

Screening flowchart and template (taken from Section 75 of the Northern Ireland Act 1998 – A Guide for public authorities April 2010 (Appendix 1)).

Introduction

Part 1. Policy scoping – asks public authorities to provide details about the policy, procedure, practice and/or decision being screened and what available evidence you have gathered to help make an assessment of the likely impact on equality of opportunity and good relations.

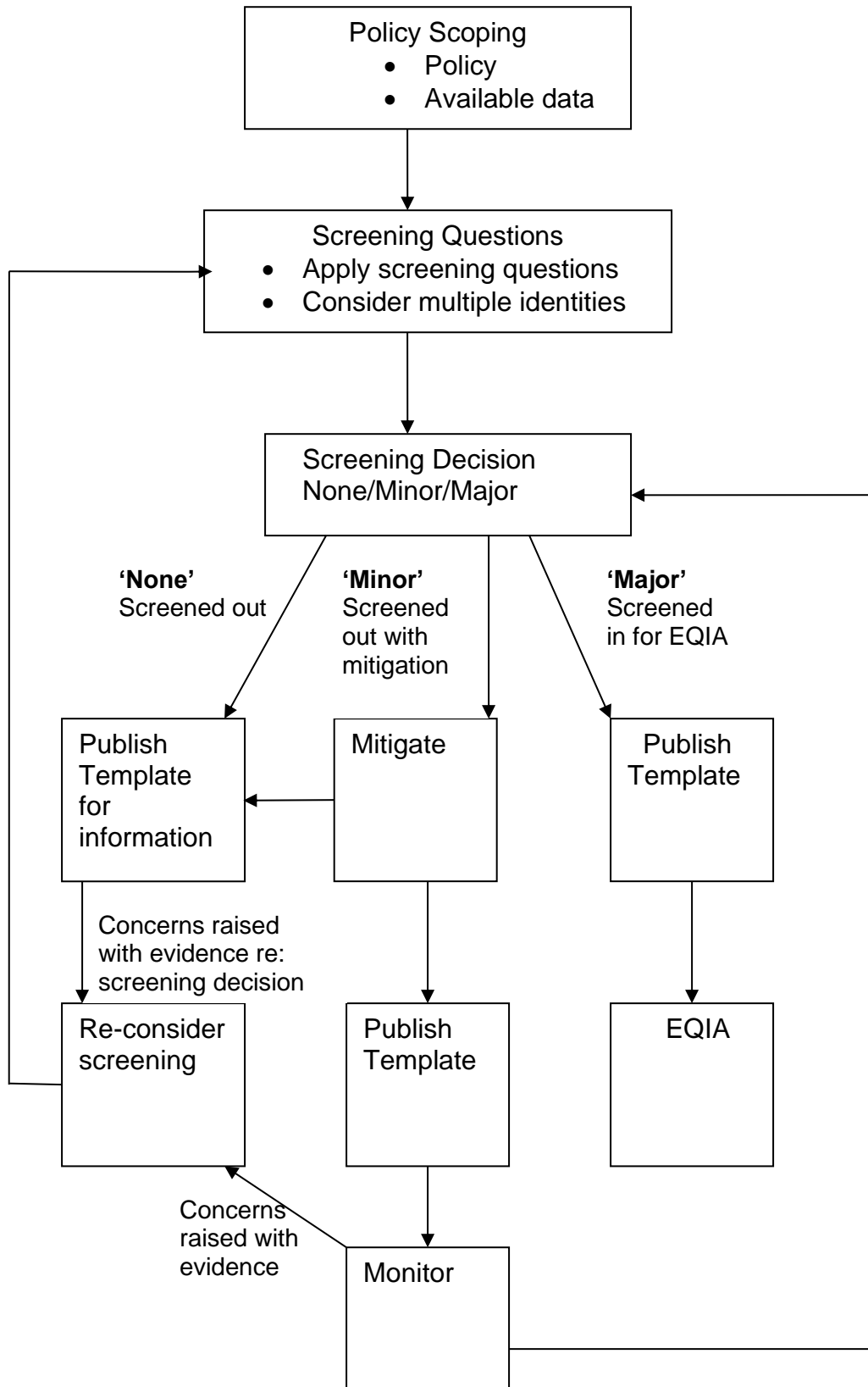
Part 2. Screening questions – asks about the extent of the likely impact of the policy on groups of people within each of the Section 75 categories. Details of the groups consulted and the level of assessment of the likely impact. This includes consideration of multiple identity and good relations issues.

Part 3. Screening decision – guides the public authority to reach a screening decision as to whether or not there is a need to carry out an equality impact assessment (EQIA), or to introduce measures to mitigate the likely impact, or the introduction of an alternative policy to better promote equality of opportunity and/or good relations.

Part 4. Monitoring – provides guidance to public authorities on monitoring for adverse impact and broader monitoring.

Part 5. Approval and authorisation – verifies the public authority's approval of a screening decision by a senior manager responsible for the policy.

A screening flowchart is provided overleaf.



Part 1. Policy scoping

The first stage of the screening process involves scoping the policy under consideration. The purpose of policy scoping is to help prepare the background and context and set out the aims and objectives for the policy, being screened. At this stage, scoping the policy will help identify potential constraints as well as opportunities and will help the policy maker work through the screening process on a step by step basis.

Public authorities should remember that the Section 75 statutory duties apply to internal policies (relating to people who work for the authority), as well as external policies (relating to those who are, or could be, served by the authority).

Information about the policy

Name of the policy

District Councils Community Planning Investment Programme

Is this an existing, revised or a new policy?

New

What is it trying to achieve? (intended aims/outcomes)

The purpose of this specific project is to:

Support the implementation of Community Planning across 11 Community Planning partnerships. As a Statutory Partner fully engaged in the Community Planning process led by each of the 11 District Council areas, Sport Northern Ireland (Sport NI) is committed to supporting the delivery of the actions identified and published within each of the plans. In addition to Sport NI staff time allocated to Community Planning, this investment of resource funding of up to £499,000 will primarily facilitate the achievement of the actions under the Health & Wellbeing theme by enabling projects to be delivered which aim to increase sustained participation in sport across Northern Ireland.

Sport NI see community planning as the opportunity to work collaboratively with partners to make the greatest impact at community level, prioritising those who are in greatest need. This investment will deliver projects in sport and physical activity right at the heart of the community, in areas Local Authorities have prioritised. alongside our community planning partners.

The new investment will further seek to make equality more central to district councils and deliver against Sport NI's current Corporate plan Outcome 1

Outcome 1: People adopting and sustaining participation in sport and physical activity.

Are there any Section 75 categories which might be expected to benefit from the intended policy?

If so, explain how.

YES

All Section 75 categories will benefit from the investment aiming to deliver outcome 1 and also outcome 2 of the Sport NI Corporate plan underpinned by the cornerstones, these are fair and transparent and that align Northern Ireland's investment programme with equivalent programmes across the UK and Ireland. This project will deliver benefits to the general population of Northern Ireland and in particular, this investment is aimed specifically at contributing to the delivery of district councils community plan. It encompasses both Urban and Rural areas in Northern Ireland encouraging participation in sport and active recreation.

The specific Section 75 groups expected to particularly benefit due to Sport Northern Ireland's cornerstones of inclusion and equality are:

- Men and specifically women
- Younger people, older people
- People with a disability
- BAME

Who initiated or wrote the policy?

Sport Northern Ireland

Who owns and who implements the policy?

Sport Northern Ireland

Implementation factors

Are there any factors which could contribute to/detract from the intended aim/outcome of the policy/decision?

YES

If yes, are they (please delete as appropriate)

Financial- With an initial budget of £120,000 we can support 3 councils. A successful outcome will depend on in-year virements of up to £499,000 to enable all 11 councils to be supported.

Legislative - Any positive action measures implemented under the scheme must at all times be mindful of statutory obligations under relevant statutes and including all anti-discrimination legislation

other, please specify _____

Main stakeholders affected

Who are the internal and external stakeholders (actual or potential) that the policy will impact upon? (please delete as appropriate)

Staff - Sport Northern Ireland

service users - All people who engage in sport and active recreation over the period of the project and those who can be provided with greater access to sporting opportunities through the delivery of the project

other public sector organisations - The Plan will be delivered along with potential public sector partners including local government, government departments, governing bodies, education bodies, community planning partners

voluntary/community/trade unions - Partnerships established may include delivery agents from across the voluntary and community sectors / disability sector

other, please specify _____

Other policies with a bearing on this policy

- what are they?

The District Councils Community Planning Investment will interact with a range of strategies, including:

- Office of the First Minister and Deputy First Minister: Programme for Government 2016-21 (OFMDFM owns this policy)
- TBUC; Promoting Equality, Tackling Poverty and Social Exclusion; Improving the Lives of People with a Disability (OFMDFM, various)
- Wellbeing in Sport Action Plan 2018-2023 (Department for Communities owns this)
- Department of Culture, Arts and Leisure: Sport Matters: The Northern Ireland Strategy for Sport and Physical Recreation 2009-19 (Department of Communities owns this policy)
- Sport NI Corporate Plan 2021 - 2026
- Section 75 of the Northern Ireland Act 1998 (OFMDFM owns this policy)
- Other SNI programmes/policies that the Plan will complement include: Various Capital Programmes, and Sports Systems Investment programme.
- Autism Strategy (2013 - 2020) and Action Plan (2013 - 2015) (DHSSSPS owns this)
- Children and Young People Manifesto 2012 (Children with Disabilities Strategic Alliance)
- Active Living: No Limits Strategy 2016-2021 (Multiple Owners
<http://www.sportni.net/sportni/wp-content/uploads/2016/10/Active-Living-No-Limits-Action-Plan-2016-2021.pdf>)
- DfC – Draft Business Plan 2019/20 (Department for Communities owns this)
- DoH Making Life Better – Strategic Framework 2013 – 2023 (Department of Health owns this)
- A Fitter Future for All – Obesity Strategy 2012 - 2022 (Cross Departmental)
- DOH - Physical and Sensory Disability Strategy and Action Plan (2012 - 2017) (Department of Health owns this)
- Disability Discrimination (Northern Ireland) Order 2006 extends the Disability Discrimination Act 1995
- S75 Northern Ireland Act and Disability Discrimination (Northern Ireland) Order 2006
- A Strategy to improve the lives of people with disabilities (2012 - 2017) (Department of Communities owns this)
- Northern Ireland Executive: Active Ageing Strategy (2016 - 2021)

- who owns them?

See above

Available evidence

Evidence to help inform the screening process may take many forms. Public authorities should ensure that their screening decision is informed by relevant data. The Commission has produced this guide to [signpost to S75 data](#).

What evidence/information (both qualitative and quantitative) have you gathered to inform this policy? Specify details for each of the Section 75 categories.

Religious belief evidence / information:

We do not have information available to provide a breakdown of the religious beliefs of those participating in sport.

The 2021/22 Continuous Household Survey (CHS) included questions on participation in sport. The tables at <https://www.communities-ni.gov.uk/system/files/publications/communities/engagement-culture-arts-heritage-sport-by-adults-in-northern-ireland-202122.ods> present the findings from these questions.

The associated tables present participation levels relating to the S75 categories of Religious background but only in relation to Catholic (43%), Protestant (42%) and Other (56%).

Political Opinion evidence / information:

We do not have information available to provide a breakdown of the political opinion of those participating in sport. _____

Racial Group evidence / information:

We do not have information available to provide a breakdown of the racial groups of those participating in sport.

Sport NI throughout 2021 took part in a collaborative study with the 4 other UK Sports Councils commissioned the tackling Race and racial inequality study.

<https://equalityinsport.org/docs/Tackling%20Racism%20and%20Racial%20Inequality%20in%20Sport%20Review%202021-%20Tell%20Your%20Story.pdf>

A key finding in relation to NI was the lack of availability of information and data of those participating in sport. Part of this report was the lived experience piece #Tellyourstory, this piece also states that:

'The final numbers provide sufficient data for the England analysis, and the in-depth 121 interviews conducted in Scotland, Northern Ireland and Wales gives some initial insights for these Countries. Low engagement may also indicate poor networks and relationships between the councils and local communities.'

Grassroots sport in NI: a summary of participation and potential challenges

<http://www.niassembly.gov.uk/globalassets/documents/cal/committee-motions/grassroot-and-elite-sports-facilities/3.grassroots-sport-in-ni-a-summary-of-participation-and-potential-challenges.pdf>

<https://equalityinsport.org/docs/Tackling%20Racism%20and%20Racial%20Inequality%20in%20Sport%20Review%202021-%20Tell%20Your%20Story.pdf>

Age evidence / information:

The 2021/22 Continuous Household Survey (CHS) included questions on participation in sport. The tables at <https://www.communities-ni.gov.uk/system/files/publications/communities/engagement-culture-arts-heritage-sport-by-adults-in-northern-ireland-202122.ods> present the findings from these questions.

The associated tables present participation levels relating to Age.

16-24 62%
25-34 58%
35-44 56%
45-54 46%

In the Equality Impact assessment of the Corporate Plan we reviewed academic and other sources pertaining to Age in NI and beyond on their experiences of sport.

(2018) The Children's Sport Participation and Physical Activity Study 2017- 2018 Ulster University, University College Dublin, University College Cork, University of Limerick.

The CSPPA 2017-18 survey was expanded to include a representative sample of Northern Ireland pupils allowing comparison between the two jurisdictions. CSPPA provides a detailed picture of children and young peoples' (10-18 years) participation in sport and physical activity in across seven domains including extracurricular sport, sport outside of school and sedentary behaviour. The determinants of participation in these activities were also explored. This report found that thirteen percent of Northern Irish children and youth met the recommended physical activity guidelines (20% primary school pupils, 11% post primary school pupils) of 60 minutes of moderate-to-vigorous physical activity (MVPA) per day. Fewer girls met the physical activity guidelines, compared to boys (10% vs. 16%). This gender difference was evident in both primary school (19% vs. 21%) and post primary school (7% vs. 14%) levels. Post-primary school girls had the lowest prevalence of meeting the physical activity guidelines, with only 7% obtaining ≥60 minutes of MVPA.

(2015) Kids Life and Times and Young Life and Times Survey

Kids Life and Times (KLT) & Young Life & Times Surveys (2015) which reported that 32% of P7 pupils were meeting physical activity guidelines compared to only 9% of 16 year olds. These findings suggest that there has been a decline in physical activity in P7 children in Northern Ireland with the KLT (2015) reporting that 32% of P7 children were achieving the recommended physical activity guidelines compared with only 23% in the current study's data

(2016) Young People and Sport In NI: A response to the 2015 Young Life and Times and Kids Life and Times surveys, Sport NI.

The available evidence consistently shows that participation in sport reduces with age

(2015) Marie H. Murphy, Niamh M. Murphy, Catherine Woods, Alan M. Neville, Aoife Lane, Prevalence and Correlates of Physical Inactivity in Community-Dwelling Older Adults in Ireland.

Females were over twice as likely to be inactive as their male counterparts (Odds Ratio 2.2). Increasing old age was associated with inactivity among males and females.

Marital Status evidence / information:

The 2021/22 Continuous Household Survey (CHS) included questions on participation in sport. The tables at <https://www.communities-ni.gov.uk/system/files/publications/communities/engagement-culture-arts-heritage-sport-by-adults-in-northern-ireland-202122.ods> present the findings from these questions.

The associated tables present participation levels relating to Marital Status.

Married/ Cohabiting 48%

Single 48%

Widowed 15%

Separated/ Divorced 31%

Sexual Orientation evidence / information:

We do not have information available to provide a breakdown of the sexual orientation of those participating in sport.

In our Corporate Plan consultation report we heard about:

The invisibility of narrative on Trans inclusion and sexuality, the lack of athletes who are comfortable to come out, and the cultural normalisation of homophobic micro aggressions and unreported/reported Hate Crime presents serious barriers to accessibility into the sporting system. We have some examples of single identity teams, which struggle to sustain themselves.

In the Equality Impact assessment of the Corporate Plan we reviewed academic and other sources pertaining to the LGBTQIA+ in NI and beyond on their experiences of sport.

(2016) OUTstanding in your field: Exploring the needs of LGB&T people in rural Northern Ireland, Rainbow Project. (2015) Through Our Eyes: The housing and homeless experiences of lesbian, gay, bisexual and trans people in Northern Ireland, by The Rainbow Project and Council for the Homeless NI. (2013) Through Our Minds: Exploring the emotional health and well being of lesbian, gay, bisexual and transgender people in Northern Ireland, by Malachai O'Hara. (2012) Multiple Identity; Multiple Exclusions and Human Rights: The experiences of people with disabilities who identify as Lesbian, Gay, Bisexual and Transgender people living in Northern Ireland, by Disability Action and The Rainbow Project. (2012) All Partied Out: Substance use in Northern Ireland's Lesbian, Gay, Bisexual and Transgender Community, by Eoin Rooney. (2011) Making this Home my Home: Making nursing and residential care more inclusive for older lesbian, gay, bisexual and/or transgender people, by AgeNI and The Rainbow Project. (2011) Left Out Of The Equation: A report on the experiences of lesbian, gay and bisexual young people at school, by Gavin Boyd. (2011) Through Our Eyes: Experiences of Lesbian, Gay & Bisexual People in the Workplace, by Matthew McDermott. (2009) Through Our Eyes: Perceptions and Experiences of Lesbian, Gay and Bisexual People towards Homophobic Hate Crime and Policing in Northern Ireland, by John O'Doherty.

We note the Department for Communities screening assessment on their Active Living Strategy.

The pre-consultation focus group meetings provided some anecdotal evidence and insight. These included:

- Access to facilities that offer exclusive access for certain groupings e.g. LGBT. Suitable changing facilities/regime
- Lack of understanding and knowledge of the needs of LGBTQ+ community
- People need to belong to be motivated to participate in a group – many don't and feel isolated because of their sexual orientation
- LGBTQ+ sometimes feel you are being judged if for example they go to a gym
- Transphobic abuse when walking. More comfortable walking in a different area
- Transgender issue is an issue across all sports

- Individual sessions with separate changing facilities for those from the trans community needed
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Men & Women generally evidence / information:

The 2021/22 Continuous Household Survey (CHS) included questions on participation in sport. The tables at <https://www.communities-ni.gov.uk/system/files/publications/communities/engagement-culture-arts-heritage-sport-by-adults-in-northern-ireland-202122.ods> present the findings from these questions.

The associated tables present participation levels relating to the S75 categories of Religious background but only in relation to Women (53%), Men (37%).

(2019) Sport NI Club Survey and Sporting Clubs Investment

Sports Club Membership Split 65% male, 35% female. Female representation is particularly low in the 19 to 49 age bracket where the split is 71% male, 29% female. Coaches: The survey returns show there are 10,559 coaches, an average of 13 coaches per club, split 69% male 31% female. Nearly a third (32%) of all coaches are men in the 31-49 age bracket whilst women in this age bracket account for only 11% of all coaches. A similar picture is found in the over 50s age bracket. Overall, the gender ratio for coaches is 2.2 males for every 1 female.

Disability evidence / information:

The 2021/22 Continuous Household Survey (CHS) included questions on participation in sport.

The tables at <https://www.communities-ni.gov.uk/system/files/publications/communities/engagement-culture-arts-heritage-sport-by-adults-in-northern-ireland-202122.ods> present the findings from these questions.

The associated tables present participation levels relating to Disability.

- Have a disability 29%
- Do not have a disability 52%

In the Equality Impact assessment of the Corporate Plan we reviewed academic and other sources pertaining to the LGBTQIA+ in NI and beyond on their experiences of sport.

(2015) Northern Ireland Assembly: Research and Information Service, Dr Dan Hull, Provision of sport for those with a disability

People with a disability in Northern Ireland exercise significantly less than those without a disability: 19% of people with disabilities participate regularly in physical activity, compared with 37% of non-disabled adults. Disability Sports NI has indicated that around 20% (or 360,000) of the population of Northern Ireland are considered to have a long-term limiting illness (currently used as a working definition of 'disability')

Dependants evidence / information:

The 2021/22 Continuous Household Survey (CHS) included questions on participation in sport. The tables at <https://www.communities-ni.gov.uk/system/files/publications/communities/engagement-culture-arts-heritage-sport-by-adults-in-northern-ireland-202122.ods> present the findings from these questions.

The associated tables present participation levels relating to Dependants.

Have dependants 49%

Do not have dependants 43%

Needs, experiences and priorities

Taking into account the information referred to above, what are the different needs, experiences and priorities of each of the following categories, in relation to the particular policy/decision?

Specify details of the needs, experiences and priorities for each of the Section 75 categories below:

Religious belief

The Sport NI Corporate Plan Consultation with Culturally diverse groups heard the following messages:

Being mindful of participation rates in activities that may be impacted as a result of race or cultural practices e.g., females from some faiths or beliefs cannot take part in gym classes or swimming in the presence of men and females are not permitted to use communal changing rooms. The need for organised female/ children only times and sessions to accommodate this and specific development officers to help support progression and motivate participants to stay engaged

Sport NI acknowledges that community background is often reflected in sporting activities and interests. The different needs of communities will continue to be recognised and reflected in the distribution of resources. In terms of representation, Sport NI will continue to recognise the element of personal choice in relation to individuals representing Northern Ireland, Ireland or UK in international sport.

We note the Department for Communities screening assessment on their Active Living Strategy highlights needs and experiences of this group

'Access to facilities on day/times to accommodate religious practices;

Being mindful of participation rates in activities that may be impacted as a result of cultural and religious practices e.g., females from some faiths or beliefs cannot take part in gym classes or swimming in the presence of men. The need for organised female only sessions to accommodate this'

Political Opinion

Sport NI acknowledges that community background is often reflected in sporting activities and interests. The different needs of communities will continue to be recognised and reflected in the distribution of resources. In terms of representation, Sport NI will continue to recognise the element of personal choice in relation to individuals representing Northern Ireland, Ireland or UK in international sport.

We note the Department for Communities screening assessment on their Active Living Strategy highlights needs and experiences of this group

'Facilities that are neutral territory or locally accessible.

Making sure people feel safe and secure when using any facility or venue or recreation space – free from any type of territorial markings etc. that might discourage people from using facilities'

Racial Group

Through the tackling Race and racial inequality study.

<https://equalityinsport.org/docs/Tackling%20Racism%20and%20Racial%20Inequality%20in%20Sport%20Review%202021-%20Tell%20Your%20Story.pdf>

Lived experience highlighted

"I work with the young people who are asylum seekers and refugees, and mainly they live on five pounds a day. So it's not possible for them to buy a tracksuit or even shoes or socks or even very basic sports gear. And actually, they love football." Young Footballer - Northern Ireland

"In a nutshell, I walked out of a first-class team because my coach was a racist and he had put me through hell for 18 months." Male Cricketer - Northern Ireland

The study summarised:

'In Scotland and Northern Ireland, we consider racism in sport exclusively and as an intersection with sectarianism. In Northern Ireland and, to a lesser extent Scotland the intersection of these phenomena affects ethnically diverse communities. Our forum facilitator described it as a "third wheel". Historically, the impact of racism was considered of secondary importance to sectarianism, in Northern Ireland these issues are invisible' The study found the communities of Northern Ireland the hardest to engage. Through a series of in-depth 1-2-1 interviews and several smaller group discussions, we pieced together the experience of racism for ethnically diverse sports participants. The Northern Ireland story of racism is nuanced by the long history of anti-Irish racism and the most recent struggles.

Clashes between communities have resulted in a closed, single identity community exhibiting high stress and anxiety levels. This translates to how racism might be expressed. The focus on Northern Ireland is community healing, but this does not include welcoming new ethnically diverse arrivals. People of colour, who look different represent a threat to identity, and ethnically diverse sports participants told stories of being actively excluded from day-to-day activities, sporting structures and performance pathways. These exclusionary practices are normalised.

The Sport NI Corporate Plan Consultation with Culturally diverse groups heard the following messages:

We heard from culturally diverse groups about the perceived and structural barriers into the sporting system, and most importantly some pragmatic solutions to overcome these barriers, from a signposting resource, to introductory vouchers, to single interest sporting social groups, to outreach and welcoming clubs, to increased development opportunities, to influencing role models, to diverse

leadership and representation, to awareness raising and training, to better social media engagement. More concerning, we heard of some of the lived experiences expressed also to the Race and Racial Inequality In Sport study and reported conscious bias and micro aggressions in sporting environments. We note the Department for Communities screening assessment on their Active Living Strategy highlights needs and experiences of this group, some of which are highlighted below:

Facilities that are neutral territory or locally accessible.

- Racial inequality in sports
- Lack of funding for ethnic minority sports and physical activities
- Lack of Refugees and Asylum Seekers integration programmes through sports
- Lack of capacity to develop grassroots sport
- Non-sustainability of sport groups due to lack of funding and capacity
- Underrepresentation of ethnic minority in government sports bodies/agencies

Being mindful of participation rates in activities that may be impacted as a result of race or cultural practices e.g., females from some faiths or beliefs cannot take part in gym classes or swimming in the presence of men and females are not permitted to use communal changing rooms. The need for organised female/ children only times and sessions to accommodate this and specific development officers to help support progression and motivate participants to stay engaged.

Age

During the corporate plan consultation with regards to children and young people comments were clear, cohesive and strong on this theme, calling for initial teacher training and CPD/support for teachers to be increased delivery hours and quality of PE (and embedding physical literacy). The Inspectorate Report recommends only two hours of core curriculum PE which is not met. There is a need to reduce the early stage focus from competition and ball sports to skill development across the PE curriculum range of sports, and to increase links to clubs. This came from a broad spectrum of consultees and from within education. There was also a call to regulate the external provision of PE in schools.

- The importance of PE in the curriculum in schools to raise standards of physical literacy in young people is a core enabler for outcome one and less directly outcome two. Consultation comments (and cited evidence) generally reflected on the declining levels of physical literacy in young people (Education consultees and general comments 50+).
- The reduction of optional PE to 16 hours within initial teacher training effects teachers' confidence and competence to deliver (Education consultees).
- The provision of high competitive sports provision in schools by governing bodies and clubs, for some pupils may intimidate further teacher's competence to deliver, e.g. PE curriculum gymnastics should be aimed at Fundamental Movement Skills than highly skilled bar work that coaches deliver.
- CPD provision for teachers with supporting resources should be developed by training universities and supported when appropriate by GBs (Curriculum Advisors for PE previously supported this) (Education consultees).
- The Inspectorate Report recommendation of two hours, now includes physical activity, and optional after school activities. Other requirements take precedent. (General sectoral reflections).

- The replacement of low skill physical activity may give children active opportunities but does not develop physical literacy in the same way the PE curriculum delivery should do, or the competencies required (Education consultees).
- Charges for after school PE or external providers excludes low income families from PE provision (S75 consultees and Education consultees).
- A focus on early selective ball games competition, renders other children to feel excluded from sport, often with an interest in other minority sports or skill development and this continues into post primary school with a competitive agenda (Education and S75 consultees and general comments).
- There needs to be better transition management between schools, after school clubs and sporting clubs for young people and families.

The involvement of young people at an organizational or coaching level of a sports club may contribute to a sense of belonging and value in the club and may go some way to tackling the age related decline in participation. The focus of sports clubs on competition at a young age and being overly serious may discourage those who do not feel good enough from participating. Sports clubs need to ensure that children of all abilities are welcome and that they provide positive and engaging recreational experiences with suitable support and coaching to enable young people to learn new skills and achieve their potential. 65% of primary and 58% of post primary school pupils participate in a combination of sport outside of school and extracurricular sport at least once per week, confirming the contribution these activities make to helping young people reach the recommended 60 minutes MVPA per day.

Whilst 16-year olds from less affluent background were least likely to say that a lack of time prevented them from being more active, they were disproportionately more likely to reference all other reasons, including: the cost involved; access to transport; the lack of knowledge about activities; and the lack of someone to go with to the activities. Sixteen-year olds – in particular 16-year old females – reported that a lack of time prevented them from taking part in more sport and physical activity, as also reported in 2015

We note the Department for Communities screening assessment on their Active Living Strategy highlights needs and experiences of this group

Access to facilities on day/times that suit. Safe facilities – well-lit etc

Older people:

- Accessibility issues including transport and lack of facilities in rural areas.
- Financial reasons - High Cost of public transport to and the cost of Sports and Physical Activity services e.g., would like to try golf but too expensive.
- Lack of promotion and advertising of available service and incentives - many service users are not aware of what is available in the sector.
- Low motivation, confidence and self-esteem, being afraid of going to gym and into changing areas and being judged negatively by others.
- Having no-one to go to classes with and feeling self-conscious about attending alone - it's easier in a group of people who know each other.
- Some walking clubs can be very regimented and cycling activities too competitive.
- Current COVID pandemic – loneliness and isolation at home.
- Current lack of changing/showering facilities. Have to arrive in sports gear.
- People with chronic pain are afraid to engage in any exercise in case it worsens their pain.
- Older men need more support to get engaged – getting out of the house

- Health issues can impact people engaging in activity- fear
- Need an advocate or buddy; better information and signposting
- Need support to get active from professionals that older people can trust
- Social interaction was as important as the physical exercise.
- Physiotherapists should be consulted more in recommending activities for people with chronic pain
- More fun/non-competitive classes should be available
- Need for older generation to obtain a digital knowledge to access online classes
- Provision of a volunteer led activity programme in care homes
- Population of older people is diverse and the needs of older people differ across age ranges, backgrounds, circumstances and communities.
- Planning for an ageing population composed of a diverse group of people across a wide age range including the oldest older people to promote participation in sport and physical activity
- Ensuring that the needs of all older people are met at key stages to maintain participation in sport and physical activity to support wellbeing and independence.
- Compliance with the DDA and UNCRPD mindful of the needs of people of all ages
- Promoting older people's voice and engagement in developing, implementing and monitoring the strategy
- Linking with Age Friendly initiatives in local councils and the Active Ageing Strategy at the DfC
- Linking with the All Party Group (APG) on Ageing and Older People and the APG on Loneliness
- Linking with the Frailty Network at the PHA
- Linking with the Action Group on Loneliness Policy and developments for a strategy to address loneliness
- Learning from the lived experience of lockdown during the COVID-19 pandemic and developing cross agency and
- Sectoral initiatives developed in crisis to maintain physical and mental health and wellbeing
- Reflecting virtual as well as real experiences of sport and physical activity for older people
- Access and transport to sporting/physical activity opportunities
- Safe/priority access to classes/other mindful of vulnerability
- Designing opportunities appropriate to age and ability
- Cost of participation and access
- Volunteering opportunities and contribution
- Engaging carers to support participation of older people and selves
- Address loneliness and isolation
- Promote safety through greater mobility to reduce falls and frailty

Young people: Poverty that creates stigma, insecurity and embarrassment. Listen and engage with children. Need to inspire young people in schools to engage in sport and PA, letting them have fun and co-designing curriculum with them.

Young people mentioned:

- lack of facilities large enough and nearby their homes.
- lack of choice of classes to participate in physical activity for their age group (17/18), or in their local area (in particular rural areas).
- cultural barriers: "Catholics play hurling, Gaelic, Protestants play rugby, so this limits trying new things and we would like these opportunities."
- too much focus on one particular sport in their area, and if you are not interested in that one sport, there is no support to try something else.
- sport is not inclusive and has stereotypes – not all sport is targeted towards both girls and boys.

- “Sports is targeted to those who already play sport but has limited opportunity to join as you get older.”
- Some people are reluctant to join an activity group on their own, as they feel it takes a lot of motivation and courage to do so.
- Having a disability, lack of accessibility and lack of availability are obstacles to participation.
- There are not enough teams or opportunities for people with disabilities
- Access to parks was also highlighted as a problem
- more opportunities for water-based activities.
- more adventure activities e.g., low/high ropes courses, obstacle courses in forest parks etc
- need for greater availability of a mix of activities for those with a range of abilities, especially those that may be less physically demanding. These should be inclusive or adapted for all. For example, badminton.
- more age banded activities.
- Boxing, Swimming, Gymnastics, Hurling, Basketball, Archery and Martial Arts were all suggested.
- activities that are new to them, as they want to try new activities, and this would encourage greater self confidence and self-esteem. Some sports are not a huge feature in some communities. Some young people might want a change from other sports they do.
- The transition between 14 and 16 into adulthood results in a lot of young people dropping out of sport an physical activity
- Lack of outdoor spaces in many urban Primary schools
- Important that school facilities / pitches are open to the community in non-term time and out of school hours
- Barriers included transport, confidence, self-esteem; lack of equality and stereotypes n some sports; cots; time commitment parasports- not enough awareness or opportunities; make school sport more exciting and fun; lack of awareness of the health benefits

Children: Early years seen as the most important stage in building a lifestyle of being physically active – building fundamental movement skills, physical literacy and movement from birth is really important to develop good habits in later life. Play is physical movement. A lack of education for parents on the importance of this stage and on what they need to be doing with their children at an early age e.g. throw, catch skip. Sport for fun at early ages not competitive. “Value the journey rather than the podium”. Focus on childrens’ own personal bests. Kids are burnt out too soon and asked for too much too early with competitive sport. Currently lack of Continuous Professional Development programmes.

From an Early years and Sure start perspective: childcare is an issue if parents want to get active with their children. If children are overweight, it is likely to run in families and the challenge is to change that culture through play and introducing sport and physical activity to parents (and grandparents who are often carers). Obesity issues. Teaching healthy eating and sustaining and following up with parents is important. Many parents lack knowledge and/or confidence. Some rural areas don’t have as much support. Lack of male role models from early years sometimes right through to post primary. Helping parents to realise that getting outside and being active does not have to cost money - using the natural environment. Transport and costs are also issues. Building trusting relationships with families is fundamental to addressing the issue. Messaging is key.

Getting children off their devices.....screen time. More focus on outdoor activities. Covid leading to speech and language problems. Need better teacher to child ratios in nurseries and a more holistic approach across all levels of education. Ability for families to afford to engage in sports and physical activity in terms of club and group fees, purchase of appropriate clothes, equipment and travel. Poverty that creates stigma, insecurity and embarrassment. Listen and engage with children.

Build partnerships with local sporting organisations to offer low cost/no cost access to children and families

Physical activity should not be weather dependent. Dress for the weather and encourage outdoor activity as the new norm. Physical exercise has strong link to emotional health and well-being Consistent messaging and interdepartmental communication is key.

Greater accessibility of access particularly for those that disabled, additional needs, newcomer families.

Older People

The older people focus group, and other consultee comments concerning older people, considered the range of adapted sports that could be offered for older people from clubs, such as dander football, walking netball, Nordic walking, table tennis, yachting, bowls, fishing etc. Lack of information and communication were key issues for this generation. The clear rationale was provided from evidenced research that fitness in older people staved off illness such as dementia and early intervention was a cost saving for the health service.

Marital status

We note the Department for Communities screening assessment on their Active Living Strategy highlights needs and experiences of this group:

- Access to facilities on day/times that suit.
 - Working with parents to get them more engaged in working with the children in sports and physical activity
 - Childcare issues for many parents both of whom work to get out and get active. Cost if on low incomes.
-

Sexual orientation

In Sport NI's Corporate Plan consultation report we heard about:

The invisibility of narrative on Trans inclusion and sexuality, the lack of athletes who are comfortable to come out, and the cultural normalisation of homophobic micro aggressions and unreported/reported Hate Crime presents serious barriers to accessibility into the sporting system. We have some examples of single identity teams, which struggle to sustain themselves.

We note the Department for Communities screening assessment on their Active Living Strategy highlights needs and experiences of this group

Access to facilities that offer exclusive access for certain groupings e.g. LGBT. Suitable changing facilities/regime

- Lack of understanding and knowledge of the needs of LGBTQ+ community
- People need to belong to belong to be motivated to participate in a group – many don't and feel isolated because of their sexual orientation
- LGBTQ+ sometimes feel you are being judged if for example the go to a gym
- Transphobic abuse when walking. More comfortable walking in a different area.
- Transgender issue is an issue across all sports
- Individual sessions with separate changing facilities for those from the trans community needed
- People from the LGTBQ community are careful what they reveal or disclose about themselves.

- Ulster GAA and Ulster Rugby taking part in Pride week is very welcome.
 - Visibility, inclusion, education, training, awareness are all needed
 - If we don't tackle issues/barriers now it will be passed on to our children.
 - Need to create safe environments
 - Need to get into schools especially primary schools to get messages across
 - Very hard coaching kids and being gay – changing rooms.
 - There is not enough of a cross departmental approach
 - Coaches and schools need further training about LGBTQ+ issues
-

Men and Women Generally

Sport NI facilitated a series of focus group sessions across Northern Ireland. Designed to help Sport NI plan for the future of female sport and understand how in conjunction with partners and the wider public, Sport NI can encourage more females to participate and flourish in all aspects of sport, as a participant, volunteer, coach or leader, high performing athlete or an employee working in the field of sport or physical activity. The aims and objectives of these focus groups were to consider: • What are the perceived barriers to female participation in sport and physical activity? • What are considered the values of staying active? • How can we increase female participation in sport and physical activity? • Is there a relationship between being physically active and mental health and wellbeing? 4.93 Validated project level research: Headline findings from the project level research demonstrate that: • The pre activity survey shows that motivation for sport was high and wellbeing average and indicated a shortfall in self-reported confidence. • The post activity survey results show motivation for participating in sport was high – and higher among those participants who had attended sports lessons (coaching). More autonomy support from coaches and leaders resulted in higher motivation. • The project level focus groups showed that participants felt more confident after taking part in the activity, were more resilient, and felt supported and stronger both physically and mentally. • The creation of the right environment was key to sustained involvement in sport – including having the right skilled coach/instructor leading the activity. 4.94 Headline findings from the online survey include: • More Mental health wellbeing/Body Image Interventions - A lack of confidence was the main barrier to participation even though women and girls are aware of the benefits of sport and/or physical activity can bring to their mental and physical wellbeing. More mental health and wellbeing/body image interventions at all ages may reduce this barrier. • Role models - Women and girls need more visible role models at all levels of participation as this may help address the lack of confidence and lack of peer support to participation. • More participation opportunities - The development of more opportunities for social and recreational sport and/or physical activity is a factor that would encourage and sustain participation. • Club Membership - Women and girls are inclined to be more active if they are a club member. Additional support to Governing Bodies on how to recruit and retain members may increase club membership and therefore increase activity levels for women and girls. These findings broadly align with recent insights based on Continuous Household Survey datasets.

Headline findings from the focus groups are grouped in themes of values, mental health & wellbeing, role models and barriers to participation: Values • Women and girls value the social aspect of participating, the friendships they develop and feeling a sense of inclusion and belonging. • A high value is placed on developing life skills such as resilience, calculating risk and loyalty. • Participants expressed health benefits such as improved fitness, increased strength and improved mobility as important values of their participation in sport and physical activity. • A significant number detailed how they valued self-accomplishment, breaking personal records and intrinsic motivation. Mental Health & Wellbeing • Participants shared how participating gave them

a feeling of mental release in that it positively affected their mood by temporarily clearing their head of thoughts and stresses. •

Many described extremely positive feelings post physical activity - the “feel-good” factor. • With age, participants have become more aware of the physical and mental benefits of participating in sport and physical activity and many claimed this had now become the main reason for their participation. Role Models • Young people face conflicting role models from other avenues outside of sport, such as fashion and music, which can detract from their participation in sport and physical activity. • A role model does not necessarily have to be an elite sports person and that often there are role models closer to home such as parents and siblings. • First impressions count - creating a welcoming culture at sports clubs where anyone of any ability feels welcomed. • Barriers to Participation • Those from rural areas described the challenges they faced such as lack of choice of sports, transport issues and social isolation. • A lack of confidence and negative body image are significant barriers, particularly for adolescent girls going through puberty, mothers and older women. • The societal role of women emerged as a barrier - women tend to put themselves last and place priority in traditional roles such as caring for children, caring for others and running a household. • A lack of time was described as perceived barrier – and potentially the wrong priorities • The cost of participating in sport - particularly among ethnic minorities and multiple children families. • Expectation and fear of failure - concerns of looking out of place or following a programme for an extended period of time only to achieve no significant change. Solutions • A number of possible solutions were discussed during the focused groups which can be summarised as follows:

Increasing opportunities for social and recreational physical activity. This includes more options of non-competitive activity where individuals can try it with no obligation to join a club or organisation. • Focus of these opportunities should be enjoyment and friendship. • Creating sport and physical activity programmes around the individual involved and their needs can increase participation - An athlete or person-centred approach should involve allowing participants to take ownership of the programmes, design them to suit their direct needs and ensure they feel important and valued throughout. • Upskilling teachers – the experience of physical education depends on the teacher and so it is vital that teachers are upskilled in different sports and educated on the importance and impact of physical education for young people. • A required culture shift from male dominated sport to a more gender equal sporting environment including improved facilities for women. • Increased promotion of the sport and physical activity options available in local communities, particularly in rural areas - many participants explained they believed there are opportunities out there but they were unsure where to look.

The main variable that impacted on the experiences of and attitudes to sport and physical activity was respondents’ gender, and this was the case in both KLT and the YLT survey. Sixteen-year old males were more likely to be active to the level that is recommended and were more likely to be involved in sports including tuition and coaching outside the school context. Females were much more likely than their male counterparts to think that they were not good at sport

We note the Department for Communities screening assessment on their Active Living Strategy highlights needs and experiences of this group:

- Safe, affordable, quality, welcoming facilities
- Range of sports available
- Range of opening hours
- Coaching and pathways to achievement
- Use of new technology

Females:

- Less participation than men

- Need role models
- Need a change on mindset
- A lot of work in clubs is about a change in unconscious bias, understanding value, a change in mind-sets and ensuring that a young girl entering a rugby club with her brother has the same opportunities as her brother. We need to influence the influencers to empower and communicate to allow organic changes.
- Need more female coaches
- Accessibility issues including transport and lack of facilities in rural areas
- At school if you aren't in a team in there's no encouragement to take part
- Financial reasons - High Cost of public transport to and the cost of Sports and Physical Activity services
- Lack of promotion and advertising of available services
- Low motivation, body confidence and self-esteem, being afraid of going to gym and into changing areas and being judged negatively by others.
- A lot of women need encouragement to get involved initially and would prefer to have someone to attend with
- Child/family/work/time commitments
- Attitudes people have towards women in sport
- Women only swimming/exercise classes
- Local classes in community halls rather than in a leisure centre gym
- Having some kind of exercise classes to run alongside children's activity clubs - the parents usually wait in the car
- Personalised advice tailored towards the best individual exercise plan
- Personal trainers are expensive, but a one-off consultation could be helpful
- The provision of low-cost transport
- GPs should prescribe exercise as a medicine
- More affordable exercise/sport classes
- Need for casual exercise opportunities. More fun/non-competitive classes
- Women need to be encouraged to put themselves first some of the time, and not feel guilty about it
- Taster sessions for different sports over say 10 or so weeks
- Needs to be emphasis on lifelong participation in exercise for all schools pupils rather than just the success of the sports teams – especially girls aged 10 to 11
- Make more use of the local environment and great outdoors to exercise
- School facilities should be used more by the local community
- Couch to 5K and park run schemes should be expanded
- Gentler exercise classes for people with limited mobility

Males:

- Recognise that not all men are physically active
- Need to link to health issues
- Men moving into retirement - little to do if not active in advance of retirement because of busy jobs
- Social isolation
- Lack of confidence and lack of motivation
- Getting people out of the house
- Sport tied to classes etc puts people off, better to describe as an activity.
- Health issues take people out of physical activities and contact with others

- Men don't like to talk about their issues and problems but may do so in Men's shed with friends- great opportunity to use these as ways of getting more older men more active.
- Currently activities and courses only run over a short 6-week period, the feeling was that this was too short a period to get people interested long term.
Exercises completed from a sitting position to benefit those with health issues
- Networking between the Men's Sheds required
- Men are more likely to open up in a social group about their issues than with a medical professional.
- More collaboration between Men's Sheds and sports clubs/ Governing Bodies
- Need longer term programmes - short programmes are well used but it is difficult to encourage those who are unemployed or from a disadvantaged area into any type of physical activity and out of a sedentary lifestyle
- No basic facilities in rural areas and lack of adequate walking paths and street lights.
- Leisure centres are always fully booked and are not readily available to the local community and are regularly 'last on the list'.
- Problems with facilities being on an interface. Fear of passing into an area on the other side of the interface.
- Need more focus on GP referral to local council operated gym, at a reduced cost, for people with weight/health issues.
- Stadia could be used for community programmes and not just the elite athletes
- Mental health is an important factor and should be an integral factor of physical activity programmes.

Disability

Through the Corporate Plan consultation, we learned that there was an underreporting of disabilities and the targeting of inactive people was a more effective strategy for engagement. Council support for accessibility was not consistent and was reported to have waned in recent years, with a focus on capital asset management a key priority. Sports NI managed strategic regional posts were supported to ensure meaningful change. The cognitive bias of Boards was seen as a barrier for change, with like attracting like, and inhibiting awareness raising for people with disabilities. A more diverse board/committee and associated culture were identified as key enablers. The limitations of the quality and granularity of existing longitudinal data on participation, as an informative evidence base for policy, strategy and decision making, was also noted. The importance of advocacy and awareness raising by storytelling, training, funding criteria and sanctions were all important tools to be employed.

We note the Department for Communities screening assessment on their Active Living Strategy highlights needs and experiences of this group .

Facilities that have been adapted and equipment that supports ease of use for those with a disability. Exclusive access for certain groupings.

- There needs to be a focus on all types of disability as the needs vary and therefore solutions need also to be tailored to different needs– physical, mental, sensory

- Accessibility issues including transport and lack of facilities in rural areas.
 - Financial reasons - High Cost of public transport to and the cost of Sports and Physical Activity services – Activities in community centres would be helpful
 - Lack of promotion and advertising of available service and incentives - many service users are not aware of what is available in the sector. Not knowing where to find information
 - Low motivation, confidence and self-esteem, being afraid of going to gym and being judged negatively by others and lack of self-belief could prevent participants from partaking in physical activities
 - Having no-one to go to classes with and feeling self-conscious about attending alone - it's easier in a group of people who know each other
 - The need for an advocate to help with personal motivation to exercise.
-

Dependants

Sport NI recognises the intersectionality of the areas of carers/dependants and female participation.

Sport NI facilitated a series of focus group sessions across Northern Ireland. Designed to help Sport NI plan for the future of female sport and found:

- The societal role of women emerged as a barrier - women tend to put themselves last and place priority in traditional roles such as caring for children, caring for others and running a household.
- A lack of time was described as perceived barrier – and potentially the wrong priorities
- The cost of participating in sport - particularly among ethnic minorities and multiple children families.

We note the Department for Communities screening assessment on their Active Living Strategy highlights needs and experiences of this group

- Access to facilities on day/times that suit.
- Carers need respite and some gentle physical activity can help the with their mental health and wellbeing as well
- Encourage programmes / initiatives that engage with carers and those whom they care for to encourage more participation
- Much more focus on family-based approach so parents/carers are activity with their children to support role modelling and promote engagement throughout life course
- Programmes specifically targeted at carers.

Part 2. Screening questions

Introduction

In making a decision as to whether or not there is a need to carry out an equality impact assessment, the public authority should consider its answers to the questions 1-4 which are given on pages 66-68 of this Guide.

If the public authority's conclusion is **none** in respect of all of the Section 75 equality of opportunity and/or good relations categories, then the public authority may decide to screen the policy out. If a policy is 'screened out' as having no relevance to equality of

opportunity or good relations, a public authority should give details of the reasons for the decision taken.

If the public authority's conclusion is **major** in respect of one or more of the Section 75 equality of opportunity and/or good relations categories, then consideration should be given to subjecting the policy to the equality impact assessment procedure.

If the public authority's conclusion is **minor** in respect of one or more of the Section 75 equality categories and/or good relations categories, then consideration should still be given to proceeding with an equality impact assessment, or to:

- measures to mitigate the adverse impact; or
- the introduction of an alternative policy to better promote equality of opportunity and/or good relations.

In favour of a 'major' impact

- a) The policy is significant in terms of its strategic importance;
- b) Potential equality impacts are unknown, because, for example, there is insufficient data upon which to make an assessment or because they are complex, and it would be appropriate to conduct an equality impact assessment in order to better assess them;
- c) Potential equality and/or good relations impacts are likely to be adverse or are likely to be experienced disproportionately by groups of people including those who are marginalised or disadvantaged;
- d) Further assessment offers a valuable way to examine the evidence and develop recommendations in respect of a policy about which there are concerns amongst affected individuals and representative groups, for example in respect of multiple identities;
- e) The policy is likely to be challenged by way of judicial review;
- f) The policy is significant in terms of expenditure.

In favour of 'minor' impact

- a) The policy is not unlawfully discriminatory and any residual potential impacts on people are judged to be negligible;

- b) The policy, or certain proposals within it, are potentially unlawfully discriminatory, but this possibility can readily and easily be eliminated by making appropriate changes to the policy or by adopting appropriate mitigating measures;
- c) Any asymmetrical equality impacts caused by the policy are intentional because they are specifically designed to promote equality of opportunity for particular groups of disadvantaged people;
- d) By amending the policy there are better opportunities to better promote equality of opportunity and/or good relations.

In favour of none

- a) The policy has no relevance to equality of opportunity or good relations.
- b) The policy is purely technical in nature and will have no bearing in terms of its likely impact on equality of opportunity or good relations for people within the equality and good relations categories.

Taking into account the evidence presented above, consider and comment on the likely impact on equality of opportunity and good relations for those affected by this policy, in any way, for each of the equality and good relations categories, by applying the screening questions given overleaf and indicate the level of impact on the group i.e. minor, major or none.

Screening questions

1. What is the likely impact on equality of opportunity for those affected by this policy, for each of the Section 75 equality categories?

Please provide details of the likely policy impacts and determine the level of impact for each S75 categories below i.e. either minor, major or none.

Details of the likely policy impacts on **Religious belief**: (insert text here)
What is the level of impact? Minor / Major / None (circle as appropriate)

Details of the likely policy impacts on **Political Opinion**: (insert text here)
What is the level of impact? Minor / Major / None (circle as appropriate)

Details of the likely policy impacts on **Racial Group**: (insert text here)
What is the level of impact? Minor / Major / None (circle as appropriate)

Details of the likely policy impacts on **Age**: (insert text here)
What is the level of impact? **Minor** / Major / None (circle as appropriate)
Positive Impact on Young and Older People anticipated.

The policy is intentionally specifically designed to promote equality of opportunity for **Young and Older People**.

Details of the likely policy impacts on **Marital Status**: (insert text here)
What is the level of impact? Minor / Major / None (circle as appropriate)

Details of the likely policy impacts on **Sexual Orientation**:
What is the level of impact? Minor / Major / None (circle as appropriate)

Details of the likely policy impacts on **Men and Women**: (insert text here)
What is the level of impact? **Minor** / Major / None (circle as appropriate)
Positive impact on Women anticipated.

The policy is intentionally specifically designed to promote equality of opportunity for **Women**.

Details of the likely policy impacts on **Disability**: (insert text here)
What is the level of impact? **Minor** / Major / None (circle as appropriate)
Positive impact on people with a disability is anticipated.

the policy are intentional because they are specifically designed to promote equality of opportunity for particular groups of disadvantaged people;

Details of the likely policy impacts on **Dependants**:
What is the level of impact? Minor / Major / **None** (circle as appropriate)

2. Are there opportunities to better promote equality of opportunity for people within the Section 75 equalities categories? Yes/No

Detail opportunities of how this policy could promote equality of opportunity for people within each of the Section 75 Categories below:

Religious Belief - If Yes, provide details:

If No, provide reasons:

The investment aims to understand and provide more opportunities for everyone to take part in sport and physical activity and that everyone with the talent can meet their performance potential.

Enabling lifelong enjoyment of physical activity and sport from early years to older age, and supporting and encouraging more people, immaterial of their ability, personal circumstances, or background to participate in wide ranging, inclusive sport and physical activities throughout their lives is a fundamental building block for this investment aligned to the departmental strategy.

A thread through 6 of the 8 priority areas is specifically underrepresented groups and understanding how sports can support all alongside a standalone priority area to support Equality Diversity and Inclusion.

Political Opinion - If Yes, provide details:

If No, provide reasons

The investment aims to understand and provide more opportunities for everyone to take part in sport and physical activity and that everyone with the talent can meet their performance potential.

Enabling lifelong enjoyment of physical activity and sport from early years to older age, and supporting and encouraging more people, immaterial of their ability, personal circumstances, or background to participate in wide ranging, inclusive sport and physical activities throughout their lives is a fundamental building block for this investment aligned to the departmental strategy.

A thread through 6 of the 8 priority areas is specifically underrepresented groups and understanding how sports can support all alongside a standalone priority area to support Equality Diversity and Inclusion.

Racial Group - If Yes, provide details:

If No, provide reasons

The investment aims to understand and provide more opportunities for everyone to take part in sport and physical activity and that everyone with the talent can meet their performance potential.

Enabling lifelong enjoyment of physical activity and sport from early years to older age, and supporting and encouraging more people, immaterial of their ability, personal circumstances, or background to participate

in wide ranging, inclusive sport and physical activities throughout their lives is a fundamental building block for this investment aligned to the departmental strategy.

A thread through 6 of the 8 priority areas is specifically underrepresented groups and understanding how sports can support all alongside a standalone priority area to support Equality Diversity and Inclusion.

Age - If Yes, provide details:

If No, provide reasons:

The investment aims to understand and provide more opportunities for everyone to take part in sport and physical activity and that everyone with the talent can meet their performance potential.

Enabling lifelong enjoyment of physical activity and sport from early years to older age, and supporting and encouraging more people, immaterial of their ability, personal circumstances, or background to participate in wide ranging, inclusive sport and physical activities throughout their lives is a fundamental building block for this investment aligned to the departmental strategy.

A thread through 6 of the 8 priority areas is specifically underrepresented groups and understanding how sports can support all alongside a standalone priority area to support Equality Diversity and Inclusion.

Marital Status - If Yes, provide details:

If No, provide reasons:

The investment aims to understand and provide more opportunities for everyone to take part in sport and physical activity and that everyone with the talent can meet their performance potential.

Enabling lifelong enjoyment of physical activity and sport from early years to older age, and supporting and encouraging more people, immaterial of their ability, personal circumstances, or background to participate in wide ranging, inclusive sport and physical activities throughout their lives is a fundamental building block for this investment aligned to the departmental strategy.

A thread through 6 of the 8 priority areas is specifically underrepresented groups and understanding how sports can support all alongside a standalone priority area to support Equality Diversity and Inclusion.

Sexual Orientation - If Yes, provide details:

If No, provide reasons:

The investment aims to understand and provide more opportunities for everyone to take part in sport and physical activity and that everyone with the talent can meet their performance potential.

Enabling lifelong enjoyment of physical activity and sport from early years to older age, and supporting and encouraging more people, immaterial of their ability, personal circumstances, or background to participate in wide ranging, inclusive sport and physical activities throughout their lives is a fundamental building block for this investment aligned to the departmental strategy.

A thread through 6 of the 8 priority areas is specifically underrepresented groups and understanding how sports can support all alongside a standalone priority area to support Equality Diversity and Inclusion.

Men and Women generally - If Yes, provide details:

If No, provide reasons:

The investment aims to understand and provide more opportunities for everyone to take part in sport and physical activity and that everyone with the talent can meet their performance potential.

Enabling lifelong enjoyment of physical activity and sport from early years to older age, and supporting and encouraging more people, immaterial of their ability, personal circumstances, or background to participate

in wide ranging, inclusive sport and physical activities throughout their lives is a fundamental building block for this investment aligned to the departmental strategy.

A thread through 6 of the 8 priority areas is specifically underrepresented groups and understanding how sports can support all alongside a standalone priority area to support Equality Diversity and Inclusion.

Disability - If **Yes**, provide details:

If No, provide reasons:

The investment aims to understand and provide more opportunities for everyone to take part in sport and physical activity and that everyone with the talent can meet their performance potential.

Enabling lifelong enjoyment of physical activity and sport from early years to older age, and supporting and encouraging more people, immaterial of their ability, personal circumstances, or background to participate in wide ranging, inclusive sport and physical activities throughout their lives is a fundamental building block for this investment aligned to the departmental strategy.

A thread through 6 of the 8 priority areas is specifically underrepresented groups and understanding how sports can support all alongside a standalone priority area to support Equality Diversity and Inclusion

Dependants - If **Yes**, provide details:

If No, provide reasons:

The investment aims to understand and provide more opportunities for everyone to take part in sport and physical activity and that everyone with the talent can meet their performance potential.

Enabling lifelong enjoyment of physical activity and sport from early years to older age, and supporting and encouraging more people, immaterial of their ability, personal circumstances, or background to participate in wide ranging, inclusive sport and physical activities throughout their lives is a fundamental building block for this investment aligned to the departmental strategy.

A thread through 6 of the 8 priority areas is specifically underrepresented groups and understanding how sports can support all alongside a standalone priority area to support Equality Diversity and Inclusion.

3. **To what extent is the policy likely to impact on good relations between people of different religious belief, political opinion or racial group?**

Please provide details of the likely policy impact and determine the level of impact for each of the categories below i.e. either minor, major or none.

Details of the likely policy impacts on **Religious belief**: (insert text here)

What is the level of impact? Minor / Major / **None** (circle as appropriate)

Sport and physical activity provides common ground for people of different religious belief, political opinion or racial group to associate. As such, the investment aims to have a positive impact on good relations.

Details of the likely policy impacts on **Political Opinion**: (insert text here)

What is the level of impact? Minor / Major / **None** (circle as appropriate)
Sport and physical activity provides common ground for people of different religious belief, political opinion or racial group to associate. As such, the investment aims to have a positive impact on good relations.

Details of the likely policy impacts on **Racial Group**: (insert text here)
What is the level of impact? Minor / Major / **None** (circle as appropriate)
Sport and physical activity provides common ground for people of different religious belief, political opinion or racial group to associate. As such, the investment aims to have a positive impact on good relations.

4. Are there opportunities to better promote good relations between people of different religious belief, political opinion or racial group?

Detail opportunities of how this policy could better promote good relations for people within each of the Section 75 Categories below:

Religious Belief - If Yes, provide details:

If **No**, provide reasons:

The policy is not likely to impact on good relations on this ground of difference.

Political Opinion - If Yes, provide details:

If **No**, provide reasons:

The policy is not likely to impact on good relations on this ground of difference.

Racial Group - If Yes, provide details:

If **No**, provide reasons:

The policy is not likely to impact on good relations on this ground of difference.

Additional considerations

Multiple identity

Generally speaking, people can fall into more than one Section 75 category. Taking this into consideration, are there any potential impacts of the policy/decision on people with multiple identities?

(For example; disabled minority ethnic people; disabled women; young Protestant men; and young lesbians, gay and bisexual people).

This project is targeted at all sections of the community therefore, there may be positive impacts on individuals within the community with multiple identities.

Provide details of data on the impact of the policy on people with multiple identities. Specify relevant Section 75 categories concerned.

Part 3. Screening decision

In light of your answers to the previous questions, do you feel that the policy should: (please underline one)

1. Not be subject to an EQIA (with no mitigating measures required)
2. Not be subject to an EQIA (with mitigating measures /alternative policies)
3. Not be subject to an EQIA at this time
4. Be subject to an EQIA

If the decision is not to conduct an equality impact assessment, please provide details of the reasons.

Sport NI has decided that it is not necessary to conduct an EQIA. This decision is made on the basis that the policy will help further promote equality of opportunity. No evidence of significant adverse impacts has emerged from the screening process to suggest that an EQIA is necessary.

Through data analysis and engagement across S75 groups during the development of the 'Power of Sport' (Sport NI corporate plan) we have identified the needs and barriers to participation of all sections of the community.

The investment will be shaped by those needs to ensure equality of opportunity for all.

If the decision is not to conduct an equality impact assessment the public authority should consider if the policy should be mitigated or an alternative policy be introduced - please provide details.

N/A

If the decision is to subject the policy to an equality impact assessment, please provide details of the reasons.

All public authorities' equality schemes must state the authority's arrangements for assessing and consulting on the likely impact of policies adopted or proposed to be adopted by the authority on the promotion of equality of opportunity. The Commission recommends screening and equality impact assessment as the tools to be utilised for such assessments. Further advice on equality impact assessment may be found in a separate Commission publication: Practical Guidance on Equality Impact Assessment.

Mitigation

When the public authority concludes that the likely impact is 'minor' and an equality impact assessment is not to be conducted, the public authority may consider mitigation to lessen the severity of any equality impact, or the introduction of an alternative policy to better promote equality of opportunity or good relations.

Can the policy/decision be amended or changed or an alternative policy introduced to better promote equality of opportunity and/or good relations?

If so, **give the reasons** to support your decision, together with the proposed changes/amendments or alternative policy.

Timetabling and prioritising

Factors to be considered in timetabling and prioritising policies for equality impact assessment.

If the policy has been **'screened in'** for equality impact assessment, then please answer the following questions to determine its priority for timetabling the equality impact assessment.

On a scale of 1-3, with 1 being the lowest priority and 3 being the highest, assess the policy in terms of its priority for equality impact assessment.

Priority criterion	Rating (1-3)
Effect on equality of opportunity and good relations	
Social need	
Effect on people's daily lives	
Relevance to a public authority's functions	

Note: The Total Rating Score should be used to prioritise the policy in rank order with other policies screened in for equality impact assessment. This list of priorities will assist the public authority in timetabling. Details of the Public Authority's Equality Impact Assessment Timetable should be included in the quarterly Screening Report.

Is the policy affected by timetables established by other relevant public authorities?

If yes, please provide details.

Part 4. Monitoring

Public authorities should consider the guidance contained in the Commission's Monitoring Guidance for Use by Public Authorities (July 2007).

The Commission recommends that where the policy has been amended or an alternative policy introduced, the public authority should monitor more broadly than for adverse impact (See Benefits, P.9-10, paras 2.13 – 2.20 of the Monitoring Guidance).

Effective monitoring will help the public authority identify any future adverse impact arising from the policy which may lead the public authority to conduct an equality impact assessment, as well as help with future planning and policy development.

- Sport NI will ensure that the appropriate provision of data, targets and indicators are set and collated.
- Sport NI will provide information to enable the analysis of the direct and indirect impact of the project.
- Sport NI will monitor, evaluate and review on a regular basis to ensure that progress is made

Part 5 - Approval and authorisation

Screened by: Craig Connor

Position/Job Title: Development Officer

Date: 12 October 2023

Approved by: Orlagh Watters

Position/Job Title: Interim Head of Sports Systems

Date: 05/12/2023

Note: A copy of the Screening Template, for each policy screened should be 'signed off' and approved by a senior manager responsible for the policy, made easily accessible

on the public authority's website as soon as possible following completion and made available on request.