

Strategic Investment Board for Northern Ireland



Public Authority Statutory Equality and Good Relations Duties Annual Progress Report

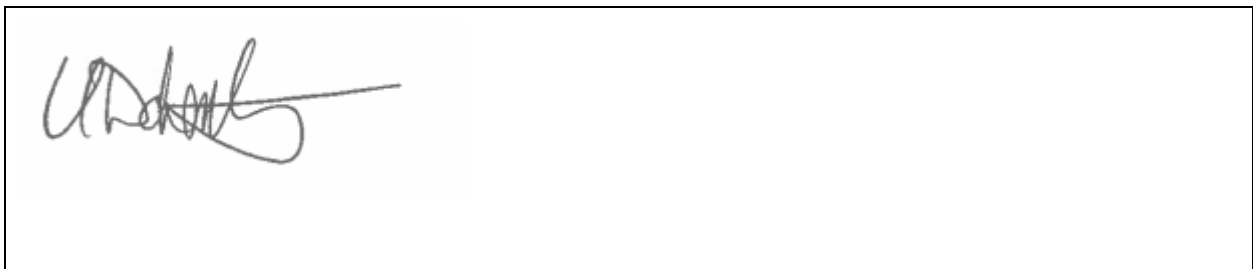
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<ul style="list-style-type: none">Section 49A of the Disability Discrimination Act 1995 and Disability Action Plan	As above <input type="checkbox"/> (double click to open) Name: Telephone: Email:

Documents published relating to our Equality Scheme can be found at:

www.sibni.org

Signature:



This report has been prepared using a template circulated by the Equality Commission.

It presents our progress in fulfilling our statutory equality and good relations duties, and implementing Equality Scheme commitments and Disability Action Plans.

This report reflects progress made between April 2019 and March 2020

PART A – Section 75 of the Northern Ireland Act 1998 and Equality Scheme

Section 1: Equality and good relations outcomes, impacts and good practice

- 1 In 2019-20, please provide **examples** of key policy/service delivery developments made by the public authority in this reporting period to better promote equality of opportunity and good relations; and the outcomes and improvements achieved.

Please relate these to the implementation of your statutory equality and good relations duties and Equality Scheme where appropriate.

The Strategic Investment Board Limited (SIB) is a company limited by guarantee and owned by the Executive Office (TEO).

SIB works with the Executive's departments and agencies to help them achieve the delivery of major public infrastructure projects at lower cost, with reduced risk and faster than would otherwise be the case. In parallel, SIB works to inform the private sector about planned projects, build its confidence in the capabilities of the public sector and stimulate market interest.

SIB has the following key responsibilities:

- preparing the Investment Strategy for Northern Ireland (ISNI), a 10 year rolling programme for the delivery of public infrastructure that covers all areas of government including education, health, and transport;
- assisting the public sector to deliver large infrastructure projects and programmes of investment, by deploying advisers into key project management and advisory roles;
- fostering and promoting reform both in the delivery of major infrastructure and as a prerequisite for such investment, and helping to build delivery capability by encouraging the development of specialist skills and the use of innovative approaches not usually found in the public sector;

The promotion of equality of opportunity and good relations is central to SIB's strategic approach to carrying out its responsibilities. The Investment Strategy has a positive impact on all Section 75 groups, both directly and indirectly, by contributing to economic growth, social progress and environmental protection. The implementation of the Investments Strategy leads to positive outcomes for people across all the Section 75 categories.

Responsibility for identifying and addressing the equality implications of projects within the Investment Strategy lies with the government department or agency which has responsibility for developing and implementing each project. Similarly the monitoring of impacts of each completed project is under taken by the responsible department or agency. Although SIB is not primarily a source of advice to departments and agencies on Section 75 duties, an approach to mainstreaming equality as part of project management has been developed to ensure that the assessment of potential impacts and stakeholder engagement are addressed at the appropriate stages of each project.

Some examples of projects which have particular significance for the promotion of equality of opportunity and good relations are set out below.

Buy Social programme:

The Northern Ireland Government currently spends £2.7 billion on the procurement of services every year. Buy Social is an SIB initiative that is aimed at smarter public spending and commissioning. It focusses on increasing the social value delivered through public contracts. The Buy Social Unit have developed a range of social considerations to maximise social value and have drafted new guidance in this area. These initiatives can include:

- targeted recruitment and training
- work placements for people facing disadvantage
- skills development for existing employees
- opportunities for Social Enterprises/SME's in the supply chain
- initiatives which encourage fair work practices
- business in education activities
- digital inclusion projects
- Initiatives to reduce the environmental impact of contracts

Social considerations can be tailored to ensure that they help Contracting Authorities to deliver benefits to targeted groups. Examples of these may be:

- Looked after Children
- People with disabilities
- People with an offending background or who are at risk of offending

Buy Social is underpinned by a range of policy initiatives including the Northern Ireland Executive's commitment to social consideration in public procurement (as detailed in Procurement Guidance Note PGN 01/13) integrating social considerations into contracts. In September 2016, PGN 0/13 was revised to reflect the Procurement Board's endorsement of the Buy Social approach. In construction, this threshold is set at over £2 million spend and in service contracts it is over £500,000.

The Buy Social Unit's role is to assist public bodies to design, implement and monitor social consideration clauses included in public contracts. Currently over 1700 people who have been unemployed/left education or facing other disadvantage have benefitted from Buy Social clauses to date.

Strule Shared Education Campus

The Strule Shared Education Campus, Omagh is a pioneering programme representing a major investment in the delivery of education in Northern Ireland. It is one of the largest shared education partnership of its kind in the world, bringing together six schools from across the community drawn from the Controlled and Voluntary school sectors.

Over 4000 children and young people will come together on a vibrant and dynamic campus where consistent, varied and accessible shared experiences will deliver a high quality of education for all.

Strule is the only campus in Northern Ireland where students with moderate and severe learning difficulties will be educated alongside mainstream schools, presenting a unique opportunity to share learning, and foster meaningful partnerships which benefit the students and staff of all six schools.

The campus has been designed to cultivate cohesion, collaboration and partnership between schools. The sharing of facilities, skills and resources will enable a more flexible approach to learning with enhanced curriculum choices, encouraging and supporting young people to flourish and to become the best that they can be.

The Shared Education Centre will be the nucleus of the campus forming the gateway to the rest of the facilities. It will offer collaborative education opportunities and experiences to students across the STEAM (Science, Technology, Engineering, Arts and Mathematics) area of the curriculum.

Students attending schools not situated on the campus will be encouraged to avail of campus facilities through the Omagh Learning Community partnership arrangements. The wider community will also be able to use the campus facilities outside school hours, stimulating community development and supporting social inclusion.

Together: Building a United Community – Urban Villages Initiative

SIB is continuing to support The Executive Office in delivering the Urban Villages Initiative, a headline action within the 'Together: Building a United Community' Strategy. It is designed to improve good relations outcomes and

help develop thriving places where there has previously been a history of deprivation and community tension.

There are five Urban Village areas: Ardoyne and Greater Ballysillan (North Belfast), Bogside, Fountain and Bishop Street (Derry~Londonderry), Colin (West Belfast), EastSide (East Belfast, Newtownards Road - Grampian Avenue to Bridge End), and Sandy Row, Donegall Pass and the Markets (South Belfast).

During the period of 01 April 2019 – 31 March 2020 the Urban Villages Initiative has engaged with local residents, community organisations and other key stakeholders to deliver against the programme's key aims - to foster positive community identities; to build community capacity and to improve the physical environment.

This has been supported by capital investment of £4.8m in 2019/20 in addition to £1.25m to deliver a range of community-led projects across all five Urban Village areas.

Also, cross-cutting initiatives address priorities shared across all five areas while spanning and connecting communities. These have included a partnership with the Education Authority on a number of initiatives, for example, to help schools serving Urban Village areas to achieve 'Schools of Sanctuary' status and supporting ACNI to deliver a Creative Schools project – these recognise inclusive approaches to promoting good relations, celebrating cultural diversity and providing welcoming and supportive environments for newcomer families. Also, the CRIS Buddy Up Scheme is thriving, connecting schools to work on a shared futures approach.

Together: Building a United Community – United Youth Programme/ Peace4Youth

SIB has a continuing role with the Department for the Economy (DfE) and The Executive Office, to support the implementation of the cross-border Peace4Youth initiative which is funded via the EU PEACE IV Programme. Peace4Youth is the mechanism through which the objectives of the T:BUC United Youth Programme are being delivered in NI. It targets particularly disadvantaged young people from both main communities, bringing them together to examine and address issues of sectarianism and racism in the context of a personal development approach.

- In 2019-20 the programme was in its third year of operation and by early 2020 had worked with circa 4000 young people in total in NI and the

Border Region of Ireland. Peace4Youth participants typically experience a range of barriers to their engagement which the programme works to help them address. These include mental health issues, addiction, homelessness, disengagement from the peace process and risk of involvement in paramilitary activity.

The programme is being evaluated by researchers from the Centre for Identity and Intergroup Relations at Queen's University. This longitudinal evaluation has already demonstrated, among other impacts, the development by participants of their:

- social and emotional capabilities and employability skills;
- more positive pre-dispositions to others from a different community/cultural background; and
- enhanced capacity to form positive and effective relationships with young people from a different background than themselves, including those from the other community, the different jurisdiction and other ethnic backgrounds.

Entry Level / Level 1 provision for young people

During 2019/20, SIB continued to support DfE with the development of its planned, new vocational education and training provision for young people who leave school with low or no qualifications. The work during 2019 involved very significant co-design activity with young people and other interested stakeholders to arrive at a draft design framework for an Entry Level / Level 1 youth training programme. Participants in the Department's existing programme, including young people with a disability, were engaged in the design journey and these young people also took part in events to reflect on, and add to, the insights gained during these engagements. The co-design activity informed a decision to review the Department's existing approach to providing support to its youth training participants with a disability. The commencement of the new training programme has been delayed by the pandemic and also to allow further implementation planning. An interim programme incorporating some of the lessons from the co-design activity will commence in September 2021 with the fully reformed programme planned to commence circa 2022/23. The commissioning process for a review of disability support for youth training commenced in summer 2020, informed by the work in 2019/20.

PART A

- 2 Please provide **examples** of outcomes and/or the impact of **equality action plans/** measures in 2019-20 (*or append the plan with progress/examples identified*).

A theme of the equality action plan is raising awareness and measures are included to raise awareness of key inequalities in Northern Ireland through an annual workshop and to raise awareness among suppliers of Section 75 obligations.

SIB's recruitment and selection training also includes a section on Section 75 duties.

Individual departments and agencies continue to be responsible for proposing investment projects, determining the objectives and desired outcomes and monitoring and evaluating impacts.

PART A

3 Has the **application of the Equality Scheme** commitments resulted in any **changes** to policy, practice, procedures and/or service delivery areas during the 2019-20 reporting period? *(tick one box only)*

Yes No (go to Q.4) Not applicable (go to Q.4)

Please provide any details and examples:

3a With regard to the change(s) made to policies, practices or procedures and/or service delivery areas, what **difference was made, or will be made, for individuals**, i.e. the impact on those according to Section 75 category?

Please provide any details and examples:

3b What aspect of the Equality Scheme prompted or led to the change(s)? *(tick all that apply)*

As a result of the organisation's screening of a policy *(please give details):*

As a result of what was identified through the EQIA and consultation exercise *(please give details):*

As a result of analysis from monitoring the impact *(please give details):*

As a result of changes to access to information and services *(please specify and give details):*

Other *(please specify and give details):*

Section 2: Progress on Equality Scheme commitments and action plans/measures

Arrangements for assessing compliance (Model Equality Scheme Chapter 2)

- 4 Were the Section 75 statutory duties integrated within job descriptions during the 2019-20 reporting period? *(tick one box only)*
- Yes, organisation wide
 - Yes, some departments/jobs
 - No, this is not an Equality Scheme commitment
 - No, this is scheduled for later in the Equality Scheme, or has already been done
 - Not applicable

Please provide any details and examples:

- 5 Were the Section 75 statutory duties integrated within performance plans during the 2019-20 reporting period? *(tick one box only)*
- Yes, organisation wide
 - Yes, some departments/jobs
 - No, this is not an Equality Scheme commitment
 - No, this is scheduled for later in the Equality Scheme, or has already been done
 - Not applicable

Please provide any details and examples:

- 6 In the 2019-20 reporting period were **objectives/ targets/ performance measures** relating to the Section 75 statutory duties **integrated** into corporate plans, strategic planning and/or operational business plans? *(tick all that apply)*
- Yes, through the work to prepare or develop the new corporate plan
 - Yes, through organisation wide annual business planning
 - Yes, in some departments/jobs

PART A

- No, these are already mainstreamed through the organisation's ongoing corporate plan
- No, the organisation's planning cycle does not coincide with this 2019-20 report
- Not applicable

Please provide any details and examples:

A three year Corporate Plan was developed for 2020-23 and was subjected to the screening process. The projects that SIB supports are chosen and prioritised by SIB's partners. They have strategic significance for enhancing the local economy and the well-being of communities in Northern Ireland. The actions of SIB in supporting various bodies, as set out in its Corporate Plan, therefore help promote equality of opportunity on all section 75 grounds by addressing current deficits.

Equality action plans/measures

7 Within the 2019-20 reporting period, please indicate the **number** of:

Actions completed:	4	Actions ongoing:	3	Actions to commence:	1
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Please provide any details and examples (*in addition to question 2*):

- A annual report was submitted the Equality Commission on the 2018/19 year;
- the Equality Scheme and summary were updated in respect of SIB's office move to a new location;
- the consultee list was reviewed;
- a review of equality monitoring information was undertaken as part of the implementation of a new online recruitment portal (as noted at question 21 below).

8 Please give details of changes or amendments made to the equality action plan/measures during the 2019-20 reporting period (*points not identified in an appended plan*):

9 In reviewing progress on the equality action plan/action measures during the 2019-20 reporting period, the following have been identified: (*tick all that apply*)

- Continuing action(s), to progress the next stage addressing the known inequality
- Action(s) to address the known inequality in a different way
- Action(s) to address newly identified inequalities/recently prioritised inequalities

Measures to address a prioritised inequality have been completed

Arrangements for consulting (Model Equality Scheme Chapter 3)

10 Following the initial notification of consultations, a targeted approach was taken – and consultation with those for whom the issue was of particular relevance: *(tick one box only)*

All the time Sometimes Never

11 Please provide any **details and examples of good practice** in consultation during the 2019-20 reporting period, on matters relevant (e.g. the development of a policy that has been screened in) to the need to promote equality of opportunity and/or the desirability of promoting good relations:

There were no consultations on SIB policies within this reporting period. However SIB staff were closely involved in consultation and community engagement in respect of infrastructure projects, employing a wide range of communication methods to ensure that stakeholders have a good understanding of the proposed project and have an opportunity to input meaningful views. SIB developed the Community Consultation Toolkit to ensure that all community engagement is conducted in accordance with best practice principles, including those set out in Equality Commission guidance.

12 In the 2019-20 reporting period, given the consultation methods offered, which consultation methods were **most frequently used by consultees**: *(tick all that apply)*

- Face to face meetings
- Focus groups
- Written documents with the opportunity to comment in writing
- Questionnaires
- Information/notification by email with an opportunity to opt in/out of the consultation
- Internet discussions
- Telephone consultations
- Other *(please specify)*:

Please provide any details or examples of the uptake of these methods of consultation in relation to the consultees' membership of particular Section 75 categories:

PART A

13 Were any awareness-raising activities for consultees undertaken, on the commitments in the Equality Scheme, during the 2019-20 reporting period? *(tick one box only)*

- Yes No Not applicable

Please provide any details and examples:

14 Was the consultation list reviewed during the 2019-20 reporting period? *(tick one box only)*

- Yes No Not applicable – no commitment to review

Arrangements for assessing and consulting on the likely impact of policies (Model Equality Scheme Chapter 4)

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15 Please provide the **number** of policies screened during the year *(as recorded in screening reports)*:

0

16 Please provide the **number of assessments** that were consulted upon during 2019-20:

0	Policy consultations conducted with screening assessment presented.
0	Policy consultations conducted with an equality impact assessment (EQIA) presented.
0	Consultations for an EQIA alone.

17 Please provide details of the **main consultations** conducted on an assessment (as described above) or other matters relevant to the Section 75 duties:

Not applicable.

18 Were any screening decisions (or equivalent initial assessments of relevance) reviewed following concerns raised by consultees? *(tick one box only)*

PART A

- Yes No concerns were raised No Not applicable

Please provide any details and examples:

Arrangements for publishing the results of assessments (Model Equality Scheme Chapter 4)

19 Following decisions on a policy, were the results of any EQIAs published during the 2019-20 reporting period? (*tick one box only*)

- Yes No Not applicable

Please provide any details and examples:

Arrangements for monitoring and publishing the results of monitoring (Model Equality Scheme Chapter 4)

20 From the Equality Scheme monitoring arrangements, was there an audit of existing information systems during the 2019-20 reporting period? (*tick one box only*)

- Yes No, already taken place
 No, scheduled to take place at a later date Not applicable

Please provide any details:

21 In analysing monitoring information gathered, was any action taken to change/review any policies? (*tick one box only*)

- Yes No Not applicable

Please provide any details and examples:

During the 2018/19 reporting period, SIB implemented a new online recruitment portal, replacing its existing one. As part of this process, the information requested under a number of equality monitoring categories was reviewed, and additional descriptors added to a number of the Section 75 equality dimensions to enable fuller data to be collected.

- 22** Please provide any details or examples of where the monitoring of policies, during the 2019-20 reporting period, has shown changes to differential/adverse impacts previously assessed:

An EQIA of the Equal Opportunities policy some years ago identified a potential adverse differential impact on women because they were significantly underrepresented at a senior level in the work force. Ongoing monitoring shows that the composition of the workforce in SOC groups 1 and 2 is now more balanced than at the time of the EQIA, therefore the potential differential impact has been reduced. The current composition (as at January 2020) of the workforce in SOC groups 1 and 2 is now 31 females and 62 males.

- 23** Please provide any details or examples of monitoring that has contributed to the availability of equality and good relations information/data for service delivery planning or policy development:

None,

Staff Training (Model Equality Scheme Chapter 5)

- 24** Please report on the activities from the training plan/programme (section 5.4 of the Model Equality Scheme) undertaken during 2019-20, and the extent to which they met the training objectives in the Equality Scheme.

The Section 75 duties are included in induction training for new staff. Staff are updated on Section 75 developments at an annual staff development day. Section 75 duties are also addressed in Recruitment and Selection training for staff who are to act as selection panel members. The activities have been designed to achieve training objective, namely: to raise awareness of the provisions of Section 75 of the Northern Ireland Act 1998, our equality scheme commitment and the particular issues likely to affect people across the range of Section 75 categories, to ensure that our staff fully understand their role in implementing the scheme.

- 25** Please provide **any examples** of relevant training shown to have worked well, in that participants have achieved the necessary skills and knowledge to achieve the stated objectives:

The integration of updates on Section 75 as part of induction and an annual staff development day helps to mainstream equality of opportunity and good relations within the broader context of SIB's overall responsibilities.

Public Access to Information and Services (Model Equality Scheme Chapter 6)

26 Please list **any examples** of where monitoring during 2019-20, across all functions, has resulted in action and improvement in relation **to access to information and services**:

NONE.

Complaints (Model Equality Scheme Chapter 8)

27 How many complaints **in relation to the Equality Scheme** have been received during 2019-20?

Insert number here:

0

Please provide any details of each complaint raised and outcome:

Section 3: Looking Forward

28 Please indicate when the Equality Scheme is due for review:

2022/23.

29 Are there areas of the Equality Scheme arrangements (screening/consultation/training) your organisation anticipates will be focused upon in the next reporting period? *(please provide details)*

Buy Social:

It is anticipated that the delivery of social value in Public Procurement will be strengthened in the next financial year which may include mandatory scoring of social value in public sector contracts. This will be done through legislation or administrative means.

Entry Level / Level 1 provision for young people:

Further co-design with stakeholders is planned to inform the implementation aspects of the future, fully reformed Entry Level / Level 1 programme. Specifically, the review of disability support has commenced and will conclude in early 2021. The review includes participation by young people with a disability in an advisory mechanism, as well as other direct engagement by the consultants with young people with a disability and with specialist disability organisations. The aim of the review is to inform the Department's understanding of the experience of training by young people with a disability, and the design of disability support for future youth training provision.

Together: Building a United Community – Urban Villages Initiative

A Shared Space Policy has been developed to ensure that a good relations approach is built into the fabric of each of the Urban Villages capital projects. It is not just about regeneration using bricks and mortar it is also about instilling a change of culture by creating places where people can be together in a way they were not previously able. Programming for capital projects will be developed in collaboration with the delivery partners and other local community organisations and built in to future proof inclusion.

Community consultations and stakeholder engagement for business cases and capital build projects will capture Section 75 details. Participant and user demographics are also collected as part of Outcome Based Accountability (OBA) monitoring and evaluation data where relevant.

30 In relation to the advice and services that the Commission offers, what **equality and good relations priorities** are anticipated over the next (2019-20) reporting period? *(please tick any that apply)*

- Employment
- Goods, facilities and services
- Legislative changes
- Organisational changes/ new functions
- Nothing specific, more of the same
- Other (please state):

PART B - Section 49A of the Disability Discrimination Act 1995 (as amended) and Disability Action Plans

1. Number of action measures for this reporting period that have been:

2

Fully achieved

0

Partially achieved

0

Not achieved

2. Please outline below details on all actions that have been fully achieved in the reporting period.

2 (a) Please highlight what **public life measures** have been achieved to encourage disabled people to participate in public life at National, Regional and Local levels:

Level	Public Life Action Measures	Outputs ⁱ	Outcomes / Impact ⁱⁱ
National ⁱⁱⁱ			
Regional ^{iv}	Encourage disabled people to participate in consultation meetings	Efforts are made to encourage the involvement of disabled people in all community engagement exercises on an ongoing basis	There has been an increase in the involvement of disabled people in community engagement exercises
Local ^v			

PART B

2(b) What **training action measures** were achieved in this reporting period?

	Training Action Measures	Outputs	Outcome / Impact
1	Include awareness training of the disability duties in induction briefings.	All staff appointed were provided with an induction including briefing on disability duties.	Increased awareness of the disability duties.
2			

2(c) What Positive attitudes **action measures** in the area of **Communications** were achieved in this reporting period?

	Communications Action Measures	Outputs	Outcome / Impact
1			
2			

PART B

2 (d) What action measures were achieved to ‘**encourage others**’ to promote the two duties:

	Encourage others Action Measures	Outputs	Outcome / Impact
1			
2			

2 (e) Please outline **any additional action measures** that were fully achieved other than those listed in the tables above:

	Action Measures fully implemented (other than Training and specific public life measures)	Outputs	Outcomes / Impact
1			
2			

3. Please outline what action measures have been **partly achieved** as follows:

	Action Measures partly achieved	Milestones/ Outputs	Outcomes/Impacts	Reasons not fully achieved
1				
2				

PART B

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4. Please outline what action measures **have not been achieved** and the reasons why.

	Action Measures not met	Reasons
1		
2		

5. What **monitoring tools** have been put in place to evaluate the degree to which actions have been effective / develop new opportunities for action?

(a) Qualitative

(b) Quantitative

PART B

6. As a result of monitoring progress against actions has your organisation either:

- made any **revisions** to your plan during the reporting period or
- taken any **additional steps** to meet the disability duties which were **not outlined in your original** disability action plan / any other changes?

Please select

If yes please outline below:

	Revised/Additional Action Measures	Performance Indicator	Timescale
1			
2			
3			
4			
5			

7. Do you intend to make any further **revisions to your plan** in light of your organisation’s annual review of the plan? If so, please outline proposed changes?

PART B

ⁱ **Outputs** – defined as act of producing, amount of something produced over a period, processes undertaken to implement the action measure e.g. Undertook 10 training sessions with 100 people at customer service level.

ⁱⁱ **Outcome / Impact** – what specifically and tangibly has changed in making progress towards the duties? What impact can directly be attributed to taking this action? Indicate the results of undertaking this action e.g. Evaluation indicating a tangible shift in attitudes before and after training.

ⁱⁱⁱ **National** : Situations where people can influence policy at a high impact level e.g. Public Appointments

^{iv} **Regional**: Situations where people can influence policy decision making at a middle impact level

^v **Local** : Situations where people can influence policy decision making at lower impact level e.g. one off consultations, local fora.