

Section 75 Policy Screening & Rural Needs Impact Assessment (RNIA) Template

Part 1: Policy Scoping Education Strategy

The template applies to statutory obligations attaching both to Section 75 of the Northern Ireland Act 1998 and the Rural Needs Act (NI) 2016. The first stage of the process is common to both statutes and involves scoping the policy or policy area. The purpose of policy scoping is to help prepare the background and context and set out the aims and objectives for the policy under consideration. At this stage, scoping the policy will help identify potential constraints as well as opportunities and will help the policy maker work through the process on a step by step basis.

You should remember that your statutory duties apply to internal policies (relating to people who work for the authority), as well as external policies (relating to those who are, or could be, served by the authority).

With regard to the Rural Needs Impact Assessment, DAERA recommend that the level of analysis undertaken in the impact assessment should be proportionate to both the scale of the potential impact and significance to rural areas.

Information about the policy

Name of the policy or policy area:

EDUCATION STRATEGY

Is this an existing, revised or a new policy/policy area?

Existing	Revised	New
x		

Brief Description

Northern Ireland Screen's Education Strategy provides support for Northern Ireland's three Creative Learning Centres and the Into Film club programme in 270 schools in Northern Ireland.

What is it trying to achieve? (intended aims and outcomes)

Northern Ireland Screen provides support for Northern Ireland's three Creative Learning Centres (CLCs) in delivering skills development programmes for teachers and young people in digital literacy and developing new approaches to learning in the classroom as a support across the curriculum. Our two principal areas of activity, providing creative skills

for our teachers and young people and providing access and engagement in viewing, understanding and the enjoyment of film through the Into Film scheme have made considerable impact. We believe creative skills and cultural participation opens doors for all young people in Northern Ireland and will lead to increased creativity and innovation in our economy. Over 80% of our education work targets young people in disadvantaged areas and supports the Department for Communities' priority of Promoting Equality, Targeting Poverty and Social Exclusion.

Are there any Section 75 categories which might be expected to benefit from the intended policy?

YES	NO	N/A
x		

If YES, explain how.

Various conditions of the funding and support enhance inclusion and promote diversity. The Creative Learning Centres and Into Film Delivery Organisations use the Extended Schools Service list published annually by the Department of Education as one of the criteria for schools selected for participation.

Who initiated or wrote the policy?

Northern Ireland Screen (funding through DfC).

Who owns and who implements each element of the policy?

Annual Funding Agreements are drawn up with KPIs for the Creative Learning Centres, Into Film and Into Film Delivery Organisations (Nerve Centre and Cinemagic). These are agreed in advance and responsibility for implementation handed over to the relevant CLC Directors and Into Film Northern Ireland Manager.

Implementation factors

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

YES	NO	N/A
x		

If YES, are they

Financial: YES (If YES, please detail)

Constrained by annual budget and availability of same which can vary according to the DfC departmental priorities.

Legislative: Y / N (If YES, please detail)

Not applicable

Other, please specify:

Main stakeholders affected

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

Staff: Head of Education, CEO and Director of Finance & Corporate Services

Service users: Creative Learning Centre and Into Film staff and boards; Young people in Northern Ireland

Other public sector organisations: Other public sector funders of the Creative Learning Centres, including the Education Authority and Into Film including their funders, the BFI.

Voluntary/community/trade unions: community organisations working with the CLCs and Into Film. Teacher Trade Unions.

Other, please specify:

Nerve Centre public and philanthropic funders.

Other policies with a bearing on this policy

What are they and who owns them?

Northern Ireland Screen policies including Exhibition Sector policy and Film Heritage and Archive policy.

Rural Needs Impact Assessment Step 1: Define the issue:

- *What impact do you intend it to have in rural areas?*

Through their targeted partnership programmes the CLCs and Into Film aspire to engage with rural schools and hard-to-reach community groups and rural areas to provide access to learning and acquiring skills in using new media technologies and viewing and understanding a wider range of moving image content.

- *How is 'rural' defined for the purposes of this policy/strategy/service/plan?*

We define rural as 'outside the main conurbations where schools, teachers and young people have traditionally not had access to learning support programmes and where film festivals and cultural cinema find it hard to reach.'

- *What would constitute a fair rural outcome in this case?*

Increased participation by schools in rural areas in the CLC partnership programmes and the Into Film Club programme.

Section 75: Available evidence

Evidence to help inform the Section 75 screening process may take many forms. Public authorities should ensure that their screening decision is informed by relevant data.

What evidence/information (both qualitative and quantitative) have you gathered to inform this policy? Specify details for relevant Section 75 categories.

Section 75 Category	Details of Evidence/Information
All	Our funded organisations are asked to collect relevant data regarding Section 75 groups in relation to partnership programmes with schools and community groups.
All	<p>Delivery by the CLCs and Into Film:</p> <p>Within their annual Funding Agreements the CLCs and Into Film Delivery Organisations are required to comply with Section 75 and report on this activity in their quarterly KPIs.</p>

Section 75: Needs, experiences and priorities

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 Section 75 categories

Section 75 Category	Details of Needs/Experiences/Priorities
Disability Age Race Gender Dependency	<p>The CLCs and Into Film Delivery organisations must assure Northern Ireland Screen that the following procedures are in place and must deliver on signature of their annual Funding Agreements the following documentation, where relevant:</p> <ol style="list-style-type: none"> a. Safeguarding Checklist & Compliance Statement b. Child Protection Policy / Vulnerable Persons Policy / Safeguarding Policy (whichever is applicable to your organisation) c. Access NI Registration Number d. Date of Registration e. Name of Safeguarding Officer f. Equal opportunities Policy (Section 75) g. Procurement Policy

Rural Needs Impact Assessment Step 2: Understand the situation

Key questions to consider:

- *What is the current situation in rural areas?*

Schools, teachers, young people and community groups are harder to reach with CLC and Into Film programmes – access to the cinema experience is also difficult because of their distance for rural communities. Our funded organisations work to include rural schools and groups in their programmes.

- *What evidence (statistics, data, research, stakeholder advice) do you have about the position in rural areas?*

The CLCs and Into Film Delivery Organisations gather statistics on their programme reach and report this to Northern Ireland Screen.

- *If the relevant evidence is not available, can this be sourced?*

n/a

- *Do you have access to the views of rural stakeholders about the likely impact of the policy?*

Yes, the CLCs and Into Film Delivery Organisations gather information and share this where appropriate

- *Are there existing design features or mitigations already in place to take account of rural needs?*

Yes. Programmes are in place to address the imbalance.

Part 2: Section 75 Screening Questions

Introduction

1. If the conclusion is **none** in respect of all of the Section 75 categories, then you may decide to screen the policy **out**. If a policy is 'screened out', you should give details of the reasons for the decision taken.
2. If the conclusion is **major** in respect of one or more of the Section 75 categories, then consideration should be given to subjecting the policy to an EQIA.
3. If the conclusion is **minor** in respect of one or more of the Section 75 categories, then consideration should still be given to proceeding with an EQIA, or to measures to mitigate the adverse impact; or an alternative policy.

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 hence it would be appropriate to conduct an EQIA;
- 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 among 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.

Taking into account the earlier evidence, consider and comment on the likely impact on equality of opportunity / good relations for those affected by this policy, by applying the following screening questions and the impact on the group i.e. minor, major or none.

Section 75: Screening questions

1 What is the likely impact on equality of opportunity for those affected by this policy, for each of the Section 75 grounds? Minor/Major/None		
Section 75 Category	Details of Policy Impact	Level of Impact? Minor/Major/None
Religious belief	Our funded organisations are encouraged to be open and inclusive to all communities and to create an environment of mutual respect.	Minor (positive)
Political opinion	Our funded organisations are encouraged to be open and inclusive to all communities and to create an environment of mutual respect.	Minor (positive)
Racial / ethnic group	Our funded organisations are encouraged to be open and inclusive to all communities and to create an environment of mutual respect. One organisation hosts an annual Inter-cultural and Anti-Racism programme.	Minor (positive)
Age	Our funded organisations are encouraged to be open and inclusive to all age groups including programmes for young people.	Minor (positive)
Marital status	Our funded organisations are encouraged to be open and inclusive to all communities and to create an environment of mutual respect.	
Sexual orientation	Our funded organisations are encouraged to be open and inclusive to all communities and to create an environment of mutual respect.	Minor (positive)

Men and women generally	Our funded organisations are encouraged to be open and inclusive to all communities and to create an environment of mutual respect including gender balance.	
Disability	Our funded organisations are encouraged to be open and inclusive to all communities and to create an environment of mutual respect including those with disabilities.	Minor (positive)
Dependants	Our funded organisations are encouraged to be open and inclusive to all communities and to create an environment of mutual respect including family events and screenings.	Minor (positive)

2 Are there opportunities to better promote equality of opportunity for people within any of the Section 75 categories?		
Section 75 Category	If Yes, provide details	If No, provide reasons
		No. We are doing everything we can do already.

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
Religious belief	Programmes are delivered to groups of varying religious beliefs, in an environment that encourages understanding of alternative beliefs.	Minor (positive)
Political opinion	Programmes are delivered to groups of varying political beliefs, in an environment that encourages understanding of alternative beliefs.	Minor (positive)
Racial group	Programmes are delivered to groups of varying racial identities in an environment that encourages understanding of alternative alternative racial identities.	Minor (positive)

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
		No. These areas are well covered.

Rural Needs Impact Assessment Step 3: Develop and appraise options

Key questions to consider:

- *Are there barriers to delivery in rural areas?*
Yes, financial and logistical.
- *If so, how can these be overcome or mitigated?*
Partnership opportunities and additional funding.
- *Will it cost more to deliver in rural areas?*
Sometimes.
- *What steps can be taken to achieve fair rural outcomes?*
Deliver programmes outside of major urban areas

Rural Needs Impact Assessment Step 4: Prepare for Delivery

Key questions to consider:

- *Do the necessary delivery mechanisms exist in rural areas?*
Not always.
- *Have you considered alternative delivery mechanisms?*
Yes
- *What action has been taken to ensure fair rural outcomes?*
Different delivery mechanisms and partnerships
- *Is there flexibility for local delivery bodies to find local solutions?*
Yes
- *Are different solutions required in different areas?*
Yes

Additional considerations

Multiple identity

Individuals are represented across more than one Section 75 category. Taking this into consideration, along with rural needs and social deprivation / isolation, are there any potential impacts of the policy/decision on people with multiple identities?

(For example; socially deprived disabled minority ethnic people; disabled women in urban communities; young Protestant men in rural communities; young lesbians, gay and bisexual people in both urban and rural communities).

n/a

Provide details of data on the impact of the policy on people with multiple identities. Specify aspects of identity concerned.

Monitor by all section 75 grounds

Part 3: Section 75 Screening Decision

In light of your answers to the previous questions, with regard to Section 75 considerations, do you feel that the policy should: (please underline one):

1. **Not be subject to an EQIA (with no mitigating measures required)**
2. **Not be subject to an EQIA (with mitigating measures /alternative policies)**
3. **Not be subject to an EQIA at this time**
4. **Be subject to an EQIA**

If 1. or 2. (i.e. not be subject to an EQIA), please provide details of the reasons why:

Our funded organisations continue to provide considerable opportunities for those of different identity and backgrounds to come together and celebrate learning, and to enjoy, create and understand the medium of film and moving image in all its forms.

If 2. (i.e. not be subject to an EQIA), in what ways can identified adverse impacts attaching to the policy be mitigated or an alternative policy be introduced?

n/a

In light of these revisions, is there a need to re-screen the revised/alternative policy at a future date? YES / NO

If YES, when & why?

None

If 3. or 4. (i.e. to conduct an EQIA), please provide details of the reasons:

n/a

Timetabling and Prioritising EQIA

If 3. or 4., is the policy affected by timetables established by other relevant public authorities? YES / NO

If YES, please provide details:

n/a

Please answer the following questions to determine priority for timetabling the EQIA. 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 EQIA.

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

Note: The Total Rating Score should be used to prioritise the policy in rank order with other policies screened in for EQIA. This list of priorities will assist you in timetabling the EQIA. Details of your EQIA timetable should be included in the quarterly Section 75 report.

Proposed date for commencing EQIA: _____

Any further comments on the screening process and any subsequent actions?

None

Part 4: Monitoring

Effective monitoring will help identify any future adverse impacts arising from the policy which may lead you to conduct an EQIA, as well as help with future planning and policy development. You should consider the guidance contained in the Commission's Monitoring Guidance for Use by Public Authorities (July 2007). The Commission recommends that where the policy has been amended or an alternative policy introduced, then you should monitor more broadly than for adverse impact (See Benefits, P.9-10, paras 2.13 – 2.20 of the Monitoring Guidance).

Please detail proposed monitoring arrangements below:

Our funded organisations are required to provide general monitoring information on key performance areas including number of schools, teachers, young people and community groups they deliver programmes for and maintain monitoring information through programme evaluations.

Rural Needs Impact Assessment Step 5: Implementation & Monitoring

Key questions to consider:

- *Have you set any rural specific indicators or targets to monitor?*

Yes, to monitor the number of rural schools and community groups involved in programmes

- *How will the outcomes be measured in rural areas?*

By monitoring the number of programmes delivered

- *Are there any statistics or data that you will collect to monitor rural needs and impacts?*

Yes. Our funded organisations will collect data on the number of schools, teachers, young people and community groups involved in programmes.

Rural Needs Impact Assessment Step 6: Evaluation & Review

Key questions to consider:

- *What processes are in place to evaluate and review the implementation of the policy, strategy, plan or service?*

See above.

- *Have rural needs been factored into the evaluation process?*

Yes, See above.

- *How will lessons learned in relation to rural outcomes be used to inform future policy making and delivery?*

Through the standard programme review mechanism that extends to rurality alongside Section 75 grounds.

Part 5: Approval and Authorisation

Screened by:	Position/Job Title	Date
Bernard McCloskey	Head of Education	13.12.2017
Linda Martin	Director of Finance & Corporate Services	13.12.2017
Approved by:		
John Kremer	S75 Specialist	18.12.2017
Richard Williams	CEO	19.12.2017

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, made easily accessible on your website as soon as possible following completion and made available on request.