

Bord Oideachais agus Oiliúna Chabháin agus Mhuineacháin
Cavan and Monaghan Education and Training Board

CMETB Public Sector Equality and Human Rights Duty

Implementation Process

CUMHACHTÚ TRÍ FHOGHLAIM AGUS
DUL CHUN CINN DO CHÁCH

EMPOWERMENT THROUGH LEARNING
AND PROGRESSION FOR ALL

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1 Introduction

The Public Sector Equality and Human Rights Duty (the Duty) is set out in Section 42 of the Irish Human Rights and Equality Commission Act 2014. It requires a public body, in the performance of its functions, to have regard to the need to:

- a) eliminate discrimination
- b) promote equality of opportunity and treatment of its staff and the persons to whom it provides services, and
- c) protect the human rights of its members, staff and the persons to whom it provides services.

A public body is furthermore required to:

- set out in a manner that is accessible to the public in its strategic plan (howsoever described) an assessment of the human rights and equality issues it believes to be relevant to the functions and purpose of the body and the policies, plans and actions in place or proposed to be put in place to address these issues, and
- report in a manner that is accessible to the public on developments and achievements in that regard in its annual report (howsoever described)

An ETB-wide Public Sector Duty (PSD) Implementation Group has been established in 2022 to ensure that CMETB was meeting its responsibilities under the 2014 Act. This Group reports to the ETB's Senior Management Team, and the approach taken by the ETB is based on guidance, information and presentations from the Irish Human Rights and Equality Commission, cross-service workshops and training facilitated by Values Lab.

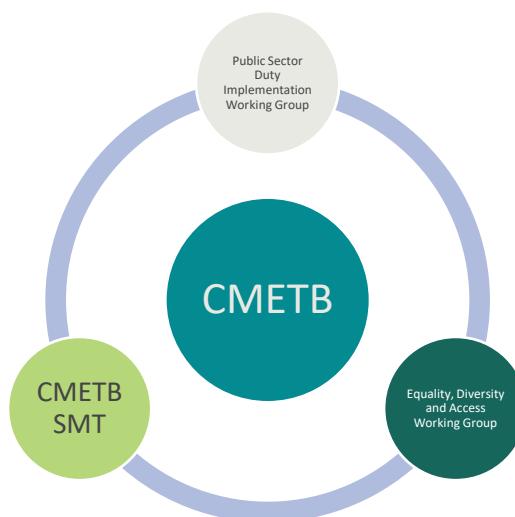
Reporting to the PSD Implementation Group will be the Equality, Diversity and Access (EDA) working group. This working group will be focused on the delivery of the Action Plan across the organisation and report to the PSD Implementation Group focusing on:

- Undertaking and keeping under review an assessment of equality and human rights issues within CMETB, as per the Assess step.
- To review and assess accessibility, reasonable accommodation, and equality values throughout CMETB.

2 The Public Sector Duty Implementation Structure

CMETB has allocated responsibility for ensuring the implementation of the public sector duty to the PSD Implementation Group. The PSD Implementation Working Group is made up of staff from across the three divisions of the ETB who have taken responsibility for developing the Public Sector Duty Values Statement, the Public Sector Duty Action Plan, and undertaking the Assessment phase of the Public Sector Duty within the ETB.

A review of the ETB's assessment of Equality and Human Right issues was undertaken by civil society groups in February 2022.



3 Public Sector Duty Values Statement

This Implementation process is based on the ETB's Public Sector Duty Values Statement with the Values acting as benchmarks for the ETB's planning and review cycle.



3.1 Social Justice



Providing services and programmes aimed at alleviation of economic, social, cultural and physical disadvantage and ensuring equality of access and participation to employment with CMETB, and to our services and programmes.

Social justice is about ensuring equality of outcome by providing access to opportunities and resources to enable full participation by all in economic, social, political and cultural life. It involves prioritising a focus on individuals and groups experiencing inequality and those who are marginalised.

Our Priority

Cavan and Monaghan Education and Training Board strives to break cycles of disadvantage and to remove the barriers experience by individuals and groups who are marginalised, to enable more equal outcomes.

Our Approach

Cavan and Monaghan Education and Training Board will provide services and programmes aimed at alleviation of economic, social, cultural and physical disadvantage and ensuring equality of access and participation to employment with CMETB, and to our services and programmes.

3.2 Inclusion



**Ensuring inclusivity by
accommodating and supporting the
diversity of our learners and staff.**

Inclusion is about recognising, valuing and harnessing the richness of difference. It involves a recognition that diversity brings opportunities for innovation that enrich the learning environment and workplace

Our Priority

Cavan and Monaghan Education and Training Board strives to be inclusive in employment and service provision and to reflect the diverse communities we serve. We give particular focus to being inclusive of those who are most marginalised and who experience inequality and discrimination. We seek to harness the potential of a diverse workplace and learning environment.

Our Approach

Cavan and Monaghan Education and Training Board will build and embed an inclusive culture and environment. We will operate in an accessible and flexible manner and will strive to remove barriers to participation in the workplace and in our services.

3.3 Participation



Providing opportunities for, and facilitating meaningful participation, to include the voice of all of our stakeholders in the planning and development of our services and programmes.

Participation is important in empowering individuals and groups and is essential in the fight to eliminate marginalisation and discrimination in our communities. The right to participate holds ties closely to the vital human rights of education, information and expression.

Our Priority

Cavan and Monaghan Education and Training Board strives to provide opportunities for, and facilitate meaningful participation in education and training, to include the voice of all our stakeholders in the planning and development of our services and programmes.

Our Approach

Cavan and Monaghan Education and Training Board will build and embed a culture that is open and inclusive to communities in their participation in education and training. We will endeavour to facilitate participation and act in an engaging manner in reducing marginalisation and discrimination for staff, students and learners.

4 Implementation Process

The Public Sector Duty Working Group considers actions under the following operational divisions:

- Schools
- Further Education and Training
- Organisation Support and Development

The PSD Working Group will ensure that Actions encompass:

- service provision and interaction with service users and stakeholders;
- employment and the internal environment;
- corporate functions including procurement, grant allocation, outsourcing and service level agreements (SLAs); and
- the production and review of plans and programmes

and they fully address the broad range of functions within Cavan and Monaghan Education and Training Board.

4.1 Identified Key Moments

Implementation of the Public Sector Duty is values-based and focused on specific outcomes to ensure the implementation process delivers effective and meaningful outcomes. The following key planning and review moments are identified as important moments for integrating identified actions and targets relating to our work to address equality and human rights concerns, as part of our statutory obligations under the Duty:

Organisation Support and Development

- Development of CMETB Strategy Statement 2022 - 2026; development and review of Annual Service Plans; and quarterly updates through our balance scorecard;
- Preparation of CMETB Annual Report;
- Development or review of internal HR policies;
- Development and review of organisational procedures and policies;
- Statement of internal control;
- Development of Annual Corporate Procurement Plan;
- Renewal of service level agreements and contracts with funded organisations;
- Annual employment Disability Monitoring Report to the Department of Education; and
- Internal and external audits.

Further Education and Training

- Development of CMETB FET Strategy;
- Annual QQI programme audits;
- SOLAS Audits;
- Annual Youthreach Centre Evaluation and Improvement Planning Process;
- Self-Evaluation in PLC and Adult Education;
- PLSS and FARR reporting to SOLAS;
- Annual learner survey and learner forum;
- Development and review of QA policies and procedures;
- Development and review of centre-specific policies and procedures;
- Internal Verification and External Authentication Processes; and
- ESF Audits.

Schools

- Development, ongoing monitoring, and mid-term review of Schools' Self-Evaluation;
- Development, ongoing monitoring, and mid-term review of DEIS Schools' Plan;
- Inspections; and
- Development of patrons framework.

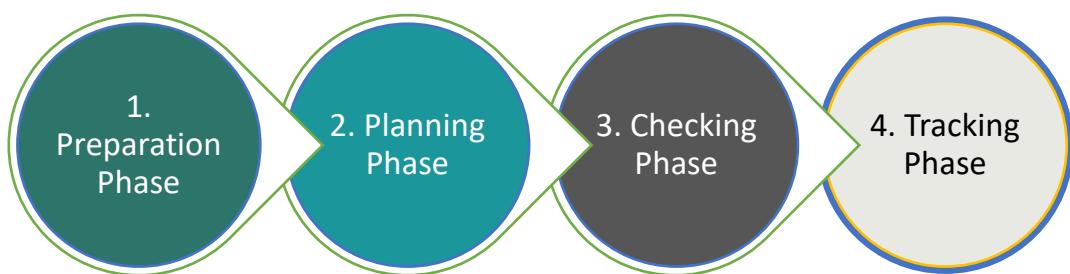
5 Implementation Phases

There are four phases to the implementation of the Duty in Cavan and Monaghan Education and Training Board:

The ‘address’ step of the Duty is an ongoing obligation of a public body. This is implemented as part of the ongoing development, monitoring, and review of our strategies, plans, policies and procedures, and programmes.

In ensuring that CMETB implements the Duty in a manner that is integral to the way we do our work, we will identify ongoing and one-off planning and review points, in our work cycle, as ‘key moments’ for a focus on integrating identified actions and targets relating to our work to address equality and human rights concerns, as part of our statutory obligations under the Duty.

When such a key moment (see 5.2 below) is imminent, the following steps will be followed by those staff with responsibility for the specific plan / policy / programme being developed/ reviewed:



5.1 Preparation phase

At the commencement of the development / review process:



- ➡ Review the assessment of equality and human rights issues to identify those equality and human rights issues that are relevant to the plan / policy / programme under consideration.
- ➡ Gather additional data and information available in relation to the equality and human rights issues identified as relevant.¹
- ➡ Include this material in any briefing for consideration by staff / consultants involved in the development/review process.

5.2 Planning phase

In implementing the development/monitoring/review process:



- ➡ Consider how the identified equality and human rights issues that are deemed relevant, might be addressed within the plan / policy / programme under consideration.²
- ➡ Transmit the obligations under the Duty to any external consultants contracted and ensure they are fully briefed in this regard.
- ➡ Track the relevant equality and human rights issues to ensure they are addressed and use the values benchmarks to as a guide to set a level of ambition for the plan / policy / programme under consideration.

¹ Note: some of this data and information will be contained in the evidence base for the assessment and/or the evidence base will contain useful reference sources for further information if required.

² Note: this process might include: seeking advice from the working group; gathering more information from relevant reports/research/ organisations working on these issues.

5.3 Checking phase



At final draft stage of the development / review of the plan / policy / programme under consideration:

- ➡ Convene a meeting of relevant staff to check the following:
 - Does the draft adequately³ and appropriately⁴ take up and address the equality and human rights issues identified as relevant?
 - Does the draft include any provision that might run counter to the value benchmarks or to an effective response to the equality and human rights issues identified as relevant?
- ➡ For initiatives of scale, consider conducting a participative exercise with relevant civil society organisations representative of the identified groups, to check that the equality and human rights issues are adequately and appropriately identified and addressed.

5.4 Tracking phase:



- ➡ Establish and implement systems to monitor progress on the equality and human rights issues identified as relevant.
- ➡ Use this monitoring process to further amend/develop the plan/ programme/ policy as found to be necessary.
- ➡ Report annually on progress made in addressing the equality and human rights issues (through the annual reporting process for the organisation).

³ Are the identified actions/targets/procedures/processes of sufficient scale to bring about change on the equality / human rights issues being addressed?

⁴ Are the identified actions/targets/procedures/ processes capable of addressing the change sought in regard to the equality / human rights issues being addressed?

6 Monitoring and Reporting

CMETB's strategic implementation system will be employed to assist in a whole-organisation approach to monitoring our work to implement the Duty. This may require a review of the strategic statement to ensure it is sufficiently robust to capture this work across our function areas. Highlights in relation to CMETB's achievements and progress in implementing of the Duty will be tracked and recorded.



The learner survey tool and other learner feedback processes will be reviewed and amended to ensure they capture a focus on equality and human rights concerns.

The third required step in implementing the Duty is to “report in a manner that is accessible to the public, on developments and achievements” regarding our work on the Duty.⁵ This reporting is envisaged to be incorporated as part of the annual reports issued by a public body.

CMETB will include a focus on our work to implement the Duty and progress achieved in this regard, in our annual reports.



⁵ S42.2 (b) Irish Human Rights and Equality Commission Act 2014.



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