

**IVEA**  
Representing Vocational  
Education Committees



**THE EQUALITY AUTHORITY**  
AN tÚDARÁS COMHIONANNAIS



2007 — European Year of Equal Opportunities for All

**Guidelines for conducting  
equality impact assessments  
on IVEA and VEC plans,  
policies and programmes**

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Design by **form**

The Irish Vocational Education Association (IVEA) represents the interests, at national level, of Ireland's thirty-three Vocational Education Committees (VECs). The Association, formerly known as the Irish Technical Education Association, was established in 1902 and the name was changed to the Irish Vocational Education Association in 1944. As a representative body, the IVEA has a diverse range of functions which at all times seek to protect, promote and enhance the interests of vocational education and training within the wider education sector and the country at large.

The Equality Authority was established in 1999. It has a mandate to promote equality of opportunity and to combat discrimination in the areas covered by the Employment Equality Acts and the Equal Status Acts. It is a specialised equality body in Ireland for the promotion of equal treatment under the EU Race Directive and the amended Gender Equal Treatment Directive.

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## Foreword

2007 has been designated as “European Year of Equal Opportunities for All” by decision of the EU Council and the European Parliament. Four objectives have been established by the EU Council and European Parliament for 2007:

**Rights:** To further raise awareness of the right to equality and non-discrimination and of the problem of multiple discrimination.

**Representation:** To stimulate debate on ways to increase the participation in society of groups that are victims of discrimination and to ensure balanced participation among men and women.

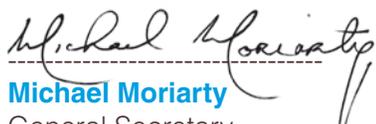
**Recognition:** To facilitate and celebrate diversity and equality, emphasising the positive contribution that people, irrespective of their sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation, can make to society as a whole, in particular by accentuating the benefits of diversity.

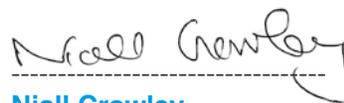
**Respect:** To promote a more cohesive society.

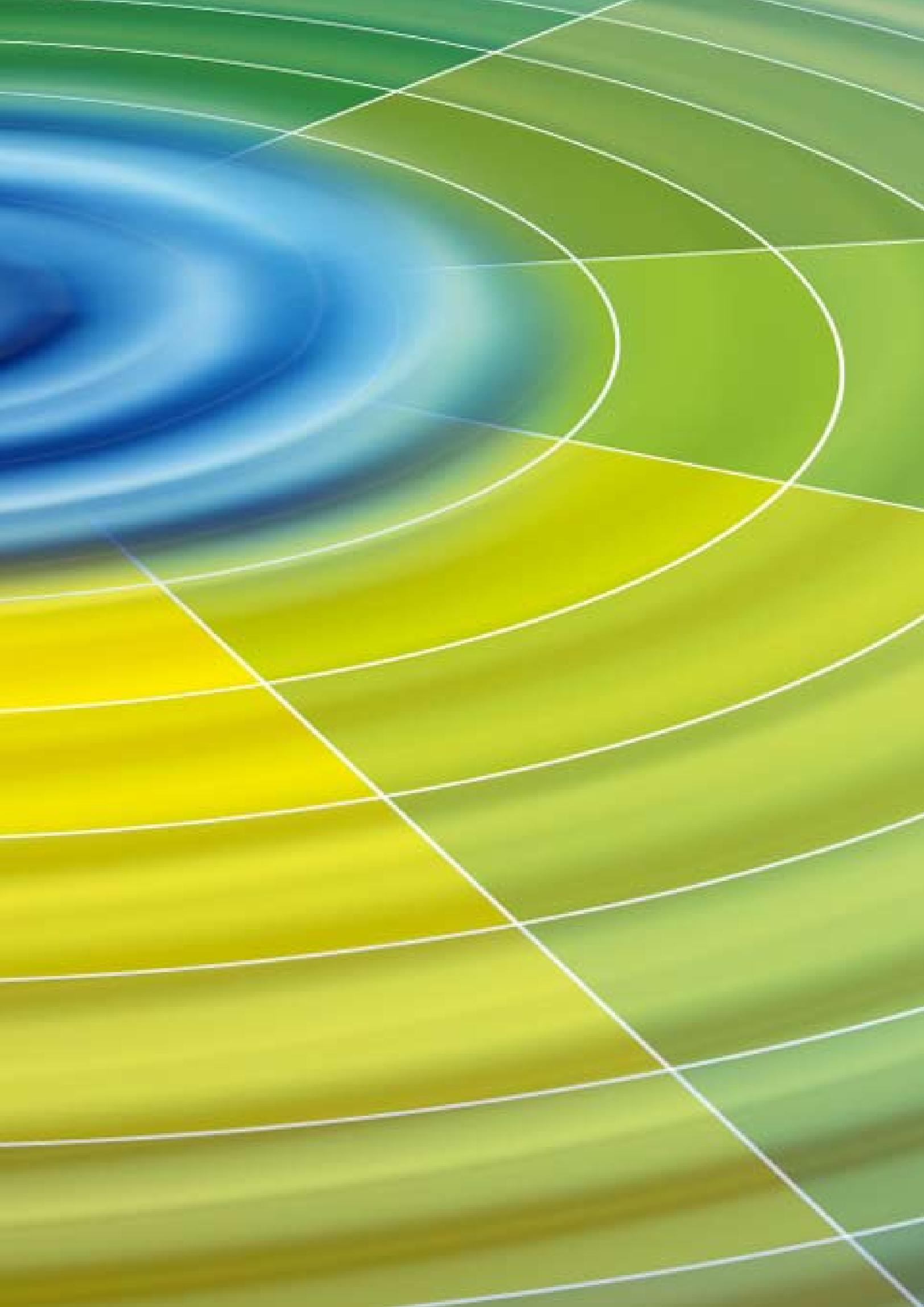
The Irish national strategy, prepared by the Equality Authority for the European Year, sets out six priority areas of activity through which to contribute to achieving these objectives. Equality mainstreaming is identified as one priority area for action, emphasising the need to build an organisational infrastructure to ensure equality is a consideration in planning and policy making. This priority has led to the development of these guidelines as a first step in supporting the Irish Vocational Education Association (IVEA) and member VECs in conducting equality impact assessments on key policies, plans and programmes at key moments in their design and development.

These guidelines have been developed as a joint venture between the IVEA and the Equality Authority. They provide a foundation from which to implement equality impact assessments of plans, policies and programmes, a foundation that can be built on and developed further over time as capacity in this area grows. The focus for these guidelines is on the plans, policies and programmes that govern the business of the sector and its institutions rather than the internal operational procedures and practices of individual institutions.

We are grateful to the IVEA and Equality Authority specialist-working group charged with the task of developing these guidelines and to all contributors who have been involved in the piloting and consultation process. We look forward to working together to support the implementation of these guidelines and to ensure their positive impact on the sector and its important work.

  
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**Michael Moriarty**  
General Secretary  
IVEA

  
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**Niall Crowley**  
CEO  
Equality Authority



## Introduction

The IVEA and member VECs are committed to eliminating unlawful discrimination, making adjustments for diversity, including making reasonable accommodation for people with disabilities, and promoting equality for all staff, service users and other stakeholders.

Delivering equality for both the workforce and learners is a key priority. The IVEA and member VECs are committed to providing accessible services to all in our role as a major provider of education services.

The IVEA Equal Opportunities Policy, which forms part of the contract of every member of staff, states that

“The IVEA is committed to equal opportunities policies and action to ensure that its employees and the people it serves are not discriminated against on the basis of their: gender, marital status, family status, age, race, religion, disability, sexual orientation or membership of the Traveller community”.

The IVEA believes

- that everyone has the right to work and to learn in peace and safety, free from all forms of discrimination, harassment and prejudice;
- that all individuals should be treated with respect and their contributions valued;
- that everyone has a right to an equal opportunity to participate in, to receive, and to benefit from services in accordance with their needs; and
- that cultural and other differences are an asset and this diversity should be acknowledged, valued, celebrated, and accommodated, including making reasonable accommodation for people with disabilities.

### What do we mean by diversity?

Diversity focuses on the particular identities, experiences and situations of different groups and individual group members in society. This diversity has practical implications for the design and delivery of plans, policies and programmes. The celebration and valuing of diversity involves making adjustments in the design and delivery of plans, policies and programmes to take account of diversity and to achieve equality for a diversity of groups and their individual members. It is also important to keep in mind that there is not only a diversity *of* groups in society but also a diversity *within* these groups.

To achieve our commitment to equality and to reflect our values the IVEA will

- make equality considerations a core focus in the business of the IVEA and the VECs;
- combat all forms of discrimination, prejudice, inequality and stereotyping;
- consult staff and service users from groups that experience inequality on their needs and on how best to meet those needs;

- seek to provide accessible services in a flexible manner to meet the needs of all of our learners, including making reasonable accommodation for people with disabilities;
- carry out equality impact assessments and monitor our activities for their impact on groups that experience inequality; and
- encourage our partner agencies to develop a similar approach to equality and diversity.

## Equality Impact Assessment Guidance Notes

### 1. What is an Equality Impact Assessment?

An equality impact assessment is a process that seeks to test whether a proposed plan, programme or policy

- promotes equality for;
- accommodates diversity for; and
- does not discriminate (including making reasonable accommodation for people with disabilities) against

individuals and groups across the nine grounds of the equality legislation that experience inequality. It requires the participation of these groups and their individual members in order to ensure that plans, programmes and policies adequately take account of the practical implications of diversity, effectively promote equality, and do not put groups experiencing inequality at a particular disadvantage. It is a valuable means of seeking to ensure that an equality and diversity perspective, based on the nine grounds covered by the equality legislation, is incorporated into plan, programme and policy design and review. These nine grounds are gender, marital status, family status, age, disability, sexual orientation, membership of the Traveller community, race, and religious belief.

#### **Purpose of the Equality Impact Assessment**

The principal purpose of the equality impact assessment procedure outlined in these guidelines is to help ensure that the plans, programmes and policies of the VEC sector are designed in a way that takes account of the needs of individuals and groups across the nine grounds that experience inequality. This means that the main outcome of the procedure is either

- that the draft plan, programme or policy is confirmed to adequately take account of these needs, or
- that the draft plan, programme or policy is modified to take account of these needs.

In addition to changes to the plan, programme or policy undergoing equality impact assessment itself, other issues may be identified that require changes in *other* VEC policies, procedures, programmes or services. It is important that the VEC has procedures for issues that are identified in this way to be acted on, especially where they cannot be dealt with as amendments to the particular plan, programme or policy undergoing the equality impact assessment.

At its heart, an equality impact assessment involves placing equality at the centre of decision making.

The process involves a number of core steps:

#### **1. Information and data gathering**

This involves identifying and gathering relevant information and data about the groups experiencing inequality across the nine grounds in relation to the particular plan, programme or policy. For the purposes of equality impact assessment, data and information in relation to difference are gathered.

Difference is considered in terms of the identity, experience and situation of the different groups across the nine grounds for whom the plan, programme or policy has a relevance.

## **2. Impact Assessment**

This involves analysing the data gathered in order to establish the potential impact of the plan, programme or policy on any of the groups and their individual members across the nine grounds that experience inequality. This analysis explores the manner in which the plan, programme or policy has taken account of difference and effectively accommodates diversity, seeks to ensure there is no discrimination and seeks to promote equality.

## **3. Consultation**

This involves formal consultation with representatives from groups across the nine grounds that experience inequality to seek and explore their views on

- the data gathered,
- the impact assessment, and
- any changes required to the plan, programme or policy on foot of the impact assessment.

## **4. Decision**

When all the available information has been considered and feedback received from representative organisations, a decision is required on what changes (if any) are required to enhance the impact of the plan, programme or policy on groups and their individual members experiencing inequality.

## **5. Monitoring**

The plan, programme or policy will need to be monitored as it is implemented to check its impact on these groups and their individual members.

### **Difference: Identity, Situation and Experience of the Groups**

Each of the groups across the nine grounds that experience inequality has a particular identity, experience and situation that need to be considered in developing plans, programmes and policies, to ensure that they take account of diversity, promote equality and prevent discrimination.

**Identity** in this context is defined as the particular characteristics, values, beliefs and aspirations held by a group and is an essential component in determining difference.

**Situation** describes the broad status of the group in terms of their standing in areas such as the labour market, education and income.

**Experience** describes the relationships between the group and the wider society and how those experiences affect the group's participation in and outcomes from areas such as education provision.

Each of the three aspects – identity, situation and experience – is relevant to, and should be considered in, the design and implementation of new plans, programmes and policies.

## 2. When to Carry Out an Equality Impact Assessment

When considering whether to conduct an Equality Impact Assessment (EQIA), officers should carry out a 'test of relevance' to identify the plans, programmes and policies that need to undergo an EQIA. An equality impact assessment should be carried out on plans, programmes and policies

- involving face-to-face contact with individuals from groups experiencing inequality; or
- likely to have a significant impact upon the lives or well-being of individuals from groups experiencing inequality; or
- where there is a history or long-established pattern of unequal outcomes, including access, participation or achievement, for particular groups and their members from across the nine grounds.

If a plan, programme or policy comes within any one of these conditions, it should undergo an equality impact assessment.

## 3. What is an Equality 'Impact'?

An equality impact occurs when a plan, programme or policy

- discriminates against any individuals or groups under any of the nine grounds; or
- could put a group (or groups) under any of the nine grounds at a disadvantage compared with either other groups or the population generally; or
- fails to meet the particular needs that arise from the situation, experience or identity of any group under any of the nine grounds and their individual members; or
- fails to ensure reasonable accommodation is made for people with disabilities; or
- does not promote equality for all groups and their individual members across the nine grounds.

## 4. Who are the Equality Target Groups?

The groups that are the focus of an EQIA are all groups that experience inequality under the nine grounds named in the equality legislation that experience inequality. The nine grounds are

- gender,
- marital status,
- family status,
- age,
- disability,
- sexual orientation,
- religion,
- race, and
- membership of the Traveller community.

The nine grounds bring forward a diversity of groups for consideration in equality impact assessment. In carrying out the impact assessment, it will be important to be conscious

that there is also a diversity within each of the groups, because the individual members hold multiple identities – for example, Traveller women, or gay people with disabilities.

The following table lists groups that experience inequality under each of the grounds. However, this table is not comprehensive and other groups will need to be added in light of the particular plan, programme or policy undergoing equality impact assessment. (It might also be the case that for some plans, programmes or policies, a few of the groups in the table might not be relevant.)

<b>Ground</b>	<b>Some groups that can experience inequality</b>
Gender	<ul style="list-style-type: none"> <li>: Women</li> <li>: Boys and young men (particularly in relation to early school leaving)</li> <li>: Transsexual people</li> </ul>
Marital status	<ul style="list-style-type: none"> <li>: In some situations, men and women who are divorced or separated</li> <li>: Married women in certain situations</li> </ul>
Family status	<ul style="list-style-type: none"> <li>: People who are parents of children</li> <li>: People who have caring responsibilities for people with disabilities and older relatives (this includes children and young people with such caring duties)</li> <li>: Lone parents</li> </ul>
Age	<ul style="list-style-type: none"> <li>: Older people</li> <li>: Young people</li> </ul>
Disability	<ul style="list-style-type: none"> <li>: People with a disability – including physical, sensory, intellectual, and mental health difficulties</li> </ul>
Sexual orientation	<ul style="list-style-type: none"> <li>: People who are lesbian, gay or bisexual</li> </ul>
Religion	<ul style="list-style-type: none"> <li>: People of minority religions, including those whose background is from a minority religion</li> <li>: People of no religion</li> </ul>
Race	<ul style="list-style-type: none"> <li>: Black people and people from minority ethnic groups</li> <li>: People who are not Irish and Irish people whose parents or grandparents are not Irish</li> </ul>
Membership of the Traveller community	<ul style="list-style-type: none"> <li>: Travellers</li> </ul>

## 5. General Guidance

Equality impact assessments are designed to be a challenging process, but they are not intended to be overly complicated. This is not an exact science and project leaders should take a common sense approach.

Completing the template involves predicting and assessing what the implications of a plan, programme or policy will be on a wide range of people with different and varied needs. This can be a difficult thing to do and it is not intended that project leaders or other officers should complete the process without the support and advice of others in the project team or their managers.

The aim should be to try to take the perspective of somebody outside of the VEC, such as a learner, service user or potential service user, when carrying out an EQIA.

The template does not need to be completed by one person in isolation. Neither does the EQIA template require completion all in one go.

For a large or significant project, project leaders may wish to allow for the cost of assessing the project in the budget. For example, it may be appropriate to pay for a consultant or expert to carry out the EQIA or support the process.

As in all reviews, project leaders need to be prepared for the changes that the EQIA identifies as necessary. An EQIA may also identify issues that need to be dealt with in a VEC's strategic and service planning.

Following the completion of an EQIA, the project leader should outline any changes required to the plan, programme or policy and other actions required.

## 6. Undertaking an EQIA

There are five stages to conducting an EQIA:

- 1 Gathering and analysing information and data about the groups under the nine grounds.
- 2 Using that information and data to assess the impact of the plan, programme or policy on the groups under the nine grounds.
- 3 Formal consultation with individuals or organisations representing the groups that experience inequality and that are affected by the plan, programme or policy.
- 4 Decision-making, where the plan, programme or policy is adopted or amended in light of the learning from the preceding three stages of the EQIA.
- 5 Monitoring the ongoing impact of the plan, programme or policy on the groups and their individual members that experience inequality.

Officers who are leading EQIAs should use the IVEA's EQIA template in implementing the first two stages – gathering information and data, and assessing the impact of the plan, programme or policy on the groups and their individual members across the

nine grounds. The template is given as Appendix 1. The template is designed to guide officers through a series of useful questions and it is presented in four parts:

- The first part is used to record the title of the plan, programme or policy with other administrative information such as the officer who led or conducted the EQIA.
- The second part records a summary of the plan, programme or policy.
- The third part records the information and data sources and the relevant content of that information and data.
- The fourth part records the equality impact assessment of the plan, programme or policy.

## 6.1 Data and information

### **Types and categories of data and information**

Data and information on the situation, experience and identity of the groups that experience inequality will need to be gathered. Data and information across these three categories can be of two types: quantitative and qualitative. It is important that no relevant data or information under any of these types or categories is excluded from consideration when conducting the EQIA. However, where a plan, programme or policy is targeted at particular sectors or groups in the population, it is not necessary to gather data and information on groups that experience inequality that do not overlap with the targeted sectors or groups.

### **Purpose of the data and information**

The purposes of the data and information are

- to enable you to identify the needs of the groups and their individual members across the nine grounds that experience inequality; and
- to enable you to assess the potential impact of the plan, programme or policy on these groups.

In the context of conducting an EQIA, it may not always be possible to have the most up-to-date, or the most comprehensive, data and information about all groups across the nine grounds. Appendix 3 gives an illustrative example of the collection of data and information on the situation, experience and identity of a number of groups across the nine grounds that experience inequality for the purpose of an equality impact assessment on a national labour market strategy.

### **Situation**

Data and information on the situation of a group is often the most obvious indicator of inequalities in society or in relation to the area covered by the plan, programme or policy under consideration. Situation data or information that is relevant to the specific plan, programme or policy under consideration should be gathered. For example, levels of adult literacy in different groups would be relevant not only for an adult literacy programme but also for plans, programmes or policies where poor literacy levels could have a negative impact.

## **Experience**

The importance of data and information on the experience of groups under the nine grounds can easily be overlooked in developing plans, programmes or policies. The experience of groups under the nine grounds is about the way they interact with others, including institutions and organisations. Designers of plans, programmes and policies need to take account of that experience in their work. One example of the experience data and information highlighted by the Equality Authority in an education setting relates to homophobic bullying.

## **Identity**

Information and data on the identity of groups describes the specific characteristics, beliefs, values and aspirations of a group. Having this information is necessary to ensure that the identities of groups, and the needs that flow from these identities, are taken into account.

## **Quantitative information and data**

Quantitative data is information that can be expressed in numerical terms. Typically, it would refer to patterns for a group as a whole or one group in comparison with another rather than focus on specific individuals within the groups – for example, the percentage of a group who leave school early or who complete a qualification in further education.

## **Qualitative information and data**

Qualitative data is data and information that is difficult to measure or quantify with numbers. Qualitative data and information is particularly useful in recording issues relating to the experience and identity of a group.

## **Purpose of the framework for information and data**

The purpose of the framework consisting of experience, situation and identity data and information and of quantitative and qualitative information and data is to ensure that relevant factors are not overlooked. Where there are significant gaps in the framework, particular effort needs to be made to obtain some information or data that can help to guide the EQIA.

## **Sources of information and data**

Some of the data and information for groups across the nine grounds that experience inequality will come from official sources such as the Central Statistics Office. Other sources could include reports on specific studies or research projects, or information published by a range of agencies, including both statutory bodies and NGOs. Local offices of other agencies may be able to provide particular information that is not published – for example, the local social welfare office may be able to provide a VEC with recent statistics on particular groups of clients in a way that respects confidentiality, but that also helps a VEC assess if a particular need in the county is likely to be met by a programme. Within a VEC's own organisation, in addition to formal records that are held, key officials such as principals, centre managers or programme co-ordinators may have information on particular details that are not recorded officially, but which are relevant to the plan, programme or policy undergoing the EQIA.

## 6.2 Assessing impact

In section 3 of the template - Data and Information Questions - the primary focus is on the groups across the nine grounds that experience inequality and the data and information on those groups that is needed. In section 4 - Assessing Impact - the primary focus shifts back to the proposed plan, programme or policy. In this section of the template, the plan, programme or policy is assessed in light of the information and data gathered and recorded in section 3 of the template to check each of the following questions:

- Does it seek to ensure no groups are put at a disadvantage and that there is no discrimination on any of the nine grounds?
- Does it take account of the needs of each of the groups and its members in terms of its situation, identity and experience, including ensuring reasonable accommodation for people with disabilities?
- Does it promote equality for each of the groups?

If the answer to any of these questions is no, then section 4 is used to record the changes that need to be made to cater for diversity, address discrimination and promote equality, while still meeting the objective of the plan, programme or policy. The central approach here is for the person conducting the assessment to make use of the knowledge from the data and information on the situation, experience and identity of each of the groups to see if the plan, programme or policy needs to be adjusted to enable individuals from any of the groups that experience inequality to participate in and benefit fully from it.

You need to consider all aspects of the plan, programme or policy. A useful framework for considering all aspects of a plan, programme or policy is to consider both the content and the manner of delivery. For example, it would not be sufficient to look only at formal entry or admission requirements for a programme. Both activities to advertise or promote the programme and procedures for applying, for example, would also need to accommodate diversity across all nine grounds, including ensuring reasonable accommodation for people with disabilities.

## 6.3 Formal consultation

The purpose of formally involving individuals and organisations representing those who experience inequality in the impact assessment process is to enable them to give their evaluation of the quality of both

- i the equality impact assessment that was conducted using the template *and*
- ii the plan, programme or policy, as modified, on foot of the assessment.

The consultation should establish four key matters. These are

- whether any relevant group that experiences inequality across the nine grounds was overlooked when gathering and considering the data and information or when assessing the equality impact of the plan, programme or policy;
- if all of the available relevant data and information for the groups that experience inequality was included;

- whether the assessment of the equality impact in each case has been adequate; and
- whether any changes proposed on foot of the impact assessment are sufficient to take account of the needs of all of the groups under the nine grounds.

If problems are identified in any of these areas, then missing information and data will need to be gathered and the plan, programme or policy will need to be re-assessed. Changes will then need to be made on foot of the new data and information to ensure that the overlooked groups, the overlooked data or information, or the overlooked or misapplied equality impact assessment is addressed.

The ideal mechanism for this formal consultation is a meeting. The participants should be

- the senior manager or management team responsible for the plan, programme or policy;
- the key staff who prepared the EQIA, if they are different from the manager; and
- individuals and organisations representing those who experience inequality across all nine grounds.

The individuals and organisations representing those who experience inequality across all nine grounds need to be given the draft of the plan, programme or policy and the completed EQIA template well before the meeting to enable them to read and consider these documents. There should be reasonable accommodation for people with disabilities to ensure they are enabled to participate fully in this consultation.

In some situations, the inclusion of all groups across the nine grounds in a formal consultation meeting may not be feasible. This is more likely to occur for plans, programmes or policies being developed by an individual school, college or centre. If this is the case, different approaches to achieving the goal of meaningful input by those groups across the nine grounds that cannot participate should be used. This could be based, for example, on consultation with individual members of the groups or contact with relevant national organisations. These approaches should also seek to empower and enable those individuals to the greatest extent possible to contribute to shaping the impact assessment of the plan, programme or policy.

## 6.4 Making decisions

When the equality impact assessment template and the consultation process have been completed, decisions on the final shape of the plan, programme or policy will need to be taken.

## 7. Partnership Projects

The IVEA aims to be an exemplary organisation in relation to equality and to champion equal opportunities. The requirement to assess the impact of plans, programmes and policies also applies to partnerships and contractual relationships.

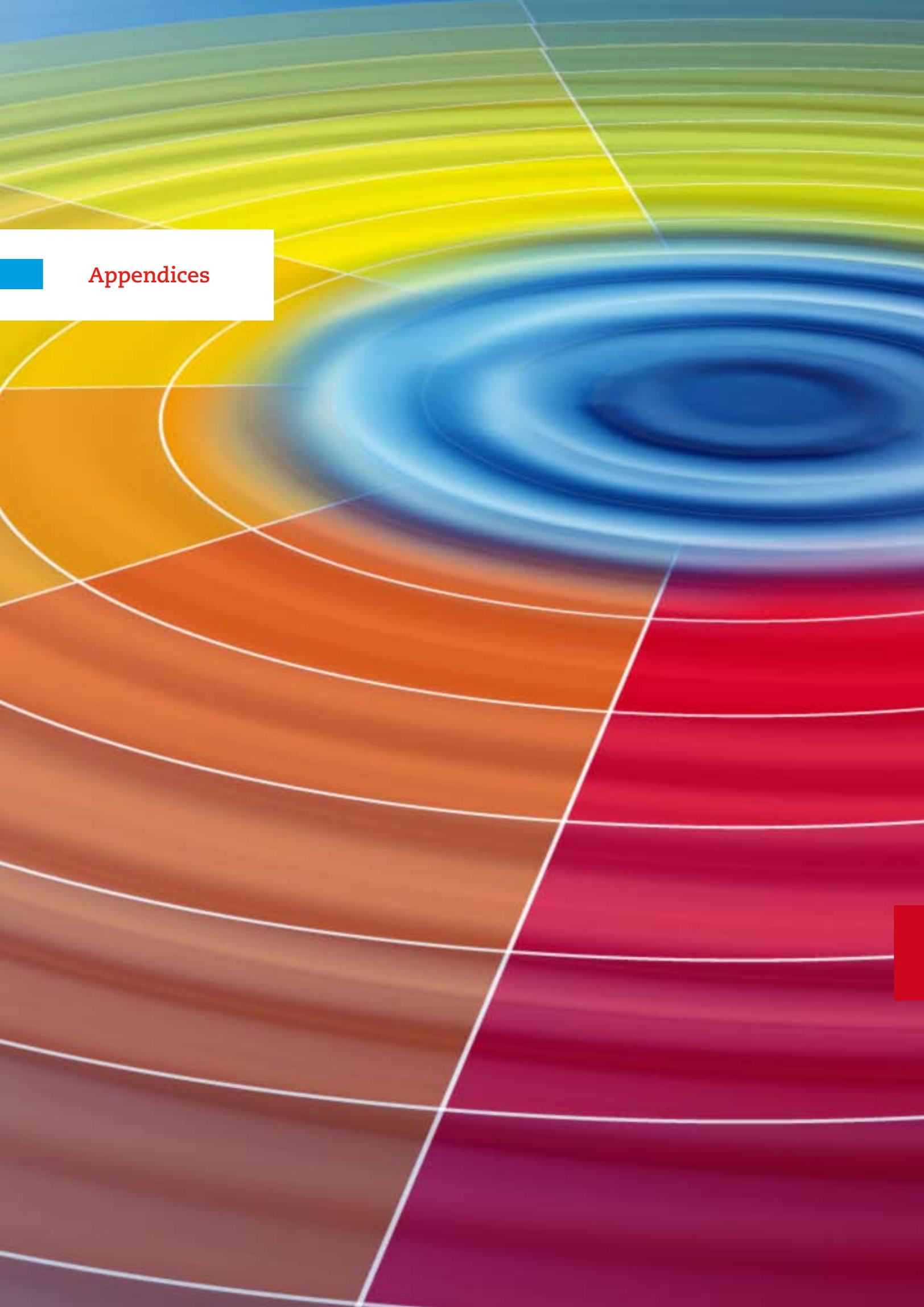
The EQIA procedures apply to all projects and policies where the VEC is the lead agency in a multi-agency project.

On joint projects and initiatives where the VEC is not the lead organisation, the VEC officer should raise the issue of the need to carry out an equality impact assessment.

## 8. Co-ordinating EQIAs in VECs

The IVEA recommends that each VEC allocate the responsibility for co-ordinating EQIAs to one or more persons employed by it. They should take responsibility for

- ensuring that their VEC undertakes a screening exercise for all new plans, policies and programmes and that detailed EQIAs are carried out where the initial screening exercise identifies the need to do so. The screening criteria, as set out in section 2 above, state that an equality impact assessment should be carried out on plans, programmes and policies
  - involving face to face contact with individuals from groups experiencing inequality; or
  - likely to have a significant impact upon the lives or well-being of individuals from groups experiencing inequality; or
  - where there is a history or long-established pattern of unequal access, participation or achievement. (If a plan, programme or policy comes within any one of these conditions, it should undergo an equality impact assessment.)
- developing a list of key plans, programmes or policies that will undergo a detailed EQIA in 2008–09 and in 2009–10. This should cover a mix of both current and new plans, programmes or policies.
- ensuring that the EQIAs are carried out and the agreed actions are included in the VEC's Education Plan or Service Plan and any financial planning systems.



Appendices

# Appendix 1 Equality Impact Assessment Template

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## 1. ADMINISTRATIVE INFORMATION

Name of proposed plan, policy or programme area:

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Officer leading EQIA:

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Tel:

.....

Email address:

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Date:

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VEC Issue No.:

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FETAC Reference No. (if applicable):

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Signature of the VEC Chief Executive Officer:

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Date:

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## 2. SUMMARY OF PLAN, PROGRAMME OR POLICY

1. What is the aim or the purpose of the plan, programme or policy?

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2. Is the plan, programme or policy aimed at a specific client group or groups?

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3. Is the plan, programme or policy subject to any specific constraints or requirements (e.g. DES circular)?

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*If yes, what do the main requirements specify?*

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## Appendix 1 Equality Impact Assessment Template

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### 2. SUMMARY OF PLAN, PROGRAMME OR POLICY (continued)

4. Who is responsible for implementing the plan, programme or policy?

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5. Is this plan, programme or policy to be implemented solely by your VEC or in conjunction with another agency, partner or contractor?

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*If there is involvement from an external provider(s), outline how they adhere to the IVEA or VEC Equality Policy.*

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### 3. DATA AND INFORMATION QUESTIONS

#### Sources of information and data

6a. Identify the sources of quantitative data or information available to you about the situation, experience and identity of the groups across the nine equality grounds, including the diversity within these groups. What gaps exist?

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6b. Identify the sources of qualitative data or information available to you about the situation, experience and identity of the groups across the nine equality grounds, including the diversity within these groups. What gaps exist?

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# Appendix 1

## Equality Impact Assessment Template

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### 3. DATA AND INFORMATION QUESTIONS (continued)

#### Content of information and data

7a. Does the quantitative data suggest that any groups across any of the nine grounds are under-represented among those who *seek access* to activities that would come within the scope of the plan, programme or policy? Does it suggest this for any subgroups?

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*If yes:*

- which groups or subgroups?
- for each group or subgroup, what information do you have as to why this is the case?

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**3. DATA AND INFORMATION QUESTIONS (continued)**

7b. Does the quantitative data show that any groups across any of the nine grounds are under-represented among those who *participate* in the activities within the scope of the plan, programme or policy? Does it suggest this for any subgroups?

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*If yes:*

- which groups or subgroups?
- for each group or subgroup, what information do you have as to why this is the case?

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## Appendix 1 Equality Impact Assessment Template

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### 3. DATA AND INFORMATION QUESTIONS (continued)

7c. Does the quantitative data suggest that any groups across any of the nine grounds are under-performing in their *attainments, achievements or other outcomes* in the activities that come within the scope of the plan, programme or policy? Does it suggest this for any subgroups?

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*If yes:*

- which groups or subgroups?
- for each group or subgroup, what information do you have as to why this is the case?

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8a. Does the qualitative information or data show any patterns of under-representation or underachievement in access to, participation in or outcomes from activities within the scope of the plan, programme or policy?

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8b. Does the qualitative information or data show that any groups across any of the nine grounds experience any barriers in relation to activities that come within the scope of the plan, programme or policy? Does it suggest this for any subgroups?

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**Appendix 1**  
**Equality Impact Assessment Template**

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**3. DATA AND INFORMATION QUESTIONS (continued)**

**Implications of information and data**

9. Is there a difference between the quantitative and qualitative information or data?

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*If so, how can this be reconciled?*

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10. Do you know why groups that are under-represented or are underachieving are doing so?

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11a. What particular needs for each of the groups and their individual members across the nine grounds can be identified?

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**3. DATA AND INFORMATION QUESTIONS (continued)**

11b. What particular barriers do each of the groups and their individual members across the nine grounds face?

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11c. What are the particular issues that make it more difficult for any of the groups and their individual members to achieve access, participation and outcomes from activities with the scope of the plan, policy or procedure?

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11d. Are there particular issues that need to be addressed to ensure a reasonable accommodation for people with disabilities?

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## Appendix 1 Equality Impact Assessment Template

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### 4. ASSESSING IMPACT

12a. Is the plan, programme or policy free from any form of discrimination on all of the nine grounds named in the equality legislation? Does it ensure that none of the groups covered by the nine grounds are put at a particular disadvantage?

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12b. *If no*, what changes are required to the plan, programme or policy to eliminate this discrimination?

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.....

13a. Does the plan, programme or policy adequately provide for the practical implications of diversity across the nine grounds? Does it ensure that reasonable accommodation is made for people with disabilities?

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13b. *If no*, what changes can you make to the proposed design of the plan, programme or policy to cater for diversity while still meeting the objective established for the plan, programme or policy?

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**4. ASSESSING IMPACT (continued)**

14a. Does the plan, programme or policy contribute to achieving equality for groups and their individual members who experience inequality?

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14b. *If no*, what changes can you make to the proposed design of the plan, programme or policy to promote equality, while still meeting the objective established for the plan, programme or policy?

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## Appendix 2

### Summary of Equality Legislation

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The two main pieces of legislation governing equality are the Employment Equality Acts and the Equal Status Acts.

#### Why do the Acts exist?

- To promote equality;
- To prohibit discrimination (with some exemptions) across the nine grounds;
- To prohibit sexual harassment and harassment;
- To prohibit victimisation;
- To require appropriate measures for people with disabilities; and
- To allow positive action measures across the nine grounds.

#### What are the nine grounds?

1. **The gender ground:** Being a man or a woman or a transsexual person<sup>1</sup>.
2. **The marital status ground:** Being single, married, separated, divorced or widowed.
3. **The family status ground:** Being a parent of a person under 18 years or the resident primary carer or a parent of a person with a disability; under the Equal Status Acts it also includes people who are pregnant.
4. **The sexual orientation ground:** Being homosexual, bisexual or heterosexual;
5. **The religion ground:** Covers people of different religious beliefs, backgrounds, or outlooks and includes people of no religion.
6. **The age ground:** Generally, this applies to people over 18. In employment, it covers people over the legal school leaving age, which is currently 16.
7. **The disability ground:** This is broadly defined including people with physical, intellectual, learning, cognitive or emotional disabilities and a range of medical conditions.
8. **The race ground:** Covers race, skin colour, nationality, and national or ethnic origin.
9. **The Traveller community ground:** People who are commonly called Travellers, who are identified both by Travellers and others as people with a shared history, culture and traditions, identified historically as a nomadic way of life on the island of Ireland.

#### Discrimination

Discrimination is prohibited. Discrimination has a specific meaning in the Employment Equality Acts and the Equal Status Acts. Discrimination is defined as the treatment of a person in a less favourable way than another person is, has been or would be treated in a comparable situation on any of the nine grounds which exists, existed, may exist in the future, or is imputed to the person concerned. The instruction to discriminate is also prohibited.

There are different types of discrimination covered by the Acts including indirect discrimination, discrimination by imputation and discrimination by association.

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<sup>1</sup> The European Court of Justice held that discrimination against a transsexual constitutes discrimination on the ground of sex.

Indirect discrimination happens where there is less favourable treatment in effect or by impact. It happens where people are, for example, refused employment or training not explicitly on account of a discriminatory reason but because of a provision, practice or requirement which they find hard to satisfy. If the provision, practice or requirement puts people who belong to one of the grounds covered by the Acts at a particular disadvantage then the employer will have indirectly discriminated, unless the provision is objectively justified by a legitimate aim and the means of achieving that aim are appropriate and necessary.

Discrimination by association happens where a person associated with another person (belonging to a specified ground) is treated less favourably because of that association.

#### What are harassment and sexual harassment?

Harassment and sexual harassment are prohibited in employment and vocational training, and in the provision of goods and services, education and accommodation.

**Harassment** is any form of unwanted conduct related to any of the discriminatory grounds.

**Sexual harassment** is any form of unwanted verbal, non-verbal or physical conduct of a sexual nature.

In both cases, it is conduct that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person. Unwanted conduct may include acts, requests, spoken words, gestures or the production, display or circulation of written words, pictures or other material.

#### Victimisation

Victimisation is prohibited. It occurs where adverse treatment is made by an employer, by a provider of vocational training, by a provider of goods and services or accommodation, or by an educational establishment as a reaction to a complaint of discrimination being made under the legislation.

#### Vicarious liability

VECs are liable for anything done by an employee in the course of his or her employment, unless the VEC can prove that it took reasonably practicable steps to prevent the discrimination. Such steps would include having policies and procedures in place that deal with discrimination, harassment, sexual harassment and victimisation, and that establish what is to be done if such incidents arise.

## Appendix 2

### Summary of Equality Legislation

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#### The Employment Equality Acts 1998 and 2004

##### What areas of employment are included?

- Vocational training and work experience
- Advertising
- Equal pay
- Access to employment
- Terms and conditions of employment
- Classification of posts
- Promotion or re-grading
- Dismissal
- Collective agreements

##### Who do the acts apply to?

- Vocational training bodies (e.g., Vocational Education Committees)
- Full-time, part-time and temporary employees
- Public and private sector employment
- Employment agencies
- Trade unions and professional and trade bodies.

The Acts also extend to the self-employed, partnerships and people employed in another person's home.

##### Disability related requirements

As employers and as providers of vocational training<sup>2</sup>, VECs are required to take appropriate measures to enable a person who has a disability

- to have access to employment or to a vocational training course;
- to participate or advance in employment; or
- to undertake training,

unless the measures would impose a disproportionate burden on the employer or provider of vocational training.

##### Exemptions

A number of exemptions apply to specific grounds and to specific employments. These are set out in the Equality Authority's information booklet *The Employment Equality Acts 1998 and 2004*.

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<sup>2</sup> The equivalent requirement in relation to services provided by a VEC, apart from vocational training, is covered by the Equal Status Acts – see the subsection entitled 'Disability related requirements' in the section of the Equal Status Acts below.

## The Equal Status Acts 2000 to 2004

### What do the Acts cover?

The Equal Status Acts 2000 to 2004 cover

- buying and selling a wide variety of goods;
- using or providing a wide range of services;
- obtaining or disposing of accommodation; and
- provision by educational establishments.

There are also separate provisions on discriminatory clubs.

People cannot discriminate (subject to certain exemptions) when they are providing goods and services to the public (or a section of the public). This applies whether these are free or where the goods and services are sold, hired, rented or exchanged. Access to and the use of services is covered.

### Educational Establishments

There are specific provisions in the Equal Status Acts concerning provision by educational establishments. This covers pre-school services, primary or post-primary schools, adult, continuing or further education, universities or other third-level or high-level institutions. It includes public and private educational establishments.

An educational establishment shall not discriminate in relation to

- the admission or the terms or conditions of admission;
- the access of any student to any course, facility or benefit;
- any other term or condition of participation; or
- the expulsion of a student or other sanction.

Some exemptions apply to provision by educational institutions. More detailed information on the specific provisions in the Equal Status Acts as they apply to schools is set out in the joint Equality Authority – Department of Education and Science information booklet *Schools and the Equal Status Acts*.

There is a presumption of mainstreaming for students with disabilities. The Acts allow educational establishments to treat students with disabilities differently (apart from reasonable accommodation subject to a nominal cost exemption) only if the disability makes it impossible to provide educational services to other students or if the disability has a seriously detrimental effect on that provision.

### Disability related requirements

When providing services in areas other than vocational training, VECs must do all that is reasonable to accommodate the needs of a person with a disability<sup>3</sup>. This reasonable accommodation involves providing special treatment or facilities in circumstances where, without these, it would be impossible or unduly difficult to avail of the goods, services, accommodation, etc. However, VECs are not obliged to provide these

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<sup>3</sup> The equivalent provision in relation to vocational training by VECs is covered by the Employment Equality Acts – see the subsection entitled ‘Disability related requirements’ in the section of the Employment Equality Acts above.

## Appendix 2

### Summary of Equality Legislation

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special facilities or treatment when this costs more than what is called a nominal cost. What amounts to nominal cost will depend on the circumstances, such as the size and resources of the VEC involved. If the State provides grants or aids for assisting in providing special treatment or facilities, there is an onus on the VEC to avail of these grants.

#### Exemptions

A number of exemptions in relation to the general application of the Equal Status Acts apply to specific grounds and to specific aspects of service provision. These are set out in the Equality Authority's information booklet *The Equal Status Acts 2000 to 2004*.

## Appendix 3

### Illustrative example of data and information collection<sup>4</sup>

This appendix provides an adapted example of data and information gathering done as part of an equality impact assessment process on a national strategy related to the labour market. It is provided here for illustrative purposes to demonstrate one approach to gathering data and information for an equality impact assessment.

#### Women

##### Identity

Women have traditionally been more economically dependent than men. Some women now play multiple roles while continuing to have primary responsibilities for care.

##### Situation

Women have a lower labour force participation rate and employment rate than men.

- According to the Quarterly National Household Survey (QNHS), of the 366,000 workers who worked less than 30 hours per week in the first quarter of 2007, 293,200 or 80% were women. (CSO, *QNHS, First Quarter, 2007*)
- In 2002 less than half (44.4%) of mothers with at least one child under 3 years were in employment. This rises to 51% when mothers on parental leave are included: 25.6% worked full-time, 18.8% worked part-time and 6.6% were on parental leave. (OECD, *Babies and Bosses: Reconciling Work and Family Life, Volume 2, Austria, Ireland and Japan, 2003*)
- Among mothers of children aged 3 to 6 years, 30.9% were in full-time employment while 21.3% were in part-time employment. Among mothers with children aged 6 to 16 years, 51.1% were in employment, of which 22% were employed full-time and 29.1% were employed part-time. (OECD, *Babies and Bosses: Reconciling Work and Family Life, Volume 2, Austria, Ireland and Japan, 2003*)
- Many women leave the workforce, at least temporarily, to assume caring responsibilities, thereby lowering their overall employment and labour force participation rates. This reflects the gendered division of caring responsibilities, plus the limited provision of quality and affordable childcare. (CSO, *Men and Women in Ireland 2006, 2006* and Congress, *Congress Report on Survey of Childcare Practices, 2005*)
- Women's hourly earnings are substantially lower than those of men. In March 2003 average hourly earnings across all sectors of the economy were €16.41. Male employees earned an average of €17.74 per hour, while women earned €14.93. Weekly earnings averaged €566.51 for all employees, with men earning €665.05 per week and women earning €456.49 per week. Men earned more than women in all sectors of the economy. (CSO, *National Employment Survey 2003*)
- Women's earnings start to decline at an earlier age than men's. Men's earnings start to decrease when they are in the 55–59 years age bracket, whereas

<sup>4</sup> This appendix draws on *Poverty and Inequality: Applying an Equality Dimension to Poverty Proofing*, Dublin: Equality Authority and Combat Poverty Agency, 2003.

## Appendix 3

### Illustrative example of data and information collection

women's start to fall in the 45–49 years age bracket. (OECD, *Ageing and Employment Policies in Ireland*, 2006)

- Women are often in a dependant situation because of the structure of the welfare system, their lower earning capacity in the labour market and their traditional role as carers. (Combat Poverty Agency, *Submission on the National Action Plan against Poverty*, 2005)
- Two thirds (66.5%) of male early school leavers were employed, compared with 40.5% of their female counterparts. In addition, 46.2% of female early school leavers were classified as economically inactive compared with 15.1% of men. (CSO, *QNHS Special Module on Educational Attainment*, 2005)
- Women are under-represented in decision-making structures: in 2006 women represented 14% of TDs in Dáil Éireann, 34% of the members of State Boards and less than 20% of local and regional authority members. (CSO, *Men and Women in Ireland 2006*, 2006)

#### Experience

- Workplace discrimination is the most common type of discrimination reported by women. (CSO, *QNHS Special Module on Equality*, 2005)
- Many more women than men seek flexible work arrangements. However, given the relative lack of such flexible and family-friendly working arrangements in Ireland, this primarily means that women seek part-time work. Less than half (40%) of mothers eligible for parental leave take this up. The corresponding figure for fathers is 5%. (OECD, *Babies and Bosses: Reconciling Work and Family Life, Volume 2, Austria, Ireland and Japan*, 2003) Fewer than 5% of those not in the labour force due to 'looking after home and family' are men. (CSO, *Census 2006, Principal Socio-Economic Results*)

## Men

#### Situation

- Young men are at a higher risk of early school leaving than young women. In 2005, 61.6% of 54,600 early school leavers (classified as those aged 18 to 24 years whose highest level of education is lower secondary or below) were young men. This comprises 14.5% of all men aged 18 to 24 years. In comparison, 9.3% of all women in this age group were early school leavers. (CSO, *QNHS Special Module on Educational Attainment*, 2005)

## Older People

#### Identity

Older people are moving towards the latter phase of their working lives and may experience a reduction in their level of income and diminished access to services.

## Situation

- In the EU context, Ireland has a relatively high employment rate among older people, particularly those aged 55 to 64 years. In 2005, the employment rate among those aged 55 to 64 in all 25 EU States stood at 42.4%, while in Ireland this stood at 51.6%. (See <http://epp.eurostat.ec.europa.eu>)
- Labour force participation falls significantly from the age of 55 onwards. It decreases from 77% among the 45–54 age group to 62.7% for the 55–59 age group and to 44.9% for the 60–64 age group. (CSO, *QNHS, Quarter 1, 2007*)
- Older workers are much more likely to be self-employed than workers under the age of 50. (Russell, H. and Fahey, T., *Ageing and Labour Market Participation*, Equality Authority, 2004)
- In a survey undertaken by the National Council for Ageing and Older People (NCAOP), approximately seven out of ten older people in work expressed a preference for a gradual and flexible retirement that allows them to remain in the work force past 65 years of age. Over one quarter (26%) of those who were not in the labour force wished to take up work. (NCAOP, *An Age Friendly Society: A Position Paper*, 2005)
- Participation in organised non-formal education wanes with age: 17% of 25 to 34 year olds and 18.2% of 35 to 44 year olds participated in this form of education between March and May 2003, in comparison with 7.9% of those aged 60 to 64 years and 3.3% of those aged 65 or over. (CSO, *QNHS Special Module on Lifelong Learning*, 2003)
- Despite the expansion in the provision of workplace training, the incidence of training among older workers at 5% is far lower in Ireland than many other European countries. (OECD, *Ageing and Employment Policies in Ireland*, 2006)
- One in five (20.1%) persons aged 65 years or over falls below the 60% poverty line, after social transfers. (CSO, *EU Survey on Income and Living Conditions (EU-SILC)*, 2005)
- Many older people live in houses that are no longer suitable to meet their needs, even though they may be worth significant amounts of money. (National Council on Ageing and Older People, *Ageing in Ireland, Fact File No. 5*, 2001)
- Housing disadvantage or deprivation is more common among older people. (National Council on Aging and Older People, *Ageing in Ireland, Fact File No.5*, 2001)

## Experience

- The legal work of the Equality Authority provides an indication of the significant barriers posed by ageism for older people in the workplace and in service provision: in 2006, 14% of the Equality Authority case files related to the age ground and employment and service provision.

## Younger People

### Identity

Young people are in a learning phase of life and in the younger years are more economically dependent than adults.

## Appendix 3

### Illustrative example of data and information collection

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#### Situation

- One quarter (27.8%) of all 15 to 19 year olds are in the labour market. (CSO, *QNHS, Quarter 1, 2007*).
- Children are much more likely than adults to experience consistent poverty. In 2005, 10.2% of children (0–14 years) lived in consistent poverty at the 60% line. The corresponding figure for those aged 15–64 years was 6.5%, while for those aged 65+ it was 3.7%. (CSO, *EU Survey on Income and Living Conditions (EU-SILC), 2005*)
- Although the nature, causes and extent of youth homelessness are largely unexplored, there is evidence to show that Traveller children and young people who have spent time in care are disproportionately represented in homeless figures. (Costello, L., *A Literature Review of Children's Well-Being*, paper prepared for Combat Poverty Agency, 1999)
- Many young people experience difficulties in the education system arising from socio-economic factors and inequalities in its structure and delivery. These include inadequate income and poor housing conditions, the costs associated with participation in education and a lack of resources to adequately meet the needs of young people with learning difficulties. (Combat Poverty Agency, *Submission to The National Anti-Poverty Strategy Working Group on Educational Disadvantage, 2001*)

#### Experience

- Young people experience negative stereotyping. Perceptions of irresponsibility can limit access for young people to decision making and to resources. (Maurice Devlin, *Inequality and the Stereotyping of Young People*, Equality Authority, 2006)

## Carers

#### Identity

Carers provide help and support with basic tasks on a regular, unpaid basis to family members, relatives or friends who require this help due to disability, old age or long-term illness that precludes or restricts the carer's opportunities to engage in other social and economic roles. Women account for 62% of carers and men for 38%. (CSO, *Census 2006, Principal Socio-Economic Results*) Carers are drawn from all age and ethnic groups, and include people who themselves are older or have a disability. (CSO, *Census 2002, Volume 10: Disability and Carers, 2004*)

#### Situation

- In 2002 almost 83,500 of the 148,754 carers recorded in the Census were in the labour force, of which just over 76,500 were in employment. (CSO, *Census 2002, Volume 10: Disability and Carers, 2004*)
- Using the ILO measure, 85,154 of carers of working age were in employment. (CSO, *Census 2002, Volume 10: Disability and Carers, 2004*)
- Thirty-nine per cent of carers are in full-time employment, with a further 13% in part-time employment. (Cullen, K., Delaney, S. and Duff, P., *Caring, Working and Public Policy, 2004*)

- Male carers have a significantly higher employment rate (78%) than female carers (55.9%). (Cullen, K., Delaney, S. and Duff, P., *Caring, Working and Public Policy*, 2004)
- The number of hours' care provided varies with employment status, with the majority of employed carers (68%) providing between one and 14 hours care per week. (Cullen, K., Delaney, S. and Duff, P., *Caring, Working and Public Policy*, 2005) However, 17% of employed carers of working age provide a minimum of 43 hours of care per week. (CSO, *Census 2002, Volume 10: Disability and Carers*, 2004)
- Two-thirds of those providing 43 hours or more of care per week, and therefore more likely to experience difficulties in combining work and caring, are women. (CSO, *Census 2006, Principal Socio-Economic Results*)
- Research in the UK has found evidence of negative impacts of caring responsibilities on the educational experiences of young carers, with between one-quarter and one-third of young carers having difficulties with school attendance and academic achievement. (*Implementing Equality for Carers*, Equality Authority, 2005; see also: Lodge A. and Lynch K., *Diversity at School*, IPA 2004)

#### Experience

- Managing working and caring responsibilities is a juggling act and there is little workplace provision for combining these roles (Equality Authority, *Implementing Equality for Carers*, 2005).
- Working carers are often under considerable strain that is detrimental to both their employment and their caring role. This situation also has negative impacts for those being cared as there are few alternative sources of care available to them. (Cullen, K., Delaney, S. and Duff, P., *Caring, Working and Public Policy* 2005)

### Lone Parents

#### Identity

Many lone parents have sole responsibility for the care of their children. This has a significant impact on their poverty levels and labour market experiences. The majority (88.5%) of lone parents are women.

#### Situation

- Lone parents have a low employment rate, with less than half (47%) in employment. (CSO, *QNHS, Quarter 1, 2007*)
- Among lone parents, those whose children are over 15 years of age have the highest rate of employment (37.7%), followed by those who have no pre-school children and have at least one child aged 5 to 14 and at least one child aged 15 or over (22.7%). (CSO, *QNHS, Quarter 1, 2007*)

## Appendix 3

### Illustrative example of data and information collection

- At 10.6%, fewer lone parents participated in organised non-formal education than those who were part of a couple, who have a participation rate of 14.5%. (CSO, *QNHS Special Module on Lifelong Learning, 2003, Revised Data*)
- Closely related to their low employment rate, lone parent households experience levels of consistent poverty that are almost four times higher than that of all households. (CSO, *EU Survey on Income and Living Conditions (EU-SILC), 2005*)
- More than one in four (27.2%) people living in lone parent households experience consistent poverty in comparison to 7.0% in the population as a whole. (CSO, *EU Survey on Income and Living Conditions (EU-SILC), 2005*)

#### Experience

- The vast majority of lone parents are women and, therefore, share many of the experiences outlined for women above. The impact of these, however, is felt more acutely in those lone parent households where there is no second adult earning an income, providing unpaid childcare or sharing domestic responsibilities to even a limited extent. (CSO, *Men and Women in Ireland 2006, 2006*)

## People with Disabilities

#### Identity

People with disabilities are operating within a disabling social, cultural, economic and physical environment. They also have diverse needs, based upon diverse levels and types of impairment.

#### Situation

- The QNHS for the first quarter of 2004 shows that 37.1% of people with a disability are in work compared to 67% of those with no disability. This employment gap of 29.9% between people with and people without a disability has increased from 27.9% in the first quarter of 2002. (CSO, *QNHS Special Module Disability Update, 2004*)
- The employment gap between people who have a disability but have no difficulty working and those with no disabilities is also considerable at 25%: 45% of the former group are in employment compared with 70% of the latter group. (National Disability Authority, *Disability and Work: The picture we learn from official statistics, 2004*)
- The education participation rate for young people aged 15–19 years with a disability is 10% less than for their non-disabled counterparts. (National Disability Authority, *Disability and Work: The picture we learn from official statistics, 2004*)
- In 2001–2002, just 1% of the throughput of participants on FÁS mainstream vocational programmes were people with disabilities. (National Disability Authority, *Towards Best Practice in the Provision of Further Education, Employment and Training Services for People with Disabilities in Ireland, 2003*)
- 24.3% of people who are chronically ill or disabled are at risk of poverty. In

addition, they are almost twice as likely (9.5% compared with 4.8%) to be in consistent poverty, that is, experiencing income poverty and material deprivation. (CSO, *EU Survey on Income and Living Conditions (EU-SILC)*, 2005) This arises from a low participation rate in employment and the additional costs associated with disabilities.

- State allowances for people with disabilities do not include disability related costs, which differ according to the type and severity of disability. These include the costs of higher insurance premiums, special dietary or heating requirements, aids and adaptations and health care. (National Disability Authority, *Indecon Report on the Cost of Disability*, NDA, 2004)

### Experience

- The lack of recognition of the additional difficulties and costs facing people with disabilities in entering and remaining in employment contributes to their low employment rate. (Combat Poverty Agency, *Facts and Figures on Poverty*, 1999)
- Travel costs are often higher due to the lack of appropriate public transport. Education and training may be inaccessible due to inaccessible buildings or the lack of provision for those with sensory impairments. (*Report of the Commission on the Status of People with Disabilities*, 1996)
- Work premises and standard work equipment are also often inaccessible and employers may be unwilling to make the necessary changes to accommodate employees or job seekers with a disability. Only 5% of people with a disability who are in employment report that their employer has provided assistance to enable them to work, although 19% of those without a job state that they would require such assistance. (National Disability Authority, *Disability and Work: The picture we learn from official statistics*, 2004)
- Misconceptions, misinformation, discrimination and inappropriate approaches to health and safety, insurance and work place support can also serve to exclude people with disabilities from employment and training. (*Report of the Commission on the Status of People with Disabilities*, 1996)
- Inequalities also arise from poor levels of awareness about disability issues, negative stereotyping of people with disabilities and patronising attitudes. (*Report of the Commission on the Status of People with Disabilities*, 1996)
- People with disabilities face added difficulties in education, arising from limited information on educational options and entitlements and a lack of resources to address particular needs. (*Report of the Commission on the Status of People with Disabilities*, 1996)
- People with a disability are much more likely to be placed in sheltered employment or an employment scheme than to enter open employment following a FÁS training scheme than their unemployed non-disabled counterparts. (National Disability Authority, *Disability and Work: The picture we learn from official statistics*, 2004)

## Appendix 3

### Illustrative example of data and information collection

#### Travellers

##### Identity

Travellers' culture has a nomadic dimension and includes its own symbols and values. Travellers have a means of communication, beliefs and practices distinct from the majority culture.

##### Situation

- The unemployment rate among Travellers is particularly high. Using the ILO classification, this stands at 39.2% overall: 45.1% for men and 30.5% among women. Using the PES classification, the overall unemployment rate stands at 69.5%: 73.4% among men and 62.5% among women aged 15 years and over. This is in comparison to unemployment rates in the general population of 5.7% (ILO classification) and 9% (PES classification). (CSO, *Census 2002, Volume 8: Irish Traveller Community*, 2004)
- Travellers have low levels of formal education and low levels of participation in formal training.
- The majority of Travellers (67.9%) whose education had ceased had either no formal education or primary level only. (CSO, *Census 2002, Volume 8: Irish Traveller Community*, 2004)
- There are nearly 1,000 Traveller families still living on the roadside in difficult conditions. (Pavee Point, *Accommodation Fact Sheet*)
- Income generation through self-employment, particularly in the Traveller economy, is the preferred option of many Travellers. However, there is a lack of supports for traditional Traveller occupations and self-employment in the Traveller economy (*Report of the Task Force on the Travelling Community*, 1995).
- There are few transient sites to facilitate Travellers' nomadic way of life.

##### Experience

- Travellers can experience attitudinal and organisational barriers based on racism (*Report of the Task Force on the Travelling Community*, 1995).
- The distinct identity of the Traveller community and its place in Irish society is often neglected in the school curriculum and ethos. For many Travellers, therefore, formal education is seen to work against, rather than with, their distinct values and culture. Travellers experience difficulties in education and training institutes arising from a lack of appropriate and intercultural curricula. (*Report of the Task Force on the Travelling Community*, 1995).
- Research indicates that many Travellers are interested in taking up mainstream employment. Discrimination by employers, which is often masked in terms of lack of qualifications, means that integration in the labour market is difficult for Travellers to achieve. (Pavee Point, *Job Vacancies – Vacant Jobs, Traveller Inclusion in the Mainstream Labour Market*, 2000)
- Equality Authority case work under the Equal Status Acts 2000–2004 points to high levels of discrimination alleged by Travellers in the provision of goods and services. In 2006, just under a quarter of the Equality Authority's legal case files under these Acts were on the Traveller ground. (Equality Authority, *Annual Report 2006*, 2007)

## Black and Other Minority Ethnic Groups

### Identity

Black and other minority ethnic groups have their own means of communication, beliefs, values and practices distinct from the majority culture. Linguistic, cultural and religious differences are relevant between different ethnic groups.

### Situation

- Many refugees and migrants that access employment do so at a level below their capacity (WRC Social & Economic Consultants, *Accommodating Diversity in Labour Market Programmes*, Equality Authority, 2003)
- Some Black and minority ethnic groups find it difficult to secure private rented accommodations due to high costs, the reluctance on behalf of some landlords to accept rent allowance, language barriers, and/or discrimination. (Watt, P., *Refugees and Asylum Seekers in Ireland: the Potential of Community Development Strategies*, a report to the Combat Poverty Agency, 1998)
- Asylum seekers in direct provision of accommodation can be required to live in accommodation conditions that can make studying, including doing school homework, difficult. (Lodge, A. and Lynch, K., *Diversity at School*, IPA 2004)

### Experience

- 15.4% of those from Black and minority ethnic backgrounds reported that they had experienced workplace discrimination, including in work-search activities. (CSO, *QNHS Special Module on Equality*, 2005)
- Although not adequately quantified, racist attacks and discrimination are part of the experience of many Black and minority ethnic groups.
- A lack of recognition of their language and cultural differences faces many refugees and migrants.
- Factors such as racism and discrimination contribute to an increased poverty risk and exclusion for ethnic minorities (*Building an Intercultural Society*, Equality Authority, 2002).
- For many migrants their qualifications are not recognised by Irish education, training and professional bodies or by employers. Many migrant workers are, therefore, underemployed or in low-skilled and low-paid jobs.

## Lesbians and Gay Men

### Identity

Lesbians and gay men are attracted to and may form relationships with people of the same gender. Although lesbians and gay men may constitute up to six per cent of any given population, many feel compelled to hide their identity to avoid prejudice and discrimination.

### Situation

- There is currently very limited quantitative data on the circumstances of lesbian and gay people in Ireland.
- The 2006 Census, however, did record 2,090 cohabiting same-sex couples, up from 1,300 recorded in the 2002 Census. This is likely to reflect the impact

## Appendix 3

### Illustrative example of data and information collection

of changes in Irish society (including equality legislation), which have empowered increasing numbers of people to disclose or 'come out'.

- Continuing levels of stigma attached to sexual orientation means that the stated figures significantly underestimate the number of couples. (Equality Authority, *Implementing Equality for Lesbians, Gays and Bisexuals*, 2002)
- A major national survey published by the Department of Health and Children and the Crisis Pregnancy Agency found that 2.7% of men and 1.2% of women self-identify as gay, lesbian or bisexual and 5.3% of men and 5.8% of women report some same-sex attraction. (Layte, R., McGee, H., et al., *The Irish Study of Sexual Health and Relationships*, Department of Health and Children, 2006)
- Research in Northern Ireland found that lesbian and gay youth were
  - at least three times more likely to attempt suicide;
  - two and half times more likely to self harm;
  - five times more likely to be medicated for depression; and
  - twenty times more likely to suffer from an eating disorder than their heterosexual counterparts.

(Department of Education Northern Ireland & YouthNet, *The ShOut Report*, 2004)

#### Experience

- In employment, many lesbians and gay men hide their sexuality and do not apply for jobs for which they are qualified, for fear of discrimination by employers and co-workers. (Equality Authority, *Implementing Equality for Lesbians, Gays and Bisexuals*, 2002)
- Many do not benefit from the same employment benefits offered to their heterosexual colleagues, such as pension rights and leave to care for their partner and family members. (Equality Authority, *Implementing Equality for Lesbians, Gays and Bisexuals*, 2002)
- Homophobic bullying is a serious and pervasive problem in schools. In a recent survey of second-level schools, almost 80% of teachers were aware of bullying where homophobic terms were used and 90% of teachers stated that their school anti-bullying policy made no reference to this form of bullying. (Norman, J., Galvin, M. and McNamara, G., *Straight Talk: Researching Gay and Lesbian Issues in the School Curriculum*, 2006)
- The problems encountered by lesbian and gay people in the education system include bullying and harassment, isolation, depression and poor self-esteem. In some cases, this led to poor educational attainment and early school leaving. (Equality Authority, *Implementing Equality for Lesbians, Gays and Bisexuals*, 2002)
- As a result of the barriers they face or perceive in approaching services, many lesbian and gay people rely on lesbian and gay community organisations that are under-funded and unrepresented in key social inclusion and community development programmes. (Equality Authority, *Implementing Equality for Lesbians, Gays and Bisexuals*, 2002)

## Appendix 4

### Useful organisations

#### National organisations

##### Irish Vocational Education Association

McCann House  
99 Marlborough Road  
Donnybrook  
Dublin 4  
**Tel:** 01 496 6033  
**Web:** <http://www.ivea.ie>

##### Equality Authority

2 Clonmel Street  
Dublin 2  
**Tel:** 01 417 3333  
**Web:** <http://www.equality.ie>

#### National organisations representing people across the nine grounds

##### Gender

##### National Women's Council of Ireland

9 Marlborough Court  
Marlborough Street  
Dublin 1  
**Tel:** 01 878 7248  
**Web:** <http://www.nwci.ie/>

##### GIDI - Gender Identity Disorder Ireland

36 Rock Road  
Midleton  
Co Cork  
**Tel:** 021 463 8526

Carmichael Centre  
North Brunswick Street  
Dublin 7

32 Springfields  
Dooradoyle  
Limerick

**Web:** <http://www.gidi.ie>

##### TENI - Transgender Equality Network Ireland

c/o Outhouse  
105 Capel Street  
Dublin 1  
**Tel:** 085 147 7166  
**Web:** <http://www.teni.ie>

#### Family Status and Marital Status Grounds

##### Care Alliance Ireland

Coleraine House  
Coleraine Street  
Dublin 7  
**Tel:** 01 874 7776  
**Web:** <http://www.carealliance.ie/>

##### The Carers Association

"Prior's Orchard"  
John's Quay  
Kilkenny  
**Tel:** 056 772 1424  
**Web:** <http://www.carersireland.com>

##### Caring for Carers Ireland

Abbey Arcade  
Abbey Street  
Ennis  
Co. Clare  
**Tel:** 065 686 6515  
**Web:** <http://www.caringforcarers.org/>

##### One Family

Cherish House  
2 Lower Pembroke Street  
Dublin 2  
**Tel:** 01 662 9212.  
**Web:** <http://www.onefamily.ie>

##### One Parent Exchange Network

OPEN  
7 Red Cow Lane  
Smithfield  
Dublin 7  
**Tel:** 01 814 8860.  
**Web:** <http://www.oneparent.ie>

## Appendix 4

### Useful organisations

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#### Sexual Orientation

##### **Gay and Lesbian Equality Network**

Tower 1  
Fumbally Court  
Fumbally Lane  
Dublin 8  
**Tel:** 01 454 6663  
**Web:** <http://www.glen.ie>

#### Age

##### *Older people*

##### **Age & Opportunity**

Marino Institute of Education  
Griffith Avenue  
Dublin 9  
**Tel:** 01 805 7709  
**Web:** <http://www.olderinireland.ie>

##### **Age Action Ireland**

30–31 Lower Camden Street  
Dublin 2  
**Tel:** 01 475 6989  
**Web:** <http://www.ageaction.ie>

##### **The Irish Senior Citizens Parliament**

90 Fairview Strand  
Dublin 3  
**Tel:** 01 856 1234  
**Web:** <http://iscp.wordpress.com>

##### *Young people*

##### **National Youth Council of Ireland**

3 Montague Street  
Dublin 2  
**Tel:** 01 478 4122  
**Web:** <http://www.youth.ie>

#### Disability

##### **Inclusion Ireland**

Unit C2  
The Steelworks  
Foley Street  
Dublin 1  
**Tel:** 01 855 9891  
**Web:** <http://www.inclusionireland.ie>

##### **People with Disabilities in Ireland**

4th Floor Jervis House  
Jervis Street  
Dublin 1  
**Tel:** 01 872 1744  
**Web:** <http://www.pwdi.ie>

#### The Race Ground

##### **ENAR**

c/o Migrant Rights Centre Ireland  
55 Parnell Square West  
Dublin 1  
**Tel:** 01 889 7570

##### **The Irish Refugee Council**

88 Capel Street  
Dublin 1  
**Tel:** 01 873 0042

1 Bank Place

Ennis, County Clare

**Tel:** 065 68 22 026

**Web:** <http://www.irishrefugeecouncil.ie>

#### Traveller Community

##### **Irish Traveller Movement**

4–5 Eustace Street  
Dublin 2  
Ireland.  
**Tel:** 01 679 6577  
**Web:** <http://www.itmtrav.ie>

##### **Pavee Point**

46 North Great Charles Street  
Dublin 1  
**Tel:** 01 878 0255  
**Web:** <http://www.paveepoint.ie>

## Appendix 5

### Useful references

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## Appendix 5

### Useful references

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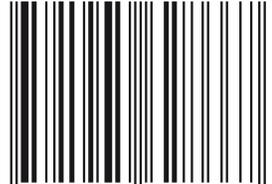


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