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**First Minister and
Deputy First Minister**

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**Gender Impact
Assessment Handbook**
by Marie Crawley and Louise O'Meara



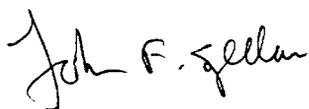
Foreword

I am pleased to present this Handbook which provides additional support to public authorities in carrying out the gender equality strand of their equality impact assessments required by Section 75 of the Northern Ireland Act 1998.

The Handbook contains user friendly guidance supported by relevant examples which explain and simplify the process of assessing the impact of policies on men and women. This will enable public authorities to enhance the mainstreaming of the gender perspective into their policies and ensure that these policies address the needs and situations of men and women in Northern Ireland.

The Handbook will also be a useful tool in assisting policy makers to identify and tackle gender inequalities in Northern Ireland and generally raising awareness of gender equality issues. It complements the existing Office of the First Minister and Deputy First Minister's (OFMDFM) Integrated Impact Assessment guidance and supports the guidance issued by the Equality Commission for Northern Ireland (ECNI).

I would encourage policy makers in public authorities to make full use of this Handbook.



Rt Hon John Spellar MP

Minister of State for Northern Ireland



Gender Impact Assessment Handbook

This Handbook has been produced and funded by the Gender Equality Unit within the Office of First Minister and Deputy First Minister (OFMDFM).

Whilst every effort has been made to ensure that the information contained in this book is accurate, no legal responsibility is accepted by the authors or the Gender Equality Unit within OFMDFM for any errors or omissions.

This Handbook has been produced in a format designed to facilitate reproduction of information sheets and other materials. Please use it in this way, but always cite the source clearly - ***Gender Impact Assessment Handbook*** - and acknowledge the authors, **Marie Crawley and Louise O'Meara**.

August 2004

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Thanks also to those who participated in the training and whose input forms the basis of the completed Gender Impact



Assessment forms in Section Two.

Finally they wish to acknowledge the kind permission of Dr. Anne-Marie McGauran, former Head of the National Development Plan (NDP) Gender Equality Unit, to base this Handbook on the *Gender Proofing Handbook* produced by the Unit in 2003.

Copies of the Gender Impact Assessment Handbook are available from:

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Gender impact assessment involves an assessment of policies and practices to see whether they will affect women and men differently, with a view to adapting policies/practices to make sure that any discriminatory effects are eliminated.



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Introduction

Gender inequality is, and has been, a persistent feature of society in Northern Ireland. The introduction of Section 75 of the Northern Ireland Act 1998 with its commitment to the active promotion of equality presents a unique opportunity to address the issue of gender equality. The commitment within Section 75 is a particularly significant development in that it legislates for active measures aimed at levelling the playing field rather than simply responding to individual cases of discrimination which had been the main feature of NI legislation pertaining to gender equality in the past. It commits to much more than anti-discrimination, it is concerned with eliminating inequality at a societal level. Section 75 commits to mainstreaming equality into all aspects of policy development and implementation. Not all policies affect men and women in an equitable way and this is where gender impact assessment comes in.

The Gender Equality Unit within OFMDFM commissioned the production of this Handbook to provide additional guidance to assist government departments to carry out a gender impact assessment on their policies to ensure that men and women are presented with equality of opportunity in relation to all policies and programmes. The Handbook is based on a similar publication¹ produced by the National Development Plan Gender Equality Unit in the Department of Justice, Equality and Law Reform in the Republic of Ireland. As part of the development of this Handbook, the authors designed and delivered a training programme during which the materials in this publication were piloted. Three separate training days were delivered to representatives of four

¹Crawley, M & O'Meara, L. (2002), *Gender Proofing Handbook*, NDP Gender Equality Unit, Dept. of Justice, Equality and Law Reform, Dublin.



government departments namely: Office of the First Minister and Deputy First Minister (OFMDFM); Department of Agriculture and Rural Development (DARD); Department of Education (DE); and Department of Finance and Personnel (DFP). All training was delivered between October and December 2003.

This Handbook is divided into two sections. **Section One** contains information sheets which outline the rationale for gender impact assessment and sets out its context. **Section Two** focuses on the application of a gender impact assessment process.

SECTION ONE

Information Sheet 1 has been developed in recognition of the fact that there is a body of language concerning gender equality work which needs to be understood at the outset. The distinctions between the different terms provided here are important as they provide clarity on the most commonly used terms.

There is a prevalent view in Northern Ireland that many of the inequalities between men and women have been overcome and that anti-discrimination legislation in itself is sufficient to achieve gender equality. Closer examination of the situation highlights the extent to which there are still significant gender inequalities as the statistics on *Information Sheet 2* illustrate.

Information Sheet 3 is designed to provide a broad overview of the issues around gender impact assessment - its premise, principles, some points of discussion and suggestions on what



needs to be done within agencies or organisations to make it happen.

As well as taking account of the equality arguments it is useful to locate the gender impact assessment process within a legislative and policy context. *Information Sheet 4* provides an overview of both domestic and European Union (EU) legislation and policy pertinent to gender impact assessment. Society as a whole benefits from the inclusion of both women and men in all areas of life and at all levels. *Information Sheet 5* presents some of the economic, social, political and private sector benefits from undergoing a gender impact assessment process.

The need to consider gender issues at all stages of project and policy planning and implementation will be an innovative step for



many people. The provision of training on the gender impact assessment process can be critical to its successful implementation. *Information Sheet 6* outlines some 'Frequently Asked Questions' which often emerge when undertaking this process and which can arise when attempting to promote gender impact assessment through provision of training.



SECTION TWO

Section Two focuses on gender impact assessment in practice, and contains a gender impact assessment tool which has been piloted with government departments, tested and revised according to feedback. The tool progresses through the different stages in a gender impact assessment process from data collection to the identification of targets and indicators.

It is designed to be used at the outset of a planning process and feeds directly into the Integrated Impact Assessment process.

The Integrated Impact Assessment tool is intended to help departments and other public sector bodies take forward, in one exercise, a range of policy proofing processes, including Equality Impact Assessment, Rural Proofing, Health Impact Assessment and Environmental Impact Assessment (www.ofmdfmi.gov.uk/ia) The Gender Impact Assessment tool can also be applied by agencies and organisations in the middle of a strategic planning cycle and it can be used to carry out a gender impact assessment on specific objectives.

Completed gender impact assessment forms are provided to offer some insight into the types of issues likely to emerge in the course of the process. These are based on samples drafted by participants during the three training programmes delivered by the authors in support of the development of this handbook.

Finally, some additional points relating to gender equality work are presented for consideration as you begin the process.

Marie Crawley & Louise O'Meara

August 2004



Section One

Why Gender Impact Assessment?



Information Sheet 1

Definitions



Sex

The biological differences between women and men.

Gender

The social differences between women and men that are learned, changeable over time and have wide variations both within and between cultures. For example, while only women can give birth (biologically determined) biology does not determine who will raise the children (gendered behaviour).



Gender Equality

This means that women and men enjoy the same equality... that the different behaviour, aspirations and needs of women and men are equally valued and favoured.

Gender Mainstreaming

Involves the incorporation of gender considerations into all policies, programmes, practices and decision-making so that at every stage of development and implementation, an analysis is made of the effects on women and men, and appropriate action taken.

Gender Proofing

The means by which it is ensured that policies and practices within organisations have equally beneficial effects on men and women.

Gender Impact Assessment

One of the tools used in gender proofing. It involves an assessment of policies and practices to see whether they will affect women and men differently, with a view to adapting these policies/practices to make sure that any discriminatory effects are eliminated.



Gender Budgeting Focuses on the analysis of public expenditure and revenue from a gender perspective, identifying the implications for women/girls compared to men/boys. The ultimate goal is to reprioritise both expenditures and revenue raising methods in order to promote equality.

Gender Disaggregated Statistics Statistics and data gathered and broken down by sex in order to aid comparison.



Information Sheet 2

Why is Gender Impact Assessment needed?



Gender impact assessment is one of the ways in which gender inequalities can be addressed. Such inequalities clearly exist in our society and are experienced in the main by women, as the following statistics demonstrate. A number of issues which particularly affect men and boys are also noted.

Democratic deficit

In the area of political representation women are significantly underrepresented.

- 17% of MLAs are women, 83% are men².
- 30% - three out of 10 - of Ministers were women (prior to suspension of the Assembly in 2002).

² The Assembly was suspended from midnight on 14 October 2002. Elections to the Northern Ireland Assembly were held on 26 November 2003 and MLA figures relate to these elections. Figures for ministerial and other positions held refer to the Assembly prior to suspension in 2002. In the absence of an Assembly there are no current statistics available. Other figures given here are sourced from DETI *Women in Northern Ireland*, January 2004.



- Women occupied 15% of Assembly committee places (17 out of 110). Two committees, Agriculture & Rural Development, and Regional Development, were all-male (prior to suspension of the Assembly in 2002).
- Of the eleven permanent secretaries heading government departments, one is a woman.
- Within the 26 Local Government Districts in Northern Ireland 19% of all local councillors are women and 81% are men.
- Seven local Government Districts have a woman as Mayor/Chair and a further four have women as Deputy Mayor/Deputy Chair.
- 31% of public appointments in Northern Ireland are held by women, 69% by men.
- On the 135 publicly appointed bodies in Northern Ireland, women hold 41 Chair and nine Deputy Chair posts.

Economic differentials

- 37% of women employees work part-time compared to 6% of men (LFS Autumn 2003).
- Women's average gross weekly earnings at April 2003 are 81% of men's (NES 2003).
- Women comprise 16% of those employed at Grade 5 level and above within the Northern Ireland Civil Service (NICS), men comprise 84% (NICS, May 2003).





- 99% of secretaries, typists and receptionists are women.
87% of cleaners and caretakers are women.
- The economic activity rate of women of working age decreases as the number of dependent children increases (LFS, Autumn 2003).

Social differentials

- 59% of those on Income Support are women (DSD, Feb 2003).
- 42% of girls left school with three or more A levels compared to 27% of boys. (DE 2001/02).
- 95% of lone parents on Income Support are women (17% of claimants are classified as Lone Parents) (DSD, Feb 2003).



- 72% of girls went on to further or higher education compared to 52% of boys (2001).

Issues impacting on men - recent research

These statistics clearly illustrate the extent to which women are significantly under-represented in key areas. However, it is important to acknowledge that gender impact assessment is not just a process which affects women. Two recent research reports, *Men's Attitudes and Values Research* and *Men's Health in Ireland*³ have highlighted a number of issues affecting men.

- 60% of those who responded in the *Men's Attitudes and Values Research* felt that it was easier for women to take on men's traditional roles than for men to take on women's.
- Men have higher death rates at all ages, and for all leading causes of death, than women. Men are four times more likely than women to die through suicide (though women are more likely to attempt suicide). They also have higher levels of health damaging behaviours and risk behaviour such as 'joy riding', drink driving and death from road traffic accidents.
- There is a lack of paid paternity leave entitlements. 80% of respondents in the *Men's Attitudes and Values Research* felt that men should have the right to some paid paternity leave.
- Men are reluctant users of primary care services, and often present too late for effective treatments to be delivered. Late presentation can result in poorer health outcomes and explains why men, despite being half as likely as women to develop malignant melanoma, are twice as likely to die from it.

³ Brady, N. et al, (2000), *Men's Attitudes and Values Research*, The Male Link, Belfast.
McEvoy, R. & Richardson, N. (2004), *Men's Health in Ireland*, Men's Health Forum in Ireland, Belfast.



Information Sheet 3

Gender Impact Assessment - what it's all about...



Gender impact assessment is one of the tools used in gender proofing. It involves an assessment of policies and practices to see whether they will affect women and men differently, with a view to adapting these policies/practices to make sure that any discriminatory effects are eliminated.

Principles and practices of Gender Impact Assessment

- The gender impact assessment process is based on an understanding that gender is one of the most fundamental organising features in society and affects our lives from the moment we are born.
- Gender impact assessment recognises that differences exist in men's and women's lives and therefore our needs,



experiences and priorities are different. The gender impact assessment process takes these differences into account in the development, implementation and evaluation of policies and actions.

- The gender impact assessment process is based on a commitment to full gender equality. It is premised on a recognition that inequalities exist which can and do discriminate against either sex. Gender impact assessment involves a pro-active process designed to tackle these inequalities.
- Gender impact assessment is based on a solid analysis of the current situation with, where possible, the use of gender disaggregated statistics and scientific data. This ensures that policies and practices are not based on incorrect assumptions and stereotypes. www.research.ofmdfmi.gov.uk and www.nisra.gov.uk.
- Where a proposed policy or practice has the potential to result in an inequality, the gender impact assessment process should involve an investigation of the situation until the root cause of the inequality is established. The process should respond to the root cause by putting remedial action in place.
- While engagement in a gender impact assessment process is not about apportioning blame for the inequalities which exist or discrimination which took place in the past, it is about understanding what caused the inequalities and taking action to ensure they do not recur in the future.



-
- The achievement of equality of opportunity in any activity or service may need an unequal investment – i.e. different actions or approaches for men or women may be necessary. The same treatment will not necessarily provide equitable results.
 - One of the strengths of the gender impact assessment process is that it focuses on indirect or unintentional discrimination. Indirect discrimination can be very subtle and based on given beliefs, assumptions and practices which go largely unchallenged and, as such, are considered ‘normal’.
 - The questions that arise from the gender impact assessment process should stimulate discussion, reflection and action.

Organisational/agency/departmental prerequisites

- As with the implementation of most policies, commitment from the highest level in an organisation is essential if an effective gender impact assessment process is to take place.
- The process needs to involve as wide a range of people as possible to ensure effective implementation. If gender equality in practice is not fully accepted by a significant majority within the organisation, it is less likely to be implemented.
- Within organisations, it should not simply be the remit of a small group of people to assume responsibility for gender equality and it should certainly not be seen as the sole province of women. The challenge is to get everybody in the organisation to assume responsibility for the process.



- The process should be adopted as an integral part of work, rather than a goal to reach. When effectively implemented, it becomes part and parcel of the everyday work of the organisation and no longer appears as an additional task or action – it is then, in effect, mainstreamed.



The gender impact assessment process essentially involves answering two key questions:

1. Is there an inequality or a potential inequality between women and men in this area?
2. What can be done about it?



Information Sheet 4

The policy and legislative context



There are three domestic legislative requirements in the area of gender equality. Two of these are laws concerned with anti-discrimination measures. The third, commonly referred to as Section 75, is concerned with the promotion of equality of opportunity between groups including men and women.

Anti-discrimination legislation

The main pieces of equality legislation in Northern Ireland which address the issue of sex discrimination are:

- Equal Pay Act (Northern Ireland) 1970 (amended 1984).
- Sex Discrimination (Northern Ireland) Order 1976 (amended 1988).



The Equal Pay Act (NI) 1970 provides for equal pay between men and women by giving a woman the right to equality in the terms of her contract of employment where she is employed on work similar to that of a man or work rated as equivalent to that of a man or work of equal value to that of a man. The Act applies equally to men and women of all ages and its purpose is to eliminate discrimination between men and women in pay and other terms of their contracts of employment.

The Sex Discrimination (Northern Ireland) Order 1976 (SDO) makes it unlawful to discriminate (defined as ‘receiving less favourable treatment’) against an individual on the grounds of his or her sex in the fields of employment, training and related matters, education, the provision of goods, facilities and services, and the disposal and management of premises. The Order also makes it unlawful to discriminate against married persons in employment.

Section 75 and Schedule 9 of the Northern Ireland Act 1998 came into force on 1 January 2000. The provisions place a statutory obligation on public authorities (Northern Ireland departments, most non-departmental public bodies, District Councils and other bodies including UK departments designated by the Secretary of State) to carry out their functions relating to Northern Ireland with due regard to the need to promote equality of opportunity between different categories, including between men and women.



As a result, the following three mechanisms have been put in place to support the implementation of Section 75:

The Statutory Duty and Human Rights Unit within OFMDFM has responsibility for overseeing the implementation of the statutory equality duty across NI Civil Service departments and to advise, support and challenge departments in doing so. It also has a central liaison role with the Equality Commission for NI (ECNI). In addition to the Statutory Duty and Human Rights Unit, each department has an **Equality Unit** which acts as a local centre of expertise advising and supporting departmental colleagues. **ECNI** monitors the effectiveness of the duties imposed by Section 75 and offers advice to public authorities and others on how to abide by them.

WIDER CONTEXT

Women and Equality Unit

The Department of Trade & Industry's Women and Equality Unit, London, has produced a gender impact assessment guide which describes gender impact assessment as delivering 'more effective policies by getting those responsible to think about the different effect policies have on women and men.'



It outlines a five step process not dissimilar to the one outlined in this Handbook. However, it is important to note that the gender impact assessment framework developed in the UK exists outside the context of Section 75.

European Union

Articles 2 and 3 of the Treaty of Amsterdam formalise the European Union's commitment to gender mainstreaming by establishing equality between men and women as a specific task of the European Union. It is also a horizontal objective affecting all Community Programmes. European Union regulations on the Structural Funds (Articles 1, 34 and 35) also require that all measures supported by the Funds be gender mainstreamed.



Information Sheet 5

Gender Impact Assessment - the benefits

Economic

- Revealing and examining the differences and realities in women's and men's lives. If this does not happen, 'unexpected consequences' of policies and services can arise, which may contribute to policy failure/unintended discrimination.
- Identifying where more data is needed in order to have quality information on which to base policy decisions and therefore target services.
- Forcing an examination of underlying issues and problems and responding to these. For example, a consideration of why there are few male childcare workers would include an examination of the cultural barriers which prevent men from taking up a career in childcare.
- Gender impact assessment provides information on the effects of any given policy. This alerts policy makers to potential problems which can be averted at the outset, thereby removing the need for reactive and frequently costly measures later on.
- Ensuring that opportunities are not missed, for example, if career guidance information presents a limited range of jobs/careers for either young women or men, this contributes to decisions which have long term and significant consequences for future choices in life, including earning potential.



- Gender impact assessment assists in ensuring maximum participation by women at all levels of society thereby bringing benefits to society through women's skills and contributions. These benefits can include increased tax revenue, reduced demand for welfare assistance and improved status for women.

Social

- Gender impact assessment is a crucial step in the achievement of full equality of opportunity between men and women. In a very direct and pro-active way it is aimed at the elimination of indirect discrimination against women and in particular women's exclusion (whether intentional or not) from many aspects of public, economic and social life.
- Policies which reflect the reality of women's and men's lives will assist women and men in contributing more fully to society as a whole. Therefore society will benefit from the different skills men and women have to offer.

Political

- Equality is a basic civil right – gender impact assessment helps to promote that right in practice.
- It should encourage greater openness in Government, and greater transparency in decision-making since it requires consultation with affected interests at an early stage of policy making. The process therefore facilitates a crucial link between



Government and civil society, encouraging greater participation in government, and greater accountability of government in decision-making.

- It assists public authorities in complying with the law – both domestic and European.

Private sector

- Gender impact assessment can result in better information about customers and their needs. For example, a Western Australian water authority found that it increased its rate of bill payment once it identified that women paid most household bills and changed its opening hours to suit women in paid work.
- It allows for more effective targeting of products and services. For example, a 1994 study showed that even though men mostly controlled the family finances, it is usually women who manage the household money on behalf of the family – buying groceries, paying bills, booking holidays, et cetera. This is important information in the effective targeting of goods and services. Another example concerns Nike, the international sportswear company. When it hired its first woman director she introduced a line of women's sports shoes as a new Nike product which now accounts for a third of the company's sales⁴.

⁴ Galligan, Dr. Y. (2004), *Women and Corporate Governance in Ireland*, International Women's Forum Group, Dublin.



In summary, there are three compelling arguments for undertaking gender impact assessment.

1. Fulfilment of legal obligations

There are a number of requirements, both legal and other, which need to be fulfilled as outlined previously.

2. Achievement of equality & fairness goals

In the context of democracy and fair play there is a moral imperative which demands that pro-active measures to ensure equality between men and women are pursued.

3. Efficiency and effectiveness

Through gender equality policies and practices, organisations can improve their efficiency and effectiveness by maximising human resource potential internally and identifying and addressing local needs more effectively.



Information Sheet 6

Frequently Asked Questions

QUESTION 1

How is this gender impact assessment process different from the equality impact assessment process (EQIA)? / How does it relate to the other grounds?

This four-step gender impact assessment process has been developed to dovetail with the Integrated Impact Assessment tool (IIA), www.ofmdfmi.gov.uk/iaa, which was being piloted at the time of writing. There are two stages to equality impact assessment (EQIA) within the IIA. Firstly, the policy or project is assessed against the screening process set out in the ECNI www.equalityni.org/uploads/pdf/ACF40F8.pdf “Guide to the Statutory Duties” and, depending on the outcome, a full EQIA may need to be carried out.

In essence, the responses to the questions asked at each stage of the four-step process outlined in this Handbook provide the data which enables you to complete relevant parts of the EQIA.

In relation to the other eight grounds cited in Section 75, the impact assessment *process* is similar in terms of the stages that need to be worked through. In becoming familiar with, or ‘cracking’, the process to assess one area – in this instance gender inequality - the other eight different grounds should be subsequently easier.

A slight mind shift is required to engage in gender impact assessment. Once people become familiar with this it is relatively easy to transpose this shift in thinking to the other grounds.



QUESTION 2

What can we do if we cannot find data about women and men?

Availability of gender disaggregated data can prove problematic! Sometimes information may be available but people are unaware of its existence. There are a number of things you can do:

- Check with the following:
NISRA: www.nisra.gov.uk
The ECNI: www.equalityni.org
OFMDFM Research Branch (in particular *Gender Equality Indicators for Northern Ireland: A Discussion Document*):
www.research.ofmdfmni.gov.uk
DETI Statistics and Research Branch: www.statistics.detini.gov.uk
NDP Gender Equality Unit (Dublin): www.ndpgenderequality.ie
The Equality Authority (Dublin): www.equality.ie
- An integrated database of gender disaggregated data is being developed by NISRA. Check out:
www.nisra.gov.uk/statistics/eqdatasources.html.
- Where there are gaps in information, note these. It may be that research will need to be conducted or monitoring efforts put in place to rectify this.
- Acknowledge that qualitative data may be all that is available and consult with appropriate individuals and groups to get sufficient information to enable you to begin the process. Securing quantitative data may be one of the actions you identify.

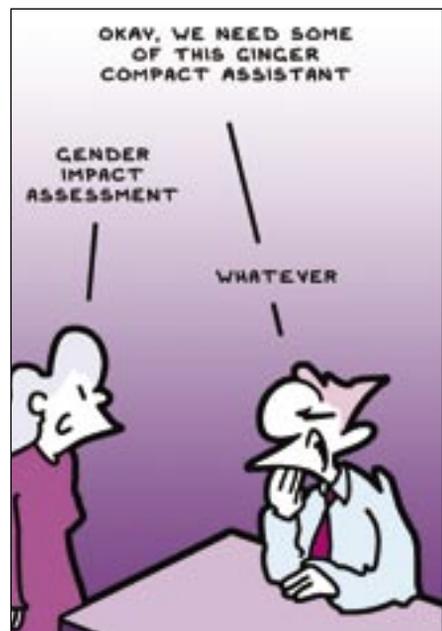


QUESTION 3

How do I identify indicators which will show whether progress is being made?

Quite a lot of work is currently being undertaken in the area of gender equality indicators. At the time of writing OFMDFM has published a report by the Centre for the Advancement of Women in Politics (QUB) on *Gender Equality Indicators for Northern Ireland*, which provides valuable information in, and indicators for, the following areas: employment; education and training; health; violence against women; transport; income; care; decision making and attitudes (see reference on page 27). A previous Report⁵ entitled *The Development of Mechanisms to Monitor Progress in Achieving Gender Equality in Ireland* by one of the authors engaged in this research is also an excellent resource and outlines indicators in a number of areas⁶.

Through their approved equality schemes, there is a legal requirement on departments to conduct thorough and rigorous screening exercises and equality impact assessments. It is the law! However, research into organisational change shows that



⁵ Galligan, Dr. Y. (2000), *The Development of Mechanisms to Monitor Progress in Achieving Gender Equality in Ireland*, Dept. of Justice, Equality & Law Reform, Dublin.

⁶ Poverty, Education and Training, Health, Violence Against Women, Armed Conflict, Women and the Economy, Women in Power and Decision Making, Institutional Mechanisms for the Advancement of Women, Human Rights, the Media, the Environment, The Girl-Child and Culture and Sport.



any new policy initiative requires clear and strong support from senior management if it is to be accepted and implemented effectively. Without such ‘buy in’ from managers at this level it will be more difficult to progress a policy initiative in an organisation or department. Change needs to be seen as a good thing – and senior managers must take a lead on this.

Also, a good marketing strategy may be needed to promote the need for, and benefits of, engaging in gender impact assessment with your colleagues. Time spent working up a case for it will pay dividends.

PLANNING A GENDER PROOFING TRAINING PROGRAMME

Training in the use of this gender impact assessment process is often a very effective way of both promoting the concept of gender equality and giving people a practical tool to help them tackle gender inequalities. The following FAQs are designed to assist you in planning or promoting a training programme in this area. They provide sample answers to questions potential participants are likely to consider before agreeing to undertake a training programme, and may be of use to you in developing promotional materials.

What is gender impact assessment?

The process of gender impact assessment involves an appraisal of policies and practices to see whether they will affect women and men differently, with a view to adapting these policies/practices to make sure that any discriminatory effects are eliminated.



How does it relate to ‘gender mainstreaming’?

Gender impact assessment is the means to an end, that end is gender mainstreaming (i.e. the incorporation of gender considerations into all policies, programmes, practices and decision-making so that an analysis is made of the effects on women and men, and appropriate action taken). What this means is that the issue of whether you are a man or a woman would make no difference to whether and how you access, and benefit from, services.

What has this to do with us?

The Statutory Duty associated with Section 75 has begun the process of mainstreaming equality of opportunity for nine grounds (including men and women) into all aspects of policy development and implementation. As it stands, not all policies affect men and women in an equitable way and therefore a process or tool – in this instance, gender impact assessment – is required to deal with this. Also, all EU funded programmes are subject to the promotion of gender equality.

Why is this training needed?

Gender impact assessment is a relatively new concept and a process with which we are largely unfamiliar. In order to meet our obligations in this area the development of practical skills and ideas is essential.



Why should I attend training?

Time spent now on gender impact assessment will result in more effective targeting of services - which in turn will lead to smoother implementation of your department's/organisation's strategy and save time and money in the longer term. The training will also go a long way towards demystifying the whole process of gender impact assessment.

Is the training for both men and women?

Yes! Gender inequalities in society affect both men and women and therefore we all need to be involved in addressing them. In particular we are all responsible for ensuring our strategic and business plans benefit men and women in an equal way.

What difference will it make?

It will help you achieve your objectives through more effective targeting of your services and resources. So, for example, if you were to conduct a gender impact assessment on your policy objectives around adult training and education you would be more likely to fill places and subsequently increase the number of appropriately skilled people in the local workforce.



Section **Two**

How to carry out a Gender Impact Assessment



Four-step Gender Impact Assessment tool

The four-step Gender Impact Assessment tool is essentially a set of four questions which should be answered in relation to any objective/action your department/organisation is planning to undertake.

The answers to these questions should then be dovetailed into the Integrated Impact Assessment and integrated into the appropriate sections of your department's/organisation's strategic planning document.

Before you begin...

Gather any available gender disaggregated statistics, facts and information on the issue being addressed by the action/objective. This will enable you to give an accurate response to Step 1 and to set realistic targets and indicators. To assist you in this, you may find the website of the Northern Ireland Statistics Research Agency useful: www.nisra.gov.uk. In the absence of local statistics, it would be helpful to examine material from the Republic of Ireland or GB as trends are likely to be similar. This however should not be an alternative to sourcing local statistics and information, rather, it should enable you to begin to process as you gather and analyse gender disaggregated information.

Consult with women and men who are likely to be affected by the outcome to help you answer Step 1.



STEP 1

What do we know to be the different experiences, situations and roles of men and women which might impact on how they get involved in/are affected by this action? Use statistics and data when available.

Action to be assessed:

Qualitative

measurement based on quality

Quantitative

measurement based on quantity



STEP 2

What are the implications of these for the action being assessed?

STEP 3

a. Given these implications, what do we need to do when pursuing this action to promote equality of opportunity for men and women?

b. If any of the implications identified above are ‘macro issues’ what can you do within the scope of your job to progress action in this area?



STEP 4

a. What indicators will you use to measure success (i.e. what will you measure)?

b. What are your targets (i.e. how much do you want) in relation to each of these indicators?



Four-step Gender Impact Assessment process - guidelines

In completing the four steps, consider the following:

- Many people are much more familiar with the process of planning than with the process of gender impact assessment. Therefore there can be a temptation to work through the objective or action itself rather than focus on the gender dimension to the objective/action. It is crucial to retain the focus on gender throughout. The focus on the differences in the lives of men and women is what distinguishes the gender impact assessment process from a regular planning one.
- To assist in retaining the focus on gender, include the objective to be assessed as part of the wording in Step 1 (as in the examples which follow).
- It is important to answer the first question as accurately as possible as the response to this will set the entire “gender agenda” for the implementation of the objective. In some instances, where statistical information is unavailable, you may have to rely on local knowledge. For example, you may not have statistical information indicating that women are primary childcarers. However, this need not prevent you from basing decisions on the commonly acknowledged feature of our society which identifies women as those who assume primary responsibility for child rearing. If you are unsure, contact women’s or men’s groups who are likely to have given these issues consideration.



-
- Each stage of the process is predicated on responses to questions at the previous stage. Therefore, although it may seem obvious, it is important to read through all the questions first, become familiar with each and ensure that when working through the process that responses are to the immediate question only.
 - The differences in the lives of women and men, in particular those which contribute to inequalities, are part and parcel of everyday experiences. The solutions in themselves can often be straightforward and based on a creative common sense approach to alleviating potential inequities. So... keep it simple!
 - Nonetheless it is acknowledged that the most obvious solutions can sometimes be the most difficult to implement. It is important therefore that you set realistic targets and adopt a phased approach to implementing a solution.
 - At times, there will be issues identified in your area which will require responses at national as well as departmental/agency level; it may be necessary to include actions which will help to effect change at both these levels.

On the following pages, sample gender impact assessment forms are provided which have been completed by participants in the training initiative referred to in the Introduction. The objectives/actions used were mostly based on those in current government department business planning documents.



Completed Gender Impact Assessment form

sample

The example provided below was drafted by participants at a training initiative at which this process was piloted (outlined in the Introduction). The objective/action was based on one contained in departmental business planning documents.

Action:

To develop a new farm diversification training & support scheme.

STEP 1

What do we know to be the different experiences, situations and roles of men and women which might impact on how they get involved in a new farm diversification training and support scheme?

Qualitative

- i Women in the main carry out non-agricultural activities on farms (such as B&Bs et cetera).
- ii As registered landowners, men are more likely to be on mailing lists which will result in them being the targeted recipients of information from statutory and other agencies.

Quantitative (use statistics)

- iii Women are primary carers and assume responsibility for domestic chores (17 hours per week doing housework (excluding childcare) compared with five hours for men).
- iv The vast majority of farmers are men. Around 10% of farmers in Northern Ireland have diversified from their traditional farming activity.
- v Students at DARD Agricultural Colleges are predominantly men.



STEP 2

What are the implications of these?

- i Women are as likely to be positively predisposed towards diversification and this potential needs to be taken account of.
- ii Unless wider/more inclusive mailing lists are developed it is likely that women will not receive information about the scheme. Unless women are proactively targeted they are less likely to take up schemes.
- iii Unless women's role as primary carer is taken into account in the design and delivery of such a scheme they are unlikely to be in a position to avail of it.

iv & v

The pool of those likely to avail of the scheme will be predominantly men unless proactive measures are taken.

STEP 3

a. Given these implications, what do we need to do when pursuing this action to promote equality of opportunity for men and women?

- i Proactively target women through a creative marketing strategy specifically designed for this purpose (place ads in specific sections of newspapers, use local radio at times when women are more likely to be listening, et cetera).
- ii Develop a register which includes women and men.
- iii Design scheme to be flexible and accessible and ensure women's role as carer is taken into account.



Additional actions

- Ensure a gender balance on any Scheme Advisory Board established, which includes women with awareness of gender issues in agriculture.
- Design and deliver specific sessions targeting women on the benefits and practice of farm diversification.

b. If any of the implications identified above are ‘macro issues’ [ie. relating to a wider (societal) level] what can you do within the scope of your job to progress this?

iv & v

Engage in a concerted effort to have career development officers encourage women to attend agricultural colleges and/or consider whether or not various farm diversification related training options is required.

STEP 4

a. What indicators will you use to measure success (i.e. what will you measure)?

- Level of applications from women and men in relation to the scheme.
- Numbers of women and men taking up the scheme.
- Sustained increase in women’s participation in farm diversification activities over time.
- Numbers of training sessions specifically targeting women delivered.



b. What are your targets (i.e. how much do you want) in relation to each of these indicators?

- % increase of women participating in first three years of the scheme, with long term aim of reaching 60:40 (of either sex) gender balance.
- Extent to which scheme is amended to reflect reality of women's lives – that it acknowledges and supports child care and elder care responsibilities of women and takes account of transport needs, et cetera.



Completed Gender Impact Assessment form

sample



The example provided below was drafted by participants at a training initiative at which this process was piloted (outlined in the Introduction).

Action:

To address the under representation of women in decision making positions.

STEP 1

What do we know to be the different experiences, situations and roles of men and women which might impact on how we address the under representation of women in decision making bodies? Use statistics and data when available.

Some participants at the training responded to this question as follows:

- Find out!
- Need baseline data on:
 - how many women and men apply for and are appointed to decision making bodies;
 - what criteria is used;
 - whether career breaks militate against women;
 - whether there is a requirement to have worked x number of years at a senior level;
 - what experience/qualifications requirements are there, et cetera.



Qualitative

- i** There are more men and few women role models, in senior positions/on bodies.
- ii** Women are more likely to lack the confidence and self esteem it takes to apply for these positions.
- iii** It is probable that women and men access information in different ways.
- iv** Women are more likely to have caring responsibilities.
- v** Men and women are likely to be available for meetings at different times.

Quantitative (use statistics)

- vi** 16% of the senior civil service are women.
- vii** 32% of managers in private sector are women.
- viii** 92% of lone parents are women.



STEP 2

What are the implications of the differences outlined above for this action?

i & vi & vii

Women are less likely to apply and we end up with membership which is not a true reflection of society. Furthermore, where there are few women involved, the culture of public bodies/boards tends to be one where women feel less comfortable.

- ii** Unless women are specifically targeted, and training and support provided, applications from women are likely to remain low.
- iii** The newspapers/magazines which are used, and on which pages advertisements are placed, may have an effect on who applies.

iv & viii

Unless caring responsibilities are planned for, applications by women may not be forthcoming.

- v** The times at which board meetings are currently held might militate against new applications from either men or women – depending on their circumstances.



STEP 3

a. Given these implications, what do we need to do when pursuing this action to promote equality of opportunity for men and women?

- i** Use women as spokespersons for appointments and, where possible, 'avoid grey suits'! Ensure that any selection panel is representative of women and men. Encourage alternative ways of working on the Board.
- ii** Target and provide training for potential participants.
- iii** Pay attention to which newspapers/magazines are used and on which pages the advertisements are placed. 'Check out' formats of advertisements with both women and men.
- iv** Subsidise participants; meet care and other costs incurred.
- v** Be flexible about times. Legislate so that time spent serving on boards is viewed as public service.

b. If any of the implications identified above are 'macro issues' what can you do within the scope of your job to progress this?

- i** Advocate for a firm requirement on public bodies to achieve a 60:40 (of either sex) gender balance.



STEP 4

a. What indicators will you use to measure success (i.e. what will you measure)?

- The percentage of women and men who apply and who are appointed.
- Specific efforts made to target women.

b. What are your targets (i.e. how much do you want) in relation to each of these indicators?

- 60:40 (of either sex) balance across boards/bodies.
- X % increase in women representatives over a period of five years.



Completed Gender Impact Assessment form

sample



The example provided below was drafted by participants at a training initiative at which this process was piloted (outlined in the Introduction). The objective/action was based on one contained in departmental business planning documents.

Action:

To consult on draft policy (racial equality) strategy.

STEP 1

What do we know to be the different experiences, situations and roles of men and women which might impact on how we consult on the draft racial equality strategy? Use statistics and data when available.

Qualitative

- i** Because of the role of women in non-indigenous cultures, it may not be acceptable for women to attend consultation sessions.
- ii** Men are more likely to be out at work and women 'at home', therefore men are more likely to have English language skills.
- iii** Women are the primary carers in most cultures.
- iv** Women are less likely to have formal education in some cultures.
- v** Women are more likely to be suspicious of government officials as they are likely to have had less contact with them.
- vi** Women may be less willing to speak out at mixed sex meetings.
- vii** Men and women will have different religious commitments for example, men are expected to participate to a greater degree in Ramadan.



Quantitative (use statistics)

STEP 2

What are the implications of the differences outlined above for this action?

- i** Women's perspectives might not inform the consultation.
- ii** Without increased language training, and/or interpretation facilities, women may not be in a position to participate.
- iii** Unless child and elder care needs are met it will be difficult for women to attend consultation sessions.
- iv** Women may not have the confidence to participate and, unless they do so, there will not be the same richness of experience in the consultation.
- v** Consultation methodologies will need to be sensitive to this perception.
- vi** A variety of types of meetings/discussion groups, along with more participative ways of running these, may have to be used.
- vii** Men will not be able to attend meetings which clash with prayer meetings.



STEP 3

a. Given these implications, what do we need to do when pursuing this action to promote equality of opportunity for men and women?

- i** Separate meetings may be needed for women and men and separate facilitators may also be needed. Get religious leaders on board to act as advocates for the consultation - women may need the formal “blessing.”
- ii** Use representative NGOs to carry out the consultation on behalf of the Unit/consulting body – they are more likely to have developed ways of overcoming language problems/provide interpreters.
- iii** Ensure child and elder care costs are provided at all consultation sessions.
- iv** Engage in and/or resource pre-consultation capacity building work.
- v** Ensure guarantee of confidentiality, especially around sensitive issues such as domestic violence.
- vi** Use accessible formats and information and appropriate methodologies. Use audio methods if possible.
- vii** Hold meetings at alternate times to ensure both women and men can attend.



Additional actions

- Work with representative groups to ensure equal representation from both women and men.
- Target gender specific groups.
- Provide training in gender issues as they relate to specific cultures to staff responsible for the consultation exercise.

b. If any of the implications identified above are ‘macro issues’ what can you do within the scope of your job to progress this?



STEP 4

a. What indicators will you use to measure success (i.e. what will you measure)?

- Percentage of women and men who engaged with consultation exercise (in different communities).
- Extent to which a gender perspective is evident in the feedback from the consultation sessions.

b. What are your targets (i.e. how much you want) in relation to each of these indicators?

- 60:40 gender participation in consultation exercise.
- All staff involved in consultation exercises to have undertaken training.



Completed Gender Impact Assessment form

sample

IV

The example provided below was drafted by participants at a training initiative at which this process was piloted (outlined in the Introduction). The objective/action was based on those contained in departmental business planning documents.

Action:

To develop a policy for human resource management within the NICS.

STEP 1

What do we know to be the different experiences, situations and roles of men and women which might impact on how they benefit from a policy for human resource management in the NICS? Use statistics and data when available.

Qualitative

- i** Women are more likely than men to have to balance caring responsibilities with work (may prevent women from applying for promotion).
- ii** Women are more likely to experience sexual harassment.
- iii** Women enter at a lower level than men.
- iv** Women progress more slowly through the grades?

Quantitative (use statistics)

- v** Women are significantly under-represented in the higher grades of NICS (for example, of the ten Permanent Secretaries heading government departments, one is a woman) while men are under-represented in lower grades of NICS.



STEP 2

What are the implications of the differences outlined above for this objective?

- i** The absence of flexible employment options/family friendly work arrangements will have a greater effect on women's opportunities for promotion than men's.
- ii** Unless sexual harassment is eliminated from the workplace, women are more likely to leave and/or be dissatisfied and uncomfortable in the workplace.
- iii** Unless women are encouraged to apply for positions at all levels within the NICS, the situation where women are significantly under-represented at senior level is likely to persist.
- iv** Unless the reasons for women's slow progression through the structure are examined and addressed, the situation whereby women are significantly under-represented at senior level is likely to persist.
- v** Decisions made at a senior level within NICS lose out from the perspectives, knowledge and experience of women.



STEP 3

a. Given these implications, what do we need to do when pursuing this action to promote equality of opportunity for men and women?

- i** Implement and encourage use of a range of family friendly work arrangements.
- ii** Ensure supports and procedures are put in place to eliminate all forms of sexual harassment in the workplace.
- iii** Target women as part of recruitment drives to apply for posts at all levels within the NICS. Publicise role models. Place advertisements in papers and magazines that traditionally target women and use language which actively encourages women.
- iv** Survey women within the NICS to find out why women are not applying for promotion/are progressing more slowly up the grades. Put actions in place which target each cause.
- v** Encourage women in existing grades within the NICS to apply for promotion.

Additional actions



b. If any of the implications identified above are ‘macro issues’ what can you do within the scope of your job to progress this?

- Put an affirmative action programme (with quotas) in place.

STEP 4

a. What indicators will you use to measure success (i.e. what will you measure)?

- The ratio of women: men at all levels within the NICS.
- Incidences of sexual harassment and general bullying reported in the NICS.

b. What are your targets (i.e. how much you want) in relation to each of these indicators?

- Long term: 60:40 (of either sex) gender balance within all grades in the NICS.
- Short term: 10% increase in representation of women at senior levels within three years.
- Elimination of all incidences of sexual harassment.



Completed Gender Impact Assessment form

sample

V

The example provided below was drafted by participants at a training initiative at which this process was piloted (outlined in the Introduction). The objective/action was based on one contained in departmental business planning documents.

Action:

Ensure that the revised school curriculum will provide young people with a sound understanding of how to enjoy a healthy lifestyle.

STEP 1

What do we know to be the different experiences, situations and roles of men and women which might impact on how we ensure that the revised school curriculum will provide young people with a sound understanding of how to enjoy a healthy lifestyle. Use statistics and data when available.

Qualitative

- i Boys are more likely than girls to leave school early.
- ii Young men have higher consumption rates of alcohol than young women and are more vulnerable to drinking hazardously.
- iii Young women are more prone to eating disorders.



Quantitative (use statistics)

- iv** Men drink about three times as much alcohol as women.
- v** Men are on average three times more likely to die as a result of traffic accidents. (In 2001 five times more men than women were killed in road traffic accidents on the island of Ireland).
- vi** More boys than girls (the ratio is three to one) engage in drug misuse.
- vii** Rate of suicide among young men is four times as high as among young women.

STEP 2

What are the implications of these?

- i** Unless boys are targeted with health messages at an early stage in their schooling a number will miss out through leaving school early.
- ii** Young men need to be educated about the health risks associated with alcohol and with patterns of drinking behaviour.
- iii** Unless health messages take account of, and address, eating disorders, it is likely that women will continue to suffer ill health now, and later as adults, as a result of anorexia and bulimia.
- iv** Health promotion messages concerning alcohol abuse must take cognisance of different male and female patterns of consumption if both sexes are to be effectively targeted.



- v To reduce the level of road traffic accidents attention needs to be focused on the fact that men engage in more dangerous driving behaviours.
- vi Drug misuse prevention must be premised on an understanding of the different patterns of drug use between boys and girls.
- vii Efforts to address high suicide rate must take account of particularly high rates of *male* suicide.

STEP 3

a. Given these implications, what do we need to do when pursuing this action to promote equality of opportunity for men and women?

- i Design the revised school curriculum to ensure healthy lifestyle issues are programmed into early teen years – before significant numbers leave school.
- ii Design a programme which specifically acknowledges and targets young men and their behaviour in this area.
- iii Design a programme which specifically acknowledges and targets young women and their behaviour in this area. Such a programme will need to unpack the gender stereotypes which contribute to a ‘Western preoccupation with thinness as an aesthetic ideal.’⁷
- iv Develop alcohol abuse prevention programmes to take account of differing male and female patterns of consumption. This will need to include challenging ‘role pressures on men to be tough and aggressive’.

⁷ Capita, (2002), *Gender Equality in Youth Services and Facilities Factsheet*, NDP Gender Equality Unit, Dept. of Justice, Equality and Law Reform, Dublin.



- v More education on, and discussion about, dangerous driving behaviours, as these relate to young men they must form part of a revised curriculum.
- vi Awareness raising on prevention of drug misuse which explores the gendered nature of usage patterns must be delivered.
- vii Underlying issues which result in high rates of male suicide must be identified and addressed and lessons emerging shared with young men and women as part of enjoying a healthy lifestyle.

Additional actions

- Sex-specific sessions (as well as mixed sessions) will need to be built into the curriculum so that the particular gender issues of various topics referred to above can be identified and discussed with young women and young men separately as well as together.

b. If any of the implications identified above are 'macro issues' what can you do within the scope of your job to progress this?

- Ongoing research needs to be undertaken to ensure all revisions of school curricula are informed by up to date gender disaggregated information.



STEP 4

a. What indicators will you use to measure success (i.e. what will you measure)?

- Extent to which activities and programmes relating to healthy lifestyles are gender sensitive.
- Numbers of young women and young men partaking of subjects relating to a healthy lifestyle.

b. What are your targets (i.e. how much you want) in relation to each of these indicators?

- 100% programmes and activities are gender sensitised, with between 25% - 50% of sex specific sessions/ programmes provided.
- 60:40 gender balance (of either sex) accessing healthy lifestyle initiatives run in schools.



Key points

The effective implementation of a gender impact assessment process is likely to result in your department or organisation availing of training to support you in the process. It will certainly result in you taking time out to discuss the issue. Either way, there are a number of issues which are likely to emerge which are worth noting at this point.

It is at the level of decision making, whether that be in paid employment or representation on public and political bodies, that the greatest disparities exist between men and women. Given this, this is likely to be where much discussion and attention in the gender impact assessment process will be focused. When attempting to redress imbalances in these areas, it is imperative that the focus is on providing options and enabling people to make choices. It is important therefore to affirm the following:

- The pursuit of gender equality, with its focus on increasing the number of women in decision making positions, does not in any way place a value judgement on those who occupy those positions vis-à-vis those who remain in lower grade posts. If women choose to remain in lower grades, in terms of pay and status, it is of course their right to make that choice. The effective implementation of a gender impact assessment process will result in the removal of barriers so those in low or lower grades have the option of progressing if they so choose.
- Likewise, a focus on enhancing women's political and economic status does not place a value judgement on women



who choose to work in the home. To advocate for women's advancement and equality of opportunity does not conflict with an acknowledgement and recognition of the contribution made to society by women who work in the home. Women who choose to do so play a crucial role in society. However, the important factor is that women in the home should be there because they choose to be. They too must have options.

- Increased representation of women in decision making positions will of course be based on merit. Gender equality is concerned with removing the barriers which may prevent women from applying for more senior positions. This is frequently because of family responsibilities. The same barriers do not exist for their male counterparts. A gender impact assessment process advocates the removal of those barriers thereby enabling women to compete on an equal basis. Following the removal of barriers, appointments subsequently made will be on the basis of merit.
- Collection and collation of gender disaggregated data is an extremely important part of the process. Completing the gender impact assessment process in the absence of such data may result in over dependence on perception and speculation. This can result in differences of opinion and failure to agree on a starting point (especially so if and when there is little active support for the process). Also, it is very difficult to set targets and indicators in the absence of baseline information.





The gender impact assessment process clearly benefits men as well as women. There are a number of policy areas, for example health, where men do not appear to benefit from existing systems. The strength in the gender impact assessment process is that it is designed to identify issues and areas where one sex might be experiencing disadvantage, bring these issues to the fore and address them.

Conclusion

The statutory obligation to pro-actively address structural inequalities between women and men in society in Northern Ireland is a significant development.



The opportunities which detailed discussion and intervention at this level will present have the potential to make a considerable difference. The implementation of an effective gender impact assessment process will result in an honest appraisal of the differences in the lives we lead, a recognition and acknowledgement of the consequences of those differences and subsequently, a tailor made response in our policies and practices. Difference and diversity in itself is healthy. The gender impact assessment process, when effectively implemented, should ensure that these differences do not contribute to an unequal power relationship between women and men.

Ultimately the process will be judged on its outcomes. The opportunities presented by the process must be accompanied by the resources and political will necessary to make the opportunities materialise. The long-term outcome, that is, the full and equal participation of women and men at all levels of society, will be well worth the investment.



Annex 1

Mechanisms to support the implementation of Section 75 and the Gender Equality dimension

The following mechanisms have been put in place to support the implementation of Section 75:

Programme for Government

The current programme for government “Priorities and Budget, 2004-2006” in Northern Ireland commits to bringing forward and implementing a cross departmental strategy on gender equality. This requires departments to be proactive and take a coordinated approach in working towards the achievement of gender equality.

Gender Equality Unit

A Gender Equality Unit has been set up in OFMDFM to advise and support government departments in promoting gender equality throughout their policy making and service delivery and in tackling gender inequalities.

The Statutory Duty and Human Rights Unit

The Statutory Duty and Human Rights Unit within OFMDFM has responsibility for overseeing the implementation of the statutory equality duty across NI Civil Service departments and to advise, support and challenge departments in doing so. It also has a central liaison role with the Equality Commission for NI (ECNI). In addition to the Statutory Duty and Human Rights Unit, each department has an Equality Unit which acts as a local centre of expertise advising and supporting departmental colleagues.



Integrated Impact Assessment (IIA)

An Integrated Impact Assessment (IIA) tool has been developed to help assess a range of equality impacts of a policy. It is intended to provide a mechanism for screening a policy and a format for presenting the results of a more detailed impact assessment. Parts 2 and 3 of the tool are designed to enable an Equality Impact Assessment (including Gender Impact Assessment to be carried out.) The tool is available at: www.ofmdfmni.gov.uk/ia

Equality Commission for Northern Ireland (ECNI)

ECNI monitors the effectiveness of the duties imposed by Section 75 and offers advice to public authorities and others on how to abide by them.

The ECNI is required to:

- keep under review the effectiveness of the duties imposed by Section 75;
- offer advice to public authorities and others in connection with those duties; and
- carry out other functions conferred on it by the provisions of Schedule 9, including preparation of guidelines on equality schemes, approving equality schemes, investigating complaints of failure to comply with an approved scheme and in certain cases, referral of equality schemes to the Secretary of State.



Consultation is a fundamental aspect of Section 75. Although approaches to consultation will vary, all equality schemes must include the public authority's commitment to carrying out consultations in accordance with the guiding principles outlined in the ECNI's "Guide to the Statutory Duties".

Screening

Any policy that is likely to have a significant impact on equality of opportunity will have been identified during the screening process which preceded the Statutory Equality Impact Assessment. Further guidance on the screening criteria can be found at ECNI's "Guide to the Statutory Duties". Where the screening process highlights that there are particular gender issues in relation to that policy then this handbook/process will provide additional support for policy makers in undertaking the gender strand of an Equality Impact Assessment.



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19-21 University Square
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Website: www.qub.ac.uk/cawp

Office of the First Minister and Deputy First Minister

Website: www.ofmdfmi.gov.uk

A Practical Guide to Policy Making in Northern Ireland

Website: www.ofmdfmi.gov.uk/policylink

Integrated Impact Assessment in Northern Ireland

Website: www.ofmdfmi.gov.uk/ia

National Statistics Online

Website: www.statistics.gov.uk/StatBase/Product.asp?vlnk=836&Pos=&ColRank=1&Rank=422

Northern Ireland Statistics and Research Agency

List of publications

Website: www.nisra.gov.uk/publications/list_publications.asp

Equality Commission for Northern Ireland

Guide to the Statutory Duties

Website: www.equalityni.org/uploads/pdf/ACF40F8.pdf



Equality Commission for Northern Ireland

Practical Guidance on Equality Impact Assessment

Website: www.equalityni.org/uploads/pdf/ACF71A1.pdf

NISRA integrated database of gender disaggregated data

Website: www.nisra.gov.uk/statistics/eqdatasources.html

DETI Statistics and Research Branch

Website: www.statistics.detini.gov.uk

NDP Gender Equality Unit (Dublin)

Website: www.ndpgenderequality.ie

The Equality Authority (Dublin)

Website: www.equality.ie

Economic and Social Research Institute

Website: www.esri.ie

National Economic and Social Council

Website: www.nesc.ie

Institute For Public Policy Research

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