers QUB School of Education Queen's University Belfast Queen's University, Improving Children's Lives project. Queerspace Rainbow Project Rainbow Project Real Network Regeneration of Mourns Area (ROMAL) Regeneration of South Armagh (ROSA) Regional Training Unit (RTU) Relate NI RNIB RNID Roman Catholic Church Royal Group of Hospitals Rural Community Network Rural Development Council (RDC) Rural Network for NI Rural Support Save the Children School Libraries Association School of Law QUB SDLP HQ Association of School and College Leaders (ASCL) SENAC ShOut(NICCY) Simon Community Skill Northern Ireland The Ulster-Scots Language Society The Workers Party The Work Foundation</p>
---	--

<p>Southern Health and Social Care Trust Southern Regional College SPEAC St Mary's University College Staff Commission for Education and Library Boards STEP Stepping Stones Strabane & District Community Network Strabane District Council Stranmillis University College Survivors of Trauma Syringomyelia Self Help Group The Blind Centre for NI The British Association of Teachers of the Deaf (BATOD) The British Council The Centre for Global Education The Children's Advisory Service The Deaf Association (NI) The General Consumer Council for NI The Good Shepherd Centre The Green Party The Guide Dogs for the Blind Association The HIV Support Centre The Law Society NI The Local Government Staff Commission for NI The Mens Project (c/o Parents Advice Centre) The Omnibus Partnership The Open University The Orchardville Society The Participation Network The Prince's Trust The Queen's University of Belfast The Stroke Association Northern Ireland The Ulster-Scots Agency The Ulster-Scots Heritage Council Women's Support Network Women's Centres Regional Partnership Womens News Women's Resource and Development Agency Womens TEC Working With Diversity Youth Action Youth Council for Northern Ireland Youth Link Northern Ireland Youth Net</p>	<p>The Young Farmers' Clubs of Ulster TIDY Northern Ireland Training for Women Network Transfer Representative Council Traveller and Gay (TAG) Triangle Housing Association Tuar Ceatha Barnardos Tyrone, Armagh, Down & Antrim (TADA) Ufi Northern Ireland Ulster Farmer's Union Ulster Museum Ulster People's College Ulster Teacher's Union Ulster Unionist Party Ulster Cancer Foundation Ultach Trust UNISON UNITE Universities Council for the Education of Teachers University and College Union University for Industry (UFI) University of Ulster USEL Victim Support VOICE the Union Voices of Young People in Care Volunteer Development Agency Welcome Trust West Belfast Economic Forum West Belfast Partnership Board West Belfast Partnership Board(Integrated Services CYP) West Belfast Partnership Board (Education Committee) Western Health and Social Care Trust Western Education and Library Board Willowbank Community Resource Centre WIMPS, Public Achievement Women into Politics Women's Centre Women's Forum NI Women's Forum Northern Ireland Women's Information Group Women's Resource and Development Agency</p>
--	--