

# DEPARTMENT FOR THE ECONOMY



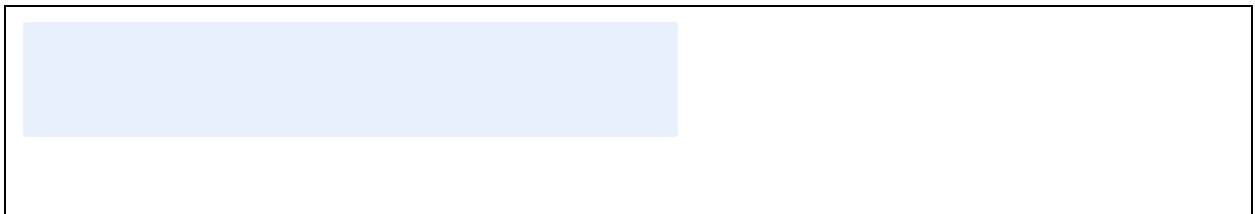
## Public Authority Statutory Equality and Good Relations Duties Annual Progress Report 2019-20

### Contact:

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<ul style="list-style-type: none"><li>Section 49A of the Disability Discrimination Act 1995 and Disability Action Plan</li></ul>	As above <input type="checkbox"/> (double click to open) Name: Telephone: Email:

Documents published relating to our Equality Scheme can be found at  
Equality Scheme submitted to EQNI - publication is pending subject to acceptance by EQNI

**Signature: Owen Gillespie (Department for the Economy, Equality Officer)**



**This report has been prepared using a template circulated by the Equality Commission.**

**It presents our progress in fulfilling our statutory equality and good relations duties, and implementing Equality Scheme commitments and Disability Action Plans.**

**This report reflects progress made between April 2019 and March 2020**

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

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

- 1** In 2019-20, please provide **examples** of key policy/service delivery developments made by the public authority in this reporting period to better promote equality of opportunity and good relations; and the outcomes and improvements achieved.

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

The Department for the Economy (DfE) was established in May 2016, and combines the functions of the former Department of Enterprise, Trade and Investment (DETI) and the Department for Employment and Learning (DEL), with the exception of the Employment Service which is now part of the Department for Communities.

The draft Programme for Government (PfG) sets out the vision, outcomes and key actions agreed by the NI Executive as a basis for the forward work programme for the Northern Ireland Civil Service and its key partners. It is a programme which is designed to tackle the biggest issues facing our society, and its ambition is continually to improve the things that matter most to people. The PfG is characterised by a determination to improve wellbeing for all, through tackling disadvantage and driving economic growth.

During the period of this report the draft PfG set out 12 Outcomes which, taken together, best describe the society in which we wish to live. The Department is responsible for leading on the delivery of three of the 12 Outcomes, namely:

1. We prosper through a strong, competitive, regionally balanced economy;
5. We are an innovative, creative society where people can fulfil their potential;  
and
6. We have more people working in better jobs.

Progress towards the Outcomes in the PfG is measured primarily through a series of population level Indicators, with each Outcome having its own set of supporting Indicators. The Department leads on ten of these economic indicators.

Given the alignment between the two documents, the final Northern Ireland Industrial Strategy will be the effective delivery mechanism for the economic PfG Outcomes and Indicators.

The Department is designated as a Public Authority for the purposes of Section 75 of the Northern Ireland Act 1998 (the Act), which sets out a requirement to fulfil two key

statutory duties, including a duty of having due regard to the promotion of equality of opportunity, and regard to the desirability of promoting good relations across a range of categories outlined in the Act. The Department's Equality Scheme 2016-2021 sets out how we will fulfil these statutory duties.

In addition to the commitments contained in the Equality Scheme, the Department's Six Monthly Assurance Statement includes an assurance, given by all heads of Division, that Divisions, Units and Branches within the Department that Staff have been made aware of the organisation's Health and Safety Policy and Equality Policies and that these are being complied with, and that all Divisions conduct S.75equality screening and, if appropriate, Equality Impact Assessments, on all new policies/amendments to existing policies, both internal and external, in line with Section 75 of the NI Act 1998.

The process of equality screening and the robustness of future decisions taken will continue to develop and improve throughout the Department. The need for the collection and use of data from a variety of sources to inform screening decisions is now embedded in the process. Increasing use of informal discussions with Section 75 representative groups has also assisted the process of arriving at screening findings.

The Department's Equality Unit is responsible for co-ordinating the Department's Section 75 activity. The Unit supports managers and staff throughout the Department, guiding them through their equality responsibilities and ensuring that the equality duties are to the fore in all policy considerations.

DfE has screened policies and built equality issues into policies and programmes from an early stage of policy development. We also recognise the importance of ensuring all our policies comply with the Human Rights Act 1998. During 2019/20, equality screening exercises resulted in 9 policies being screened out. There were no full Equality Impact Assessments carried out during the reporting period.

DfE Policies screened during 2019/20 are published on the Department's website and may be viewed at the links provided below:

[The Education \(Student Support\) \(NO. 2\) Student Fees](#)

[The Future of the Northern Ireland Non-Domestic Renewable Heat](#)

[Extension of the HE-EU Framework Support Fund](#)

[Assured Skills pre-employment programme](#)

[Round 4 – Higher & Further Education Collaboration Fund \('Connected 4'\)](#)

[The Student Fees \(Amounts\) and Education \(Student Support \(No.2\)\)](#)

[The Industrial Training Levy \(Construction Industry\) Order](#)

[Developing modern, efficient and effective employment tribunals](#)

[Early Conciliation \(Employment Act \(NI\) 2016\)](#)

**Public Appointments**

During 2019-20 DfE, in conjunction with all other Departments, we progressed work towards achieving targets agreed by the NI Executive in February 2016 to achieve gender equality (in aggregated public appointments) by 2020/21. Although the number of female applicants fell from 40.3% in 2018/19 to 37.0% in 2019/20, the Department ran three competitions during 2019/20 and of the 11 candidates appointed 7 (64%) were female.

The Department continually seeks new ways to increase the number of applications from people with disabilities, people from ethnic minorities and younger people. Staff representatives from the Department's Public Appointments Unit (PAU) take part in diversity related initiatives, including workshops led by the Commissioners for Public appointments in Northern Ireland (CPANI), participating on the DfE Diversity Group, and attending the cross-departmental Public Appointment Forum.

During 2019/20 DfE ran three competitions:

- Invest NI Chair  
18 applications were received - 5 female (28%) and 13 male (72%). None of the applicants declared a disability and none applied under the Guaranteed Interview Scheme. One applicant (5%) had an ethnic minority background.  
Of the 18 applicants:  
7 were sifted out, 11 through to interview (0 disability, 1 ethnic minority 9%) (1 failed to attend).  
10 were interviewed (0 disability, 1 ethnic minority 10%)  
6 were unsuccessful, 4 in suitable pool (0 disability, 0 ethnic minority)  
  
A Chair was appointed (1 female (100%), 0 disability, 0 ethnic minority)
- Stranmillis Members  
20 applications were received - 10 female (50%) and 10 male (50%). One (5%) applicant declared a disability and applied under the Guaranteed Interview Scheme. One (5%) had an ethnic minority background.  
  
2 sifted out, 6 shortlisted out, 1 deemed ineligible, 11 through to interview (0 disability, 0 ethnic minority), 2 withdrew.  
9 suitable list (0 disability, 0 ethnic minority)  
  
4 appointed (2 male (50%), 2 female (50%), 0 disability, 0 ethnic minority)
- Invest NI Members

100 applications were received - 33 female (33%) and 67 male (67%). Four of the applicants declared a disability and all 4 applied under the Guaranteed Interview Scheme. 1 applicant (1%) had an ethnic minority background.

9 sifted out, 66 long-listed out, 0 deemed ineligible, 25 through to interview (3 disability (12%), 0 ethnic minority) 0 withdrew, 9 unsuccessful, 16 suitable pool (0 disability, 0 ethnic minority)

6 appointed (4 Female (67% and 2 Male (33%). 0 disability, 0 ethnic minority)

PAU continued to participate in the Strictly Boardroom's "Boardroom Apprentice" programme, which seeks to ensure that there is a diverse and sustainable pool of capable board-ready candidates for public appointment which is more reflective of our society.

PAU also continued its participation in the CAU Public Appointments Culture Review Sub-Group, with a placement student from Ulster University given access to a Consumer Council meeting on 14/02/20 and Invest NI board meeting.

The Department continues to use Twitter, LinkedIn, Facebook and Mailing Lists to publicise our new public appointment competitions. We continue to seek new ways to promote DfE's competitions and enhance outreach for equality.

PAU distributed competition flyers electronically to bespoke lists including those for organisations representing women, ethnic minorities, those with disabilities and under-represented groups. These lists are regularly reviewed and updated. During 2019/20 flyers were distributed by Diversity Mark NI on behalf of PAU at The Business of Diversity Lunch on 02/04/19. Flyers were also distributed by the Department for Communities on behalf of PAU at International Women's day events on 06/03/20.

Looking forward to 2020/21 the NICS Public Appointment Forum (sub-group) is planning to issue a questionnaire to existing Chairs/Members to gather some information in relation to barriers facing women chairs.

Following the establishment of a NICS network of Diversity Champions (DCN) in 2015, the Department's **Diversity Champion** attends quarterly DCN meetings feeding back, as appropriate, to promote and encourage diversity within the Department. The network includes four thematic leads - for LGB&T, Disability, Gender and Ethnic Minorities. The Stonewall Index, JAM (Just A Minute) Cards and promotion and distribution of rainbow lanyards to promote diversity and inclusion, all featured this year.

### **DfE Diversity Group**

The DfE Diversity Group continued to meet on a quarterly basis. The Diversity Group was established to:

- promote and encourage good diversity practice
- consider all diversity/inclusion issues as they affect staff in the Department
- identify actions to enhance the way we work with each other

## PART A

- support the DfE Diversity Champion and DfE Racial Champion

The Diversity Group's membership is representative of job roles directly related to equality and diversity, Trade Union Side and volunteers who have a particular interest in diversity. During 2019/20 the Diversity Group published a total of 28 diversity-related articles on the Department's Intranet site, including the following titles:

- International Autism Day & awareness month.
- Deaf awareness week
- Foster Care Month
- Carers Week
- Deaf blind Awareness Week
- LGBT Pride Month
- Disability Awareness Day
- International Day of Friendship
- World Humanitarian Day
- World Suicide Prevention Day
- World Alzheimer's Day and World Dementia Awareness Month
- International Day of Older Persons
- World Mental Health awareness Week
- World Stroke Day
- National Stress Awareness Day
- Anti-Bullying Week
- International Men's Day
- International Day of Persons with Disabilities
- International Human Rights Day
- International Migrants Day
- World Braille Day and National Eye Care Month
- World Religion Day
- World Cancer Day
- World Day of Social Justice
- International Women's Day
- World Down Syndrome Day
- International Day for the Elimination of Racial Discrimination
- World Autism Week

All staff also have access to, and receive regular updates from, the NICS Health and Wellbeing programme, NICS WELL which is overseen by the Occupational Health service (OHS).

NICS and Departmental updates are also issued to staff on a regular basis. As an indication of the types of subject matter in these updates in just the first 3 months covered by this report, the titles included :

- Prostate cancer and ovarian cancer awareness month
- Autism Week
- The Role of the carer

- Regular HOCS Blogs
- Staff Briefings
- World Autism Awareness Day
- Various staff volunteering opportunities
- Health & Safety
- Stress Awareness Month
- Domestic or sexual abuse
- Northern Ireland Modern Slavery Strategy 2019–2020
- Inform You Events
- World Mental Health Week
- The NICS Women’s Network
- Departmental People Plan
- Trans Pride 2019
- Carers Week.
- Diabetes Week
- International Job Shadowing Day
- JAM Card

The Department’s **Racial Equality Champion** attends the NICS Racial Equality Champions Network and meetings of the associated sub-group with membership comprising of people working with or representing minority ethnic people and migrants, including representatives of refugees and asylum seekers. The Northern Ireland Human Rights Commission and the Equality Commission for Northern Ireland are also represented.

The **Just A Minute (JAM) Card** was rolled out to all staff at the start of 2019 and by June 2019 DfE was the first department to achieve JAM Card status. All staff had a role to play by completing the short training programme to help ensure they are aware of how to provide important, personal support to customers in need of assistance. At the last count 71 per cent of DfE staff have now completed the training.

The JAM Card allows people with a communication difficulty to inform a service provider that they need Just A Minute of patience and understanding, and how becoming JAM Card friendly will help to raise awareness of autism and learning difficulties

Our People Strategy sets out our vision of a truly inclusive and diverse civil service. Becoming a JAM Card friendly organisation will help DfE deliver on that vision. It will help us to ensure that we are meeting the needs of all our colleagues and customers by improving their experience when they visit our offices and use our services.

### **Apprenticeships, Careers and Vocational Education**

The Department continues to address inequalities between young people in terms of Good Relations and engagement with people of different community and religious backgrounds.



The work of the Department includes the delivery of a programme for marginalised and disadvantaged 14-24 year olds (including those who are NEET) PEACE IV United Youth– Children and Young People Priority 2.1 now referred to as PEACE 4 YOUTH (major 4 year / €40m cross-border programme for 7,400 young people aged 14-24 aimed at improving good relations, citizenship, personal development leading to improved life chances and enhanced employability). The programme is being delivered in 2 phases, Phase 1 (2017-18) and Phase 2 (2019-21).

Activity under Phase 1 has now concluded and following the verification of Phase 1 activity SEUPB advise that the total number of young people who completed Peace 4 Youth programmes was 1,784.

At the end of August 2020, around 1,900 young people had completed Phase 2 of the programme, and a further 1,300 young people are currently participating on the programme. This brings the total completed output to date is approx. 3650 participants (subject to verification).

Outcomes are being assessed by independent evaluation by QUB. The midpoint evaluation is not yet finalised, but early indications show positive impact across the range of measurement scales.

### **Careers Service**

The Careers Service actively targets young people aged 16 and 17 not in employment, education or training (NEET) to assess their specific needs and signpost them to appropriate provision. Each Careers Adviser reviews NEET caseload on a monthly basis.

Careers advisers work with schools, training providers and Further Educations colleges to identify those school leavers who do not have a positive destination when they leave school.

Careers advisers make contact and maintain regular contact with all young people aged 16 and 17 who have not secured a place in training, education or employment or who drop out of provision early. In addition, the Careers Service delivers careers guidance to young people within Alternative Education Provision and NEET community projects.

The Careers Service maintains effective Partnership working arrangements with key stakeholders and organisations who act as advocates for young people with varying barriers. This includes having Partnership Agreements in place with 98% of post - primary schools, the 5 HSC Trusts, Training for Success Training Suppliers, and Further Education Colleges.

During the 2019/2020 academic year the Careers Service had Partnership Agreements in place with:

- 244 out of 246 (99%) Post Primary Schools;
- 55 Training Organisations; and
- 11 Further Educations Colleges.

The Careers Service also has partnership working in place with the Health and Social Trust at an operational level.

The Careers Service is also committed to provide impartial careers information, advice and guidance for all young people and adults, with special attention being given to those with barriers to employment. During the 2018/2019 academic year the Careers Service attended 1211 Transition Plan Meetings and 1849 Annual Review meetings. The figures for the 2019/2020 academic year are not yet available.

The Careers Service continues to work closely with schools and the Disability Employment Service to provide a seamless service for people with disabilities to ensure they are fully supported in the transition from school to adult provision and work. During the 2019/2020 business year a total of 29,167 career guidance interventions were delivered to clients with a disability. Of these 20,049 were delivered to young people and 9,118 were delivered to adults.

### **ESF Programme 2014-2020**

One of the aims of the ESF Programme is to help groups at a disadvantage in the labour market who are unemployed /economically inactive. To achieve this the Department has continued to promote sustainable and quality employment and supported labour mobility.

The Department has funded activity to enhance and extend employment opportunities. Focusing on support for young people aged 16-24 who are not in employment, education or training (NEET).

By 31 March 2020, 26,712 unemployed, including long-term unemployed participants have been supported, of whom 5,556 were in employment, including self-employment, upon leaving the Programme. By 31 December 2019 a total of 5,640 unemployed participants were in employment, including self-employment, six months after leaving

There are four particular groups that have been targeted for assistance by the Programme;

- Group 1 - Unemployed/economically inactive - Young people aged 16-24 who are not in employment, education or training (NEET).  
By 31 March 2020 the Programme has supported 12,957 participants not in education, training or employment aged 16-24 supported, of whom 2,121 were in employment, including self-employment, and 5,091 were in education or training upon leaving the Programme.
- Group 2 - People with a Disability.  
By 31 March 2020 the Programme has supported 11,376 participants with a disability, of whom 1,102 were in employment, including self-employment, and 2,309 were in education or training upon leaving the Programme.
- Group 3 - People (NEET) within families receiving Community Family Support (CFSP)

By 31 March 2020 the Programme has supported 4,594 NEET participants aged 16+ within families receiving CFSP, of whom 679 were in employment, including self-employment, and 1,290 were in education or training upon leaving the Programme.

- Group 4 - Apprenticeships and Youth Training - Improving the labour market relevance of education and training systems, facilitating the transition from education to work, and strengthening vocational education and training systems and their quality, including through mechanisms for skills anticipation, adaptation of curricula and the establishment and development of work based learning systems, including dual learning systems and apprenticeship schemes.

By 31 December 2019 the Programme has supported 30,719 employed participants aged 16 and over working towards an apprenticeship, of whom 71% achieved a targeted level 2 qualification, and 72% achieved a targeted level 3 qualification.

### **Further Education (FE)**

Lack of Essential Skills has long been recognised as a barrier to employment and a richer quality of life. Essential Skills training is available free of charge to all adults within all DfE training, employment and further education programmes, such as Training for Success and, Apprenticeships (where this is appropriate). The target set for Essential Skills in academic year 2018/19 was 7,500 Level 2 qualifications to be achieved. The number of Level 2 qualifications achieved in 2018/19 academic year was higher, at 8,834. The overall success for Essential Skills qualifications was 65.3% (Entry Level through to Level 2).

DfE provides £4.5 million, per year funding to FE colleges through the Additional Support Fund (ASF) to support students with learning difficulties and/or disabilities (SLDD).

£2.5 million per annum is provided to help meet the cost of additional technical and personal support for SLDD and £2 million per annum to help meet the extra costs associated with offering discrete courses for those for whom mainstream provision is not suitable

Although the total number of all student enrolments within FE fell during 18/19, the number of SLDD enrolments (as a % of total FE enrolments) increased from 12.9% to 13.5%

The Department is aware of the need for a consistent approach across FE to provision for SLDD and sharing of best practice. To this end the development of an Interim Policy for SLDD within FE commenced in November 2019. A draft has been prepared and is currently awaiting sector approval.

### **Higher Education (HE)**

There is an under representation of disadvantaged groups in Higher Education. This includes people with a disability who have greater difficulty in accessing and achieving further and higher education.

Widening participation in higher education is a key priority for the Department. The Department's aim is to increase the participation of those groups which are currently under represented in HE in particular students from disadvantaged backgrounds and students with learning difficulties and disabilities.

DfE is leading on the delivery of Access to Success, an integrated Regional Strategy for Widening Participation in Higher Education. In academic year 2019/20, the Department allocated £1.73 million as follows: £1.23 million for a widening participation premium and £0.5 million for a disability widening access premium.

The Department provides grant support through the Disabled Students' Allowance to enable students with disabilities to access appropriate course-related support and assistance. HE providers are able to draw down from grant support from the Department as a contribution towards the cost of providing Disabled Student Allowances (DSA) Needs Assessments, and the recruitment and training of appropriate non-medical helpers for qualifying students.

Funding is also provided to Queen's University and Ulster University to meet the administration costs of a Register of Support Providers. The Register of Support Providers is a unique service which provides one to one personal support to disabled students registered on recognised higher education courses at any of the colleges or universities in Northern Ireland.

In the 19/20 year, £4,197,277 of spend was planned on financial support to students, £2,331,049 on outreach activities and £2,549,062 on retention activities. Approved plans are also in place for the 20/21 year and include a total commitment of £9,723,972 to widening access and participation activities.

Figures for 2019/20 are currently unavailable, however, 2018/19 figures show that students from Quintiles 1&2 make up 34% of all students.

Students who are in receipt of DSA or self-declare a disability make up 11% of all students.

In 2019/20 £3.95 million in DSA support was paid to NI students during the same academic year. This was paid to students with disabilities studying undergraduate and post graduate courses, as well as those studying part time courses. The type of support available varies depending on the individual needs of a student but assistance can range from general needs to non-medical helpers, equipment and travel.

### **Data collection within Further and Higher Education**

Queens University Belfast and Ulster University were asked by the Department to provide improved disability data. Some work to improve the standardisation of the disability question was carried out by QUB and UU but unfortunately further

improvements to data collection will be limited, with higher levels of non-response on some questions difficult to overcome.

Equality data at NI FECs in 2018/19 was collected in line with previous years. Due to the large number of 'prefer not to say' political opinion no longer included. DfE is also working with FE colleges, in terms of response options, from 2019/20 onwards to improve collection of equality data.

FE colleges have adopted HESA disability descriptors, which were based on recommendations from the former Disability Rights Commission (now part of the Equality and Human Rights Commission) and the Equality Challenge Unit (now AdvanceHE). Stemming initially from queries from MIS managers about how to categorise conditions such as heart disease and cancer, these more detailed descriptors improve clarity for those completing forms and analysing the results. In addition, they facilitate the collection of comparable data on disability across the tertiary education sector to generate statistical outputs, inform the Northern Ireland Disability Strategy and widening participation and retention elements of the HE and FE strategies, and answer ad hoc queries, including Assembly questions.

The Department volunteered for participation in **International Job Shadow Day 2019** which aims to bring together people with disabilities, employers and Supported Employment organisations to raise awareness and highlight the positive contribution disabled people can and do make to the workforce. International Job Shadow Day was on 16 May 2019 and the Department had a total of seven placements. The placements, which were located at Adelaide House and Netherleigh, provided jobseekers with a varied choice of activities and experiences on the day. Feedback from colleagues who hosted a job seeker for the day was very positive, including comments that they learned a lot about supporting colleagues with disabilities and perceptions surrounding disabilities.

**2** Please provide **examples** of outcomes and/or the impact of **equality action plans/** measures in 2019-20 (*or append the plan with progress/examples identified*).

- Jam Card training rolled out to all staff at the start of 2019 and by June 2019 DfE was the first department to achieve JAM Card status with 71 per cent of staff having now completed the training.
- During 2019/20 the Department's Diversity Group delivered a programme of work to raise awareness of diversity issues among our staff, for example, publishing 28 diversity-related factsheets and articles on the Department's intranet site.
- The Department's Equality Unit proactively encouraged departmental business areas to involve the Unit at an early stage, ensuring that equality issues are considered early, quality of content is improved and business areas have access to a wide range of relevant data, contributing to a stronger evidence base to assess possible impacts and greater appreciation of the particular needs of the various Section 75 groups within the policy development process. Every member of staff has access to NINIS Statistics direct from their desktop and the Equality Unit will signpost specific data where relevant.
- The target set for Essential Skills in academic year 2018/19 was 7,500 Level 2 qualifications to be achieved. The number of Level 2 qualifications achieved in 2018/19 academic year was higher, at 8,834. The overall success for Essential Skills qualifications was 65.3% (Entry Level through to Level 2).
- Although the total number of all student enrolments within FE fell during 18/19, the number of SLDD enrolments (as a % of total FE enrolments) increased from 12.9% to 13.5%
- The Department is aware of the need for a consistent approach across FE to provision for SLDD and sharing of best practice. To this end the development of an Interim Policy for SLDD within FE commenced in November 2019. A draft has been prepared and is currently awaiting sector approval.
- During 2019-20 DfE, in conjunction with all other Departments, progressed work towards achieving targets agreed by the NI Executive in February 2016 to achieve gender equality (in aggregated public appointments) by 2020/21. The number of female applicants fell from 40.3% in 18/19 to 37.0% in 2019/2020. However, during 2019/20 DfE ran three competitions and of the 11 candidates appointed 7 (64%) were female.

- The work of the Department includes the delivery of a programme for marginalised and disadvantaged 14-24 year olds (including those who are NEET) PEACE IV United Youth– Children and Young People Priority 2.1 now referred to as PEACE 4 YOUTH (major 4 year / €40m cross-border programme for 7,400 young people aged 14-24 aimed at improving good relations, citizenship, personal development leading to improved life chances and enhanced employability). The programme is being delivered in 2 phases, Phase 1 (2017-18) and Phase 2 (2019-21).

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Outcomes are being assessed by independent evaluation by QUB. The midpoint evaluation is not yet finalised, but early indications show positive impact across the range of measurement scales.

- The Careers Service provides impartial careers information, advice and guidance for all young people and adults, with special attention being given to those with barriers to employment. During the 2018/2019 academic year the Careers Service attended 1211 Transition Plan Meetings and 1849 Annual Review meetings. The figures for the 2019/2020 academic year are not yet available.

The Careers Service also continues to work closely with schools and the Disability Employment Service to provide a seamless service for people with disabilities to ensure they are fully supported in the transition from school to adult provision and work. During the 2019/2020 business year a total of 29,167 career guidance interventions were delivered to clients with a disability. Of these 20,049 were delivered to young people and 9,118 were delivered to adults.

- One of the aims of the ESF Programme is to help groups at a disadvantage in the labour market who are unemployed /economically inactive. To achieve this the Department has continued to promote sustainable and quality employment and supported labour mobility.

The Department has funded activity to enhance and extend employment opportunities. Focusing on support for young people aged 16-24 who are not in employment, education or training (NEET).

By 31 March 2020, 26,712 unemployed, including long-term unemployed participants have been supported, of whom 5,556 were in employment, including self-employment, upon leaving the Programme. By 31 December 2019 a total of 5,640 unemployed participants were in employment, including self-employment, six months after leaving

- There is an under representation of disadvantaged groups in Higher Education. This includes people with a disability who have greater difficulty in accessing and achieving further and higher education.

In the 19/20 year, £4,197,277 of spend was planned on financial support to students, £2,331,049 on outreach activities and £2,549,062 on retention activities. Approved plans are also in place for the 20/21 year and include a total commitment of £9,723,972 to widening access and participation activities.

Figures for 2019/20 are currently unavailable, however, 2018/19 figures show that students from Quintiles 1&2 make up 34% of all students. Students who are in receipt of DSA or self-declare a disability make up 11% of all students.

In 2019/20 £3.95 million in DSA support was paid to NI students during the same academic year. This was paid to students with disabilities studying undergraduate and post graduate courses, as well as those studying part time courses. The type of support available varies depending on the individual needs of a student but assistance can range from general needs to non-medical helpers, equipment and travel.

- Queens University Belfast and Ulster University were asked by the Department to provide improved disability data. Some work to improve the standardisation of the disability question was carried out by QUB and UU but unfortunately further improvements to data collection will be limited, with higher levels of non-response on some questions difficult to overcome.
- Equality data at NI FECs in 2018/19 was collected in line with previous years. Due to the large number of 'prefer not to say' political opinion no longer included. DfE is also working with FE colleges, in terms of response options, from 2019/20 onwards to improve collection of equality data.



- 3** Has the **application of the Equality Scheme** commitments resulted in any **changes** to policy, practice, procedures and/or service delivery areas during the 2019-20 reporting period? (*tick one box only*)

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

Please provide any details and examples:

Throughout the reporting year 2019-20 the Department pursued activities to raise awareness and promote more applications for public appointments from people with disabilities, people from ethnic minorities, from less traditional backgrounds and from younger people. Staff from DfE's Public Appointments Unit (PAU) take part in diversity related initiatives including participating in CPANI led workshops, sitting on the DfE Diversity Group and attending the cross-departmental Public Appointment Forum. PAU also facilitates ALB participation in the "Boardroom Apprentice" programme.

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

Please provide any details and examples:

The work of the Department's Public Appointments Unit (PAU) continues to address under-representation of particular Section 75 groups, and is serving to create new and wider opportunities for individuals from such groups. During 2019/20 DfE ran three competitions and of the 11 candidates appointed 7 (64%) were female.

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

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

The Department's commitment in the Equality Scheme endeavors to ensure that all policies are screened at an early stage, ensuring equality issues are considered and form part of the policy/ decision making process. Also, the Department's Equality Unit regularly engages in 'equality awareness' activity to promote wider awareness of the Equality Scheme and related commitments.

PART A

- As a result of what was identified through the EQIA and consultation exercise *(please give details):*
  
- As a result of analysis from monitoring the impact *(please give details):*
  
- As a result of changes to access to information and services *(please specify and give details):*  
  
DfE's Equality Scheme includes a commitment to achieving effective communication and ensuring that all our services are fully accessible to everyone in the community across the Section 75 categories.
  
- Other *(please specify and give details):*

## **Section 2: Progress on Equality Scheme commitments and action plans/measures**

### **Arrangements for assessing compliance (Model Equality Scheme Chapter 2)**

- 4** Were the Section 75 statutory duties integrated within job descriptions during the 2018-19 reporting period? *(tick one box only)*
- Yes, organisation wide
  - Yes, some departments/jobs
  - No, this is not an Equality Scheme commitment
  - No, this is scheduled for later in the Equality Scheme, or has already been done
  - Not applicable

Please provide any details and examples:

PART A

Job descriptions for staff in DfE's Equality Unit reflect their contributions to the discharge of the Section 75 statutory duties

5 Were the Section 75 statutory duties integrated within performance plans during the 2019-20 reporting period? (*tick one box only*)

- Yes, organisation wide
- Yes, some departments/jobs
- No, this is not an Equality Scheme commitment
- No, this is scheduled for later in the Equality Scheme, or has already been done
- Not applicable

Please provide any details and examples:

Under the NICS Performance Management Framework, commitments set out in DfE's Equality Scheme are reflected in the Performance Assessments of relevant staff and reviewed throughout the year.

6 In the 2019-20 reporting period were **objectives/ targets/ performance measures** relating to the Section 75 statutory duties **integrated** into corporate plans, strategic planning and/or operational business plans? (*tick all that apply*)

- Yes, through the work to prepare or develop the new corporate plan
- Yes, through organisation wide annual business planning
- Yes, in some departments/jobs
- No, these are already mainstreamed through the organisation's ongoing corporate plan
- No, the organisation's planning cycle does not coincide with this 2018-19 report
- Not applicable

Please provide any details and examples:

### Six Monthly Assurance Statements

In addition to existing commitments already contained in the Equality Scheme, the Department's Six Monthly Assurance Statement includes an assurance, given by all Heads of Division, that Divisions, Units and Branches within the Department that staff have been made aware of the organisation's Health and Safety Policy and Equality Policies and that these are being complied with and all Divisions conduct equality screening and, if appropriate, Equality Impact Assessments, on all new policies/amendments to existing policies, both internal and external, in line with Section 75 of the NI Act 1998.

### Business Plan

The Department continues to reflect the importance of promoting equality through measures that aim to reduce health inequalities and measures to implement the statutory duties under Section 75 of the Northern Ireland Act 1998 and Section 49A of the Disability Discrimination Order 2006.

### Departmental People Plan 2019/20

The plan includes, under the category Wellbeing and Work-Life Balance, an action to Establish priorities for increasing diversity and inclusion in DfE, in line with NICS commitments.

### Equality action plans/measures

7 Within the 2019-20 reporting period, please indicate the **number** of:

Actions completed:

Actions ongoing:

Actions to commence:

Please provide any details and examples (*in addition to question 2*):

### Public Appointments

DfE, in conjunction with all other Departments, continues to progress work towards achieving targets agreed by the NI Executive in February 2016 to achieve gender equality (in aggregated public appointments) by 2017/18 for in-year appointments and by 2020/21 for all other appointments.

We are also committed to seeking new ways to increase the numbers of applications from people with disabilities, people from ethnic minorities and younger people. In practice, this means integrating ideas and recommendations made by CPANI in their 2014 report on 'Under representation and lack of diversity in public appointments'.

Continued participation in Strictly Boardroom’s “Boardroom Apprentice” programme. The programme seeks to ensure that there is a diverse and sustainable pool of capable board-ready candidates for public appointment which is more reflective of our society.

Various boards of DfE sponsored bodies have also agreed and continue to participate in two mentoring schemes – The Boardroom Apprentice and the Queen’s University Graduate School Mentoring Scheme - aimed at encouraging participation rates of under-represented groups and to make public bodies more representative of the communities they serve.

- 8** Please give details of changes or amendments made to the equality action plan/measures during the 2019-20 reporting period (*points not identified in an appended plan*):

During 2019/20 no changes or amendments have been made to the Equality Action Plan as the commitments remain relevant to our functions and work. However, the Equality unit continues to monitor the implementation of the existing commitments and the actions set out in the Plan.

- 9** In reviewing progress on the equality action plan/action measures during the 2019-20 reporting period, the following have been identified: (*tick all that apply*)

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

**Arrangements for consulting (Model Equality Scheme Chapter 3)**

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

- All the time                       Sometimes                       Never

- 11** Please provide any **details and examples of good practice** in consultation during the 2019-20 reporting period, on matters relevant (e.g. the development of a policy that has been screened in) to the need to promote equality of opportunity and/or the desirability of promoting good relations:

Renewable Heat Initiative (RHI) Hardship Unit - Consultation

On 17 June 2019, the Department launched a consultation process seeking stakeholder views and evidence to inform the design and function of a Unit with an independent Chair to consider the individual circumstances of any NIRHI participant who believes they face financial hardship as a result of participating in the Renewable Heat Initiative (RHI) Scheme. The Department's proposed approach would have seen the establishment of a panel / unit with an independent Chair to consider hardship on a case-by-case basis. The Department proposed that in determining whether a business is suffering hardship, the Chair / panel would take account of the European Commission's Guidelines on State aid for rescuing and restructuring, and in particular the definition included of an "undertaking in difficulty". In cases where the Chair / panel determined that hardship was present, the actions available to assist those businesses would be limited to existing Government supports, including potential availability of support schemes, such as through Invest NI. As a result of views received from consultees, the Department acknowledged that respondents have expressed significant discontent with the proposed approach and in particular that the available supports did not include grant funding or other forms of financial compensation. As a consequence, the Department decided not to proceed with the establishment of a hardship unit as proposed, but to appoint an independent party to take forward assessment of hardship involving a significantly more comprehensive consideration of relevant factors associated with hardship than previously considered, including for example, consideration of business financials and investments. It was also accepted that such independent consideration of hardship will require further research into the circumstances of those NIRHI participants who feel they face hardship as a result of involvement in the Scheme.

- 12** In the 2019-20 reporting period, given the consultation methods offered, which consultation methods were **most frequently used by consultees**: *(tick all that apply)*

- Face to face meetings
- Focus groups
- Written documents with the opportunity to comment in writing

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- Questionnaires
- Information/notification by email with an opportunity to opt in/out of the consultation
- Internet discussions
- Telephone consultations
- Other (*please specify*):

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

- 13** Were any awareness-raising activities for consultees undertaken, on the commitments in the Equality Scheme, during the 2019-20 reporting period? (*tick one box only*)

Yes       No       Not applicable

Please provide any details and examples:

During the reporting period the Department undertook a public consultation exercise on a draft Equality Scheme, Audit of Inequalities and Disability Action Plan. Consultees provided comments on several areas of content within the Equality Scheme, including arrangements for consulting stakeholders on assessment of policy impacts, duration of consultation exercises, publication of findings, and staff training/awareness. Consideration of these comments resulted in a number of amendments to a draft final Equality Scheme, which was later submitted to the Equality Commission for NI.

- 14** Was the consultation list reviewed during the 2019-20 reporting period? (*tick one box only*)

Yes       No       Not applicable – no commitment to review

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

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[Insert link to any web pages where screening templates and/or other reports associated with Equality Scheme commitments are published]

<https://www.economy-ni.gov.uk/consultations>

<https://www.economy-ni.gov.uk/department-economy-equality>

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

9
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In line with Equality Scheme commitments the Department publishes completed screenings on its website on a quarterly basis. Completed screenings for 2019/20 can be found at:

[DfE Screenings page.](#)

**16** Please provide the **number of assessments** that were consulted upon during 2019-20:

0	Policy consultations conducted with <b>screening</b> assessment presented.
0	Policy consultations conducted <b>with an equality impact assessment (EQIA)</b> presented.
0	Consultations for an <b>EQIA</b> alone.

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

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

Yes       No concerns were raised       No       Not applicable

Please provide any details and examples:





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Yes

No

Not applicable

Please provide any details and examples:

- 22** Please provide any details or examples of where the monitoring of policies, during the 2019-20 reporting period, has shown changes to differential/adverse impacts previously assessed:

None identified.

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

None identified.

**Staff Training (Model Equality Scheme Chapter 5)**

- 24** Please report on the activities from the training plan/programme (section 5.4 of the Model Equality Scheme) undertaken during 2019-20, and the extent to which they met the training objectives in the Equality Scheme.

**Training**

NICS offers a range of training, both classroom based and e-learning, which seeks to assist staff in achieving both the understanding and skills required to promote equality of opportunity and good relations and to make equality central to the whole range of public policy decision-making. In addition to assisting the department achieve its statutory duties in respect of service to the people of Northern Ireland, the range of training available also seeks to ensure that the principles of equal opportunity and fair treatment are also extended to staff by colleagues and managers alike.

A range of some of the training undertaken by DfE staff in 2019/20 is outlined below:

**Autism Spectrum Disorder Awareness**

This e-learning course was been developed by the Northern Health and Social Care Trust, providing information about what ASD is and the challenges faced by individuals living with it. Having an awareness of ASD will help staff understand why an individual with ASD may be acting or reacting in a particular way and it will help create and maintain positive working relationships. During 2019/20, 47 staff completed training.

### **Disability Awareness for front line staff**

The aim of this e-learning training is to increase staff knowledge of disability and to provide frontline staff with an introduction to disability awareness. The course is aimed at staff at all grades who are in, or new to a post that deals with the public. During 2019/20, 22 staff completed training.

### **Mental Health Awareness for Line Managers**

This virtual training course encourages and supports managers to proactively promote good mental health and wellbeing within their teams. During 2019/20, 20 staff completed training.

### **Supporting Vulnerable People**

This e-learning course has been designed to assist staff in supporting vulnerable people who may seek to use the services offered by the department. On completion of the course staff should be able to describe and define what a vulnerable person is, recognise ways to identify vulnerable people, explain ways to support vulnerable people, including methods for dealing with third parties, and state the sources of help, advice and support available in the NICS for employees. During 2019/20, 19 staff completed training.

### **Unconscious Bias**

This e-learning course aims to help staff discover what personal bias they may have, explore its causes and consider some techniques to manage it. On completion of the course staff should be able to define what Unconscious Bias is; explain how Unconscious Bias can impact in the workplace and state ways to tackle Unconscious Bias. During 2017/18 this course was mandatory for completion by all DfE staff in management grades i.e. EOII and above and 690 staff successfully completed the training. In addition to this a further 13 senior officials from DfE attended a classroom based training course. During 2019/20, 28 staff completed training.

### Introduction to Section 75

Staff who require this e-learning training are those with responsibility for policy development or policy review and staff involved with the implementation of Section 75 duties, whether directly or indirectly. The aim of this course is to familiarise participants with the two statutory duties as outlined in Section 75 of the NI Act 1998 and the guidance provided by the Equality Commission NI. During 2019/20, 33 staff completed training.

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

None identified – limited data is available on evaluation of individual training events

### Public Access to Information and Services (Model Equality Scheme Chapter 6)

- 26** Please list **any examples** of where monitoring during 2019-20, across all functions, has resulted in action and improvement in relation **to access to information and services**:

None identified.

### Complaints (Model Equality Scheme Chapter 8)

- 27** How many complaints **in relation to the Equality Scheme** have been received during 2019-20?

Insert number here:

1
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Please provide any details of each complaint raised and outcome:

One complaint was received which alleged that there was a lack of equality screening and monitoring by the Department and local universities in the allocation of post graduate awards; and also, that this alleged position had resulted in both personal disadvantage and potentially wider disadvantage for other Section 75 groups applying for the awards. An internal investigation of available evidence showed that while there were partial gaps in equality screening and monitoring, there was no evidence of personal disadvantage for the complainant, and no disadvantage for individuals belonging to any Section 75 group. The investigation recommended that existing arrangements between the Department

and universities be strengthened to address any gaps in equality screening and monitoring for post graduate awards.

### Section 3: Looking Forward

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

The current DfE Equality Scheme (2016-2021) is due for review during 2021.

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

It is anticipated that departmental activity planned for the next reporting period will broadly benefit areas including, awareness raising of section 75 responsibilities, training, and Section 75 equality screening.

#### **Raising awareness**

With regard to raising awareness, the Equality Unit plan to meet with senior staff in business areas across the department's business areas. The intention is to discuss the commitments comprised by the Equality Scheme, to ensure that senior staff in particular, are directly appraised of the implications for their business areas. We also hope to use these meetings as a platform for raising awareness of the Equality Forum's Data Signposting document.

The Equality Unit also plans to produce intranet articles to further raise awareness and to complement the anticipated meetings with senior staff. In particular, it is planned to issue a summary of the Equality Scheme via the intranet, alongside ad hoc items intended to engage staff attention on the Equality Scheme.

In addition, the Department's Diversity Group plans to deliver a broad programme of activities that are designed to raise awareness of diversity issues among departmental staff. The focus of these activities will include many issues such as, ethnicity, disability and gender identity for example, that directly impact upon our equality and good relations duties, and delivery of our services.

### Equality Screening

Following a departmental review of Programme and Project Management for major projects, new arrangements have been developed for project management and support. The creation of a new Project Assurance and Support Branch (PBSB), has established a quality project management methodology for major projects. The various products being introduced as part of this methodology, include a checklist that will provide an assurance that projects have required management products in place from the initiation stage through to completion. It has been agreed that Section 75 equality screening will be included in the checklist, which will be applied to all major programmes and projects, and will also form part of an assurance report provided to the Departmental Board on a regular basis. This initiative goes beyond existing assurance arrangements and will give further prominence to equality issues and equality screening within the Department.

**30** In relation to the advice and services that the Commission offers, what **equality and good relations priorities** are anticipated over the next (2018-19) reporting period? *(please tick any that apply)*

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

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

**1. Number of action measures for this reporting period that have been:**

**1**

Fully achieved

**13**

Partially achieved

Not achieved

**2. Please outline below details on all actions that have been fully achieved in the reporting period.**

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

Level	Public Life Action Measures	Outputs <sup>i</sup>	Outcomes / Impact <sup>ii</sup>
National <sup>iii</sup>	DfE, as part of the cross-departmental Public Appointment Forum (PAF), strives to address the recommendations made by the Commissioner for Public Appointments, Northern Ireland (CPANI), in his report on under-representation and lack of diversity in	Public Appointments Forum meetings attended quarterly and Department has contributed to actions being co-ordinated centrally.	The number of applications from women and people with a disability has increased because of our efforts on the publicity front and work on helping applicants to understand the criteria. CPANI are aware of financial factors which can act as a barrier for people with a disability.

	<p>public appointments in Northern Ireland – published in January 2014.</p> <p>We continue to seek to identify additional measures which might increase the appeal of DfE public appointments to a wider audience.</p>	<p>Use of social media (Twitter, LinkedIn and Facebook) to publicise competitions, the placing of articles in publications and on websites and the distribution of flyers at events targeting under-represented groups to reach new audiences.</p> <p>All venues are checked to ensure they are accessible for people with disabilities to attend and make their contribution and any other reasonable adjustments requested are accommodated.</p>	<p>2019/20 competitions:</p> <p><b>Invest NI Chair</b>          18 applications were received - 5 female (28%) and 13 male (72%). None of the applicants declared a disability and none applied under the Guaranteed Interview Scheme.</p> <p>7 sifted out, 11 through to interview (0 disability, 1 ethnic minority 9%) (1 failed to attend)          10 interviewed (0 disability, 1 ethnic minority 10%)          6 unsuccessful, 4 in suitable pool (0 disability, 0 ethnic minority)          Chair appointed (1 female (100%), 0 disability, 0 ethnic minority)</p> <p><b>Stranmillis Members</b>          20 applications were received - 10 female (50%) and 10 male (50%). One (5%) applicant declared a disability and applied under the Guaranteed Interview Scheme. One (5%) had an ethnic minority background.</p>
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PART B

			<p>2 sifted out, 6 shortlisted out, 1 deemed ineligible, 11 through to interview (0 disability, 0 ethnic minority), 2 withdrew.</p> <p>9 suitable list (0 disability, 0 ethnic minority) 4 appointed (2 male (50%), 2 female (50%), 0 disability, 0 ethnic minority)</p> <p><b>Invest NI Members</b> 100 applications were received - 33 female (33%) and 67 male (67%). Four of the applicants declared a disability and all 4 applied under the Guaranteed Interview Scheme. 1 applicant (1%) had an ethnic minority background.</p> <p>9 sifted out, 66 long-listed out, 0 deemed ineligible, 25 through to interview (3 disability (12%), 0 ethnic minority) 0 withdrew, 9 unsuccessful, 16 suitable pool (0 disability, 0 ethnic minority) 6 appointed (4 Female (67% and 2 Male (33%). 0 disability, 0 ethnic minority)</p>
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<p>Regional<sup>iv</sup></p>	<p>Further Education Capital Projects Team continues to support FE Colleges by funding capital works to ensure compliance with Disability Discrimination Act legislation.</p> <p>All venues for external events checked to ensure they are accessible for people with disabilities to attend and make their contribution.</p>	<p>We are currently investing over £200m in six new campuses and a major refurbishment across Northern Ireland to replace ageing facilities.</p>	<p>These new facilities will be modern and designed to be fully accessible</p> <p>Evaluation of and feedback from events helps to inform future management.</p> <p>The views / contribution from people with disabilities will help inform future policy.</p>
<p>Local<sup>v</sup></p>	<p>All venues for external events checked to ensure they are accessible for people with disabilities to attend and make their contribution.</p> <p>DfE will maintain and review the adjustments it has taken for staff to comply with DDA requirements.</p>	<p>Ensure all identified reasonable adjustments, including employee and customer access, have been considered and subsequently implemented, as appropriate.</p>	<p>Evaluation of and feedback from events helps to inform future management.</p> <p>The views / contribution from people with disabilities will help inform future policy.</p> <p>In 2017/18 the Department continued to examine equipment solutions to assist staff with any form of disability.</p>

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

	Training Action Measures	Outputs	Outcome / Impact
1	Line Managers to provide induction training for all new entrants, which includes NICS/Departmental Policies and Procedures	A new online Departmental e-zine Induction programme has been developed for DfE staff.	The online Departmental e-zine Induction programme was made available via the departmental Intranet. The Corporate Engagement Team has responsibility for the quarterly review of material included in the Induction programme.
2	The NI Civil Service has an updated Diversity Training package which promotes an inclusive working environment and stresses the importance of valuing differences. The package also includes material on the duty to promote positive attitudes towards disabled people and on current disability equality legislation.	All new recruits to the NICS to attend classroom based Diversity training delivered by the Centre for Applied Learning.  Module 1 of a series of modules to address diversity training was produced during 16/17 with departmental involvement and began roll out from 2017 onwards.	Staff are encouraged to recognise the importance of an inclusive working environment and the importance of valuing differences.

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

	Communications Action Measures	Outputs	Outcome / Impact
1	In line with the Autism Strategy 2013-2020 and associated Action Plan 2013-2016 which were launched on 15 January 2014, DfE continues to raise awareness of autism amongst all DfE staff.	Autism Factsheet distributed to all DfE staff and their NDPBs.	The Autism Factsheet was distributed to all DfE staff as part of participation in World Autism Awareness Day 2019.
2	The DfE Diversity Group continues to produce factsheets to promote understanding amongst staff of the needs of all Section 75 groups and to encourage best practice within DfE. Each factsheet will focus on a different subject, providing background information and advice for staff and line managers to encourage understanding and promote more positive attitudes as well as raising awareness of the types of reasonable adjustments available.	The Diversity and Staff Induction internal web pages have been updated.	During 2019/209 the Diversity Group published 28 diversity related articles on the Department's Intranet site.

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

	‘Encourage others’ Action Measures	Outputs	Outcome / Impact
1	Attendance at OFMdFM/ECNI etc. events.	DfE Equality Unit staff seeks to provide colleagues in DfE and NDPBs with details of relevant TEO/ECNI etc. events.	Representatives from DfE’s Equality Unit attended series of ECNI-led equality events during 2019-20.

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	Line Managers, with advice from Corporate Services as required, will take forward Personal Emergency Evacuation Plans (PEEPs).	Corporate Service staff will seek to raise Line Managers’ Awareness of their responsibility to complete PEEPs as required.	The Office Risk Assessment Exercise, which Corporate Services issues annually to all business areas, includes a section on PEEPs. This asks managers whether they have a member of staff with mobility/ other

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			relevant issues and, if so, whether a PEEP has been agreed. As such it helps to provide an assurance that PEEPs are in place where required.
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3. Please outline what action measures have been **partly achieved** as follows:

	Action Measures partly achieved	Milestones/ Outputs	Outcomes/Impacts	Reasons not fully achieved
1	Induction training for all new entrants, including information on the disability duties	A new online Departmental e-zine Induction programme has been developed for DfE staff.	The online Departmental e-zine Induction programme was made available via the departmental Intranet. The Corporate Engagement Team has responsibility for the quarterly review of material included in the Induction programme.	Ongoing

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2	<p>The NI Civil Service has a Diversity Awareness Training package which promotes an inclusive working environment and stresses the importance of valuing differences. The package also includes material on the duty to promote positive attitudes towards people with disabilities and on current disability equality legislation.</p>	<p>All new recruits to the NICS to complete an on-line Diversity e-learning programme provided by the Centre for Applied Learning.</p> <p>All DfE staff are required to complete mandatory on-line refresher Diversity training on a 3-year rolling basis.</p>	<p>All DfE staff are required to complete mandatory on-line refresher Diversity training on a 3-year rolling basis.</p>	Ongoing
3	<p>An online Disability Awareness Training Course, designed by the Centre for Applied Learning is available.</p>	<p>Line managers will encourage staff to avail of this training.</p>		Ongoing
4	<p>DfE, through internal briefing mechanisms such as the Department's intranet, will publish articles to promote awareness of the Disability</p>	<p>Articles published on the Department's intranet.</p>	<p>Articles published on the Department's intranet to increase staff awareness of the Disability Action Plan</p>	Ongoing

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	Action Plan and statutory duties as appropriate.			
	<p>In line with the Autism Strategy 2013-2020, DfE will:</p> <p>(1) Raise awareness of autism amongst all DfE staff; and</p> <p>(2) Help ensure that Autism Awareness Training is made available to frontline staff.</p>	<p>Article published on the Department's intranet.</p>	<p>Autism Factsheet distributed to all DfE staff as part of participation in World Autism Awareness Day,</p>	<p>Ongoing</p>
5	<p>DfE has established a Departmental Diversity Group. The Diversity Group membership is representative of job roles directly related to equality and diversity, Trade Union Side plus volunteers who express an interest in diversity.</p>	<p>Group met on a quarterly basis</p>	<p>In addition to attending meetings, members of the Group had the opportunity to contribute to the development of communications for staff by researching material, offering ideas on topical issues, drafting publications etc.</p>	<p>Ongoing</p>



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

	Action Measures not met	Reasons
1		
2		

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

(b) Quantitative

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 select

If yes please outline below:

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

None planned.

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<sup>i</sup> **Outputs** – defined as act of producing, amount of something produced over a period, processes undertaken to implement the action measure e.g. Undertook 10 training sessions with 100 people at customer service level.

<sup>ii</sup> **Outcome / Impact** – what specifically and tangibly has changed in making progress towards the duties? What impact can directly be attributed to taking this action? Indicate the results of undertaking this action e.g. Evaluation indicating a tangible shift in attitudes before and after training.

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

<sup>iv</sup> **Regional**: Situations where people can influence policy decision making at a middle impact level

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