



DEPARTMENT FOR THE ECONOMY

AUDIT OF INEQUALITIES

and

ACTION PLAN

2016 – 2021

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Foreword

I am pleased to present the Department for the Economy's (DfE) first Audit of Inequalities, for the period 2016-2021.

DfE was established in May 2016, and combines a majority of the functions of the former Department of Enterprise, Trade and Investment (DETI) and the Department for Employment and Learning (DEL). DfE's Audit of Inequalities (2016-2021) is intended to provide continuity and to follow on from the respective five year Audits of Inequalities for the former DETI and DEL, both of which finished in 2015/16.

Publication of the DfE Audit of Inequalities has been delayed due to suspension of the Northern Ireland Assembly and the absence of Ministers. While we are already some way into the five year period covered by this Audit of Inequalities (2016-2021), we have decided to avoid further delay and to proceed with publication in order to provide transparency in our current and future activities relating to our statutory equality and good relation duties.

Section 75 guidance issued by the Equality Commission for Northern recommends that public authorities undertake an audit of inequalities to identify inequalities, across the 9 Section 75 categories, relevant to its functions and also, to inform the development of an action plan to promote equality of opportunity and good relations.

Our Audit of Inequalities and associated Action Plan provide a strategic overview of inequalities and set out the actions by which we intend to address inequality.

On behalf of DfE and our staff I am pleased to support and endorse this Audit of Inequalities which has been drawn up in accordance with the Equality Commission's guidance to public authorities.

Noel Lavery
Permanent Secretary

February 2019

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1. INTRODUCTION

Background

- 1.1 Section 75 of the Northern Ireland Act 1998 requires public bodies when carrying out their work to have due regard to the need to promote equality of opportunity between nine categories of persons:
- Between persons of different religious belief, political opinion, racial group, age, marital status or sexual orientation;
 - Between men and women generally;
 - Between persons with a disability and persons without; and
 - Between persons with dependants and persons without.
- 1.2 Section 75 also requires a public authority, in carrying out its functions, to have due regard to the desirability of promoting good relations between persons of different religious belief, political opinion or racial group. The good relations duty extends beyond the traditional religious/ political dimension of 'community relations'. This duty also requires a proactive approach.
- 1.3 In April 2010 the Equality Commission for Northern Ireland (ECNI) published new statutory guidance 'Section 75 of the Northern Ireland Act 1998: A Guide for Public Authorities' (2010)¹. In this Guide the Equality Commission recommends that public authorities undertake an audit of inequalities, by examining their functions and how these relate to the promotion of equality and good relations.

Purpose of the Audit of Inequalities

- 1.4 The purpose of carrying out an audit of inequalities is to provide a strategic picture of inequalities, rather than considering inequalities on a policy by policy basis, through screening or equality impact assessments for example. Therefore, such a broad audit of inequalities may result in a strategic picture beyond the capability of a public authority to influence. However, the audit provides an opportunity to take stock of those social and economic inequalities that provide the context for the

¹ Also, 'Section 75 of the Northern Ireland Act 1998: A guide for Public Authorities - An Outline Guide', Equality Commission NI, February 2012

activities of the public authority. This information may then be applied to consider how the authority or Department may intervene through policies, programmes and services to reduce inequalities.

- 1.5 It is further recommended by the Equality Commission that public authorities use the audit of inequalities to develop and implement an action plan to address inequalities relative to its functions. This action plan is used for monitoring performance on equality measures, and provides a basis for regular reporting to the Equality Commission.
- 1.6 The audit of inequalities and action plan are additional and complementary to the development of an equality scheme, through which public authorities are required to set out how they will pay due regard to the aforementioned equality of opportunity duty and regard to the good relations duty under Section 75.
- 1.7 Implementation of DfE's (the Department's) statutory obligations, including monitoring and reporting on equality duties, is overseen by the Department's Corporate Governance, Planning and Equality Branch, which also has responsibility for developing the Department's Equality Scheme and Equality Action Plan. The Department has also established a Diversity Working Group to provide an internal focus on diversity principles and to champion the promotion of diversity among staff.

The Department for the Economy - Objectives

- 1.8 The NI Executive gave a commitment in the Stormont House Agreement to reduce the number of government departments from twelve to nine. As a result, the Department for the Economy (DfE) was established in May 2016. DfE combines the functions of the former Department of Enterprise, Trade and Investment and the Department for Employment and Learning, with the exception of the Employment Service which is now part of the Department for Communities. In addition, responsibility for NI Screen was transferred from the former Department of Culture, Arts and Leisure (DCAL).

1.9 A Programme for Government (PfG) 2016-2021 has still not been finalised due to the absence of the Executive. In the interim the Executive Office have produced a one year Outcomes Delivery Plan (ODP) for 2018 – 2019. DfE’s key work as set out in the Department’s annual Business Plan aligns to the ODP.

1.10 A vision, mission and strategic objectives have been developed for the Department and are set out below:

DfE Vision

A globally competitive economy that works for everyone

DfE Mission

To develop and implement agile policies and programmes which promote a competitive, sustainable and inclusive economy through investment in:

- skills
- economic infrastructure
- research and innovation
- business development

Strategic Objectives

- Accelerate innovation and research.
- Enhance education, skills and employability.
- Drive inclusive, sustainable growth.
- Succeed in global markets.
- Build the best economic infrastructure.
- Deliver a regulatory environment that optimises economic opportunities for business and commerce, while also protecting consumers and workers.
- Ensure the Department has effective governance, including programme and project management arrangements, and manages its resources, both financial and staff.

Sponsored Bodies

1.11 A number of organisations assist the Department in carrying out its work in accordance with its policy agenda. The organisations receive funding from, and

contribute to the work of, the Department by attracting new businesses, developing business capacity and capability, up skilling those preparing for work or already in work, promoting tourism, ensuring the safety of our workplaces and setting and monitoring various governance standards for our workplaces. These organisations have been designated as public authorities in their own right by the Equality Commission and will each take forward their own revised Equality Scheme and Audit of Inequalities. A list of the organisations is attached at Appendix 1.

2. INEQUALITIES

- 2.1 In line with our statutory equality duties under Section 75 of the Northern Ireland Act 1998 and the Equality Commission's guidance for public authorities, the Department has mainstreamed equality considerations fully into its corporate planning process. We have undertaken an audit of inequalities to identify the range of key inequalities upon which the work of the Department may potentially impact. In doing so, we have closely considered the Department's range of current and developing policies and programmes in order to highlight those priority areas where we are most likely to contribute to promoting better equality of opportunity and good relations.
- 2.2 Consistent with our remit for the economy of Northern Ireland, DfE closely monitors labour market and employment trends. The following sections focus upon these areas and outline priority issues for attention by the Department. We have outlined key information available on equality-related issues relating to those areas of work and provided a brief overview of relevant action already in progress, together with future plans to tackle inequality and disadvantage.

Economic and Social Context

- 2.3 The Northern Ireland economy has continued to experience growth over the last year, although increases in key economic indicators has slowed more recently. The latest Northern Ireland Composite Economic Index estimates that, on a rolling four quarter basis, local economic output grew by 0.5% over the year to the third quarter of 2018 with growth seen in the services sector and the public sector jobs index. However, these increases were partly offset by decreases in the production and construction sectors.
- 2.4 Overall, local labour market conditions have been mixed over the last year. Over the year to September – November 2018 the employment rate increased by 0.6 percentage points to 69.6%. The unemployment rate for the same time period was 3.4%, one of the lowest rates in the last 10 years and below the overall UK rate (4.0%). The number of people claiming unemployment related benefits² in

² Based on Jobseeker's Allowance claimants plus out-of-work Universal Credit claimants who were claiming principally for the reason of being unemployed

Northern Ireland has risen by 200 over the year to 29,500 in December 2018. Youth unemployment has remained the same over the year and still stands at 8.9%. However, the long-term unemployment rate was 50.3%, up by 0.4% over the year and more than double the UK average rate (24.9%). In addition, the most recently published figures on economic inactivity in Northern Ireland (September – November 2018) show a 16-64 inactivity rate of 27.9%, the highest rate of any UK region and substantially higher than the national average (21.0%).

Labour Market Context and Performance of Equality Groups

2.5 Data from the Labour Force Survey (LFS) has been used to look at potential inequalities in the Northern Ireland labour market in terms of Section 75 categories and other vulnerable groups. In order to achieve a larger sample size for this analysis, the LFS annual dataset (Jan-Dec 2017) has generally been used. It should be noted that since the LFS is a sample survey, the estimates produced from it are subject to sampling error.

Religious background

2.6 Estimates from the 2017 LFS³ illustrate that 70% of working age Protestants in Northern Ireland were in employment, compared to 67% of working age Roman Catholics. While these figures continue to show a gap between the employment rates of the two communities, this gap has narrowed considerably since the early 1990's. In 1992 the working age employment rate for Protestants in Northern Ireland (69%) was some 15 percentage points higher than the figure for Roman Catholics (54%).

2.7 LFS results also show marginal differences between the communities in relation to the occupational groups in which they are employed. While 16% of Protestants are employed in the 'skilled trades' grouping, only 14% of Roman Catholics fall into this category. Similarly, 19% of Protestants and 17% of Roman Catholics work in Professional Occupations and 8% of Protestants and 7% of Roman Catholics work in the Managers, directors and Senior Officials occupational group. Conversely, 11% of Roman Catholics are employed in Associate Professional and Technical

³ LFS Religion Report - TEO

Occupations compared to 9% of Protestants in this category, with a similar pattern observed in both Process, Plant and Machine Operatives as well as Elementary Occupations.

Gender

- 2.8 LFS 2017 estimates show that the employment rate for working age males (73%) in NI was eight percentage points higher than the rate for females (65%). This difference is similar to the gap in the employment rates of males and females in the UK as a whole. The reason for the comparatively low female employment rate is that there are higher levels of working age females who are economically inactive due to family/caring commitments.
- 2.9 LFS 2017 estimates also show that a much higher proportion of female employees (41%) in NI work part-time compared to males (12%). However, the proportions in NI are broadly similar to the picture in the UK as a whole (42% of females work part-time, compared to 13% of males).
- 2.10 Employer surveys also identify important gender differences in the industry sectors in which males and females are employed; Table 1 shows figures from the latest Quarterly Employment Survey which highlight differing employment patterns for males and females in NI. Males dominate sectors such as Construction and Manufacturing, accounting for 84% (28,710) and 78% (67,000) respectively of the total jobs in the Construction (34,340) and Manufacturing (86,150) industries. In contrast, females account for the majority of jobs in other industries, such as 'Human health & social work activities' (where females account for 82%, or 103,550 of a total 126,390 employees) and 'Education' (76% females, or 51,880 of a total 68,000 employees). It is also noticeable that a higher proportion of females (36%) work in the public sector, compared to males (18%). While these figures highlight the structural differences in the employment patterns of males and females in NI, it should be noted that similar gender patterns can be found in the industry distribution of males and females throughout the UK.
- 2.11 Gender differences also exist in the occupations in which people are employed. Data from the LFS 2017 points to important differences between male and female

employment in terms of the occupational distribution. A considerably larger proportion of males (24%) in NI work in 'Skilled Trade' occupations, compared to just 2% of females (17% and 2% respectively in the UK). Conversely, almost one in five females (17%) in NI work in 'Administrative & Secretarial' occupations, compared to just 6% of males (16% and 5% in the UK). Furthermore, a higher proportion of males in employment are 'Managers, Directors and Senior Officials' compared to females (10% for males as opposed to 6% for females). In the UK, 13% of males were classified as 'Managers, Directors and Senior Officials' compared to 8% of females.

2.12 Earnings figures⁴ show that the gender pay gap in NI is less marked than in the UK as a whole. Figures for April 2018 show that female full-time hourly earnings excluding overtime in NI were 103.5% of male earnings, whereas the equivalent female to male earnings ratio was 91.4% in the UK. In terms of part-time earnings, female median hourly earnings excluding overtime were 106.2% of male earnings (the UK part-time ratio was 104.4%). However, it should be noted that larger gender pay differences continue to exist for various occupational and industry groupings.

⁴ Annual Survey of Hours & Earnings – April 2018

Table 1 Northern Ireland Employee Jobs* (UNADJUSTED) by Industrial Sector and gender – September 2018

Standard Industrial Classification (2007)		MALE			FEMALE			ALL
		Full-time	Part-time	Total	Full-time	Part-time	Total	All persons
Agriculture, forestry and fishing	A	3,560	7,440	11,000	780	1,340	2,120	13,120
Mining and quarrying	B	1,600	80	1,680	170	50	220	1,900
Manufacturing	C	64,820	2,180	67,000	15,620	3,530	19,150	86,150
Electricity, gas, steam and air conditioning supply	D	1,330	40	1,370	490	100	590	1,960
Water supply, sewerage, waste management and remediation activities	E	4,300	360	4,670	1,200	610	1,810	6,480
Construction	F	27,200	1,510	28,710	3,630	2,010	5,640	34,340
Wholesale and retail trade; repair of motor vehicles and motor cycles	G	42,910	20,660	63,570	22,370	43,530	65,910	129,480
Transport and storage	H	18,070	3,020	21,090	3,230	2,380	5,610	26,700
Accommodation and food service activities	I	11,110	13,750	24,860	7,750	18,230	25,970	50,840
Information and communication	J	13,400	720	14,120	5,510	1,630	7,140	21,260
Financial and insurance activities	K	7,360	860	8,220	7,300	3,300	10,660	18,820
Real estate activities	L	3,700	600	4,290	3,420	2,090	5,510	9,800
Professional, scientific and technical activities	M	14,960	1,490	16,450	11,740	5,340	17,080	33,540
Administrative and support service activities	N	24,410	7,650	32,060	12,280	9,520	21,800	53,850
Public administration and defence: compulsory social security	O	22,380	2,920	25,300	15,730	7,820	23,550	48,860
Education	P	11,980	4,140	16,130	24,530	27,350	51,880	68,000
Human health and social work activities	Q	17,240	5,590	22,830	57,890	45,660	103,550	126,390
Arts, entertainment and recreation	R	4,530	3,390	7,920	2,590	4,320	6,910	14,830
Other service activities	S	3,650	1,760	5,410	4,000	6,640	10,640	16,050
Total	A-S	298,520	78,160	376,670	200,220	185,460	385,680	762,360

* Figures are rounded to the nearest 10 and may not sum due to rounding

Disability

2.13 The LFS estimates that 20% of the working age population in NI have a disability⁵, which is similar to the proportion in the UK as a whole (18%). However, only 36% of working age persons with a disability are currently in employment in NI and this proportion is considerably lower than the proportion for the UK as a whole (51%). The employment rate of 36% for persons with a disability in NI compares to a rate of 77% for those without a disability. LFS figures also show that an estimated 31% of persons with a disability in NI have no qualifications. This is over 2 times higher than the estimate for those without a disability (13%). Similarly, only 10% of those with a disability in NI held a degree or equivalent qualification, compared with 27% of non-disabled persons.

Ethnic minorities/migrant workers

2.14 Unfortunately the LFS sample size does not permit a detailed analysis of people from ethnic minorities in NI. However, the survey does estimate that people from a 'non-white' ethnicity account for 2.9% of the working age population in NI (compared to 14% in the UK). It also shows that the employment rate for those from a 'non-white' background in NI (57%) was lower than the employment rate for the population as a whole (69%). Similar to the UK, those from a 'non-white' ethnicity had a lower employment rate (65%) than the overall UK working age population (75%).

2.15 The LFS estimates show that the number of people of working age born outside the UK or RoI who are in employment in NI has increased from approximately 44,000 in 2007 to 69,000 in 2017. An estimated 72% of those born outside the UK or RoI were in employment in NI in 2017, which is higher than the employment rate for all persons of working age (69%). However, analysis by occupation shows that 43% of these workers were employed in the bottom two occupational groups (i.e.

⁵ Please note in the Labour Force Survey (LFS) respondents self-identify themselves as disabled or not disabled using a definition harmonised across UK surveys. The Government Statistical Service (GSS) Harmonised Standards focus on a "core" definition of people whose condition currently limits their activity in line with the 2010 UK Equality Act. In summary the core definition covers people who report: 1. (current) physical or mental health condition(s) or illnesses lasting or expected to last 12 months or more; 2. The condition(s) or illness(es) reduce their ability to carry out day-to-day activities.

'Process, Plant & Machine Operatives' and 'Elementary Occupations'), over double the proportion for those born in the UK or ROI employed in these two sectors (16%).

Age

- 2.16 The proportion of the population that are in employment will differ depending on the age group analysed. In general, employment rates are lower during the ages associated with full-time education (16-24); they rise during the "prime" working years (25-49) and then drop off again as people head towards retirement (50+).
- 2.17 LFS figures for 2017 highlight this trend in NI. The employment rate for those aged 16-24 was 47%; this figure rose to 80% for those aged 25-49 and then fell to 63% for those aged 50+. The UK employment rates follow a similar trend to NI, but the UK rates are higher for each individual age group (UK rates are 54% for those aged 16-24, 84% for those aged 25-49 and 71% for those aged 50-64).
- 2.18 Analysis of occupation data shows that only a small proportion of 16-24⁶ year olds in employment were working in one of the top three occupational groups (i.e. Managers, Professional and Associate Professional & Technical occupations), compared to 43% of those aged 25-49 and 35% of those aged 50-64. The reason for this may perhaps be due to the fact that younger persons have had less opportunity to gain the qualifications and experience needed to work in one of these occupations. In contrast, the occupational breakdown of those aged 50-64 was very similar to those aged 25-49.

Persons with dependents

- 2.19 LFS household datasets can be used to analyse the economic activity of people by their family or household type. The dataset (based on the period Jan-Dec 2017) can be used to analyse people with dependent children⁷, lone parents and other family types.

⁶ LFS 2017 sample size was too small for a reliable estimate. LFS 2016 estimate was c13%.

⁷ The analysis on the effect of dependent children (under 19) on the economic activity rates of females is based on those who are the household reference person or the partner of the household reference person only. It does not include family members who are of working age but who do not have parental responsibilities (e.g. older siblings).

- 2.20 Males with dependent children had a higher economic activity rate (91%) than those without (78%) and 75% of females with dependent children were economically active compared to 67% of those without dependent children. Having three or more dependent children resulted in a lower economic activity rate (63%) for females in NI.
- 2.21 Economic activity rates for female heads of family were also found to be influenced by the age of the youngest dependent child. When the youngest dependent child was aged 0-4 the activity rate (72%) was 8 percentage points lower than the rate when the child was aged 11-18 (80%).
- 2.22 The LFS household dataset for the period January-December 2017 also showed that 65% of lone parents in NI were economically active. This compared to a figure of 72% for all persons of working age.

Enrolments at Further Education Institutions by available equality categories -2013/14 to 2017/18

- 2.23 Further Education (FE) colleges are the main providers of further education and training in Northern Ireland (NI). The sector plays a central role in raising literacy and numeracy levels and in up-skilling and re-skilling the population through a broad range of courses leading to qualifications, particularly at National Qualifications Framework (NQF) and Qualifications and Credit Framework (QCF) levels 2 and 3 and equivalents. Higher Education (at level 4 and above) is also delivered across the FE colleges.
- 2.24 The figures shown in tables 2 - 11 (below) are a full year count of enrolments; however, it should be noted that students may be enrolled on more than one course at a given time and may, therefore, be counted as two or more enrolments.
- 2.25 Table 6 shows that since 2013/14, the number of aged '19 and under' enrolments has increased from 91,341 (50.5%) to 91,214 (58.7%) in 2017/18 ; conversely, those enrolments in the '20 to 24' and '25 and over' age groups have decreased,

from 22,524 (12.5%) to 22,524 (12.0%) and from 66,511 (36.8%) to 45,511 (29.3%) respectively.

- 2.26 An individual can attend any FE college across Northern Ireland, although typically individuals will attend their nearest college.
- 2.27 Overall, there has typically been a fairly even split in terms of the gender profile across the FE sector (table 8). Whereas female students accounted for a slight majority of enrolments in 2013/14 (91,905 or 50.8%) and 2014/15 (88,617 or 50.4%), most enrolments in 2015/16 (79,650 or 51.8%), 2016/17 (81,412 or 53.2%) and 2017/18 (82,495 or 53.0%) related to males. In the most recent academic year (2017/18), NWRC (52.4%) and BMC (50.2%) had greater percentages of female enrolments, whereas the other four colleges had higher percentages of male enrolments [SERC (58.6%), SWC (56.9%), NRC (53.9%) and SRC (50.6%).
- 2.28 Table 10 shows the number of students enrolling at FE Colleges during 2013/14 who declared themselves to have a disability to be 26,161 (14.5%) ; this figure increased slightly to 26,177 (16.8%) during 2017/18.
- 2.29 Although the overall gender profile was fairly evenly split for all regulated enrolments in 2017/18, there was wide variation between male and female enrolments across the subject areas. Females accounted for the vast majority of 'Health, Public Services and Care' (11,028 or 85.0%) and 'Education and Training' enrolments (600 or 80.1%). Male-dominated subject areas included 'Construction, Planning and the Built Environment' (6,764 or 96.9%) and 'Engineering and Manufacturing Technologies' (8,531 or 92.7%) (Table 2).
- 2.30 Across the FE colleges, there was a similar pattern in the subject area by gender profile. Any college variations from the sector were mainly in 'Agriculture, Horticulture and Animal Care', which accounted for 1,107 enrolments across the FE sector. In NWRC, SWC and SRC, the male share of this subject area was 98.4%, 77.9% and 59.7% respectively, compared with the 'FE sector male' share of 48.0%. In BMC, SERC and NRC, the female share in 'Agriculture, Horticulture and Animal Care' was 76.1%, 72.5% and 55.8% respectively, while the 'FE sector female' share of this subject was 52.0%

Table 2: Regulated enrolments by subject area, gender, FE college and academic year

FE College	Subject Area	Gender		
		Female	Male	Total
		2017/18	2017/18	2017/18
Belfast Metropolitan College	Health, Public Services & Care	1,493	299	1,792
	Science & Mathematics	1,027	712	1,739
	Agriculture, Horticulture & Animal Care	108	34	142
	Engineering & Manufacturing Technologies	247	982	1,229
	Construction, Planning & the Built Environment	51	731	782
	Information & Communication Technology	974	1,576	2,550
	Retail & Commercial Enterprise	1,599	612	2,211
	Leisure, Travel & Tourism	422	927	1,349
	Arts, Media & Publishing	627	767	1,394
	History, Philosophy & Theology	145	119	264
	Social Sciences	531	335	866
	Languages, Literature & Culture	571	403	974
	Education & Training	135	48	183
	Preparation for Life & Work	4,678	4,726	9,404
	Business, Administration & Law	876	800	1,676
	Unknown	0	0	0
	Total	13,484	13,071	26,555
Northern Regional College	Health, Public Services & Care	1,784	200	1,984
	Science & Mathematics	572	327	899
	Agriculture, Horticulture & Animal Care	139	110	249
	Engineering & Manufacturing Technologies	117	1,624	1,741
	Construction, Planning & the Built Environment	29	1,254	1,283
	Information & Communication Technology	867	1,576	2,443
	Retail & Commercial Enterprise	1,394	279	1,673
	Leisure, Travel & Tourism	183	425	608
	Arts, Media & Publishing	218	303	521
	History, Philosophy & Theology	0	0	0
	Social Sciences	0	0	0
	Languages, Literature & Culture	117	103	220
	Education & Training	148	19	167
	Preparation for Life & Work	2,335	3,142	5,477
	Business, Administration & Law	437	425	862
	Unknown	0	0	0
	Total	8,340	9,787	18,127
	Health, Public Services & Care	2,799	473	3,272
	Science & Mathematics	240	165	405

North West Regional College	Agriculture, Horticulture & Animal Care	1	63	64
	Engineering & Manufacturing Technologies	58	954	1,012
	Construction, Planning & the Built Environment	22	783	805
	Information & Communication Technology	434	840	1,274
	Retail & Commercial Enterprise	1,448	590	2,038
	Leisure, Travel & Tourism	215	316	531
	Arts, Media & Publishing	430	404	834
	History, Philosophy & Theology	0	0	0
	Social Sciences	223	112	335
	Languages, Literature & Culture	151	85	236
	Education & Training	53	6	59
	Preparation for Life & Work	1,305	2,247	3,552
	Business, Administration & Law	355	183	538
	Unknown	0	0	0
	Total	7,734	7,221	14,955
South Eastern Regional College	Health, Public Services & Care	1,038	285	1,323
	Science & Mathematics	392	172	564
	Agriculture, Horticulture & Animal Care	232	88	320
	Engineering & Manufacturing Technologies	74	1,636	1,710
	Construction, Planning & the Built Environment	29	1,591	1,620
	Information & Communication Technology	685	1,120	1,805
	Retail & Commercial Enterprise	897	429	1,326
	Leisure, Travel & Tourism	208	289	497
	Arts, Media & Publishing	357	308	665
	History, Philosophy & Theology	49	22	71
	Social Sciences	58	25	83
	Languages, Literature & Culture	274	183	457
	Education & Training	204	41	245
	Preparation for Life & Work	6,065	7,636	13,701
	Business, Administration & Law	604	684	1,288
	Unknown	0	0	0
	Total	11,166	14,509	25,675
Southern Regional College	Health, Public Services & Care	2,597	488	3,085
	Science & Mathematics	484	383	867
	Agriculture, Horticulture & Animal Care	50	74	124
	Engineering & Manufacturing Technologies	56	936	992
	Construction, Planning & the Built Environment	19	990	1,009
	Information & Communication Technology	1,092	1,615	2,707
	Retail & Commercial Enterprise	1,450	587	2,037
	Leisure, Travel & Tourism	167	373	540
	Arts, Media & Publishing	612	616	1,228
	History, Philosophy & Theology	48	28	76
	Social Sciences	399	147	546

	Languages, Literature & Culture	159	151	310
	Education & Training	41	22	63
	Preparation for Life & Work	4,529	6,047	10,576
	Business, Administration & Law	1,279	945	2,224
	Unknown	0	0	0
	Total	12,982	13,402	26,384
South West College	Health, Public Services & Care	1,317	204	1,521
	Science & Mathematics	215	107	322
	Agriculture, Horticulture & Animal Care	46	162	208
	Engineering & Manufacturing Technologies	121	2,399	2,520
	Construction, Planning & the Built Environment	64	1,415	1,479
	Information & Communication Technology	680	1,199	1,879
	Retail & Commercial Enterprise	1,264	319	1,583
	Leisure, Travel & Tourism	193	351	544
	Arts, Media & Publishing	277	406	683
	History, Philosophy & Theology	0	0	0
	Social Sciences	123	17	140
	Languages, Literature & Culture	105	73	178
	Education & Training	19	13	32
	Preparation for Life & Work	1,811	3,157	4,968
	Business, Administration & Law	817	484	1,301
	Unknown	0	0	0
		Total	7,052	10,306
FE Sector Total	Health, Public Services & Care	11,028	1,949	12,977
	Science & Mathematics	2,930	1,866	4,796
	Agriculture, Horticulture & Animal Care	576	531	1,107
	Engineering & Manufacturing Technologies	673	8,531	9,204
	Construction, Planning & the Built Environment	214	6,764	6,978
	Information & Communication Technology	4,732	7,926	12,658
	Retail & Commercial Enterprise	8,052	2,816	10,868
	Leisure, Travel & Tourism	1,388	2,681	4,069
	Arts, Media & Publishing	2,521	2,804	5,325
	History, Philosophy & Theology	242	169	411
	Social Sciences	1,334	636	1,970
	Languages, Literature & Culture	1,377	998	2,375
	Education & Training	600	149	749
	Preparation for Life & Work	20,723	26,955	47,678
	Business, Administration & Law	4,368	3,521	7,889
	Unknown	0	0	0
		Total	60,758	68,296

Table 3: All enrolments by religious belief, FE college and academic year

FE College	Religious Belief	Academic Year				
		2013/14	2014/15	2015/16	2016/17	2017/18
Belfast Metropolitan College	Catholic	7,864	8,079	6,719	7,769	8,260
	Protestant	4,352	4,982	3,820	4,432	4,636
	Other Christian	1,264	1,428	1,199	1,274	1,478
	Other Religion	981	1,259	1,183	1,616	1,832
	No Religion	11,357	11,894	8,167	9,324	10,191
	Unknown	11,237	9,043	7426	5769	3331
	Total	37,055	36,685	28,514	30,184	29,728
Northern Regional College	Catholic	3,701	3,668	4,123	4,196	4,259
	Protestant	3,909	4,047	5,366	5,182	5,201
	Other Christian	1,275	925	868	1,233	1,398
	Other Religion	650	880	799	613	608
	No Religion	14,999	15,494	8,717	10,640	10,371
	Unknown	23	0	1761	15	0
	Total	24,557	25,014	21,634	21,879	21,837
North West Regional College	Catholic	6,838	10,722	9,590	9,272	9,407
	Protestant	1,974	2,763	2,446	2,087	2,018
	Other Christian	241	328	277	262	317
	Other Religion	1,677	1,102	571	532	508
	No Religion	8,014	6,533	4838	3361	3329
	Unknown	4,423	1,155	1,459	2,063	2,770
	Total	23,167	22,603	19,181	17,577	18,349
South Eastern Regional College	Catholic	1,803	986	5,717	6,522	6,743
	Protestant	10	3	5,520	7,151	6,861
	Other Christian	50	3	1,587	2,306	2,242
	Other Religion	5	1	970	1,197	1,302
	No Religion	4,390	105	16,983	14,159	12,178
	Unknown	29,574	34,422	2081	664	861
	Total	35,832	35,520	32,858	31,999	30,187
Southern Regional College	Catholic	9,592	6,192	8,990	9,340	11,816
	Protestant	1,589	1,084	3,459	3,960	4,890
	Other Christian	813	2,726	1,021	1,035	1,277
	Other Religion	2,339	2,420	578	765	671
	No Religion	9,202	9,602	5,221	4,997	5,477
	Unknown	9,540	8,052	7698	7137	7196
	Total	33,075	30,076	26,967	27,234	31,327
South West College	Catholic	13,003	11,390	11,540	10,938	9,350
	Protestant	4,328	3,866	3,969	3,615	3,166
	Other Christian	646	528	542	519	389
	Other Religion	1,166	582	776	690	443
	No Religion	6,647	7,262	5003	3153	3002
	Unknown	1,349	2,292	2833	5300	7732

	Total	27,139	25,920	24,663	24,215	24,082
FE Sector Total	Catholic	42,801	41,037	46,679	48,037	49,835
	Protestant	16,162	16,745	24,580	26,427	26,772
	Other Christian	4,289	5,938	5,494	6,629	7,101
	Other Religion	6,818	6,244	4,877	5,413	5,364
	No Religion	54,609	50,890	48,929	45,634	44,548
	Unknown	56,146	54,964	23,258	20,948	21,890
	Total	180,825	175,818	153,817	153,088	155,510

Source: Consolidated Data Return (CDR)

Table 4: All enrolments by community background, FE college and academic year

FE College	Community Background	Academic Year				
		2013/14	2014/15	2015/16	2016/17	2017/18
Belfast Metropolitan College	Catholic	11,043	10,481	8,400	9,720	9,933
	Protestant	10,217	10,147	7,739	8,942	9,150
	Other Christian	897	941	821	928	995
	Other Religion	307	315	485	812	1,002
	No Religion	3,077	3,435	3,353	4,562	5,750
	Not Stated/Unknown	11,514	11,366	7,716	5,220	2,898
	Total	37,055	36,685	28,514	30,184	29,728
Northern Regional College	Catholic	6,825	6,646	4,541	4,670	4,662
	Protestant	10,834	10,966	8,994	8,435	8,727
	Other Christian	609	737	780	742	743
	Other Religion	41	40	48	81	152
	No Religion	1,698	2,109	2,891	3,113	3,343
	Not Stated/Unknown	4,550	4,516	4,380	4,838	4,210
	Total	24,557	25,014	21,634	21,879	21,837
North West Regional College	Catholic	10,709	12,305	10,623	10,309	10,511
	Protestant	3,234	3,503	3,343	2,937	2,893
	Other Christian	313	290	301	256	262
	Other Religion	47	72	47	71	124
	No Religion	779	943	1,012	1,223	1,272
	Not Stated/Unknown	8,085	5,490	3,855	2,781	3,287
	Total	23,167	22,603	19,181	17,577	18,349
South Eastern Regional College	Catholic	7,926	9,381	8,929	8,209	7,858
	Protestant	16,056	15,907	14,026	13,951	12,402
	Other Christian	785	843	1,368	1,678	1,712
	Other Religion	131	115	264	418	469
	No Religion	3,118	4,292	6,935	7,266	7,235
	Not Stated/Unknown	7,816	4,982	1,336	477	511
	Total	35,832	35,520	32,858	31,999	30,187
Southern Regional College	Catholic	12,154	12,019	11,022	11,044	13,628
	Protestant	6,920	6,103	5,910	6,307	7,360
	Other Christian	568	552	589	673	740

	Other Religion	155	120	139	197	293
	No Religion	1,160	1,172	2,021	2,430	2,641
	Not Stated/Unknown	12,118	10,110	7,286	6,583	6,665
	Total	33,075	30,076	26,967	27,234	31,327
South West College	Catholic	14,359	12,369	12,768	11,938	11,066
	Protestant	5,655	4,737	5,397	4,923	4,554
	Other Christian	418	394	419	374	334
	Other Religion	62	75	59	69	73
	No Religion	1,125	959	1,676	1,538	1,440
	Not Stated/Unknown	5,520	7,386	4,344	5,373	6,615
	Total	27,139	25,920	24,663	24,215	24,082
FE Sector Total	Catholic	63,016	63,201	56,283	55,890	57,658
	Protestant	52,916	51,363	45,409	45,495	45,086
	Other Christian	3,590	3,757	4,278	4,651	4,786
	Other Religion	743	737	1,042	1,648	2,113
	No Religion	10,957	12,910	17,888	20,132	21,681
	Not Stated/Unknown	49,603	43,850	28,917	25,272	24,186
	Total	180,825	175,818	153,817	153,088	155,510

Source: Consolidated Data Return (CDR)

Table 5: All enrolments by ethnicity, FE college and academic year

FE College	Ethnicity	Academic Year				
		2013/14	2014/15	2015/16	2016/17	2017/18
Belfast Metropolitan College	White	30,312	30,075	23,772	25,988	25,927
	Black Caribbean	22	32	17	18	45
	Black African	439	608	738	818	794
	Black Other	48	60	36	73	62
	Indian	88	108	93	139	107
	Pakistani	36	36	38	43	42
	Bangladeshi	21	37	43	48	39
	Chinese	263	305	244	220	270
	Irish Traveller	13	7	14	22	27
	Mixed Other	264	346	310	344	437
	Other	404	412	332	555	804
	Unknown	5,145	4,659	2,877	1,916	1,174
	Total	37,055	36,685	28,514	30,184	29,728
Northern Regional College	White	22,998	23,778	19,524	18,276	18,683
	Black Caribbean	6	1	4	8	21
	Black African	19	22	25	38	42
	Black Other	1	7	21	18	4
	Indian	16	11	23	27	40
	Pakistani	20	16	8	13	9
	Bangladeshi	0	0	2	3	8
	Chinese	57	65	57	56	62

	Irish Traveller	8	6	1	24	19
	Mixed Other	32	27	66	69	103
	Other	54	55	57	76	190
	Unknown	1,346	1,026	1,846	3,271	2,656
	Total	24,557	25,014	21,634	21,879	21,837
North West Regional College	White	19,869	20,216	17,519	16,272	17,031
	Black Caribbean	5	13	14	11	12
	Black African	14	36	33	43	34
	Black Other	12	13	8	8	26
	Indian	21	26	19	18	27
	Pakistani	4	3	4	5	13
	Bangladeshi	0	3	0	6	2
	Chinese	18	12	15	22	16
	Irish Traveller	26	21	32	37	20
	Mixed Other	74	99	72	84	92
	Other	82	79	29	75	78
	Unknown	3,042	2,082	1,436	996	998
	Total	23,167	22,603	19,181	17,577	18,349
South Eastern Regional College	White	32,036	33,131	31,399	30,670	28,794
	Black Caribbean	25	15	28	16	2
	Black African	28	59	74	71	60
	Black Other	30	20	29	26	24
	Indian	22	30	46	47	33
	Pakistani	29	9	29	47	28
	Bangladeshi	37	63	60	59	23
	Chinese	103	79	56	63	68
	Irish Traveller	3	44	73	80	64
	Mixed Other	185	241	312	295	288
	Other	144	461	572	578	676
	Unknown	3,190	1,368	180	47	127
	Total	35,832	35,520	32,858	31,999	30,187
Southern Regional College	White	27,022	23,142	21,687	21,894	25,832
	Black Caribbean	10	23	37	17	72
	Black African	80	119	145	236	281
	Black Other	20	53	74	114	91
	Indian	11	9	22	17	13
	Pakistani	19	31	39	34	17
	Bangladeshi	7	10	16	17	17
	Chinese	47	43	39	45	49
	Irish Traveller	36	49	44	33	28
	Mixed Other	0	24	45	83	151
	Other	176	142	123	198	436
	Unknown	5,647	6,431	4,696	4,546	4,340
	Total	33,075	30,076	26,967	27,234	31,327
	White	24,546	23,131	21,620	20,276	19,459

South West College	Black Caribbean	51	21	32	40	25
	Black African	163	129	115	130	114
	Black Other	72	63	112	84	95
	Indian	10	23	10	6	5
	Pakistani	12	14	4	3	5
	Bangladeshi	6	11	16	7	2
	Chinese	30	27	35	27	32
	Irish Traveller	63	50	50	35	31
	Mixed Other	137	153	112	95	112
	Other	98	115	65	147	145
	Unknown	1,951	2,183	2,492	3,365	4,057
	Total	27,139	25,920	24,663	24,215	24,082
FE Sector Total	White	156,783	153,473	135,521	133,376	135,726
	Black Caribbean	119	105	132	110	177
	Black African	743	973	1,130	1,336	1,325
	Black Other	183	216	280	323	302
	Indian	168	207	213	254	225
	Pakistani	120	109	122	145	114
	Bangladeshi	71	124	137	140	91
	Chinese	518	531	446	433	497
	Irish Traveller	149	177	214	231	189
	Mixed Other	692	890	917	970	1,183
	Other	958	1,264	1,178	1,629	2,329
	Unknown	20,321	17,749	13,527	14,141	13,352
Total	180,825	175,818	153,817	153,088	155,510	

Source: Consolidated Data Return (CDR)

Table 6: All enrolments by age band, FE college and academic year

FE College	Age band	Academic Year				
		2013/14	2014/15	2015/16	2016/17	2017/18
Belfast Metropolitan College	19 & under	15,922	16,081	13,925	15,396	15,747
	20-24	6,413	6,168	4,760	5,171	5,048
	25 & over	14,698	14,417	9,823	9,616	8,933
	Unknown	22	19	6	1	0
	Total	37,055	36,685	28,514	30,184	29,728
Northern Regional College	19 & under	12,646	13,417	13,168	13,246	13,594
	20-24	2,309	2,420	2,066	2,076	2,209
	25 & over	9,221	8,948	6,296	6,443	5,894
	Unknown	381	229	104	114	140
	Total	24,557	25,014	21,634	21,879	21,837
North West Regional College	19 & under	8,460	8,207	7,305	6,814	8,315
	20-24	3,177	2,880	2,576	2,326	2,269
	25 & over	11,498	11,482	9,285	8,421	7,751
	Unknown	32	34	15	16	14
	Total	23,167	22,603	19,181	17,577	18,349

South Eastern Regional College	19 & under	23,523	24,142	22,250	21,113	18,752
	20-24	3,695	3,662	3,405	3,382	3,589
	25 & over	8,614	7,713	7,203	7,504	7,846
	Unknown	0	3	0	0	0
	Total	35,832	35,520	32,858	31,999	30,187
Southern Regional College	19 & under	16,985	15,970	15,062	16,157	19,620
	20-24	3,433	3,159	2,658	2,669	3,105
	25 & over	12,656	10,945	9,247	8,408	8,601
	Unknown	1	2	0	0	1
	Total	33,075	30,076	26,967	27,234	31,327
South West College	19 & under	13,805	13,640	13,666	15,127	15,186
	20-24	3,497	3,234	3,012	2,615	2,403
	25 & over	9,824	9,029	7,964	6,470	6,486
	Unknown	13	17	21	3	7
	Total	27,139	25,920	24,663	24,215	24,082
FE Sector Total	19 & under	91,341	91,457	85,376	87,853	91,214
	20-24	22,524	21,523	18,477	18,239	18,623
	25 & over	66,511	62,534	49,818	46,862	45,511
	Unknown	449	304	146	134	162
	Total	180,825	175,818	153,817	153,088	155,510

Source: Consolidated Data Return (CDR)

Table 7: All enrolments by marital status, FE college and academic year

FE College	Marital Status	Academic Year				
		2013/14	2014/15	2015/16	2016/17	2017/18
Belfast Metropolitan College	Single	22,116	22,354	18,416	21,531	23,575
	Married/Civil partnership	4,408	4,257	2,778	3,239	3,117
	Separated/Divorced/Dis solved	749	712	570	625	614
	Widowed/Surviving partner	278	202	155	148	114
	Unknown	9,504	9,160	6,595	4,641	2,308
	Total	37,055	36,685	28,514	30,184	29,728
Northern Regional College	Single	16,100	16,667	16,160	15,560	14,140
	Married/Civil partnership	4,481	4,085	2,582	2,463	2,390
	Separated/Divorced/Dis solved	631	584	500	553	485
	Widowed/Surviving partner	389	351	196	129	92
	Unknown	2,956	3,327	2,196	3,174	4,730
	Total	24,557	25,014	21,634	21,879	21,837
North West Regional College	Single	14,531	14,043	12,558	12,251	12,776
	Married/Civil partnership	4,044	3,877	2,677	2,305	2,194
	Separated/Divorced/Dis solved	805	754	620	580	478

	Widowed/Surviving partner	301	315	128	140	114
	Unknown	3,486	3,614	3,198	2,301	2,787
	Total	23,167	22,603	19,181	17,577	18,349
South Eastern Regional College	Single	26,090	28,257	27,643	25,861	23,641
	Married/Civil partnership	4,007	3,892	3,985	4,170	4,253
	Separated/Divorced/Dis solved	689	767	784	806	799
	Widowed/Surviving partner	207	416	272	196	147
	Unknown	4,839	2,188	174	966	1,347
	Total	35,832	35,520	32,858	31,999	30,187
Southern Regional College	Single	18,174	18,454	19,455	20,701	24,261
	Married/Civil partnership	4,322	4,034	3,263	3,153	3,248
	Separated/Divorced/Dis solved	718	650	538	489	426
	Widowed/Surviving partner	216	231	157	156	177
	Unknown	9,645	6,707	3,554	2,735	3,215
	Total	33,075	30,076	26,967	27,234	31,327
South West College	Single	19,356	18,468	17,412	16,464	16,245
	Married/Civil partnership	3,330	3,195	2,558	2,030	2,025
	Separated/Divorced/Dis solved	697	489	573	375	270
	Widowed/Surviving partner	261	217	126	165	150
	Unknown	3,495	3,551	3,994	5,181	5,392
	Total	27,139	25,920	24,663	24,215	24,082
FE Sector Total	Single	116,367	118,243	111,644	112,368	114,638
	Married/Civil partnership	24,592	23,340	17,843	17,360	17,227
	Separated/Divorced/Dis solved	4,289	3,956	3,585	3,428	3,072
	Widowed/Surviving partner	1,652	1,732	1,034	934	794
	Unknown	33,925	28,547	19,711	18,998	19,779
	Total	180,825	175,818	153,817	153,088	155,510

Source: Consolidated Data Return (CDR)

Table 8: All enrolments by sexual orientation, FE college and academic year

FE College	Sexual Orientation	Academic Year				
		2013/14	2014/15	2015/16	2016/17	2017/18
Belfast Metropolitan College	Bisexual	471	565	445	631	748
	Gay	336	371	312	396	395
	Heterosexual	18,202	21,184	17,559	20,957	22,064
	Lesbian	153	167	134	144	182
	Not Stated/Unknown	17,893	14,398	10,064	8,056	6,339

	Total	37,055	36,685	28,514	30,184	29,728
Northern Regional College	Bisexual	204	286	241	195	269
	Gay	75	75	94	91	85
	Heterosexual	11,500	12,744	13,984	12,203	13,038
	Lesbian	47	61	64	56	100
	Not Stated/Unknown	12,731	11,848	7,251	9,334	8,345
	Total	24,557	25,014	21,634	21,879	21,837
North West Regional College	Bisexual	118	290	163	184	178
	Gay	58	140	137	140	117
	Heterosexual	8,143	13,138	12,750	11,989	12,736
	Lesbian	43	82	100	76	98
	Not Stated/Unknown	14,805	8,953	6,031	5,188	5,220
	Total	23,167	22,603	19,181	17,577	18,349
South Eastern Regional College	Bisexual	0	0	336	427	470
	Gay	0	0	199	191	170
	Heterosexual	1	3	21,364	21,950	19,965
	Lesbian	0	0	99	126	84
	Not Stated/Unknown	35,831	35,517	10,860	9,305	9,498
	Total	35,832	35,520	32,858	31,999	30,187
Southern Regional College	Bisexual	308	391	333	465	581
	Gay	95	102	111	121	140
	Heterosexual	13,023	12,000	15,413	16,996	20,960
	Lesbian	442	340	260	223	186
	Not Stated/Unknown	19,207	17,243	10,850	9,429	9,460
	Total	33,075	30,076	26,967	27,234	31,327
South West College	Bisexual	142	113	200	183	193
	Gay	78	46	41	63	50
	Heterosexual	14,175	12,589	15,824	14,971	13,863
	Lesbian	21	26	265	151	191
	Not Stated/Unknown	12,723	13,146	8,333	8,847	9,785
	Total	27,139	25,920	24,663	24,215	24,082
FE Sector Total	Bisexual	1,243	1,645	1,718	2,085	2,439
	Gay	642	734	894	1,002	957
	Heterosexual	65,044	71,658	96,894	99,066	102,626
	Lesbian	706	676	922	776	841
	Not Stated/Unknown	113,190	101,105	53,389	50,159	48,647
	Total	180,825	175,818	153,817	153,088	155,510

Source: Consolidated Data Return (CDR)

Table 9: All enrolments by gender, FE college and academic year

FE College	Gender	Academic Year				
		2013/14	2014/15	2015/16	2016/17	2017/18
Belfast Metropolitan College	Female	20,203	19,996	14,966	14,716	14,933
	Male	16,852	16,689	13,548	15,468	14,795
	Total	37,055	36,685	28,514	30,184	29,728
Northern Regional College	Female	12,836	13,143	10,046	10,213	10,073
	Male	11,721	11,871	11,588	11,666	11,764
	Total	24,557	25,014	21,634	21,879	21,837
North West Regional College	Female	13,329	13,053	10,486	9,511	9,621
	Male	9,838	9,550	8,695	8,066	8,728
	Total	23,167	22,603	19,181	17,577	18,349
South Eastern Regional College	Female	15,755	15,246	14,143	13,378	12,509
	Male	20,077	20,274	18,715	18,621	17,678
	Total	35,832	35,520	32,858	31,999	30,187
Southern Regional College	Female	17,663	15,845	13,839	13,573	15,488
	Male	15,412	14,231	13,128	13,661	15,839
	Total	33,075	30,076	26,967	27,234	31,327
South West College	Female	12,119	11,334	10,687	10,285	10,391
	Male	15,020	14,586	13,976	13,930	13,691
	Total	27,139	25,920	24,663	24,215	24,082
FE Sector Total	Female	91,905	88,617	74,167	71,676	73,015
	Male	88,920	87,201	79,650	81,412	82,495
	Total	180,825	175,818	153,817	153,088	155,510

Source: Consolidated Data Return (CDR)

Table 10 All enrolments by disability, FE college and academic year

FE College	Disability	Academic Year				
		2013/14	2014/15	2015/16	2016/17	2017/18
Belfast Metropolitan College	No	32,695	32,264	25,822	26,880	26,350
	Yes	4,360	4,421	2,692	3,304	3,378
	Total	37,055	36,685	28,514	30,184	29,728
Northern Regional College	No	21,740	21,962	17,906	16,429	15,844
	Yes	2,817	3,052	3,728	5,450	5,993
	Total	24,557	25,014	21,634	21,879	21,837
North West Regional College	No	20,065	18,934	16,268	14,397	14,914
	Yes	3,102	3,669	2,913	3,180	3,435
	Total	23,167	22,603	19,181	17,577	18,349
South Eastern Regional College	No	29,177	28,715	26,163	27,911	25,346
	Yes	6,655	6,805	6,695	4,088	4,841
	Total	35,832	35,520	32,858	31,999	30,187
Southern Regional College	No	28,981	24,757	22,036	22,975	26,518
	Yes	4,094	5,319	4,931	4,259	4,809

	Total	33,075	30,076	26,967	27,234	31,327
South West College	No	22,006	21,062	19,769	20,297	20,361
	Yes	5,133	4,858	4,894	3,918	3,721
	Total	27,139	25,920	24,663	24,215	24,082
FE Sector Total	No	154,664	147,694	127,964	128,889	129,333
	Yes	26,161	28,124	25,853	24,199	26,177
	Total	180,825	175,818	153,817	153,088	155,510

Source: Consolidated Data Return (CDR)

Table 11: All enrolments by dependants, FE college and academic year

FE College	Dependants	Academic Year				
		2013/14	2014/15	2015/16	2016/17	2017/18
Belfast Metropolitan College	No	33,487	31,688	25,792	26,791	26,811
	Yes	3,568	4,997	2,722	3,393	2,917
	Total	37,055	36,685	28,514	30,184	29,728
Northern Regional College	No	22,948	22,655	19,705	19,706	19,650
	Yes	1,609	2,359	1,929	2,173	2,187
	Total	24,557	25,014	21,634	21,879	21,837
North West Regional College	No	18,756	18,128	17,254	15,527	16,893
	Yes	4,411	4,475	1,927	2,050	1,456
	Total	23,167	22,603	19,181	17,577	18,349
South Eastern Regional College	No	31,323	29,737	28,256	27,040	26,331
	Yes	4,509	5,783	4,602	4,959	3,856
	Total	35,832	35,520	32,858	31,999	30,187
Southern Regional College	No	30,327	28,044	26,270	26,661	30,770
	Yes	2,748	2,032	697	573	557
	Total	33,075	30,076	26,967	27,234	31,327
South West College	No	25,406	23,784	23,932	23,854	23,436
	Yes	1,733	2,136	731	361	646
	Total	27,139	25,920	24,663	24,215	24,082
FE Sector Total	No	162,247	154,036	141,209	139,579	143,891
	Yes	18,578	21,782	12,608	13,509	11,619
	Total	180,825	175,818	153,817	153,088	155,510

Source: Consolidated Data Return (CDR)

Enrolments at NI Higher Education Institutions by available equality categories 2011/12 to 2016/17

2.31 Tables 11 -17 shows annual student enrolment figures at NI Higher Education Institutions (HEIs) by Section 75 groups, over the past five years 2012/13 – 2016/17. Some of the key points relating to equality categories are:

- The percentage of Northern Ireland students enrolled at HEIs self-reported as having a disability showed a modest increase over the period of the last five years, rising from 7.2% (4,020) in 2012/13 to 9.6% (5,250) in 2016/17.
- Among NI domiciled students enrolled at HEIs (excluding Open University) who were asked to provide their religion, a substantial majority were recorded as 'Roman Catholic' during each of the last five years. During 2016/17, 48.3% of students gave their religion as 'Roman Catholic', compared with 30.5% 'Protestant', 8.4% 'Other' and 4.2% who stated that they had no religion.
- NI students enrolled at HEIs showed a consistent age distribution over the last five years, with the age group '25 years or older' comprising the largest group, and 20 years or younger forming the next largest group. During the most recent year 2016/17, 36.3% or 19,815 students were aged 25 years or older, with those aged 20 years or younger marginally fewer at 35.5% or 19,395. There were 15,360 (28.15%) of students aged 21-24 years.
- During each of the last five years females comprised the largest gender group among students enrolled at HEIs. During the year 2016/17 females accounted for 31,030 (56.9%) of students, compared with 23,540 (43.1%) of male students.
- Over the last five years a significantly large majority of students enrolled at HEIs defined their ethnicity as 'White'. During 2016/17, 48,625 (89%) of students were recorded as White, with 3,695 (6.8%) recorded as 'unknown ethnicity'. A variety of other ethnic groups accounted for the remaining small number of

students; the largest of these groups were 'Mixed ethnicity' with 380 (0.7%) and 'Black' with 370 (0.6%) of students.

- A large majority of students at HEIs reported that they had 'No dependants' in each of the last five years. During 2016/17 36,330 (85.5%) of students reported that they had 'No dependants'. Among those students who had dependants, the largest group was those with 'Young people or Children' as dependants (4,140 or 9.7%).

Enrolments at NI Higher Education Institutions by available equality categories - 2012/13 to 2016/17

Table 11

Disability⁽¹⁾	2012/13	2013/14	2014/15	2015/16	2016/17
Disability	4,020	4,160	4,550	5,140	5,250
No disability/unknown	52,140	52,235	51,895	50,100	49,320
Total	56,155	56,395	56,445	55,245	54,570

Table 12

Religion^{(2) (3) (4)}	2012/13	2013/14	2014/15	2015/16	2016/17
Protestant	14,065	13,800	13,655	13,125	12,955
Roman Catholic	21,115	21,325	21,210	20,595	20,535
Other	4,115	4,665	5,170	5,640	3,580
Unknown	4,085	4,350	4,265	4,055	3,675
No Religion	-	-	-	-	1,765
Total	43,380	44,140	44,295	43,415	42,505

Table 13

Age	2012/13	2013/14	2014/15	2015/16	2016/17
20 and under	20,010	19,995	20,610	19,810	19,395
21 to 24	14,955	15,115	14,870	15,185	15,360
25 and over	21,190	21,280	20,960	20,250	19,815
Unknown	0	5	0	0	0
Total	56,155	56,395	56,445	55,245	54,570

Table 14

Gender	2012/13	2013/14	2014/15	2015/16	2016/17
Male	24,015	24,400	24,670	23,865	23,540
Female	32,140	31,995	31,775	31,380	31,030
Total	56,155	56,395	56,445	55,245	54,570

Table 15

Ethnicity⁽¹⁾	2012/13	2013/14	2014/15	2015/16	2016/17
White	48,380	48,415	49,150	49,575	48,625
Irish Traveller	10	15	15	10	15
Black	330	330	455	360	370
Indian	335	315	285	300	295

Pakistani	155	135	235	195	185
Bangladeshi	200	150	100	115	115
Chinese	805	900	550	350	355
Other Asian	415	385	360	295	300
Mixed	325	340	325	340	380
Other	180	190	235	220	235
Unknown	5,025	5,220	4,740	3,480	3,695
Total	56,155	56,395	56,445	55,245	54,570

Table 16

Marital Status⁽²⁾	2012/13	2013/14	2014/15	2015/16	2016/17
Single (never married or never in civil partnership)	37,100	36,645	37,230	36,515	35,920
Married or in civil partnership	4,945	4,940	4,660	4,360	4,120
Separated (but still legally married or in civil partnership)	290	290	275	260	245
Divorced or civil partnership dissolved	285	260	245	260	225
Widowed	60	50	55	55	45
Co-habiting	655	740	725	700	685
Unknown	40	1,210	1,105	1,260	1,265
Total	43,380	44,140	44,295	43,415	42,505

Table 17

Dependants⁽²⁾	2012/13	2013/14	2014/15	2015/16	2016/17
Young people/children (YP/C)	4,480	4,570	4,530	4,330	4,140
Other relative/friends (OR/F)	365	395	375	315	290
Both YP/C & OR/F	615	595	550	470	405
No dependants	37,880	37,270	37,655	36,965	36,330
Unknown	40	1,310	1,185	1,340	1,345
Total	43,380	44,140	44,295	43,415	42,505

Source: Higher Education Statistics Agency (HESA)

Notes:

1. Information on disability and ethnicity is collected on the basis of a student's self assessment.
2. Information on religion, marital status and dependants is only collected for NI domiciled students studying at NI HE institutions.
3. Religious affiliation is not a mandatory question and therefore can have a high non-response rate.
4. A new coding framework has been added to the HESA data collection for the Religion question in 2016/17, which includes an additional category for 'No Religion'. More information can be found at: <https://www.hesa.ac.uk/collection/c16051/n/religion>
5. From the 2014/15 academic year onwards, DfE no longer counts the Open University as a wholly English institution, but splits it between England, Northern Ireland, Scotland and Wales, depending on where the national centre is located. Figures for the previous academic years have been updated to reflect this change.
6. Enrolments at the OU (where the national centre is located in NI) have been removed from the figures for religion, marital status and dependants due to high levels of unknowns.
7. To prevent the identification of individuals, figures in the attached table are rounded to the nearest 5, with 0, 1, 2 rounded to 0. Due to rounding, the sum of numbers in each row or column may not match the total shown.
8. Percentages are based on unrounded figures.

More Higher Education statistics are available from:

<https://www.economy-ni.gov.uk/topics/statistics-and-economic-research/higher-education-statistics>

3. CURRENT POLICIES, PROGRAMMES AND FUTURE PLANS - INEQUALITIES

'Success through Skills'

- 3.1 The Government's Skills Strategy "Success through Skills – Transforming Futures" is the overarching strategy for skills development in Northern Ireland. The Strategy considered the existing skills profile of the workforce and detailed the transformational change required by 2020 to enable Northern Ireland to compete globally. Whilst progress has been made towards the targets established, it is recognised that more needs to be done if we are to continue to improve the skills profile of the workforce, building on the success delivered to date. The Department is currently considering skills development initiatives in the context of the revised Programme for Government and refocused NI Economic Strategy which was published in January 2017.

Preparing for Success 2015-2020: A Strategy for Careers Education and Guidance

- 3.2 Careers guidance plays a key role in supporting individuals to realise their full potential, and contribute to their community and the economy. It is vital that people are aware of the qualifications and skills most valued by employers and make career decisions that will lead to fulfilling, productive and sustained employment. The Department for the Economy and the Department for Education have endorsed the careers education and guidance strategy 'Preparing for Success 2015-2020'. The strategy sets out the policy commitments and actions to be taken forward to reform the careers system in Northern Ireland. These include developing an accountability and quality assurance system to ensure what we do is effective; increasing the use of technology in service delivery to improve access to all; providing young people with more equitable access to work experience opportunities; using reliable labour market information as articulated by the Skills Barometer, as part of the guidance process; and supporting those furthest from the labour market.

Further Education Means Success - Further Education Strategy

3.3 Further Education Means Success outlines the vital contribution the further education sector makes in widening participation, increasing diversity, and promoting social inclusion, to help people with barriers to participation to engage in learning. FE Means Success committed to further widening access to provision for those with low skills or other barriers including those students with learning difficulties and disabilities (SLDD), those with caring responsibilities, those from a care background, migrants, and those with criminal records. This commitment is being delivered through the 'Social Inclusion' project which has identified the barriers that inhibit different groups of learners from participating in further education provision, and makes a series of recommendations which will develop the sector's capacity and expertise in targeting, engaging and retaining students with a variety of needs.

Measures to widen participation in Higher Education

3.4 Widening participation in higher education facilitates and increases the participation of those groups which are currently under represented in HE, in particular students from disadvantaged backgrounds and students with learning difficulties and disabilities. The Department's vision is that by 2020 any appropriately qualified individual in Northern Ireland should be able to gain access to higher education that is right for them, irrespective of their personal or social background or location of study. Learners should be able to progress to a level which fulfils their potential and to get proper recognition and respect for their achievements from employers, educationalists and the wider community. Efforts should be focused on ensuring that the people who are most able but least likely to participate are given every encouragement and support to achieve the necessary qualifications to apply to, and to benefit from, the higher education that is right for them.

3.5 Since 2000 the Department has been addressing the issue of widening participation in higher education through a number of broad policy directions and a number of specific actions. These actions have included:

- an increase in HE provision in universities and in higher education provision delivered in the Further Education Colleges (includes anything at level 4 and above e.g. HND, HNC and Foundation Degrees) ;
- the introduction of Foundation Degrees;
- a widening participation premium paid to HE Institutions in respect of students from disadvantaged backgrounds;
- a widening access premium paid to HE Institutions in respect of students with disabilities;
- special initiative funding to develop partnerships between the universities and schools, colleges and local communities in areas of high deprivation and with traditionally low levels of participation in HE;
- capital funding to assist the universities improve access for disabled students;
- a wide range of Student Support measures including means-tested maintenance grants, loans and allowances. Disabled Students Allowances (DSA) covers the extra costs of any support a student may require throughout their course as a direct result of their disability, mental health condition or specific learning difficulty. DSA can be available to provide specialist equipment, non-medical helpers support and reasonable extra travel costs incurred by the student to attend the university or college course as a result of a disability; and
- the introduction of a requirement upon higher education providers who wish to charge tuition fees above the standard level to have a Widening Access and Participation Plan in place which includes the provision of; bursaries for students from disadvantaged backgrounds and “outreach” activities to promote / support widening participation in higher education.

- 3.6 The higher education providers have demonstrated a significant commitment to widening participation. As a result, Northern Ireland's record of participation in higher education has increased steadily and compares very favourably to other areas of the United Kingdom – with participation rates for young people at almost 50%.
- 3.7 Northern Ireland has also been very successful in achieving its objectives of raising motivation, aspirations and attainment of students who otherwise may not have considered going to higher education. In academic year 2015/16 around 34% of our higher education students came from the two most-deprived Multiple Deprivation Quintiles of Northern Ireland.
- 3.8 However, despite the above success certain parts of the Northern Ireland community continue to be under-represented in higher education. The Department recognises that addressing disadvantage and social exclusion will require coordinated action and consequently it is leading on the delivery of Access to Success, an integrated Regional Strategy for Widening Participation in Higher Education. It is being supported in this by other government departments, the Higher Education Institutions, the Further Education Colleges and other relevant stakeholders. Access to Success also provides a particular focus on the creation of a more accessible sector in which the people who are most able but least likely to participate are given every encouragement and support to apply to, and to benefit from, higher education.
- 3.9 Significant progress has been made on a range of measures in the strategy. These include:
- the launch in March 2014 of “Reach Higher” a single, centralised and coordinated higher education awareness and aspiration-raising campaign to better communicate the benefits of higher education to under-represented sections of the community;
 - the introduction of Widening Access and Participation Plans—which include a summary of an institution's widening participation strategy, a review of its

- past achievement against relevant benchmarks and a detailed programme of anticipated progress each year towards its own targets;
- the development of additional support measures for students to sustain continuing participation; and
 - an expansion in employer demand led Foundation Degrees in the workplace.

Help for disabled students in Higher Education and Further Education

3.10 The following support is available for students with a disability who wish to enter higher education:

Disabled Students' Allowances (DSAs) help some student to meet extra costs of their studies that arise from their disability, mental health condition or specific learning difficulty. The allowances can help with the cost of a non-medical personal helper, items of specialist equipment, travel and other course related costs. Students can apply at any time before or during their course, and how much they can get does not depend on their income or that of their family and they will not have to repay this help.

3.11 The following help is available for full-time higher education students in academic year 2017/2018.

- A specialist equipment allowance of up to £5,266 for the whole course.
- A non-medical helper's allowance of up to £20,938 each year.
- A general disabled students' allowance of up to £1,759 each year.
- Extra travel costs they have to pay to attend their university or college course as a result of your disability.

3.12 The following help is available for part-time higher education students

- A specialist equipment allowance of up to £5,266 for the whole course.
- A non-medical helper's allowance of up to £15,703 each year.
- A general disabled students' allowance of up to £1,319 each year.
- Extra travel costs they have to pay to attend university or college course as a result of their disability.

3.13 The following help is available for full-time and part-time postgraduate students.

- One allowance to meet all costs of up to £10,469 per year which can be used for specialist equipment, non-medical personal helpers, extra travel costs or other course related costs.

3.14 Part of the funding provided to the Higher Education Institutions (HEIs) each year consists of an allocation for widening access and improving provision for disabled students. The HEIs receive this allocation in recognition of the additional costs of recruiting and supporting students with disabilities. The amount received by each institution is related to the number of students it has in receipt of the Disabled Students' Allowance. (The Disabled Students' Allowance is an allowance to assist students who can show that they have a disability or medical condition that affects their ability to study.) The amounts paid to the HEIs for the current academic year (August 2018 to July 2019) is as follows:

Queen's University	£230,207
University of Ulster	£209,794
St Mary's	£ 22,727
Stranmillis	£ 10,000
Open University	£ 23,815

Over 3,500 students with learning difficulties and / or disabilities were given additional support in college to enable them to participate in Further Education in 2017/18. The additional support delivered by colleges is facilitated by the Department through the Additional Support Fund which provides £4.5m across the sector for technical support (e.g. specialised enabling equipment, such as brailers, Reading Edge equipment, IT adaptations, specialist software) and personal support (e.g. specialist tutors/advisers, such as hearing or visual impairment tutors, interpreters (for students with a hearing impairment), support workers/classroom assistants and note-takers).

Northern Ireland European Social Fund Programme 2014-2020

3.15 During the development of the ESF Operational Programme (OP), consultation took place with the Equality Commission and with numerous Section 75 groups to ensure that equality considerations were fully incorporated into the programme documents. Due account was taken of Article 7 (Promotion of equality between men and women) and Article 8 (Promotion of equal opportunities and non-discrimination) of EU Regulation No 1304/2013. Priority 3 of ESF 2014-20 also

co-finances 40% (approx. €88 million) of the total funding allocation of €205 million for the ApprenticeshipsNI and Apprenticeships 2016 programmes.

- 3.16 The ESF Programme funds activity to enhance and extend employment opportunities, in particular for those groups at a disadvantage in the labour market who are unemployed or economically inactive. Definitions and descriptions of participant classifications were agreed with the Commission to ensure that there was sufficient flexibility for disadvantaged groups to be fully represented. This allowed for projects targeted at specific groups (e.g. women) to be funded. The Programme also includes a focus on supporting young people aged 16-24 who are not in employment, education or training, and people with disabilities.
- 3.17 Thematic Objective 9 of the ESF Programme has been allocated 30% of available funding (around €154 million) to support two distinct groups of participants - people with a disability and people aged 16 and over who are not in employment, education or training in families receiving Community Family Support. There is a European regulatory requirement for at least 20% of the total ESF funding to be allocated to thematic objective 9. The Department, in conjunction with partners and stakeholders, has decided that 30% of funding will be allocated to this priority. This was determined on the basis of the higher costs associated with the support of people with disabilities – as was the experience of the earlier ESF Programme 2007-2013, and also the costs associated with supporting the earlier pilot of the Community Family Support Programme (CFSP). The CFSP provides a wraparound family intervention support and employability mentoring service that aims to support all members and break the cycle of intergenerational unemployment and associated poverty in communities.
- 3.18 The Department acts as Managing Authority for the Northern Ireland European Social Fund (ESF) Programme 2014-2020, which includes equality as one of its cross cutting themes. The strategic aim of the ESF Programme 2014-2020 in Northern Ireland is to combat poverty and enhance social inclusion by reducing economic inactivity and to increase the skills base of those currently in work and future potential participants in the workforce. The 2014-2020 ESF Programme aims to support 77,040 participants.

- 3.19 Following a first Call for applications for funding, a total of 65 projects were selected and funding amounting to £105 million, over a period 1 April 2015 to 31 March 2018. These projects will help support 39,099 individuals fulfil their potential by equipping them with better skills and improved job prospects to enable them to take steps toward employment.
- 3.20 A second Call for applications opened in September 2017 and following the conclusion of the application process, 69 projects, delivered by 54 organisations to include 15 new organisations not funded under Call 1, were selected for support over the period 1 April 2018 to 31 March 2022. The amount of funding available to the projects is estimated to be £168m, subject to future budget settlements and approvals. Support will be offered to 67,009 participants over 4 investment priorities in Call 2. It is anticipated therefore that overall programme targets will be significantly exceeded.

Sign Language policy

- 3.21 The Department is developing a range of sign language courses for interpreters and tutors, in conjunction with Belfast Metropolitan College, Queen's University and the Ulster University. This provision will continue to promote wider access to higher education for deaf and hard of hearing people through an increase in the numbers of trained sign language interpreters.

Public appointments

- 3.22 In March 2016, the NI Executive agreed targets for achieving gender equality in aggregated public appointments. However the absence of an Executive has had an impact on the ability of departments to meet the targets.
- 3.23 Without Ministers to make new public board appointments, departments have had to rely on making extensions to the tenure of existing Board members and Chairs. DfE did, however, proceed with 2 competitions in 2018 in anticipation, at that time, of getting a new Minister. The first competition was for Board Members and Public Appointments Unit (PAU) took an innovative approach when designing the competition to maximise the potential to broaden the diversity of applicants. In addition to traditional print advertising and PR which highlighted the Department's

wish to attract a diverse range of applicants, PAU used social media platforms to publicise the competition to as wide an audience as possible. This included a recorded interview with a current female board Chair which highlighted the need for diversity in board representation. PAU also arranged the distribution of an electronic mailshot to under-represented and Section 75 Groups. As a result, there were 52 applicants. 31 (60%) male, 21 (40%) female; 2 (4%) with a disability and 2 (4%) from an ethnic-minority background. Most encouragingly, there were 9 applicants, (17%), aged 30 and under. No appointments have been made from the suitable list in the continued absence of a Minister.

- 3.24 The second competition, which was for 2 Chairs, attracted a total of 34 applications, 24 (71%) male and 10 (29%) female. Ten individuals (6 (60%) male and 4 (40%) female) were considered suitable and the Permanent Secretary has recently appointed 1 male and 1 female. (Appointments were possible due to the bodies' founding legislation.)
- 3.25 The Department's PAU will continue to seek to increase the appeal of public appointments opportunities to a wider and more diverse range of people.

DfE Diversity Group

- 3.26 The Department has established a Departmental Diversity Group. Its purpose is to influence DfE people policy and to make it a best practice organisation with regard to diversity. The Group aims to promote diversity, identify and address diversity issues, and achieve good diversity practice within the Department.

Vision for Diversity in DfE

- 3.27 The long-term vision of the Diversity Group is for everyone in the Department to adopt and promote diversity behaviours in the working environment. The Diversity Group is committed to raising awareness and educating staff on key diversity issues; however, the responsibility for changing behaviours and demonstrating good diversity practices in the Department lies with all staff.

Composition of the DfE Diversity Group

3.28 The Group is chaired by the Head of Corporate Planning and Governance Division and the secretariat function is provided by the Department's Equality Unit. A nominated representative of NIPSA is also a Member. Remaining members are drawn on a voluntary basis, with volunteers sought from all business areas in the Department. At present there are 11 voluntary staff members serving on the Group. In addition, the Department's Diversity Champions regularly attend to help identify and exploit linkages between the work of the Group and the NICS Diversity Champions Network.

DfE Diversity Group Action Plan 2018-19

3.29 The work of the Group for 2017-18 is outlined in an Action Plan which is updated at each quarterly meeting. The majority of the Actions specified in the Action Plan are designed to promote awareness of various issues amongst the Department's staff, and the scheduling of such activity is normally aligned with local, national or international events. Promotional activity has to date taken the form of the development and publication of news articles on the Departmental Intranet and in some cases the publication of Fact Sheets to help raise awareness. Other Actions in the Action Plan are geared towards making the Diversity Group more visible and accessible to staff.

3.30 While most of these events will be promoted via news articles, the Group intends to also examine more varied promotion mechanisms. For example, during 2017-18 on World Mental Health Day the Group arranged for a representative from Action Mental Health to engage with staff on mental health awareness. The Group also organised a staff seminar with guest speakers to mark International Day for People with Disabilities and a visit by Guide Dogs Northern Ireland to promote World Blindness Month. The Group also organised a staff seminar in Adelaide House to mark International Men's Day with a focus on flexible working and shared parental leave.

4. DfE AUDIT OF INEQUALITIES – EQUALITY ACTION PLAN

Inequality	Action Measures	Performance Indicator	Timescale	Associated Research/Monitoring
<p>Further Education Division</p> <p>Lack of Essential Skills is a barrier to employment and a richer quality of life.</p>	<p>Essential Skills is available free of charge to all adults within all DfE training, employment and further education programmes, such as Training for Success and, Apprenticeships (where this is appropriate).</p>	<p>The target set for Essential Skills in academic year 2018/19 is 7,500 Level 2 qualifications to be achieved.</p> <p>The number of Level 2 qualifications achieved in 2017/18 academic year was 8,763</p>	<p>By March 2019</p>	<p>The delivery of Essential Skills provision across age band, employment status, gender, deprivation quintiles, disability, ethnicity, religion and sexual orientation are closely monitored and can be accessed at https://www.economy-ni.gov.uk/sites/default/files/publications/economy/essential-skills-enrolments-outcomes-NI-2002-03-to-2017-18%20Excel%20tables.xlsx</p>

Inequality	Action Measures	Performance Indicator	Timescale	Associated Research/Monitoring
Lack of Essential Skills is a barrier to employment and a richer quality of life.	Annual Essential Skills targets are set in respect of Essential Skills achievements. As part of the College Development Planning Process, the Department has requested Colleges to set targets for Essential Skills for those aged 16-25 and also those aged 25+	Performance is measured across the key indicators of Achievement and Success. Overall success for Essential Skills qualifications was 65.6% (Entry Level through to Level 2).	By March 2019	As above
<p>Further Education Division</p> <p>People with a disability have greater difficulty in accessing further and higher education.</p>	DfE provides £4.5 million, per year funding to FE colleges through the Additional Support Fund (ASF) to support students with learning difficulties and/or disabilities (SLDD).	Increasing FE enrolments by students with disabilities.	Funding stream provided annually	Routine annual monitoring

Inequality	Action Measures	Performance Indicator	Timescale	Associated Research/Monitoring
	<p>£2.5 million per annum is provided to help meet the cost of additional technical and personal support for SLDD and £2 million per annum to help meet the extra costs associated with offering discrete courses for those for whom mainstream provision is not suitable.</p>			
<p>Under representation of disadvantaged groups in further education and training.</p>	<p>Undertake research to identify barriers to participation in FE and training specific to those young people at risk of becoming involved in paramilitarism.</p>	<p>Completion of research to inform greater take up of FE and training.</p>	<p>By March 2019</p>	<p>Identification of solutions via research to address barriers to take up, and improvement in educational and employment prospects.</p>
<p>Higher Education Division</p> <p>Under representation of disadvantaged</p>	<p>Widening participation in higher education is a key priority for the</p>	<p>The Department's vision is that by 2020 any</p>	<p>Ongoing</p>	<p>The Department will monitor activities by institutions to widen access and participation and their progress towards increased access and participation rates of the</p>

Inequality	Action Measures	Performance Indicator	Timescale	Associated Research/Monitoring
<p>groups in Higher Education This includes people with a disability who have greater difficulty in accessing and achieving further and higher education.</p>	<p>Department. Our aim is to increase the participation of those groups which are currently under represented in HE in particular students from disadvantaged backgrounds and students with learning difficulties and disabilities.</p> <p>DfE is leading on the delivery of Access to Success, an integrated Regional Strategy for Widening Participation in Higher Education. In academic year 2018/19, the Department allocated £1.73 million as follows: £1.23 million for a widening participation premium and £0.5 million for a disability widening access premium.</p> <p>Funding is also provided to Queen's University and Ulster University to meet the administration costs of</p>	<p>appropriately qualified individual in Northern Ireland should be able to gain access to higher education that is right for them, irrespective of their personal or social background or location of study.</p> <p>Access and participation rates in higher education of target groups will be the performance indicator.</p>		<p>target groups through their annual Widening Access & Participation Plans</p>

Inequality	Action Measures	Performance Indicator	Timescale	Associated Research/Monitoring
	<p>a Register of Support Providers. The Register of Support Providers is a unique service which provides one to one personal support to disabled students registered on recognised higher education courses at any of the colleges or universities in Northern Ireland.</p>			
<p>Economic Social Inclusion Branch</p> <p>The proportion of young people not in employment, education or training as measured by the Labour Force Survey.</p>	<p>DfE set up a cross departmental group which addresses at a strategic level the issue of young people not in employment, education or training This work will continue under the Economic Social Inclusion Branch within</p>	<p>The Pathways to Success Strategy and associated action plan was implemented in 2012. This was evaluated in 2015, and a refreshed and more outcome- focussed</p>	<p>A refreshed Pathways to Success Strategy Action Plan has been developed.</p>	<p>Monitoring arrangements. Timescale to be agreed.</p>

Inequality	Action Measures	Performance Indicator	Timescale	Associated Research/Monitoring
	the Department of the Economy.	action plan is being developed to more align the Strategy with the new Programme for Government.		
Differentials of economic social inclusion among groups within the working age population.	Agreed 'Economic' Social Inclusion Framework	Develop a Framework that will promote 'economic' social inclusion to enable people of working age improve their skills through the provision of training and therefore enhancing employment opportunities.	Framework developed and work ongoing.	
Data Collection	Examine current data collection within the Department across Section 75 groups.	NI universities to provide improved S75 data at enrolment &	Ongoing basis.	Working with NI universities on standardisation of selected data to remove some inconsistencies.

Inequality	Action Measures	Performance Indicator	Timescale	Associated Research/Monitoring
		FE colleges to provide improved S75 data at enrolment.	QUB and UU to provide improved disability data in 2016/17 returns (in Q1 2018); aiming for Open University to do likewise in 2017/18 returns (in Q1 2019)	DfE is also working with FE colleges to improve collection of S75 data at enrolment.
	Improve our understanding of the section 75 populations by size.	NISRA to publish initial statistics from the Northern Ireland Pooled Household Survey.	The results for the years 2010/11 - 2014/15 were added and published on the	DfE commissioned NISRA to combine survey results to get better estimates of unemployment and ethnic population estimates. NISRA has completed the initial work and results have been posted on their website. The site contains tables of results and a contact point for further information.

Inequality	Action Measures	Performance Indicator	Timescale	Associated Research/Monitoring
			NISRA website in 2017. A wider range of statistics will be published on an ongoing basis as data for future years are collected and collated.	
<p>Youth Policy Division</p> <p>To address inequalities between young people in terms of Good Relations and engagement with people of</p>	<p>Deliver a programme for marginalised and disadvantaged 14-24 year olds (including those who are NEET) PEACE IV United Youth– Children and Young People Priority</p>	<p>The percentage of 16 year olds who socialise or play sport with people from a different religious community (NI</p>	<p>Phase 1 (2017-18)</p> <p>Phase 2 (2019-21)</p>	<p>The SEUPB as the Managing Authority, in conjunction with the Department as Accountable Department, will review progress against the target. (NI life & Times Survey). A Quality and Impact Body has also been appointed to carry out ongoing monitoring and provide ongoing support.</p>

Inequality	Action Measures	Performance Indicator	Timescale	Associated Research/Monitoring
different community and religious backgrounds.	2.1 now referred to as PEACE 4 YOUTH (major 4 year / €40m cross-border programme for 7,400 young people aged 14-24 aimed at improving good relations, citizenship, personal development leading to improved life chances and enhanced employability)	<p>Life & Time survey: target 78%)</p> <p>The percentage of 16 year olds who think relations between Protestants and Catholics are better than they were 5 years ago (NI Life & Time survey: target 50%)</p> <p>The percentage of 16 years olds who think relations between Protestants and Catholics will be better in 5 years' time (NI Life & Time survey: target 45%)</p>		Queen's University has been appointed as impact evaluator for the Programme, with their first report provided in November 2018. The conclusion of the report was that the programme has been successful in meeting its objectives and on this basis the programme has proceeded onto Phase 2.

Inequality	Action Measures	Performance Indicator	Timescale	Associated Research/Monitoring
		7,400 (6,000 in NI) 14-24 year olds completing programmes that develop their soft skills and a respect for diversity.		
<p>Careers Service</p> <p>Under representation of people with disabilities in the workforce</p> <p>(Labour Force Survey results for Jan – Dec 2015 shows that 32% of working aged people with a</p>	<p>The Careers Service actively caseloads young people aged 16 and 17 not in a positive destination to assess their specific needs and signpost them to appropriate provision.</p>	<p>Each Careers Adviser reviews NEET caseload on a monthly basis.</p>	<p>Monthly review of caseloads.</p>	<p>Annual monitoring of Partnership Agreements, Transition Plan meetings/Annual Reviews.</p>

Inequality	Action Measures	Performance Indicator	Timescale	Associated Research/Monitoring
disability were in employment – compared with 78% for those without a disability).				
	The Careers Service will maintain effective Partnership working arrangements with key stakeholders and organisations who act as advocates for young people with varying barriers. This includes having Partnership Agreements in place with 98% of post - primary schools, the 5 HSC Trusts, Training for Success Training Suppliers, and Further Education Colleges.	Number of Partnership Agreements in place with post primary schools, HSC Trusts, Training Suppliers and FE Colleges.	Target for school, Training Supplier and FE College PAs to be in place by the 31 st of October each year.	
	The Careers Service is committed to provide impartial careers	Number of transition planning meetings and	These statistics are collated	

Inequality	Action Measures	Performance Indicator	Timescale	Associated Research/Monitoring
	information, advice and guidance for all young people and adults, with special attention being given to those with barriers to employment.	annual reviews attended by DfE's Careers Service.	for each academic year and are available in the September of the following year.	
	The Careers Service will continue to work closely with schools and the Disability Employment Service to provide a seamless service for people with disabilities to ensure they are fully supported in the transition from school to adult provision and work.	<p>Number of Careers Guidance Interventions with young people and adults with a disability.</p> <p>Number of Partnership Agreements in place with post primary schools, HSC Trusts, Training Suppliers and FE Colleges.</p>	<p>Statistics on services provided to all clients (young people and adults) with a disability are collated each business year.</p> <p>Target for school,</p>	

Inequality	Action Measures	Performance Indicator	Timescale	Associated Research/Monitoring
			Training Supplier and FE College PAs to be in place by the 31 st of October each year.	
<p>Public Appointments</p> <p>Increase the numbers of women, people with disabilities and people from ethnic minorities applying for the Department's public appointments.</p>	<p>Continue to make improvements in outreach and process to attract the best possible spread of applicants.</p> <p>In March 2016, the NI Executive agreed targets for achieving gender</p>	<p>Work towards an increase in applications from people from ethnic minorities.</p> <p>Work towards an increase in the number of applications from women and</p>	2020/2021	DfE/Central Appointments Unit.

Inequality	Action Measures	Performance Indicator	Timescale	Associated Research/Monitoring
	<p>equality in aggregated public appointments:</p> <p>by 2017/18 for appointments made in year; and</p> <p>by end of year 2020/21 for all appointments in post, with equality reflected both in board membership and at chair level.</p>	<p>people with disabilities.</p>		
	<p>Maintain and update an extensive database of individuals and civil society bodies which may be interested in forthcoming competitions.</p>		<p>Ongoing</p>	
	<p>Use social media to publicise competitions, through DfE and TEO websites, DfE Twitter</p>		<p>Ongoing</p>	

Inequality	Action Measures	Performance Indicator	Timescale	Associated Research/Monitoring
	Account, NI Direct and LinkedIn.			
	Engage with diversity bodies, clarify and stream the application process.		Ongoing	
	Raise awareness at relevant conferences, events and Ministerial speeches to highlight the public appointment process.		Ongoing	
	Participate in relevant Commission for Public Appointments in Northern Ireland workshops, as required.		Ongoing	
<p>ESF Programme 2014-2020</p> <p>Groups at a disadvantage in the labour market who are</p>	Promoting sustainable and quality employment and supporting labour mobility.	Progress is monitored over 2014-2023 on a series of milestone	Over the lifetime of the Operational	Participant monitoring performance data via programme database (under development – currently being collected manually).

Inequality	Action Measures	Performance Indicator	Timescale	Associated Research/Monitoring
unemployed /economically inactive	Funding activity to enhance and extend employment opportunities. Focusing on support for young people aged 16-24 who are not in employment, education or training.	<p>targets relating to unemployed, economically inactive, other disadvantaged, and employed participants.</p> <p>28,000 unemployed to be supported, with 3,850 to be in employment on leaving and 5,250 to be in employment within 6 months of leaving</p> <p>Support for 16,000 economically inactive, with 2,200 to be in employment on leaving, 3,000 to be in employment within 6 months of leaving, and</p>	Programme (April 2015 –December 2023)	Annual milestone targets overseen by EU Programmes Monitoring Committee.

Inequality	Action Measures	Performance Indicator	Timescale	Associated Research/Monitoring
		2,200 to be in education/training upon leaving.		
	Group 1 - Unemployed/economically inactive - Young people aged 16-24 who are not in employment, education or training.	To support 15,000 young people (16-24) not in employment, education or training, with 1,800 to be in employment upon leaving and 5,250 to be in education/training	As above	
	Group 2 - People with a Disability	To support 13,000 people with a disability, with 1,300 to enter employment upon leaving, 650 to remain in employment 6 months after leaving, and 1,950 to enter	As above	

Inequality	Action Measures	Performance Indicator	Timescale	Associated Research/Monitoring
		education/training upon leaving.		
	Group 3 - Young people (NEET) within families receiving Community Family Support (CFSP)	5,040 NEET participants receiving CFSP, with 1,010 who enter education/training, and 505 to be employed on leaving	As above	
	Group 4 - Apprenticeships and Youth Training Improving the labour market relevance of education and training systems, facilitating the transition from education to work, and strengthening vocational education and training systems and their quality, including through mechanisms for skills anticipation, adaptation of	To support 42,000 employed participants aged 16 and over, with 56% of participants achieving a targeted Level 2 qualification and 53% of participants achieving a targeted Level 3	As above	

Inequality	Action Measures	Performance Indicator	Timescale	Associated Research/Monitoring
	curricula and the establishment and development of work based learning systems, including dual learning systems and apprenticeship schemes	qualification or above.		

The Equality Unit

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Appendix 1 :

DfE - sponsored bodies designated as public authorities by the Northern Ireland Equality Commission

Construction Industry NI

Consumer Council for Northern Ireland

Fair Employment Tribunal

FE Colleges

- Belfast Metropolitan College
- Northern Regional College
- North West Regional College
- South Eastern Regional College
- Southern Regional College
- South West College

Health and Safety Executive for Northern Ireland

Industrial Court

Industrial Tribunal

InterTrade Ireland

Invest NI

Labour Relations Agency

NI Screen

Open University

Queen's University, Belfast

St. Mary's University College

Stranmillis University College

Tourism Ireland

Tourism NI

Ulster University