

DEPARTMENT OF EDUCATION

EQUALITY AND HUMAN RIGHTS POLICY SCREENING

FOR

2026/27 – 2029/30

RESOURCE BUDGET

GUIDANCE

- Please note that this document should always be referred to as an [Equality Screening](#) not an [Equality Impact Assessment](#) (which is a more detailed document requiring a consultation period of at least three months).
- Please use easy to understand language and short sentences. Try to aim for a comprehension level for a P7 pupil.
- Hyperlinks may be added (as can annexes) but avoid tables.
- The screening must explain which Section 75 categories are likely to benefit from (or be impacted by) the policy and how/why this is likely.
- The [screening](#) should show data/statistics specific to the "policy" being screened.
- Monitoring (follow-up action) is an important part of the screening.

Budgeting Team
(debudgeteqia@education-ni.gov.uk)

Further advice can be found in [ECNI - Screening for Public Authorities, Effective Section 75 Equality Assessments: Screening and Equality Assessments \(ECNI, 2017\)](#) and [Section 75: Using Evidence in Policy Making - a signposting guide](#)

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PART ONE

BACKGROUND

1.1 Title of policy:

2026/27 – 2029/30 Resource Budget

1.2 Type of policy:

Revised budget allocation relative to 2026/27 – 2029/30

1.3 Description of the policy:

The Department of Education (DE) is responsible for setting policy, strategy and for the central administration of education and related services in Northern Ireland. Its vision is “Every child and young person is happy, learning and succeeding.”

DE has a wide and complex range of functions, impacting on all areas of a child’s wellbeing (including early years provision, safeguarding & child protection in education and youth settings, Special Educational Needs (SEN), and support for Newcomers and the Travelling community, to name but a few). As well as being responsible and accountable for the quality of education in grant-aided schools, youth organisations and those offered by early years’ providers, it also has responsibility for leading the development of the Executive’s Children and Young People’s Strategy and its Early Learning and Childcare Strategy.

On the 6 January 2026, the Minister of Finance launched a consultation on the proposed 2026-2029/30 Budget. This provided the Department with a Resource allocation of £3,244.6m in 2026-27, £3,312.9m in 2027-28 and £3,931.1m in 2028-29. This includes earmarked funding of £55m, £65m and £75m in respect of the Executives Early Learning and Childcare Strategy and £8.9m, £9.8m and £4.0m in respect of Special Educational Needs (SEN) Transformation in each of the respective years of the budget period and £0.3m each year in respect of Private Schools VAT. In addition, indicative resource allocations of £26.6m and £19.8m are to be allocated formally in either the final opening budgets (2026-27 and 2027-28, respectively) or at June Monitoring rounds depending on when a revised settlement letter is received.

Excluding earmarked funding, the Finance Minister proposes a Capital budget allocation of c£301.9m for 2026-27 (including £19.5m from Reinvestment & Reform Initiative (RRI) borrowing), £283.7m for 2027-28

(including £24.2m from RRI borrowing), £276.1m for 2028-29 (including £38.6m from RRI borrowing), and £282.1m for 2029-30 (including £33.1m from RRI borrowing).

In addition, an earmarked allocation of £53.3m in 2026-27 for Strule has been proposed by the Finance Minister, reflecting the Executives commitment to provide £150m towards the project. The total proposed allocation is therefore c£355.2m.

A further earmarked allocation of £15.3m in 2028-29 and £8.7m in 2029-30 is proposed for the SEN Schools Estate. The total proposed allocation in these years is therefore £291.4m and £290.9m.

- 1.4 What factors could contribute to, or detract from the intended aim/outcome of the revised policy?

Financial

- 1.5 Main stakeholders affected:

Pupils

Young Children

Young people engaging with Youth Services

Parents

Teaching Staff including Pre-school Practitioners

Support staff, both schools based and other

Trade Unions or Professional Organisations

Other Public Sector Organisations

Voluntary and Community Organisations

Early Years Settings

Youth Workers

Other Third Party Organisations

Departmental Staff

- 1.6 Who is responsible for?

(a) Devising the revised policy

(b) Implementing it

(c) Explain the relationship?

(a-c): The consultation of the Draft 2026/27 – 2029/30 Budget for all Departments was launched by the Minister of Finance on 6 January

2026. Under the proposed allocations (excluding Childcare and Transformation) the Department would be required to make savings of approximately £0.6 billion in 2026-27 increasing to £1.0 billion in 2028-29. Given the decisions taken in recent years to operate within budget, Education's ability to absorb further reductions is extremely limited.

DE's primary statutory duty is to promote the education of the children and young people of Northern Ireland and to ensure the effective implementation of education policy. The Department's main statutory areas of responsibility are pre-school, primary, post-primary, special education and the youth service. The Department is accountable through its Minister to the Assembly for the effective delivery of its statutory functions and for the effective use of the public funds for which it is responsible. It is supported in delivering its functions by a range of Arm's Length Bodies, each of which is accountable to the Department.

The EA is responsible for securing adequate provision for pre-school, primary and secondary education; and for recreational, social, physical, cultural and youth service activities for grant-aided schools and other grant-aided educational establishments. The EA acts as the employing authority for all staff in controlled schools (schools under EA management) and for all non-teaching staff in catholic maintained schools. It is responsible for supporting the development of governors, principals, teachers and other school-based staff and has duties to provide training, advice and support for schools to bring about improvement. The EA is accountable for the funding provided directly to it, and for the funding delegated to controlled schools and catholic maintained (and other maintained) schools. The EA is also the statutory funding authority for grant maintained integrated and voluntary grammar schools. The EA is therefore responsible for ensuring schools achieve good outcomes for their pupils in return for the money invested.

1.7 Other policies or objectives with a bearing on this policy

Education's 2026/27 – 2029/30 Budget will promote delivery against the Department's Corporate Plan, *Every Child*, the recently published TransformED NI Strategy and the Programme for Government (PfG) 2024-2027, the latter of which includes two immediate priorities for which DE is focused on delivering: More Affordable, Accessible, High-Quality Early Learning and Childcare; and the provision of better Support for Children and Young People with Special Educational Needs. The areas of targeted early years and universal pre-school provision, schools' provision and youth services, which together represent DE's main core

statutory or policy commitments will be critical in the Department's contribution to addressing the PfG's child-centric priorities.

In addition, the Department's support of the youth sector contributes to the priority Safer Communities and investment in education sets a strong foundation for key aspects of the priority Grow a Globally Competitive and Sustainable Economy. In addition, DE has over 60 policies and a number of commitments under the New Decade New Approach (NDNA) agreement, almost all of which have a bearing on the DE Budget. The Department also funds a number of external bodies which provide curriculum and other support to schools.

In developing a 2026/27 – 2029/30 budget strategy in the context of this challenging financial situation, the main consideration is the desire to minimise, as far as possible, the adverse impact on DE's core functions. However, the exceptionally challenging budget position requires the Department to consider significant changes to ensure the long-term sustainability of education services.

EVIDENCE

- 1.8 What evidence/information (both qualitative and quantitative) have you gathered to inform this revised policy in respect of each of the categories?

Religious Belief

Statistics from the 2025-26 annual school census exercise (published February 2026) showing the breakdown of school population by religion are at Annex A.

Political Opinion

The political opinion of pupils and young children is not known as it is not collected however religion is often used as a proxy for political opinion.

Racial Group

Statistics from the 2025-26 annual school census (published February 2026) showing the breakdown of school population by ethnicity are at Annex B.

Schools are increasingly becoming more ethnically diverse. Over 28,000 pupils in schools in Northern Ireland are recorded as “non-white”¹, and this represents 8.0% of the school population.

[School Annual Enrolments 2025/26](#)

The report also concluded that whilst there has been slight decrease in the number of newcomer pupils in 2025-26, the proportion of newcomer pupils in schools in Northern Ireland has remained stable. A newcomer pupil is one who has enrolled in a school, but who does not have the satisfactory language skills to participate fully in the school curriculum. In 2025-26, there were nearly 20,970 newcomer pupils accounting for 6.0% of the school population.

[School Annual Enrolments 2025/26](#)

Age

Data gathered as part of the 2025-26 annual school census exercise shows that:

- there are 22,005 pupils in funded pre-school education, (including PSEP, preschool aged specialist provision and reception);
- there are 164,713 pupils in primary schools and preparatory departments (Year 1-7);
- there are 156,766 pupils in post-primary schools (Years 8 -14); and
- there are 7,729 pupils in special schools (ages 4 – 19).

[School Annual Enrolments 2025/26](#)

Marital Status

In 2024 there were 7,251 marriages in Northern Ireland. 3.5% of these marriages were same-sex marriages. [Registrar General Annual Report 2024](#)

Sexual Orientation

The sexual orientation of pupils and young children is not known as it is not collected.

Men And Women Generally

Information drawn from the 2025-26 annual school census exercise shows that there is a fairly even distribution of males and females within the school population, with 50.95% male pupils and 49.05% female.

¹ Non-White includes Irish Traveller

Disability

Data gathered as part of the 2025-26 annual school census exercise (published February 2026) shows that 20.1% of pupils in schools were recorded as having special educational needs; and that 9.1% had a statement of special educational needs.

Dependants

The [2015 Young Life and Times Survey](#) (of 16 year old young people) reported 9% of their respondents had caring responsibilities. The average age of a young carer is 12 (Barnardo's *Still Hidden, Still Ignored Who cares for young carers?* December 2017).

At 31 March 2025, there were 4,188 Looked After Children in Northern Ireland. This was the highest number recorded since the introduction of the Children (Northern Ireland) Order 1995. [Children's Social Care Statistics for Northern Ireland 2024-25](#)

It has been identified that in Northern Ireland, 1,932 young people (aged 5–14) were providing between 1 and 19 hours of unpaid care per week, while a further 340 were providing 20–49 hours, and 316 were providing 50 hours or more. [2021 Census | Northern Ireland Statistics and Research Agency](#)

NEEDS, EXPERIENCES AND PRIORITIES

- 1.9 Taking into account the evidence gathered at 1.8 what are the needs, experiences and priorities of each category in relation to this particular revised policy?

Religious Belief

“Protestants continue to have lower levels of attainment than Catholics at GCSE (including English and Maths) and A Level.”*

The Equality Commission in its [Summary of policy positions relating to poverty and socio-economic disadvantage](#) states, “a trend of underachievement and lack of progression persists for those entitled to free school meals (FSME), particularly boys, notably protestant boys. Protestant male pupils entitled to free school meals have the lowest rates of attainment in respect of GCSE and A Level results when compared to

either female or roman catholic peers. They also have the lowest proportions of school leavers moving on to higher education”.

In 2023-24, of protestant FSME boys 41.6% (332 boys) achieved at least five GCSEs at grades A*-C or equivalent including GCSE English and Maths. This was lower than the equivalent figure for catholic FSME boys of which 53.2% (679 boys) achieved this GCSE benchmark, and also lower than “other” FSME boys of which 43.1% (174 boys) achieved this benchmark.

Protestant FSME girls are also less likely to achieve the benchmark of at least five GCSEs at grades A*-C or equivalent including GCSE English and Maths with 50.5% (395 girls) achieving this benchmark compared with catholic FSME girls at 59.9% (874 girls) and “other” FSME girls at 49.4% (192 girls).

Political Opinion

Religious belief is taken as a proxy for political opinion.

Racial Group

“Children from the Traveler community and Roma children have some of the lowest levels of attainment of all equality groups.”*

In 2023, a significantly higher proportion of respondents reported they had witnessed racist bullying or harassment in their school than in the baseline year (2014: 39%; 2023: 55%). The proportion in 2023 was similar to the previous year (2022: 54%).

In 2023, 41% of respondents indicated their school had covered issues of diversity as part of shared education.

[Racial Equality Indicator Report 2014-2022 \(executiveoffice-ni.gov.uk\)](https://www.executiveoffice-ni.gov.uk/racial-equality-indicator-report-2014-2022)

Alongside the Public Health Agency, DE commissioned the National Children’s Bureau to undertake a scoping report to help inform the development of an emotional health and wellbeing framework for children and young people in Northern Ireland. One of the key findings relating to ethnic minority groups was that children and young people who are members of minority groups are at a higher risk of developing emotional wellbeing difficulties. In a study of 14 Northern Ireland schools with high numbers of newcomer children, Barnardo’s (2015) found that newcomer

children may become frustrated in class due to language barriers, struggle to fit in, and are more likely to experience bullying. [National Children's Bureau - Informing the Development of an Emotional Health and Wellbeing Framework](#)

Age

[Annual Enrolments at Grant Aided Schools in Northern Ireland 2025/26](#)

Across all school phases, pupil numbers are projected to decline significantly over the next decade. By the 2033-34 academic year, overall enrolment is expected to fall by 12.7%. This decline will not affect all sectors equally:

- Pre-school education: projected to fall by 18.8%
- Primary and preparatory schools (Years 1–7): projected to fall by 20.4%
- Post-primary schools: projected to fall by 9.5%

Research by the Office for National Statistics (ONS) (2019) shows that low educational attainment and age, amongst other factors, can be barriers to accessing adult education or training. A separate study by the ONS in 2014 entitled “Intergenerational transmission of disadvantage in the UK & EU” demonstrated that educational attainment is the most important predictor of a person’s chances of future poverty: *“It is well established that higher levels of educational attainment are associated with better employment prospects and higher earnings, and therefore a reduced risk of poverty. An adult with poor qualifications is more likely to be in poverty than one that is highly educated”*.

Marital Status

In 2024 married or civil-partnered couple families accounted for the majority (66%) of families, while cohabiting couple families accounted for 18% and lone-parent families accounted for the remaining 16%.

(Source: [ONS Statistical bulletin: Families and households in the UK: 2024](#)).

Sexual Orientation

In the [Cara Friend](#) report, young people were asked about their experiences of LGBT specific youth groups.

Opportunities afforded by LGBT Youth Groups:

- A safe space in a non-judgemental environment 83 (78%)

- Allow you to explore sexual orientation and gender identity in a safe way 63 (59%)
- A sense of identity and belonging 74 (70%)
- A feeling of support 82 (77%)
- An opportunity to socialise in an alcohol-free environment 62 (59%)
- Make LGBT news and information accessible 64 (60%)
- Create opportunities for collective action/lobbying 50 (47%)

Men and Women Generally

Males continue to have lower levels of attainment than females, beginning in primary school and continuing throughout schooling to GCSE and A Level”.*

Data from Qualifications and Destinations of Northern Ireland School Leavers shows that in 2023-2024, female school leavers continued to perform better than their male counterparts, with 89.2% of female leavers achieving at least five GCSEs at grades A*-C, including equivalents, compared with 85.7% of male school leavers, a gap of 3.5 percentage points.

When GCSE English and GCSE Mathematics are included in the five or more GCSEs at grades A*-C indicator, the gap increases to 7.2 percentage points. Of female leavers, 75.3% achieved at least five GCSEs at grades A*-C, including equivalents, and with GCSEs in English and mathematics, compared with 68.1% of males.

Females also outperform males in terms of A-level qualifications achieved. In 2023/24, 45.5% of females achieved at least three A-levels at grades A* to C or equivalent on leaving school compared with 31.9% of males.

Disability

“Students with SEN or a disability have lower attainment levels than students without any SEN or disability and are less likely to go on to higher education.”

In 2023/24² the percentage of pupils achieving at least 5 GCSEs Grades A*-C was 89.8% for pupils with no SEN, 75.5% for SEN Stage 1-2 pupils, and 71.4% for SEN Stage 3 pupils.

² [School Leavers – 2023/24](#)

Similarly the percentage of pupils achieving at least 3 A-Levels Grades A*-C was 42.7% for pupils with no SEN, 16.3% for SEN Stage 1-2 pupils and 11.8% for SEN Stage 3 pupils.

Dependants

[Young carers | Barnardo's \(barnardos.org.uk\)](http://www.barnardos.org.uk) found that young carers often miss out on opportunities that other children have to play, learn and be young. These young people may not even recognise that they are facing challenges that other young people don't have to worry about. Many struggle educationally with being able to focus on school whilst overwhelmed by other worries or can be bullied for being 'different'. They can become isolated, with no relief from the pressures at home.

“[Children Looked After] have often suffered many disadvantages in their lives and many of them have low educational achievements which are likely to impact on their future lives and chances for employment”.

(Extract from DE Circular 2011/24 entitled “The introduction of Personal Education Plans for Looked After Children” – this can be accessed at <https://www.education-ni.gov.uk/sites/default/files/publications/de/2011-24-introduction-to-pep.pdf>)³

Research has shown it is more likely that children in those areas will experience health and social inequalities, such as lower life expectancy; higher suicide rates; higher rates of mental ill health, with more mood and anxiety disorders and more instances of self-harm; higher rates of alcohol-related deaths; higher drug-related deaths; lower educational attainment and greater likelihood of becoming involved in the criminal justice system; reduced income; lower socio-economic status; and increased homelessness and unemployment. (Source - [doh-lac-strategy.pdf \(health-ni.gov.uk\)](http://www.health-ni.gov.uk/doh-lac-strategy.pdf))

*(Per “Key Inequalities in Education and Communities” document produced by the Equality Commission for Northern Ireland in October 2017)

PART TWO – SCREENING QUESTIONS

LIKELY IMPACT

2.1 What is the likely impact of this revised policy on equality of opportunity for each of the Section 75 equality categories?

The consultation of the Draft 2026/27 – 2029/30 Budget for all Departments was launched by the Minister of Finance on 6 January 2026.

Under the proposed allocations (excluding Childcare and Transformation) the Department would be required to make savings of approximately £826 million in 2026-27, £1.01 billion in 2027-28, and £1.15 billion in 2028-29.

These levels of reduction are simply not achievable and do not include the impact of any potential budget reductions as a result of the forecasted 2025-26 overspend of c£252m.

The Department's intention is to provide an opening budget allocation in advance of the financial year to provide some clarity for planning purposes to schools, the Education Authority, DE's other Non-Departmental Public Bodies (NDPBs) and relevant third-party organisations.

However, the proposed budget outcome for Education will mean that the Department would not be able to fund the annual Teacher's Pay Award due in September nor the pay awards for Non-Teaching staff. Additionally The Department would be unable to meet recurring financial commitments arising from previously agreed pay increases, including those associated with the EA Pay and Grading Review.

In addition the c£0.6 billion shortfall will mean the Department will not be able to fund:

- The residual EA Block Grant SEN non-pay pressures (i.e. largely demand);
- Maintenance pressures. This issue is increasing a cause for significant concern (i.e. recent NIAO Value for Money report, Managing the Schools' Estate);
- Increasing schools deficits;
- Any Block Grant Non-SEN, non-pay pressures, including but not limited to home-to-school transport, catering, and ICT;
- Any schools-based non-pay pressures;

- Education’s smaller NDPBs will potentially have no existing pressures funded, when the Council for the Curriculum, Examinations and Assessment (CCEA), the Council for Catholic Maintained Schools (CCMS), Comhairle na Gaelscolaíochta (CnaG), etc have either had flat cash or reduced budgets in recent years. To continue with flat cash budgets is not sustainable for these organisations.
- Any Departmental pressure; and
- Any Sen Reform Delivery requirements (additional to Public Sector Transformation Fund)

The vast majority of Education’s cost base relates to staffing costs and contractual commitments, and many difficult decisions have already been taken to operate within budget. Education’s ability to absorb further reductions is therefore extremely limited.

This exceptionally challenging budget position requires the Department of Education to consider significant changes to ensure the long-term sustainability of education services. These proposal are set out in the [Five-Year Education Budget Strategy](#).

Religious Belief:

Extended Schools	Major
Full Service Schools Programme	Major
Full Service Community network	Major
Sharing the Learning	Major
Fair Start	Major
Schools Maintenance	Minor
Entitlement Framework	Major

Political Opinion:

Schools Maintenance	Minor
Entitlement Framework	Major

Racial Group:

Transfer Procedure	Minor
EA Youth	Minor
Schools Maintenance	Minor
Entitlement Framework	Major

Age:

Sure Start	Major
Pathway Fund	Major
Toybox Project	Major

Getting Ready to Learn (GRtL)	Major
Irish Medium Pre-school Support Service	Major
Book Trust	Major
PSEP Non-Statutory Providers Budget	Major
Transformation	Major
EA Youth	Minor
Provision for period poverty	Major
Schools maintenance	Minor
Entitlement Framework	Major

Marital Status:

None

Sexual Orientation:

EA Youth Minor

Men And Women Generally:

Sure Start	Major
Toybox Project	Major
Bright Start School Age Children Grant Scheme	Major
Getting Ready to Learn (GRtL)	Major
Irish-Medium Pre-school Support Service	Major
Book Trust	Major
Extended Schools	Major
Full Service Schools Programme	Major
Full Service Community network	Major
Sharing the Learning	Major
Fair Start	Major
Schools Maintenance	Minor
Provision for period poverty	Major
Entitlement Framework	Major

Disability:

SEN (SENCo Implementation of SEND Act, SEND Implementation and SEN Transformation)	Major
Entitlement Framework - Collaborative Links between schools	Minor
EA Youth	Minor
Extended Schools	Major
Schools Maintenance	Minor
Entitlement Framework	Major

Dependants:

EA Youth	Minor
Extended Schools	Major

Full Service Schools Programme	Major
Full Service Community network	Major
Sharing the Learning	Major
Fair Start	Major
Schools Maintenance	Minor
Entitlement Framework	Major

OPPORTUNITIES TO BETTER PROMOTE EQUALITY OF OPPORTUNITY

- 2.2 Are there opportunities to better promote equality of opportunity for people within the Section 75 equality categories?

The potential decisions outlined in section 2.1 would result in key financial pressures remaining unfunded and the postponement of reform initiatives until such time as they become financially viable.

Given the scale of pressures faced by the education sector, the underlying needs of the anticipated beneficiaries cannot be met in whole or part. While there may be limited minor opportunities to better promote equality of opportunity, specifically in areas of Disability, Age and Racial Group, these are not sufficient to counterbalance the significant adverse impacts associated with the proposed decisions.

LIKELY IMPACT ON GOOD RELATIONS

- 2.3 To what extent is the policy/policy review/revised policy/pilot/project likely to impact on good relations between people of different religious belief, political opinion or racial group?

There is a potential minor adverse impact on good relations for all good relations categories, i.e. people of different religious beliefs, political opinion or racial group, if funding to specific sectoral bodies is impacted. The cumulative impact of such decisions may lead to a perceived or actual reduction in support for minority education sectors. This, in turn, could damage trust and cooperation between communities and the Department.

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

The potential decisions outlined in section 2.1 would result in key financial pressures remaining unfunded and the postponement of reform initiatives until such time as they become affordable resulting in services/reform being postponed until they are financially viable. While there may be limited minor opportunities to better promote good relations, these are not sufficient to counterbalance the significant adverse impacts associated with the proposed decisions.

PART THREE

SCREENING DECISION

3.1 The decision is not to conduct an equality impact assessment.

Reasons

The 2025/26 -2029/30 Resource Budget presents an extremely challenging position for the Department, with significant unavoidable cost pressures across the education sector. Given the scale of savings required an EQIA will normally be completed.

However, the Department is already consulting on the Five-Year Budget Strategy which covers the same issues, and potential equality impacts that would arise under this Resource Budget. The Department therefore considers that the potential equality impacts identified through this screening can be addressed appropriately without the need for additional consultation.

Finance has confirmed that any consultation questions that might otherwise be asked as part of an EQIA would directly replicate those already included in the current Five-Year Education Budget Strategy consultation. As such, running a second consultation would not provide any new or materially different evidence.

In addition, the Five-Year Education Budget Strategy has generated a significantly higher response rate compared with previous budget consultation (109 responses received to date, compared with only six last year), providing a much stronger evidence base for assessing equality impacts.

Mitigation

3.2 If option b was chosen.

While the financial context remains extremely challenging, the Department will take all reasonable steps to mitigate any minor adverse impacts identified during the screening process. This will include:

- Using evidence gathered through the current Five-Year Education Budget Strategy consultation, which covers the same equality considerations that would apply to the Resource Budget.

- Continuing to review and prioritise funding allocations, as far as possible, to protect services that support vulnerable groups across the Section 75 categories.
- Monitoring impacts through existing mechanisms, including monthly outturn processes, in-year monitoring, and ongoing engagement with the Education Authority, NDPBs, and representative groups.
- Applying the Section 75 duties throughout implementation, ensuring decisions are taken in a way that minimises differential impacts and promotes equality of opportunity where feasible.

The Department will continue to keep the position under review and will take further action if monitoring identifies any unanticipated impacts on equality of opportunity or good relations.

PART FOUR

MONITORING

4. Please detail what data you will collect in the future to monitor the effect of the revised policy on any of Section 75 equality categories:
 - The monthly outturn monitoring process will represent an opportunity to collect relevant data as the Department and its NDPBs may seek to address any adverse impacts of the budget by reprioritising the allocation of funding.
 - In-year monitoring will take into consideration feedback from individuals/groups representing the interests of people within the Section 75 Categories.

PART FIVE

DISABILITY DISCRIMINATION

5.1 Will the policy/policy review/revised policy/pilot/project in any way discourage persons with disabilities from participating in public life or fail to promote positive attitudes towards persons with disabilities?

No

5.2 Is there an opportunity to better promote positive attitudes towards persons with disabilities or encourage participation in public life by making changes to the policy/policy review/revised policy/pilot/project or introducing additional measures?

No

5.3 Please detail what data you will collect in the future in order to monitor the effect of the policy/policy review/revised policy/pilot/project with reference to the disability duties.

- DE gathers a range of data on pupils in Special Schools and pupils with Special Educational Needs in other school types.

PART SIX

HUMAN RIGHTS ISSUES

6.1 Does the policy/policy review/revised policy/pilot/project review/revised policy/pilot/project affect anyone's Human Rights?

Particularly consider:

- [The Human Rights Act \(1998\)](#)
- [The United Nations Convention on the Rights of the Child](#)
- [The United Nations Convention on the Rights of Persons with Disabilities](#)
- [The United Nations Convention on the Elimination of All Forms of Discrimination Against Women \(CEDAW\)](#)

No

6.2 If you have identified a negative impact; what Human Right is impacted, what is the nature of the impact and who is affected and how?

N/A

6.3 Outline any actions which could be taken to promote or raise awareness of human rights or to ensure compliance with the legislation in relation to the policy/policy review/revised policy/pilot/project .

None known.

PART SEVEN

RURAL NEEDS

The undertaking of a [Rural Needs Impact Assessment \(RNIA\)](#) is an integral part of the development, adoption, implementation or review of a policy, strategy or plan or the design or delivery of a public service.

Will a separate RNIA be completed?

No

Reason for non-completion: Impacts equally on children and young people in both rural and urban areas.

Completed RNIA's are published on the Department's Internet site and shown under [Rural Needs Impact Assessments](#).

