

# Public Sector Equality and Human Rights Duty

.....

## Implementation Process



Bord Oideachais & Oiliúna  
**LUIMNIGH & AN CHLÁIR**  
**LIMERICK & CLARE**  
Education & Training Board



# CONTENTS

.....

**01 Introduction ..... 03**

**02 The Public Sector Duty Implementation Structure ..... 04**

**03 Public Sector Duty Values Statement ..... 05**

Public Sector Duty Value: Respect ..... 06

Public Sector Duty Value: Inclusion ..... 07

Public Sector Duty Value: Social Justice ..... 08

Public Sector Duty Value: Empowerment ..... 09

**04 Implementation Process ..... 10**

**05 Implementation Phases ..... 12**

Implementation Process - Preparation Phase ..... 13

Implementation Process - Planning Phase ..... 14

Implementation Process - Checking Phase ..... 15

Implementation Process - Tracking Phase ..... 16

# 01

## Introduction

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

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

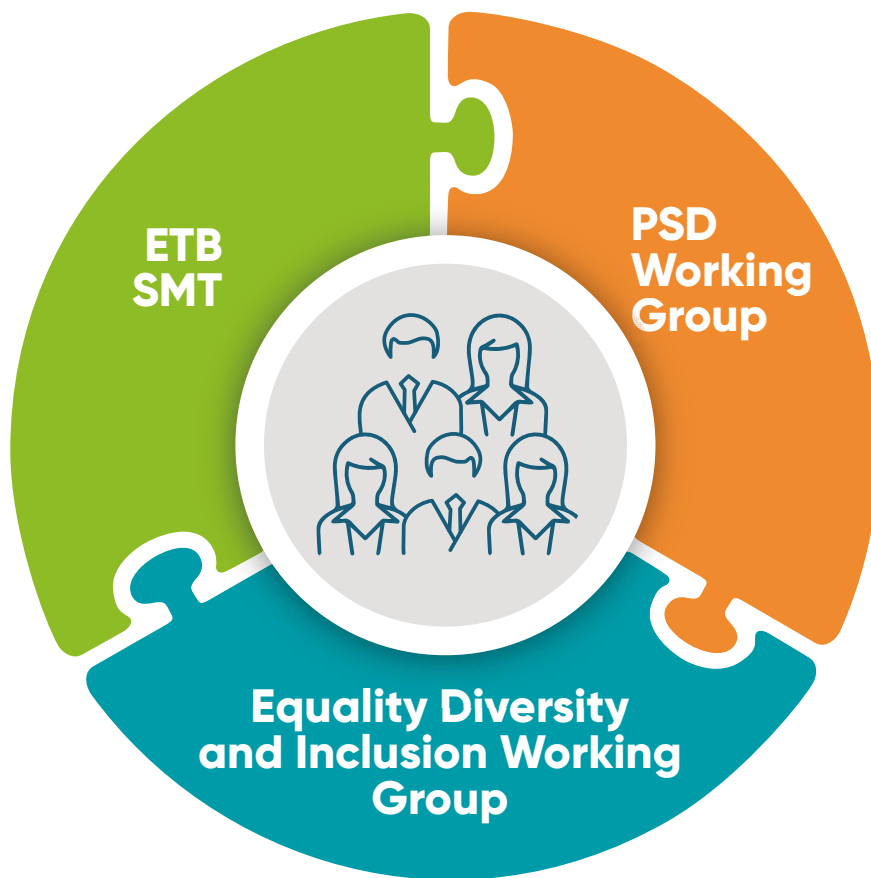
A public body is furthermore required to

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

An ETB-wide Equality, Diversity and Inclusion Working Group was established in 2018 to ensure that Limerick and Clare Education and Training Board was meeting its responsibilities under the act. This Group reports to the ETB's Senior Management Team, and the approach taken by the ETB is based on guidance, information and presentations from the Irish Human Rights and Equality Commission; cross-service workshops and training facilitated by Values Lab.

# 02

## The Public Sector Duty Implementation Structure



Limerick and Clare Education and Training Board has allocated responsibility for ensuring the implementation of the public sector duty to a sub-group of the ETB's Equality, Diversity and Inclusion Working Group. The EDI Working Group is made up of staff from across the three divisions of the ETB who have taken responsibility for developing the Public Sector Duty Values Statement, the Public Sector Duty Action Plan, and undertaking the Assessment phase of the Public Sector Duty within the ETB. A review of the ETB's assessment of Equality and Human Right issues was undertaken by civil society groups in June 2021.

# 03

## Public Sector Duty Values Statement

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





## Respect

Respect is about mutual empathy, integrity, fairness, and kindness. It involves listening to, and consideration of the perspectives of the diversity of our students/learners, staff, and the wider community.

### Our Priority

Limerick and Clare Education and Training Board strives to contribute to realising a culture of respect and dignity in communities and across society.

### Our Approach

The ETB will ensure an organisational culture of respect, dignity and wellbeing and a respectful and safe working and learning environment through: openness, responsiveness, active listening to diverse perspectives, and ensuring that all forms of discrimination are prevented and addressed.



## Inclusion

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

### **Our Priority**

Limerick and Clare Education and Training Board strives to be inclusive in employment and service provision and to be a reflection of the diverse communities we serve, including the most marginalised and those who experience inequality and discrimination. We seek to harness the potential of a diverse workplace and learning environment.

### **Our Approach**

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





## Social Justice

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

### **Our Priority**

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

### **Our Approach**

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



## Empowerment

**Empowerment is about enabling individuals, groups and communities to have the personal and social power to influence decisions affecting their lives and the life of their communities.**

### **Our Priority**

Limerick and Clare Education and Training Board strives to enhance the self-esteem and confidence of our learners to realise their potential. We strive to support and enable the professional development of all staff. We seek to build a workplace and learning environment that is enabling and accountable.

### **Our Approach**

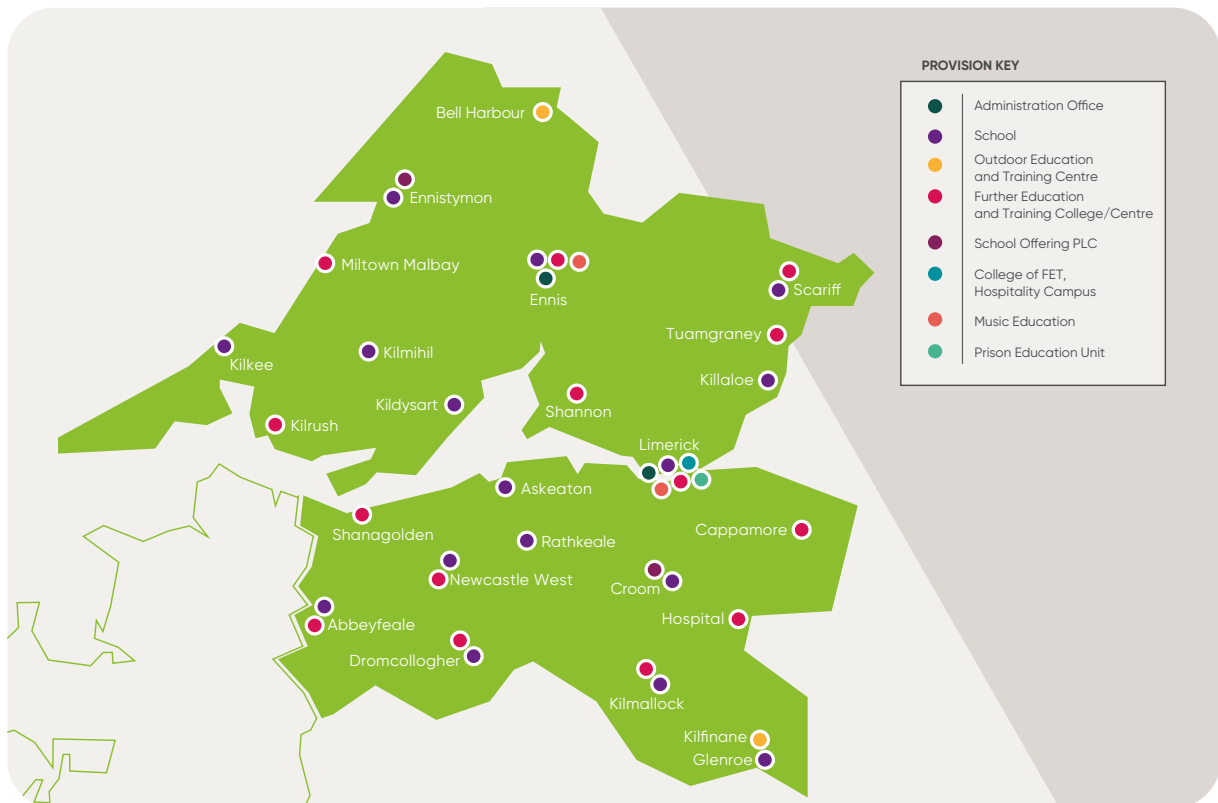
The ETB will engage learners and staff in decision-making and learners in processes of co-production regarding their learning. We will ensure meaningful, two-way consultation and collaboration with staff and learners, and accountability in decision-making.

# 04

## Implementation Process

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

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



Actions encompass

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

and they fully address the broad functional range of Limerick and Clare Education and Training Board.

# 04

## Implementation Process

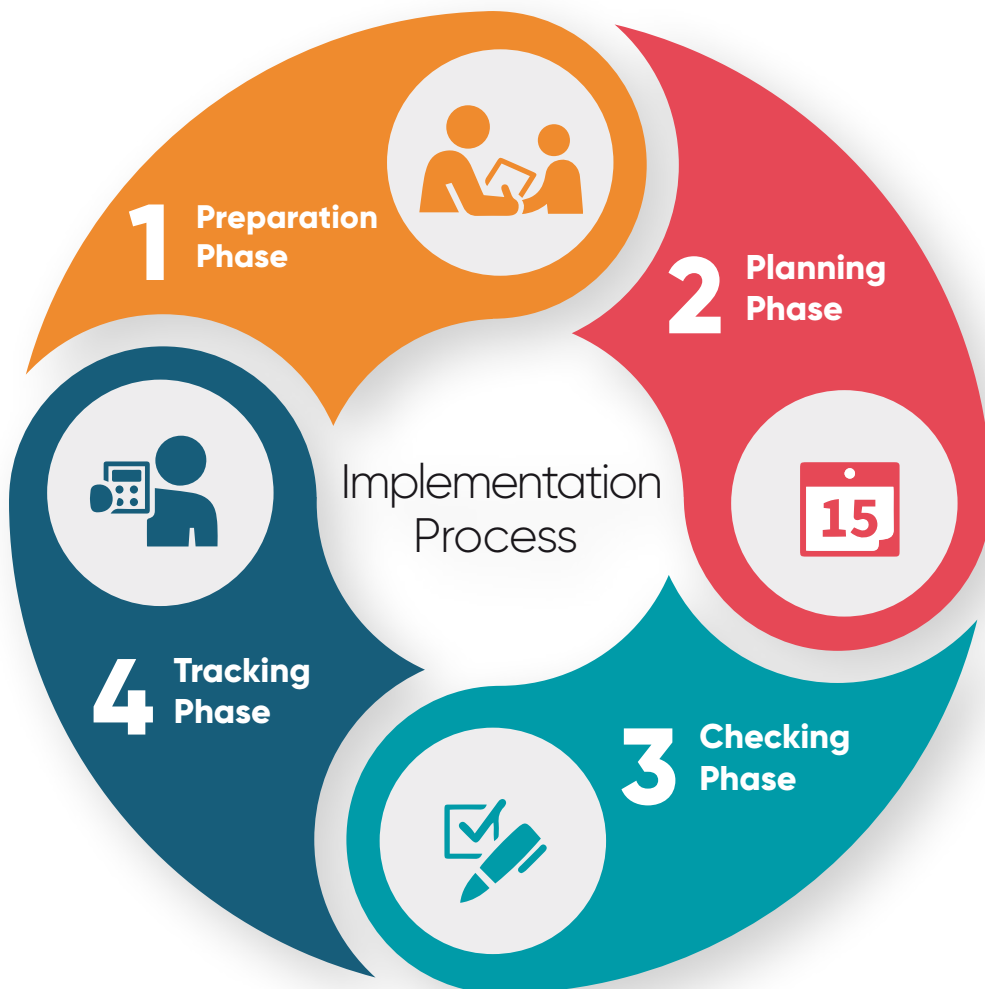
Implementation of the Public Sector Duty will be embedded into key moments in Limerick and Clare Education and Training Board's planning and review cycle. It is values-based and focused on specific outcomes to ensure the implementation process delivers effective and meaningful outcomes. The planning cycle includes:

- ➔ Preparation of the ETB's Statement of Strategy
- ➔ Preparation of the ETB's Annual Service Plans and Annual Reports
- ➔ Preparation of the Strategic Performance Agreement with SOLAS
- ➔ Preparation of the FET Strategic Framework
- ➔ Preparation of the FARR and PLSS reports to SOLAS
- ➔ Preparation of the Youthwork Plan 2022 +
- ➔ Implementation of Quality Improvement processes and procedures
- ➔ Development and Review of Internal Policies and Procedures
- ➔ Development of Service Level Agreements with Funded Organisations
- ➔ Development and Review of Local Economic and Community Plans through the relevant LCDC
- ➔ Other new initiatives and programmes emerging through the work of the ETB

# 05

## Implementation Phases

There are four phases to the implementation process of the Public Sector Duty in Limerick and Clare Education and Training Board:



### 1 Preparation Phase



The Public Sector Duty working group will meet with those responsible for the relevant strategy to:

- ➔ Review and establish the relevant equality and human rights issues for each function area covered. This will be informed by the ETB's Assessment of Equality and Human Rights issues (July 2021),
- ➔ Make data and information (the evidence base) available to them,
- ➔ Ensure they understand that the Values Statements of Priority are the benchmarks for the Plan,
- ➔ Brief them on the check to be carried out (on the plan) at final draft stage.

# 05

## 2. Implementation Process - Planning Phase

### 2 Planning Phase



Those responsible for producing the relevant strategy will:

- ➔ Gather any additional data and information available/ becoming available in relation to the identified issues for their area,
- ➔ Include a focus on the identified issues in any evaluation, review or consultation undertaken for the Plan,
- ➔ Ensure any external consultants are briefed on the duty and the identified issues,
- ➔ Ensure the equality and human rights issues are addressed in the actions in the emerging strategy plan.



### 3. Implementation Process - Checking Phase

Those responsible for the relevant strategy and the Public Sector Duty Working Group will convene a meeting to check:

- ➔ Does the draft adequately<sup>1</sup> and appropriately<sup>2</sup> address each of the equality and human rights issues identified?
- ➔ Does the draft adequately and appropriately reflect the value statements of priority?
- ➔ 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?

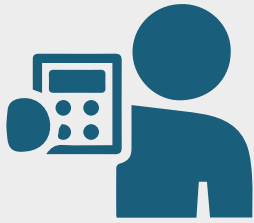
<sup>1</sup> Adequate – are the actions to a scale sufficient to bring about change in relation to the issue(s)?

<sup>2</sup> Appropriate – are the actions designed in a manner that is capable of achieving the change sought? Are the processes for implementing the actions capable of achieving the change sought?



# 05

## 4. Implementation Process - Tracking Phase



### 4 Tracking Phase

#### 2. Implementation Process - Tracking Phase

Those responsible for the relevant strategy will:

- Establish / use existing systems to track progress on the actions and their impact on the equality and human rights issues, and
- Report annually on progress made in addressing the equality and human rights issues and the manner in which the values statements of priority have been reflected in the progress made.



Bord Oideachais & Oiliúna  
**LUIMNIGH & AN CHLÁIR**

**LIMERICK & CLARE**  
Education & Training Board

Limerick and Clare Education  
and Training Board  
Marshal House,  
Dooradoyle Road,  
Limerick,  
V94 HAC4

Bord Oideachais agus Oiliúna  
Luimnigh agus an Chláir  
Teach Marshal,  
Bóthar Tuar an Daill,  
Luimneach,  
V94 HAC4

[info@lctb.ie](mailto:info@lctb.ie)  
[www.lctb.ie](http://www.lctb.ie)

©Limerick and Clare Education and Training Board 2021



**Rialtas na hÉireann**  
Government of Ireland



Có-mhaoinithe ag  
Aontas Eorpach  
Co-funded by the  
European Union