

REPORT ON THE OUTCOME OF THE CONSULTATION ON THE EQUALITY IMPACT ASSESSMENT OF THE TRANSFER 2010 GUIDANCE

INTRODUCTION

1. Following a statement in the Assembly on 2 February 2009 the Minister of Education issued draft Guidance for Transfer 2010 for consultation, and on 10 April published an Equality Impact Assessment (EQIA) of that Guidance. Consultation on the EQIA closed on 4 June 2009, and this is a report of the outcome of that consultation.

BACKGROUND

2. With the lapse of the 1997 Regulations that previously governed the process of transfer from primary to post-primary school and the absence of agreement within the Executive to a new set of Regulations, the Minister of Education issued Guidance that set out her Department's policy on future transfer processes. That Guidance was issued under Article 16B of the Education Order (NI) 1997 – as amended by Article 30 of the Education Order (NI) 2006, and by law all post-primary school Boards of Governors are required to “have regard to “ the Guidance in drawing up admissions criteria for pupils to be admitted in September 2010.
3. The Transfer 2010 Guidance outlines an admissions process that draws heavily on the current process, but there are some key differences: prior to 2010, apart from a few matters stipulated in legislation, Boards of Governors had discretion to define and prioritise admissions criteria to be used. For Transfer 2010, all schools are recommended by the Transfer 2010 Guidance to use as a first criterion one that gives a proportionate degree of priority to children who have taken up their entitlement to Free School Meals (FSME).
4. Thereafter, the Guidance recommends a menu of criteria from which Boards of Governors should draw their criteria. Boards of Governors

will have licence to decide which criteria to use or not use, and in which order. The Transfer 2010 Guidance also explicitly does not recommend the use of academic admissions criteria. The table below compares the requirements of the 1997 Admissions Legislation (including Regulations) in relation to post-primary transfer, and the process recommended in the Transfer 2010 Guidance.

Table 1: Summary of changes to Admissions Criteria introduced by Transfer 2010 Guidance

<p>1997 Legislation: Following matters specified in legislation that must be applied by all schools.</p>	<p>Transfer 2010 Guidance: No matters specified in regulations. Following specified in Guidance.</p>
<p><u>Academic Admissions Criteria</u> Only grammar schools and bilateral schools are allowed to use academic selection, and the regulations specify the way in which this criterion is to be applied – i.e. places are to be awarded first to those who achieved grade A’s, then B1’s and so on.</p> <p><u>Other Admissions Criteria</u> The order of preferences cannot be taken into consideration as an</p>	<p><u>Academic Admissions Criteria</u> The Transfer 2010 Guidance does not recommend the use of academic admissions criteria.</p> <p><u>Criterion recommended for use by all schools use as first criterion:</u> FSME applicants to be admitted in proportion to the number of first preference FSME applications received.</p> <p><u>Other Admissions criteria</u> Boards of Governors to draw on list of recommended criteria, but with licence to decide which to use (or not) and in which order – these criteria are: - Sibling</p>

<p>admissions criterion – priority cannot be given to first preference applications</p> <p>Boards of Governors are free to decide what to use as admissions criteria and in what order, with the only requirement being that they must use criteria that will allow them to differentiate between individual applicants</p>	<p>to the number of first preference FSME applications received.</p> <p><u>Other Admissions criteria</u></p> <p>Boards of Governors to draw on list of recommended criteria, but with licence to decide which to use (or not) and in which order – these criteria are: - Sibling Eldest/Only Child Feeder/Named Primary Parish (with Nearest Suitable School) Catchment area (with Nearest Suitable School) Nearest Suitable School - Random Selection (tie breaker)</p>
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5. Transfer 2010 will, as with previous years, be undertaken in the context of the Department of Education’s Open Enrolment policy and the principle of parental preference. This will continue to mean that where a school has places available it will be obliged to admit all applicants. Therefore, admissions criteria will only be applied where a school is oversubscribed with applications. While it is impossible to predict how many and which schools will be oversubscribed in 2010 the EQIA used figures from the most recent transfer process (2008) as the best proxy. It also contained an analysis of the group of children who will be transferring in 2010 – i.e. this year’s P6 cohort – but it must be remembered that only those children in this group that apply to schools that prove to be oversubscribed with applications will be impacted by this Transfer 2010 Guidance and it is impossible to identify these schools. The analysis gave a broad indication of the composition of the group of children that may be impacted by this Transfer 2010 Guidance.

6. The purpose of this Equality Impact Assessment (EQIA) was to assess the potential impacts of the implementation of the Transfer 2010 Guidance for post-primary schools on Section 75 Groups. It considered the potential impact of each of the recommended criteria on each of the nine groups, as well as the potential impact of the recommendation not to use academic criteria. The following report sets out the comments received in response to the consultation on the EQIA. It seeks to be an accurate and representative account of all the responses received.

CONSULTATION

7. The educational case for the post-primary reform package proposed by the Minister of Education has been made extensively through exhaustive reviews over a number of years, most notable the *Report by the Post-Primary review Body* (2001) - the Burns report – and the *Future Post-Primary Arrangements in NI: Advice from the Post-Primary Working Group* (2004) – the Costello report. Flowing from the Costello Report, proposals for post-primary transfer, including the abolition of academic admissions criteria, were consulted on in 2005. More recently the Minister of Education has sought to build a consensus around a set of proposals for a legislative framework for post-primary transfer, but was unable to gain the political agreement necessary. The Minister met with hundreds of educationalists and key stakeholders all over the North. Following publication of the Guidance for consultation she also wrote to all P6 parents to explain the Guidance.
8. On 10 April the EQIA was formally published on the Department's website, it was publicised through adverts in the local press, and all the organisations listed in annex A were individually notified. The Department welcomed responses from any interested party by 4 June 2009. In addition to this, on 28 May 2009 the Department also hosted

a consultation event for members of the Education Sector Joint Consultative Forum, and the Department would like to express its appreciation to the Forum for helping to organise that event.

9. By the closing date 29 formal responses were received, 14 of which were from grammar schools, and these, along with views expressed during the consultation event on 28 May, are summarised in the following report. A list of all those who contributed comments, either at the consultation event or in writing, is attached at annex B.

SUMMARY OF POINTS RAISED

The EQIA Process

10. Many respondents welcomed the EQIA as a comprehensive, informative, well-structured and accessible document. However, there was also criticism of both the document and the process. There were a number of criticisms of the way in which the EQIA was carried out after the Transfer 2010 Guidance was published for consultation. Some pointed out that ideally the EQIA should be an integral part of the policy process, informing the development of the policy. There was also criticism of the lack of direct engagement with Children and Young People as part of the consultation.
11. The main criticism, however, was that the EQIA only considered the impact of the Guidance being implemented in full when many respondents noted that most Grammar schools are now stating that they will be operating their own entrance tests and will not be following the Guidance. One commented “we would have very little criticism of the EQIA of the policy proposals in the Department’s Guidance for Transfer 2010 if we believed that it was actually going to reflect the reality of the operation of Transfer 2010... [the EQIA] must factor in the inevitable adverse impact on some children of the proposals being adopted by some schools.” A number of respondents suggested that

the Department should undertake an assessment of the likely impact of these schools not following the Guidance – some even suggested that DE should carry out an EQIA of the arrangements proposed by the AQE and CHA. However, others recognised that this may not be practical and suggested that the Department should monitor the actual outworking of this Guidance and use that data to develop appropriate mitigating measures as appropriate for future years.

12. There was also criticism that the EQIA did not consider the impact of the Guidance on good relations.

Quality of the Data/ Need for Research

13. There was some criticism of the quality of the data, in particular the fact that some data was not available (e.g. on young carers) and some suggested that there was a need for further research to be carried out to establish valid and reliable baseline data. Some commented that both the Guidance and EQIA conclusions are based on flawed data and assumptions.

Monitoring Arrangements

14. A number of respondents pointed out the need for robust monitoring of the actual impact of the Transfer 2010 process, particularly as it is unlikely that all schools will implement the Guidance in full.

Rural Proofing

15. Some respondents pointed out the need to adequately rural proof the Guidance as it is likely to have a differential impact on rural communities, and in particular farm families and other agricultural workers – particularly in relation to the application of the FSME criterion.

Free School Meal Entitlement (FSME) Criterion

16. Many respondents were supportive of the use of this criterion with one commenting that it was a “valuable primary criterion”. They were

supportive of the objective of tackling disadvantage, and while acknowledging the drawbacks of the FSME criterion also noted that it is “the most accurate proxy indicator for poverty available that can be associated with individual children, it should be used to ensure that children in poverty have equal access to schools of their choice as other children”.

17. Others did not want to see this criterion being used stating that the FSME criterion is inadequate and it should not be used to create a fairer system at any cost. Some commented that it is apparent that the Department has decided to use the FSME criterion as a crude proxy for determining socio-economic status, but it was an inaccurate measurement due to the fluid nature of the eligibility of applications for FSME. Some suggested there needs to be more research on this criterion and the potential implications of using it.

18. There was much discussion about the differential uptake of FSME. Some referred to the potential differential impacts on Catholic and Protestant children and suggested that this criterion should not be employed because it would disadvantage Protestant children. It was noted that there are a greater number of Catholic children entitled to Free School Meals (FSM) and Catholic children are more inclined to apply to controlled or non-denomination grammar schools than Protestant children are inclined to apply to Catholic grammar schools, therefore Protestant children may be displaced by Catholic children who qualify for the FSME criterion. However, others pointed out that as the school system is largely segregated the effects of displacement will be largely negligible and the FSME criterion may well have a greater impact in controlled/non-denominational grammar schools as this is where there is a greater under-representation of FSME children. This latter point also addresses an issue raised by a number of respondents in relation to the underachievement of Protestant working-class boys.

19. A number of respondents also pointed out that many families who may be entitled to FSM do not establish their entitlement, and in particular two groups that may be adversely impacted by the FSME criterion are ethnic minority/newcomer children, and farm families. In the case of the former group there was anecdotal evidence of a low establishment of entitlement to FSM due to cultural barriers, or language issues. In other cases (particularly agricultural workers, but also other low-paid workers and some self-employed people) the nature of their work and the criteria for benefit qualification mean that they will not qualify under this criterion (they may be in receipt of working tax credits which makes them ineligible for FSM despite being on a low income). It was suggested that the impact of this criterion on these two groups needs to be looked at in more detail with possibly research commissioned, but in the first instance the Department should initiate a campaign to promote FSM and actively encourage all those who may be entitled to establish their entitlement in order to qualify under this criterion.

20. It was also suggested that this criterion may be a disincentive to parents to work, could even increase social division when used with some geographical criteria and that if newcomer/ethnic families do not establish entitlement to FSM due to barriers of culture or language, they may be doubly disadvantaged as they may fail to meet the other criteria.

Geographical criteria

21. While some respondents felt that geographical criteria did not disadvantage any particular group others suggested that rural children and children of newcomers could be disadvantaged and one suggested that the “parish” criterion may result in religious discrimination.

22. A number of respondents felt that rural families would be disadvantaged by the geographical criteria, that urban primary schools close to the best post-primary schools would be more attractive than

the small rural schools that are the heart of the rural community. Farm families in particular would be disadvantaged as they are tied to the farm and cannot move closer to the more desirable schools. Should rural schools decline and possibly close due to rural children seeking places in urban primary schools as a means of gaining access to popular post-primary schools this would put even greater pressure on farm families forcing them to travel even greater distances to primary school.

23. It was also suggested that there was the potential for the feeder/named primary criterion to have a negative impact on migrant/newcomer children who would not have attended a local primary school.

24. Some respondents anticipated that there would be a “postcode lottery” and this would advantage families who can afford to move into the catchment area of a particular school. It was also suggested that the pressure for places would move to primary schools as parents try to have their children admitted to a feeder school for their preferred post-primary school, and it was therefore suggested that there was a need to conduct an equality impact assessment of primary school admissions criteria.

Sibling/Eldest

25. Again a number of respondents stated that these criteria did not disadvantage any particular group, but others pointed out some concerns. Some commented that retaining the “eldest child” criterion would encourage new families to apply while others thought that omitting the sibling criterion could impose unnecessary hardship on parents and carers if their children had to go to a number of different schools.

26. Many of the grammar schools that responded pointed out that the sibling/family criteria help create a family/community ethos in the

school and that there are benefits to be derived from good links between home and school which may be lost if the application of the sibling criterion did not allow extended family links. They felt that limiting the sibling criterion to those currently at the school would also disadvantage larger families.

27. Other respondents commented that the sibling criterion may discriminate against children whose elder sibling was not at the school of their preference, or who had different educational needs from their sibling, or was the first child in the family to present with special educational needs. It was also suggested that the sibling criterion may adversely impact on newcomer children and possibly other ethnic children, and that there was not enough consideration of the implications of the eldest/sole child criterion on migrant families.

Random Selection/Tie-breaker

28. One respondent commented that they didn't think random selection should be used, while others suggested that the Department should identify a fairer system of random selection.

Integrative Effect of Academic Selection

29. Many noted that the EQIA pointed out the small integrative effect that academic selection had on the intake of some grammar schools. Some suggested that the geographic areas to be used for the geographic criteria should be defined for schools to ensure that there would be a good socially mixed intake and that there should be additional guidance on the best criteria to use and in what order to ensure this informal integrative effect continues. It was also suggested that there is a need to minimise barriers to inclusion to ensure that the new system does not build on existing geographic segregation. Another respondent commented that the Guidance may lead to a socially integrated intake and that this can be built upon in terms of religious and cultural integration, however another took a more

pessimistic view commenting that the proposals may increase the number of schools dominated by one religion or another.

General Comments

30. There were a number of general comments in relation to the Guidelines and the EQIA:-

- The EQIA has for the most part captured the impact of those affected.
- Current selection system provides equality of opportunity for pupils.
- Agree with statement that there is a need for a post-primary school estate that is capable of matching young people to the provision that suits them and that continues the excellent tradition of our system and offers a future for our academic schools.
- The Guidelines do not have political consensus.
- Welcomed the flexibility of the menu of criteria.
- The impact of the Guidance needs to be considered in the context of area based planning.
- There is a tension between area based planning and the current open enrolment policy
- There is a need for effective change management processes and structures – particularly in relation to providing support to teachers.

- There is no acknowledgement that academic selection is supported by the vast majority of parents.
- All popular schools contribute to declining enrolments in less popular schools, not just grammar schools (in particular integrated schools were mentioned).
- Criticism of use of term “Protestant schools” for non-denominational schools.
- Combined effect of the criteria will cause Protestant families to have less choice.
- It is written in negative terms and does not recognise the many successes of the current system.
- Parental choice is not being maximised.
- Academic criteria is lawful.
- The “best” school is not necessarily a grammar school.
- Prefer a regulated system of transfer – queried whether future transfer processes would be regulated.
- Vital to differentiate between the equality of opportunity and the equality of outcome.
- Natural for parents to want to place their child in the best school and it is hard to legislate against this.

- Not allowing grammar school to accept grade 'D's would be a means of addressing demographic decline.
- Standards of numeracy and literacy in primary schools should be raised.
- Changing the type of school a child attends does not address the problem of underachievement prior to selection.
- There should be a child centred approach.
- There should be a child accessible version of the Guidance.
- Welcome the retention of the SEN arrangements and the Exceptional Circumstances process.
- Need more detail in the remit of the Exceptional Circumstances Body.
- Need to consider the difficulties that may be created by the Exceptional Circumstances process where children may be give supernumerary places in oversubscribed schools – practical difficulties for the school.
- Query the assumed equality of access to statementing processes.
- Concerns around breakaway tests – some primary schools coaching and some are not (will disadvantage poorer families) – and with the onus on parents to find out about the process families with literacy or language issues may be disadvantaged.
- Status quo should be maintained in the Dickson Plan area.

- Nearest suitable school does not take account of parental preference for with co-educational or single-sex schools.
- Need to consider the impact on newcomer families if the Educational Psychologist assessment for establishing suitability for a grammar school is no longer available.
- Although there may be merit in helping children from deprived backgrounds gain admission to schools they might otherwise not be able to access, we must consider what happens after they are admitted – e.g. can they afford to buy the uniform or participate fully in all aspects of school life?

CONCLUSION

31. The responses received covered a wide range of issues, not all directly related to the equality and good relations implications of the Transfer 2010 Guidance. The Department has considered all the responses when finalising the Transfer 2010 Guidance, and the outworking of the Transfer 2010 process will be closely monitored, particularly where the potential for differential impacts have been identified. An assessment will be made of whether/what actions need to be taken in future to mitigate against any negative impacts discovered through this monitoring.

JUNE 2009

32. ANNEX A

LIST OF ORGANISATIONS NOTIFIED ABOUT CONSULTATION ON EQIA OF TRANSFER 2010 GUIDANCE

174 Trust
Action Mental Health
Action MS
Advanced Learning Systems
Advice NI (aiac)
AFASIC
African Cultural Centre
Afro-Community Support Organisation,
Age Concern
Agencies in Consortium for Education and Training
AHTSS
Alliance of Filipino Communities
Alliance Party
Al-Nisa Association
Alzheimer's Disease Society
Amalgamated Transport and General Workers Union
Amnesty International
An Munia Tober
An Munia Tober Traveller Support Group
An Tearmann Project Ltd (Coalisland)
ANIC
Anti Poverty Network
[Anti-racism Network](#)
Antrim Borough Council
Antrim South Unionist Office
Appleby Trust
Ards Borough Council
Armagh City and District Council
Armagh Traveller Support Group
Armagh Traveller Support Group Lisanally House
Artability
Arthritis Care (NI)
Arts and Disability Forum
ASBAH
ASCC
Aspergers Network
Association for Mental Health
Association of Citizens Advice Bureau
Association of College Management
Association of Educational Psychologists
Association of NI Colleges
Association Of Teachers And Lecturers
Association of University Teachers
ATL
Atlas Womens Centre
Autism
Bahai Community of Belfast
BallybeenWomens Centre

Ballymena Access Group
Ballymena Borough Council
Ballymoney Borough Council
Banbridge District Council
Baptist Union of Ireland
Barnardos
BELB
Belfast Butterfly Club
Belfast Charitable Society
Belfast City Council
Belfast Education and Library Board
Belfast Hebrew Congregation
Belfast Islamic Centre
Belfast Jewish Community
Belfast Pride
Belfast Solicitor's Association
Belfast Travellers Education and Development Group
Belfast Womens Aid
Belfast Youth Forum
Bishop's House
Brainwaves
British Council
British Deaf Association
British Epilepsy Association
British Psychological Society
British Red Cross Society
Bryson House
Buddy Bear Trust
Carafriend
CARE
Carers National Association
Carers,
Carrickfergus Borough Council
Catholic Bishops
Catholic Church
Catholics Heads Association
Causeway Health and Social Services Trust
CCEA
Cedar Foundation
CENI
Centre for Womens Politics
Chamber of Commerce & Industry
Changing Ageing Partnership
Changing Faces
Chest, Heart and Stroke Association
Child Poverty Action Group
Childline (NSPCC)
Children in NI
Children's Law Centre
Children's Enterprise
[Chinese Welfare Association](#)
Chrysalis Women's Centre
Church Of Ireland
Church of Ireland Board for Social Responsibility

Church of Ireland Board of Education (TRC)
Circles Network
[Citizens Advice](#)
Clerk of Petty Sessions
CO3
[Coalition on Sexual Orientation \(COSO\)](#)
Coleraine Borough Council
Comhairle Na Gaelscolaíochta
Commission for Catholic Education
Commission for Children and Young Persons
Commission for Racial Equality
Committee on the Administration of Justice
Community Arts Forum
Community Change
Community Development & Health Network
Community of Refugees & Asylum Seekers - NICRAS
Community Work Education & Training Network (CWETN)
Commuty Relations Council
Confederation of British Industry
Construction Industry Training Board
Contact a Family NI
Cookstown District Council
Co-operation Ireland
Corrymela Community
Council for Catholic Maintained Schools
[Council for Ethnic Minorities \(NICEM\)](#)
Council for Integrated Education
Council for the Advancement of Communications with Deaf People (CACDP)
Council for the Homeless
Council for Voluntary Action
Counteract
Court Service
Craigavon Borough Council
Craigavon Traveller Support Group
Craigavon Travellers Support Committee
Crossfire Trust
Cystic Fibrosis Trust
Democratic Left
Democratic Unionist Party
Department of Culture Arts and Leisure
Department of Employment and Learning
Derry City Council
Derry Traveller Support Group
Derry Well Woman
Disability Action
[Disability Alliance](#)
Disabled Drivers Association
Down Adcovacy Movement
Down District Council
Down North Unionist Office
Downs Syndrome Association
Dr Desi Alexander
Dungannon & South Tyrone Borough Council

Dyslexia & Dyspraxia Support
Early Years
East Antrim Unionist Office
Eastern Area Child Protection Committee
Education and Library Boards' Solicitors
Education and Skills Authority Implementation Team
Educational Guidance Service for Adults
Elim Pentecostal
Embrace
Employer's Forum on Disability
Engineering Employers Federation
Engineering Training Council
Enniskillen College of Agriculture
Equal Opportunities Commission
Equality 2000
Equality Coalition
Equality Commission
Equality Forum
Equality Now
Extern
Face Inclusion Matters
Falls Community Council
Families in Contact
Family Information Group
Family Planning Association
Federation of Small Businesses
Fermanagh District Council
Fermanagh Voluntary Association of the Disabled
Fermanagh Women's Network
Fibromyalgia Support
First Larne Presbyterian Church
Fold Housing Association
Food & Drink Training Council
Foras na Gaeilge
Foundry Regeneration Trust
Foyle Cruse Bereavement Care
Foyle Friend
Free Presbyterian Church in Ireland
Friends of Millview
Friends of Mitchell House
Gay & Lesbian Youth NI (GLYNI)
Gay Rights Association
General Teaching Council
[Gingerbread](#)
Glenluce Quality Caring Centre
GMB
Governing Bodies Association
Greater Shankill Alternatives
Greater Shankill Community Council
Greater Shankill Partnership
Greenmount College of Agriculture
Growth Challenge
Headway Belfast
Health & Social Services Interpreting Service

Hearing Dogs for Deaf People
Help the Aged
Higher Education Council
HM Council of County Court Judges
Hotel & Catering College
[Housing Rights Service](#)
Human Rights Commission
Include Youth
Inclusive Mobility Transport Advisory Committee
INCORE Conflict Resolutions Ltd
[Indian Community Centre](#)
Information Commissioner
Institute of Directors
Institute of Professional Legal Studies (QUB)
Institute of Ulster-Scots Studies
Integrated Education Fund
Inter Faith Forum
Irish Congress of Trade Unions
Irish Council of Churches
Irish National Teachers Organisation
Irish Sign Link Ltd.
Irish Travellers movement
Jordanstown Schools
Knock Child Contact Centre
Labour Party
Labour Relations Agency
Larne Borough Council
LASI (Lesbian Advocacy Services Initiative)
Latino America Unida
Law Centre
Law Commission
Law Reform Advisory Committee
LEAD (coalition on learning disability)
Lesbian Line (c/o Carafriend)
LGB Branch of the National Union of Students/Union of Students in
Ireland
LGBT Branch of Unison
Library Association
Library Authority
Limavady Borough Council
Linguistic Diversity DCAL
Lisburn Access Group
Lisburn Borough Council
Local Government Association
Loughry College
Macmillan Support & Information Centre
Magherafelt District Council
Magherafelt Womens Group
ME Association
Mediation-Network
[Mencap](#)
[Mens Action Network](#)
Merchant Navy Association
Methodist Church in Ireland

Ministry of Defence
Momentum
Moyle District Council
[Multi Cultural Resource Centre](#)
Multiple Sclerosis Society NI
Muscular Dystrophy Campaign
Music Therapy Trust
Muslim Family Association
Muslim Youth NI
NAHT
NASEN
NASUWT
National Association of Educational Inspectors, Advisers & Consultants
National Association of Head Teachers
National Association of Paediatric Occupational Therapists
National Association of Social Workers in Education
National Autistic Society
National Deaf Children's Society
National Women's council for Ireland
NCCRI Synergy North South Intercultural Initiative
NEELB
Newry & Mourne Senior Citizens' Consortium
Newry and Mourne District Council
Newry and Mourne Senior Citizens' Consortium
Newry and Mourne Women
Newtownabbey Borough Council
Newtownabbey Citizens' Forum
Newtownabbey Senior Citizen's Forum
NI.B.E.P.
NIACRO
NIADD Support Centre
NIC/ICTU
NIWAF
North Down Borough Council
North Eastern Education & Library Board
North West Community Network
North West Forum of People with Disabilities
North West Regional College
Northern Area Child Protection
NI Public Service Alliance (NIPSA)
[Northern Regional College](#)
NSPCC
NUSUSI
Oakleaf Rural Community Network
Office of the First Minister & Deputy First Minister. Victims Unit
Official Publications Office
Oi Kwan Chinese Women Group
Omagh District Council
Omagh Ethnic Community Support Group
Omagh Traveller Support Group
Omagh Woman's Network
Ombudsman
Open Arts
Open College Network

Pakistani Cultural Association
Parent's Education as Autism Therapists
Parenting Forum
Parents Advice Centre
Parents for Choice
Parents Group
Parkanaur College
Parkinson's Disease Society
PCS Proud
POBAL
Praxi Mental Health
Praxis Care Group
Presbyterian Church in Ireland
Presbyterian Church in Ireland Board of Social Witness
Press for Change
Progressive Unionist Party
Project Children
QAA for Higher Education
Quakers
Queen's University
Queerspace
Rainbow Project
Regional Cochlear Implant Centre
Relate NI
REMAP
Resident Magistrates Association
Rethink (National Schizophrenia Fellowship)
RNIB
RNID
Royal Group of Hospitals
Rural Community Network
Rural Development Council (RDC)
Rural Support
Save the Children
School of Law QUB
SDLP HQ
Secondary Heads Assoc.
SEELB
SELB
SENAC
ShOut(NICCY)
Simon Community
Skill
Society for the Protection of the Unborn Child
Society of Local Authority Chief Executives(SOLAS)
Solidarity,Equality,Education Diversity Support
South Belfast Unionist Office
South Eastern Education and Library Board
South Tyrone Empowerment Programme (STEP)
South West Belfast Community Forum
South West Regional College
Southern Area Child Protection Committee
Southern Education and Library Board
Southern Regional College

SPEAC
Special Educational Needs Tribunal
Sperrin Lakeland Senior Citizen's Consortium
Sports Forum
St Mary's University College
Staff Commission for Education and Library Boards
STEP
Stepping Stones
Strabane District Council
Stranmillis University College
Survivors of Trauma
Syringomyelia Self Help Group
The Unionist Party
The Blind Centre for NI
The British Association of Teachers of the Deaf (BATOD)
The British Council
The centre for global education
The Children's Advisory Service
The Deaf Association (NI)
The Executive Council of the Inn of Court of NI
The General Consumer Council for NI
The Good Shepherd Centre
The Green Party
The Guide Dogs for the Blind Association
The HIV Support Centre
The Law Society NI
The Local Government Staff Commission for NI
The Mens Project (c/o Parents Advice Centre)
The Omnibus Partnership
The Open University
The Orchardville Society
The Participation Network
The Prince's Trust
The Queen's University of Belfast
The Stroke Association
The Ulster-Scots Agency
The Ulster-Scots Heritage Council
The Ulster-Scots Language Society
The Workers Party
The WorkFoundation
TIDY
Training for Women Network
Transfer Representative Council
Traveller and Gay (TAG)
Triangle Housing Association
Tuar Ceatha Barnardos
Ufi
Ulster Museum
Ulster People's College
Ulster Teacher's Union
Ulster Unionist Party
Ulster-Scots Academy Implementation Group
Ultach Trust
Union of Supported Employment

[UNISON](#)

UNITE

[Universities Council for the Education of Teachers](#)

University and College Union

University for Industry (UFI)

University of Ulster

USEL

Victim Support

VOICE the Union

Voices of Young People in Care

Voluntary Trust

Volunteer Development Agency

Wah Hip Chinese Community Association

WELB

Welcome Trust

[West Belfast Economic Forum](#)

West Belfast Partnership Board

West Belfast Partnership Board (Education Committee)

Willowbank Community Resource Centre

WIMPS, Public Achievement

Women into Politics

Women's Aid Federation

Women's Centre

Women's European Platform

Women's Forum

Women's Information Group

Women's Resource and Development Agency

Women's Support Network

Women's European Platform

Womens News

Women's Research and Development Agency

Womens TEC

Worker's Educational Association

[WorkingWithDiversity](#)

Youth Action

Youth Council

Youth Exchange Centre

Youth Forum

Youth Link

Youth Net

ANNEX B

ORGANISATIONS THAT RESPONDED TO THE EQIA CONSULTATION EITHER AT THE JOINT CONSULTATIVE FORUM EVENT OR FORMALLY IN WRITING

NDCS

Transferors Representative Council

Women's Forum

CnaG

NI Commissioner for Children and Young People

Southern Education and Library Board

South Eastern Education and Library Board

North Eastern Education and Library Board

Belfast Education and Library Board

Education and Library Board Staff Commission

Council for catholic Maintained Schools

Community Relations Council

Parenting Forum

AFASIC

NI Council for Ethnic Minorities

Dr FK Bloomer

Principal, St John's PS, Swatragh

Lumen Christi College

Children's Law Centre

Ballyclare High School

The Abbey Christian Brothers' Grammar School, Newry

Antrim Grammar School

Bloomfield Collegiate

Stranmillis University College

Equality Commission

Little Flower Girls School, Belfast

St Mary's Christian Brothers' Grammar School, Belfast

Carrickfergus Grammar School

Larne Grammar School
Limavady Grammar School
Ulster farmer's Union
Lurgan College
Grosvenor Grammar School
Governing Bodies Association
General Teaching Council
Dalriada School, Ballymoney
Victoria College
Committee for the Administration of Justice
Save the Children