

Kilkenny and Carlow Education and Training Board

Public Sector Equality and Human Rights Duty

**Assessment of Equality and Human Rights Issues and
Implementation Plan for Kilkenny and Carlow ETB**



kcetb

Bord Oideachais agus Oiliúna
Chill Chainnigh agus Cheatharlach
*Kilkenny and Carlow
Education and Training Board*

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1. Introduction

This report has been prepared by Kilkenny and Carlow Education and Training Board 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 assessment and implementation plan set out the ambition and approach being pursued by Kilkenny and Carlow ETB (KCETB) in regard to our work to implement the public sector equality and human rights duty (the Duty), across all of our function areas.

The Duty is a statutory requirement on public bodies which required public bodies, including education and training boards, to have regard to the need to eliminate discrimination, promote equality of opportunity, and protect human rights for service users, policy beneficiaries, and employees, across all their functions.

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.

To give effect to the Duty, public bodies are required to:

- undertake an assessment of the equality and human rights issues facing the identified groups for the Duty (with particular focus on issues that have relevance to the specific functions of that public body) and to make that assessment publicly available;
- identify the steps being taken or proposed, to address the issues as assessed, in the plans, policies, and actions of the public body; and
- report annually on the progress in addressing these issues and implementing the Duty.

Giving effect to the Duty required a focus on the staff (and prospective employees), service users, and policy beneficiaries of a public body, and encompasses all of the function areas of the public body.

S42.2 specifies what a public body is required to do, to give effect to the Duty:

- (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).

The identified groups for the Duty are:¹

- groups covered by the following nine protected grounds under equality legislation:
 - gender (including transgender people and people transitioning to their true gender),
 - civil status,
 - family status (including lone parents and people with caring responsibilities),
 - age,
 - disability (including mobility, sensory, and intellectual disabilities, mental health issues, and chronic illness),
 - sexual orientation,
 - race (encompassing skin colour, nationality and ethnic origin),
 - religion (any or no religious belief), and
 - membership of the Traveller community.

- The Irish Human Rights and Equality Commission recommend that those at risk of or experiencing poverty and social exclusion are also included as an identified ground for the Duty, thereby adding a tenth ground of 'socio-economic status'.²

KCETB view the Duty as an opportunity for organisational growth, learning, and development. Specific areas of potential for KCETB are offered in regard to implementing the Duty across the organisation:

- Provides a framework to review what we are already doing and identify and address gaps,

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

² Ibid. Page 17.

- Provides opportunities to have a broad equality and rights focus, for our learners, students, and staff,
- Provides opportunities to engage with external stakeholders who have a role in supporting our work to address equality concerns for learners and staff: trade unions; local groups and organisations representing the interests of groups identified for the Duty, and
- Provides opportunities to highlight and celebrate our achievements as an ETB, in addressing equality and human rights concerns, across all of our functions.

2. Our Equality and Human Rights Values Statement

2.1 Introduction

KCETB have adopted a values-led approach to our work to implement the Duty. We identify four values to underpin our ambitions for our work to eliminate discrimination, promote equality, and protect human rights in meeting our obligations under the Duty:

- Respect
- Inclusion
- Empowerment
- Social Responsibility

These values underpin the goal of promoting equality and protecting human rights and provide benchmarks for our organisational ambition in implementing the Duty. The values also provide an accessible language for communicating and embedding our work on the Duty, with our students, learners, and staff.

For each of these four values we have established:

- a shared understanding of the value label, aligned to the mission and vision of KCETB.
- a statement of outcome: a benchmark in regard to the change we seek as an organisation, in addressing equality and human rights concerns; and
- a statement of process: a benchmark in regard to the way we work in pursuing this change.

These benchmarks serve as a compass for the organisation, giving directions for our ambitions for equality and human rights, providing the frame within which we will implement the Duty.

2.2 Equality and Human Rights Values Statement

Respect

Respect is about valuing the human worth of each person, understanding people's lived experience, and creating a place and space for everyone. It involves care, empathy, openness and listening.

Statement of Outcome:

KCETB will create a person-centred, welcoming learning and working environment, where people feel listened to and heard, and where possibilities for personal growth and development are created.

Statement of Process:

KCETB will ensure a welcoming, supportive environment for our students and staff, meeting people where they are at in their journey, and creating possibilities for personal and professional growth and development.

Inclusion

Inclusion is about embracing, championing, and being open to difference. It involves removing barriers to facilitate access and enable participation.

Statement of Outcome:

KCETB will build an organisational culture of inclusion, in particular for those groups who experience inequality and social exclusion on the basis of such as: gender, disability, age, family status, sexual orientation, ethnic identity (including membership of the Traveller community), nationality, socio-economic status, and religion.

Statement of Process:

KCETB will create and develop an infrastructure and supports to enhance the inclusion of diverse groups, ensuring forums and structures are representative and participative.

Empowerment

Empowerment is about developing people's confidence, capacity, and voice. It involves meaningful consultation, consent, choice, belonging, and connection.

Statement of Outcome:

KCETB will create the conditions for our students and staff to develop their skills, competencies, and confidence. We will ensure their contribution is sought, valued, and acted on.

Statement of Process:

KCETB will develop processes to build the confidence and voice of students. We will create and develop consultation and feedback mechanisms to ensure the diversity of student and staff voices can input into decision-making.

Social Responsibility

Social responsibility is about providing resources to promote greater equality. It involves promoting opportunities and focusing supports where they are most needed.

Statement of Outcome:

As an employer and a provider of services, KCETB will work towards addressing inequalities to enhance our community of students and staff.

Statement of Process:

KCETB will identify and seek to remove barriers to access and participation for our students and staff, working collaboratively with diverse internal and external stakeholders.

3. Assessment of Equality and Human Rights Issues

3.1 Introduction

KCETB has undertaken an assessment of the equality and human rights issues, for the identified groups for the Duty, in compliance with S42.2 of the Irish Human Rights and Equality Commission Act 2014. In undertaking this assessment, KCETB has ensured alignment with guidance issued by the Irish Human Rights and Equality Commission.³

³ [Tool for an Evidence Based Assessment of Equality and Human Rights Issues](#), Irish Human Rights and Equality Commission (2020).

The first step of the Duty requires a public body to prepare and publish an evidence-based assessment of the equality and human rights issues, facing the identified groups under the Duty, that are relevant to the functions of the public body. The assessment gives us a picture of the key equality and human rights issues facing those groups identified for the Duty. This allows us to build on our knowledge and understanding of the range of issues that might need to be addressed by an ETB, as part of our ongoing work to implement the Duty. This will allow us to: build on achievements in the area of promoting equality, preventing discrimination, and protecting rights; identify gaps to build on those achievements; and identify new actions that would improve equality outcomes for our learners and staff.

This assessment is NOT an assessment of the performance of KCETB 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 assessment of equality and human rights issues, relevant to our core functions, is set out below in 3.2. Our values benchmarks for: Respect, Empowerment, Inclusion, and Social Responsibility, are used as a framework to set out the equality and human rights issues identified.

The assessment is drawn from an evidence base to identify data and information on the **situation**, **experience**, and **identity** of the identified groups for the Duty across the ten grounds.

- **Situation:** refers to disadvantage in the level and quality of resources the identified groups can access. Such resources include: access to employment and good working conditions and to key services, such as education and FET.
- **Experience:** refers to negative experiences/treatment of the identified groups when interacting with other people/ institutions/ services, including: discrimination, racism, sexism, ageism, homophobia, transphobia, stereotyping, identity-based harassment and abuse.
- **Identity:** refers to diversity, whereby any lack of recognition for, or failure to accommodate this diversity will result in failure to address people's needs that arise from this diversity.

KCETB have used the following data sources to inform the assessment:

- Research conducted by: the Economic and Social Research Institute, and national organisations advocating on behalf of the identified groups.
- National policy strategies for specific identified groups.
- The Central Statistics Office.
- SOLAS data in regard to FET provision for a number of the identified groups.
- Submissions by the Irish Human Rights and Equality Commission, to the international UN human rights monitoring framework, and
- Reports from local research undertaken in the Kilkenny/ Carlow area.

3.2 Assessment of Equality and Human Rights Issues

Kilkenny and Carlow ETB invited relevant local organisations and groups to attend a meeting on the 18 October 2023. The purpose of the meeting was to explain: the public sector duty; the purpose of the assessment; and their required input, to determine:

- Whether the equality and human rights issues identified in the draft assessment adequately reflect the situation, experience, and identity of the identified groups; and
- If there were any gaps in the assessment data and information (particularly regarding the local context).

Participants were provided with the opportunity to provide feedback. Organisations and groups from voluntary and state funded sectors including disability representatives, mental health advocacy groups, Traveller representatives, older people associated groups and community leaders had the equality and human rights issues identified below outlined to them. The issues relate to all of the identified groups for the Duty, unless otherwise indicated. . In some instances, specific examples are given for particular groups where national data indicate a unique experience for that group in regard to the issue(s) or where that group experience significant/persistent inequality/discrimination/human rights violations in regard to the issue(s).

Respect

Respect is about valuing the human worth of each person, understanding people’s lived experience, and creating a place and space for everyone. It involves care, empathy, openness and listening.

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

- **Discrimination:**

In seeking work and progression in **employment**, with particular regard to:

- high levels of discrimination, when seeking employment, for: Travellers, Roma, disabled people, minority ethnic groups, and transgender people,
- in-work barriers for women, disabled people, and transgender people; and

In **accessing and participating in key services**, including education and training, with particular regard to:

- high levels of discrimination experienced by Travellers in accessing and participating in education.
- Harassment and sexual harassment, which prevent access to and participation in employment and key services, such as education, with particular regard to:
 - High levels of sexual harassment experienced by women in the workplace,
 - high levels of identity-based harassment and bullying experienced by LGBTI people, Travellers, and other minority ethnic groups; and
 - gender-based violence and sexual assault, including domestic violence, which limits women's participation in employment and education.
 - Significant under-reporting of discrimination, harassment and sexual harassment, to employers and service providers, primarily due to fear of negative consequences and lack of trust that incidents will be effectively addressed.
 - The absence of a socio-economic ground, as a basis for discrimination, in equality legislation impacts on people's ability to challenge socio-economic discrimination in accessing key services, such as employment and education.
 - Perceived and/or actual lack of understanding and/or capacity of employers and service providers to effectively prevent and address issues of discrimination, harassment and sexual harassment for employees and service users.
 - Stereotyping, biases, prejudice, stigma, and false assumptions that can affect decision-making that impacts on employment and service provision for identified groups, 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;

- stigma and prejudice in relation to the agency and capacity of disabled people and older people;
- oppressive notions in relation to superior and inferior cultures, resulting in negative treatment in employment and service provision (for Travellers and other minority ethnic groups);
- sexism, racism, homophobia, transphobia, ableism, and ageism.
- Feeling compelled to hide one's identity at work and in school, due to fear of negative treatment, including in particular for Travellers and LGBT people.

Inclusion

Inclusion is about embracing, championing, and being open to difference. It involves removing barriers to facilitate access and enable participation.

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

- Failure to make adaptations for diversity in order to address the specific needs arising from this diversity, with particular regard to:
 - inflexibility in the design and provision of services and opportunities;
 - limited capacity and knowledge (among employers and service providers) to understand and respond to the practical implications of diversity;
 - insufficient attention to addressing the needs of those at risk of early school leaving;
 - failure to consider issues of intersectionality which can give rise to experiences of multiple and compounding discrimination and inequalities for identified groups.
- Inadequate response to caring responsibilities, with particular regard to:
 - the unequal sharing of caring responsibilities between women and men;
 - the lack of affordable and accessible childcare; and
 - the absence of adequate work life balance workplace arrangements.
- Unwelcoming/ non-inclusive working and learning environments, with particular regard to:
 - 'soft' barriers of discouragement where certain groups (Travellers, LGBTI people) feel they have to hide their identity;
 - low expectations of certain groups, such as Travellers, people with disabilities, and young lone parents; and

- stereotyping of certain groups resulting in barriers of access and participation (employment and service provision).
- Invisibility of diversity, with particular regard to: lack of equality data (employment and service provision) to measure diversity and monitor progress in regard to equality outcomes for specific groups (in particular a lack of data on ethnicity, and disability).
- Employers and service providers not adequately prepared to understand and remove barriers to access and participation for diverse groups.
- Isolation, with particular regard to that experienced by:
 - people with disabilities and Travellers, where there are barriers to their full participation in workplace and education settings;
 - migrants, particularly those whose first language is not English, from local community services and supports;
 - people in rural areas with lack of access to public transport (in particular for older people, and those living in poverty); and
 - people in direct provision, where there are barriers to the participation in the local community and in accessing local services.

Empowerment

Empowerment is about developing people's confidence, capacity, and voice. It involves meaningful consultation, consent, choice, belonging, and connection.

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

- Under-representation of people from the identified groups in decision-making positions and in structures to shape and make decisions, with particular regard to:
 - Women's under-representation in senior roles and decision-making structures;
 - lack of diversity, in teaching and employment generally, in regard to minority ethnic groups.
- Lack of spaces and opportunities for the voice of identified groups to be effectively articulated, with particular regard 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.

- Limitations for women in accessing employment and education and training opportunities, due to caring responsibilities.
- Gender stereotyping affecting subject and course choices available to, pushed towards, and made by females and males with: women overrepresented in health and welfare areas and males overrepresented in apprenticeships, construction, engineering, and communication technologies.
- Limited articulation of individual perspectives and preferences by members of the identified groups, with particular reference to barriers of:
 - low levels of confidence and limited ambition in making choices and accessing options available, and in exercising rights;
 - lack of autonomy afforded and disempowerment, including in particular for people with literacy issues, people with learning difficulties, and people with intellectual disabilities;
 - 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 informed choices.
- 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.
- Employers/service providers failing to ensure victims of harassment and sexual harassment are effectively empowered and enabled to report incidents.

Social Responsibility

Social responsibility is about providing resources to promote greater equality. It involves promoting opportunities and focusing supports where they are most needed.

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

- Low educational outcomes, with particular regard to:
 - early school leaving as a result of identity-based harassment (particularly for Travellers and LGBTI students);
 - poor educational outcomes for Travellers and people with disabilities (in particular those with literacy issues and intellectual disabilities);

- children with disabilities from socio-economically disadvantaged backgrounds disproportionately placed in special education; and
- limited access to adult learning for older people.
- Low skills status, with particular regard to:
 - lack of access to and outcomes from training provision across the identified groups;
 - gender imbalance in courses and apprenticeships;
 - lack of progression for Travellers and people with disabilities from training experiences; and
 - Travellers missing out on educational supports due to hiding their ethnic identity.
- Unemployment and under-employment, with particular regard to:
 - high levels of discrimination, when seeking employment, for Travellers, Roma, and Black (non-Irish national) migrants, and disabled people;
 - low levels of labour market participation for: young people; people with disabilities; Travellers and other minority ethnic groups; and lone parents;
 - lack of networks and connections for Travellers, regarding employment and course-related employment placements; and
 - lower overall employment rate for women and higher concentration of women in part-time and precarious work.
- Lack of access to promotion and career opportunities, with particular regard to:
 - higher rates of in-work discrimination for women and older people;
 - impact of caring responsibilities and limits on promotion and other career opportunities, for women; and
 - lack of progression within the workplace and of diversity in management positions for the identified groups.
- Low income, with particular regard to:
 - low paid and precarious work;
 - additional costs of having a disability;
 - concentration of women in low-paid, part-time work;
 - the gender pay gap and gender pension gap; and
 - dependence on social protection supports to access/continue in education and employment (Travellers, disabled people, lone parents).
- Poverty, with particular regard to:
 - intersection of socio-economic disadvantage with identity-based inequality (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 poverty;
- digital exclusion/inequality (including lack of access to devices or internet services) for: people living in poverty, people living in overcrowded accommodation (Travellers and Roma); and older people.
- Homelessness and insecure accommodation status, with particular regard 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, Roma and other minority ethnic groups; people with disabilities; and lone parents.
 - unsuitability of direct provision accommodation for families, and lack of accommodation options for those exiting direct provision; and
- Unequal health status, with particular regard 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;
 - very high suicide rates in the Traveller community, in particular regarding young Travellers; and
 - limited availability of, and access to mental health supports and services.
- 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.

4. Implementation: The Address Step

4.1 Introduction

The 'address' step of the Duty is the core of the ongoing work to address equality and human rights concerns relevant to our functions, as identified from the assessment. This will involve:

- Identifying where KCETB is currently responding to the equality and human rights issues identified, from the assessment, in our plans, policies, procedures, and programmes, and addressing any gaps in this regard.

- Action to respond adequately and appropriately to the equality and human rights issues identified, from the assessment, in our plans, policies, procedures, and programmes.

The strategy statement of a public body is identified as a core document for establishing the actions proposed to implement the Duty within the organisation. In KCETB, 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 KCETB, where we include a focus on addressing equality and human rights issues, from the assessment. These are:

- Preparation of KCETB strategy statement and related consultations with stakeholders,
- Development of annual service plans,
- Preparation of KCETB FET strategy,
- Preparation of annual funding bid to SOLAS,

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 addressing equality and human rights concerns, as per implementation of the Duty. These include:

- Annual scheduling of staff CPD initiatives,
- Ongoing reviews of organisational policies and procedure,
- Sectoral reviews of codes of practice,
- Any review of a policy/ procedure that is triggered by our internal audit unit or by our funder(s),
- Parodical review of Procurement Plans, and
- The development of a plan to guide a specific piece of work within the organisation, for example, a communications strategy, or a plan on the development of a new service/initiative.

4.2 Undertaking the Address Step

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

- familiarise themselves with Duty and its requirements;

- review the assessment of equality and human rights issues to establish the equality and human rights issues that are relevant to the particular plan/policy/procedure/programme/service;
- ensure any external consultants contracted to support the development/ review of the plan/policy/procedure/ programme/service are fully briefed in regard to the Duty and the equality and human rights issues that are relevant to the particular plan/policy/procedure/ programme/service; and
- gather any data and information available, in relation to the equality and human rights issues identified as relevant from the assessment, to get a better understanding of these issues so that the particular plan/policy/procedure/ programme/service can adequately and appropriately address these issues.

At the point of implementing the lead staff responsible will:

- use the equality and human rights values statements of outcome (where a plan/programme/ service is being developed/reviewed) or statements of process (where a policy/procedure is being developed/reviewed) to ensure that the development/review process aligns with the ambition set by these benchmarks;
- identify specific actions (where a plan/programme/ service is being developed/reviewed) and processes (where a policy/procedure is being developed/reviewed) to adequately and appropriately address the identified equality and human rights issues;
- convene a meeting of relevant staff to check the following:
 - have we adequately and appropriately addressed the equality and human rights issues, identified as relevant, in the plan/policy/ procedure/programme/service?
 - have we ensured alignment with our value statements of outcome/ process?; and
- for initiatives of scale, consider conducting a participative exercise, with civil society organisations representative of the identified groups, to check that the equality and human rights issues are adequately and appropriately identified and addressed in the plan/policy/ procedure/programme/service.

To support the organisation to monitor and report on progress:

- establish and implement indicators (at the implementation stage) to assist in measuring and tracking progress to address the equality and human rights issues we are seeking to address through the relevant plan/policy/ procedure/programme/service.
- ensure that progress and related developments are recorded and reported on as part of the annual reporting required under the Duty;

- ensure that progress and development reports are used to: build organisational learning; improve and strengthen plans/policies/ procedures/programmes/services.

5. Enabling Implementation

5.1 Leadership

The executive team has a key role to play in ensuring ongoing leadership for implementation of the Duty across all of the functions of the organisation. This is particularly important in the early stages of our work to apply the Address step to any review or development of a plan/policy/procedure/programme/service, in KCETB.

The executive team will include the Duty as an agenda item for their meetings, for the next period, to ensure that the momentum created by the commencement of this work is not lost.

5.2 Capacity

Successful implementation of the Duty, across our functions, will require a building of staff capacity to: ensure an understand of the Duty and its legal requirements; build staff competence and knowledge in regard to equality and human rights issues, for the identified groups for the Duty, and how these issues relate to their specific roles.

As part of this work, we will:

- review the current equality and diversity training that is delivered to our staff to ensure it takes an integrated approach in addressing equality and human rights issues for the range of groups identified for the Duty;
- ensure that the staff competencies developed for each directorate contain an adequate and appropriate focus on equality and human rights, given our legal obligations to take a proactive approach to: eliminating discrimination; promoting equality; and protecting human rights (for staff and service users).

5.3 Communication

KCETB has a number of communication processes and systems which will be employed to: raise awareness about the Duty and its legal requirements with staff; communicate progress and developments in regard to the organisation's work to implement the Duty; communicate with learners and get their feedback in regard to equality and human rights issues we need to address to increase access and participation with our courses, services and programmes.

The key communication processes and systems are: the privacy engine (for raising awareness about the Duty and about equality and human rights); staff meetings and groups; KCETB communications working group; student councils; and learner forum and events.

It will be important to ensure that our staff are well briefed on the Duty, its requirements, and our work in this regard, before we move to inform our learners and other external stakeholders. It is also important that any staff who are leading out on identified actions (see 5.4) would be familiar with the Duty and its requirements.

5.4 Identifying actions on an annual basis

Each year, at the point where annual service plans are being developed, a number of priority actions will be identified for a specific focus on the Duty.

The following three initial areas have been identified for such a focus:

- the development of KCETB's communications strategy (the strategy will include a specific focus on our implementation of the Duty and key communications actions and enablers in this regard).
- a review of a number of human resources policies.
- a review of staff CDP content in regard to: equality and human rights; the Duty and its requirements.

6. Reporting

Public bodies are required to report on progress and developments in implementing the Duty, within the annual report of the organisation. As the annual report is a high-level document, it will not be possible to report in detail on all of the work being carried out to implement the Duty in KCETB, however, such detail will be important to capture for ongoing institutional learning going forward.

While KCETB annual report will give an overview of developments and achievements in implementing the Duty, a separate, more detailed report will seek to capture the following:

- 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;

- any learner-focused processes/initiatives undertaken to inform the organisation's work to address equality and human rights issues for learners, and key learning from these.

This more detailed report will be used as a basis for extracting the information to go into our annual report.

KCETB POLICY/REPORT NAME:

**Public Sector Equality and Human Rights Duty
Assessment of Equality and Human Rights Issues and Implementation Plan
for Kilkenny and Carlow ETB**

POLICY CONTROL SHEET

Document reference number	HHR056	Document initiated/drafted by	Executive
Document reviewed by	Public Sector Equality and Human Rights Working Group	Date of revision	
Policy approved by CE-OSD Management Team		Date of CE-OSD Management Team approval	
Policy Approved by		Date of EMT approval	
Policy noted by Board – YES/NO		Date of Board meeting	
Date document implemented		Responsibility for implementation/review	Human Resources
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Date	Version	Details of amendment	
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