

CDETB Implementing the Public Sector Equality and Human Rights Duty:
Assessment of Equality and Human Rights Issues, and steps towards
implementing the Duty.

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CDETB Implementing the Public Sector Equality and Human Rights Duty: Assessment of Equality and Human Rights Issues, and steps towards implementing the Duty.....	1
1. Introduction	3
2. Assessment Template	4
3. Assessment of Equality and Human Rights Issues	5
Respectful	5
Inclusive	6
Responsive	7
Enabling	9
4. Evidence Base for this Assessment	10
Experience	12
Identity	12
Situation	13
5. Using the Assessment of Equality and Human Rights Issues to undertake step 2 of the Duty: Address	27

1. Introduction

The assessment set out in this report has been undertaken by City of Dublin ETB in fulfilment of its obligations under S42 of the Irish Human Rights and Equality Commission Act 2014: the public sector equality and human rights duty (the Duty).

The Duty requires public bodies to have regard to the need to eliminate discrimination, promote equality of opportunity, and protect human rights for employees and service users, and across all function areas. Step one of the Duty requires a public body to prepare and publish an assessment of the equality and human rights issues, relevant to its functions, for identified groups under the Duty.

This 'assessment' is not an assessment of City of Dublin ETB or its performance, it is the foundation for identifying the equality and human rights concerns/issues that have relevance for the functions of City of Dublin ETB, with a view to identifying actions to address these issues.

The identified groups under the Duty are:

- those covered by the nine grounds under equality legislation: gender (including gender identity), civil status, family status (including lone parents, carers), age, sexual orientation, disability, race (including nationality, skin colour, and ethnicity), religion, and membership of the Traveller community; and
- those at risk of poverty and social exclusion (socio-economic status ground).

In conducting this assessment, City of Dublin ETB has ensured alignment with guidance issued by the Irish Human Rights and Equality Commission, including that the assessment is evidence-based and involves consultation with key stakeholders.¹

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

2. Assessment Template

City of Dublin ETB adopts a values-led approach to implementing the Duty, as such an approach offers an accessible language to support and communicate our work to implement the Duty to our staff and service users; and a values-led approach supports the organisation to engage and embed our core organisational values.

City of Dublin ETB identifies the following four core organisational values: Inclusive, Respectful, Responsive, and Enabling. These values closely align with and reflect the values underpinning the goal of advancing equality and rights. CDETb have developed a values statement (see Appendix A.) that sets out: a value definition; a statement of priority; and a statement of process. These statements of priority and process will serve as useful benchmarks to guide our ambition for equality and human rights, and our systems and processes to addressing equality and human rights concerns for systems already in place and future processes.

Section 3 sets out the assessment of equality and human rights issues relevant to our core functions. These issues are set out in accordance with our four core values.

Section 4 sets out the evidence base on which the assessment of issues is developed. This evidence base examines the situation, experience, and identity of the identified groups for the Duty:

Situation: refers to disadvantage in the level and quality of resources, including education, training, and employment, for the identified groups.

Experience: refers to the quality of the group's engagement with wider society, including with public services (both as employees, service participants and policy beneficiaries).

Identity: refers to the manner in which the group gives expression to its identity and any lack of recognition for diversity leading to unmet needs that are specific to the identity of the group. As part of the process to develop this assessment of equality and human rights issues, civil society organisations representing the identified groups for the Duty were invited to a validation process, in April 2022, to give their feedback and comments on the draft assessment. The draft assessment was amended in accordance with this feedback.

3. Assessment of Equality and Human Rights Issues

This section sets out a summary of the key equality and human rights issues that have most relevance to the functions of City of Dublin ETB. Our core values: Respectful, Inclusive, Responsive, and Enabling, are the frame for setting out these issues and provide the benchmark in regard to our ambition for addressing these issues.

The equality and human rights issues identified below relate to all of the identified groups for the Duty, unless otherwise specified.

Respectful

Respectful is about empathy with people and their circumstances, being non-judgmental and respectful of people's boundaries, and being honest and transparent.

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

- Discrimination (individual and institutional) in seeking employment and/or in the workplace, with particular regard to:
 - very high levels of discrimination when seeking employment, for: Travellers, Roma, disabled people, and Black non-Irish nationals;
 - high levels of discrimination when seeking employment, for older people (aged 45+); and
 - in-work discrimination for women (including related to pregnancy), and minority ethnic groups.
- Discrimination (individual and institutional in accessing / participating in/ and deriving good outcomes from services and supports, with particular regard to:
 - high levels of discrimination experienced by Travellers, disabled people, and minority ethnic groups in accessing services (including public services such as education).
- Identity-based abuse, harassment, and sexual harassment which prevent access to and participation in employment and key services, such as education, with particular regard to:
 - the specific oppressions involved in situations and experiences of sexism, racism, classism, ableism, homophobia, transphobia, sectarianism, and ageism;
 - sexual harassment experienced by women and girls in multiple settings;
 - high levels of domestic violence experienced by women;
 - high risk of cyberstalking for young women;
 - high levels of identity-based harassment and bullying experienced by LGBTI people, Travellers, and other minority ethnic groups;
 - mental, emotional, and physical health impacts of identity-based abuse and harassment.
- High levels of under-reporting of discrimination, harassment and sexual harassment, including in work and in learning environments, fear of victimisation in regard to reporting incidents, and inadequate complaints mechanisms and procedures.

Inclusive

Inclusive is about recognising and valuing people's diversity and recognising diversity as a key strength.

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

- Invisibility of and lack of diversity, with particular regard to:
 - an absence of data on many of the identified groups in regard to their access to, participation in, and outcomes from employment, education and other key services (there is a particular dearth of data on the situation and experience of Travellers and other minority ethnic groups, and LGBTIQ+ people);
 - Travellers and LGBTIQ+ people feeling compelled to hide their identity in employment and education settings, not by choice but for their own safety, in order to avoid discrimination and harassment;
 - a lack of visibility for diverse cultures and identities in the school environment and curriculum; and
 - a lack of diversity in regard to employees across many sectors, including education.
- Inadequate understanding of and response to the needs arising from people's diversity, with particular regard to:
 - issues of intersectionality, which can give rise to experiences of multiple and compounding discrimination and inequality for people with diverse identities;
 - failure to provide reasonable accommodations to address needs arising from diversity, in particular for: people with different types of disability; people whose first language is not English; minority ethnic groups; transgender people; people with caring responsibilities; and people with a minority religion; and
 - limited application of a social model of disability (with an outdated health model of disability often dominating).
- Stereotypes about difference, across the identified groups, which can give rise to blanket assumptions resulting in negative or unequal treatment, with particular regard to:
 - gendered assumptions influencing availability of education/training options for males and females; and
 - ageist, racist, and ableist assumptions about the capabilities, interests, and motivations of older people, minority ethnic groups, and disabled people.
- Non-inclusive working and learning environments, with particular regard to:
 - limited or inadequate response from school staff to identity-based harassment and bullying by Learners;
 - under-reporting of identity-based harassment and abuse by employees and service users; and
 - limited understanding and/or capacity of employers and service providers to equality and human rights issues, such as: understanding and responding to diversity; addressing identity-based harassment and abuse.

Responsive

Responsive is about ensuring people have opportunities, resources, and support to be the best they can be and achieve their potential.

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

- Barriers to accessing and fully participating in education and training, with particular regard to:
 - very low levels of participation in education, at all levels, for Traveller children;
 - barriers to accessing FET, for people living in poverty, in regard to costs, and for Travellers, lone parents and people with disabilities, the risk of losing social protection payments;
 - inadequate or misinformation on FET provision by referral agencies, resulting in low uptake by potential learners;
 - fear of losing key social protection benefits as a barrier to FET uptake, and lack of information provided to potential learners to clarify these issues;
 - lack of accessible, easy to read information on courses and application processes;
 - the information requested on the FETCH application form may present a barrier to applying for a course;
 - digital/IT literacy and access barriers;
 - barriers for women accessing FET due to lack of access to affordable childcare;
 - the impact of living conditions (overcrowding, Direct Provision, homeless accommodation) on participation in education; and
 - specific barriers for some minority ethnic migrants in accessing education and training due to: lack of information and knowledge; language barriers; eligibility requirements; lack of recognition of qualification from other jurisdictions, and legal status requirements.

- Low educational/ skills status across many of the identified groups for the Duty, with particular regard to:
 - poor educational outcomes for Travellers, Roma, and people with disabilities;
 - early school leaving/ missing school days as a result of identity-based harassment (particularly for Travellers and LGBTIQ+ students);
 - lack of progression for Travellers and people with disabilities from training/education into employment; and
 - Travellers missing out on educational supports due to hiding their ethnic identity.

- An absence of data regarding access to and outcomes from accessing key services, including education and training, for some of the identified groups for the Duty.

- Unemployment and under-employment, with particular regard to:
 - high levels of discrimination, when seeking employment, for Travellers, Roma, and Black (non-Irish national) migrants;
 - low levels of labour market participation for: people with disabilities; Travellers and other minority ethnic groups; and lone parents;
 - lack of networks and connections for Travellers, regarding employment and course-related placements; and
 - women's underemployment due to unequal sharing of caring roles in the family; and
 - lack of affordable, accessible childcare as a barrier to employment.

- Lack of access to promotion, with particular regard to:
 - lack of women in management positions;
 - impact of caring responsibilities on women's career progression and work opportunities; and
 - a lack of progression in the workplace for minority ethnic groups.

- Low income, with particular regard to:
 - concentration of women in low paid and part-time work;
 - additional costs of having a disability;
 - the gender pay gap and gender pension gap; and
 - risk of losing social protection benefits (lone parents, people with disabilities, Travellers).

- Poverty/ risk of poverty, with particular regard to:
 - High levels of material disadvantage for Travellers, lone parents, Roma, people with disabilities, and refugees and asylum-seekers; and
 - intersection of socio-economic disadvantage with identity-based inequality (in particular for: lone parents, Travellers, minority ethnic groups, disabled people, older people, and transgender people).

- Homelessness and insecure accommodation status, with particular regard to:
 - poor living conditions, overcrowding, and high risk of homelessness for Travellers and Roma and other minority ethnic groups; and

- negative impact of insecure accommodation status on young people’s education pathways.
-
- Unequal health status, with particular regard to:
 - The impact of disadvantage, social exclusion, and identity-based abuse on people’s mental, emotional, and physical health and wellbeing.

Enabling

Enabling is about self-determination, having a voice and opportunities to be heard, and having self-belief and confidence to set and achieve life goals.

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

- Under-representation of women in leadership roles.
- Lack of voice and/or agency, with particular regard to:
 - the lack of opportunities afforded to children and young people to have a say in decisions affecting them;
 - disempowerment of people with disabilities; and
 - lack of access to information and barriers to accessing information on options available and to ensure informed choices.
- The negative impact of discrimination, disadvantage, stigmatisation, and identity-based harassment and abuse on people’s self-esteem, self-belief and confidence.
- Educators having low expectations of Travellers, and disabled people.
- Gender stereotyping affecting subject and course choices available to/ pushed towards males and females.
- Lack of family/ work/ community networks to enable Travellers access training and employment opportunities.

4. Evidence Base for this Assessment

This evidence-based assessment of equality and human rights issues is based on data and information from: independent research conducted by the Economic Social Research Institute, academic institutes, state agencies, and NGOs; national CSO data sets; national policy strategies for the identified groups; and monitoring reports by the Irish Human Rights and Equality Commission, under the UN human rights monitoring framework.

This evidence base will be periodically updated by CDETB to ensure that the most up-to-date data and information is informing our ongoing work to address equality and human rights concerns across our function areas.

The evidence base is set out according to the identified groups for the Duty, and using the framework of situation, experience, and identity of the group.

Gender (including transgender people)

Situation

- In 2019 60.2% of FET learner enrolments were female and 39.8% were male.²
- Leaving Cert subject choices between females and males, is still quite gendered in nature. 2019 CSO figures show that: girls were more likely to study Biology, Art, Home Economics and Music at higher level (more than half of girls (60%) took higher level Biology compared with 36.3% of boys); Construction studies, Physics, Engineering and Design & Communications graphics at higher level were much more popular with boys (25% of all boys took higher level Construction Studies compared to just 3.1% of girls. Only 1.1% of girls studied higher level Engineering compared to 16% of boys).³
- Study choices for career options, between females and males, is still quite gendered in nature. CSO figures show that: 25% of female graduates were in Health and Welfare and about 75% of all graduates in both Education and in Health & welfare were female in 2017; in 2017, around 80% of all graduates in Information & communication technologies and in Engineering, manufacturing & construction were male.⁴
- Women are under-represented in leadership positions, in 2019: Just 26% of all senior roles in large enterprises was held by a woman; women occupied only 11.5% of Chief Executive Officer (CEO) positions and 28% of Senior Executive roles; and women held just 19% of positions on Boards of Directors and 7% of Chairperson roles.⁵
- school policy regarding subject provision, subject packaging and timetabling can serve to either reinforce or challenge existing gendered patterns of subject take-up. Schools have an important role in 'reducing gender stereotyping through the nature of subject provision and the way in which the choice process is constructed for students'.⁶

² Roe, S. (November 2021). [A Study of the role, contribution and impact of Education and Training Board \(ETB\) Further Education and Training \(FET\) Services on Active Inclusion in Ireland](#). Education and Training Boards Ireland.

³ Central Statistics Office. (2019) [Men and Women in Ireland](#) 2019.

⁴ Ibid.

⁵ Ibid.

⁶ Irish Human Rights and Equality Commission (2017). Op Cit.

- Women's lower earnings in employment and shorter working lives also bring lower lifetime earnings, reduced pension entitlements and greater risk of poverty in old age.⁷
- Unequal sharing of caring roles (with women assuming greater responsibility) is a key factor in gender inequality in the labour market: access to employment, hours of work, promotion prospects, wages and working conditions.⁸
- Women's representation on state agency Boards is below the Government's 40% gender balance target.⁹

⁷ Russell, H., Grotti, R., McGinnity, F., and Privalko, I. (2019) [Caring and Unpaid Work in Ireland](#), ESRI.

⁸ Ibid.

⁹ Irish Human Rights and Equality Commission (2017) [Ireland and the Convention on the Elimination of all forms of Discrimination Against Women, Submission to the United Nations Committee on the Elimination of Discrimination Against Women on Ireland's Combined Sixth and Seventh Periodic Reports](#), Irish Human Rights and Equality Commission.

Experience

- Women are almost twice as likely as men to report discrimination in the workplace, including in relation to pay and promotion.¹⁰
- Sexual harassment in the workplace is significantly under reported: only 1 in 5 people who experience such harassment in the workplace report it to their employer.¹¹
- An EU-wide study on gender-based violence and abuse, found the following in regard to Irish women respondents:
 - 15% of Irish women had been subjected to physical and/or sexual violence, and 31% had been subjected to psychological violence, by a current or former partner;
 - 22% know of a work colleague experiencing domestic violence;
 - 48% had experienced sexual harassment (based on 11 items) since the age of 15, and 39% in the previous 12 months;
 - 12% had experience of being stalked (3% in the previous 12 months);¹²
- According to the results of an EU-wide survey, young women (18–29 years old) are particularly at risk of cyberstalking and 11% of survey respondents had been victims of cyber harassment at some time since the age of 15.¹³
- 27% of transgender second level students said they felt unsafe in school due to transphobic bullying and harassment.¹⁴
- 55% transgender second level students reported hearing a transphobic remark from a teacher or staff member.¹⁵

Identity

- Issues of intersectionality which can give rise to experiences of multiple and compounding discrimination and inequality, are evident for women with diverse identities involving more than one protected characteristic, including for: Traveller women; migrant women; Black, Asian and other minority ethnic women; disabled women; lesbian women; transgender women; older women and young women; and women parenting alone.
- Transgender and other minority gender children and young people may require school community support in order to express their true gender identity: Almost half of the transgender respondents in one Irish study, said they would feel unsafe or very unsafe to express their gender identity publicly.¹⁶

¹⁰ McGinnity, F., Grotti, R., Kenny, O., and Russell, H. (2017) [Who Experiences Discrimination in Ireland: Evidence from the QNHS Equality Modules](#). ESRI and IHREC.

¹¹ Irish Congress of Trade Unions (November 2019) Survey with 1,300 union members on their experience of sexual harassment and sexual assault in the workplace. 72% of the survey respondents were women.

¹² Fundamental Rights Agency (2014). [Violence Against Women: an EU-wide survey](#). European Agency for Fundamental Rights.

¹³ Irish Human Rights and Equality Commission (2017). Op Cit

¹⁴ BeLonGTo (2019). [2019 School Climate](#) Survey.

¹⁵ Ibid.

¹⁶ GLEN and BeLonGTo (2016). LGBTI Ireland report- national study of the mental health and wellbeing of lesbian, gay, bisexual, transgender, and intersex people in Ireland.

Family Status (including lone parents and other family carers)

Situation

- Those living in households with one adult and one or more children aged under 18 had the highest enforced deprivation rate in 2019 at 45.4%.¹⁷
- One-parent families are disproportionately affected by homelessness: Despite making up only 20% of families in Ireland, one-parent families make up 54% of homeless families.¹⁸
- 45% of women and 29% of men provide care for others on a daily basis (childcare and/or adult care). Having an employed partner increases care time for women but not for men.¹⁹
- Employer policies are crucial in allowing individuals to combine work and care: the majority of (daily) carers are combining employment and care.²⁰
- Pregnant students need greater supports from schools, to complete their education.²¹
- Lack of affordable, accessible childcare is a barrier for those with childcare needs (particularly lone parents and women) accessing employment or sustaining full-time employment.²²
- 2014 research on the impact of the 2008+ recession, found that income poverty and deprivation was highest for lone parents, among whom 30- to 32% were in income poverty and 44 – 49% were materially deprived.²³

Experience

- Never-married lone parents are more like to experience discrimination in public and private services than single childless adults: more than 12% of never married lone parents report discrimination while searching for work and this is significantly different to those who are single with no children (6.3%) and those who are cohabiting with children (3.9%).²⁴
- Pregnant employees report discrimination, following disclosure of pregnancy, in a range of areas including: job offers being rescinded; being placed on reduced hours; unfair selection for redundancy; negative impact on work performance rating; and lack of promotion.²⁵

Identity

- 1 in 5 people in Ireland live in a one-parent family.²⁶
- 86% of one parent families are headed by a mother and 14% by a father.²⁷
- A recent ETB Learner Survey (1,496 respondents) found that 10.5% of respondents identified as parents in a one parent household, and 8.8% as dependents in a one parent household.²⁸

¹⁷ SILC 2019. CSO

¹⁸ One Family. Facts and Figures. [Available online](#)- last accessed February 2022.

¹⁹ Russell, H. et al (2019). Op Cit.

²⁰ Ibid.

²¹ Irish Human Rights and Equality Commission (2017). Op Cit.

²² Ibid.

²³ Ibid.

²⁴ McGinnity, F., Grotti, R., Kenny, O., and Russell, H. (2017). Op cit.

²⁵ Banks, J. (2011) Pregnancy at Work: A National Survey; Banks, J., and Russell, H. (2011) Pregnancy Discrimination in the Workplace: Legal Framework and Review of Legal Decisions 1998–2008;

²⁶ One Family. Facts and Figures. [Available online](#)- last accessed February 2022.

²⁷ Ibid.

²⁸ Roe, S. (November 2021). Op Cit.

- The gendered allocation of unpaid work (caring, housework and other work in the home) is a key component to gender inequality for women, in employment, pay, poverty and lifetime income.²⁹

Disability

Situation

- An ETB Learner Survey (1,496 respondents) found that 12.2% indicated they had a disability.³⁰
- A survey of ETB staff asked respondents to rank which groups of learners, they considered to be most challenging to engage in learning: people with literacy, numeracy and digital skills challenges were ranked second (by 25.3%,) of respondents, people with mental health issues were ranked as most challenging to engage in FET, by (15.7% of respondents).³¹
- 2010 data indicate that the percentage of people with a disability completing third-level education remained less than half the rate of third-level completion among people without a disability.³²
- Educational attainment amongst people who have a disability is lower than the general population: regarding those aged 15 to 50 years with a disability, 13.7% have completed no higher than primary level education, compared to 4.2% of the general population.³³
- Children with disabilities are more likely to face barriers to accessing education, than non-disabled children. Parents and teachers of children with a disability can have low expectations of these children's potential, which has a negative impact on educational outcomes.³⁴
- Participation in the labour market for people with disabilities is much lower than for the general population: for those aged 15 and over, 22% of people with a disability were at work compared with more than half (53%) of the overall population.³⁵

Experience

- 2014 data indicates that approximately 15% of disabled people experience discrimination compared to 11% of non-disabled people. In addition to being more likely to experience discrimination, people with disabilities were more likely to report that the discrimination they experienced had a 'serious' or 'very serious' impact on them compared to those with no disability. They were also more likely to report that the discrimination occurred more frequently than non-disabled people.³⁶
- People with disabilities are three times more likely to experience discrimination in accessing public services (such as education, health, transport), compared to those without disabilities.³⁷

²⁹Russell, H. et al. (July 2019). Op Cit.

³⁰ Roe, S. (November 2021). Op Cit.

³¹Ibid.

³² Ibid. P15.

³³ Banks, J., Grotti, R., Fahey, E., and Watson, D. (2018) [Disability and Discrimination in Ireland: Evidence from the QNHS Equality Modules 2004, 2010, 2014](#). ESRI and IHREC.

³⁴ Ibid.

³⁵ Ibid.

³⁶ Ibid.

³⁷ Ibid.

- Certain types of disability, in particular blindness, are associated with higher incidence of discrimination.³⁸

Identity

- 2014 data indicates that between 10% and 12% per cent of the population have a disability.³⁹
- Many disabled people advocate for a social model approach to disability, rather than the more prominent medical model approach. A social model of disability focuses on societal barriers that disable people and hinder their ability to lead independent, self-determined lives. The medical model on the other hand, views disability predominantly as a health issue thereby focusing more on the individual's impairment as the issue/problem, rather than the disabling society in which disabled people live.
- In order to fully participate (including in employment and education) disabled people may require adjustments or accommodations, based on the nature of their disability.

Age

Situation

- In 2019 32.5% of FET learners were aged under 25, 19.8% were aged 55-64+.⁴⁰
- Mature students (current, former, and prospective) report a wide range of barriers to participation in higher education: financial cost is identified as the biggest barrier (for all age groups of mature students – 23-64yrs), followed by family/work responsibilities.⁴¹
- Irish research has found that early retirement is common but often unplanned, due to illness and disability and due to a redundancy package or a pension that made early retirement affordable. This research also found a strong preference for gradual retirement. More flexible retirement options were also considered important.⁴²
- Lack of access to transport and underdeveloped IT skills constitute a significant barrier to accessing information for some people as they age.⁴³
- In regard to the consistent poverty rate, in Ireland, children from Traveller, Roma, and refugee backgrounds are disproportionately affected.⁴⁴

Experience

- Workers aged 45–64 years perceive more discrimination, in seeking employment, than younger workers.⁴⁵
- There is a need to combat ageism and age-related discrimination in society.⁴⁶

³⁸ Ibid.

³⁹ Ibid.

⁴⁰ Roe, S. (November 2021). Op Cit.

⁴¹ Indecon (June 2021). [Study of Mature Student Participation in Higher education: what are the challenges? Recommendations for the future.](#) Prepared for the HEA.

⁴² Department of Health (2013). [Positive Ageing – Starts Now, National Positive Ageing Strategy](#), Department of Health.

⁴³ Ibid.

⁴⁴ IHREC (October 2019) [Ireland and the Convention on the Elimination of Racial Discrimination](#): Submission to the United Nations Committee on the Elimination of Racial Discrimination on Ireland's Combined 5th to 9th Report.

⁴⁵ McGinnity, F. et al. (2017). Op Cit.

⁴⁶ Department of Health (2013). Op Cit.

- Stereotyping of older people includes: portraying them as frail and dependent; as an unsustainable burden on finances in health and pensions; as sick and disabled non-contributors to society and dependent on the welfare system; or as healthy, financially secure and taking advantage of state benefits that they can afford to pay for themselves.⁴⁷
- Research on prevalence of elder abuse found that 2.2% of the study population experienced abuse or neglect in the 12 months preceding the research.⁴⁸
- Children and young people need to have a voice in decisions made in their local communities, in their schools and in the wider formal and non-formal education system.⁴⁹

Identity

- Children and young people experience a number of key developmental transitions in their journey from childhood to adulthood which give rise to diverse needs and requirements.
- Children and young people with diverse identities: those with a disability, those with a minority ethnic identity, migrants whose first language is not English, LGBT young people, and those living in or at risk of poverty, need age appropriate information and supports to fully access and participate in services, including education.⁵⁰
- The percentage of the population aged 65+ years increased by 19% between 2011 and 2016.⁵¹
- As we age, we are likely to experience ageism in the course of our interactions with services and with the general public. For some groups, their experience of ageism presents an additional barrier to the negative treatment they already experience on the basis of their other characteristics such as: gender, ethnicity, sexual orientation, disability, socio-economic status.

Membership of the Traveller Community

Situation

- In 2019, Travellers represented .85% of total learners who enrolled in FET (1,527 of 179,058 total learners). In terms of completion rates, 88% of Traveller learners partially or fully completed a course in 2019 and the certification rate for completed certified courses was 60%.⁵²
- A survey of ETB staff asked respondents to rank which groups of learners, they considered to be most challenging to engage in learning, members of the Traveller Community were identified as the group most challenging to engage in FET (28.3%).⁵³
- Research by the ESRI⁵⁴ notes the following regarding Travellers education, employment, housing, and health status:

⁴⁷ Ibid.

⁴⁸ Ibid.

⁴⁹ Better Outcomes Brighter Futures: The National Policy Framework for Children and Young People 2014-2020, Department of Children and Youth Affairs, 2014.

⁵⁰ Better Outcomes Brighter Futures: The National Policy Framework for Children and Young People 2014-2020, Department of Children and Youth Affairs, 2014.

⁵¹ CSO. Census 2016.

⁵² Roe, S. (November 2021). Op Cit.

⁵³ Ibid.

⁵⁴ Watson D., Kenny O., & McGinnity F. (2017). [A Social Portrait of Travellers in Ireland](#). The Economic Social Research Institute.

Education:

- One-quarter of working-age Travellers have no formal education and 53% have only primary education, compared to figures of 1% per cent and 9%, respectively, for non-Travellers in the same age range.
- Only 8% of working-age Travellers have completed second level education or above, compared to 73% of non-Travellers. Only 1% of Travellers have degree-level education compared to 30% among non-Travellers.
- Although women are more likely to have completed second level education than men, Traveller women remain very disadvantaged in educational terms, with an estimated 92% leaving school without having completed second level.
- While education outcomes have improved for Travellers, they have improved at a slower pace than for the general population, therefore the education equality gap has widened.

Employment:

- In 2016, the unemployment rate for Travellers was 80.2%, compared to 12.9% for the general population.
- educational disadvantage has a significant impact on Travellers employment situation: the odds of not being at work are over eight times higher for Travellers than non-Travellers. However, labour market disadvantage for Travellers is not solely linked to lower levels of education. Even when Travellers have similar levels of education to non-Travellers, their chances of being in employment are much lower. Issues such as discrimination are likely to be the other causal factor.
- In the general population, 80% of people with third level education were in employment, compared to just 41% of those with primary education or less. The corresponding figures for Travellers are: 9% and 57% respectively.
- When Travellers complete higher levels of education, we see a dramatic improvement in their chances of being in employment.

Housing:

- Only 24% of Traveller households have internet access compared to 82% of non-Traveller households.
- Travellers living in caravans or mobile homes are more likely to lack basic amenities: 13% had no central heating; 19% had no piped water; 29% had no sewage facilities; 91% had no internet access; and 84% were living in overcrowded situations.
- 53% of Travellers living in standard housing experience overcrowding and 74% have no internet access.

Health:

- Rates of disability (including chronic health conditions) are three times higher in the Traveller community than for the general population.
- 9% of Travellers aged 35–54 years have a psychological or emotional disability, compared to 3% of their non-Traveller counterparts.

- There is a sharper increase in poor health with age for Travellers, especially after between 35 years. The increasing health disadvantage as the life course progresses is a characteristic of cumulative disadvantage.
- The Education (*Admissions to Schools*) Act 2018 permits 25% of the places in a school that is oversubscribed to be reserved for children or grandchildren of past pupils. The application of this past-pupil criterion will act as a barrier, particularly for Traveller children, in accessing education and may result in their segregation in specific schools.⁵⁵
- There are low levels of participation among the Traveller community in early childhood education, including due to a lack of awareness about the availability of free preschool.⁵⁶
- There is a reported use of reduced timetables for Traveller children, including as a disciplinary measure or in response to challenging behaviour, in a context of significant cuts to learning supports and resources for Traveller children.⁵⁷
- Despite being a very small percentage of the national population, the Traveller community are overrepresented in the prison population and can represent 20%-30% of the population of Dochas women's prison at any one time.⁵⁸

Experience

- Travellers seeking employment or a placement in employment as part of a training course, do not have access to the sort of family/work/college/community networks that many settled people have, making their entry into employment, particularly their first job, harder.⁵⁹
- Compared to 'White Irish' respondents, Travellers are almost ten times more likely to experience discrimination in seeking work (43% experienced discrimination when seeking to access employment). There are so few Travellers in employment that CSO data cannot be used estimate an effect of in-work discrimination for Travellers.⁶⁰
- Compared to 'White Irish' respondents, Irish Travellers 22 times more likely to experience discrimination in accessing private services; and 38 times more likely to report discrimination in shops, pubs, and restaurants.⁶¹
- In a 2017 survey of the general population, 27% of respondents agreed with the statement 'it is acceptable for Travellers to be refused entry to hotels, pubs and shops' and 35% stated that they would avoid a member of the Traveller community.⁶²
- In a survey with Travellers 40% of respondents said that either they or their child had been bullied in school because of their Traveller ethnicity.⁶³
- Travellers report that the transition from primary to second-level school can be very difficult. A key issue noted was an increase in or commencement of racist bullying from their peers. While racism from teaching staff was less prevalent, Travellers noted that a

⁵⁵ Irish Human Rights and Equality Commission (October 2019). Op cit.

⁵⁶ Ibid.

⁵⁷ Ibid.

⁵⁸ Watson D. et al (2017). Op Cit.

⁵⁹ Mullen, R., Kelly, B., and Crowley, N., (2021). [Mincéir Misl'er a Tom Tober – Travellers in the Mainstream Labour Market: Situation, Experience and Identity](#). St Stephens Green Trust, Dublin.

⁶⁰ McGinnity, F., Grotti, R., Kenny, O., and Russell, H. (2017). Op Cit.

⁶¹ Ibid.

⁶² Community Foundation for Ireland. (2017). [Behaviour and Attitudes](#): Traveller Community National Survey.

⁶³ Ibid.

lack of action from teachers regarding racist bullying, was a factor in them not wanting to remain in school.⁶⁴ Traveller parents and children felt that settled spaces were not 'safe' spaces for them. Children reported feeling alone if they were not with other Traveller children.⁶⁵

- The participation of the Traveller community in further and third-level education remains comparatively low: 167 Travellers held a third-level qualification in 2016, up from 89 in 2011.⁶⁶

Identity

- Traveller children and adults often feel compelled to hide their Traveller identity in school/college and in seeking work, due to fear of discrimination and identity-based harassment and bullying.⁶⁷
- In a survey with Travellers 76% of respondents reported that Traveller culture is not visible in the school curriculum.⁶⁸
- Schools need to recognise cultural diversity and implement inclusive practices in order to ensure the inclusion of very marginalised minority ethnic students such as Roma and Travellers.⁶⁹
- There is a lack of data on the participation of and outcomes for Traveller, regarding key services (including education).⁷⁰

Race (including skin colour, ethnicity, nationality) and Religion

Situation

- A recent ETB Learner Survey (1,496 respondents) indicates a diverse learner cohort, in terms of ethnicity and religion:
 - 72.6% identified as White Irish, followed by Other White background (13%), other including mixed background (3.3%), Black or Black Irish – African (2.8%), any other Asian background (1.8%) Irish Traveller (1.6%), any other Black background ((1%), Asian or Asian Irish-Chinese (1%) and Roma (0.3%).
 - 67% identified as catholic, 15.5% had no religion, 3.1% were Muslim, 5.1% were 'other religion' including Christian, Protestant, Orthodox, Buddhist, Jehovah Witness, Hindu, Lutheran, and Baptist.⁷¹
- A survey of ETB staff asked respondents to rank which groups of learners, they considered to be most challenging to engage in learning: people from the Roma community were ranked third, by 21% of respondents.⁷²
- Migrants, refugees, and asylum seekers who wish to pursue education or training in Ireland experience barriers due to the uncertainty or short-term nature of their visa or residential

⁶⁴ Mullen, R. et al. (2021). Op cit.

⁶⁵ Quinlan, M., (2021) [Out of the Shadows: Traveller and Roma Education](#), Voices from the Community. Department of Education.

⁶⁶ Irish Human Rights and Equality Commission (October 2019). Op Cit.

⁶⁷ Mullen, R., et al. (2021). Op Cit.

⁶⁸ Community Foundation for Ireland. (2017). Op Cit.

⁶⁹ Quinlan, M., (2021). Op cit.

⁷⁰ Irish Human Rights and Equality Commission (October 2019). Op cit.

⁷¹ Roe, S. (November 2021). Op Cit.

⁷² Ibid

status, the lack of recognition of their existing qualifications, and the limited availability of beginner or upskilling English language classes.⁷³

- Significant gaps exist in the reading proficiency between children whose mothers were born in Ireland and those whose mothers were born in Eastern Europe, Asia, and Africa: language is a key barrier to education, including due to the inadequate resourcing of English language support.⁷⁴
- The *Education (Admissions to Schools) Act 2018* permits 25% of the places in a school that is oversubscribed to be reserved for children or grandchildren of past pupils. The application of this past-pupil criterion will act as a barrier, particularly for children of migrant origin in accessing education and may result in their segregation in specific schools.⁷⁵
- There are low levels of participation among the Roma community in early childhood education, including due to a lack of awareness about the availability of free preschool.⁷⁶
- Children and young people living in direct provision and emergency reception centres, face particular barriers in accessing and participating in education (at all levels), including:
 - Living in direct provision centres can have a particularly negative impact on children’s educational attendance, engagement, and experience, including due to their poor physical or mental health, low self-esteem, exhaustion, and feelings of isolation;
 - The *Pilot Student Support Scheme*, introduced in 2015 to support school leavers who are in the international protection system to access further and higher education, is not sufficiently accessible. The impact of the scheme was shown to be significantly limited due to the restrictive interpretation of the eligibility requirements; and
 - Concern have been raised about the provision of education for children who arrived in Ireland under the Irish Refugee Protection Programme and are living in emergency reception and orientation centres (EROCs): Schools in EROCs are not recognised by the Department of Education.⁷⁷
- Migrants are often excluded from accessing key state supports and services (including child benefit, a medical card, social welfare payments, the Back to School Clothing and Footwear Allowance) due to a requirement to demonstrate a connection to Ireland to comply with the Habitual Residence Condition. This is a particular barrier for Roma.⁷⁸
- Compared to other ethnicities (including White Irish) Black non-Irish people experience the largest barriers in accessing employment in Ireland. Even when the factors that affect employment outcomes are taken into account (education, age, gender, family type, length of time in Ireland) Black non-Irish people are much less likely to be employed than White Irish or White non-Irish, and they are also much less likely to hold a managerial/professional job than White Irish.⁷⁹

⁷³ Irish Human Rights and Equality Commission (October 2019). Op cit

⁷⁴ Ibid.

⁷⁵ Ibid.

⁷⁶ Ibid.

⁷⁷ Ibid.

⁷⁸ Pavee Point & Department of Justice and Equality (2018). [Roma in Ireland: A national needs assessment](#).

⁷⁹ McGinnity, F., Grotti, R., Groarke, S., and Coughlan, S. (2018). [Ethnicity and Nationality in the Irish Labour Market](#), ESRI and IHREC.

- International protection applicants are face barriers in effectively accessing employment. These include the lack of employer awareness of their entitlement to work.⁸⁰
- A national needs assessment of the Roma community in Ireland found the following:
 - Only 16.7% of working age Roma were in employment. Respondents expressed a strong desire to find work and talked about the stress of not having work or income
 - 19.8% of respondents reported that they did not have a PPS number, which is a barrier to accessing state services and supports, including educational services and supports.
 - Many Roma are living in situations of extreme deprivation and hardship which presents additional barriers to accessing and participating in education, and many parents struggle with the financial costs of sending children to school.
 - 71% of respondents reported that they have difficulty reading English and in 84% of households respondents received help reading and writing in English. In addition, a high percentage of Roma adults have literacy issues in their language of origin, thus they have multiple barriers to overcome regarding language and literacy.
 - 38% of Roma adult respondents had never been to school (this was particularly the case for women- 41% of women versus 22% of men).
 - Roma often have to rely on their children or another family member to interpret for them with service providers, which can be inappropriate when sensitive and/or confidential matters need to be discussed. Also, some service providers expressed a concern that parents sometimes had to keep young children out of school to interpret for them.
 - Service providers felt that there was a lack of awareness about the free pre-school year and the benefits of early childhood education within Roma communities.⁸¹

Experience

- Compared to 'White Irish', 'Black' people are three times more likely to experience discrimination in accessing public services, five times more likely to experience discrimination when seeking employment, and over 2.5 times more likely to experience in-work discrimination. In addition, workers of Black ethnicity perceive that in-work discrimination towards them has increased.⁸²
- Asian Irish do not differ from White Irish in their experience of discrimination when seeking work but are 1.9 times as likely to experience discrimination in the workplace than White Irish.⁸³
- Roma, in particular Roma women,⁸⁴ face high levels of harassment: on the street (81% of respondents); when accessing social welfare (84%); and in shops, restaurants, pubs, or other social venues (74%).⁸⁵

⁸⁰ Irish Human Rights and Equality Commission (October 2019). Op Cit.

⁸¹ Pavee Point & Department of Justice and Equality (2018). [Roma in Ireland: A national needs assessment](#).

⁸² McGinnity, F., Grotti, R., Kenny, O., and Russell, H. (2017). Op Cit.

⁸³ McGinnity, F., Grotti, R., Groarke, S., and Coughlan, S. (2018). Op Cit.

⁸⁴ Roma women are particularly vulnerable to on-street racism, including because of their identifiable and traditional dress.

⁸⁵ Pavee Point & Department of Justice and Equality (2018). Op cit.

- Those from a minority religion were 1.7 times more likely to report discrimination on the ground of religion, than Catholics. While for all other identified groups, discrimination tends to be higher in accessing private services, rather than public services. However, for the ground of religion, discrimination is more likely to be reported regarding public services. This is partly a consequence of the influence of the Catholic Church for decades in education and health provision.⁸⁶
- Issues relating to racism, prejudice, and cultural diversity are still not adequately addressed within teacher education programmes and the policies and curriculum in Irish schools.⁸⁷
- Just under half of adults born in Ireland believe some cultures to be superior to others, and 45% believe that some races/ethnic groups were born harder working.⁸⁸
- People of African descent living in Dublin have report experiences of racism and systematic xenophobia, including being targeted in their homes through break-ins, intimidation, and the shouting of racist slurs. Furthermore, second-generation minority ethnic Irish people are reported as experiencing particular racism, including being specifically targeted with online racial abuse due to their perceived lack of any 'biological' or 'ethnic' connection to Ireland.⁸⁹
- Victims of racism in Ireland report experiencing both physical and mental health issues, including anxiety, depression, and nausea. They also report a lack of confidence in occupying public spaces and engaging with strangers, as well as fears for their other family members. Second-generation minority ethnic Irish people are reported as experiencing particular racism, including being specifically targeted with online racial abuse due to their perceived lack of any 'biological' or 'ethnic' connection to Ireland.⁹⁰
- Muslim women report much higher levels of anti-Muslim hostility than Muslim men, and are particularly at risk of discrimination in locations such as public transport or restaurants.⁹¹

Identity

- People from minority ethnic groups and those with a minority religion, may require consideration of specific needs arising from their cultural, ethnic and/or religious diversity, to ensure they can fully participate in employment and services such as education, which should be considered by employees and service providers. Such needs may include: language and interpretation needs; food considerations; consideration of workplace leave etc. to observe religious days of importance / to attend family and community events relevant to their ethnicity and/or religious faith.
- A diversity gap exists between the student and teacher populations in Ireland, with over 99% of entrants to primary teacher education identifying as 'White Irish Settled'.⁹²
- There is a wide diversity of languages spoken among Roma in Ireland, with the majority of people speaking Romani as their first language.⁹³

⁸⁶ McGinnity, F., Grotti, R., Kenny, O., and Russell, H. (2017). Op Cit.

⁸⁷ Irish Human Rights and Equality Commission (October 2019). Op Cit.

⁸⁸ McGinnity, F., Grotti, R., Russell, H., and Fahey, E. (March 2018). [Attitudes to Diversity in Ireland](#),

⁸⁹ Ibid.

⁹⁰ Irish Human Rights and Equality Commission (October 2019). Op Cit.

⁹¹ Ibid.

⁹² Ibid.

⁹³ Pavee Point and Department of Justice and Equality (2018). Op Cit.

- There is a lack of data on the participation of and outcomes for minority ethnic groups, regarding key services (including education).⁹⁴
- Schools need to recognise cultural diversity and implement inclusive practices in order to ensure the inclusion of very marginalised minority ethnic students such as Roma and Travellers.⁹⁵
- Issues relating to race, prejudice, and cultural diversity are still not adequately addressed within teacher education programmes and the policies and curriculum in Irish schools.⁹⁶

Sexual orientation

Situation

- A recent ETB Learner Survey (1,496 respondents) found that 4.8% identified as bisexual, 1.6 percent as ‘gay man’, 1.4% as lesbian woman, and 13.4% preferred not to indicate.⁹⁷
- “a lifetime history of self-harm was reported by a third (34%) of LGBT participants, in a national health study. Nearly half of these (45.6%) reported that they had self-harmed within the past year, with nearly 60% relating their self-harm to their LGBTI identity and their struggle to be accepted by others and society.⁹⁸
- Research conducted in 2019⁹⁹ found that the education of LGBTI+ students is being negatively impacted due to bullying and harassment in school:
 - 3 in 10 LGBTI + students missed at least one day in the previous month because they feel unsafe or uncomfortable in school.
 - LGBTI+ students who experience bullying and harassment at school have lower self-esteem, higher levels of isolation, and poor educational outcomes compared to other students. They are 8% less likely to pursue third level education, 27% more likely to have missed school in the past month.

Experience

- Anti-LGBTI+ bullying is a significant issue in second level schools in Ireland. As a result, such a hostile school environment poses a significant threat to the well-being, mental health, and welfare of many LGBT+ students. 2019 research found the following in regard to the experience of LGBTI+ students:¹⁰⁰
 - 73% of felt unsafe at school.
 - 77% had been verbally harassed based on their sexual orientation or gender expression.
 - 11% had been physically assaulted such as punched kicked or injured with a weapon because of their sexual orientation.

⁹⁴ Irish Human Rights and Equality Commission (October 2019). Op cit.

⁹⁵ Pavee Point and Department of Justice and Equality (2018). Op Cit. And Quinlan, M., (2021). Op cit.

⁹⁶ Irish Human Rights and Equality Commission (2019). Op Cit.

⁹⁷ Roe, S. (November 2021). Op Cit.

⁹⁸ GLEN, BeLonGTo, TCD, HSE, (2016)

[The LGBTIreland Report: national study of the mental health and wellbeing of lesbian, gay, bisexual, transgender and intersex people in Ireland.](#)

⁹⁹ BeLonGTo (2019). [2019 School Climate](#) Survey.

¹⁰⁰ Ibid.

- 43% had been sexually harassed.
- 39% had experienced cyberbullying over the past year.
- LGBTI+ students avoid certain spaces and activities due to safety concerns: PE: 37% bathrooms: 34% locker rooms: 24% sports facilities: 22% and lunch area: 18%.
- 68% hear homophobic remarks from other students with these comments bothering and distressing over 50% of respondents.
- 48% reported hearing a homophobic remark from a teacher or staff member.
- 86% feel deliberately excluded by their peers.
- 70% felt that other students do not like them.
- 49% felt lonely at school; 44% said they felt like an outsider; and 49% said they were unable to make friends.
- 60% reported none of the incidents of identity-based bullying and harassment to school staff; and 54% hadn't told a family member.
- 60% of LGBTI students felt school staff intervention was ineffective.

Identity

- The level of support for LGBTI issues in participants' educational and employment environment is a factor in their deciding to come out.¹⁰¹
- Irish LGBTI+ young people are often forgotten in wider societal efforts to promote equality for LGBTI+ adults and as such, they feel they are left to 'bide their time' until they can leave school and be their most authentic selves.¹⁰²
- Young people coming to terms with their LGBTI+ identity can suffer guilt, shame, frustration, isolation and rejection, especially so in the absence of a supportive network that includes friends and supportive school staff.¹⁰³
- 68% of LGBTI+ students felt that they were not taught anything positive about LGBTI+ identities.¹⁰⁴

Socio-economic status

Situation

- In 2019, on enrolment to FET: 31% of learners were unemployed, 30.8% learners had a lower secondary, 34.7% had an upper secondary education, 19.4% had a post-secondary non-tertiary education, 2.2% had a short-cycle tertiary education and 12.9% had a third level degree education.¹⁰⁵
- The consistent poverty rate in Ireland disproportionately affects children from Traveller, Roma, and refugee backgrounds.¹⁰⁶
- Those living in rented accommodation have experienced the highest increase in enforced deprivation rates year-on-year: from 27% in 2018, to 34% were in 2019.¹⁰⁷

¹⁰¹ GLEN, BeLonGTo, TCD, HSE, (2016). Op cit.

¹⁰² BeLonGTo (2019). Op cit.

¹⁰³ Ibid.

¹⁰⁴ Ibid.

¹⁰⁵ Roe, S. (November 2021). Op Cit.

¹⁰⁶ Irish Human Rights and Equality Commission (October 2019). Op Cit.

¹⁰⁷ SILC, 2019. Op Cit.

- Research on **barriers to FET** for: under 25's, the long-term unemployed, people with disabilities, and members of migrant communities, found the following:
 - Economic and social welfare issues were noted as one of the set of barriers to FET including: the cost of courses; the impact of encountering FET as a precondition for welfare payments; potential loss of social welfare payments and benefits (in particular for lone parents and people with disabilities); gap between payments; confusion around benefits; as well as discrepancies in eligible courses;
 - 'motivational' barriers to participating in FET, as a result of such as: age, mental health, learning difficulties, confidence, stigma, self-esteem issues, a lack of fundamental skills such as ICT, literacy, numeracy, previous negative experiences of education, familial disengagement with education/lack of role models, language barriers, negative peer experiences, addiction issues, 'poverty of ambition';
 - Lack of reasonable accommodations can affect the participation of disabled people in FET;
 - lone parents and those on low income may not be able to participate in FET due to the cost of childcare;
 - Migrants noted specific barriers: belief that they were unable to avail of FET due to social welfare restrictions; English language ability; non availability of classes on arrival; perceived lack of language training progression options; limited knowledge of the possible contribution of FET and a perception that to progress, you need 3rd level qualification; and ESOL provision is not necessarily tailored towards the labour market – e.g. migrants may have good verbal skills but poor written skills and training doesn't address this.¹⁰⁸
- FET providers can present barriers of access for those wishing to engage with FET, including: course length and delivery methods, availability and flexibility of courses; eligibility requirements and recognition of prior learning; lack of clear information about courses; lack of information regarding retention of social welfare payments; and lack of clarity about the value of FET in attaining employment or accessing higher education.¹⁰⁹
- Inadequate and overcrowded living situations can negatively impact on the full participation of Roma, Traveller, and homeless children in education.¹¹⁰
- The lack of affordable childcare is a key barrier to employment and education for: lone parents, Travellers, migrants, refugees and asylum-seekers.¹¹¹

Experience

- 1 in 5 unemployed people said they had experienced discrimination while looking for work, and 17% said they had experienced discrimination in accessing services, in the previous two years.¹¹²
- A study of current and former prisoners found that "discrimination and stigma" by schools and authorities, on the basis of the social background of participants, negatively impacted

¹⁰⁸ Solas 2017. [Barriers to FET with particular reference to long-term unemployed](#) and other vulnerable individuals.

¹⁰⁹ Ibid.

¹¹⁰ Irish Human Rights and Equality Commission (October 2019). Op Cit.

¹¹¹ Ibid.

¹¹² Central Statistics Office. (July 2019). [Equality and Discrimination 2019](#).

on their self-perception and identity. However, for those who returned to education, the experience was often transformative, resulting in feelings of empowerment and positive changes to their self-perception.¹¹³

- Research on the experiences of young families who are homeless found that their unstable housing situation interrupted or delayed their engagement with education and/or employment, which creates a vicious circle in reducing their opportunities to exit homelessness.¹¹⁴

Identity

- Issues of intersectionality which can give rise to experiences of multiple and compounding discrimination and inequality, are evident for people living in/at risk of poverty with diverse identities involving more than one protected characteristic, including for: Travellers; Black, Asian and other minority ethnic groups; disabled people; transgender people; and lone parents.

¹¹³ Meaney, S., (2019). Community Needs Analysis with the Pathways Centre for Prisoners and Former Prisoners: a pilot study as part of College Connect. College Connect, Maynooth University.

¹¹⁴ Lambert, S., O'Callaghan, D., and Jump, O. (2021). [Young Families in the Homeless Crisis: Challenges and Solutions](#). Focus Ireland.

5. Using the Assessment of Equality and Human Rights Issues to undertake step 2 of the Duty: Address

The 'address' step of the Duty is an ongoing obligation on a public body, therefore, is integral to our day-to-day work.

In ensuring that CDETB 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 for some key examples) is imminent, the steps detailed below will be followed by those staff with responsibility for the specific plan/ policy/ programme being developed/ reviewed:

1. **Preparation phase:** at the commencement of the development/review process:

- Review the assessment of equality and human rights issues (Section 3. above) to identify those equality and human rights issues that are relevant to the particular plan/policy/ programme under consideration.
- Gather additional data and information available in relation to the equality and human rights issues identified as relevant.¹¹⁵
- Consider the value benchmarks as a guide to inform the plan/policy/ programme under consideration.

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.
- Ensure any external consultants, contracted to work on the development/review of the plan/policy/ programme under consideration, are fully briefed on the Duty and this assessment.
- Track the relevant equality and human rights issues, identified in the assessment, to ensure they are addressed in the plan/policy/ programme under consideration.

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 policy/plan/programme **adequately** * and **appropriately** ^ identify and seek to 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?

¹¹⁵ 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.

- 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.

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

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

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).

5.2 Identified Key Moments

The following key planning and review moments are identified as important moments for integrating identified actions and targets relating to our work in CDET B to address equality and human rights concerns, as part of our statutory obligations under the Duty:

- Preparation of the CDET B Strategy Statement
- Preparation of annual service plans
- Development of the FET Strategy
- Centre evaluation (youthwork)
- Development/review of internal policies and procedures
- Development/review of service level agreements
- Quality improvement planning
- Schools self-evaluation
- Schools improvement plans
- National Quality Standards Framework

6. Enabling Implementation of the Duty

Leadership: The Senior Leadership Team will be key in driving implementation of the Duty across all functions of the organisation and ensuring attention to the Duty at key planning/review moments identified. Their leadership role will also usefully include:

- ensuring attention to implementing the Duty is communicated across the organisation; and
- considering and acting on reports from the Duty working group in relation to implementation of the Duty.

Drivers: A cross-organisational working group provides a key driver for implementation of the Duty. This working group will continue to meet to oversee and drive the organisations work on the Duty.

The following **next steps** will be undertaken by the working group, in 2022:

- A briefing with the SLT to: update them on the work to date; familiarise them with the work undertaken to develop the assessment of equality and human rights issues; advise them of the Address step and the need for the SLT to ensure organisational key moments are flagged so that those responsible for specific plans/policies/ reviews are geared up to use the assessment of equality and human rights issues as part of these processes.
- Development of an annual Duty implementation plan, setting out the key actions the working group will undertake over the following year, to support implementation of the Duty. This plan will usefully include the following:
 - identification of upcoming key moments in the organisation's planning/ review cycle (including any upcoming one-off planning/review moments),
 - training on the Duty, for those staff responsible for the key review/planning moments identified, to ensure they understand the Duty and that they use the assessment of equality and human rights issues as part of this review/planning process,
 - a strategy for communicating to staff and service users about the Duty and the values statement as a benchmark for the organisation's work on the Duty,
 - communicating on progress and achievements regarding implementing the Duty.

Staff Capacity: specific training will be provided to:

- build familiarity across the organisation with the Duty and its requirements, and the value benchmarks that shape CDETB's ambition for the Duty; and
- develop skills to implement the address step of the Duty for those with responsibility for the development and review of plans, internal policies, external strategies, and programmes.

In addition, CDETB's CPD training on diversity and inclusion will include a focus on the Duty.

Appendix A.

CDET values statement: a tool to support our work to address equality and human rights concerns for all of our stakeholders.

This values statement sets out the implications of our core organisational values, for our work to address equality and human rights concerns for all of our stakeholders.

The term 'learner', where used, encompasses all participant service users in informal and formal ETB settings.

For each value a value definition, a statement of priority (the change we seek), and a statement of process (how we will embed the value in achieving that change) is identified. These statements of priority and process will serve as useful benchmarks to guide our ambition for equality and human rights, and our systems and processes to addressing equality and human rights concerns.

Respectful

Respectful is about empathy with people and their circumstances, being non-judgemental and respectful of people's boundaries, and being honest and transparent.

Statement of Priority

CDET will foster a positive, welcoming, and nurturing environment for our service users and staff to ensure that everyone is treated with dignity.

Statement of Process

CDET will ensure that service users and staff are listened to and heard, that we engage with compassion and with an awareness of power imbalance between the individual and the institution.

Responsive

Responsive is about ensuring people have opportunities, resources, and support to be the best they can be and achieve their potential.

Statement of Priority

CDET will ensure that our learners and staff can access and participate in our services, supports, and in the workplace, by using the breadth of our resources to best effect to address issues of inequality, discrimination, and social exclusion.

Statement of Process

CDET will work in partnership with our learners, staff, and other stakeholders, to: increase our awareness of the barriers and issues for learners, people and communities we serve, and employees; and identify responses to meeting emerging needs and how our resources can be used to best effect in meeting those needs.

Enabling

Enabling is about self-determination, having a voice and opportunities to be heard, and having self-belief and confidence to set and achieve life goals.

Statement of Priority

CDETB will ensure that the voices of the diversity of our learners and staff are engaged with and listened to, to ensure their contribution to enhancing the work of the organisation.

Statement of Process

CDETB will be proactive in providing opportunities, meaningful consultation, and supports, including learner advocacy support and staff development, for our learners and staff to self-identify their needs and realise their goals.