



# The Public Sector Equality and Human Rights Duty Implementation Plan

JUNE 2025

*Excellence through Education and Training*

Laois and Offaly Education and Training Board

## Contents

1. The Public Sector Equality and Human Rights Duty .....	3
2. Assessment of Equality and Human Rights Issues .....	4
3. Enabling Implementation of the Duty in LOETB .....	12
4. Implementing the Duty .....	14
5. Reporting on Implementation of the Duty .....	17
6. Identifying Priority Actions .....	18
Appendix A. ....	21
Appendix B .....	24

# 1. The Public Sector Equality and Human Rights Duty

The Public Sector Equality and Human Rights Duty (the Duty) is set out in Section 42 of the Irish Human Rights and Equality Commission Act 2014.<sup>1</sup> Section 42 involves two separate but interconnected Duties:

Section 42(1), the overarching Duty, is an ongoing requirement on public bodies to 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.

Section 42(2), the strategic Duty, is a requirement on public bodies, as part of their strategic planning and reporting cycle to undertake three steps:

- **Step 1. Assess:** Undertake an assessment of the equality and human rights issues facing the identified groups for the Duty, that have relevance to the functions of that public body, and to make that assessment publicly available, through its corporate plan.
- **Step 2. Address:** Identify and communicate, through its corporate plan, the plans, policies and actions being taken or proposed, to address the equality and human rights issues identified in the assessment; and
- **Step 3. Report:** Report annually on developments and achievements in implementing the Duty, and to make this report publicly available through its annual report.

The identified groups for the Duty are:

- Those groups protected under the nine grounds in equality legislation: gender (including gender identity), age, family status (including lone parents and those caring for a family member), civil status, disability, sexual orientation, race (encompassing ethnic origin, nationality, and skin colour), religion, and membership of the Traveller community.
- People who experience discrimination and social exclusion on the basis of their disadvantaged socio-economic status.

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1. [Section 42 Irish Human Rights and Equality Commission Act 2014.](#)

## 2. Assessment of Equality and Human Rights Issues

### 2.1. Introduction

LOETB has undertaken an assessment of the equality and human rights issues, for the identified groups, that are relevant to the core functions of the organisation.

The assessment is required under Section 42(2) of the Irish Human Rights and Equality Commission Act 2014. Section 42(2) includes specific statutory obligations that a public body must undertake to support compliance with the overarching statutory Duty obligation, set out in 42(1) of the Irish Human Rights and Equality Commission Act 2014. The first of these statutory obligations, in Section 42(2), is to undertake an assessment of the equality and human rights for staff, service users and policy beneficiaries, from the **identified groups** for the Duty, which are relevant to our functions and purpose as an ETB.

This is NOT an assessment of the performance of LOETB in regard to its work to address equality and human rights concerns. It is an assessment of the equality and human rights issues facing the identified groups under the Duty, in particular, those equality and human rights issues that have relevance for the functions of an ETB. The purpose of the assessment is to ensure an evidence-based approach to inform our ongoing work to implement the Duty in LOETB.

The assessment of equality and human rights issues is set out in two parts: part one (set out below) identifies the equality and human rights issues of relevant to our functions and purpose as an ETB. Part two, contains the evidence base from which the issues are drawn. The full assessment and evidence base is available as a separate document.

The assessment of equality and human rights issues will be made publicly available, in accordance with the requirements of Section 42(2), and will be updated periodically by LOETB.

LOETB employs a values-led approach to frame our work to implement the Duty. The core values of LOETB are Excellence in Education, Community, Care, Equality, and Respect. These core values have a strong focus on equal treatment, inclusion, respect, voice, diversity, upholding rights, and the targeting of resources for those who most need them. As such, our core values serve as an important framework to guide our ongoing work on the Duty.

The equality and human rights issues relevant to our core functions, as assessed, are set out according to the core values of LOETB that have relevance for addressing equality and human rights concerns: Community, Care, Respect, and Equality. This framework allows us to determine the specific equality and human rights issues that need to be addressed in accordance with the core values of the organisation.

## 2.2. Assessment of Equality and Human Rights Issues

In conducting this assessment, LOETB 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.<sup>2</sup>

The equality and human rights issues identified below **relate to all of the identified groups for the Duty, unless otherwise indicated**. In some instances, specific mention is also noted for one or more of the identified groups, where the available data indicate: a unique experience for that group in regard to the issue(s); or that the group(s) experience a significant /persistent inequality/discrimination/human rights violations in regard to the issue(s).

### Equality

In LOETB, **Equality** includes a focus on equal treatment and targeting of resources on the basis of need.

**The equality and human rights issues to be addressed**, relevant to the value of Equality, are:

- **Employment-related discrimination**<sup>3</sup> for all of the identified groups (when seeking work and/or in the workplace). In particular, the data point to:
  - high levels of discrimination, *when seeking employment*, for: Travellers and other minority ethnic groups, disabled people, and transgender people, and
  - high levels of in-work discrimination for: minority ethnic groups, women, disabled people, and transgender people.
- **Discrimination when trying to access and/or participate in key services**<sup>4</sup>, including education and training. In particular, the data point to:
  - high levels of discrimination experienced by Travellers in accessing and participating in education.

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2. Irish Human Rights and Equality Commission (2024)  
Implementing the Public Sector Equality and Human Rights Duty: Guidance for public bodies second edition.

3. As defined under the Employment Equality Acts.

4. As defined under the Equal Status Acts.

- **Low educational outcomes** for a number of the identified groups, due to a range of barriers. In particular the data point to:
  - early school leaving for Travellers and LGBTI students, as a result of barriers such as identity-based harassment/abuse;
  - poor educational outcomes for Travellers, and disabled students (in particular those with intellectual disabilities and learning disabilities);
  - lack of school places (in particular at post-primary level) for children with special educational needs;
  - barriers to accessing further and higher education courses, for migrants with insecure immigration status.
- **Barriers to participation** in lifelong learning for a number of the identified groups, due to issues such as digital exclusion (older people and people living in poverty); costs associated with participating in education (people living in/at risk of poverty); access to and affordability of childcare (women, particularly lone parents); language barriers (people whose first language is not English); lack of accommodations for people with different types of disability; regulatory barriers to accessing state-funded services (some migrants); and social exclusion and disadvantage (people in prison).
- **Unemployment and under-employment** of some identified groups. In particular, the data point to:
  - low levels of labour market participation for: young people, people with disabilities, Travellers and other minority ethnic groups, and lone parents;
  - lack of employment and training-related networks and connections for Travellers, to assist them to get into employment and further education and training;
  - barriers to accessing employment for migrants with insecure immigration status; and
  - under-employment of women and higher concentration of women in part-time and precarious work, due to caring responsibilities.
- **Lack of access to promotion and career opportunities.** In particular the data point to:
  - higher rates of in-work promotion-related discrimination for women and older people; and
  - impact of caring responsibilities and limits on promotion and other career opportunities, for women.

- **Low income levels for many of the identified groups. In particular the data point to:**
  - women, in particular lone parents, and minority ethnic groups more likely be in part-time/ lower paid/ precarious work;
  - the gender pay and pension gaps; and
  - dependence on social protection supports to access or continue in education and employment (for people who are unemployed, disabled people, lone parents).
  - Inadequate response to caring responsibilities, to allow women and men to participate equally in employment and education. In particular the data point to:
    - the unequal sharing of caring responsibilities between women and men;
    - the lack of affordable and accessible childcare which acts as an employment and education barrier, particularly for lone parents; and
    - the absence of adequate flexible/ work-life balance employment options.
- **Barriers to accessing employment and education for people who rely on public transport, in particular, people in areas that are inadequately served by public transport;**
- **Poverty. In particular the data point to:**
  - intersection of socio-economic disadvantage with identity-based inequality and discrimination (in particular for: lone parents, Travellers, minority ethnic groups, disabled people, older people, young people with lower socio-economic status, and transgender people);
  - the prohibitive cost of accessing and participating in FET for people living in/at risk of poverty;
  - the lack of entitlement to FET allowance for migrants awaiting a decision on their immigration status;
  - specific experience and situation of young people living in or having left the care system; and
  - digital exclusion/inequality (including lack of access to devices or internet services) for: people living in poverty, people living in overcrowded accommodation (Travellers); and older people.
- **Digital exclusion. In particular the data point to:**
  - High levels of digital exclusion for: older people; disabled people; and young people who are classified as 'neither in employment nor education'.

- **Homelessness and insecure accommodation** status which can impact negatively on their employment and education outcomes. In particular the data point to:
  - higher risk of experiencing disadvantage across multiple housing dimensions (discrimination in accessing accommodation, quality of accommodation (including for example over-crowding), and risk of becoming homeless, for: Travellers and other minority ethnic groups; people with disabilities; and lone parents; and
  - unsuitability of direct provision accommodation for families, and lack of accommodation options for those exiting direct provision.
- **Unequal health status** for some groups, which can impact negatively on their employment and education outcomes. In particular the data point to:
  - high incidence of mental health issues among young people, young Travellers, and LGBTI youth, and mental health difficulties cited as a common root cause of disengagement from education;
  - the negative impact of identity-based harassment on the mental health and wellbeing of victims;
  - high levels of self-harm among LGBTI+ people;
  - very high suicide rates in the Traveller community, in particular among young Travellers; and
  - the negative health impact, on children and adults, of living in the direct provision system.

## Respect and Equality

In LOETB, **Respect** includes a focus on upholding people's dignity, rights and recognition of people's identity and background.

In LOETB, **Equality** includes a focus on recognition and celebration of diversity and prioritising a culture of inclusion.

**The equality and human rights issues to be addressed**, relevant to the values of Respect and equality are:

- **Identity-based harassment and sexual harassment**<sup>5</sup>, which prevents access to and participation in employment and key services, including education. In particular, the data point to:
  - high levels of sexual harassment experienced by women in the workplace,
  - high levels of identity-based harassment and bullying (including in education settings and workplace settings) experienced by LGBTI people, Travellers and other minority ethnic groups.

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5. As defined under the equality legislation (the Employment Equality Acts and the Equal Status Acts).

- *The impact of identity-based harassment/abuse and sexual harassment* on victims which can diminish their employment and education outcomes: negative impact on their mental and physical health; negative impact on their confidence and performance in work/education; missing or leaving education/employment as a result of the abuse; domestic violence can have a very negative impact on women's full participation in employment and education.
- *Stereotypes and biases* that undermine the capacity of identified groups and negatively impact on their employment and educational chances and outcomes, including in particular:
  - gender stereotyping of women in relation to: caring roles and capacities; employer assumptions about the availability and/or commitment of women of childbearing age/with children; and bias in the evaluation of performance and career progression of women, which impact negatively in regard to employment outcomes;
  - stereotyping in relation to the capabilities of disabled people and older people;
  - stereotypes about the ambition and capability of Travellers, resulting in low expectations of Traveller students.
  - oppressive notions in relation to superior and inferior cultures, resulting in negative treatment for minority ethnic groups;
  - sexism, racism, homophobia, transphobia, ableism, and ageism: at the individual and institutional levels.
  - Perceived and/or actual lack of knowledge, understanding and/or capacity of employers and service providers to effectively prevent and address issues of discrimination, identity-based harassment and sexual harassment for employees and service users.
- *Failure to make adaptations for diversity* in order to address the specific needs arising from this diversity (access to and participation in services and employment). In particular the data point to:
  - A lack of flexibility in the design and delivery of services, programmes, and supports;
  - limited capacity and knowledge (among employers and service providers) to understand and respond to the practical implications of diversity for disabled people, and people with a minority ethnic identity;
  - insufficient attention to addressing the diversity of needs of those at risk of early school leaving;
  - inadequate understanding and consideration of issues of intersectionality which can give rise to experiences of multiple and compounding discrimination and inequalities for identified groups.

- *Invisibility of diversity* and a lack of equality data (regarding employment and service provision) to measure diversity and monitor progress in regard to outcomes for specific groups (including in regard to education and employment).
- *Issues of isolation and social exclusion* for particular groups, which can negatively impact on their access to and participation in employment and education. In particular the data point to:
  - Travellers, LGBTI+, and people with ‘hidden disabilities’ feeling compelled to hide their identity (in employment and education settings) due to fear of negative treatment, which increases their isolation;
  - migrants, particularly those whose first language is not English, and people living in direct provision, isolated from services and supports; and
  - barriers to social inclusion for older people (particularly those living alone and/or in rural areas), disabled people, and people living in poverty.
- *Hate crimes and hate speech* against minority ethnic groups, and LGBTI+ people (in public spaces, on social media), and a significant underreporting of racist incidents, to the Gardaí.

## Care and Community

In LOETB, Care includes a focus on meaningful relationships, connectedness, and solidarity. In LOETB, Community includes a focus on ensuring a sense of belonging and a voice that is listened to.

**The equality and human rights issues to be addressed**, relevant to the values of Care and Community, are:

- *Lack of spaces and opportunities for the diversity of voices, of identified groups, to be effectively articulated.* In particular the data point to:
  - failure by service providers and employers to ensure the perspective and lived experience of people experiencing inequality, discrimination, and social exclusion is informing priorities and approaches in employment and service provision;
  - service providers lacking awareness of and/or failing to build connections with local advocacy groups to increase access to and participation in FET by the identified groups; and
  - under-representation of people from the identified groups in decision-making positions and in structures to shape and make decisions.

- *Limited articulation of individual perspectives and preferences* by members of the identified groups. In particular the data point to:
  - low levels of confidence in making choices and accessing options available, and in exercising rights due to, for example, the impact of discrimination and social exclusion; internalised oppression, shame and stigma;
  - barriers to communicating with service providers and support services that require online communication, for: people with literacy issues; people who experience digital exclusion; people whose first language is not English;
  - problematic application of a ‘medical model’ lens to disability (rather than a social model lens) resulting in a disempowering of people with disabilities, and failing to centre disabled people as the experts in regard to their situation and needs;
  - being unable to articulate issues and needs due to having to hide one’s identity (Travellers, LGBTI people, and people with hidden disabilities); and
  - lack of information, and barriers to accessing information on options available and to ensure choices are informed.
- *Significant under-reporting of discrimination* (in employment and/or service provision) and *sexual harassment in the workplace*.

## 3. Enabling Implementation of the Duty in LOETB

### 3.1. Leadership to drive implementation

LOETB has established an internal Public Sector Duty Working Group to support and drive the implementation of the Duty. The group is cross-divisional in nature.

The Public Sector Duty Working Group will support the ongoing implementation of the Duty, including:

- working with the Senior Management Team to identify actions for a focus on the Duty, from the annual service plans.
- supporting the capacity-building process to ensure a wider organisational familiarisation with the Duty.
- overseeing the implementation of actions where the Duty is a focus, specifically:
  - ensuring that actions that have been identified for a focus on the Duty are reported on to the working group; and
  - compiling an annual report on progress and developments in implementing the Duty, including for inclusion in LOETB's annual report (as required under S42(2) of the Duty).
  - The Senior Management Team (SMT) will play a key role in driving and supporting the organisation's ongoing work to meet our statutory obligations under the Duty. This will include:
- ensuring that the organisation's strategy statements and annual service plans reference our proposed actions under the Duty, and that KPIs are established to track outputs and outcomes on these actions;
- ensuring staff familiarisation and training on the Duty and its legal requirements;
- receiving updates from the Public Sector Duty Working Group; and
- ensuring that the organisation reports on progress and developments in implementing the Duty, through the annual report, as required under S(42)2.

## 3.2. Capacity-building to enable implementation

Successful implementation of the Duty across our functions will require a building of staff capacity to:

- ensure an organisation-wide familiarisation with the Duty and how it might apply to different function areas; and
- ensure that staff with specific roles in regard to the development and/or review of policies, procedures, plans, programmes and services of LOETB understand the Duty
- and its requirements, and how to use the equality and human rights assessment in regard to those development and review processes.

## 3.3. Communication

LOETB will use our existing communication channels and systems to build awareness about the Duty across the organisation and with our key stakeholders.

Key channels and systems include:

- Staff induction
- LOETB website
- FET Newsletter
- Staff SharePoint
- Social media

## 4. Implementing the Duty

### 4.1. Planning Implementation

The LOETB Strategy Statement is the cornerstone document for implementing the Duty. The strategy statement will include a link to the assessment of equality and human rights issues; and the LOETB Duty Implementation Plan.

Ongoing implementation of the Duty should be integrated within the strategic planning cycle of LOETB. The annual service plans will also be key in this regard, and will:

- tag specific actions (development/review of plans, policies, services, programmes etc.) which will be subject to an equality and human rights impact assessment, as part of the ongoing Duty under Section 42(1); and
- identify Duty enabling actions to be undertaken, such as staff training.

The LOETB Duty Working Group will play a role in overseeing the implementation of these actions annually and ensuring that the staff responsible report on progress and developments.

### 4.2. Ongoing Duty

Section 42(2) of the Public Sector Equality and Human Rights Duty requires a public body to identify the plans, policies, actions in place or proposed, to address the equality and human rights issues identified in the assessment.

LOETB, through its ongoing work, currently has a number of plans, policies, initiatives, services, and programmes in place that address priority issues for the identified groups for the Duty, from the assessment of equality and human rights issues. These are set out in Appendix A below. These plans, policies, initiatives, services and programmes currently in place should also be subject to an equality and human rights impact assessment (see 4.3 below) as part of our ongoing work to improve our response to addressing equality and human rights issues for our staff, learners, students and service users.

Each year, key moments are identified in terms of development and review processes in regard to policies, plans, services and programmes, to be developed or reviewed, which will be subject to an equality and human rights impact assessment. There are a number of key moments within the strategic planning cycle of LOETB where we will include a focus on addressing equality and human rights issues, from the assessment. These key moments include:

- Preparation of the strategy statement
- Preparation of annual service plans
- Preparation of the Strategic Performance Agreement with SOLAS
- DEIS school planning and review cycle

In addition to the above, there are other development/review moments that occur within a given strategic planning cycle where it would be appropriate to ensure a focus on the Duty. These might already be programmed for review or development, or they might be chosen by the relevant division to undergo review by way of an equality and human rights impact assessment, and include:

- Scheduling of staff training and CPD initiatives
- Development/review of human resources policies and procedures
- Development/review of corporate services policies and procedures
- Development/review of learner-focused programmes, initiatives, and policies

### 4.3. Equality and Human Rights Impact Assessment

An equality and human rights impact assessment is undertaken to give effect to the ongoing Duty, Section 42(1). It is implemented as an integral part of the development and review of strategies, plans, policies, programmes, services and initiatives. The assessment of equality and human rights issues, section 3. above, is the key tool to assist in undertaking an equality and human rights impact assessment.

Undertaking the equality and human rights impact assessment is the responsibility of the division/ team that is developing or reviewing the strategy, plan, policy, programme, service or initiative in question.

A template is provided (Appendix B) to assist the division/ team in undertaking the equality and human rights impact assessment and to ensure a coherent approach across the organisation.

At the commencement of the development/review process, the staff responsible will:

- review the assessment of equality and human rights issues to establish those issues that are relevant to the strategy, plan, policy, programme, service or initiative in question; and
- gather any additional data and information available, in relation to the equality and human rights issues identified as relevant, to ensure understanding of the issues in question. The evidence book for the assessment may assist in this regard.

In implementing the development/review process, the staff responsible will:

- include a focus on the relevant equality and human rights issues in any evaluation or contextual review undertaken as part of the development/review process;
- ensure any external consultants contracted to undertake the development/review in question are fully briefed on the Duty and the requirements; and
- track the relevant equality and human rights issues to ensure they are addressed in the strategy, plan, policy, programme, service or initiative in question.

At final stage of the development/review process, the staff responsible will:

- convene a meeting of relevant stakeholders, as appropriate, to check that the equality and human rights issues identified as relevant, are adequately and appropriately addressed, and aligned with the core values of LOETB; and
- conduct a participative exercise, as appropriate for initiatives of scale, with the working group for the Duty and/or representatives of the identified groups, to check that the equality and human rights issues are adequately and appropriately identified and addressed in the strategy, plan, policy, programme, service or initiative in question.

After the development/review process:

- Establish and/or use existing monitoring systems to track progress on the equality and human rights issues identified as relevant.
- Report annually on progress made in addressing the equality and human rights issues – the Report step of the Duty.
- Use this report to reflect on this progress and to strengthen the plan, policy, or programme as found to be necessary.

## 5. Reporting on Implementation of the Duty

Public bodies are required to report on progress and developments in implementing the Duty, within the annual report of the organisation.

LOETB's annual report will give an overview of developments and achievements in implementing the Duty and a separate, more detailed, report will seek to capture:

- new outcomes for the identified groups for the Duty;
- developments and improvements in the delivery of the functions of LOETB, from an equality and human rights perspective; and
- improvements in divisional processes to embed a focus on equality and human rights.

This more detailed report will be developed by the Public Sector Duty Working Group and used as a basis for extracting the information to go into our annual report.

## 6. Identifying Priority Actions

Each year, at the point where annual service delivery plans are being developed, a number of actions, from the annual service plans, will be identified for a specific focus on the Duty. The Senior Management Team and the PSD Working Group will communicate on this.

For the period April to December 2025, LOETB will undertake the following actions:

- Familiarisation session(s) on the Duty will be delivered to: the Corporate Services team, and staff from other divisions who have a central role in the development/ review of policies, plans, strategies, initiatives, services/programmes.
- The organisation is about to embark on a review and updating of all organisational policies and procedures, the following policies are identified as the first policies to be reviewed and will be subject to an equality and human rights impact assessment:
  - Recruitment Policy
  - Admissions Policy
  - Child Protection Policy
  - Customer Care Policy
  - Schools' BÍ Cinealta (Anti-Bullying) Policy
- The following actions from the 2025 Service Plan will be subject to an equality and human rights impact assessment:
  - Child Protection Training (Teachers, SNA and Ancillary staff)
  - Establishment of a working group to promote equality and prevent discrimination.
  - Continue to provide inclusive access to music education without barriers to children, young people, and adults at risk of educational disadvantage.
  - Complete Public Sector Duty of Care with appropriate follow-through actions as required.
  - Continue to support the development of the LOETB All Stars, inclusive sport initiative for students enrolled in special classes.
- The following other actions have been identified and will be rolled out in the period July 25 to June 2026:
  - Include across all open days and promotional events/initiatives a focus on Duty and its relevance for prospective and current learners.
  - Organise events that celebrate diversity and human rights.

- Continue to roll out the Child Protection Monitoring Plan.
- Ensure the [www.loetb.ie](http://www.loetb.ie) website is accessible to all users.
- Procure appropriate services for the use of Irish Sign Language and translation.
- Continue the delivery of the 'Delivering Equality of Opportunity in Schools' programme, incorporating School Self-Evaluation planning.
- Continue the delivery of the 'Traveller Education Support programme/role across LOETB Schools.
- Continue to conduct special education needs mapping (ETBI/MIC Provision Mapping) across all LOETB Schools.
- Continue to support Special Educational Needs Co-ordinator/Special Class Co-ordinators Community of Practice.
- Continue to roll out targeted FET programmes, including Youthreach, Adult Literacy and Basic Education, ESOL/EAL, etc.
- Rollout Equality and Human Rights in the Public Service training for staff.
- Rollout Dignity in the workplace training for staff.
- Ensure staff are fully aware of the process for making reasonable accommodation requests, including assistive technologies.
- Provide information to staff about support services.
- Include PSD as part of all inductions and training programmes.
- Further develop the new cross-pillar and cross-grade PSD Steering Group.
- Continue to engage with and raise awareness of the Public Sector Equality and Human Rights Duty amongst learners and external stakeholders.
- Develop policies and procedures that relate to equality and human rights.
- Publish Gender Pay Gap 2024 report.
- Implement revised Customer Charter and Action Plan setting out shared commitments to providing accessible services (Disability Act 2005)
- Ensure 100% of new builds or upgrades are fully accessible.
- Include human rights and equality requirements in procurement processes and grants.
- Carry out a human rights and equality assessment when drafting or reviewing strategies or plans.

The PSD Working Group will:

- Liaise with the individual staff member(s) with responsibility for the above identified actions, to ensure they are familiar with the Duty, this implementation plan, and the equality and human rights assessment for the Duty; and
- Ensure that the individual staff member(s) with responsibility for the above identified actions report on progress and outcomes in delivering on these actions, with a view to developing a report on LOETB's progress and development in implementing the Duty. This report will inform our reporting on the Duty, through the organisation's annual report, as per the legal requirement under 42(2).

## Appendix A.

### **Plans, policies, programmes, services, and initiatives currently in place at LOETB that address priority issues for the identified groups for the Duty.**

Note - LOETB will undertake equality and human rights impact assessments on these plans, policies, programmes, and services to ensure they are adequately and appropriately addressing the equality and human rights issues identified in our assessment.

#### **Organisation Support and Development - Human Resources**

- LOETB Employment Equality Policy
- LOETB Harassment and Sexual Harassment Prevention Policy
- LOETB Employee Assistance Service

#### **Further Education and Training**

**LOETB FET Strategy** (which includes a core focus on active inclusion) and LOETB strategic performance agreement (with SOLAS) for the delivery of the FET Strategy.

**LOETB Reasonable Accommodation Policy for QQI Awards** (provides a framework and guidelines for the provision of Reasonable Accommodation supports for assessment to learners participating on QQI programmes within FET Centres and Services in LOETB)

**LOETB Inclusion supports for learners, including:**

- Reasonable Accommodation Supports
- Assistive technology supports
- Laptop loan scheme
- Targeted training programmes for learners with a disability and additional support needs
- Targeted supports for learners with a disability and additional support needs

**QQI Statutory Quality Assurance Guidelines** which include a focus on ensuring a learning environment that respects and attends to the diversity of learners and their needs, enabling flexible learning pathways; promotes mutual respect in the learner-teacher relationship; and has procedures for dealing with learner complaints; ensuring that supports are accessible and seeking learner perspectives on the sufficiency and quality of supports.

**QQI Policy for Access, Transfer, and Progression in Further and Higher Education and training** (which includes that “access” should apply to all learners, but particularly those with special education needs and those from disadvantaged communities, and includes a requirement on providers to publish details of specific supports for specific learner groups, such as learners with a disability and learners whose mother tongue is not English)

**QQI Statutory Quality Assurance Guidelines for providers of Apprenticeship Programmes** (which includes the need to ensure reasonable accommodation of apprentices with disabilities, to ensure they can successfully complete apprenticeships).

### **LOETB Traveller pre-apprenticeship programme.**

**Universal Design Charter for tertiary education** (which focuses on sustaining universal design across four areas: learning, teaching and assessment; support services and social engagement; physical environment; and the digital environment)

**Education provision to prisoners:** literacy, numeracy, general basic education provision and broad programmes of education are provided in Portlaoise and Midlands Prisons by LOETB.

**LOETB Targeted Youth Employability Support Initiative** to support young people aged 15 - 24 years who are not in education, employment or training.

**LOETB Youth Work Plan 2023-2027** (which identifies vulnerable groups requiring specific focus: young Travellers, young people not in education, training or employment, young people with mental health issues, young people with a minority ethnic identity (including international protection applicants)

**LOETB Guidelines for Application for Community Education Funding** (which includes for prioritising groups identified for the Duty (Travellers, older people, lone parents, migrants/ asylum seekers/ refugees, people with a disability, people experiencing economic and social disadvantage (unemployed and outside of the labour force, early school leavers, prisoners and ex-prisoners, homeless)

## Schools

**DEIS Action Planning:** four of the LOETB post-primary schools in the DEIS programme. The DEIS programme is the key policy instrument to address educational disadvantage in primary and post-primary schools. All schools in the DEIS programme must engage in systematic action planning for improvement, which includes a focus on educational transitions and retention, literacy and numeracy, wellbeing, and partnership with parents.

**Provision Mapping (ETBI Initiative):** All nine LOETB post-primary schools are engaged with Provision Mapping which involves using the school self-evaluation cycle to identify list and evaluate the range of supports for inclusive and special education across the continuum of support, including for: students with learning disabilities, including disabilities specific to literacy, numeracy and language; learners for whom English is a second language, and those from different ethnic and cultural backgrounds, including the Traveller and Roma communities.

Appendix B. Template to assist in undertaking the equality and human rights impact assessment.

# Appendix B

## Template for using the assessment to review a policy/procedure/plan

1. Using LOETB’s assessment of equality and human rights issues, extract the equality and human rights issues of relevance to this policy/procedure/plan.
2. Identify (in column 2) whether each of the relevant issues extracted from the assessment, is addressed in the current draft policy/procedure/plan.
3. Identify how the draft policy/procedure/plan could be amended to adequately and appropriately address the each of the relevant equality and human rights issues (column 3)
4. Does the current draft policy/procedure/plan align with the ambition set under the core values of LOETB? Is there any language from our values statement that you would bring into the policy/ procedure/ plan?

Relevant equality and human rights issues identified (from the assessment)	Is this issue addressed in the current draft of the policy/plan? (yes/ partially/no)	Relevant section(s) of policy/plan	How this issue will be addressed in the policy/plan



**Laois and Offaly Education  
and Training Board**

