



**DEPARTMENT OF EDUCATION**  
**EQUALITY AND HUMAN RIGHTS POLICY SCREENING**  
**FOR**  
**FAIR START KA1: ROMA 0-6 EARLY INTERVENTION**  
**PILOT**

Early Years Intervention Programme  
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## Part One

### BACKGROUND

#### 1.1 Title of policy

Fair Start KA1: Roma 0-6 Early Intervention Pilot September 2022 to March 2025

Type of policy

Existing

#### 1.2 Description of the policy.

##### 'A Fair Start' – Educational Underachievement

The Independent Panel which reviewed educational underachievement in Northern Ireland highlighted in their report, 'A Fair Start'<sup>1</sup> the significant challenges faced by Roma children, who have some of the lowest levels of education attainment of all equality groups.

Roma are an ethnic group of traditionally itinerant people who originated in northern India but live in modern times worldwide, principally in Europe. The majority of Roma families in Northern Ireland live in Belfast, particularly the South of the city.

'A Fair Start' emphasised the need to redirect focus to the Early Years of a child's life, particularly where inequalities may already be prevalent "*Ensuring all children get a fair start, will lead to more equitable outcomes for all children, families and communities. The benefits of effective early intervention will be in terms of physical and mental wellbeing, educational attainment and longer term employment prospects*".

##### Business Case

The Business Case (ED1/22/197707) considered a proposal from South Belfast Sure Start (SBSS) to pilot a 'Model of Integrated Early Intervention for 0-6 Year Old Roma Children in South Belfast' (the Model) between September 2022 and March 2025.

The objective of the pilot is to test the impact of an integrated, collaborative approach which extends the geography and age range of existing Sure Start provision, on outcomes for Roma children and families in the South Belfast area.

##### South Belfast Sure Start (SBSS)

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<sup>1</sup> 'A Fair Start' report and Action Plan. Available at <https://www.education-ni.gov.uk/publications/fair-start-final-report-action-plan>

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The [Sure Start programme](#) is fully funded by DE and delivered by 38 Sure Start projects which are located in (at least) 25% most disadvantaged areas in Northern Ireland. Sure Start is administered on behalf of DE (under MoU) by the Strategic Planning and Performance Group (SPPG) in the Department of Health (DoH).

The Sure Start programme budget was £29.624m in 2021/22 and was increased to £30.572m for 2022/23.

Sure Start coverage within Belfast South constituency is provided by the SBSS project; with the exception of the Woodstock legacy ward which is served by East Belfast Sure Start project. SBSS serves the Ballynafeigh, Blackstaff, Botanic, Minnowburn, Shaftesbury and Upper Malone legacy wards.

SBSS is one of twelve of the 38 projects whose Management Committee is constituted as a Private Company Limited by Guarantee. This enables SBSS to undertake additional work, independent of its Sure Start remit providing it is funded, managed and accounted for discreetly such as the funding to deliver the pilot.

In 2021/22 resource funding of £1,016,492 (ED1/21/327773) was allocated to SBSS and £996,561 in 2020/21. DE awarded a 3% uplift in respect of project funding for 2022/23 and is awaiting confirmation from SPPG on the 2022/23 allocation to SBSS.

Approximately 1,085 children were registered with SBSS in 2021/22. In 2020/21, 52 (5.15%) parents from the Roma ethnic group were registered with the project. SBSS will confirm the 2022/23 figures when they are available from the new “SureStartGo” database which recently replaced the “SureStartPlay” database.

SBSS advises that as some of the 52 parents will be a mother and father who registered together and are living in the same household, a baseline of 40-45 families would be appropriate.

### 1.3 description of the policy including:

- Are there any Section 75 categories which might be expected to benefit from the intended policy?
  - Racial group
  - Children and young people
- What is the policy trying to achieve? (aim/outcomes)

The proposal was developed by the co-ordinator of SBSS which has been providing and developing targeted Sure Start services for the Roma community in South Belfast since 2013. At that time SBSS identified that specific support was needed to support the growing number of families in the area, to address the cultural aspects of the Roma community and

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to ensure genuine inclusion of the Roma children and families in service provision.

SBSS has developed a network of support provision, including co-delivery of services with Roma Health Workers within the Belfast Trust Roma project which is funded by the Public Health Agency. The support network also links to advice services through the Roma Support Hub run by Forward South Partnership and Advice NI and includes partnership working with the Roma officer in the Education Authority's Intercultural Education Service (IES).

Since 2013 SBSS has progressively gained the trust of the Roma community who traditionally may not engage in support services and as a result, demand for Sure Start support for Roma families in the area has significantly increased. SBSS has therefore identified the need to better co-ordinate their services and partnership provision through establishment of a Family Support/Roma project co-ordinator post.

In addition, the Lead Body of the Sure Start project, SBSS Ltd, aims to extend provision beyond the Sure Start age group (0-3 years) to the end of Primary 1 (6 year old) to support the particular needs of Roma children in transitioning from DE funded Sure Start provision to Pre-School and Primary School.

SBSS Ltd has also identified the need to extend the SBSS catchment area as part of the pilot to ensure continuity of provision to families who engage with SBSS but due to housing issues, are required move to other parts of Belfast.

The spending objectives of the pilot are to support the above requirements to consolidate existing Sure Start Roma services and to effectively co-ordinate expansion of services beyond the current catchment and to children and families until the end of the child's Primary 1 year.

- i. To pilot a partnership model of support for all Roma children and families from pregnancy to end P1 in the Belfast area.
- ii. To support Roma children through their early years into the first year of school.
- iii. To effectively support Roma parents in the development of their children from 0 to age 6.
- iv. To enhance the capacity of the Roma community in South Belfast.

  

- How will this be achieved?
  - i. **To pilot a partnership model of support for all Roma children and families from pregnancy to end P1 in the Belfast area.**
    - Recruitment and selection of appropriately qualified staff to deliver bespoke, extended Sure Start support for Roma children and families.

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- Establish collaborative arrangements with delivery partners to achieve mutual project outcomes: SBSS, IES (EA), BHSCT, Roma Hub local community organisations, Toybox project, local pre-school and primary schools.
- Rental of appropriate venues in which to deliver bespoke support and intervention.

### **ii. To support Roma children through their early years into the first year of school.**

- Effective engagement with the Roma community, families and children to secure their participation in the pilot.
- Establish collaborative arrangements with delivery partners to achieve mutual project outcomes.
- Establish access to bi-lingual support for children.
- Ongoing project monitoring to capture progress towards intended outcomes and any unintended consequences of the model.

### **iii. To effectively support Roma parents in the development of their children from 0 to age 6.**

- Effective engagement with the Roma community, families and children to secure their participation in the pilot.
- Establish collaborative arrangements with delivery partners to achieve mutual project outcomes.
- Ongoing project monitoring to capture progress towards intended outcomes and any unintended consequences of the model.

### **iv. To enhance the capacity of the Roma community in South Belfast.**

- Establish ‘apprenticeship’ opportunities within SBSS.
- Engage with delivery partners (including FSP Roma Hub, Advice NI, Roma Women’s Group) and develop means to enhance English language acquisition.
- Establish an effective system to signpost families to provision/ support such as employability programmes.
- Establish effective working relationships with full range of health and social services. Deliver health and well-being programmes that are responsive to the health and well-being needs of the families.

#### **1.4 What factors could contribute to, or detract from the intended aim/outcome of the policy/**

- Financial
  - The project is dependent on continuation of the DE Sure Start programme within SBSS. DE has allocated Sure Start funding for 2022/23. Funding of the pilot is also dependent on allocation from the ‘Fair Start’ budget in future years.

#### **1.5 Main stakeholders affected**

- Roma Children (aged 0-6)
- Parents of Roma Children
- SBSS Ltd Staff

## 1.6 Who is responsible for?

### (a) Devising the policy

- Department of Education (DE)

### (b) Implementing it

- South Belfast Sure Start (SBSS) Ltd

### (c) Explain the relationship?

- Funding for the Fair Start KA1: Roma 0-6 Early Intervention Pilot September 2022 to March 2025 will be allocated by DE to SBSS Ltd in the form of a grant. SBSS Ltd will effectively provide targeted, needs-based support for Roma children and families in Belfast as per the agreed project methodology.

## 1.7 Other policies or objectives with a bearing on this policy

### Linkages to Existing Policies/Strategies

The proposal aligns with a range of cross Departmental and early years policies and strategies including:

The **2016-2021 Draft Programme for Government**<sup>2</sup> focuses on 12 Strategic Outcomes supported by 42 key indicators which when taken together, the Executive believes best describes the society we wish to have. Outcome 12<sup>3</sup> states that '*We give our children and young people the best start in life*'. The Model would contribute towards achieving this outcome by supporting Roma children (aged 0-6 years) who traditionally have poorer health, education and other outcomes.

The pilot will also feed indirectly into the following outcomes:

- Outcome 3: '*We have a more equal society*';
- Outcome 5: '*We are an innovative, creative society where people can fulfil their full potential*';

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<sup>2</sup> <https://www.northernireland.gov.uk/programme-government-pfg#skip-link>

<sup>3</sup> <https://www.executiveoffice-ni.gov.uk/sites/default/files/publications/execoffice/odp-dec-%202019.pdf>

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- Outcome 8 ‘We care for others and we help those in need’, and
- Outcome 9 ‘We are a shared, welcoming and confident society that respects diversity’.

The **Children and Young People Strategy (CYPS) 2020 – 2030**<sup>4</sup> sets out a strategic framework for improving the well-being of children and young people in Northern Ireland. It outlines how all government departments, agencies and those who provide children’s services will work together to deliver positive, long-lasting outcomes for all children and young people and links directly to the draft Programme for Government outcomes, primarily ‘we give our children and young people the best start in life’. The proposal is aligned with achievement of all eight of the strategy outcomes:

- Children and young people are physically and mentally healthy
- Children and young people enjoy play and leisure
- Children and young people learn and achieve
- Children and young people live in safety and with stability
- Children and young people experience economic and environmental wellbeing
- Children and young people make a positive contribution to society
- Children and young people live in a society which respects their rights
- Children and young people live in a society in which equality of opportunity and good relations are promoted.

The ‘**A Fair Start**’ Report<sup>5</sup> on Educational Underachievement: the Former Minister of Education, Peter Weir, appointed an Expert Panel in 2020 to examine the links between education underachievement and socio-economic background. The Panel was formed under the New Decade, New Approach agreement (January 2020). The Expert Panel conducted its work from September 2020 to May 2021 and heard from a wide range of stakeholders. The Expert Panel’s final report and action plan ‘A Fair Start’ was approved by the NI Executive and published 1 June 2021. Eight Key Areas (KAs) were identified, the first of which is KA1 ‘Redirecting the focus to Early Years’.

The model is directly aligned with Key Area 1 of the ‘A Fair Start Action Plan – June 2021’ and will deliver on the commitment to ‘Redirect the Focus to Early Years’. In particular, this proposed model aims to directly address the first recommendation set out in the report, to prioritise “.... children’s learning and development from 0-6 years and in particular, the benefits of early intervention for children with special educational needs or at risk of educational underachievement”.

The **DE Business Plan 2022/23**<sup>6</sup> sets out the Department’s vision for “A system that is recognised internationally for the quality of its teaching and learning, for the achievements

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<sup>4</sup> <https://www.education-ni.gov.uk/publications/children-and-young-peoples-strategy-2020-2030>

<sup>5</sup> <https://www.education-ni.gov.uk/publications/fair-start-final-report-action-plan>

<sup>6</sup> <https://www.education-ni.gov.uk/publications/annual-business-plan-202223>

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*of its young people and for a holistic approach to education."*

The Business Plan reflects the key activities for the Department in 2022/23 under the following eight Strategic Priorities:

- 1 - Make learning accessible to all
- 2 - Improve the quality of learning for our children & young people
- 3 - Look after our children & young people
- 4 - Support those who need more help with learning
- 5 - Improve the learning environment
- 6 - Tackle Disadvantage and Underachievement
- 7 - Support and develop our education workforce
- 8 - Effectively manage, review and transform our education system.

The proposal will particularly align with Strategic Priorities 1, 2, 3, 4 and 6.

The **School Age Act (Northern Ireland) 2022**<sup>7</sup> received royal assent on 27 April 2022 and allows greater flexibility for parents of children born April, May, June and premature children who would have been born during these months if born at term; in deciding when their child starts school.

The proposal will provide support to Roma parents in considering if flexibility may be appropriate for their child. It will also provide support to families to engage with pre-School settings and Primary Schools on the enrolment of their children.

The **DE Learning to Learn: A Framework for Early Years Education and Learning**<sup>8</sup> outlines the way forward for early year's education and learning in line with education priorities.

The overall policy aim is that:

*All children have equal opportunities to achieve their potential through high quality early years education and learning experiences.*

The proposal aligns with the supporting policy objectives which are to:

- provide equitable access to high quality early years education and learning services;
- support personal, social and emotional development, promote positive learning dispositions and enhance language, cognitive and physical development in young children;

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<sup>7</sup> [School Age Act \(Northern Ireland\) 2022 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukds/id/20220001/schedule/1/section/1)

<sup>8</sup> <https://www.education-ni.gov.uk/sites/default/files/publications/de/a-framework-for-ey-education-and-learning-2013.pdf>

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- provide a positive and nurturing early learning experience, as well as a foundation for improved educational attainment and life-long learning;
- identify and help address barriers to learning, and reduce the risk and impact of social exclusion and the need for later interventions; and
- encourage and support parents in their role as first and ongoing educators.

The Executive's **Child Poverty Strategy**<sup>9</sup>, published in March 2016, sets out the vision to eradicate child poverty in the future. The Strategy sets out goals to ensure programmes and policies provide extra support for children in poverty, improve outcomes for children in low-income families and take children out of poverty.

The proposal aligns with the strategy aim to reduce the impact on children of living in poverty (their lives and life chances).

The **Together: Building a United Community (T:BUC) Strategy**<sup>10</sup> which was published in May 2013, reflects the Executive's commitment to improving community relations and continuing the journey towards a more united and shared society in Northern Ireland. The Strategy acknowledges that "*the early years in a child's life are the most formative and it is at this early stage that children can establish opinions, mindsets and attitudes that shape their behaviours for the rest of their lives*" and recognises "the critical role of parents and grandparents ..... before a child enters nursery or school".

The proposal directly aligns with the T:BUC Strategy objectives by supporting and facilitating community engagement of Roma families in South Belfast and by supporting the development of Roma children in a shared environment from birth.

**Healthy Child Healthy Future (HCHF)**<sup>11</sup> is the universal child health promotion programme offered to all families and children aged 0 to 19 years. The programme is currently under review, which includes examining current evidence and examples of good practice and engaging with a wide range of stakeholders.

The proposal particularly aligns with the following principles of the programme:

- A Whole Child Model with an emphasis on improving outcomes for children and young people through integrated planning of services for children, young people and families.
- A major emphasis on parenting support and positive parenting.

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<sup>9</sup> <https://www.communities-ni.gov.uk/publications/child-poverty-strategy>

<sup>10</sup> [Together: Building a United Community Strategy | The Executive Office \(executiveoffice-ni.gov.uk\)](https://www.gov.uk/government/publications/together-building-a-united-community-strategy)

<sup>11</sup> <https://www.health-ni.gov.uk/publications/healthy-child-healthy-future>

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- An increased focus on vulnerable families, underpinned by a model of progressive universalism.
- An emphasis on integrated services.

## **EVIDENCE**

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

### **Religious Belief**

The religious belief of Roma children is not known as it is not collected. The EA's Intercultural Education Service (IES) advises of difficulties in collating data as many of the Roma do not self-identify as Roma.

### **Political Opinion**

The political opinion of Roma children is not known as it is not collected. The EA's Intercultural Education Service (IES) advises of difficulties in collating data as many of the Roma do not self-identify as Roma.

### **Racial Group**

The following table shows educational attainment data sourced from the School Leavers' Survey for 2020/21, as obtained by DE. As shown, the numbers of school leavers classified as Roma are very small each year. The EA's Intercultural Education Service (IES) advises that numbers may be smaller than actual as many of the Roma do not self-identify as Roma. N.B. schools can access the additional Roma premium after Roma were included in the 2021 Census. Most families record their nationality as their identity e.g. main two groups are Romanian and Bulgarian Roma.

DE statistics are therefore collated and presented as combined 'Traveller and Roma' data – making analysis of specific Roma outcomes difficult.

As the Table below shows, even with combined data, the numbers are still very small and they include suppressed figures. DE statisticians advise that to provide data solely on Roma pupils would require combination of several years' data, which in itself can bring about analysis problems.

So while the above must be taken into account, the combined figures for Roma/ Travellers in the following table support conclusions from other data sources on the relatively lower education outcomes for this cohort.

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Qualifications of school leavers by ethnic origin 2020/2021 <sup>12</sup>										
Attainment level	White <sup>13</sup>		Minority Ethnic Groups <sup>20</sup>		All leavers				Roma / Travellers <sup>14</sup>	
	No.	%	No.	%	No.	%	No.	%	No.	%
At least 5 GCSEs A*-C <sup>15</sup>	19224	92.3%	687	87.6%	19911	92.1%			19	35.8%
At least 5 GCSEs A*-C incl. English and maths <sup>20</sup>	16210	77.8%	571	72.8%	16781	77.7%			8	15.1%
Total	20826		784		21610				53	

Source: School Leavers Survey/ DE ASU

### Age

The International Step by Step Association (ISSA) conducted a case study of the Roma community in Belfast and published their findings within 'Roma Empowerment and Support for Inclusion' in 2016.

Their research focused on interventions carried out under the aegis of the Roma Community Development Project (RCDP) December 2013 and July 2015, and developments since the end of the project, focusing on Romanian Roma communities and residents within Belfast. The report outlines that the main Roma migration to Northern Ireland occurred in 2007 when family groups left Romania to resettle long-term here. Accurate numbers do not exist as Roma ethnicity has not been a category in the Northern Ireland census - until the 2021 Census, but as highlighted above, Roma families tend to self-identify under their nationality, mainly Romanian and Bulgarian Roma.

The RCDP worked in partnership with a range of organisations including SBSS, who in the first year of the project enrolled 37 Roma children and supported many families in their enrolment to the next stage i.e. pre-school education.

Initially, when the RCDP asked mothers to send their three year old children to their playgroup, the Roma mothers gave a reluctant commitment, however promises of engagement did not materialise into attendance. Later when mothers were also invited to come along, there was full attendance.

Another example was enrolment of children in mainstream nursery provision and Sure Start provision. While initially attending, children were then withdrawn due to parents'

<sup>12</sup> Excludes special and independent schools.

<sup>13</sup> 'Minority Ethnic Groups' includes Irish Travellers and Roma. 'White' does not include Irish Travellers or Roma.

<sup>14</sup> Note carefully: The number of school leavers in this category is comparatively small, with baselines of less than 100, so figures should be treated with caution to avoid drawing unwarranted conclusions

<sup>15</sup> Includes equivalent qualifications.

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dissatisfaction with the approaches used. However, when community based provision was made, based in RRCANI premises, to model a culturally sensitive approach, 40 parents and 50 children attended on a regular basis and SBSS continues to deliver the Parent and Toddler group with approximately 20 mothers and children attending on a weekly basis. SBSS also employs the Roma worker mentored by the RCDP to assist with delivering this programme.

Source: [ISSA Case Study](#)

### **Marital Status**

SBSS advises that some of the 52 parents will be a mother and father who registered together and are living in the same household. No further data is collected.

### **Sexual Orientation**

The sexual orientation of Roma children is not known as date is not collected.

Evidence from the 2019 Young Life and Times (YLT) Survey suggested that 13% of males and 19% of females were at least once sexually attracted to someone of the same sex.

### **Men And Women Generally**

The gender of Roma children is not known as it is not collected.

NI: IN PROFILE - Population (NISRA. 2021) shows that there were 237,487 males aged 0-18 and 225,719 females aged 0-18. The percentages being 51% and 49% respectively.

### **Disability**

Data is not collected on disabilities related to Roma children. However, targeted interventions and advocacy for particularly vulnerable children e.g. those with a disability/SEN is included as an action in the project.

Data gathered as part of the annual school census exercise in 2020/21 shows that 68,000 pupils, 19.3% of pupils, in schools were recorded as having special

educational needs; and that 5.8% had a statement of special educational needs, an increase from 5.5% in 2019/20.

## Dependants

Data on dependents of Roma children is not collected or known.

The 2015 YLT Survey (of 16 year old young people) reported 9% of their respondents had caring responsibilities. The average age of a young carer is 12 (Barnardo's). At 31 March 2021, there were 3,530 Looked After Children in Northern Ireland.

## Needs, Experiences and Priorities

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

### Religious Belief

The religious belief of Roma children is not collected or known.

### Political Opinion

The political opinion of pupils is not known as it is not collected. See above as a proxy for political opinion.

### Racial Group

The needs and priorities are as follows;

- i. Need to pilot a partnership model of support for all Roma children and families from pregnancy to end P1 in the Belfast area.
- ii. Need to support Roma children through their early years into the first year of school.

- iii. Need to effectively support Roma parents in the development of their children from 0 to age 6.
- iv. Need to enhance the capacity of the Roma community in South Belfast.

### Age

The pilot will support 40 Roma children through their early years into the first year of school. 35 Roma children will receive provision of bi-lingual services and there will be a Multi-Agency, collaborative approach to supporting Roma children and families.

The Equality Commission in their [Summary of policy positions relating to poverty and socio-economic disadvantage](#) state, “High quality early years provision plays a key role in children’s development, and can have significant beneficial impacts for those children most at risk of educational underachievement. It has a significant impact on children from particular equality groups – including children from minority ethnic communities and children with disabilities.”

### Marital Status

The marital status of the marital status of the parents of Roma children is not collected or known.

### Sexual Orientation

The sexual orientation of Roma children is not collected or known.

### Men And Women Generally

Data on the gender of Roma children is not collected or known.

### Disability

[Impact of COVID-19 on Children and Young People with SEND in NI \(NCB, 2021\)](#) states, “

*The mental health and wellbeing of young people, parents/carers and practitioners has been negatively impacted by the pandemic. It was even more difficult than usual to get counselling or a CAMHS appointment; some young people experienced bereavement for the first time; there were higher than normal numbers of bereavements for practitioners to cope with too; for most young people, there were less opportunities for physical exercise as sports clubs were closed; higher levels of*

*stress and anxiety were reported by parents in terms of their own mental health and in terms of their children's;..."*

### Dependants

Data on the dependents of Roma children is not collected or known.

## SCREENING QUESTIONS

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

## Religious Belief Minor

## Political Opinion Minor

## Racial Group Minor

## Age Minor

## Marital Status

## Sexual Orientation Minorities

## Men And Women Generally Minor

## Disability Minor

## Dependants Minor

## Opportunities to Better Promote Equality of Opportunity

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

## Religious Belief No

## Political Opinion

## Racial Group Yes

### Marital Status

## Sexual Orientation No

## Men And Women Generally No

## Disability No

## Dependants No

## Likely Impact on Good Relations

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

Religious belief	None
Political opinion	None
Racial group	Minor

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

Religious belief	No
Political opinion	No
Racial group	Yes

## **Multiple Identities**

2.5 Please provide details of data on the impact of the policy on people with multiple identities and specify relevant Section 75 categories concerned.

This project is specifically for Roma children aged 0-6. There is deemed to be no impact in people with multiple identities.

## **PART THREE**

### **SCREENING DECISION**

3.1 Please select as appropriate and provide details and reasons:

- a) The decision is not to conduct an equality impact assessment.

#### **Reasons**

The Independent Panel which reviewed educational underachievement in Northern Ireland highlighted in their report, 'A Fair Start'<sup>1</sup> the significant challenges faced by Roma children, who have some of the lowest levels of education attainment of all equality groups

The Roma 0-6 Early Interventions Pilot will provide support to Roma children. There is deemed to be no adverse impact on other section 75 groups as a result.

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## **Mitigation**

3.2 If option B were chosen.

When the public authority concludes that the likely impact is 'minor' and an equality impact assessment is not to be conducted, the public authority may consider mitigation to lessen the severity of any equality impact, or the introduction of an alternative policy to better promote equality of opportunity or good relations.

Can the policy/decision be amended or changed or an alternative policy introduced to better promote equality of opportunity and/or good relations?

If so, **give the reasons** to support your decision, together with the proposed changes/amendments or alternative policy.

The pilot will achieve the following;

- i. To pilot a partnership model of support for all Roma children and families from pregnancy to end P1 in the Belfast area.
- ii. To support Roma children through their early years into the first year of school.
- iii. To effectively support Roma parents in the development of their children from 0 to age 6.
- iv. To enhance the capacity of the Roma community in South Belfast.

## PART FOUR

### MONITORING

Please detail what data you will collect in the future in order to monitor the effect of the policy/policy review/revised policy/pilot/project on any of Section 75 equality categories:

The following Outcomes Based Accountability (OBA) annual report card below will be used to collect data and be monitored annually.

The **SBSS Roma pilot project** has clear links to the following population level outcomes:

**Draft Programme for Government**

**Outcome 9:** We are a shared society that respects diversity

**Outcome 14:** We give our children and young people the best start in life

**Draft Children and Young People's Strategy**

**Outcome 3:** Children and young people learn and achieve

**Outcome 8:** Children and young people live in a society in which equality of opportunity and good relations are promoted

<b>SBSS Roma Pilot - Report Card 2022/23</b>	
<i>To sustain and further develop an early intervention project for Romanian Roma families living in South Belfast who are pregnant or have a child/children under the age of 6 years in order to reduce educational inequalities, support parents, improve health and wellbeing, enhance the capacity of the Romanian Roma community and support the access of Roma families to education, health and other vital services in the statutory and community sector.</i>	
<b>Lead: SBSS Ltd</b>	
<b>How much did we do?</b>	<b>How well did we do it?</b>
e.g.  xx Roma children aged 0-3 years supported within the project xx Roma children aged 4-6 years supported within the project xx Roma parents engaged in English language acquisition xx Roma people provided “apprentices” in SBSS x parents participating in health and well-being activities/programmes xx partner organisations engaged in the project	e.g.  % of Roma children (aged 0-6) in South Belfast supported by the project  % of Roma parents in South Belfast engaged with the project  % of Roma parents who are satisfied with support received
<b>Is anyone better off?</b>	
e.g.  No/% of children supported, transitioned more effectively to pre-school and primary school No./% of Roma adults gaining Early Years accreditation Positive feedback from South Belfast Roma community on integration and support received Case studies that demonstrate parents and children’s journey throughout the project	

## **DISABILITY DISCRIMINATION**

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

No

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

No

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

N/A

## **PART SIX**

### **HUMAN RIGHTS ISSUES**

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

Particularly consider:

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

No

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

N/A

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

None

## **PART SEVEN**

### **RURAL NEEDS**

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

Will a separate RNIA be completed? Yes

Reason for non-completion: N/A

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

## **Part Eight**

### **APPROVAL AND AUTHORISATION**

#### FOR COMPLETION BY POLICY TEAM

Screened by: Lauren Smythe Grade: SO Date 5 Sept 2022

Approved by: Linda Drysdale Grade: 7 Date 11 Sept 2022

#### **Notes:**

The Screening Form must be approved and ‘signed off’ by a senior manager responsible for the policy.

The TRIM version of the completed Screening Form must be sent to the Equality Team (DE.Equality@education-ni.gov.uk) for quality assurance

#### FOR COMPLETION BY EQUALITY TEAM

Screening Decision: Agreed

Quality Assured by: Catherine Service

Team Informed: EYIPT

#### RECORDING AND PUBLISHING BY POLICY TEAM

You must store this completed screening form on Content Manager and finalise it. Use the record naming convention “Completed Screening form of.....”

Content Manager Ref No:

Placed on Internet by policy team Date

As soon as possible, following quality assurance, you must publish a copy of the screening form in Microsoft Word (or other Open Document Format) on the Department’s website: <https://www.education-ni.gov.uk/publications> with a link on the “Policy Screening” page: <https://www.education-ni.gov.uk/de-equality-screenings>