



SECTION 75

EQUALITY SCREENING FORM

Northern Ireland Office Funding for Integrated Education

SECTION 75 – THE LEGAL BACKGROUND

1. Under Section 75 of the Northern Ireland Act 1998, the NIO is required to have due regard to the need to promote equality of opportunity between:
 - persons of different religious belief, political opinion, racial group, age, marital status or sexual orientation
 - men and women generally
 - persons with a disability and persons without
 - persons with dependants and persons without.
2. In addition, and without prejudice to the obligations above, in carrying out our functions in relation to Northern Ireland we are required to have regard to the desirability of promoting good relations between persons of different religious belief, political opinion or racial group. The NIO is also required to meet our legislative obligations under the Disability Discrimination Order.
3. A list of the main groups identified as being relevant to each of the Section 75 categories is at **Annex A** of this document.

INTRODUCTION

4. This form should be read in conjunction with the Equality Commission’s Section 75 guidance “A Guide for Public Authorities” April 2010, available on the Equality Commission’s website (www.equalityni.org). **Staff should complete a form for each new or revised policy for which they are responsible (see page 4 for a definition of a policy in respect of Section 75).**
5. The purpose of screening is to identify those policies that are likely to have an impact on equality of opportunity and/or good relations and so determine whether an Equality Impact Assessment (EQIA) is necessary. Screening should be introduced at an early stage when developing or reviewing a policy.
6. The lead role in the screening of a policy should be taken by the policy decision-maker who has the authority to make changes to that policy and should involve in the screening process:
 - other relevant team members;
 - those who implement the policy;
 - staff members from other relevant areas of work; and
 - key stakeholders.
7. A flowchart which outlines the screening process is attached at **Annex B**.
8. The first step in the screening exercise is to gather evidence to inform the screening decisions. Relevant data may be either quantitative or qualitative or both (this helps to indicate whether or not there are likely equality of opportunity and/or good relations impacts associated with a policy). Relevant information will help to

clearly demonstrate the reasons for a policy being either 'screened in' for an EQIA or 'screened out'.

9. The absence of evidence does not indicate that there is no likely impact but if none is available, it may be appropriate to consider subjecting the policy to an EQIA.

10. Screening provides an assessment of the likely impact, whether 'minor' or 'major', of its policy on equality of opportunity and/or good relations for the relevant categories. In some instances, screening may identify the likely impact is none.

11. The Equality Commission has developed a series of four questions, included in Part 2 of this screening form with supporting sub-questions, which should be applied to all policies as part of the screening process. They identify those policies that are likely to have an impact on equality of opportunity and/or good relations.

SCREENING DECISIONS

12. Completion of screening should lead to one of the following three outcomes. The policy has been:

- i. 'screened in' for equality impact assessment;
- ii. 'screened out' with mitigation or an alternative policy proposed to be adopted;
or
- iii. 'screened out' without mitigation or an alternative policy proposed to be adopted.

SCREENING AND GOOD RELATIONS DUTY

13. The Equality Commission recommends that a policy is 'screened in' for EQIA if the likely impact on **good relations** is 'major'. While there is no legislative requirement to engage in an equality impact assessment in respect of good relations, this does not necessarily mean that EQIAs are inappropriate in this context.

FURTHER INFORMATION

14. Further information on equality, including a copy of the NIO Equality Scheme, yearly progress reports on equality to the Equality Commission for Northern Ireland, information on data sources and the Cabinet Office code of practice on consultation may be found on the NIO Intranet under About the NIO > Equality.

15. If you have any questions regarding the screening exercise or Section 75 in general please contact the Corporate Governance Team on 028 9076 5497; or nio.equalityscheme@nio.gov.uk.

16. When you have completed the form please retain on file in the branch for record purposes, and send a copy to the s75 equality advisor.

PART 1 – POLICY SCOPING

DEFINITION OF POLICY

1.1. There have been some difficulties in defining what constitutes a policy in the context of Section 75. To be on the safe side, it is recommended that you consider any new initiatives, proposals, schemes or programmes as policies or changes to those already in existence. It is important to remember that even if a full EQIA has been carried out in an “overarching” policy or strategy, it will still be necessary for the policy maker to consider if a further EQIA needs to be carried out in respect of those policies cascading from the overarching strategy.

OVERVIEW OF POLICY PROPOSALS

1.2. The aims and objectives of the policy must be clear and terms of reference well defined. You must take into account any available data that will enable you to come to a decision on whether or not a policy may or may not have a differential impact on any of the s75 categories.

SCOPING THE POLICY

1.3. 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 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.

1.4. Remember that the Section 75 statutory duties apply to internal policies (relating to people who work for the NIO), as well as external policies (relating to those who are, or could be, served by the NIO).

INFORMATION ABOUT THE POLICY

Name of the policy	Northern Ireland Office Funding for Integrated Education.
Is this an existing, revised or new policy?	This is a new policy.
What is it trying to achieve (intended aims/outcomes)?	<p>To increase the number of integrated schools by providing a funding boost to the two organisations in NI that can help to achieve this:</p> <ul style="list-style-type: none"> - £1.465m for the Integrated Education Foundation (IEF), an independent charity, to support their programmes raising awareness amongst parents/schools of the 'transformation process' whereby schools can achieve integrated status; and - £435,000 for the Northern Ireland Council for Integrated Education (NICIE), an ALB of the NI Department of Education. NICIE supports schools going through the transformation process in becoming 'integrated'.
Are there any s75 categories which might be expected to benefit from the intended policy? If so, explain how.	<p>The policy will provide more educational choices and is likely to benefit a range of s75 groups. However, we expect the policy to have a significantly positive impact on the following categories.</p> <p>Age - Those under the age of 18 are more likely to benefit from this policy, which will seek to support the expansion of integrated education school places in Northern Ireland.</p> <p>Political opinion - Those of all political opinions will benefit from a Northern Ireland where integration is supported better through the education system.</p> <p>Religious belief - Those of the two main religious communities, and of neither, will benefit equally from increased choices and access to more integrated schools.</p> <p>Dependants - Families with children will benefit from this policy, which intends to support the provision of additional</p>

	integrated school places for those who wish to take them up.
Who initiated or wrote the policy?	The Northern Ireland Office (NIO) initiated this policy.
Who owns and who implements the policy?	The Northern Ireland Office (NIO) owns this funding policy.

IMPLEMENTATION FACTORS

Are there any factors which could contribute to/detract from the intended aim/outcome of the policy/decision?	Yes
If yes, are they: <ul style="list-style-type: none"> - financial - legislative - other (please specify) 	<p>Delivery - Funding allocated to IEF and NICIE is not distributed fully due to unforeseen circumstances and the intended outcomes are not completely fulfilled.</p> <p>Policy - Education reform is being considered by an Independent Review that could recommend policy changes that could impact on integrated education.</p>

MAIN STAKEHOLDERS AFFECTED

Who are the internal and external stakeholders (actual or potential) that the policy will impact upon? <ul style="list-style-type: none"> - staff - service users - other public sector organisations - voluntary/community/trade unions - other (please specify) 	<ul style="list-style-type: none"> - Staff, pupils and parents of students at schools in Northern Ireland considering or undertaking the transformation process - The Department of Education, which has a statutory duty in respect of integrated education - IEF and NICIE, the two external bodies that will be funded by this policy - The structure of the wider educational sector should more schools convert, and its debate on school reform
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OTHER POLICIES WITH A BEARING ON THIS POLICY

What are they?	<p>The Department of Education (DE) has an existing duty under the Education Reform (Northern Ireland) Order 1989 to manage and support Integrated Schools.</p> <p>The Northern Ireland Assembly has also recently passed the Integrated Education Act (Northern Ireland) 2022. The NIO's proposed policy is complementary to this act as our proposed partner NICIE is an ALB of the NI DE, who have a duty under the new law to encourage increased integration of schools with set markers over the next 10 years.</p>
Who owns them?	Department of Education.

AVAILABLE EVIDENCE

1.5. Evidence to help inform the screening process may take many forms. Please ensure that your screening decision is informed by relevant data.

What evidence / information (both qualitative and quantitative) have you gathered to inform this policy? Specify details for each of the s75 categories.

Section 75 category	Details of evidence/information
Religious belief	<p>In the 2011 Census¹, 41% of the population of Northern Ireland considered themselves as Protestant, 41% as Catholic, and 11% as no religion or other. Of the population aged 0-15, which would now be aged 10-25, 35% were reported as Protestant, 45% as Catholic, and 12% as no religion or other.</p> <p>The NI Department for Education publishes statistics on pupil religion by school management type.² Some of the latest available data is set out below:</p> <ul style="list-style-type: none"> - Of Primary School enrolments in Controlled schools, 59% of pupils in 2021/22 identified as Protestant; 8% as Catholic; and 34% as 'other'. In Catholic Maintained Primary Schools, 7% identified as Protestant, 94% as Catholic, and 5% as

¹ <https://www.ninis2.nisra.gov.uk/Download/Census%202011/CT0403NI.ods>

² <https://www.education-ni.gov.uk/publications/school-enrolments-northern-ireland-summary-data>

	<p>'other'. By comparison, 29% of pupils in Grant Maintained Integrated Schools identified as Protestant; 39% as Catholic; and 32% as 'other'.</p> <p>- Of Secondary (Non Grammar) enrolments in Controlled schools, 73% of pupils in 2021/22 identified as Protestant, 5% as Catholic, and 22% as 'other'. In Catholic Maintained Secondary Schools, 2% identified as Protestant, 93% as Catholic, and 5% as 'other'. By comparison, 35% of pupils in Grant Maintained Integrated Secondary Schools identified as Protestant, 41% as Catholic, and 24% as 'other'.</p> <p><i>The Northern Ireland Life and Times has included survey questions on schooling preferences by religious belief; and LucidTalk have previously conducted surveys on integrated schooling. As respondents to the survey are over the age of 18 and are more likely to reflect the preferences of those with dependents, this data is analysed in that Section 75 category.</i></p>
Political opinion	<p>The 2020 Northern Ireland Life and Times Survey noted that 35% of respondents identified as unionists, 19% as nationalists and 42% as neither.³ Analysis published by Ulster University in November 2021 highlights that 'integrated education does not generally lessen the strength of students' community/religious identity'.⁴</p> <p>There is no reliable or generally available data on the political opinions of those of school age. However, the Northern Ireland Life and Times' Youth Survey for 2020/21 polled those aged 16-18 on which way they might vote if they could do so. 14% said they would vote for parties designated as Unionist (where the DUP and UUP were provided as options); 28% said they would vote for parties designated as Nationalist (where Sinn Féin and the SDLP were provided as options); and 11% said they would vote for parties designated as 'Other' (where Alliance and the Green Party were provided as options).⁵</p> <p>There are differing views among the political parties on the development of integrated education, and no clear consensus has yet been found. These matters have remained a subject of debate during the passage of the Integrated Education Bill in the NI Assembly, which was proposed by the Alliance Party. The Bill passed its Final Stage vote in the Assembly 49 votes to 38. Kellie worked</p>

³ https://www.ark.ac.uk/nilt/2020/Political_Attitudes/UNINATID.html

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https://www.ulster.ac.uk/_data/assets/pdf_file/0016/1028320/TEUU-Report-13-Integrated-and-Shared-Education.pdf

⁵ https://www.ark.ac.uk/ylt/2020_21/Politics/VOTEPART.html

	with parties to accept several amendments that brought the SDLP and Sinn Féin on board. Only unionist parties voted against it, though notably the UUP refused to sign the DUP Petition of Concern to block the Bill. The Bill received Royal Assent on 26 April. ⁶
Racial group	<p>The 2011 Census reported that 98% of the population of Northern Ireland were of a White ethnic group; 1% were of an Asian ethnic group; 0.1% were of a Black ethnic group; and 0.5% were of a mixed or other ethnic group. Of those aged 5-18, 98% of the population were of a White ethnic group; 1% were of an Asian ethnic group, 0.2% were of a Black ethnic group, and 0.8% were of a mixed or other ethnic group.⁷</p> <p>The NI Department of Education publishes data on the ethnicity of pupils by school type. However, the most recently available data did not outline this by school management type (e.g. Controlled Integrated Primary Schools and Controlled Primary Schools).⁸</p> <p>There was no relevant information to indicate an equality impact on this s.75 group.</p>
Age	<p>The 2011 Census reported that 17% of the population of Northern Ireland were of school age (5-18 years old).⁹ Statistics from the NI Department of Education reveal that, in 2021/22, there were 354,562 enrollments in Northern Ireland schools.¹⁰</p> <p>Analysis of the NI Department of Education statistics shows that 47% of those enrolments were in Controlled, Other Maintained or Voluntary schools under Other Management; 43% in Catholic Maintained or Catholic Voluntary schools; and 7% in Controlled or Grant Maintained Integrated schools.</p> <p><i>Further analysis of barriers to school choice, which for the purposes of this s75 assessment is principally considered to be one made by parents, is set out in the dependants category below.</i></p>
Marital status	The 2011 Census in Northern Ireland reported that 47.7% of the population were married or in a registered same-sex civil

6

https://www.ulster.ac.uk/_data/assets/pdf_file/0016/1028320/TEUU-Report-13-Integrated-and-Shared-Education.pdf

7 [https://www.ninis2.nisra.gov.uk/Download/Census%202011/DC2101NI%20\(a\).zip](https://www.ninis2.nisra.gov.uk/Download/Census%202011/DC2101NI%20(a).zip)

8

<https://www.education-ni.gov.uk/sites/default/files/publications/education/Annual%20enrolments%20at%20schools%20and%20in%20funded%20pre-school%20education%20in%20Northern%20Ireland%2C%202021-22.pdf>

9

[https://www.ninis2.nisra.gov.uk/Download/Census%202011/DC2101NI%20\(a\).zip](https://www.ninis2.nisra.gov.uk/Download/Census%202011/DC2101NI%20(a).zip)

10 <https://www.education-ni.gov.uk/publications/school-enrolments-northern-ireland-summary-data>

	<p>partnership, 36.1% of the population were single, and 16.2% were separated, divorced or widowed.</p> <p>There was no relevant information to indicate an equality impact on this s.75 group.</p>
Sexual orientation	<p>The 2020 Northern Ireland Life and Times survey asked respondents about their sexual orientation. 3% of respondents identified as gay or lesbian, 2% as bisexual, 94% as heterosexual, and 1% gave other answers.</p> <p>There was no relevant information to indicate an equality impact on this s.75 group.</p>
Men and women generally	<p>The 2011 Census in Northern Ireland showed 49% of the population to be male and 51% of the population to be female.</p> <p>There was no relevant information to indicate an equality impact on this s.75 group.</p>
Disability	<p>The 2011 Census in Northern Ireland reported that 79.3% of the population consider their day-to-day activities are not limited by a long-term health problem or disability, compared to 20.7% who responded that it was limited a little or a lot.</p> <p>Special Needs schools governance in Northern Ireland are separate to integrated schools.</p> <p>There was no relevant information to indicate a negative equality impact on this s.75 group.</p>
Dependants	<p>The 2011 Census in Northern Ireland reported that 66.1% of households have no dependent children, and 33.9% of households had one or more dependent children. 88.2% of the population provided no unpaid care, and 11.8% of the population provided unpaid care.</p> <p>The 2020 Northern Ireland Life and Times Survey noted that 22% of respondents would prefer to send their children to a school of only their own religion, whereas 69% of respondents expressed a preference for a mixed religion school.¹¹ These views were broadly consistent across religions, with 27% of Protestants and 31% of Catholics expressing a preference for a school of their religion; and 62% of Catholics and 66% of Protestants expressing a preference for a mixed religion school.</p> <p>LucidTalk conducted a survey in June 2021 on educational models for Northern Ireland on behalf of the Integrated Education Fund. 71% of respondents to the poll agreed that integrated schools should be the main model for the</p>

¹¹ https://www.ark.ac.uk/nilt/2020/Community_Relations/OWNMXSCH.html

	<p>education system; 79% of respondents agreed that all schools should have a religious and cultural mix; and 73% said they would support their local school becoming integrated.¹²</p> <p>In January 2021, Ulster University published an analysis into parental choice of school type by analysing the location of domestic properties and the locations of schools. This concluded that only 37% of all households are within two miles of an integrated primary school, whereas 81% of households are within two miles of a controlled primary school. For post-primary schools, 57% of households are within two miles of a Protestant school and 48% of households are within two miles of a Catholic school, compared to 17% for an Integrated school.</p>
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NEEDS, EXPERIENCES AND PRIORITIES

1.6. Taking into account the information referred to above, what are the different needs, experiences and priorities of each of the following categories, in relation to the particular policy/decision? Specify details for each of the s75 categories.

Section 75 category	Details of needs/experiences/priorities
Religious belief	<p>Analysis reveals that there is a substantial proportion of the population in Primary and Post-Primary schools who identify as 'other', yet attend a school that is non-integrated. Though only 7% of school places are integrated in Northern Ireland, population projections from the 2011 Census indicates that 12% 0-15 year olds were of no religion. This gap is far starker on the basis of NI Department of Education statistics. Similarly, data from the DE further demonstrates that parents are often willing to send their children to a school outside of their religious background, provided it delivers a better education. The department's 'Annual enrolments at schools and in funded pre-school education in Northern Ireland' notes that for 6,120 children from a Catholic background attend a Protestant Controlled primary school, whilst 650 children from a protestant background attend a Catholic Maintained school. Similarly, 420 students from a protestant background attend Catholic Maintained Grammar schools, whilst 1,697 students from a Catholic background attend a Protestant Controlled school. There is a clear underprovision of integrated school management types to meet this demand, and is reflected in</p>

¹² <https://view.publitas.com/integrated-education-fund/northern-ireland-attitudinal-poll/page/6-7>

	<p>analysis of the Northern Ireland Life and Times Survey in the dependents s75 category.¹³</p> <p>Those of a particular religious belief who wish to send their children to a school reflective of this have the choice and school availability to do so. The proposed policy will not affect this, and it will remain a consideration of individual schools whether or not to undergo the transformation process.</p>
Political opinion	Analysis indicates that integrated education does not generally lessen the strength of community identity, and by extension political opinion. The conversion process will be a matter for individual schools to undertake, and they will need to consider the views and needs of the communities they serve in doing so.
Racial group	Analysis found that there was no relevant information to indicate a particular set of needs, experiences or priorities for this s.75 group.
Age	<p>Analysis of the 2011 Census and NI Department of Education statistics indicate that, though 12% of children aged 0-15 were of no religion or an 'other' religion, they formed a substantial part of the school population of non-integrated schools. Just 7% of school enrolments in 2021/22 were in integrated schools.</p> <p>This indicates that some young people from an 'other' or no religious background are not served properly by the choices of schools on offer. Issues regarding barriers to school choice and the needs/experiences/priorities of those with dependants are explored in the relevant s75 group below.</p>
Marital status	Analysis found that there was no relevant information to indicate a particular set of needs, experiences or priorities for this s.75 group.
Sexual orientation	Analysis found that there was no relevant information to indicate a particular set of needs, experiences or priorities for this s.75 group.
Men and women generally	Analysis found that there was no relevant information to indicate a particular set of needs, experiences or priorities for this s.75 group.
Disability	<p>Analysis found that there was no relevant information to indicate a particular set of needs, experiences or priorities for this s.75 group.</p> <p>The 2011 Census in Northern Ireland reported that 79.3% of the population consider their day-to-day activities are not limited by a long-term health problem or disability, compared to 20.7% who responded that it was limited a little or a lot.</p>

13

<https://www.education-ni.gov.uk/sites/default/files/publications/education/Revised%2011th%20March%202022%20-%20Annual%20enrolments%20at%20schools%20and%20in%20funded%20pre-school%20education%20in%20Northern%20Ireland%2C%202021-22.pdf>

	<p>Special Needs schools governance in Northern Ireland are separate to integrated schools.</p> <p>Support already exists for providing direct transport or funding to enable children with a disability to travel to and from school.</p>
Dependants	<p>Analysis of the Northern Ireland Life and Times survey shows clear demand from respondents (69%) wishing to send their children to a mixed religion school, but this is clearly not met by the 7% of school enrolments that are currently in integrated schools. It is likely that the 22% of respondents with dependents expressing a preference for children being sent to a school only of their religion is already met by existing provision.</p> <p>Opinion research conducted by LucidTalk showed an express preference from 71% of the Northern Ireland public in favour of an integrated education model, with 73% agreeing that they would support their local school becoming integrated. This further reinforces the needs, experiences and priorities of those with dependents in favour of more integrated school choices.</p> <p>Ulster University analysis reveals that the school choice of those with dependants is limited by location. Integrated schools are far less likely to be within reach of Northern Ireland households than those of a non-integrated nature.</p>

PART 2 – SCREENING QUESTIONS

INTRODUCTION

2.1. In making a decision as to whether or not there is a need to carry out an EQIA, please give consideration to your answers to the questions 1-4 which are given on pages 66-68 of the Equality Commission’s “A Guide for Public Authorities”.

2.2. If your conclusion is **none** in respect of all of the Section 75 equality of opportunity and/or good relations categories, 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.

2.3. 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.

2.4. 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:

- take measures to mitigate the adverse impact; or
- introduce 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.

2.5. Taking into account the evidence presented above, consider and comment on the likely impact on equality of opportunity and good relations for those affected by this policy, in any way, for each of the equality and good relations categories, by applying the screening questions given overleaf and indicate the level of impact on the group i.e. minor, major or none.

SCREENING QUESTIONS

1. What is the likely impact on equality of opportunity for those affected by this policy, for each of the Section 75 equality categories? (minor/major/none)

Section 75 category	Details of policy impact	Level of impact? minor/major/none
Religious belief	<p>This policy will improve equality of opportunity for all by providing parents with more choices and access to integrated education should that be their preference.</p> <p>Schools wishing to undergo the transformation process will have to consult their local communities. This process is voluntary and the policy will not impact schools that choose to continue to provide education along religious lines.</p> <p>As such equality of opportunity for this s75 category will not be impacted.</p>	None
Political opinion	<p>Schools wishing to undergo the transformation process will have to consult their local communities. This process is voluntary and the policy will not impact schools that choose not to undergo transformation.</p> <p>Research indicates that integrated education does not lessen the strength of community identities.</p> <p>As such equality of opportunity for this s75 category will not be impacted.</p>	None
Racial group	<p>There was no relevant information to indicate an equality of opportunity impact on this s.75 group.</p>	None
Age	<p>This policy will primarily affect those of school age. Currently, only 7% of pupil enrolments are in integrated schools. By promoting integrated education, this policy will therefore increase the choices and opportunities available to parents.</p> <p>School transformation is voluntary and takes place in consultation with a local community so that the area's needs are reflected. Statistics show there is already substantial provision of non-integrated education. This policy will therefore not negatively impact equality of opportunity for</p>	None

	those who do not wish to avail of integrated education.	
Marital status	There was no relevant information to indicate an equality of opportunity impact on this s.75 group.	None
Sexual orientation	There was no relevant information to indicate an equality of opportunity impact on this s.75 group.	None
Men and women generally	There was no relevant information to indicate an equality of opportunity impact on this s.75 group.	None
Disability	There was no relevant information to indicate an equality of opportunity impact on this s.75 group. Special Needs schools governance in Northern Ireland are separate to integrated schools.	None
Dependants	This policy will support the promotion of integrated education. Analysis conducted shows that 69% of the public would prefer their children attend a mixed religion school and that 71% wish for integrated education to be the main model for the education system. By promoting and supporting integrated education, this policy will improve equality of opportunity for those with dependents that hold this view. School transformation is voluntary and takes place in consultation with a local community so that the area's needs are reflected. Statistics show there is already substantial provision of non-integrated education. This policy will therefore not negatively impact equality of opportunity for those who do not wish for their dependants attend a school of an integrated education model.	None

2. Are there opportunities to better promote equality of opportunity for people within the Section 75 equalities categories?

Section 75 category	If Yes, provide details	If No, provide reasons
Religious belief		<p>This policy supports equality of opportunity for this s.75 category through greater integration of groups from different religious beliefs.</p> <p>However, further financial support may be given to integrated education in the event that the promotion of this particular model does not measurably improve its provision in a way that would support equality of opportunity for groups in this s.75 category. This policy will require regular review to ensure that its intended aims are being met.</p>
Political opinion		<p>This policy already supports equality of opportunity for this s.75 category. However, further financial support could be given to integrated education in the event that the promotion of this particular model does not measurably improve its provision in a way that would support equality of opportunity for groups in this s.75 category. This policy will require regular review to ensure that its intended aims are being met.</p>
Racial group		<p>There was no relevant information to indicate an equality of opportunity impact on this s.75 group.</p>
Age		<p>This policy already supports equality of opportunity for this s.75 category. However, further financial support could be given to integrated education in the event that</p>

		the promotion of this particular model does not measurably improve its provision in a way that would support equality of opportunity for groups in this s.75 category. This policy will require regular review to ensure that its intended aims are being met.
Marital status		There was no relevant information to indicate an equality of opportunity impact on this s.75 group.
Sexual orientation		There was no relevant information to indicate an equality of opportunity impact on this s.75 group.
Men and women generally		There was no relevant information to indicate an equality of opportunity impact on this s.75 group.
Disability		There was no relevant information to indicate an equality of opportunity impact on this s.75 group.
Dependants		This policy already supports equality of opportunity for this s.75 category. However, further financial support could be given to integrated education in the event that the promotion of this particular model does not measurably improve its provision in a way that would support equality of opportunity for groups in this s.75 category. This policy will require regular review to ensure that its intended aims are being met.

**3. To what extent is the policy likely to impact on good relations between people of different religious belief, political opinion or racial group?
(minor/major/none)**

Good relations category	Details of policy impact	Level of impact minor/major/none
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<p>Religious belief</p>	<p>The Belfast (Good Friday) Agreement calls for ‘the promotion of a culture of tolerance at every level of society, including initiatives to facilitate and encourage integrated education’. The promotion of integrated education by this policy is intended to support good relations for this s.75 group.</p> <p>Analysis shows that integrated education does not generally lessen the strength of religious identity. The transformation process for schools is voluntary, and requires consultations with the local community to ensure their needs are met. Those of different religious beliefs may choose to express a view to inform this consultation. It is therefore necessary for there to be a consensus on school transformation.</p> <p>It is unlikely that this policy will negatively impact good relations for these reasons.</p>	<p>None</p>
<p>Political opinion</p>	<p>The Belfast (Good Friday) Agreement calls for ‘the promotion of a culture of tolerance at every level of society, including initiatives to facilitate and encourage integrated education’. The promotion of integrated education by this policy is intended to support good relations for this s.75 group.</p> <p>Analysis shows that integrated education does not generally lessen the strength of community identity. The transformation process for schools is voluntary, and requires consultations with the local community to ensure their needs are met. Those of different political opinions may choose to express a view to inform this consultation. It is therefore necessary for there to be a consensus on school transformation.</p> <p>It is unlikely that this policy will negatively impact good relations for these reasons.</p>	<p>None</p>
<p>Racial group</p>	<p>There was no relevant information to indicate a good relations impact on this s.75 group.</p>	<p>None</p>

4. Are there opportunities to better promote good relations between people of different religious belief, political opinion or racial group?

Good relations category	If Yes, provide details	If No, provide reasons
Religious belief		This policy already supports good relations among this s.75 category. However, further financial support could be given to integrated education in the event that the promotion of this particular model does not measurably improve its provision. This policy will require regular review to ensure that its intended aims are being met.
Political opinion		This policy already supports good relations among this s.75 category. However, further financial support could be given to integrated education in the event that the promotion of this particular model does not measurably improve its provision. This policy will require regular review to ensure that its intended aims are being met.
Racial group		There was no relevant information to indicate a good relations impact of this policy on this s.75 category.

ADDITIONAL CONSIDERATIONS

Multiple identity

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.

For the purposes of this s75 screening, it is important to consider the interplay between the political opinion and religious belief categories. In the 2021 Northern Ireland Youth Life and Times survey of 16-18 year olds, 56% of Catholic respondents supported nationalist parties; 1% supported unionist parties; and 3% supported parties designated 'other'. By comparison, 52% of Protestant respondents supported unionist parties, 2% supported nationalist parties; and 9% supported parties designated 'other'. Integrated education is a specific model of schooling that, while Christian in character, brings together children and staff from all traditions (religious and political; and by extension, in terms of culture and identity) and other beliefs in one school. By supporting integrated education and school transformations, the policy is intended to promote a culture of tolerance at every level of society in accordance with the Belfast (Good Friday) Agreement.

The policy will not have a negative impact on those with dependants, young people of school age, or members of the community who are of a particular political or religious background that do not support integrated education. Only 7% of school enrolments are for integrated places according to the latest NI Department of Education data, and there is already ample provision for those who support a particular denomination of education. It will, however, support those who due to geography or availability of places, are currently not served by integrated education. In the longer term, the policy will support good relations between those of different religious beliefs and political opinions in wider society as envisaged by the Belfast (Good Friday) Agreement by bringing children together in the education system.

PART 3 – SCREENING DECISION

If the decision is not to conduct an equality impact assessment, please provide details of the reasons.

An equality impact assessment is not required given this assessment has not identified any equality of opportunity or good relations impacts.

If the decision is not to conduct an equality impact assessment, you should consider if the policy should be mitigated or an alternative policy be introduced.

N/A

If the decision is to subject the policy to an equality impact assessment, please provide details of the reasons.

N/A

3.1. All public authorities' equality schemes must state the arrangements for assessing and consulting on the likely impact of policies adopted or proposed to be adopted by the authority on the promotion of equality of opportunity. The Equality Commission recommends screening and equality impact assessment as the tools to be utilised for such assessments. Further advice on equality impact assessment may be found in the Equality Commission publication: "Practical Guidance on Equality Impact Assessment".

MITIGATION

3.2. If you have concluded that the likely impact is ‘minor’ and an equality impact assessment is not to be conducted, you may consider mitigation to lessen the severity of any equality impact, or the introduction of an alternative policy to better promote equality of opportunity or good relations.

Can the policy/decision be amended or changed or an alternative policy introduced to better promote equality of opportunity and/or good relations?

If so, give the reasons to support your decision, together with the proposed changes/amendments or alternative policy.

N/A

TIMETABLING AND PRIORITISING

3.3. 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	N/A
Social need	N/A
Effect on people’s daily lives	N/A
Relevance to the NIO’s functions	N/A
Total rating score (total of 12)	N/A

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 you in timetabling. Details of the NIO’s Equality Impact Assessment Timetable should be included in the quarterly Screening Report.

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

N/A

If yes, please provide details.

N/A

PART 4 – MONITORING

4.1. The NIO should consider the guidance contained in the Commission's Monitoring Guidance for Use by Public Authorities (July 2007).

4.2. The Equality Commission recommends that where the policy has been amended or an alternative policy introduced, you should monitor more broadly than for adverse impact (See Benefits, P.9-10, paras 2.13 – 2.20 of the Monitoring Guidance).

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

PART 5 - APPROVAL AND AUTHORISATION

Screened by:	Head of Identity, Citizenship & Culture Policy
Grade/Branch/Group:	Constitution and Rights Group
Date:	16 June 2022
Approved by Deputy Director:	Holly Clark
Date:	16 June 2022

Note: A copy of the Screening Template for each policy screened should be 'signed off' and approved by a senior manager responsible for the policy and made available on request.

Any screening forms completed within the Department will be published on a six monthly basis in line with our Departmental Equality Policy monitoring arrangements. Such information will be collated and published by the Corporate Governance Team.

ANNEX A – MAIN GROUPS IDENTIFIED AS RELEVANT TO THE SECTION 75 CATEGORIES

Category	Example Groups
Religious Belief	<p>Buddhist; Catholic; Hindu; Jewish; Muslims; people of no religious belief; Protestants; Sikh; other faiths.</p> <p>For the purposes of Section 75, the term “religious belief” is the same definition as that used in the <i>Fair Employment & Treatment (NI) Order</i>. Therefore, “religious belief” also includes any <i>perceived</i> religious belief (or perceived lack of belief) and, in employment situations only, it also covers any “<i>similar philosophical belief</i>”.</p>
Political Opinion	Nationalists generally; Unionists generally; members/supporters of other political parties.
Racial Group	Black people; Chinese; Indians; Pakistanis; people of mixed ethnic background; Polish; Roma; Travellers; White people.
Men and women generally	Men (including boys); Trans-gendered people; Transsexual people; Women (including girls).
Marital Status	Civil partners or people in civil partnerships; divorced people; married people; separated people; single people; widowed people.
Age	Children and young people; older people.
Persons with a disability	Persons with disabilities as defined by the Disability Discrimination Act 1995.
Persons with dependants	Persons with personal responsibility for the care of a child; care of a person with disability; or the care of a dependant older person.

Sexual orientation

Bisexual people; heterosexual people; gay or lesbian people.

ANNEX B – SCREENING FLOWCHART

