

## Appendix I - Rural Needs Impact Assessment (RNIA) Template

### SECTION 1 - Defining the activity subject to Section 1(1) of the Rural Needs Act (NI) 2016

#### 1A. Name of Public Authority.

Department of Education

#### 1B. Please provide a short title which describes the activity being undertaken by the Public Authority that is subject to Section 1(1) of the Rural Needs Act (NI) 2016.

Summer Scheme Programme 2021

#### 1C. Please indicate which category the activity specified in Section 1B above relates to.

Developing a	Policy <input type="checkbox"/>	Strategy <input type="checkbox"/>	Plan <input type="checkbox"/>
Adopting a	Policy <input type="checkbox"/>	Strategy <input type="checkbox"/>	Plan <input type="checkbox"/>
Implementing a	Policy <input type="checkbox"/>	Strategy <input type="checkbox"/>	Plan <input type="checkbox"/>
Revising a	Policy <input checked="" type="checkbox"/>	Strategy <input type="checkbox"/>	Plan <input type="checkbox"/>
Designing a Public Service	<input type="checkbox"/>		
Delivering a Public Service	<input type="checkbox"/>		

#### 1D. Please provide the official title (if any) of the Policy, Strategy, Plan or Public Service document or initiative relating to the category indicated in Section 1C above.

Summer Scheme 2021

#### 1E. Please provide details of the aims and/or objectives of the Policy, Strategy, Plan or Public Service.

This proposal is for a voluntary programme of activities to take place over one, two or three weeks to help pupils in Primary, Post Primary, Special and EOTAS settings make a successful return to school in August/ September 2021 following the reduction in school based activities during the Covid-19 pandemic.

**1F. What definition of 'rural' is the Public Authority using in respect of the Policy, Strategy, Plan or Public Service?**

Population Settlements of less than 5,000 (Default definition).

Other Definition (Provide details and the rationale below).

A definition of 'rural' is not applicable.

*Details of alternative definition of 'rural' used.*

N/A

*Rationale for using alternative definition of 'rural'.*

N/A

*Reasons why a definition of 'rural' is not applicable.*

N/A

## SECTION 2 - Understanding the impact of the Policy, Strategy, Plan or Public Service

**2A. Is the Policy, Strategy, Plan or Public Service likely to impact on people in rural areas?**

Yes  No  If the response is **NO** GO TO Section **2E**.

**2B. Please explain how the Policy, Strategy, Plan or Public Service is likely to impact on people in rural areas.**

As the project affords a great deal of flexibility for schools to tailor delivery to their particular circumstances, the nature and extent of the impact will depend on the individual circumstances of each school - it is for individual schools to decide how to deliver the services in accordance with identified priorities and the needs of their pupils this summer and beyond.

**2C. If the Policy, Strategy, Plan or Public Service is likely to impact on people in rural areas differently from people in urban areas, please explain how it is likely to impact on people in rural areas differently.**

Schools participating in the Scheme will be allocated a set amount of funding, whether they are in rural or urban settings. Each school will tailor the Scheme to meet the needs of its own pupils. For rural schools, particularly primary schools, this may mean investing funds in transport to ensure its pupils can access the Scheme as distance tends to be more of an issue, which will leave less funds for resources and activities for example. In urban primary schools transport may be less of an issue which may free up more funds to invest in resources and activities.

However, rural primary schools typically have smaller numbers of pupils and smaller percentages of FSME pupils than urban primary schools and therefore the remaining funds may allow the rural schools to offer services on a par with those on offer in urban schools. The project overall could therefore have a different but equal impact on pupils in need in rural communities as it does on pupils in urban settings.

**2D. Please indicate which of the following rural policy areas the Policy, Strategy, Plan or Public Service is likely to primarily impact on.**

Rural Businesses	<input type="checkbox"/>
Rural Tourism	<input type="checkbox"/>
Rural Housing	<input type="checkbox"/>
Jobs or Employment in Rural Areas	<input type="checkbox"/>
Education or Training in Rural Areas	<input checked="" type="checkbox"/>
Broadband or Mobile Communications in Rural Areas	<input type="checkbox"/>
Transport Services or Infrastructure in Rural Areas	<input type="checkbox"/>
Health or Social Care Services in Rural Areas	<input type="checkbox"/>
Poverty in Rural Areas	<input type="checkbox"/>
Deprivation in Rural Areas	<input checked="" type="checkbox"/>
Rural Crime or Community Safety	<input type="checkbox"/>
Rural Development	<input type="checkbox"/>
Agri-Environment	<input type="checkbox"/>
Other (Please state)	<input type="text"/>

**If the response to Section 2A was YES GO TO Section 3A.**

**2E. Please explain why the Policy, Strategy, Plan or Public Service is NOT likely to impact on people in rural areas.**

N/A

## SECTION 3 - Identifying the Social and Economic Needs of Persons in Rural Areas

**3A. Has the Public Authority taken steps to identify the social and economic needs of people in rural areas that are relevant to the Policy, Strategy, Plan or Public Service?**

Yes  No  If the response is **NO** GO TO Section **3E**.

**3B. Please indicate which of the following methods or information sources were used by the Public Authority to identify the social and economic needs of people in rural areas.**

Consultation with Rural Stakeholders	<input type="checkbox"/>	Published Statistics	<input type="checkbox"/>
Consultation with Other Organisations	<input type="checkbox"/>	Research Papers	<input type="checkbox"/>
Surveys or Questionnaires	<input type="checkbox"/>	Other Publications	<input type="checkbox"/>
Other Methods or Information Sources (include details in Question 3C below).			<input checked="" type="checkbox"/>

**3C. Please provide details of the methods and information sources used to identify the social and economic needs of people in rural areas including relevant dates, names of organisations, titles of publications, website references, details of surveys or consultations undertaken etc.**

All primary, post primary and EOTAS settings were surveyed by the Department and asked if they would be interested in availing of funding to offer a summer scheme for their pupils. This would be to help pupils make a successful return to learning in September 2021 with a focus on emotional health and wellbeing, as well as activities which are interactive and fun, with plenty of scope for outside play, and for learning activities as and where appropriate. Some of the emotional health and well-being impacts, such as isolation of children who have been unable to see friends and adults outside their own family, could be particularly acute in rural areas.

Rural/ Urban split of survey returns

Management Type	Primary		Post Primary	
	Rural	Urban	Rural	Urban
Maintained	78	60	9	20
Controlled	48	47	1	16
Integrated	4	9	3	5
Irish Medium	2	9	0	1
Voluntary	0	1 (prep)	1	9
Total	132	126	14	51

**3D. Please provide details of the social and economic needs of people in rural areas which have been identified by the Public Authority?**

Schools were also asked to provide comments as part of the survey. The issues raised by rural school leaders were similar to those raised by urban school leaders, with only a small number of rural specific matters raised.

Comments received in the School Survey relating to rural issues including transport (4 out of 208 comments 2%):

- We are a small rural school situated outside Cookstown. We feel that our children have been adversely impacted by Covid-19. There are very few resources to support pupils affected in our area, especially in terms of emotional health and well-being and as such would like to be able to offer a summer scheme for our children.
- concerns expressed around: transport arrangements of pupils into the college in Enniskillen from rural areas.
- Will transport be available to bring children to school and back?
- provision of transport

The proposed scheme is being offered to all 39 special schools across the region. Transport is likely to be an issue, costs for which are covered by the EA.

**If the response to Section 3A was YES GO TO Section 4A.**

**3E. Please explain why no steps were taken by the Public Authority to identify the social and economic needs of people in rural areas?**

N/A

## **SECTION 4 - Considering the Social and Economic Needs of Persons in Rural Areas**

### **4A. Please provide details of the issues considered in relation to the social and economic needs of people in rural areas.**

One issue of relevance is that of transport to/from summer schemes in the absence of EA transport services during the summer period.

The £5k fund (per school, per week) allows each school considerable flexibility to spend their budget according to the needs of pupils in their school. This could include allocating money to meet transport needs where this is needed.

## SECTION 5 - Influencing the Policy, Strategy, Plan or Public Service

**5A. Has the development, adoption, implementation or revising of the Policy, Strategy or Plan, or the design or delivery of the Public Service, been influenced by the rural needs identified?**

Yes  No  If the response is **NO GO TO Section 5C.**

**5B. Please explain how the development, adoption, implementation or revising of the Policy, Strategy or Plan, or the design or delivery of the Public Service, has been influenced by the rural needs identified.**

There is no barrier to entry to the programme for rural schools; the programme is on offer to all schools equally and can be taken up by those that identify need among their pupil cohort and that have the capacity to deliver appropriate provision. The programme will not cost more to deliver in rural areas.

The programme has been designed to be accessible to all schools, and steps to ensure full participation of rural schools and pupils have been put in place.

### Summer Schemes

There is no barrier to the implementation of summer schools in rural schools. The £5k fund (per school, per week) allows each school considerable flexibility to spend their budget according to the need of pupils in their school. This could include allocating money to meet transport needs where this is justified.

Since the proposed funding will provide funding to rural schools in a way that schools can use according to the needs of their pupils the programme is deemed to be fair to rural schools/communities.

If the response to Section 5A was **YES GO TO Section 6A.**



**5C. Please explain why the development, adoption, implementation or revising of the Policy, Strategy or Plan, or the design or the delivery of the Public Service, has NOT been influenced by the rural needs identified.**

## SECTION 6 - Documenting and Recording

**6A. Please tick below to confirm that the RNIA Template will be retained by the Public Authority and relevant information on the Section 1 activity compiled in accordance with paragraph 6.7 of the guidance.**

I confirm that the RNIA Template will be retained and relevant information compiled.

<b>Rural Needs Impact Assessment undertaken by:</b>	Patricia Nickell
<b>Position/Grade:</b>	Acting SO
<b>Division/Branch</b>	Tackling Educational Disadvantage Team
<b>Signature:</b>	
<b>Date:</b>	
<b>Rural Needs Impact Assessment approved by:</b>	Dale Heaney
<b>Position/Grade:</b>	7
<b>Division/Branch:</b>	TED Team
<b>Signature:</b>	Dale Heaney
<b>Date:</b>	18 May 2021