

# Donegal ETB:

Implementing the Public  
Sector Equality and Human  
Rights Duty

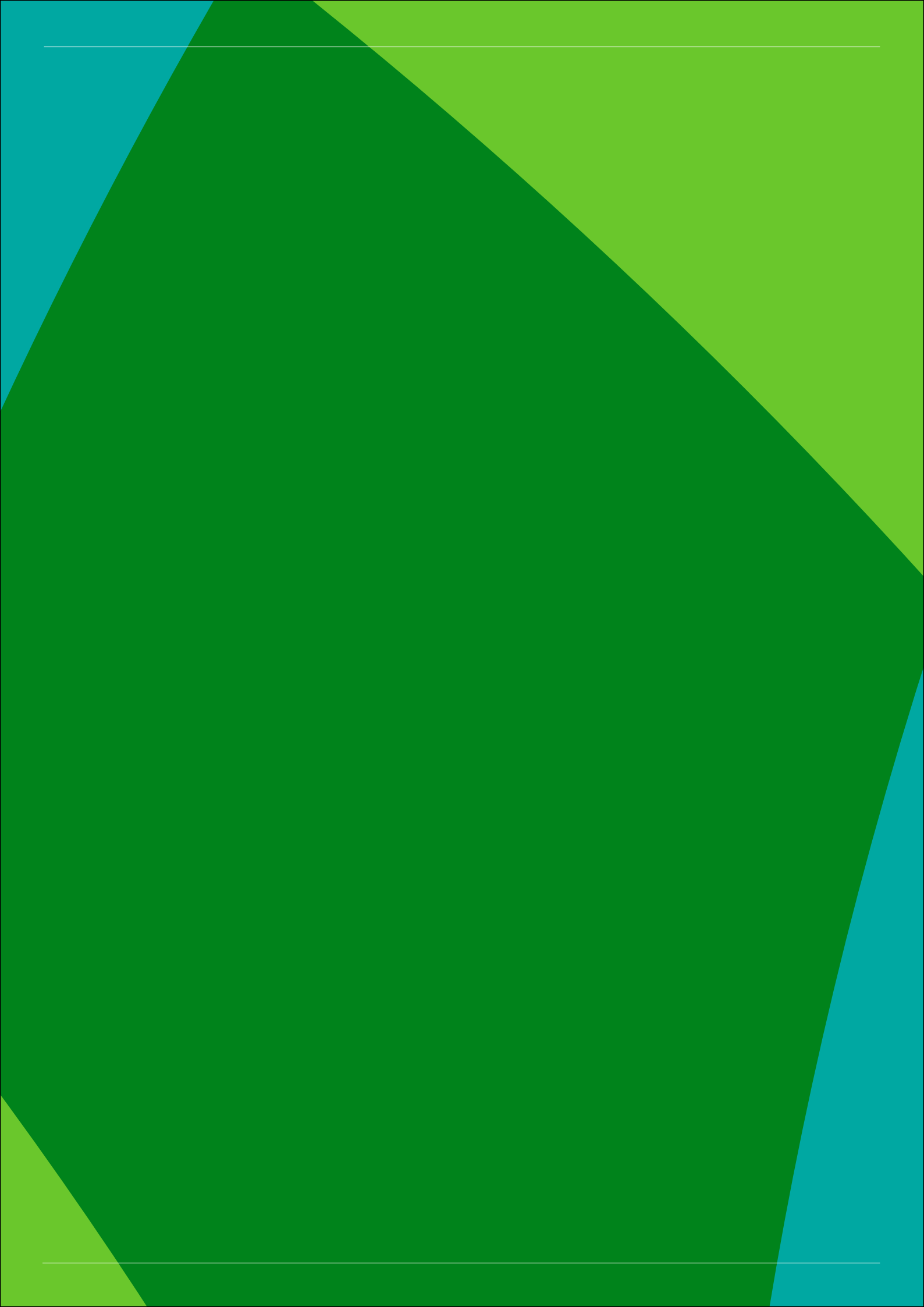
## Implementation Plan

March 2023



**etb**

Bord Oideachais agus  
Oiliúna Dhún na nGall  
*Donegal Education and  
Training Board*



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# Introduction

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# This implementation plan establishes how Donegal Education and Training Board (ETB) will implement the public sector equality and human rights duty (the Duty), across all of its function areas.

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The Duty requires public bodies to have regard to the need to eliminate discrimination, promote equality, and protect human rights for service users, policy beneficiaries, and employees, across all function areas.

## Section 42 of the Irish Human Rights and Equality Commission Act 2014.

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.

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Public bodies are required to: undertake an “assessment of the equality and human rights issues” facing the identified groups for the Duty that would have a relevance for their functions; to identify the steps being taken or proposed to be taken to address the issues as assessed; and to report annually on their progress in addressing these issues and implementing the Duty.

## S42.2 (a) and (b) establish three key steps that public bodies should follow, in regard to implementing the Duty

2. (a) 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** those issues, and (b) **report** in a manner that is accessible to the public on developments and achievements in that regard in its annual report (howsoever described).

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# Introduction cont.

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## The identified groups for the Duty are:<sup>1</sup>

- groups covered by the nine protected grounds under equality legislation: gender (including transgender people and people transitioning to their true gender); civil status; family status (including lone parents and carers); age; disability; sexual orientation; race (encompassing race, skin colour, nationality and ethnic or national origins); religion (any or no religious belief); and membership of the Traveller community; and
- groups covered by the ground of socio-economic status, who are at risk of or experiencing poverty and social exclusion, including working class people, people experiencing rural disadvantage, and ex-offenders.

The identified groups <sup>2</sup> include those at the intersections of these grounds . It is also important to note that the groups covered are broadly defined in the equality legislation, in particular the race ground (in including refugees and asylum seekers) and the disability ground (in encompassing physical, intellectual, learning, cognitive, emotional and medical conditions).

This implementation plan underpins compliance by Donegal ETB's compliance with the Duty. It further reflects implementation of commitments made in relation to the Duty in 'Black and Minority Ethnic Inclusion: A Strategy for County Donegal 2021-2026'.

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1. [Implementing the Public Sector Equality and Human Rights Duty](#), Irish Human Rights and Equality Commission, 2019.

2. An intersectional approach reflects the diversity within groups, respecting that people belong to more than one of these groups and hold intersecting identities that need to be taken into account.

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# Equality and Human Rights Values Statement

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2

# Introduction

This Equality and Human Rights Values Statement identifies and defines the values that motivate our ambitions for equality and human rights, specifically in implementing the Duty:

Respect  
Voice  
Choice  
Inclusion  
Participation



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# Equality and Human Rights cont.

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This Equality and Human Rights Values Statement addresses the identified groups for the Duty. Each of these values is concretised by establishing their implications for our priorities and processes. For each value we set out a:

- **statement of outcome** – the implications of the value for the change we seek to contribute to as an organisation; and
- **statement of process** – the implications of the value for the way we work in pursuing this change.

# Equality and Human Rights Values Statement



## Respect

Respect is about dignity, care, empathy, and appreciation of others. It involves treating people fairly and as equals, and creating relationships of trust.

### Statement of Outcome

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Donegal ETB works to inform, influence and contribute to a culture and an understanding of respect that informs perspectives on and relationships with the identified groups within our own organisation and across the communities we work with and the wider society.

### Statement of Process

--

Donegal ETB ensures current and potential staff and students from the identified groups are treated fairly, engaged in relationships of trust, feel accepted, and able to be open as to their identity. In this, Donegal ETB ensures adequate and appropriate policies, procedures and initiatives are in place to enable and ensure this way of working.

# Equality and Human Rights cont.



## Voice

Voice is about representation, empowerment and influence. It involves listening to people, people having a say and being heard, and partnerships with diverse communities.

### Statement of Outcome

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Donegal ETB works to enable community organisations that are representative of the identified groups by supporting their capacity, and securing pathways for these organisations to inform decision-making processes in Donegal ETB and beyond.

### Statement of Process

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Donegal ETB ensures the necessary range of structures, systems, and feedback mechanisms are in place for current and potential students and staff from the identified groups to be heard, to be engaged with and to inform its decision-making processes, strengthening both Donegal ETB's capacity to listen and the capacities of those from the identified groups to have a say.

# Equality and Human Rights cont.



## Choice

Choice is about individual autonomy and the opportunity to progress and realise one's full potential. It involves the provision of a range of options, having access to meaningful choices, being informed about options, and taking responsibility for the choices one makes.

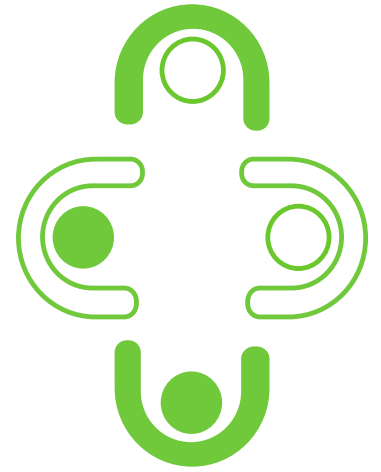
### Statement of Outcome

Donegal ETB works, within its mandate and its resources, to offer options to current and potential staff and students, or to enable them to access options offered elsewhere, to enable them to establish and reach for their ambitions and to become everything they are capable of becoming.

### Statement of Process

Donegal ETB ensures guidance, advice, time and support is available to enable current and potential staff and students from the identified groups to make informed and meaningful choices in seeking to realise their full potential.

# Equality and Human Rights cont.



## Inclusion

Inclusion is about recognising and embracing diversity, and understanding and catering for difference. It involves organisational change, addressing barriers (physical, attitudinal, systemic), investing resources in this, and ensuring accessibility.

### Statement of Outcome

--

Donegal ETB works to recognise and celebrate diversity across the identified groups, to ensure effective interaction with parents and communities from across the identified groups, and to establish the pathways and the conditions necessary to enable the appropriate integration of current and potential students and staff from the identified groups in all its activities, to the maximum extent possible.

### Statement of Process

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Donegal ETB ensures there is flexibility to adapt its systems and methodologies to achieve a reasonable accommodation of the specific needs of current and potential staff and students from the identified groups, and to ensure an effective interaction with parents and communities from the identified groups.

# Equality and Human Rights cont.



## Participation

Participation is about people having chances and improving their situation along a spectrum of possibilities. It involves establishing pathways that enable people to progress their ambitions and achieve outcomes.

### Statement of Outcome

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Donegal ETB works to address educational and employment disadvantage and to secure and enable a presence and progress for a diversity of students and a diversity of staff from the identified groups.

### Statement of Process

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Donegal ETB ensures that people from the identified groups are enabled to come forward, overcome challenges, and identify and achieve their goals as current and potential staff and students in Donegal ETB, and that data is gathered and analysed to track and improve its performance in this regard.

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# Assessment of Equality and Human Rights Issues

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# 3

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# Introduction

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This assessment of equality and human rights issues facing the identified groups for the Duty that are relevant for the functions of Donegal ETB is undertaken in compliance with the first step of the Duty. It is based on staff knowledge, an examination of relevant research and strategies at national and local level, and an engagement with civil society.



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# Assessment of Equality and Human Rights Issues

## cont.

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The functions of Donegal ETB encompass: provision of education, training and guidance; provision and funding of youth services; cultural function of promoting the Irish language, culture and tradition; cooperate with and engage with parents and communities; employment; and procurement, grant making, and establishment and maintenance of buildings.

This assessment of equality and human rights issues involved an examination of the situation, experience, and identity of the identified groups for the Duty, to establish the key equality and human rights issues that these groups face and that are relevant to the functions of Donegal ETB, where:

- **Situation** of the group in terms of their access to resources and any particular disadvantage they experience.
- **Experience** of the group in terms of the quality of their interaction with employers and service providers and the wider society.
- **Identity** of the group in terms of how they chose to give expression to their identity and the specific needs that arise from their identity.

This assessment is not an assessment of the performance of Donegal ETB in regard to equality and human rights. The equality and human rights issues identified as part of this assessment include issues where: actions are already being taken; where planning is underway to address the issue; and the issues are newly identified and need to be addressed.

Addressing the equality and human rights issues identified below reflects a commitment to respond to the specific oppressions involved in structural racism, classism, ableism, homophobia, transphobia, sectarianism, sexism, and ageism.

The values of: respect, voice, choice, inclusion, and participation, are used as a framework to set out our assessment of the equality and human rights issues relevant to our functions.

The equality and human rights issues identified below relate to all of the identified groups unless otherwise indicated. In some instances, specific examples are given for particular groups where there is a unique experience for that group in regard to the issue(s) or where that group experience significant or persistent inequality or discrimination or human rights violations in regard to the issue(s).

# Assessment of Equality and Human Rights Issues



## Respect

Respect is about dignity, care, empathy, and appreciation of others. It involves treating people fairly and as equals, and creating relationships of trust.

**The equality and human rights issues to be addressed in implementing the Duty, related to this value and relevant to the functions of Donegal ETB, are:**

**Discrimination, both by individual behaviours and through institutional systems, including:**

- at work, in work, in services provided, and in education and training provision
- pregnancy related discrimination
- discrimination against those transitioning their identity at work

**Segregation, including:**

- of Black and minority ethnic people including Travellers, in the education and training system
- congregated settings for people with disabilities
- practices and procedures in educational settings that lead to segregation or forms of segregation
- of women in the labour market and in education and training in relation to subject and professional choices

**Disrespect, abuse, harassment and sexual harassment, including:**

- at work, in work, in services provided, and in education and training provision

# Assessment of Equality and Human Rights Issues

cont.

## Respect

<p>Stereotypes, preconceived perceptions, unconscious bias, and false assumptions, including:</p>	<ul style="list-style-type: none"><li>— use of language, imagery and materials that diminish or misrepresent diversity</li><li>— problematising communities on the basis of the discrimination and exclusion they are subject to</li></ul>
<p>Having to hide one’s identity for fear of discrimination and harassment, and due to unwelcoming environments, including:</p>	<ul style="list-style-type: none"><li>— for Travellers, LGBTI+, and people with disabilities</li></ul>
<p>Violation of privacy or confidentiality.</p>	
<p>Lack of provision of training on the concepts of equality and human rights, and in relation to eliminating discrimination, harassment and stereotyping.</p>	
<p>Inadequate policies and systems to respond to issues of discrimination, harassment and sexual harassment when complaints are raised, with high levels of under-reporting.</p>	

# Assessment of Equality and Human Rights Issues cont.



## Voice

Voice is about representation, empowerment and influence. It involves listening to people, people having a say and being heard, and partnerships with diverse communities.

The equality and human rights issues to be addressed in implementing the Duty, related to this value and relevant to the functions of Donegal ETB, are:

Lack of voice in or presence on decision-making structures, and inadequate and inappropriate processes through which to secure such voice or presence.

Lack of consultation or dialogue, and lack of adequate and appropriate channels for consultation and forms of dialogue.

Lack of supports for those on such structures that might be required to be effective.

Limited structures and opportunities for the voice to be heard.

Limited presence in senior and decision-making positions.

Lack of knowledge as to how the system works and decisions are made.

# Assessment of Equality and Human Rights Issues cont.



## Choice

Choice is about individual autonomy and the opportunity to progress and realise one's full potential. It involves the provision of a range of options, having access to meaningful choices, being informed about options, and taking responsibility for the choices one makes.

**The equality and human rights issues to be addressed in implementing the Duty, related to this value and relevant to the functions of Donegal ETB, are:**

Narrow range of options provided for, and limited or ineffective pathways to progress to different levels in areas such as education, training and in the workplace.

Barriers to having and making real choices including due to:

- lack of financial means and disadvantage in relation to such as health status, education status, and accommodation status
- caring responsibilities, including for young people as carers
- inadequate provision of information, and for awareness, including in particular for older people, and for people with disabilities specifically about assisted decision making

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# Assessment of Equality and Human Rights Issues

## cont.

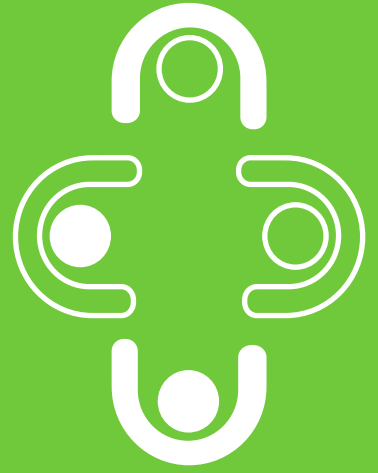
### Choice

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Discouragement from accessing and pursuing outcomes from services, including:

- lack of successful role models
- experiences of discrimination and exclusion, harassment and fear for one's safety
- stereotypes, including in particular gender stereotypes, influencing choices made
- intergenerational disadvantage, in particular educational
- caring responsibilities, unequal sharing of care responsibilities, and lack of supports for caring responsibilities
- low expectations held of members of specific groups, sometimes involving to misdirection in choice making
- low levels of self-esteem and confidence, and internalised oppression, sometimes leading to self-selection out of opportunities

# Assessment of Equality and Human Rights Issues cont.



## Inclusion

Inclusion is about recognising and embracing diversity, and understanding and catering for difference. It involves organisational change, addressing barriers (physical, attitudinal, systemic), investing resources in this, and ensuring accessibility.

**The equality and human rights issues to be addressed in implementing the Duty, related to this value and relevant to the functions of Donegal ETB, are:**

**Lack of provision for specific needs, including in relation to:**

- gender-neutral facilities
- language diversity, including Irish language and Irish sign language
- options for gradual and flexible retirement at work
- curricula, both formal and non-formal, and extra-curricular events that do not reflect or address diversity
- organisational spaces or environment that do not give visibility to diversity
- accessible and affordable care infrastructure including childcare

# Assessment of Equality and Human Rights Issues

cont.

## Inclusion

Inflexible systems and processes that are not tailored to specific needs and present barriers, including:

- failure to recognise, adapt for, and resource cultural difference
- failure to support those with caring responsibilities to combine paid work and caring, including through flexible working arrangements and access to paid leave
- lack of reasonable accommodation for people with disabilities in service provision and in the workplace, including flexible working arrangements, modification of work tasks, and provision of necessary technical aids
- organisational policies that do not reflect or address diversity
- communication processes and materials that do not reflect or address diversity

Lack of universal design, including:

- buildings, transport, facilities, IT systems, and organisational systems that are not accessible for people with disabilities
- public spaces that are not age friendly or that are not accessible to people with disabilities

Lack of equality data to monitor and review diversity and inadequate capacity for the implementation of equality data systems.



# Assessment of Equality and Human Rights Issues

cont.

## Inclusion

<p>Lack of capacity to respond effectively to diversity and the specific needs that arise due to diversity, including:</p>	<ul style="list-style-type: none"><li>— limited understanding of and knowledge about different groups and their specific needs</li><li>— lack of training provision on diversity and responding effectively to diversity</li></ul>
<p>Lack of recognition for, understanding of, and response to the specific needs, situations and experiences of those at the intersections between the different groups.</p>	

# Assessment of Equality and Human Rights Issues cont.



## Participation

Participation is about people having chances and improving their situation along a spectrum of possibilities. It involves establishing pathways that enable people to progress their ambitions and achieve outcomes.

**The equality and human rights issues to be addressed in implementing the Duty, related to this value and relevant to the functions of Donegal ETB, are:**

**Educational disadvantage in terms of participation and outcomes, including:**

- early school leaving and unequal educational outcomes for Travellers, Roma, people with disabilities, older people, and LGBTI+ people
- literacy, numeracy and digital literacy barriers
- cost barriers, including travel and accommodation
- lack of pathways to and lack of access to higher education opportunities that are appropriate to skill sets and capacity

# Assessment of Equality and Human Rights Issues

cont.

## Participation

<b>Unemployment and underemployment, including:</b>	<ul style="list-style-type: none"><li>— for Travellers, Roma, young people, and people with disabilities</li><li>— lack of recognition of qualifications obtained outside Ireland and subsequent underemployment and over-qualification for some Black and minority ethnic people</li><li>— lack of adequate and appropriate pathways from education to employment</li></ul>
<b>Poverty and low income, including:</b>	<ul style="list-style-type: none"><li>— for Travellers, Roma, people with disabilities, and people living in Direct Provision</li><li>— failure to address the additional cost of disability</li><li>— low living standards for those in jobless households, renters, lone parents, and households with a person with a disability</li><li>— prevalence of groups in low paid work including in particular women and people with disabilities</li><li>— gender pay gap for women</li></ul>
<b>Mental health issues along with lack of provision for these, including:</b>	<ul style="list-style-type: none"><li>— for Travellers and LGBTI+ people</li></ul>
<b>Digital exclusion, including:</b>	<ul style="list-style-type: none"><li>— poor availability and quality of broadband, lack of skills, and lack of equipment</li><li>— for Travellers, older people, people on low incomes</li></ul>
<b>Inadequate transport acting as a barrier to accessing services</b>	

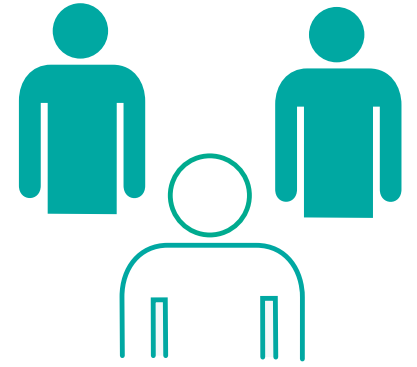
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# Enabling Implementation

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# 4

# Leadership



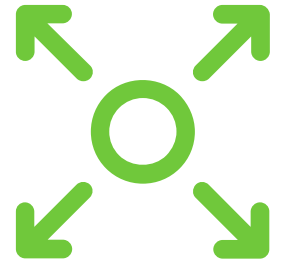
## Management across the organisation will give leadership for implementation of the Duty.

Senior management will have the Duty as an agenda item at senior management meetings on a regular basis to: ensure priority for this focus; track progress; and address any barriers that might arise.

Leadership across the organisation will model the equality and human rights values of Donegal ETB, in articulating these values, and ensuring decisions that they are involved in are aligned with these values.

**A cross-organisational working group will work to plan for, support, and report on implementation of the Duty. In particular the working group would take on to:**

- Prepare an annual plan of action, based on this implementation plan, for the implementing the Duty across the organisation. This would identify steps to enable implementation (leadership; capacity; and communication steps), and points at which the address step will be implemented (plans; policies; oversight; and priority actions).
- An annual report on the progress made will be compiled by the working group. This would identify developments in implementing the Duty during the year, and achievements in terms of outcomes and improvements from implementing the Duty.



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Training on the address step will be provided to staff with responsibility for the review or development of plans, internal policies, strategies, and programmes that involve implementation of the Duty.

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Equality and human rights, the requirements of the Duty, and the approach being taken to its implementation by Donegal ETB will be a focus in induction programmes for new staff.

Line managers will be familiarised with the Duty and the approach being taken in Donegal ETB to its implementation. They will act as champions for its implementation.

Events and workshops will be convened to enable staff familiarisation with the Duty, the approach being to its implementation by Donegal ETB, and the equality and human rights values with associated benchmarks for this work.

Equality and human rights expertise will be stimulated and supported in Donegal ETB. Staff are encouraged and enabled to undertake education and training courses in this area, such as the IHREC e-learning course and the IPA Diploma course.

The working group will engage with the Think Equality initiative on the Duty as a resource for this capacity building work.

The student community will be familiarised and engaged with on Donegal ETB's commitment to equality and human rights and its work on the Duty through modules and resources on equality and human rights, linked to the equality and human rights values.



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Internal communication systems will strengthen the organisational culture to drive an ongoing implementation of the Duty by engaging the equality and human rights values in a creative and ongoing manner.

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**The internal communication systems will give visibility to the work of implementation the Duty, in particular they will:**

- engage the equality and human rights values that motivate this work; and
- mark and enable discussion and celebration of achievements in implementing the Duty.

An accessible presence for the Duty and the work of Donegal ETB in its implementation will be secured on the website. The assessment of equality and human rights issues and the implementation plan for the Duty will be made publicly available on the website.

The Communications Working Group will take steps to ensure this focus on the Duty, its implementation by Donegal ETB, and the equality and human rights values and benchmarks involved is addressed in external and internal communications, on the website, and in social media interactions.

# Profile



A launch event will be organised for our implementation plan for the Duty.

**The Duty and its implementation within Donegal ETB will be a focus for reporting, reviewing and discussion at:**

- The annual managers seminar.
- One of the principals meetings each year.
- Senior Management Team meetings, where it will be on the agenda on a periodic basis.
- One of the OSD Forum meetings each year.
- One of the quarterly staff meetings each year.
- The annual student participation session.
- Legal advice sessions hosted by Donegal ETB.

**The Duty will be given consideration by the Special Needs Assistants working group.**



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# Implementation

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# 5

# The Address Step



The 'address' step of the Duty is implemented as part of the development, monitoring, and review of plans, internal policies, strategies, and programmes.

At the commencement of the development/monitoring/review process:	
Review the assessment of equality and human rights issues to establish those equality and human rights issues that are relevant to the particular plan, internal policy, strategy, or programme.	Review the equality and human rights values statement to extract the statements of outcome (if for a plan, strategy, or programme) or statements of process (if for an internal policy) that are relevant.
Gather the data and information available in relation to the equality and human rights issues identified as relevant.	Include this material in any brief for the development/monitoring/review process.

# Implementation cont.

## In implementing the development/monitoring/review process:

Include an examination of the relevant equality and human rights issues in any evaluation or contextual review conducted for the plan, internal policy, strategy, and programme.

Track the relevant equality and human rights issues to ensure they are addressed and the values benchmarks to ensure they are respected during the development/monitoring/review process.

Transmit the obligations under the Duty to any external consultants contracted and ensure they are fully briefed in this regard.

## At final draft stage of the development/monitoring/review process:

Convene a meeting of relevant staff to check:

- Does the draft adequately and appropriately take up and address each of the equality and human rights issues identified as relevant?
- Does the draft adequately and appropriately progress the statement of priority/statement of process for each of the values?
- Does the draft include any provision that might run counter to our equality and human rights values or to an effective response to the equality and human rights issues identified as relevant?

Conduct a participative exercise, for initiatives of scale, with the working group for the duty and, possibly, with civil society organisations representative of the identified groups to check that the equality and human rights issues are adequately and appropriately identified and addressed.

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# Implementation cont.

**After the development/monitoring/review process:**

Establish and implement systems to track progress on the equality and human rights issues identified as relevant.

Use this report to reflect on this progress and to strengthen the plan, programme, policy or procedure as found to be necessary.

Report annually on progress made in addressing the equality and human rights issues and advancing the statement of priority/statement of process for each of our equality and human rights values.

# Key Moments and Processes



## Planning

The Strategic Plan is a key moment for implementing the Duty. In preparing for our strategic plan we will review the assessment of equality and human rights issues and review our implementation plan for the Duty. The Strategic Plan will refer to these documents and identify where they are publicly available.

The annual Service Plan will identify developments, within the different parts of the organisation, that are to be a focus for implementation of the Duty.

The FET Strategic Performance Agreement plan will incorporate the Duty, including actions to address relevant equality and human rights issues prioritised from the assessment.

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# Implementation cont.

## Policy reviews

The central depository for corporate policies will enable Donegal ETB policies to be reviewed on a more regular basis, and priority policies will be identified for implementing the Address step of the Duty as their review date comes up.

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This will be based on the template attached to this implementation plan, which is to be incorporated into the policy management framework for this purpose.

The FET Quality Assurance Department will have a role to play in this.

Schools as part of their review of policies, will identify and prioritise an agreed set of policies for formally implementing the Address step of the Duty each year, based on the template attached to this implementation plan.

The implementation of the recommendations of the external equality review will include for implementing the Duty in relation to these. The work on student voice is to address the equality and human rights issues identified under the value of voice, ensuring inclusion of students from the different groups identified for the Duty.

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# Implementation cont.

## Oversight

Funding procedures will be reviewed to incorporate a focus on the Duty and to pass on the Duty in a manner appropriate to the size and resources of a funded organisation.

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This will involve setting thresholds in terms of scale of funding involved, and the nature of the ask of the organisation in terms of passing on the requirements of the Duty for a proactive approach to equality and human rights.

Donegal ETB will explore the possibility of providing support for organisations to whom it is passing on the requirements of the Duty for a proactive approach to equality and human rights.

Procurement procedures will be reviewed to incorporate a focus on the Duty and to pass on the Duty in a manner appropriate to the size and resources of the selected organisation. This will involve setting thresholds in terms of scale of funding involved, and the nature of the ask of the organisation in terms of passing on the requirements of the Duty for a proactive approach to equality and human rights.

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# Implementation cont.

## Priority Actions

The senior management team and the working group will keep under review the need for specific equality and human rights actions to respond to issues in the assessment of equality and human rights issues. These priority actions will be included in the annual plans for the Duty.

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# Implementation cont.

## Consultative Approach

Where appropriate and the plan or policy is of significant scale, Donegal ETB will take a consultative approach to implementing the Address in a manner similar to that used in the assessment of equality and human rights issues.

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# Reporting

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# 6

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Donegal ETB will include a report on the implementation of the Duty and progress achieved on foot of this in each Annual Report.

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# Next Steps

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# 7

**In 2023, to enable implementation of the Duty, Donegal ETB will:**

**Leadership:** Reconvene the working group with a new terms of reference based on this implementation plan.

**Communications:** Develop a presence for the Duty on the website; brief the Communications Working Group on the Duty and its implementation in Donegal ETB to enable them to identify steps to be taken in its communication and in communicating the values benchmarks.

**Capacity:** Provide a familiarisation session for management on the Duty and its implementation in Donegal ETB, and the values benchmarks established; provide training on the Address step for those who will be involved in its implementation.

**Profile:** Organise a launch for the implementation plan; introduce a focus on the Duty and its implementation in Donegal ETB at one of the quarterly staff meetings.

**In 2023, to implement the Address step of the Duty, Donegal ETB will:**

**Plans:** steps will be taken to introduce the Address step of the Duty in preparations for the 2024 service plans.

**Oversight:** an approach to passing on the Duty will be developed as part of a youth funding stream and a REACH funding stream, using appropriate thresholds and establishing what the specific requirement might most appropriately be introduced; an approach for applying the Duty within procurement will be explored, with particular interest in applying it within any subcontracting of training.

**Policies:** the template being used for the Duty will be introduced into the Policy Management Framework for use in review of internal policies; any internal policies due for review will implement the Address step; two school policies will be identified for review.

**Priority Action:** the Senior Management Team, advised by the working group, will keep under review the need for any specific equality and human rights action to address any particular issue from the assessment of equality and human rights issues.

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# Appendix

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## Template for Address Step in Internal Policies

# Respect



Respect is about dignity, care, empathy, and appreciation of others. It involves treating people fairly and as equals, and creating relationships of trust.

## Statement of Outcome

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Donegal ETB works to inform, influence and contribute to a culture and an understanding of respect that informs perspectives on and relationships with the identified groups within our own organisation and across the communities we work with and the wider society.

## Statement of Process

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Donegal ETB ensures current and potential staff and students from the identified groups are treated fairly, engaged in relationships of trust, feel accepted, and able to be open as to their identity. In this, Donegal ETB ensures adequate and appropriate policies, procedures and initiatives are in place to enable and ensure this way of working.

Relevant equality and human rights issues

Addressed in current draft of policy?

Relevant section(s) of policy

Comments/how you might address


# Voice



Voice is about representation, empowerment and influence. It involves listening to people, people having a say and being heard, and partnerships with diverse communities.

## Statement of Outcome

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Donegal ETB works to enable community organisations that are representative of the identified groups by supporting their capacity, and securing pathways for these organisations to inform decision-making processes in Donegal ETB and beyond.

## Statement of Process

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Donegal ETB ensures the necessary range of structures, systems, and feedback mechanisms are in place for current and potential students and staff from the identified groups to be heard, to be engaged with and to inform its decision-making processes, strengthening both Donegal ETB's capacity to listen and the capacities of those from the identified groups to have a say.

Relevant equality and human rights issues

Addressed in current draft of policy?

Relevant section(s) of policy

Comments/how you might address




# Choice



Choice is about individual autonomy and the opportunity to progress and realise one's full potential. It involves the provision of a range of options, having access to meaningful choices, being informed about options, and taking responsibility for the choices one makes.

## Statement of Outcome

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Donegal ETB works, within its mandate and its resources, to offer options to current and potential staff and students, or to enable them to access options offered elsewhere, to enable them to establish and reach for their ambitions and to become everything they are capable of becoming.

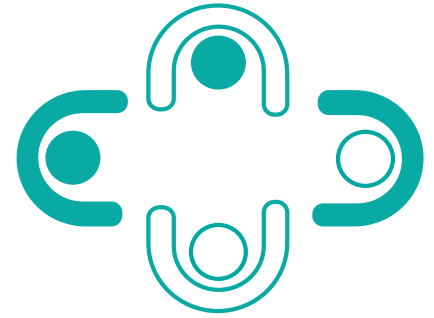
## Statement of Process

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Donegal ETB ensures guidance, advice, time and support is available to enable current and potential staff and students from the identified groups to make informed and meaningful choices in seeking to realise their full potential.

Relevant equality and human rights issues	Addressed in current draft of policy?	Relevant section(s) of policy	Comments/how you might address

# Inclusion



Inclusion is about recognising and embracing diversity, and understanding and catering for difference. It involves organisational change, addressing barriers (physical, attitudinal, systemic), investing resources in this, and ensuring accessibility.

## Statement of Outcome

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Donegal ETB works to recognise and celebrate diversity across the identified groups, to ensure effective interaction with parents and communities from across the identified groups, and to establish the pathways and the conditions necessary to enable the appropriate integration of current and potential students and staff from the identified groups in all its activities, to the maximum extent possible.

## Statement of Process

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Donegal ETB ensures there is flexibility to adapt its systems and methodologies to achieve a reasonable accommodation of the specific needs of current and potential staff and students from the identified groups, and to ensure an effective interaction with parents and communities from the identified groups.

Relevant equality and human rights issues	Addressed in current draft of policy?	Relevant section(s) of policy	Comments/how you might address

# Participation



Participation is about people having chances and improving their situation along a spectrum of possibilities. It involves establishing pathways that enable people to progress their ambitions and achieve outcomes.

## Statement of Outcome

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Donegal ETB works to address educational and employment disadvantage and to secure and enable a presence and progress for a diversity of students and a diversity of staff from the identified groups.

## Statement of Process

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Donegal ETB ensures that people from the identified groups are enabled to come forward, overcome challenges, and identify and achieve their goals as current and potential staff and students in Donegal ETB, and that data is gathered and analysed to track and improve its performance in this regard.

Relevant equality and human rights issues	Addressed in current draft of policy?	Relevant section(s) of policy	Comments/how you might address

# Contact us

## Donegal ETB

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#WeAre**Donegal**ETB



**etb**

Bord Oideachais agus  
Oiliúna Dhún na nGall  
*Donegal Education and  
Training Board*