**DEPARTMENT OF AGRICULTURE, ENVIRONMENT AND RURAL AFFAIRS**

**Equality and Human Rights**

**Screening Template**

**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 and know the current effective guidance first (see HPRM (Trim) link below for Guidance Document). To find out about the training needed, contact - equalitybranch@daera-ni.gov.uk. All screening exercises must be supported by evidence and Quality Assured by Equality Unit prior to being 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**[[1]](#footnote-1)** and what they mean in practice is available on the Equality Commission’s website.

Please note: Only plain English**[[2]](#footnote-2)** should be used in all sections of this document.

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.

Section A

Details about the policy / decision to be screened – In plain English

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| Title of policy / decision to be screened:- Review of DAERA Further Education Support and Charging |

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| Brief description of policy / decision to be screened:- DAERA Further Education (FE) Support Policy DAERA provide a means tested non-discretionary grant to assist with living expenses for eligible full-time FE students attending CAFRE. The grant is available for eligible CAFRE students of any age, living in NI and studying a full-time FE course. It is not available to part-time students. The grant available depends on whether the student is living on campus or at home. The maximum grant available has not changed since 2006:• **Campus halls of residence or in lodgings £2,362 (Away From Home rate)****• Parental home £1,659 (At Home rate)**A student receives the maximum grant if the total household income is less than £23,660. For household incomes of £23,660 to £52,622 the grant is awarded on the basis of a sliding scale. Over £52,622 no grant is paid. These income thresholds have not changed since 2008.A means tested Hardship fund is also available for students experiencing exceptional financial difficulty.DAERA Further Education (FE) Charging PolicyThe cost of tuition for all full time and the majority of part time FE courses at CAFRE are met by the Department.A Review of DAERA Further Education Support and Charging was undertaken during 2018. Recommendations from the Review included: identify options for widening the FE Award to part-time students and, as a consequence, eligibility to other support mechanisms such as Childcare Support and Hardship fund; and identify options to ensure that the FE Award targets those most in need, helps with ongoing costs of living expenses including transport costs and reduces the number of hardship applications. The Review found no evidence in support of the introduction of charging for FE courses at CAFRE however it recommended DAERA gather the views of its stakeholders on the current position. DAERA do not propose the introduction of charges at this time and so charging is not included in this screening exercise.To address the recommendations of the review and with input from stakeholder focus groups DAERA has developed a set of proposals for future FE support at CAFRE. Consultation on the proposals will take place during 2020, views on DAERA’s FE charging policy will be gathered as part of that consultation.  |

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| Aims and objectives of the policy / decision to be screened:-Four future FE support proposals have been developed to address the recommendations of the Review.**Extending the grant to part-time students.**DAERA propose widening access to the CAFRE Living Expenses Grant to include part-time FE students and as a consequence, eligibility to the other student support mechanisms available - Childcare Support and the CAFRE Hardship Fund. The current policy which excludes part-time FE students from accessing support is in contrast with wider FE support policy in NI and the UK and implementation of this proposal would end the disparity between full-time and part-time students in respect of eligibility for FE support. **Increase the amount of grant available**DAERA propose applying an inflationary increase to both the ‘At Home’ and ‘Away from Home’ grant rates which have been frozen since 2006. The maximum At Home grant would increase from £1,659 to £2,400 (£80/week); and the maximum Away from Home grant would increase from £2,362 to £3,400 (£113/week). The grant set in 2006 has been frozen for 14 years however the cost of living during this time has increased including: the accommodation and food costs associated with staying in CAFRE halls of residence; and the cost of travelling to and from the College. The Review found the approximate annual cost of attending CAFRE is £3,832 when living away from home. The cost of attending a course at CAFRE while living at home is estimated to be £2,632 each year. The current grant available falls well below the estimated cost of attendance which is demonstrated through the proportion of students in receipt of a grant also seeking hardship funding.**Raise the lower household income threshold**DAERA propose raising the lower household income threshold (currently £23,660) to £31,000. The cost of living has increased since these income thresholds were last reviewed in 2008 and a significant number of Hardship applications now come from students in this income bracket. Under this proposal students with a total gross household income up to £31,000 may be eligible to receive the maximum grant.**Reduce the upper household income threshold.**DAERA propose reducing the upper household income threshold (currently £52,622) to £41,000. The Review found that the FE grant is not sufficiently well targeted towards those students with the greatest need and that it may be focused on too wide a range of students. Reducing the upper household income threshold to £41,000 will re-focus the grant on lower household incomes. The consultation exercise will gather stakeholder views on each proposal and collate any alternative proposals put forward.  |

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| **On whom will the policy / decision impact?**Consider the internal and external impacts (both actual or potential) Staff - no perceived impact  Service users – Changes to current FE support policy will impact on a significant number of students undertaking an FE course at CAFRE. A final decision and future implementation is dependent on the approval of a Departmental Minister.xRural community - Analysis of 2018/19 Further Education Students at CAFRE demonstrated that 69% live in rural areas. CAFRE is providing education to students who come predominantly from rural areas in Northern Ireland, however, the implementation of changes to the current FE support regime applies to all students equally. A Rural Needs Impact Assessment has been completed and is published with the consultation exercise. xother public sector organisations     voluntary / community groups / trade unions     others, please specify      |

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| Are there linkages to other NI Departments / NDPBs? *Under the new Programme for Government there is an emphasis on shared responsibility between departments & this should be considered when answering this question.*Responsibility for financial support within the wider FE sector in NI lies with the Department for Economy (DfE). DAERA were mindful of this when developing proposals for future FE support policy at CAFRE particularly the proposal to extend support to part-time FE students at CAFRE given that in the wider FE sector part-time students are eligible to receive support.  |

Section B

**Available evidence**

What evidence or 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.

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| **Section 75 category**  | **Details of evidence or information and engagement** |
| **Religious belief**  | The 2011 Census of Northern Ireland[[3]](#footnote-3) found that 42% of the population belonged to one of the main Protestant Christian churches, 41% of the population belonged to the Roman Catholic church and 17% did not belong to either religious belief.The Northern Ireland Life and Times Survey 2018 found that 38% of respondents identified as Protestant, 39% as Roman Catholic and 20% as other. Detailed information on all Section 75 categories is collected as part of CAFRE student registration. Of the 936 students (353 full-time and 583 part-time) enrolled on CAFRE Further Education courses in 2018/19 approximately 43% (403 students – 183 full-time and 220 part-time) completed monitoring forms. Student Equality Monitoring Data 2018/19 found that at full-time level 60% of FE students identified with the Protestant faith, 22% with the Roman Catholic faith and 18% with Other (including other Christian, non-Christian and no religion). At part-time level 58% identified as Protestant, 23% as Roman Catholic and 19% as other.Engagement with key stakeholders took place in October and November 2019. Stakeholders were invited to review potential options for future FE support and charging policy. No equality issues were identified by stakeholders including differential impact on equality of opportunity across the religious groups.The full public stakeholder engagement exercise will offer all stakeholders the opportunity to comment on this screening document. |
| **Political opinion**  | The Northern Ireland Life and Times Survey 2018 found that 21% of respondents identified as mainly Nationalist, 26% as mainly Unionist and 52% as other. Detailed information on all Section 75 categories is collected as part of CAFRE student registration. Of the 936 students (353 full-time and 583 part-time) enrolled on CAFRE Further Education courses in 2018/19 approximately 43% (403 students – 183 full-time and 220 part-time) completed monitoring forms. Student Equality Monitoring Data 2018 – 19 found that at full-time level 18% of students identified as being mainly Nationalist, 46% with being mainly Unionist and 36% with Other.At part-time level 17% identified as mainly Nationalist, 44% as mainly Unionist and 39% as other.Engagement with key stakeholders took place in October and November 2019. Stakeholders were invited to review potential options for future FE support and charging policy. No equality issues were identified by stakeholders including differential impact on equality of opportunity across the political groupings.The full public stakeholder engagement exercise will offer all stakeholders the opportunity to comment on this screening document.  |
| **Racial group**  | The 2011 Census of Northern Ireland found that 98% of respondents identified as white and 2% as other. Detailed information on all Section 75 categories is collected as part of CAFRE student registration. Of the 936 students (353 full-time and 583 part-time) enrolled on CAFRE Further Education courses in 2018/19 approximately 43% (403 students – 183 full-time and 220 part-time) completed monitoring forms. Student Equality Monitoring Data 2018 – 19 found that at full-time level 97% of students identified as being white and 3% with Other. At part-time level 94% of students identified as being white and 6% with Other.Engagement with key stakeholders took place in October and November 2019. Stakeholders were invited to review potential options for future FE support and charging policy. No equality issues were identified by stakeholders including differential impact on equality of opportunity across the racial groups.The full public stakeholder engagement exercise will offer all stakeholders the opportunity to comment on this screening document. |
| **Age**  | The 2011 Census of Northern Ireland[[4]](#footnote-4) found that the age profile of the population was;0-15yrs 21%16-25yrs 12%26-40yrs 20%41-50yrs 14%51-65yrs 18%65+ 15%Detailed information on all Section 75 categories is collected as part of CAFRE student registration. Of the 936 students (353 full-time and 583 part-time) enrolled on CAFRE Further Education courses in 2018/19 approximately 43% (403 students – 183 full-time and 220 part-time) completed monitoring forms. Student Equality Monitoring Data 2018 – 19 found that at full-time level: 16-25 – 90%26-40 – 5%41-50 – 3%51-65 – 0.5%65+ - 0%And at part-time level:16-25 – 65%26-40 – 18%41-50 – 8%51-65 – 8%65+ - 1%Engagement with key stakeholders took place in October and November 2019. Stakeholders were invited to review potential options for future FE support and charging policy. No equality issues were raised by stakeholders including differential impact on equality of opportunity across the age groups.The full public stakeholder engagement exercise will offer all stakeholders the opportunity to comment on this screening document. |
| **Marital status**  | The 2011 Census of Northern Ireland[[5]](#footnote-5) found that around 48% of the population were married or in a civil partnership. Detailed information on all Section 75 categories is collected as part of CAFRE student registration. Of the 936 students (353 full-time and 583 part-time) enrolled on CAFRE Further Education courses in 2018/19 approximately 43% (403 students – 183 full-time and 220 part-time) completed monitoring forms. Student Equality Monitoring Data 2018 – 19 found that at full-time level around 2% were married or in a civil partnership. At part-time level 20% were married. Engagement with key stakeholders took place in October and November 2019. Stakeholders were invited to review potential options for future FE support and charging policy. No equality issues were raised by stakeholders including differential impact on equality of opportunity across the marital groups.The full public stakeholder engagement exercise will offer all stakeholders the opportunity to comment on this screening document. |
| **Sexual orientation** | There is no data on the number of lesbian, gay or bisexual (LGB) persons in Northern Ireland as no national census has ever asked people to define their sexuality. However, according to the Northern Ireland Life and Times Survey 2018, 94% identified as heterosexual, 1% gay/lesbian and 5% other. Detailed information on all Section 75 categories is collected as part of CAFRE student registration. Of the 936 students (353 full-time and 583 part-time) enrolled on CAFRE Further Education courses in 2018/19 approximately 43% (403 students – 183 full-time and 220 part-time) completed monitoring forms. Student Equality Monitoring Data 2018 – 19 found that at full-time level 92% of students identify as heterosexual, 1% as gay/lesbian and 7% as other. At part-time level 83% of students identify as heterosexual, 3% as gay/lesbian and 14% as other.Engagement with key stakeholders took place in October and November 2019. Stakeholders were invited to review potential options for future FE support and charging policy. No equality issues were raised by stakeholders including differential impact on equality of opportunity across the sexual orientation groups.The full public stakeholder engagement exercise will offer all stakeholders the opportunity to comment on this screening document. |
| **Men & women generally** | The 2011 Census of Northern Ireland[[6]](#footnote-6) found that 51% of the population were female and 49% were male. Detailed information on all Section 75 categories is collected as part of CAFRE student registration. Of the 936 students (353 full-time and 583 part-time) enrolled on CAFRE Further Education courses in 2018/19 approximately 43% (403 students – 183 full-time and 220 part-time) completed monitoring forms. Student Equality Monitoring Data 2018 – 19 found that at full-time level 55% are men and 43% are women (2% did not record their gender). At part-time level 83% are men and 16% are women (1% did not record their gender). Engagement with key stakeholders took place in October and November 2019. Stakeholders were invited to review potential options for future FE support and charging policy. No equality issues were raised by stakeholders including differential impact on equality of opportunity across the gender groups.The full public stakeholder engagement exercise will offer all stakeholders the opportunity to comment on this screening document. |
| **Disability** | The 2011 Census of Northern Ireland[[7]](#footnote-7) found that around 12% of the population found their day to day activities to be limited a lot due to a disability and around 9% found their activities limited a little. Detailed information on all Section 75 categories is collected as part of CAFRE student registration. Of the 936 students (353 full-time and 583 part-time) enrolled on CAFRE Further Education courses in 2018/19 approximately 43% (403 students – 183 full-time and 220 part-time) completed monitoring forms. Student Equality Monitoring Data 2018 – 19 found that at full-time level 14% recorded a disability and 83% recorded no disability (3% did not record a response). At part-time level 7% recorded a disability and 79% recorded no disability (14% did not record a response). Engagement with key stakeholders took place in October and November 2019. Stakeholders were invited to review potential options for future FE support and charging policy. No equality issues were raised by stakeholders including differential impact on equality of opportunity across the ability groupings.The full public stakeholder engagement exercise will offer all stakeholders the opportunity to comment on this screening document. |
| **Dependents** | The 2011 Census of Northern Ireland[[8]](#footnote-8) found that around 34% of **all households** had one or more dependent children. The census also found that on census day 12% of people were providing unpaid care to family members, friends, neighbours or others because of their long term physical or mental ill health or disability, or problems related to age.Detailed information on all Section 75 categories is collected as part of CAFRE student registration. Of the 936 students (353 full-time and 583 part-time) enrolled on CAFRE Further Education courses in 2018/19 approximately 43% (403 students – 183 full-time and 220 part-time) completed monitoring forms. Student Equality Monitoring Data 2018 – 19 found that at full-time level 6% had children as dependents and 89% recorded no children as dependents (5% did not record a response). The monitoring data also found that 7% of full-time FE students had an elderly person as a dependent. At part-time level 14% had children as dependents and 71% recorded no children as dependents (15% did not record a response). The monitoring data also found that 6% of part-time FE students had elderly dependents.Engagement with key stakeholders took place in October and November 2019. Stakeholders were invited to review potential options for future FE support and charging policy. No equality issues were raised by stakeholders including differential impact on equality of opportunity across the groups.The full public stakeholder engagement exercise will offer all stakeholders the opportunity to comment on this screening document. |

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| **No evidence held? Outline how you will obtain it:** *If you do not know you must seek advice from the project manager prior to completing this document.*Not applicable – detailed evidence is available. |

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?**

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| **Section 75 category**  | **Details of likely impact** | **Level of impact? Minor/Major/None** |
| **Religious belief** | **Extending the grant to part-time students*** Student Equality Monitoring Data 2018/19 found that at part-time level 58% identified as Protestant, 23% as Roman Catholic and 19% as other.
* Extending the award to part-time students effects the opportunity afforded all part-time students *positively* and equally regardless of their religious belief.
* Extending support to part-time students is a positive shift in policy which addresses the existing disparity between full-time FE students and part-time FE students.
 | None  |
| **Increase the amount of grant available*** Student Equality Monitoring Data 2018/19 found that at full-time level 60% of FE students identified with the Protestant faith, 22% with the Roman Catholic faith and 18% with Other (including other Christian, non-Christian and no religion).
* FE courses at CAFRE are open to eligible individuals regardless of religious belief.
* Any decisions taken to increase the rate of grant paid to eligible FE students would impact *positively* and equally on the opportunity afforded all groups within this category.
 | None |
| **Raise the lower household income threshold*** Student Equality Monitoring Data 2018/19 found that at full-time level 60% of FE students identified with the Protestant faith, 22% with the Roman Catholic faith and 18% with Other (including other Christian, non-Christian and no religion).

 * FE courses at CAFRE are open to eligible individuals regardless of religious belief.
* Any decision taken to raise the lower household income threshold would impact *positively* and equally on the opportunity afforded all groups within this category.
 | None |
| **Reduce the upper household income threshold*** Student Equality Monitoring Data 2018/19 found that at full-time level 60% of FE students identified with the Protestant faith, 22% with the Roman Catholic faith and 18% with Other (including other Christian, non-Christian and no religion).
* FE courses at CAFRE are open to eligible individuals regardless of religious belief.
* Any decision taken to reduce the upper household income threshold would apply to all groups within this category equally however as 2018/19 Monitoring Data found that 60% of FE students identified with the Protestant faith this group would be impacted most. This is classified as a Minor impact as should this policy be implemented the number of students affected are very low (around 17 per year) and mitigating conditions are in place.
 | Minor |
| **Political opinion**  | **Extending the grant to part-time students*** Student Equality Monitoring Data 2018 – 19 found that at part-time level 17% identified as mainly Nationalist, 44% as mainly Unionist and 39% as other.
* Extending the award to part-time students effects the opportunity afforded all part-time students *positively* and equally regardless of their political opinion.
* Extending support to part-time students is a positive shift in policy which addresses the existing disparity between full-time FE students and part-time FE students.
 | None  |
| **Increase the amount of grant available*** Student Equality Monitoring Data 2018 – 19 found that at full-time level 18% of students identified as being mainly Nationalist, 46% with being mainly Unionist and 36% with Other.
* FE courses at CAFRE are open to eligible individuals regardless of political opinion.
* Any decisions taken to increase the rate of grant paid to eligible FE students would impact *positively* and equally on the opportunity afforded all groups within this category.
 | None |
| **Raise the lower household income threshold*** Student Equality Monitoring Data 2018 – 19 found that at full-time level 18% of students identified as being mainly Nationalist, 46% with being mainly Unionist and 36% with Other.
* FE courses at CAFRE are open to eligible individuals regardless of political opinion.
* Any decision taken to raise the lower household income threshold would impact *positively* and equally on the opportunity afforded all groups within this category.
 | None |
| **Reduce the upper household income threshold*** Student Equality Monitoring Data 2018 – 19 found that at full-time level 18% of students identified as being mainly Nationalist, 46% with being mainly Unionist and 36% with Other.
* FE courses at CAFRE are open to eligible individuals regardless of political opinion.
* Any decision taken to reduce the upper household income threshold would apply to all groups within this category equally however as 2018/19 Monitoring Data found that 46% of FE students identified with being mainly Unionist this group would be impacted most. This is classified as a Minor impact as should this policy be implemented the number of students affected are very low (around 17 per year) and mitigating circumstances are in place.
 | Minor |
| **Racial group**  | **Extending the grant to part-time students*** Student Equality Monitoring Data 2018 – 19 found that at part-time level 94% of students identified as being white and 6% with Other.
* Extending the award to part-time students effects the opportunity afforded all part-time students *positively* and equally regardless of their racial group.
* Extending support to part-time students is a positive shift in policy which addresses the existing disparity between full-time FE students and part-time FE students.
 | None  |
| **Increase the amount of grant available*** Student Equality Monitoring Data 2018 – 19 found that at full-time level 97% of students identified as being white and 3% with Other.
* FE courses at CAFRE are open to all eligible individuals regardless of their racial group.
* Any decisions taken to increase the rate of grant paid to eligible FE students would impact *positively* and equally on the opportunity afforded all groups within this category.
 | None |
| **Raise the lower household income threshold*** Student Equality Monitoring Data 2018 – 19 found that at full-time level 97% of students identified as being white and 3% with Other.
* FE courses at CAFRE are open to all eligible individuals regardless of their racial group.
* Any decision taken to raise the lower household income threshold would impact *positively* and equally on the opportunity afforded all groups within this category.
 | None |
| **Reduce the upper household income threshold*** Student Equality Monitoring Data 2018 – 19 found that at full-time level 97% of students identified as being white and 3% with Other.
* FE courses at CAFRE are open to all eligible individuals regardless of their racial group.
* Any decision taken to reduce the upper household income threshold would apply to all groups within this category equally.
 | None |
| **Age** | **Extending the grant to part-time students*** Student Equality Monitoring Data 2018/19 found that at part-time level: 65% of students were 16-25; 18% of students were 26-40; 8% of students were 41-50; 8% of students were 51-65; and 1% of students were 65+.
* Extending the award to part-time students effects the opportunity afforded all part-time students *positively* and equally regardless of their age group.
* Part-time students are slightly older than full-time students overall. Extending support to part-time students is a positive shift in policy which addresses the existing disparity between full-time FE students and part-time FE students.
 | None  |
| **Increase the amount of grant available*** Student Equality Monitoring Data 2018 – 19 found that at full-time level: 90% of students were 16-25; 5% of students were 26-40; 3% of students were 41-50; 0.5% of students were 51-65; and 0% of students were 65+.
* FE courses at CAFRE are open to all eligible individuals regardless of their age group.
* Any decisions taken to increase the rate of grant paid to eligible FE students would impact *positively* and equally on the opportunity afforded all the age groups within this category.
 | None |
| **Raise the lower household income threshold*** Student Equality Monitoring Data 2018 – 19 found that at full-time level: 90% of students were 16-25; 5% of students were 26-40; 3% of students were 41-50; 0.5% of students were 51-65; and 0% of students were 65+.
* FE courses at CAFRE are open to all eligible individuals regardless of their age group.
* Any decisions taken to increase the rate of grant paid to eligible FE students would impact *positively* and equally on the opportunity afforded all the age groups within this category.
 | None |
| **Reduce the upper household income threshold*** Student Equality Monitoring Data 2018 – 19 found that at full-time level: 90% of students were 16-25; 5% of students were 26-40; 3% of students were 41-50; 0.5% of students were 51-65; and 0% of students were 65+.
* FE courses at CAFRE are open to all eligible individuals regardless of their age group.
* Any decision taken to reduce the upper household income threshold would apply to all groups within this category equally. 2018/19 Monitoring Data found that 90% of FE students were between the ages of 16 to 25 therefore this age group would be impacted most. This is classified as a Minor impact as should this policy be implemented the number of students affected are very low (around 17 per year) and mitigating circumstances are in place.
 | Minor |
| **Marital status**  | **Extending the grant to part-time students*** Student Equality Monitoring Data 2018/19 found that at part-time level around 20% of CAFRE students were married or in a civil partnership. This is higher than full-time FE students were only 2% are married or in a civil partnership.
* Extending the award to part-time students effects the opportunity afforded all part-time students *positively* and equally regardless of their marital status.
* More part-time students at CAFRE are married or in a civil partnership than full-time students. Extending support to part-time students is a positive shift in policy which addresses the existing disparity between full-time FE students and part-time FE students.
 | None  |
| **Increase the amount of grant available*** Student Equality Monitoring Data 2018/19 found that at full-time level around 2% of CAFRE students were married or in a civil partnership.
* FE courses at CAFRE are open to all eligible individuals regardless of their marital status.
* Any decisions taken to increase the rate of grant paid to eligible FE students would impact *positively* and equally on the opportunity afforded all the age groups within this category.
 | None |
| **Raise the lower household income threshold*** Student Equality Monitoring Data 2018/19 found that at full-time level around 2% of CAFRE students were married or in a civil partnership.
* FE courses at CAFRE are open to all eligible individuals regardless of their marital status.
* Any decisions taken to increase the rate of grant paid to eligible FE students would impact *positively* and equally on the opportunity afforded all the age groups within this category.
 | None |
| **Reduce the upper household income threshold*** Student Equality Monitoring Data 2018/19 found that at full-time level around 2% of CAFRE students were married or in a civil partnership.
* FE courses at CAFRE are open to all eligible individuals regardless of their marital status.
* Any decision taken to reduce the upper household income threshold would apply equally to all groups within this category regardless of their marital status. The majority of CAFRE students are not married or in a civil partnership.
 | None |
| **Sexual orientation** | **Extending the grant to part-time students*** Student Equality Monitoring Data 2018/19 found that at part-time level 83% of students identify as heterosexual, 3% as gay/lesbian and 14% as other.
* Extending the award to part-time students effects the opportunity afforded all part-time students *positively* and equally regardless of their sexual orientation.
* Extending support to part-time students is a positive shift in policy which addresses the existing disparity between full-time FE students and part-time FE students.
 | None  |
| **Increase the amount of grant available*** Student Equality Monitoring Data 2018 – 19 found that at full-time level 92% of students identify as heterosexual, 1% as gay/lesbian and 7% as other.
* FE courses at CAFRE are open to all eligible individuals regardless of their sexual orientation.
* Any decisions taken to increase the rate of grant paid to eligible FE students would impact *positively* and equally on the opportunity afforded all the groups within this category.
 | None |
| **Raise the lower household income threshold*** Student Equality Monitoring Data 2018 – 19 found that at full-time level 92% of students identify as heterosexual, 1% as gay/lesbian and 7% as other.
* FE courses at CAFRE are open to all eligible individuals regardless of their sexual orientation.
* Any decisions taken to increase the rate of grant paid to eligible FE students would impact *positively* and equally on the opportunity afforded all the groups within this category.
 | None |
| **Reduce the upper household income threshold*** Student Equality Monitoring Data 2018 – 19 found that at full-time level 92% of students identify as heterosexual, 1% as gay/lesbian and 7% as other.
* FE courses at CAFRE are open to all eligible individuals regardless of their sexual orientation.
* Any decision taken to reduce the upper household income threshold would apply equally to all groups within this category regardless of their sexual orientation.
 | None |
| **Men and women generally**  | **Extending the grant to part-time students*** Student Equality Monitoring Data 2018 – 19 found that at part-time level 83% are men and 16% are women (1% did not record their gender).
* Extending the award to part-time students effects the opportunity afforded all part-time students *positively* and equally regardless of their gender.
* A higher percentage of part-time students are men than women. Extending support to part-time students is a positive shift in policy which addresses the existing disparity between full-time FE students and part-time FE students and men and women generally.
 | None  |
| **Increase the amount of grant available*** Student Equality Monitoring Data 2018 – 19 found that at full-time level 55% are men and 43% are women (2% did not record their gender).
* FE courses at CAFRE are open to all eligible individuals regardless of their gender.
* Any decisions taken to increase the rate of grant paid to eligible FE students would impact *positively* and equally on the opportunity afforded both groups within this category.
 | None |
| **Raise the lower household income threshold*** Student Equality Monitoring Data 2018 – 19 found that at full-time level 55% are men and 43% are women (2% did not record their gender).
* FE courses at CAFRE are open to all eligible individuals regardless of their gender.
* Any decisions taken to increase the rate of grant paid to eligible FE students would impact *positively* and equally on the opportunity afforded both groups within this category.
 | None |
| **Reduce the upper household income threshold*** Student Equality Monitoring Data 2018/19 found that at full-time level 55% are men and 43% are women (2% did not record their gender).
* FE courses at CAFRE are open to all eligible individuals regardless of their gender.
* Any decision taken to reduce the upper household income threshold would apply equally to all groups within this category regardless of their gender. 2018/19 monitoring data shows a slightly higher percentage of men on full-time FE CAFRE courses than women however the difference is not considered significant enough to result in differential impact on equality of opportunity between these groups.
 | None |
| **Disability** | **Extending the grant to part-time students*** Student Equality Monitoring Data 2018 – 19 found that at part-time level 7% recorded a disability and 79% recorded no disability (14% did not record a response).
* Extending the award to part-time students effects the opportunity afforded all part-time students *positively* and equally regardless of their ability.
* Extending support to part-time students is a positive shift in policy which addresses the existing disparity between full-time FE students and part-time FE students.
 | None  |
| **Increase the amount of grant available*** Student Equality Monitoring Data 2018 – 19 found that at full-time level 14% recorded a disability and 83% recorded no disability (3% did not record a response).
* FE courses at CAFRE are open to all eligible individuals regardless of their ability.
* Any decisions taken to increase the rate of grant paid to eligible FE students would impact *positively* and equally on the opportunity afforded all groups within this category.
 | None |
| **Raise the lower household income threshold*** Student Equality Monitoring Data 2018 – 19 found that at full-time level 14% recorded a disability and 83% recorded no disability (3% did not record a response).
* FE courses at CAFRE are open to all eligible individuals regardless of their ability.
* Any decisions taken to raise the lower household income threshold to eligible FE students would impact *positively* and equally on the opportunity afforded all groups within this category
 | None |
| **Reduce the upper household income threshold*** Student Equality Monitoring Data 2018 – 19 found that at full-time level 14% recorded a disability and 83% recorded no disability (3% did not record a response).
* FE courses at CAFRE are open to all eligible individuals regardless of their ability.
* Any decision taken to reduce the upper household income threshold would apply equally to all groups within this category regardless of their ability.
 | None |
| **Dependents**  | **Extending the grant to part-time students*** Student Equality Monitoring Data 2018/19 found that at part-time level 14% had children as dependents and 71% recorded no children as dependents (15% did not record a response). The monitoring data also found that 6% of part-time FE students had elderly dependents.
* Extending the award to part-time students effects the opportunity afforded all part-time students *positively* and equally regardless of their dependents.
* A higher percentage of part-time students have dependents than full-time students. Extending support to part-time students is a positive shift in policy which addresses the existing disparity between full-time FE students and part-time FE students..
* There may be an additional positive impact for those part-time FE students with child dependents as these students may also be eligible to receive Childcare Support.
 | None  |
| **Increase the amount of grant available*** Student Equality Monitoring Data 2018/19 found that at full-time level 6% had children as dependents and 89% recorded no children as dependents (5% did not record a response). The monitoring data also found that 7% of full-time FE students had an elderly person as a dependent.
* FE courses at CAFRE are open to all eligible individuals regardless of their dependents.
* Any decisions taken to increase the rate of grant paid to eligible FE students would impact *positively* and equally on the opportunity afforded all groups within this category.
 | None |
| **Raise the lower household income threshold*** Student Equality Monitoring Data 2018/19 found that at full-time level 6% had children as dependents and 89% recorded no children as dependents (5% did not record a response). The monitoring data also found that 7% of full-time FE students had an elderly person as a dependent.
* FE courses at CAFRE are open to all eligible individuals regardless of their dependents.
* Any decisions taken to raise the lower household income threshold to eligible FE students would impact *positively* and equally on the opportunity afforded all groups within this category.
 | None |
| **Reduce the upper household income threshold*** Student Equality Monitoring Data 2018/19 found that at full-time level 6% had children as dependents and 89% recorded no children as dependents (5% did not record a response). The monitoring data also found that 7% of full-time FE students had an elderly person as a dependent.
* FE courses at CAFRE are open to all eligible individuals regardless of their dependents.
* Any decision taken to reduce the upper household income threshold would apply equally to all groups within this category regardless of their dependents.
 | None |

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

|  |  |  |
| --- | --- | --- |
| **Section 75 category**  | **If Yes, provide details**  | **If No, provide reasons** |
| **Religious belief** |  | There is no facility to better promote equality of opportunity. |
| **Political opinion**  |  | There is no facility to better promote equality of opportunity.  |
| **Racial group**  |  | There is no facility to better promote equality of opportunity.  |
| **Age** | **Extending the grant to part-time students**The extension of financial support to part-time FE students may promote equality of opportunity for individuals within the age groups; 26-40, 41-50 and 51-65. Equality monitoring data from 2018-19 shows that these age groups were more widely represented at part-time level than at full-time.  |  |
| **Marital status** | **Extending the grant to part-time students**The extension of financial support to part-time FE students may promote equality of opportunity for individuals who are married or in a civil partnership. Equality monitoring data from 2018-19 shows that a significantly higher percentage of part-time students were married or in a civil partnership in comparison to full-time students. |  |
| **Sexual orientation** |  | There is no facility to better promote equality of opportunity. |
| **Men and women generally**  | **Extending the grant to part-time students**The extension of financial support to part-time FE students may promote equality of opportunity for men as equality monitoring data from 2018-19 shows that the majority of part-time students were men.  |  |
| **Disability** |  | There is no facility to better promote equality of opportunity. |
| **Dependents** | **Extending the grant to part-time students**The extension of financial support to part-time FE students may promote equality of opportunity for individuals with child dependents. Equality monitoring data from 2018-19 shows that the percentage of part-time FE students with child dependents is more than double that of full-time students.  |  |

1. **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? *Think People!***

|  |  |  |
| --- | --- | --- |
| **Good relations category**  | **Likely impact?**  | **Level of impact? Minor/Major/None**  |
| **Religious belief** | None  | None |
| **Political opinion**  | None | None |
| **Racial group** | None | None |

1. **Are there opportunities to better promote good relations between people of different religious belief, political opinion or racial group? *Think People!***

|  |  |  |
| --- | --- | --- |
| **Good relations category** | **If Yes, provide details**  | **If No, provide reasons** |
| **Religious belief** |  | There is no facility to better promote good relations |
| **Political opinion**  |  | As above |
| **Racial group**  |  | As above |

Section C

DAERA also has legislative obligations to meet under the Disability Discrimination Order and Human Rights Act Questions 5 -9 relate to these two areas.

Consideration of Disability Duties

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

|  |
| --- |
| **Explain your assessment in full** CAFRE are and will remain committed to supporting and promoting positive attitudes towards disabled people by continuing to provide support for FE Students with Learning Difficulties or Disabilities (SLDD). The level of support provided depends on the nature of the disability and the course of study and aims to assist students to gain the full benefit from their course of study. There will be no impact on SLDD irrespective of any decisions taken in relation to FE support policy.  |

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

|  |
| --- |
| **Explain your assessment in full** As recorded above, CAFRE will continue supporting and promoting positive attitudes towards disabled people by continuing to provide support for FE Students with Learning Difficulties or Disabilities (SLDD). This will ensure that students with learning difficulties or disabilities continue to enrol and complete their chosen FE course at CAFRE. This will potentially contribute to increased participation by disabled people at CAFRE with the longer term potential to increase participation in public life.  |

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 or decision may have in relation to human rights issues.

 **See Annex A for brief synopsis on each of the Human Rights Articles & Protocols**

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

Consideration of Human Rights (cont)

|  |
| --- |
| 8. **Please explain any adverse impacts on human rights that you have identified** None  |

|  |
| --- |
| 9. **Please indicate any ways which you consider the policy positively promotes human rights** None |

**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. Please note the following excerpt from The Equality Commission for Northern Ireland in relation to monitoring:

*A system must be established to monitor the impact of the policy in order to find out its effect on relevant groups. The results of ongoing monitoring must be reviewed on an annual basis. The public authority is required to publish the results of this monitoring. And they must be included in the public authorities´ annual review on progress to the Equality Commission. The Equality Scheme must specify how and where such monitoring information will be published. It is therefore essential that monitoring is carried out in a systematic manner and that the results are widely and openly published.*

*If the monitoring and analysis of results over a two year period show that the policy results in greater adverse impact than predicted, or if opportunities arise which would allow for greater equality of opportunity to be promoted, the public authority must ensure that the policy is revised to achieve better outcomes for the relevant equality groups.*

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

|  |  |  |
| --- | --- | --- |
| **Equality**  |  **Good Relations** | **Disability Duties** |
| CAFRE collects and analyses equality monitoring data on all students at the commencement of their course on an annual basis. | Other than the equality monitoring data for new students, no specific data will be collected |

|  |
| --- |
| CAFRE responds to any special education/disability needs identified by students. Support for Learning Difficulties or Disabilities (SLDD) is available to **all** FE students attending CAFRE and is dependent on the nature of the learning difficulty or disability and the course of study. Provision of SLDD to students is monitored and recorded. |

 |
|  |  |  |

Section D – Summary Sheet

Formal Record of Screening Decision

|  |
| --- |
| **Title of Proposed Policy / Decision being screened -** Review of DAERA Further Education Support  |

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

|  |  |
| --- | --- |
| 🗸 | equality of opportunity and good relations |
| 🗸 | disabilities duties; and |
| 🗸 | 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**

|  |  |
| --- | --- |
| [ ]  | \***Screened In** – Necessary to conduct a full EQIA |

|  |  |
| --- | --- |
|  | \***Screened Out** – No EQIA necessary (no impacts)Provide a brief note here to explain how this decision was reached:* Please note that a ‘screened out’ decision **must** be accompanied by a sound rationale and relevant empirical evidence to show the basis upon which a screened out decision has been reached.
 |

|  |  |
| --- | --- |
| [x]  | \* **Screened Out -** Mitigating Actions (minor impacts)The screening document has outlined a number of options for future FE support at CAFRE which are to be consulted on. Currently the Department does not have a preferred option and any final option would be made by a departmental Minister taking into account the views of the public expressed during the consultation. One option (Reducing the upper household income threshold) will apply to all CAFRE students however due to the configuration of the student body it could have an unintentional minor impact under three of the Section 75 categories – religious belief, age and political opinion. The impact is classed as minor as:* the numbers affected by this option are very low, on average 17 students per year; and
* the policy will apply to all CAFRE students it is only due to the nature of any student population i.e. statistically a higher proportion tend to be younger that has given rise to a differential impact for this group.

Mitigating actions include:* the other options proposed offset the effect of reducing the upper household income threshold by providing an increased package of support to the groups affected; and
* the option to extend DAERA FE support to part-time FE students will provide support to these effected groups which is not currently available.
 |

**DAERA Equality** and **Human Rights**

# Screening Checklist

Before signing off this screening template please confirm that you have completed all the actions listed below.

I can confirm that all the actions listed below have been completed –

|  |  |
| --- | --- |
| 🗸 | I have explained any technical issues in plain English (easily understood by a 12 year old) |
| 🗸 | I have added evidence and explained my assessments in full |
| 🗸 | I have provided a brief note to justify my decision to ‘Screen In’ or ‘Screen Out’ |
| 🗸 | A copy of this screening template and the final decision has been sent to the Equality Unit for their consideration before it has been forwarded for sign-off  |

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

***Have you issued this document to Equality Unit prior to obtaining Grade 3 signature?***

Yes

|  |
| --- |
| **Screening assessment completed by (Staff Officer level or above) -** |
| Name:  | Grade: DP |
| Gemma Hughes | Date: 8 April 2020 |
| Branch: Policy Development Branch |

|  |
| --- |
| Signature:  |

|  |
| --- |
| **Screening decision approved by (must be Grade 3 or above) -** |
| Name:  | Grade: 3 |
| Norman Fulton | Date: 8/4/2020 |
| Branch: FFG |

|  |
| --- |
| Signature: please insert a scanned image of your signature below |

Please save the final signed version of the completed screening form in the HPRM container below as soon as possible after completion and forward the HPRM link to Equality Branch at equalitybranch@daera-ni.gov.uk. The screening form will be placed on the DAERA website and a link provided to the Department’s Section 75 consultees.



For more information about equality screening, contact –

DAERA Equality Unit

Old Library Building
County Hall
Coleraine
BT51 3HS

Email: equalitybranch@daera-ni.gov.uk

Tel: 028 7034 1253

**November 2017**

**Annex A**

**Synopsis of Human Rights Act Articles & Protocols**

***Article 2***

 **E+W+S+N.I.*Right to life***

1. Everyone’s right to life shall be protected by law. No one shall be deprived of his life intentionally save in the execution of a sentence of a court following his conviction of a crime for which this penalty is provided by law.**E+W+S+N.I.**
2. Deprivation of life shall not be regarded as inflicted in contravention of this Article when it results from the use of force which is no more than absolutely necessary:**E+W+S+N.I.**

(a) In defense of any person from unlawful violence;

(b) In order to effect a lawful arrest or to prevent the escape of a person lawfully detained;

(c) In action lawfully taken for the purpose of quelling a riot or insurrection.

***Article 3***

 **E+W+S+N.I.*Prohibition of torture***

No one shall be subjected to torture or to inhuman or degrading treatment or punishment.

***Article 4***

**E+W+S+N.I.*Prohibition of slavery and forced labour***

1. No one shall be held in slavery or servitude.**E+W+S+N.I.**
2. No one shall be required to perform forced or compulsory labour.**E+W+S+N.I.**
3. For the purpose of this Article the term “forced or compulsory labour” shall not include:**E+W+S+N.I.**

(a) Any work required to be done in the ordinary course of detention imposed according to the provisions of Article 5 of this Convention or during conditional release from such detention;

(b) Any service of a military character or, in case of conscientious objectors in countries where they are recognised, service exacted instead of compulsory military service;

(c) Any service exacted in case of an emergency or calamity threatening the life or well-being of the community;

(d) Any work or service which forms part of normal civic obligations.

***Article 5***

 **E+W+S+N.I.*Right to liberty and security***

1. Everyone has the right to liberty and security of person. No one shall be deprived of his liberty save in the following cases and in accordance with a procedure prescribed by law:**E+W+S+N.I.**

(a) The lawful detention of a person after conviction by a competent court;

(b) The lawful arrest or detention of a person for non-compliance with the lawful order of a court or in order to secure the fulfilment of any obligation prescribed by law;

(c) the lawful arrest or detention of a person effected for the purpose of bringing him before the competent legal authority on reasonable suspicion of having committed an offence or when it is reasonably considered necessary to prevent his committing an offence or fleeing after having done so;

(d ) the detention of a minor by lawful order for the purpose of educational supervision or his lawful detention for the purpose of bringing him before the competent legal authority;

(e) The lawful detention of persons for the prevention of the spreading of infectious diseases, of persons of unsound mind, alcoholics or drug addicts or vagrants;

(f) The lawful arrest or detention of a person to prevent his effecting an unauthorised entry into the country or of a person against whom action is being taken with a view to deportation or extradition.

1. Everyone who is arrested shall be informed promptly, in a language which he understands, of the reasons for his arrest and of any charge against him.**E+W+S+N.I.**
2. Everyone arrested or detained in accordance with the provisions of paragraph 1(c) of this Article shall be brought promptly before a judge or other officer authorised by law to exercise judicial power and shall be entitled to trial within a reasonable time or to release pending trial. Release may be conditioned by guarantees to appear for trial.**E+W+S+N.I.**
3. Everyone who is deprived of his liberty by arrest or detention shall be entitled to take proceedings by which the lawfulness of his detention shall be decided speedily by a court and his release ordered if the detention is not lawful.**E+W+S+N.I.**
4. Everyone who has been the victim of arrest or detention in contravention of the provisions of this Article shall have an enforceable right to compensation.**E+W+S+N.I.**

***Article 6***

**E+W+S+N.I.*Right to a fair trial***

1. In the determination of his civil rights and obligations or of any criminal charge against him, everyone is entitled to a fair and public hearing within a reasonable time by an independent and impartial tribunal established by law. Judgment shall be pronounced publicly but the press and public may be excluded from all or part of the trial in the interest of morals, public order or national security in a democratic society, where the interests of juveniles or the protection of the private life of the parties so require, or to the extent strictly necessary in the opinion of the court in special circumstances where publicity would prejudice the interests of justice.**E+W+S+N.I.**
2. Everyone charged with a criminal offence shall be presumed innocent until proved guilty according to law.**E+W+S+N.I.**
3. Everyone charged with a criminal offence has the following minimum rights:**E+W+S+N.I.**

(a) To be informed promptly, in a language which he understands and in detail, of the nature and cause of the accusation against him;

(b) To have adequate time and facilities for the preparation of his defense;

(c) To defend himself in person or through legal assistance of his own choosing or, if he has not sufficient means to pay for legal assistance, to be given it free when the interests of justice so require;

(d) To examine or have examined witnesses against him and to obtain the attendance and examination of witnesses on his behalf under the same conditions as witnesses against him;

(e) To have the free assistance of an interpreter if he cannot understand or speak the language used in court.

***Article 7***

**E+W+S+N.I.*No punishment without law***

1. No one shall be held guilty of any criminal offence on account of any act or omission which did not constitute a criminal offence under national or international law at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the criminal offence was committed.**E+W+S+N.I.**
2. This Article shall not prejudice the trial and punishment of any person for any act or omission which, at the time when it was committed, was criminal according to the general principles of law recognised by civilised nations.**E+W+S+N.I.**

***Article 8***

**E+W+S+N.I.*Right to respect for private and family life***

1. Everyone has the right to respect for his private and family life, his home and his correspondence.**E+W+S+N.I.**
2. There shall be no interference by a public authority with the exercise of this right except such as is in accordance with the law and is necessary in a democratic society in the interests of national security, public safety or the economic well-being of the country, for the prevention of disorder or crime, for the protection of health or morals, or for the protection of the rights and freedoms of others.**E+W+S+N.I.**

***Article 9***

**E+W+S+N.I.*Freedom of thought, conscience and religion***

1. Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief and freedom, either alone or in community with others and in public or private, to manifest his religion or belief, in worship, teaching, practice and observance.**E+W+S+N.I.**
2. Freedom to manifest one’s religion or beliefs shall be subject only to such limitations as are prescribed by law and are necessary in a democratic society in the interests of public safety, for the protection of public order, health or morals, or for the protection of the rights and freedoms of others.**E+W+S+N.I.**

***Article 10***

**E+W+S+N.I.*Freedom of expression***

1. Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers. This Article shall not prevent States from requiring the licensing of broadcasting, television or cinema enterprises.**E+W+S+N.I.**
2. The exercise of these freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society, in the interests of national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health or morals, for the protection of the reputation or rights of others, for preventing the disclosure of information received in confidence, or for maintaining the authority and impartiality of the judiciary.**E+W+S+N.I.**

***Article 11***

 **E+W+S+N.I.*Freedom of assembly and association***

1. Everyone has the right to freedom of peaceful assembly and to freedom of association with others, including the right to form and to join trade unions for the protection of his interests.**E+W+S+N.I.**
2. No restrictions shall be placed on the exercise of these rights other than such as are prescribed by law and are necessary in a democratic society in the interests of national security or public safety, for the prevention of disorder or crime, for the protection of health or morals or for the protection of the rights and freedoms of others. This Article shall not prevent the imposition of lawful restrictions on the exercise of these rights by members of the armed forces, of the police or of the administration of the State.**E+W+S+N.I.**

***Article 12***

**E+W+S+N.I.*Right to marry***

Men and women of marriageable age have the right to marry and to found a family, according to the national laws governing the exercise of this right.

***Article 14***

**E+W+S+N.I.*Prohibition of discrimination***

The enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.

**Protocol 1**

***Article 1***

 **E+W+S+N.I.*Protection of property***

Every natural or legal person is entitled to the peaceful enjoyment of his possessions. No one shall be deprived of his possessions except in the public interest and subject to the conditions provided for by law and by the general principles of international law.

The preceding provisions shall not, however, in any way impair the right of a State to enforce such laws as it deems necessary to control the use of property in accordance with the general interest or to secure the payment of taxes or other contributions or penalties.

**Protocol 1**

***Article 2***

 **E+W+S+N.I.*Right to education***

No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions.

**Protocol 1**

***Article***

***3* E+W+S+N.I.*Right to free elections***

The High Contracting Parties undertake to hold free elections at reasonable intervals by secret ballot, under conditions which will ensure the free expression of the opinion of the people in the choice of the legislature

1. ECNI ‘Section 75 of the NI Act 1998: A Guide for Public Authorities’ April 2010. [www.equalityni.org](http://www.equalityni.org) [↑](#footnote-ref-1)
2. Should be easily understood by a 12 year old. [↑](#footnote-ref-2)
3. http://www.ninis2.nisra.gov.uk/public/census2011analysis/index.aspx [↑](#footnote-ref-3)
4. http://www.ninis2.nisra.gov.uk/public/census2011analysis/index.aspx [↑](#footnote-ref-4)
5. http://www.ninis2.nisra.gov.uk/public/census2011analysis/index.aspx [↑](#footnote-ref-5)
6. http://www.ninis2.nisra.gov.uk/public/census2011analysis/index.aspx [↑](#footnote-ref-6)
7. http://www.ninis2.nisra.gov.uk/public/census2011analysis/index.aspx [↑](#footnote-ref-7)
8. http://www.ninis2.nisra.gov.uk/public/census2011analysis/index.aspx [↑](#footnote-ref-8)