

# DEPARTMENT OF AGRICULTURE, ENVIRONMENT AND RURAL AFFAIRS

## Equality and Human Rights Screening Template



Department of  
**Agriculture, Environment  
and Rural Affairs**

[www.daera-ni.gov.uk](http://www.daera-ni.gov.uk)

# DAERA Equality and Human Rights Screening Template

DAERA has a statutory duty to screen. This includes our strategies and plans, policies, legislative developments; and new ways of working such as – the introduction, change or end of an existing service, grant funding arrangement or facility. This screening template is designed to help business areas consider the likely equality and human rights impacts of their proposed decisions on different groups of customers, service users, staff and visitors.

Before carrying out an equality screening exercise it is important that you have received the necessary training first. To find out about the training needed, contact - [equalitybranch@daera-ni.gov.uk](mailto:equalitybranch@daera-ni.gov.uk). All screening exercises must be supported by evidence and cleared at Grade 3 level. The accompanying Screening Guidance note provides straightforward advice on how to carry out equality screening exercises. Detailed information about the Section 75 equality duties<sup>1</sup> and what they mean in practice is available on the Equality Commission's website.

The screening template has 4 sections to complete. These are:

**Section A** - asks you to provide details about the policy / decision that is being screened.

**Section B** - has 4 key questions that require you to outline the likely impacts on equality groups, and all supporting evidence.

**Section C** - has 4 key questions in relation to obligations under the Disability Discrimination Order and the Human Rights Act.

**Section D** - is the formal record of the screening decision.

---

<sup>1</sup> ECNI 'Section 75 of the NI Act 1998: A Guide for Public Authorities' April 2010. [www.equalityni.org](http://www.equalityni.org)

# Section A

## Details about the policy / decision to be screened

### Title of policy / decision to be screened:-

The Department of Agriculture, Environment and Rural Affairs (DAERA) Knowledge Framework.

### Brief description of policy / decision to be screened:-

The Department's statutory authority for involvement in education and training comes from the Agriculture Act (Northern Ireland) 1949<sup>2</sup> as amended by the Agriculture (Northern Ireland) Order 2004<sup>3</sup>. Section 5(1) of the 1949 Act states that "*the Department may provide, equip and maintain colleges and other institutions for the purpose of instructing persons in agriculture and related subjects*"<sup>4</sup> and Section 5(2) states that "*the Department may a) provide instruction in agriculture and related subjects; (b) arrange for the provision by others of such instruction;*".

The Department provides a range of full time and part time education as well as industry short courses at the College of Agriculture, Food and Rural Enterprise (CAFRE). CAFRE is responsible for the competence development of those entering and those already working in the agri-food industry through the development and delivery of lifelong learning programmes and knowledge exchange provision.

In 2012 the Department (then Department of Agriculture and Rural Development (DARD)) made a commitment to create and deliver a targeted strategy for education and lifelong learning. The key driver for this was to help the agri-food industry prepare for future market opportunities and economic challenges. This commitment was reaffirmed in the Going for Growth Action Plan in September 2014.

<sup>2</sup> <http://www.legislation.gov.uk/apni/1949/2>

<sup>3</sup> <http://www.legislation.gov.uk/nisi/2004/3327/contents>

<sup>4</sup> "related subjects" includes (in so far as they do not fall within the definition of agriculture)—  
(a) the manufacture, processing, packaging, marketing and supply of food; (b) veterinary science and the keeping and care of animals; (c) the use of equipment, technology and business practices in the carrying on of agricultural activities; (d) the protection of the natural rural environment; (e) rural development and enterprise; (f) [forestry within the meaning of the Forestry Act (Northern Ireland) 2010;] (g) fisheries; (h) any science or applied science relating to any of the above; and  
(i) any other subject appearing to the Department to conduce to a knowledge of the science and practice of agriculture.]

The commitment to develop an Education and Lifelong Learning Strategy has been taken further, to encompass not only education, but also training and technology exchange provision. The document has therefore been categorised as a **'Knowledge Framework'** and will be used by the Department to shape future interventions.

The Framework sets out the rationale for DAERA's involvement in education, training and technology exchange, the nature of its interventions and what the Department seeks to achieve.

The Framework proposes that involvement in education, training and technology exchange provision should be driven by DAERA's policy objectives and strategic goals. Wherever possible, encouraging knowledge and skills will be included within all of DAERA's work.

**Aims and objectives of the policy / decision to be screened:-**

The Framework aims to ensure that individuals, organisations, and businesses within the agri-food industry have access to high quality, relevant and accessible education, training and technology exchange provision to improve productivity, resilience, environmental performance and sustainability.

### **On whom will the policy / decision impact?**

Consider the internal and external impacts (both actual or potential)

- Staff
- service users
- rural community
- other public sector organisations
- voluntary / community groups / trade unions
- others, please specify

### **Are there linkages to other NI Departments / NDPBs?**

Skills development for the land-based, environmental, food, fishing and forestry industries has to date been the responsibility of DAERA. However, DAERA's education provision needs to be compatible with wider Northern Ireland Government policy on education and skills development. In delivering education DAERA must consider the impact of key policies that are the responsibility of other Government Departments, e.g. The Department for the Economy which has lead responsibility for further and higher education and skills policy in Northern Ireland. In addition, much of the knowledge exchange that DAERA undertakes utilizes research findings arising from the Agri-Food and Biosciences Institute (a DAERA NDPB).

## Section B

1. What is the likely impact on equality of opportunity for those affected by this policy, for each of the Section 75 equality categories? What is the level of impact?

Section 75 category	Details of likely impact	Level of impact? Minor/Major/None
Religious belief	The Knowledge Framework sets out at a very high level the longer-term goals of the Department in relation to its involvement in education, training and knowledge exchange provision, what it seeks to achieve, and the nature of its interventions and so it is not yet possible to specify the likely impact of future policies that may arise as a consequence of the Framework. However S75 issues will be kept under review as the Framework evolves towards implementation, and equality screening will be undertaken on all related future policy as part of the normal policy development process.	None (at this stage)
Political opinion	As above	None (at this stage)
Racial group	As above	None (at this stage)
Age	As above	None (at this stage)
Marital status	As above	None (at this stage)
Sexual orientation	As above	None (at this stage)

Men and women generally	As above	None (at this stage)
Disability	As above	None
Dependants	As above	None

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

<b>Section 75 category</b>	<b>If Yes, provide details</b>	<b>If No, provide reasons</b>
<b>Religious belief</b>	The Knowledge is a very high level document. As outlined above, it is too early to specify the likely impact of future policies that may arise as a consequence of the Framework. However S75 issues will be kept under review as the Framework evolves towards implementation, and equality screening will be undertaken on all related future policy arising from the framework as part of the normal policy development process.	
<b>Political opinion</b>	As above	
<b>Racial group</b>	As above	
<b>Age</b>	As above	
<b>Marital status</b>	As above	

<b>Sexual orientation</b>	As above	
<b>Men and women generally</b>	As above	
<b>Disability</b>	As above	
<b>Dependants</b>	As above	

3. To what extent is the policy likely to impact on good relations between people of different religious belief, political opinion or racial group? What is the level of impact?

<b>Good relations category</b>	<b>Likely impact?</b>	<b>Level of impact? Minor/Major/None</b>
<b>Religious belief</b>	None	None
<b>Political opinion</b>	None	None
<b>Racial group</b>	None	None

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



<b>Good relations category</b>	<b>If Yes, provide details</b>	<b>If No, provide reasons</b>
Religious belief		There is no facility in the Framework to better promote good relations between people of different religious belief, political opinion or racial group.
Political opinion		As above
Racial group		As above

### **Available evidence**

What evidence / information (both qualitative and quantitative) have you gathered to inform this policy? Set out all evidence below along with details of the different groups you have met and / or consulted with to help inform your screening assessment.

<b>Section 75 category</b>	<b>Details of evidence / information and engagement</b>
Religious belief	A substantial body of evidence was collated and reviewed by the Department during the development of the Knowledge Framework – this information will be published on the Departmental website. There have also been discussions with the various directorates within DAERA and a number of informal discussions with (AFBI, AgriSearch, Colleges Northern Ireland, CNCC, Department for Education, Education and Training Inspectorate, Horticulture Forum, IMPROVE, Northern Ireland Environment Link, Northern Ireland Food and Drinks

	Association, Rural Community Network, Rural Development Council, Rural Support, Queens University Belfast, Ulster Farmers Union, Ulster Wildlife Trust). The Strategy will issue for public consultation in January 2017.
Political opinion	As above
Racial group	As above
Age	As above
Marital status	As above
Sexual orientation	As above
Men & women generally	As above
Disability	As above
Dependants	As above

**No evidence held? Outline how you will obtain it:**

The Department will continue to monitor relevant data on an ongoing basis.

Comments from any of the Section 75 groups are welcomed during consultation.

## Section C

DAERA also has legislative obligations to meet under the [Disability Discrimination Order](#) and [Human Rights Act](#) (insert links) Questions 5 -9 relate to these two areas.

### Consideration of Disability Duties

5. Does this proposed policy / decision provide an opportunity for DAERA to better **promote positive attitudes** towards disabled people?

#### Explain your assessment in full

No.

There is no facility to promote positive attitudes towards disabled people.

6. Does this proposed policy / decision provide an opportunity to actively **increase the participation** by disabled people in public life?

#### Explain your assessment in full

The Knowledge is a very high level document setting out longer-term goals of the Department in relation to its involvement in education, training and knowledge exchange provision, what it seeks to achieve, and the nature of its interventions. It establishes guiding principles rather than detailed policy at this stage. It is too early to specify the likely impact of future policies that may arise as a consequence of the Framework. However the opportunity to increase participation by disabled people in public life will be kept under review as the Framework evolves towards implementation, and equality screening will be undertaken on all related future policy as part of the normal policy

development process.

## Consideration of Human Rights

7. The Human Rights Act (HRA) 1998 brings the European Convention on Human Rights (ECHR) into UK law and it applies in N Ireland. Indicate below (place an X in the appropriate box) any potential *adverse impacts* that the policy / decision may have in relation to human rights issues.

Right to Life	<b>Article 2</b>	<input type="checkbox"/>
Prohibition of torture, inhuman or degrading treatment	<b>Article 3</b>	<input type="checkbox"/>
Prohibition of slavery and forced labour	<b>Article 4</b>	<input type="checkbox"/>
Right to liberty and security	<b>Article 5</b>	<input type="checkbox"/>
Right to a fair and public trial	<b>Article 6</b>	<input type="checkbox"/>
Right to no punishment without law	<b>Article 7</b>	<input type="checkbox"/>
Right to respect for private and family life, home and correspondence	<b>Article 8</b>	<input type="checkbox"/>
Right to freedom of thought, conscience and religion	<b>Article 9</b>	<input type="checkbox"/>
Right to freedom of expression	<b>Article 10</b>	<input type="checkbox"/>
Right to freedom of peaceful assembly and association	<b>Article 11</b>	<input type="checkbox"/>
Right to marry and to found a family	<b>Article 12</b>	<input type="checkbox"/>
The prohibition of discrimination	<b>Article 14</b>	<input type="checkbox"/>
Protection of property and enjoyment of possessions	<b>Protocol 1 Article 1</b>	<input type="checkbox"/>
Right to education	<b>Protocol 1 Article 2</b>	<input type="checkbox"/>
Right to free and secret elections	<b>Protocol 1 Article 3</b>	<input type="checkbox"/>

## Consideration of Human Rights (cont)

**8. Please explain any adverse impacts on human rights that you have identified**

No adverse impact identified.

**9. Please indicate any ways which you consider the policy positively promotes human rights**

The Knowledge Framework sets out at a very high level the longer-term goals of the Department in relation to its involvement in education, training and knowledge exchange provision, what it seeks to achieve, and the nature of its interventions. It establishes guiding principles rather than detailed policy at this stageso it is not yet possible to specify the likely impact of future policies that may arise as a consequence of the Framework. However human rights issues will be kept under review as the Framework evolves towards implementation, and equality screening will be undertaken on all related future policy as part of the normal policy development process.

**Monitoring Arrangements**

Section 75 places a requirement on DAERA to have equality monitoring arrangements in place in order to assess the impact of policies and services etc; and to help identify barriers to fair participation and to better promote equality of opportunity.

Outline what data you will collect in the future in order to monitor the impact of this policy / decision on equality, good relations and disability duties.

<b>Equality</b>	<b>Good Relations</b>	<b>Disability Duties</b>
<p>The consultation will issue to a range of Section 75 groups. Comments from any of the Section 75 groups are welcome, especially if any group considers that it is significantly affected by the Framework.</p>	<p>None</p>	<p>None</p>

# Section D

## Formal Record of Screening Decision

<p><b>Title of Proposed Policy / Decision being screened</b></p> <p>The Department of Agriculture, Environment and Rural Affairs (DAERA) Knowledge Framework</p>
--

I can confirm that the proposed policy / decision has been screened for –

<input checked="" type="checkbox"/>	equality of opportunity and good relations
<input checked="" type="checkbox"/>	disabilities duties; and
<input checked="" type="checkbox"/>	human rights issues

On the basis of the answers to the screening questions, I recommend that this policy / decision is –

\*place an X in the appropriate box below

<input type="checkbox"/>	<b>*<u>Screened In</u></b> – Necessary to conduct a full EQIA
--------------------------	---

<input checked="" type="checkbox"/>	<p><b>*<u>Screened Out</u></b> – No EQIA necessary (no impacts)</p> <p>Provide a brief note here to explain how this decision was reached:</p> <ul style="list-style-type: none"> <li>The Knowledge Framework sets out the longer-term goals of the Department in relation to its involvement in education, training and technology exchange provision, what it seeks to achieve, and the nature of its interventions and so it is not yet possible to specify the likely impact of future policies that may arise as a consequence of the Framework. However equality issues will be kept under review as the Framework evolves towards implementation, and equality screening will be undertaken on all related future policy as part of the normal policy development process.</li> </ul>
-------------------------------------	--




<input type="checkbox"/>	<p><b>* <u>Screened Out</u> - Mitigating Actions (minor impacts)</b></p> <p>Provide a brief note here to explain how this decision was reached:</p> <ul style="list-style-type: none"> <li>• Describe clearly the mitigating actions and / or policy changes that will now be introduced</li> <li>• Explain how these actions will address the inequalities:</li> </ul>
--------------------------	---

**Formal Record of Screening Decision (cont)**

**Screening assessment completed by (Staff Officer level or above) -**

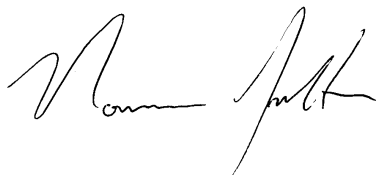
Name: Zita Hale  
 Grade: Acting 7  
 Date: 10 January 2017  
 Branch: Policy Development

Signature: 

**Screening decision approved by (must be Grade 3 or above) -**

Name: Norman Fulton  
 Grade: 3  
 Date: 12/1/2017  
 Branch: Food and Farming Group

Signature: please insert a scanned image of your signature below



For more information about equality screening, contact –

DAERA Equality Branch

Room 515

Dundonald House

Upper Newtownards Road

Belfast BT4 3SB

Telephone 028 9052 4435

Text Relay 18001 028 9052 4435

[equalitybranch@daera-ni.gov.uk](mailto:equalitybranch@daera-ni.gov.uk).



Department of  
**Agriculture, Environment  
and Rural Affairs**

[www.daera-ni.gov.uk](http://www.daera-ni.gov.uk)