



**msletb**

Bord Oideachais agus Oiliúna  
Mhaigh Eo, Shligigh agus Liatroma  
*Mayo, Sligo and Leitrim*  
*Education and Training Board*

**Implementing the Public  
Sector Equality and  
Human Rights Duty in  
MSLETB:  
An Implementation Plan**

**OPPORTUNITIES FOR  
LIFE AND LIVING**

**DOCUMENT CONTROL SHEET**

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# 1. The Public Sector Equality and Human Rights Duty

The public sector equality and human rights duty (referred to hereafter as the Duty) is a statutory obligation on public bodies to have regard to the need to eliminate discrimination, promote equality, and protect human rights for service users, policy beneficiaries, and employees, across all function areas of the organisation.<sup>1</sup>

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

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

In implementing the Duty, public bodies are required to take a number of steps, set out in Section 42(2) of the legislation.

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

- (2)
- (a) set out in a manner that is accessible to the public in its strategic plan (howsoever described) an assessment of the human rights and equality issues it believes to be relevant to the functions and purpose of the body and the policies, plans and actions in place or proposed to be put in place to address those issues, and
  - (b) report in a manner that is accessible to the public on developments and achievements in that regard in its annual report (howsoever described).

Guidance issued by the Irish Human Rights and Equality Commission<sup>2</sup> sets out these required steps to give effect to the Duty, as follows:

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<sup>1</sup> [Section 42](#), Irish Human Rights and Equality Commission Act 2014.

<sup>2</sup> [Implementing the Public Sector Equality and Human Rights Duty](#), Irish Human Rights and Equality Commission, 2019.

**Step 1. Assess:** Undertake an evidence-based assessment of the equality and human rights issues for the identified groups for the Duty that have relevance to the functions of the public body.

**Step 2. Address:** identify the policy, plans, actions in place or proposed, to address the issues arising from the assessment.

**Step 3. Report:** report annually on developments and achievements in implementing the Duty.

Throughout this plan we refer to the ‘identified groups for the Duty’. These are:

- Those groups protected under the nine grounds under equality legislation<sup>3</sup>:
  - Gender (including transgender people and those transitioning to their true gender)
  - Civil status
  - Family status (including lone parents and others with family caring responsibilities)
  - Age (people over 18)
  - Disability (including physical, sensory, and intellectual disabilities, mental health issues, and chronic illness)
  - Sexual orientation
  - Race (encompassing skin colour, nationality and ethnic origin),
  - Religion, and
  - Membership of the Traveller community.
- Those at risk of or experiencing poverty and social exclusion<sup>4</sup> - which we identify as a tenth ground of ‘socio-economic status’.

## 2. A Values-Led Approach

MSLETB has adopted a values-led approach to frame our approach to implementing the Duty. Organisational values are central to shaping organisational culture, which in turn, impacts on the priorities, processes, and practice of an organisation. A values-led approach to the Duty, therefore, can assist in embedding a focus on equality and human rights within the culture of an organisation thus mobilising that culture behind implementation of the Duty.

MSLETB identify four values that motivate our concern to address equality and human rights concerns as part of our work to implement the Duty: Inclusion, Respect, Social Justice, and Empowerment. These values align with the organisational values of MSLETB, in particular our

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<sup>3</sup> The Equal Status Acts 2000-2018, and the Employment Equality Acts 1998 to 2015.

<sup>4</sup> The Irish Human Rights and Equality Commission, in their guidance documents for the Duty, recommend this focus beyond the 9 protected grounds under equality legislation.

core value of Inclusivity. Equally, they align with the values of the MSLETB schools, in particular our core values of Equality and Respect.

To apply these core values in our work to implement the Duty, the MSLETB Duty working group developed an equality and human rights values statement which will serve as a framework for our work to implement the Duty, in particular by:

- providing high-level benchmarks for our organisational ambitions to eliminate discrimination, promote equality and protect human rights for our staff, learners and students, and
- offering an accessible language to support and communicate our work to implement the Duty to our staff, learners and students, service users and policy beneficiaries.

The MSLETB Equality and Human Rights Values Statement is set out in Appendix A.

## 3. Assessment of Equality and Human Rights Issues

### 3.1 Introduction

MSLETB, as a public body, is required to provide an assessment of the equality and human rights issues, relevant to its functions, for the identified groups under the Duty. The purpose of the assessment is to inform our on-going work to implement the Duty.

This is NOT an assessment of the performance of Mayo, Sligo and Leitrim Education and Training Board (MSLETB) in regard to its work to address equality and human rights concerns. Instead, it is a foundation stone for identifying 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 MSLETB.

The functions of MSLETB are to provide secondary level education, second chance education; further education and training including apprenticeships; youth work services, community-based education programmes; outdoor education; outreach programmes, specialist programmes, e.g. through Music Generation, School Completion Programmes and other programmes or courses as maybe delivered, funded or sponsored in whole or in co-operation with other bodies or agencies.

This assessment of equality and human rights issues is set out in two parts: part one (section 2) is a summary of the equality and human rights issues relevant to our core functions. In this section our core values of Respect, Inclusion, Social Justice, and Empowerment are used as a framework to set out the equality and human rights issues identified. Part two of the assessment is the evidence base from which the equality and human rights issues are drawn. This evidence base is set out in a separate report: MSLETB Assessment of Equality and Human Rights Issues.

## 3.2 Assessment of Equality and Human Rights Issues

*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 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).*

### Respect

Respect is about mutual empathy, understanding, listening, integrity, and kindness. It involves meeting people where they are at, being non-judgemental, and parity of esteem.

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

- Employment-related discrimination<sup>5</sup> for all of the identified groups (when seeking work and/or in-work discrimination). 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,
  - 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>6</sup>, including education and training. In particular, the data point to:
  - high levels of discrimination experienced by Travellers in accessing and participating in education.
- Identity-based harassment and sexual harassment<sup>7</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.
- Stereotypes and biases that result in negative treatment / identity-based harassment and abuse, which diminishes the employment and education chances and outcomes for the identified groups, including in particular:

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<sup>5</sup> As defined under the Employment Equality Acts.

<sup>6</sup> As defined under the Equal Status Acts.

<sup>7</sup> As defined under the equality legislation (the Employment Equality Acts and the Equal Status Acts).

- 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.
- 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; victims of such incidents 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.
- 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.

## Inclusion

Inclusion is about recognising, understanding, valuing and adapting for diversity. It involves accessibility, belonging, being person-centred, and innovating to enrich the learning and working environment for the identified groups.

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

- Failure, by employers and service providers, to make adaptations for diversity in order to address the specific needs arising from this diversity. In particular the data point to:
  - inflexibility 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 equality outcomes for specific groups.
- Issues of isolation and social exclusion for particular groups, which can negatively impact on their access to employment and education. In particular the data point to:
  - people with 'hidden' disabilities, Travellers, and LGBTI+ people 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.

## Social Justice

Social Justice is about transparency, fairness, and equal opportunities in the distribution of economic, educational, cultural and other resources. It involves proactive targeted approaches to support those experiencing injustice.

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

- Low educational outcomes for a number of the identified groups. In particular the data point to:
  - early school leaving, as a result of barriers such as identity-based harassment/abuse, for Travellers and LGBTI students;
  - barriers to accessing further and higher education courses, for migrants with insecure immigration status;
  - poor educational outcomes for Travellers, and people with a disability (in particular those with intellectual disabilities, learning disabilities, and speech impediments).
- 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; and regulatory barriers to accessing state-funded services (some migrants).
- 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 aid their progressing 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 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 pension gap; and

- dependence on social protection supports to access/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.
- Homelessness and insecure accommodation status. 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 impacts 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.

## Empowerment

Empowerment is about voice, choice, autonomy, self-determination and involvement in decisions that affect you. It involves ensuring people have the tools they need to act independently and make choices to positively influence their lives.

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

- Stereotypes and biases that undermine the capacity of identified groups and negatively impact on their employment and educational opportunities 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.
- 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.
- Digital exclusion which limits people's agency. 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'.
- 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.

## 4. Enabling Implementation of the Duty

### 4.1 Leadership to drive implementation of the Duty

MSLETB 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 meet quarterly and will play a role in supporting the ongoing implementation of the Duty, including:

- Working with the Executive Management Team and wider organisation to identify actions for a focus on the Duty, on an annual basis.
- 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:
  - providing support to understanding the Duty and its requirements, as needed, to those staff responsible for leading on specific actions under the Duty;
  - ensuring actions that have been identified for a focus on the Duty are reported on in regard to outputs and outcomes; and
  - compiling an annual report on progress and developments in implementing the Duty, including for inclusion in MSLETB's annual report (as required under step 3. of the Duty).

The role of the Executive Management Team (EMT) will be essential in driving and supporting the organisation's ongoing work to meet our statutory obligations under the Duty. This will include:

- Ensuring staff familiarisation with the Duty and its legal requirements;
- Ensuring the Duty is on the EMT agenda (every quarter), to track implementation of actions and to identify possible actions for the coming year;
- Receiving updates from the Public Sector Duty Working Group; and
- Ensuring that the organisation reports on our progress and developments in implementing the Duty, through the annual report, as required under step 3. of the Duty;

### 4.2 Action required to enable implementation of the Duty:

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 MSLETB, understand the Duty and its requirements, and how to use the equality and human rights assessment in regard to those development and review processes.

MSLETB will introduce staff familiarisation/training on the Duty, taking a tiered approach in line with levels of seniority and staff who are involved in leading the development of organisational plans, policies, procedures and programmes.

MSLETB will utilize internal systems and processes to enable staff in regard to equality and human rights and the Duty, including staff induction and continuous professional development processes.

Training resources and awareness opportunities will be made available to staff including: the Irish Human Rights and Equality Commission's [e-learning module](#) on the Duty; and hosting online town hall events on the topics of equality and human rights.

The Public Sector Duty Working Group will also consider developing a training video for staff on the Duty.

#### **4.3 Communication**

MSLETB will build awareness about the Duty across the organisation and with our key stakeholders.

Key communication channels and systems will be used to regularly communicate to staff and learners on our work to implement the Duty and our achievements and developments in this regard. Communication processes will also be used to seek learner feedback to support our ongoing work to implement the Duty.

Key channels and systems include:

- MSLETB website
- Bi-annual staff newsletter
- Score intranet staff portal
- Social media
- Learner feedback surveys

- Learner voice forum
- Press releases

## 5. Implementing the Duty

### 5.1 The Address Step

Step 2 of the Duty (Address) is the core of the ongoing work to address equality and human rights concerns in compliance with the goal of the Duty. The assessment of equality and human rights issues will be a core tool in this work to ensure that our policies, procedures, plans, services and programmes are sufficiently robust to address relevant equality and human rights issues across our function areas.

In summary, this work will involve:

- identifying where MSLETB is currently responding to the equality and human rights issues identified from the assessment, in our policies, procedures, plans, services and programmes, and addressing any gaps in this regard; and
- action to respond adequately and appropriately to the equality and human rights issues identified, from the assessment, in current or required policies, procedures, plans, services and programmes.

The corporate strategy of a public body is identified as a core document for establishing the actions proposed to implement the Duty within the organisation. In MSLETB, therefore, our work on the Duty will be integrated within the strategic planning cycle of the organisation.

There are a number of key moments within the strategic planning cycle of MSLETB, where we include a focus on addressing equality and human rights issues, from the assessment. These key moments include:

- Preparation of annual service plans
- Preparation of the FET strategy
- DEIS school planning and review cycle
- Review of quality assurance- FET
- Schools self-evaluations

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 include:

- Scheduling of staff training and CPD initiatives

- Development/review of human resources policies and procedure
- Development/review of learner-focused programmes, initiatives, and policies

The following current review moments have also been identified as important key moments in the 2024-2025 planning cycle, for a focus on the Duty:

- Development the MSLETB website
- Re-branding process

## 5.2 Undertaking the Address Step

**In preparation** for the development/review process for a policy, procedure, plan, service, or programme, those staff<sup>8</sup> responsible for the review/development process should:

1. Ensure they are familiar with the Duty and its requirements.
2. Use the assessment of equality and human rights issues to identify the equality and human rights issues that are relevant to the particular policy, procedure, plan, service, or programme.
3. Gather any relevant additional data and information available in relation to the equality and human rights issues identified as relevant, to further inform how these issues might be addressed in the policy, procedure, plan, service, or programme<sup>9</sup>.
4. Establish what the organisational benchmark is, across each value, that has relevance for the policy, procedure, plan, service, or programme, from the equality and human rights values statement (Appendix A.).

**At the commencement** of the development/review process:

- Review the assessment of equality and human rights issues to establish those issues that are relevant to the particular policy, procedure, plan, service, or programme.
- Gather the data and information available in relation to the equality and human rights issues that have been identified as relevant, making use of the evidence base provided in the MSLETB Assessment document.
- Review the equality and human rights values statement to extract the statements of outcome or statements of process that are relevant to the policy, procedure, plan, service, or programme.

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<sup>8</sup> Any external consultants that are commissioned to undertake such a review/development process on behalf of the organisation should be made familiar with and requested to use this approach.

<sup>9</sup> The evidence base for the Assessment is a useful source of such additional data/information and also contains links to relevant research reports.

**In implementing** the development/review process:

- Include a focus on the relevant equality and human rights issues in any evaluation or review undertaken as part of the development or review process.
- Transmit the obligations under the Duty to any external consultants contracted in this process and ensure they are fully briefed in this regard.
- Track the relevant equality and human rights issues to ensure they are addressed and track the values benchmarks to ensure they are respected, during the development or review process.
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**At final stage of the development/review process** for a policy, procedure, plan, service, or programme, those staff responsible should:

1. Convene a meeting of relevant staff to check that the draft adequately and appropriately addresses each of the equality and human rights issues identified as relevant, and is aligned with the equality and human rights values benchmarks.
2. Conduct a participative exercise, for initiatives of scale and where relevant, with representatives of the identified groups, to check that the equality and human rights issues are adequately and appropriately identified and addressed.

**After the development/review process** the organisation should:

- Establish and/or use existing monitoring systems to track progress on the equality and human rights issues identified as relevant: this will be particularly important for complying with step 3. of the Duty (Report).
- Use this information to reflect on this progress and to strengthen the plan, policy, procedure, service or programme as found to be necessary.

### **5.3. The Report Step**

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

MSLETB'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:

- the outputs and outcome from applying the Duty to identified areas, each year, and key learning from this work, to inform future work on the Duty;
- any training/awareness-raising undertaken with staff to build their capacity to implement the Duty;



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 a number of key actions will be identified for a specific focus on the Duty and these will be included in our service plan. The EMT will play a role in this process.

**For the period November 2024 to December 2025** the following actions have been identified:

- Update Internal SCORE Staff Intranet to include information and details of work carried out on the Duty.
- Set up a dedicated page on the Duty on the new website to build awareness internally and externally.
- Organisational re-branding to include a focus on equality and diversity, to be guided by our Assessment of Equality and Human Rights Issues document.
- Include a section on the Duty in our Newsletter.

The Duty Working Group will meet in Q1 2025. In advance of this meeting, to aid with planning for 2025 on the Duty:

- Each working group member will identify the key areas in their respective sections, in 2025, regarding the development/review of plans, strategies, policies, procedures, services or initiatives.
- Corporate Services will contact the three directors to ask them to identify the key moments coming up in their sections in 2025, regarding the development/review of plans, strategies, policies, procedures, services or initiatives, which could usefully be identified for a focus on the Duty.

## Appendix A: MSLETB Equality and Human Rights Values Statement

MSLETB has adopted a values-led approach to frame our approach to implementing the Public Sector Equality and Human Rights Duty (the Duty). This Equality and Human Rights Values Statement identifies the values that motivate our concern for equality and human rights in MSLETB, providing a framework for our implementation of the Duty. Organisational values are central to shaping organisational culture, which in turn, impacts on the priorities, processes, and practices of an organisation. A values-led approach to the Duty, therefore, can assist in embedding a focus on equality and human rights within the culture of an organisation, thus enabling the implementation of the Duty.

This Equality and Human Rights Values Statement aligns with the organisational values of MSLETB, in particular, our core value of Inclusivity. Equally, this aligns with the values of the ETB schools, in particular our core values of Equality and Respect.

This Equality and Human Rights Values Statement enables MSLETB to be explicit in identifying and defining the core values that motivate a concern for promoting equality and protecting human rights: the core goal underpinning the Duty.

Four values have been established for MSLETB to frame our work on the Duty: Inclusion, Respect, Social Justice, and Empowerment.

The implications of each value for our organisational priorities and work processes are set out in a Statement of Priority and a Statement of Process, where the:

- Statement of Priority: establishes the implications of the value for the change we seek to address equality and human rights issues; and
- Statement of Approach: establishes the implications of the value for the way we work in pursuing this change.

These statements are specifically focused on the identified groups<sup>1</sup> for the Duty.

### **Inclusion**

Inclusion is about recognising, understanding, valuing and adapting for diversity. It involves accessibility, belonging, being person-centred, and innovative to enrich the learning and working environment for the identified groups.

### **Statement of Priority**

Our priority is to secure access, participation and outcomes for staff, learners and students from the identified groups, recognising that diversity brings opportunities for innovation that enrich the learning environment and workplace.

### **Statement of Approach**

MSLETB aims to remove barriers to enable learners, students, and staff from the identified groups to participate equally in the activities and services of our organisation. Our approach includes: flexibility in accommodating diversity, and tailoring approaches to meet the aspirations and needs of the identified groups, across all of our functions.

## **Respect**

Respect is about mutual empathy, understanding, listening, integrity, and kindness. It involves meeting people where they are at, being non-judgemental, and parity of esteem.

### **Statement of Priority**

Our priority is to foster a culture where respect and regard for all individuals is key in the success of the organisation. We aim to promote the care and wellbeing of our staff, students, and learners from the identified groups, as a central tenet of our characteristic spirit.

### **Statement of Approach**

MSLETB will treat everyone with respect and in a professional manner in accordance with our governance principles. We will promote respectful relationships and culture at the core of all interactions.

## **Social Justice**

Social Justice is about transparency, fairness, and equal opportunities in the distribution of economic, educational, cultural and other resources. It involves proactive targeted approaches to support those experiencing injustice.

### **Statement of Priority**

Our priority is to secure access, participation and positive outcomes for staff, students, and learners from the identified groups, by ensuring equality of access to opportunities and resources for people

who might otherwise be excluded or marginalised, and transparency and accountability in how these resources are targeted and distributed.

### **Statement of Approach**

MSLETB will provide access to resources for students, learners and staff from the identified groups. In this, we will be proactive in our targeted approaches to those experiencing inequality. We will use relevant data and endeavor to make our services and employment responsive in meeting the needs of the identified groups. We will continue to build and promote strong links with the identified groups for the Duty.

## **Empowerment**

Empowerment is about voice, choice, autonomy, self-determination and involvement in decisions that affect you. It involves ensuring people have the tools they need to act independently and make choices to positively influence their lives.

### **Statement of Priority**

MSLETB endeavour to develop the confidence and certainty of our staff, learners, and students from across the identified groups, to develop and unlock their capacity. We will work to develop a working and learning environment that is empowering and responsible.

### **Statement of Approach**

We will promote and engage processes of co-creation, cooperation, and collaboration to ensure the personal, educational, and professional development of staff, learners and students from the identified groups. We will ensure continuous learning and upskilling opportunities for our staff, learners and students, by providing meaningful options.

*'Corporate Services Dept, 2024'*

## Appendix B. Template<sup>10</sup> for using the assessment to review a policy /procedure/ plan

1. Using MSLETB’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 each of the relevant equality and human rights issues (column 3.)
4. Does the current draft policy/ procedure/ plan align with the ambition set in MSLETB equality and human rights values statement? Is there any language from the 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? (fully/ partially (gaps)/ no)	Relevant section(s) of policy/plan	How this issue will be addressed in the policy/plan
x			

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<sup>10</sup> This template was developed by Values Lab and used with MSLETB to support us to review two policy areas.



**msletb**

Bord Oideachais agus Oiliúna  
Mhaigh Eo, Shligigh agus Liatroma  
*Mayo, Sligo and Leitrim*  
Education and Training Board

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