



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

**Bord Oideachais agus Oiliúna Chabháin agus
Mhuineacháin**

**Cavan and Monaghan Education and Training
Board**

Implementing the Public Sector Equality and Human Rights Duty Action Plan 2026

Cumhachtú trí Fhoghlaim agus dul chun cinn
do Chách

Empowerment through Learning and
Progression for All

www.cmetb.ie

Table of Contents

Cavan and Monaghan Education and Training Board Equality and Human Rights

Values Statement.....	3
Our Values	3
1 CMETB and the Public Sector Equality and Human Rights Duty (the Duty)	5
2 The Framework for Implementing the Duty	7
2.1 The values-led approach.....	7
3 Steps to Implementing the Duty in CMETB.....	8
3.1 Key planning and review moments	8
3.2 Ensuring an institutional capacity to implement the Duty	8
3.3 Engage our Equality and Human Rights Values	10
4 2026 Action Plan for Implementing the Duty in Cavan and Monaghan Education and Training Board.....	11
5 Reporting	14
6 Conclusion	14



Cavan and Monaghan Education and Training Board Equality and Human Rights Values Statement

Cavan and Monaghan Education and Training Board (CMETB) has developed this Equality and Human Rights Values Statement to support our work in promoting equality, preventing discrimination and protecting human rights.

Our Equality and Human Rights Values Statement is a tool that allows CMETB to embed a coherent and consistent approach to promoting equality, preventing discrimination, and protecting human rights across our services.

Our policies, procedures, practice, and processes will reflect our approach to building this organisational culture.

In implementing this Values Statement, we respect the boundaries set by broader legislative requirements, national policy, and funding availability.

Our Values of Social Justice, Inclusion and Participation help us to foster an organisation that promotes human rights that benefits all stakeholders.

Our Values



Social Justice

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

Our Priority

CMETB strives to break cycles of disadvantage and to remove the barriers experienced by individuals and groups who are marginalised, to enable more equal outcomes.

Our Approach

CMETB 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.



Inclusion

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

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

Our Approach

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



Participation

Participation is important in empowering individuals and groups and to eliminate marginalisation and discrimination in our communities. The right to participate is a vital part of human rights in education, information and expression.

Our Priority

CMETB strives to provide opportunities for and facilitate meaningful participation in education and training. This includes the voice of all our stakeholders in the planning and development of our services and programmes.

Our Approach

CMETB 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 a manner that reduces marginalisation and discrimination for staff, students and learners.

1 CMETB and the Public Sector Equality and Human Rights Duty (the Duty)

Section 42 of the Irish Human Rights and Equality Commission Act, 2014 states that

- (1) A public body shall, in the performance of its functions, have regard to the need to:
- Eliminate discrimination
 - Promote equality of opportunity and treatment of its staff and the persons to whom it provides services and
 - Protect the human rights of its members, staff and the persons to whom it provides services.

The Irish Human Rights and Equality Commission (IHREC) guidance identifies the following groups as the focus regarding implementing the Duty:

“Keep the focus on people across the nine grounds included in the equality legislation and on the potential impact of those at risk of poverty or social inclusion”¹.

The nine grounds in the equality legislation are: gender (including gender identity); civil status²; family status (including lone parents and carers); age; disability; sexual

¹ Irish Human Rights and Equality Commission (2019), Implementing the Public Sector Equality and Human Rights Duty, p. 17

² Under the Acts ‘civil status’ is defined as being single, married, separated or divorced, widowed, in a civil partnership or being a former civil partner in a civil partnership that has ended by death or been dissolved.

orientation; race (encompassing race, colour, nationality and ethnic or national origins); religion; and membership of the Traveller community.

CMETB continues to implement a strategic vision that is underpinned by a commitment to deliver equality and human rights outcomes for our students, learners, staff, and wider community stakeholders.

This ambition, set out in our [Strategy Statement 2022-2026](#), is shaped by our core values of: Excellence; Learner-Centred; Community; Respect; Integrity and Inclusive.

Delivering on our statutory obligation to implement the Duty allows CMETB to build on this work through the development of a planned values-led approach to equality and human rights.

CMETB desired outcomes from implementing the Duty:

- CMETB is known for our strong commitment to equality and human rights: striving to eliminate discrimination, remove barriers, and ensure equality and human rights outcomes for our students, learners and staff.
- Addressing our equality and human rights obligations is embedded in organisational culture, from the planning level, through to our day-to-day operations.
- An open, accommodating universal learning environment is in place, reflected in the removal of barriers to access and participation, to ensure equality of outcome.
- An increase in staff capacity with the diversity of the communities we serviced reflected in the CMETB staff team.

2 The Framework for Implementing the Duty

2.1 The values-led approach

CMETB will implement the Duty using a values-led approach. A values-led approach is a way of making decisions and guiding actions based on core values. It ensures that individuals, organisations, or businesses align their practices with ethical principles, integrity, and a commitment to social responsibility. This approach aligns with:

- Our organisational strategic approach and our core values of: Excellence; Leaner-Centred; Community; Respect; Integrity and Inclusive to underpin the work of CMETB and
- The IHREC guidance on implementing the Duty: “Implementation of the Duty can assist an organisation to define the give expression to equality and human rights values related to its purpose and key public sector values”.

Implementing the Duty has become an integral part of the planning cycle of CMETB. This enables a planned and systematic approach to addressing equality and human rights concerns relevant to the functions of CMETB. This approach is underpinned by the following:

- An institutional structure with a mandate to drive, support, and monitor implementation of the Duty.
- Senior management leadership to ensure the Duty is integral to organisational planning, review and monitoring, and organisational culture and
- Formal policies for equality and human rights in employment and service provision which set out the standards to be achieved and the steps that will be taken where such standards are not met for staff and service users, and
- A staff capacity to implement the Duty, using a values-led approach.

3 Steps to Implementing the Duty in CMETB

3.1 Key planning and review moments

The steps taken by CMETB to implement the Duty will align with key moments in our planning cycles. We will ensure that the process of implementing the Duty becomes embedded in our current planning, delivery and review processes, structures and systems. The key moments in the planning of CMETB which may include a focus on implementing the Duty are:

- CMETB Strategy Statement 2022-2026
- Preparation of annual Service Plans and Annual Reports
- Preparation of the Strategic Performance Agreement with SOLAS
- CMETB FET Strategy 2021-2024 and Implementation Plan and preparation of the new FET Strategy
- Preparation and review of the FET division's frameworks and action plans
- Preparation of FARR and PLSS to SOLAS
- Preparation of the Youthwork Plan 2022+
- Implementation of quality improvement planning procedures
- Development and review of internal policies and procedures
- Development of Service Level Agreements with funded organisations
- Development and review of Local Community Development Plans through the LCDC.

The CMETB Strategy Statement 2022-2026, annual Service Plans and Annual Reports are of particular importance in embedding a specific focus on implementing the Duty that has reach across the whole organisation. The development and review of internal policies and procedures have an importance in securing implementation of the Duty in our employment and corporate affairs (including procurement, funding and commissioning) functions.

3.2 Ensuring an institutional capacity to implement the Duty

Equality and human rights have been and will continue to be the responsibility of all staff in CMETB. Leadership in equality and human rights and implementation of the Duty will continue to be provided by senior management. Senior management will:

- Assess key decisions at a senior management level so that they reflect the Duty and the Equality and Human Rights Values Statement.
- Monitor and review progress on implementing the Duty on a regular basis at senior management meetings, and
- Encourage staff engagement with the Duty and its potential, including, the steps required for the Duty.

CMETB's Public Sector Duty (PSD) Implementation Group will act as a key driver to commencing, driving and monitoring the work of CMETB to implement the Duty. The role of the PSD Implementation group regarding the Duty will be to:

- Prepare and keep under review an annual implementation plan for the Duty based on this action plan.
- Support and ensure implementation of the Duty at the identified key moments for CMETB.
- Establish and communicate good practice in CMETB in implementing the Duty and in addressing equality and human rights issues.
- Promote action to give visibility to, and engage our equality and human rights values among students, learners and staff.
- Engage relevant expertise to build staff capacity to implement the Duty.
- Ensure that working group representatives from each of the three pillars are facilitated to participate in training on implementing the Duty.
- Enhance the role of the Duty and the Human Rights Values Statement within CMETB.

Reporting to the PSD Implementation Group will be the Equality, Diversity, Inclusion and Access (EDI and A) 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:

- Progression of the delivery of the CMETB Action Plan on the Duty.
- Conducting equality and human rights assessments for new programmes/policies/plans within CMETB.
- Ensuring accessibility is considered in the planning stages of buildings, websites and so on. This may include:

- Physical accessibility in CMETB buildings
- Accessibility in CMETB communications
- Digital accessibility
- Reviewing and assessing accessibility, reasonable accommodation, and equality values throughout CMETB.
- Report progress and key indicators to the Public Sector Duty Implementation Group.

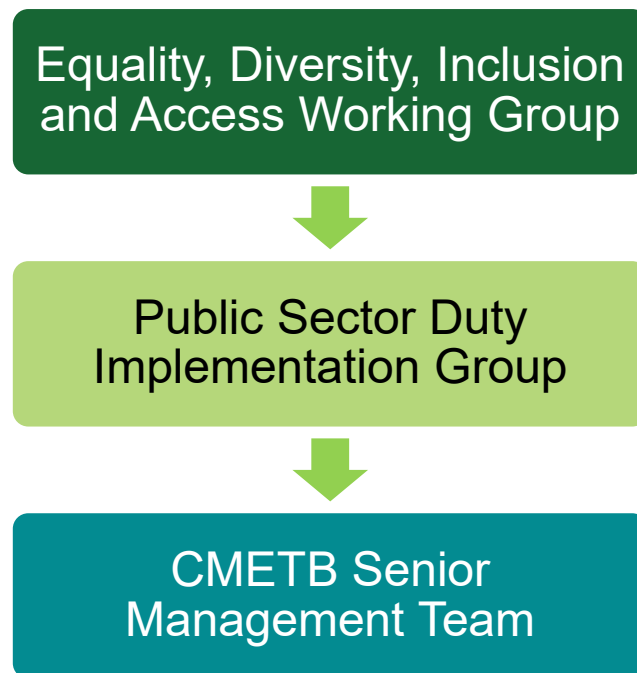


Figure 1: Reporting Structure of the Public Sector Duty in CMETB

3.3 Engage our Equality and Human Rights Values

The organisational culture of CMETB will be influenced in implementing the Duty and in securing the full and effective implementation of the Duty. Staff, students, and learners will need to be engaged with these values if the organisation is to realise this potential. This will involve action led by the working group to:

- Promote debate on the values in staff meetings and in learner and student spaces.
- Include discussion on the values in internal communication material and in curricula for students and learners.
- Find opportunities to make the statement and the values visible for all our stakeholders.

4 2026 Action Plan for Implementing the Duty in Cavan and Monaghan Education and Training Board

- Development and promotion of accessibility across the organisation, including digital and written accessibility, and in communications from CMETB, both internal and external.
- Physical accessibility being considered in planning and design decisions.
- Engagement in training for schools/centres/administrative offices in accessibility for deaf or hard or hearing stakeholders, and the implementation of an Irish Sign Language (ISL) protocol for staff. This includes the provision of an ISL interpreting service across the organisation when it is required by staff, students, learners and other stakeholders and training for front-line staff on ISL.
- Establishment of the Monaghan Community Special School and expansion of Special Educational Needs (SEN) units across Cavan and Monaghan ensuring equal access to education.
- Continuation of the REALT function in CMETB for all IPAS children requiring school places.
- Digital accessibility development of CMETB websites to include the implementation of website accessibility statements across schools and FET websites.

- Continue to expand the Learner Support Service with dedicated Officer and Learner Support/Wellbeing Champions in each FET Service and work to develop an Access programme for learners coming from ASD units in schools.
- Continuation of Counselling Support service for CMETB learners.
- Support learners who disclose a disability by providing reasonable accommodations in the classroom and in examinations.
- Implementation of the Altitude Charter in CMETB.
- Engagement with advocacy groups for advice and promotion of EDI initiatives in CMETB.
- Increased focus on Universal Design for Learning (UDL) and training of staff in this area.
- Provision of training and information sessions on EDI in Schools, FET and Administration and celebrate diversity through intercultural awareness activities.
- Continuation of upskilling for administrative staff on creating and maintaining accessible documents for internal and external stakeholders.
- Explore the use of a Literacy Check Tool Kit in one CMETB centre.
- Information sessions for staff with the Employee Assistance Service to promote wellbeing initiatives with administrative staff.

- Provide guidance on maintaining accessibility principles when using AI to generate materials such as posters, pictures and documents.
- Support staff and learners through the promotion of anti-bullying and dignity and work policies and the continued implementation of the Bí Cinealta procedures in schools.
- Strengthen progression pathways for learners to employment including the expansion of apprenticeships and access to higher education.
- Engage in the development of the CMETB Strategy Statement 2027-2031 to incorporate the CMETB Public Sector Duty values.
- Support staff recruitment and retention by remaining an equal opportunities employer, providing reasonable accommodations, and embedding EDI principles in the recruitment process.

5 Reporting

The EDIA Group will set targets and KPIs for the ETB's work in relation to the implementation of the Duty in the annual service plans. These targets will be reported on in the ETB's annual reports. This Group will report to the PSD Implementation Group who will:

- Identify actions currently being taken by the organisation that address the equality and human rights issues identified in the assessment.
- Identify gaps in the issues identified that could usefully addressed by CMETB.
- Prioritises actions to be addressed in forthcoming plans and programmes.
- Map current organisational policy and planning landscape to:
 - Identify key planning, review, reporting moments to include prioritised actions.
 - Identify current or proposed plans / policies / procedures that could be subject to an equality and human rights impact assessment to address the gaps identified in the assessment.

6 Conclusion

This Action Plan is designed to promote equality, prevent discrimination and protecting human rights by fostering inclusivity, equity, and respect for all individuals. Through clear objectives and initiatives and evaluation, we aim to create an organisation based on the values of Social Justice, Inclusion and Participation. By working collaboratively, we can drive meaningful change within our organisation through the implementation of the Public Sector Equality and Human Rights Duty.

All documentation relating to the Duty can be found on the CMETB website:

<https://www.cmetb.ie/publications-and-resources/t-cmetb-public-sector-duty/>



cmetb

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

Cumhachtú trí Fhoghlaim agus dul chun
cinn do Chách

Empowerment through Learning and
Progression for All

www.cmetb.ie