



EQUALITY IMPACT ASSESSMENT
Citizenship and Safety Education (CASE) Programme
Final Report
May 2009

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1. EXECUTIVE SUMMARY

This document presents the findings of An Equality Impact Assessment (EQIA) on the PSNI Citizenship and Safety Education (CASE) Programme.

1.1 Purpose of Equality Impact Assessment

Section 75 aims to ensure that equality considerations and practice are mainstreamed into the work of public authorities by ensuring “*the integration of equal opportunities principles, strategies and practices into the everyday work of Government and other public bodies from the outset*”.

The purpose of this EQIA is to determine whether there is likely to be any differential impact arising from the policy between persons of different religious belief, political opinion, racial group, age, marital status or sexual orientation; men and women generally; persons with a disability and persons without; and persons with dependants and persons without.

An EQIA also considers mitigating measures or alternative policies to better achieve the promotion of equality of opportunity.

1.2 Background

The CASE Programme is an education programme which is delivered by PSNI in partnership with schools and is available to every Primary and Post-Primary school in Northern Ireland. Through the CASE Programme it is hoped participants will develop their knowledge and understanding of their rights and responsibilities as citizens, personal and social skills, health and safety issues, crime prevention, consequences of crime; and the role of Police Officers. The CASE Programme has four key aims. These are:

- to contribute to the preparation of young people in their transition to adult life;
- to promote within young people attitudes, values and skills for personal and social development and positive citizenship;
- to promote mutual understanding and respect between young people from different groups; and
- to establish and reinforce productive and positive contact between Police Officers and young people through schools.

1.3 Data Collection and Consultation

The PSNI draft EQIA considered a range of evaluative, qualitative and quantitative data on the CASE Programme. Pre-consultation meetings were held by PSNI in December 2007 to inform the draft EQIA and three focus groups with school children were held in September 2008. A Formal Consultation exercise was undertaken between December 2008 and February 2009 2008. All of these have informed the EQIA and assessment of impacts.

1.4 Key Findings

The EQIA concludes that there are potentially adverse impacts on the following groups: Roman Catholics, Irish Language speakers, schools in nationalist / republican areas, Nursery and Primary school children; children attending special schools; children with disabilities and children who do not speak English as a first language.

1.5 Conclusions

The findings of the draft EQIA and the consultation were considered by PSNI in March 2009. Consideration was given to the introduction of alternative policies and ways of mitigating potential adverse impact on Section 75 groups. As a result of the EQIA PSNI will be introducing changes to how the CASE Programme is promoted delivered and monitored.

1.6 Publication of Results

PSNI will be writing to all those who participated in the consultation to advise of this EQIA's publication and to offer a copy of the final EQIA in a format of their choice. Such formats include but are not limited to Plain English summary, large print, Braille, PDF, audio cassette and minority languages.

All enquiries relating to this EQIA should be directed to the PSNI Education Adviser, Community Safety Branch, 42 Montgomery Road, Belfast, BT6 9LD

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Telephone: 028 9065 0222 Extension 69907

Text: 07795 152 801

Textphone: 028 9090 1246.

2. BACKGROUND AND CONTEXT

This section summarises the background to the PSNI CASE Programme and the context for this EQIA.

2.1 Summary of CASE Programme

The CASE Programme is an education programme which is delivered by PSNI in partnership with schools and it is available to every Primary and Post-Primary school in Northern Ireland. It was developed by PSNI to establish close links between police and the school community through the central themes of Protection, Education and Prevention. The CASE Programme replaced the Police Education Programme (PEP) in April 2002.

The Programme is delivered by PSNI Officers, with lessons drafted by the PSNI Education Adviser, formerly a teacher in the Post-Primary sector. Officers delivering the CASE Programme undertake accredited classroom skills training which can form the basis of a degree qualification.

Through the CASE Programme it is hoped participants will develop their knowledge and understanding of their rights and responsibilities as citizens, personal and social skills, health and safety issues, crime prevention, consequences of crime; and the role of Police Officers. The Programme focuses on safety issues such as internet use, drug education, personal safety and citizenship. Along with teachers and parents, Police Officers delivering CASE seek to present information and promote skills, attitudes and values to encourage responsible behaviour in young people and empower them to live safely.

The CASE Programme has four key aims. These are:

- to contribute to the preparation of young people in their transition to adult life;
- to promote within young people attitudes, values and skills for personal and social development and positive citizenship;
- to promote mutual understanding and respect between young people from different groups; and
- to establish and reinforce productive and positive contact between Police Officers and young people through schools.

The CASE Programme complements the revised Northern Ireland curriculum and contributes to the development of personal, interpersonal and thinking skills. It has been accredited by CCEA, and complements the personal development strand of the Primary Curriculum and the 'Learning for Life and Work' strand of the post-primary curriculum.

The CASE Programme is underpinned by the following core elements:

- it is a structured programme with centrally developed lesson plans;
- it is based on and complementary to the Revised Northern Ireland Curriculum; and
- all delivering Officers are trained in teaching and classroom skills.

2.2 UrZone Website

The UrZone website was launched in 2003 to complement the CASE Programme, providing interactive learning packages, information and advice for young people, teachers and parents. It addresses issues facing children across Northern Ireland and offers advice on issues including bullying, drug abuse and internet safety.

The website also considers the causes and consequences of crime and has information about the roles and responsibilities of the police, the law for young people, personal safety advice, information on planning for emergencies and advice for parents. UrZone is supported by NSPCC, ChildLine and endorsed by the Northern Ireland Curriculum Council.

The UrZone website was relaunched in late 2007 with new interactive content addressing emerging issues such as hate crime, cyber bullying and safe internet use. The revised website has dedicated areas for teachers, youth workers and parents, with additional information, guidance and links.

2.3 CASE Programme Section 75 Screening

In 2006, PSNI carried out an Equality Screening exercise in respect of the CASE Programme. Consideration was given to the following criteria:

- Is there evidence of higher or lower participation or uptake by different groups?
- Is there evidence that different groups have different needs, experiences, issues and priorities in relation to the particular policies, functions or duties?
- Is there an opportunity to better promote equality of opportunity or good relations, by altering policy or practice, or working with others in Government or the larger community? and
- Have consultations with relevant representative organisations or individuals within groups indicated that particular policies, functions or duties create problems that are specific to them?

The screening process identified a need to consider further the impact of the introduction of the CASE Programme in respect of the following Section 75 groups:

- People of different religious beliefs; and
- People of different political opinions.

As a result of the Equality Screening, and feedback from staff, Officers and key stakeholders, PSNI decided to conduct an EQIA on the CASE Programme to identify any ways to better promote equality of opportunity.

3. DATA AND CONSULTATION

This section of the report outlines how data were collected for the EQIA, and details the consultation carried out.

3.1 Introduction

The Equality Commissions “*Practical Guidance on Equality Impact Assessment*” notes that public authorities will need to consider how they will collect the information which will enable them to make a judgment of the extent of impact on the nine equality categories.

The draft EQIA considered a range of evaluative, qualitative and quantitative data on the CASE Programme. Table 3A below details the key sources used to inform the draft EQIA.

Table 3A
Key Sources of Data Used to Inform EQIA

Source	Data
NISRA	NI Census Data (2001)
PSNI	Administrative Data on requests for and delivery of the CASE Programme by DCU and School Type from September 2005 – June 2007
Department of Education	Schools Census Data (2001-2008)
PSNI	Pre –consultation meetings and Focus Groups (detailed in Section 4)
BBC	2005 Local Government Election Results
Concordia Partnership	Migrant Workers in Northern Ireland

Source: PSNI

3.2 General Data

Table 3B below summarises the number of institutions that requested and received CASE between September 2005 and March 2007 and the number of lessons delivered.

Table 3B
Case Requested and Delivered by Institution Type (Sep 05 – Mar 07)

	Case Requested	Case Delivered	Lessons	Percentage of Requested Delivered %	Percentage of Total Delivered %
Nursery	21	21	97	100	18
Primary	602	571	4714	95	67
Secondary	167	171	3354	102	74
Special Schools	25	23	201	92	46
Other	259	249	592	96	-
Total	1074	1035	8958	96	-

Source: PSNI CASE Programme Administrative Data

During the period 1074 institutions requested CASE, 1035 received CASE and a total of 8958 lessons were delivered to Nursery, Primary and Secondary schools and other institutions. “Other” institutions include play and pre-school groups, youth and community groups, after schools clubs and further education institutions.

3.3 Data by Equality Grouping

This Section presents summary data by equality grouping (where available) to inform an assessment of impact of the CASE Programme on the range of Section 75 groups.

3.3.1 Religion

This Section considers requests for and delivery of the CASE programme by religious group.

Primary School

Table 3C below, illustrates the primary schools that requested and received CASE by school management.

Table 3C
**CASE Delivered and Requested by School Management
 Primary Schools (Sept 05 – Jun 07)**

Management	Requested	Delivered	Total Primary Schools	% of total requested	% of requested delivered
controlled	342	332	404	85	97
controlled integrated	14	14	16	88	100
GMI	17	17	23	74	100
other maintained	5	6	24	21	120
RC maintained	181	167	404	45	92
voluntary	7	8	14	50	114
Not Stated	36	27	52	69	75
Grand Total	602	571	937	64	95

Source: PSNI CASE Programme Administrative Data

The data shows that controlled integrated primary (88 per cent) and controlled primary schools (85 per cent) are much more likely to request CASE than other types. Least likely to request CASE were "other maintained primary" (21 per cent) and RC maintained primary schools (45 per cent).

The levels of CASE being delivered met or exceeded the totals requesting CASE for controlled integrated primary schools, grant maintained integrated schools, other maintained and voluntary schools. The lowest proportion of deliveries was to RC maintained schools where 92 per cent of requests for CASE were fulfilled and schools where the management type was not stated (75 per cent of requested for CASE fulfilled).

Post Primary Schools

Table 3D overleaf summarises CASE deliveries and requests by school management to secondary schools.

Table 3D
**CASE Delivered and Requested by School Management Post
 Primary Schools (Sep 05 – Jun 07)**

	Requested	Delivered	Total	% Total Requested	% Requested Delivered
Controlled	71	71	80	89	100
Controlled integrated	4	4	5	80	100
GMI	13	14	15	87	108
Other maintained	-	-	1	-	-
RC maintained	37	40	73	51	108
Voluntary - Other managed	21	21	22	95	100
Voluntary - RC managed	19	19	30	63	100
Not Stated	2	2	6	33	100
Grand Total	167	171	232	72	102

Source: PSNI CASE Programme Administrative Data

The data shows that Roman Catholic Maintained and Voluntary Roman Catholic Maintained Secondary Schools are less likely to request CASE than other school types (51 and 63 per cent of each). Schools defined as “voluntary other” managed were most likely (95 per cent) to request CASE. The delivery of CASE exceeded requests for all secondary school categories, showing that lower levels of case deliveries are due to lower levels of requests by certain school types rather than delivery or capacity issues by PSNI.

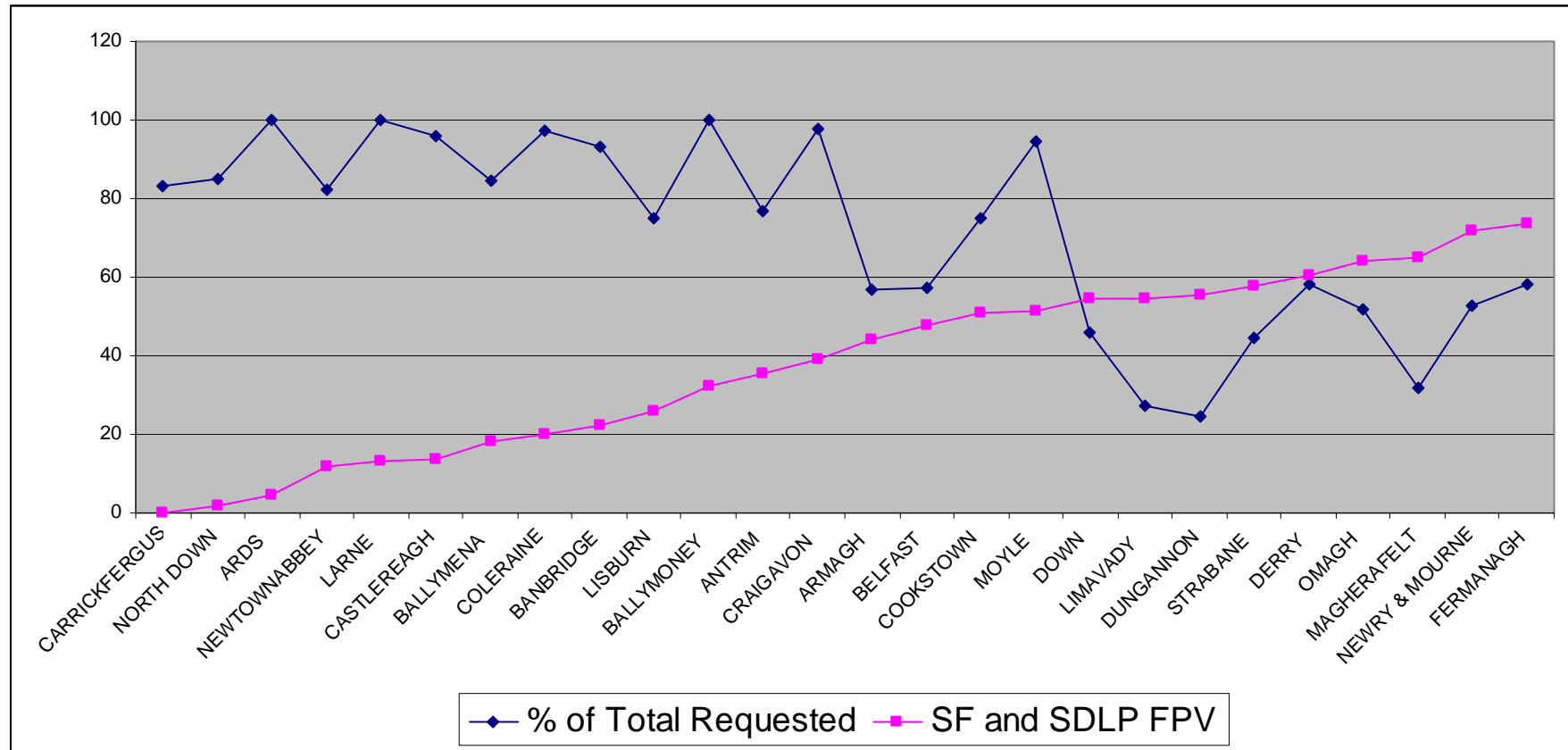
In all district council areas CASE deliveries to secondary schools met or exceeded the numbers of requests.

3.3.2 Political Opinion

Figure 3E overleaf presents data on schools requesting the CASE programme and political opinion (based on First Preference Votes cast in the 2005 local government elections for Sinn Fein and SDLP).

Figure 3E

Proportion of Schools Requesting CASE by SF and SDLP First Preference Votes



Source: PSNI Community Safety Branch, DE School Census 07/08 and NI Local Government Elections 2005 (BBC)

The graph suggests that there is an inverse relationship between the levels of Sinn Fein / SDLP first preference votes in each area and the proportion of schools requesting the CASE Programme (i.e. in areas with a greater Sinn Fein / SDLP population, a smaller proportion of schools request the CASE Programme).

3.3.3 Racial Group

No administrative data is gathered by PSNI on the racial group of CASE participants or on the pupils in schools in which the CASE Programme is delivered. The CASE curriculum includes information on and consideration of bullying and Hate Crime including racially motivated crimes.

3.3.4 Age

The CASE programme is explicitly aimed at school children and it would clearly be expected that the data would reflect this. On Census day 2001, 27 per cent of the Northern Ireland population was under the age of 18. Table 3F below presents the data on CASE requests and deliveries by school age grouping.

Table 3F
CASE Delivery by School Age Grouping

	Case Requested	Case Delivered	Lessons	Percentage of Total Delivered
Nursery	21	21	97	18 %
Primary	602	571	4714	67%
Post Primary	167	171	3354	74%

Source: PSNI CASE Programme Administrative Data

The data shows that nursery schools were least likely to request or receive the CASE Programme. Two thirds of all primary schools received the CASE programme and 31 (5 per cent) of those that requested CASE did not receive it. Almost three quarters (74 per cent) of post primary schools received the CASE Programme and deliveries to post primary school exceeded the number of requests.

3.3.5 Sexual Orientation

No administrative data is gathered by PSNI on the sexual orientation of individual participants in the CASE programme and it is not felt to be appropriate to attempt to gather such data from schools or schoolchildren given the sensitivity of this information. The CASE curriculum does include coverage of hate crime topics, including crime motivated by the victims' sexual orientation or perceived sexual orientation.

3.3.6 Gender

PSNI do not gather monitoring data on the gender of pupils receiving the CASE Programme.

3.3.7 People with Dependants and those without dependants

The CASE Programme does not gather data on whether or not participants in the CASE Programme have dependants.

3.3.8 People with a disability and those without

Between September 05 and June 07, the CASE Programme was requested by 25 of the 51 Special Schools in Northern Ireland. It was delivered in 23 of the 25 requested schools, representing delivery in 92% of requested special schools. This represents CASE deliveries in 46 per cent of the 51 special schools identified in Northern Ireland. This compares with 67 per cent of all primary and 74 per cent of all secondary schools receiving the CASE Programme.

A total of 201 lessons were delivered to the 25 Special Schools which received CASE. These schools have a total of 2,541 pupils (1,755 male and 786 female). All 2,541 pupils are on stage one to five of the SEN register.

3.4 Pre-Consultation

In line with good EQIA practice, pre-consultation meetings were held with representatives of a number of organisations in December 2007 and focus groups in September 2008 to inform this EQIA. Seven organisations accepted the invitation to participate in the pre-consultation and four focus groups were held.

The pre-consultation sought to provide an initial opportunity for discussion with a number of additional stakeholders, identify any issues

or potential differential impacts arising from the CASE Programme and identify any additional sources of available data.

Consultees provided feedback in a range of areas including: the extent to which CASE Programme promotes equality of opportunity; the existence of differential impact arising from the CASE Programme; data sources which should be used to inform the EQIA; barriers to participation in the CASE Programme and actions which PSNI could take to promote participation in the CASE Programme by different groups and to improve the programme. Full details of pre-consultation feedback were included in the draft EQIA consultation report and are available on request from PSNI

3.5 Consultation Arrangements

A Formal Consultation exercise was undertaken between December 2008 and February 2009. A draft EQIA consultation document was developed to provide an opportunity to engage with interested parties and to identify the views of consultees on the EQIA process, findings and next steps.

A list of those PSNI invited to participate in the consultation on the draft EQIA is included at Appendix One. An advert was also placed in the Belfast Telegraph, Newsletter and Irish News inviting individuals and organisations to participate in the consultation. The document was available for download from the PSNI website at <http://www.psnipolice.uk> and different formats of the document were available on request including summaries, Braille, audiocassette, minority languages, and electronic versions.

A Plain English Summary of the document was developed to facilitate consultation with all Section 75 groups including children and young people and people with a learning disability and young people that participated in the focus groups. One consultee requested a summary of the EQIA in Irish and this was made available.

PSNI held a meeting with the Equality Commission for Northern Ireland and contacted a range of consultees by phone to encourage engagement in the consultation process. These included Schools receiving the CASE Programme, the PSNI Independent Advisory Groups and representatives of statutory, voluntary and community organisations.

Despite the range of activity detailed above, just four responses were received to the consultation. These were received from:

- Committee on the Administration of Justice;
- Disability Action;
- University of Ulster; and
- A private individual.

Appendix One provides detailed summaries of the feedback received and details the PSNI response. An overview of the consultation responses received are detailed below:

- it is a very comprehensive EQIA with a detailed consideration of data and good use of pre consultation;
- we welcome the recommendations from the report;
- we request information on the accessibility of the UrZone and PSNI websites to people with disabilities,
- one consultee noted their disappointment at the lack of or very limited amount of data produced on the other section 75 groupings and believe that the assessment of impacts is not robust enough;
- we advise an immediate review of the PSNI list of consultees;
- we commend the carrying out of the pre-consultation exercise and the inclusion of data showing the under-representation of certain kinds of schools;
- we support the list of targeting and adjustment measures and suggestions for additional measures;
- we recommend that the way the CASE Programme is delivered to children with learning disabilities, or those for whom English is not a first language should be given particular consideration in addition to the other measures proposed.

These consultation responses have been considered in the remaining Sections of this EQIA.

4. KEY FINDINGS

This section details the findings of the EQIA.

4.1 Summary of Impacts on Section 75 Groups

The Equality Commission Guidance notes that differential impact suggests that a particular group has been affected differently by the policy. This section summarises the impact on Section 75 groups highlighting where the EQIA has identified differential impacts:

- **persons of different religious belief** -; Roman Catholic Maintained schools at both primary and secondary level are less likely to request the CASE Programme than other school types. At primary school level, Roman Catholic Schools requesting the CASE programme were less likely than other school types to have such requests met. Qualitative data suggests that there is a differential impact on Irish Language schools as they are less likely to request the CASE Programme than other schools;
- **persons of different political opinion** –; schools in areas with higher levels of nationalist voters are less likely to request the CASE programme suggesting a differential impact between people of different political opinion. Where CASE is requested, levels of delivery do not appear to vary by political opinion;
- **persons of different racial group** – children who do not speak English as a first language may have greater difficulty accessing the CASE material than other children;
- **persons of different ages** – schools with pupils at a younger age group were least likely to request or receive the CASE Programme (nursery and primary schools) illustrating a differential impact between people of different ages;
- **persons of different marital status** – this is not felt to be a category of relevance to this EQIA as the CASE Programme is aimed at school children;
- **persons of different sexual orientation** - No differential impacts are thought to exist in respect of people of people of different sexual orientation.

- **men and women generally** – the data suggest that there is no differential impact on people from different genders arising from the delivery of the CASE Programme;
- **persons with dependants and persons without** - No differential impacts are thought to exist in respect of persons with or without dependants;
- **persons with a disability and persons without** – special schools are less likely to request and receive the CASE programme suggesting that there may be a differential impact between people with a disability and those without. It is noted that children with disabilities may also experience greater difficulty in accessing the CASE material than other children.

4.2 Nature of Impacts on Section 75 Groups

Table 5A overleaf summarises the impacts identified on specific Section 75 groups.

Table 5A

Summary of Impacts of the CASE Programme on Section 75 Groups

Category	Potential Differential Impact	Specific Groups Impacted	Potential Adverse Impact
Religion	Yes	Roman Catholic Schools, Irish Language Schools	Yes
Political Opinion	Yes	schools in areas with high levels of nationalist / republican voters	Yes
Racial Group	No	Children who do not speak English as a first language	yes
People of Different Ages	Yes	Younger (Nursery and Primary aged) children	Yes
People of Different Marital Status	No		No
People of Different Sexual Orientation	No		No
Men and Women	No		No
People with Dependants	No		No
Persons with a Disability	Yes	Children attending Special Schools; children with disabilities, children with learning disabilities.	Yes

4.3 Impact on Good Relations

Section 75 (2) places a statutory duty on public bodies to proactively address good relations between persons of different religious belief, political opinion or racial group. The Equality Commission’s Publication “*Promoting Good Relations – A Summary Guide for Public Authorities*” notes that this means a public authority must “*consider how the policies it makes and implements, affect relationships between people of different religions, political opinions and racial groups*”.

As identified above, the EQIA concludes that there may be a potential adverse impact on people from black and minority ethnic groups, Roman Catholics, Irish Language speakers and schools in areas with high levels of nationalist or republican voters.

As a result of undertaking this EQIA, PSNI have identified a number of actions, detailed in Section 5 to mitigate the potential impacts identified and to promote equality of opportunity. These actions will further support the extent to which the CASE Programme promotes good relations between people of different religious belief, political opinion and racial group.

5. CONCLUSIONS

This Section details the conclusions of this EQIA and outlines the decision-making process which was adopted. The systems which will be put in place to monitor for adverse impact in the future are also detailed

5.1 Decision Making Process

The final policy decision included the following stages:

- consideration of the findings of the draft EQIA;
- consideration of the consultation findings; and
- consideration of alternative policies or ways of mitigating such impact ensuring that considerable weight is accorded to equality considerations.

5.2 Conclusions of EQIA

The EQIA concluded that there were potential adverse impacts in respect of the CASE Programme on:

- Irish Language schools;
- Schools in areas with high levels of nationalist / republican voters;
- children who do not speak English as a first language
- younger (Nursery and Primary aged) children;
- children attending Special Schools; and
- children with disabilities.

5.3 Alternative Policies and Mitigation

Specific adjustments to target Section 75 groups that PSNI will take as a result of this EQIA include:

- narrowing the gap between schools requesting the CASE Programme and the number receiving the CASE Programme by aiming to deliver the CASE Programme to all requesting it;
- conducting research with the Principals of those schools in Northern Ireland not participating in CASE to identify the reasons for non-participation;

- actively promoting participation in the CASE Programme to those all schools that do not request the CASE Programme, particularly in areas with high levels of people from a Catholic background, high levels of nationalist and republican voters;
- training CASE officers who will reflect a diversity of gender, religion and ethnicity, encouraging female officers and officers from minority ethnic backgrounds to become CASE Officers where these are under-represented. PSNI will give consideration to monitoring the gender and ethnicity of trained CASE Officers;
- consider increasing the extent to which diversity issues are included in the content of the CASE programme;
- establishing targets for increasing the schools in which CASE is delivered, particularly those Roman Catholic Schools and schools in nationalist areas;
- continuing to develop plans to offering the CASE Programme in Irish Language as well a translating introductory and curriculum materials into Irish Language. This measure should assist in mitigating the impact on Irish Language schools;
- reviewing access to the CASE Programme for those with disabilities, and where necessary will adjust elements of the lesson material;
- continuing to include consideration of the needs of Section 75 groups in the training for Officers delivering the CASE Programme and ensure that cultural and sensitivity training are included;
- providing disability awareness training for officers who deliver the programme. Such training will include physical and learning disabilities and aim to promote the extent to which the CASE programme is accessible to children with disabilities;
- publicising the scheme outside of schools, especially to parents through the PSNI annual report and the provision of advice and information to parents around issues such as internet safety;
- actively targeting schools in areas where there are high proportions of children from black and minority ethnic groups. PSNI will aim to identify where children do not speak English as a first language and work with schools existing support structures to make the CASE Programme as accessible as possible;

- promoting participation by Irish Medium Schools by: providing introduction material to CASE in Irish language; providing teaching materials to Irish Medium Schools; ensuring there are Irish language speakers to deliver the Programme; and developing relationships with Irish Language schools;
- when delivering CASE in schools where the programme has not previously been delivered, CASE officers will have a preliminary meeting with staff and pupils to discuss and agree on issues such as uniform, topics of interest and allow any questions or concerns to be discussed before the programme starts; and
- building relationships between young people and PSNI by developing CASE lessons on rights, responsibilities, the law and complaints processes will be developed and made available.

5.4 Monitoring

Monitoring measures which PSNI will adopt following this EQIA include:

- gathering evaluation feedback from participating pupils on the extent to which the CASE programmes promotes equality of opportunity across Section 75 groups;
- recording of any increase or decrease in participating schools in each category; and
- inclusion on the monitoring information of participation in the CASE Programme by people from minority ethnic communities, pupils with English as a second language and pupils with disabilities.

5.5 Policy Decision

The CASE Programme Policy and the findings of the draft EQIA and consultation were considered by PSNI in March 2009. Consideration was given to the introduction of alternative policies and ways of mitigating potential adverse impact on Section 75 groups.

The decision was made to continue to deliver the CASE Programme, making the adjustments to delivery and monitoring detailed in Sections 5.3 and 5.4 above.

APPENDIX ONE

**SUMMARY OF CONSULTATION
RESPONSES**

Consultee Response	PSNI Comment
Very comprehensive EQIA with a detailed consideration of data and good use of pre consultation	Comment welcomed
Welcome the recommendations from the report and feel that positive action is required to promote and deliver the CASE programme in Catholic maintained schools within nationalist areas of Northern Ireland	Comment welcomed
The report indicates that children/young people from special schools are less likely to request or receive the CASE programme. However there is no action or recommendation relating to this. We recommend that an action to promote equality of opportunity for children/young people with a disability is included. This action may include training officers who deliver the programme in disability awareness; incorporating disability examples into the training and ensuring that training materials and the UrZone website meets accessibility standards (is the website W3C compliant?) so that children/young people with disabilities can access them.	PSNI have accepted this recommendation. The Urzone website is currently being reviewed to ensure compliance with accessibility standards.
Request a summary consultation document in Irish Language	PSNI provided a summary of the consultation in Irish
Agree that liaising with the Bunscoilleana is a good idea but do not agree with stopping there for students educated in the Irish medium.	PSNI welcome the comment and are committed to promoting equality of opportunity and good relations with Irish Language speakers
Recommend inclusion of QUB on the consultation list	PSNI have noted this point
No clarity on closing dates and no clear information on either document of the availability of the EQIAs in alternative formats. Page 2 of the CASE EQIA indicates that the consultation closes on 6 February 2009, page 49 states that it is 27 February creating confusion among the consultees	PSNI apologise for this confusion. The original timescale for the consultation was delayed and the consultation document was only partially amended to reflect the new dates.

Consultee Response	PSNI Comment
The summary of the CASE Programme makes no specific reference to the special school system.	This is noted. The CASE Programme is available to all primary, post-primary and special schools in Northern Ireland
Request information on whether the website was user tested by disabled children and young people and if yes, what was the outcome of the testing.	The site was also user tested in an Integrated Secondary School by the schools representative council when developed.
Believes that disabled children and young people certainly have different needs, expectations, issues or priorities and would ask for sight of the screening evidence which led to what we believe to be an incorrect conclusion relating to disability welcomes the fact that one of the pre-consultation focus groups was held with children from a special school	PSNI are happy to provide a copy of the screening form. However, it is felt that the EQIA has superseded the screening and that it has effectively considered issues relating to delivery of CASE for children with a disability.
Disappointed however that from the contents of Section 4 it does not appear that any qualitative disability data was gathered.	Qualitative data on disability was gathered through focus group discussions and pre-consultation meetings
Recognises the importance of analysing information on religion and political opinion, particularly for the PSNI, we are disappointed at the lack of or very limited amount of data produced on the other section 75 groupings.	PSNI have made changes to future monitoring to allow more data on section 75 groups to be gathered and analysed.

Consultee Response	PSNI Comment
Believes that this EQIA should also have addressed the programme content in a more detailed way and in particular its context, accessibility and relevance to all of S75 groups. It should also have addressed issues of multiple identity.	Issues of multiple identity have been addressed consistently through the EQIA, considering young people who are also members of other Section 75 groups.
Believes that the assessment of impacts is not robust enough.	PSNI feel that a robust and detailed analysis was conducted to inform this EQIA.
<p>The following should be added to the mitigation measures:</p> <ul style="list-style-type: none"> Review CASE materials for accessibility and cultural accessibility; Review accessibility of the website; Encourage the presence of BME officers as CASE trainers; and Review training programme for officers to include cultural and sensitivity training. 	These have been included in the mitigation measures.
Welcomes the information on the Plan English summary but advises that its effects are lost due to the location of the information at the end of the document. We advise that information on accessible formats and languages should always be placed in a prominent position, preferably on the front or inside front cover of the EQIA	PSNI have noted this point.
Ask for information on the accessibility of PSNI's website	PSNI have noted this point
Advise an immediate review of the list of consultees as for example the Blind Centre for Northern Ireland has merged with RNIB, Belfast Institute for Further and Higher Education has changed its name and the health service has been reorganised.	PSNI have noted this point

Consultee Response	PSNI Comment
The identification of ways in which a policy can better promote equality of opportunity is not contingent on their first being an identifiable adverse impact for instances in which no adverse impact might be identified. In such cases, the duty to consider alternative measures will still apply.	PSNI accept this point and have changed the EQIA accordingly.
Broadly agrees with the thrust of the rest of the EQIA	Comment welcomed
Commend the carrying out of the pre-consultation exercise which has clearly proved useful in terms of identifying some of the key issues at an early stage. We also welcome the inclusion of data showing the under-representation of certain kinds of schools. The graph in figure 5F is particularly useful, showing, as the document correctly identifies, an inverse relationship between the levels of Sinn Fein/SDLP first preference votes in an area and the proportion of schools requesting the CASE programme.	Comments welcomed
Consider the list of targeting and adjustment measures included in Section 7.3 to be ones that we would support.	Comment welcomed
Encourage the PSNI to increase the extent to which diversity measures are included in the CASE programme	This has been included in the mitigating measures.
Welcome the fact that the PSNI will continue to develop plans for offering the CASE Programme in Irish Language as well as translating introductory and curriculum materials into Irish Language	Comments welcomed

Consultee Response	PSNI Comment
<p>Welcome the commitment to including monitoring information of participation in the CASE Programme by people from minority ethnic communities, pupils with English as a second language and pupils with disabilities. We also consider it useful that when delivering CASE in schools where the programme has not previously been delivered, CASE officers would have a preliminary meeting with staff and pupils to discuss and agree on issues such as uniform, topics of interest and allow any questions or concerns to be discussed before the programme starts.</p>	<p>Comments welcomed</p>
<p>The only gap envisioned in the current proposed mitigating measures would be a specific identification of the way in which the CASE Programme might be delivered presently to children with learning disabilities, or those for whom English is not a first language. We would suggest that this issue should be given particular consideration in addition to the other measures proposed.</p>	<p>This has been considered and additional mitigating measures included.</p>

APPENDIX TWO

**SUMMARY OF AIMS
AND OBJECTIVES**

Summary of Aims and Objectives – PSNI CASE Programme

<p>What is the policy and who defines the policy?</p>	<p>The policy is the PSNI CASE Programme which is an education programme delivered by PSNI in partnership with schools in Northern Ireland. The policy is defined by PSNI.</p>
<p>What are the aims, and objectives of the policy?</p>	<p>The CASE Programme has four key aims. These are:</p> <ul style="list-style-type: none"> ▪ to contribute to the preparation of young people in their transition to adult life; ▪ to promote within young people attitudes, values and skills for personal and social development and positive citizenship; ▪ to promote mutual understanding and respect between young people from different groups; and ▪ to establish and reinforce productive and positive contact between Police Officers and young people through schools.
<p>What outcomes do PSNI want to achieve with the policy? For whom?</p>	<p>As a result of participation in the programme, PSNI want young people to have a greater understanding of their rights and responsibilities as citizens and improve their knowledge of a range of issues such as crime prevention, drugs, citizenship and internet safety. Through participation in the CASE Programme, PSNI hope that there will be improved relationships between Police Officers and young people as well as between young people from different backgrounds.</p>
<p>How do the policy aims meet or hinder other policies, values or objectives of PSNI or of Government?</p>	<p>The CASE Programme is consistent with and contributes to the values of the PSNI Code of Ethics, Policing with the Community, the PSNI Diversity Strategy and PSNI Equality Scheme.</p> <p>The CASE Programme also complements the Northern Ireland curriculum drafted by the Department of Education, in particular the personal development and citizenship elements of the revised curriculum.</p>

Summary of Aims and Objectives Contd – PSNI CASE Programme

<p>Who implements the policy and does the public authority interface with other bodies in relation to the implementation of this policy?</p>	<p>PSNI are responsible for implementing the policy and liaise with individual schools in relation to the delivery of the CASE Programme.</p> <p>Appropriate accredited training is provided for the Officers delivering the programme.</p> <p>PSNI also interface with CCEA and Department of Education in respect of ensuring the CASE Programmes complements the school curriculum</p>
<p>What factors/forces could contribute/ detract from the policy aims?</p>	<p>Wider community support for schools participating in the CASE Programme contributes to the aims of the policy as schools may be more likely to participate. Similarly where such support is lacking, schools may be less likely to participate</p>
<p>Are there any associated policies?</p>	<p>The UrZone website was launched in 2003 to complement the CASE programme, providing information and advice on safety and interactive learning packages for young people, teachers and parents. It addresses issues facing children across Northern Ireland and offers advice on issues like bullying, drug abuse and internet safety.</p> <p>The CASE Programme also complements PSNI crime prevention and wider community safety work.</p>
<p>Are there any groups that might be expected to benefit from the intended outcomes but do not?</p>	<p>The experience of the CASE programme has been that Catholic schools and those in nationalist republican areas may be less likely to participate in the programme.</p> <p>Experience also indicates that Irish language schools are less likely to participate as CASE materials and lessons are delivered in English.</p>

Summary of Aims and Objectives Contd – PSNI CASE Programme

<p>Who is affected by the policy and who are the main stakeholders in relation to this policy?</p>	<p>There are a range of stakeholders in relation to this policy including:</p> <ul style="list-style-type: none"> ▪ PSNI as the organisation responsible for implementing the policy; ▪ schoolchildren; ▪ parents; ▪ teachers and other professionals working with young people such as youth workers; ▪ community and voluntary sector organisations involved in the pre-consultation, and those organisations detailed in Appendix One; ▪ statutory organisations including the Northern Ireland Policing Board and Council for the Curriculum Examinations Assessment; and ▪ individual Police Officers, particularly those Officers that deliver the CASE Programme and Police Associations.
<p>What were the conclusions of the screening process?</p>	<p>The screening recognised that people of different religious beliefs and political opinions may have lower participation rates, different needs, priorities or expectations and may have specific problems in relation to the Programme. The screening also found that there is an opportunity to better promote equality of opportunity in relation to people of different religious beliefs and political opinions.</p> <p>It was therefore decided that an EQIA should be in respect of the PSNI CASE Programme.</p>

Source: PSNI

APPENDIX THREE

LIST OF CONSULTEES

Abbeyfield (NI DEV) Society	Baptist Union of Ireland
Abode	Bar Council
ACOVO	Barnardos Northern Ireland
Age Concern Northern Ireland	Barnardos Tuar Ceatha Project
Age Sector Reference Group	Belfast Centre for the Unemployed
Alliance Party of Northern Ireland	Belfast City Council
Altnagelvin Hospitals HSS Trust	Belfast City Hospital HSS Trust
Amalgamated Engineering and Electrical Union	Belfast Community
Amnesty International	Belfast Education & Library Board
Antrim Borough Council	Belfast Harbour Commissioners
Ardoyne Community Centre Committee	Belfast Hebrew Congregation
Ardoyne Development Association	Belfast Institute of Further and Higher Education
Ards Borough Council	Belfast Islamic Centre
Ark Housing Association	Belfast Trades Council
Armagh and Dungannon HSS Trust	Belfast Travellers Education & Development Group
Armagh City and District Council	Belfast Travellers Support Group, Unit 12
Armagh College of Further Education	BIH
Arts Council for Northern Ireland	Blind Centre for Northern Ireland
Association of Chief Officers of Voluntary Organisations	British Association of Women Police (BWAP)
Association of Northern Ireland Colleges	British Council Northern Ireland
Association of Teachers & Lecturers	Deaf Association of Northern Ireland
AT&GWU	British/ Irish Rights Watch
Baha'I Faith	Bryson House
Ballymena Borough Council	Business in the Community
Ballynafeigh Community Development Assoc	Cara Friend
Ballymoney Borough Council	Carers Northern Ireland
Banbridge District Council	Carer's Newington Day Centre

Carrickfergus Borough Council	Community Relations Training/ Learning Consortium
Castlereagh College of Further and Higher Education	Concorde Community Centre Committee
Causeway HSS Trust	Confederation of British Industry
Causeway Institute of Further and Higher Education	Connswater Housing Association
Central Services Agency	Cookstown District Council
Chief Electoral Officer	Co-Operation Ireland
Child Care Northern Ireland (NICMA)	Coral Crescent
Child Poverty Action Group	Corinthian Housing Association
Children in Northern Ireland	Council for Catholic Maintained Schools
Children's Law Centre	Council for the Homeless NI
Chinese Chamber of Commerce	Counteract
Chinese Christian Fellowship	Covenanter
Chinese Welfare Association Northern Ireland	Craigavon and Banbridge Community HSS Trust
Choice	Craigavon Area Hospital Group HSS Trust
Chrysalis Women's Centre	Craigavon Borough Council
Church of Ireland House	Craigowen
Citizens Advice Bureau - City Centre	Culturlann
Clanmil Housing	DARD, Dundonald House
Clara Park Tenants & Residents Association	Dee Street Community Centre Committee
Coalition on Sexual Orientation (CoSo)	Democratic Unionist Party
Coleraine Borough Council	Department of Education
Committee on the Administration of Justice	Department of Environment
Community Development and Health Network	Department of Finance and Personnel
Community Fund	Dept. for Employment and Learning
Community Relations Council	Dept. for Social Development
	Dept. of Agriculture and Rural Development

Dept. of Culture, Arts and Leisure	Equality Coalition
Dept. of Enterprise, Trade and Investment	Equality Commission
Dept. of Health, Social Services and Public Safety	Equality Forum NI
Dept. of Regional Development	Evangelical Alliance
Derry City Council	Falls Community Council
Derry Well Women	Falls Forum
Disability Action Northern Ireland	Falls Women's Centre
Disability Living Allowance Advisory Board	Federation of Small Businesses
Distinction and Meritorious Service Awards Committee	Feile An Phobail
Divis Community Centre Committee	Fermanagh College of Further and Higher Education
Domestic Violence Forum	Fermanagh District Council
Donacloney	Fermanagh Women's Network
Down District Council	Filor Housing Association
Down Lisburn Trust	Finaghy Community Centre Committee
Downs Syndrome Association	Fire Authority for Northern Ireland
Duncairn Community Centre Committee	First and Deputy First Ministers
Dungannon & District Council	Fisheries Conservancy Board for Northern Ireland
East Antrim Institute of Further and Higher Education	Flax Housing Association
East Belfast Community Development Agency	Fleming Fulton School
East Down Institute of Further and Higher Education	Fold Housing Association
East Tyrone College of Further and Higher Education	Forbairt Feirste
Eastern Health and Social Services Board	Foyle HSS Trust
Employers' Forum on Disability	FPA
Enterprise Ulster	Free Presbyterian Church
	Gaeloiliuin
	Gay & Lesbian Youth in NI
	General Consumer Council for Northern Ireland

General Teaching Council for Northern Ireland	Incore
Gingerbread Northern Ireland	Independent Assessor for Military Complaints
Girl Guides Association	Indian Community Centre
Glen Community Centre Committee	Information Commissioner
GMB	Inland Revenue
Gosford Housing Association	Inner East Youth Project
Greater East Belfast Partnership	Institute of Directors
Greater Shankill Community Council	Integrated Education Fund
Greater Shankill Partnership Board, Spectrum Centre	Intertrade Ireland
Greater West Belfast Community Association	Inverary Community Centre Committee
Green Park HSS Trust	Invest Northern Ireland
Grove Housing Association	Irish Congress of Trade Unions
Guru Nanak Dev. J Sikh Community Association	Irish Council of Churches
Habinteg Housing Association	Irish Republican Socialist Party
Hammer Community Complex Committee	Italian Society
Health and Safety Executive for Northern Ireland	Knocknagoney Community Centre Committee
Hearth Housing Association	Labour Relations Agency
Help the Aged Northern Ireland	Laganside Corporation
Highfield Community Centre Committee	Larne & District Borough Council
HM Customs and Excise	Law Centre Northern Ireland
Home Office-Race Legislation Team	Lee Hestia Housing Association
Homefirst Community HSS Trust	Lenadoon Community Forum
Horn Drive Community Centre Committee	Lesbian and Gay Police Officers Association
Housing Rights Service	Lesbian Line
	Ligoniel Community Centre Committee
	Limavady Borough Council

Limavady College of Further and Higher Education	National Schizophrenia Fellowship
Lisburn City Council	New Opportunities Fund
Lisburn Institute of Further and Higher Education	Newington
Livestock and Meat Commission for Northern Ireland	Newry and Kilkeel Institute of Further and Higher Education
Local Enterprise Agencies	Newry and Mourne District Council
Local Government Staff Commission	Newry and Mourne HSS Trust
Loughs Agency	Newry and Mourne Senior Citizens' Consortium
Lower North Belfast Community Council	Newry and Mourne Women Ltd
Magherafelt District Council	Newtownabbey Borough Council
Magherafelt Women's Group	Newtownabbey Senior Citizens Forum
MAGNI	Newtownards Road Women's Group Ltd
Manufacturing Science & Finance Union	NI Association of Citizen's Advice Bureaux
Market Community Centre Committee	NI Co-Ownership
Mater Infirmorum Hospital HSS Trust	NIACRO
Mencap Northern Ireland	NIC-ICTU
Men's Movement Northern Ireland	NIPSA
Mental Health Commission for Northern Ireland	NISRA
Methodist Church in Ireland	North & West Housing
Morton Community Centre Committee	North and West Belfast HSS Trust
Moyle District Council	North Belfast Partnership Board
Multi Cultural Resource Centre	North Belfast Senior Citizens Forum
Multicultural Group-Windsor Women's Centre	North Down and Ards Institute of Further and Higher Education
NASUWT	North Down Borough Council
NATFHE	North East Institute of Further and Higher Education
National Energy Action Charity	North Eastern Education and Library Board

North Queen Community Centre
Committee

North West Community Network

North West Forum of People with
Disabilities

North West Institute of Further and
Higher Education

Northern Health and Social Services
Board

Northern Health and Social Services
Council

Northern Ireland African Cultural Centre

Northern Ireland Ambulance Service HSS
Trust

Northern Ireland Anti-Poverty Network

Northern Ireland Association For Mental
Health

Northern Ireland Audit Office

Northern Ireland Blood Transfusion
Service Agency

Northern Ireland Central Services Agency
for Health and Social Services

Northern Ireland Chamber of Commerce
and Industry

Northern Ireland Committee Irish
Congress of Trade Unions

Northern Ireland Consumer Committee
for Electricity

Northern Ireland Co-operative
Development Agency

Northern Ireland Council for Ethnic
Minorities

Northern Ireland Council for Integrated
Education

Northern Ireland Council for Post-
Graduate Medical and Dental Education

Northern Ireland Council for the
Curriculum Examination and Assessment

Northern Ireland Council for Voluntary
Action

Northern Ireland Court Service

Northern Ireland Deaf Youth Association

Northern Ireland Economic Research
Centre

Northern Ireland Filipino Association

Northern Ireland Filipino Community in
Action

Northern Ireland Film Commission

Northern Ireland Fishery Harbour
Authority

Northern Ireland Gay Rights Association

Northern Ireland Guardian Ad Litem
Service Agency

Northern Ireland Health Promotion
Agency

Northern Ireland Hotel and Catering
College

Northern Ireland Housing Executive

Northern Ireland Human Rights
Commission

Northern Ireland Islamic Centre

Northern Ireland Legal Services
Commission

Northern Ireland Local Government
Officers Superannuation Committee

Northern Ireland Museums Council

Northern Ireland Office

Northern Ireland Office Humans Rights and Equality Unit

Northern Ireland Pensioners Convention

Northern Ireland Police Board

Northern Ireland Practice and Education Council for Nursing and Midwifery

Northern Ireland Public Service Alliance

Northern Ireland Regional Physics Agency

Northern Ireland Social Care Council

Northern Ireland Statistics and Research Agency

Northern Ireland Tourist Board

Northern Ireland Unionist Party

Northern Ireland Voluntary Trust (NIVT)

Northern Ireland Volunteer Development Agency

Northern Ireland Women's Aid Federation

Northern Ireland Women's Coalition

Northern Ireland Women's European Platform

NSPCC

NUS-USI

Oaklee

OFCOM

Office of First and Deputy First Minister

Office of the Assembly Commission

Office of the Civil Service Commissioners for Northern Ireland

OFREG

Oi Yin Chinese Women

Oi-Kwan Chinese Women's Group

Olympia Community Centre Committee

Omagh College of Further and Higher Education

Omagh District Council

Omagh Women's Area Network

Open Door

Opportunity Youth

Orchardville Society

Parades Commission

Parents Advice Centre

Parents and Professionals and Autism

PHAB Northern Ireland

Play Resource Centre

Playboard

Pobal

Police Ombudsman for Northern Ireland

Postwatch Northern Ireland

PRAXIS

Presbyterian

Press for Change

Probation Board for Northern Ireland

Progressive Unionist Party

Putting Children First

Qualifications and Curriculum Authority

Queerspace

Rape Crisis Centre

Relate Northern Ireland

Rethink

RNIB	South West Belfast Community Forum
Royal Group of Hospitals and Dental Hospitals HSS Trust	Southern Education and Library Board
Royal National Institute for Deaf People	Southern Health and Social Services Board
Rural	Southern Health and Social Services Council
Rural Community Network	Special EU Programmes
Rural Development Council for Northern Ireland	Sperrin Lakeland HSS Trust
SafeFood-Food Safety Promotion Board	Sports Council for Northern Ireland
Salvation Army	St James Community Forum
Samaritans Belfast	St Mary's University College
Sandy Row Community Centre Committee	Staff Commission for Education and Library Boards
Save the Children Fund	Strabane District Council
Scout Association	Stranmillis University College
Sense NI	Strategic Investment Board
SHAC	Strategy Planning and Partnerships-Open University
Shankill Women's Centre	Suffolk Community Centre Committee
Short Strand Community Forum	The Cedar Foundation
Sikh Women & Children's Association	The Construction Industry Training Board
Simon Community Northern Ireland	The Guide Dogs for the Blind
Sinn Fein	The Local Government Staff Commission for Northern Ireland
SIPTU	The North South Language Body (Foras na Gaeilge)
Skill NI	The North South Language Body (Ulster Scots)
Social Democratic and Labour Party	The Office of the Certification Officer Northern Ireland
South and East Belfast HSS Trust	The Open University
South Belfast Partnership Board	
South Eastern Education and Library Board	
South Ulster	

The Queen's University of Belfast
The Rainbow Project
The Women's Centre
Traveller and Gay
Traveller Movement Northern Ireland
Triangle
Trustees of the National Heritage Memorial Fund
Ulidia
Ulster Community and Hospitals HSS Trust
Ulster Folk and Transport Museum
Ulster Scots Heritage Council
Ulster Scots Language Society
Ulster Supported Employment Limited
Ulster Unionist Party
UNISON
United Hospitals HSS Trust
United Kingdom Unionist Party
University Of Ulster
Upper Andersonstown Community Forum
Upper Bann Institute of Further and Higher Education
Upper Springfield Development Trust
UUAP
Victim Support
Warrenpoint Harbour Authority
Waterways Ireland
WAVE
Wesley
West Belfast Economic Forum
West Belfast Partnership Board
Western Education and Library Board
Western Health and Social Services Board
Western Health and Social Services Council
Whiterock Community Centre Committee
Windsor Women's Centre
Women Into Politics
Women's Coalition
Women's Forum Northern Ireland
Women's Group (Belfast Islamic Centre)
Women's Information Group
Women's Resource & Development Agency
Women's Support Network
Woodvale Community Centre Committee
Workers Party
Youth Action
Youth Council for Northern Ireland
Youth Counselling & Information Service
Youth Exchange Centre
Youth for Christ Northern Ireland
Youth for Truth
Youth Initiatives
Youth Link Northern Ireland
Youthnet