

# Galway City Council: Implementing the Public Sector Equality and Human Rights Duty Implementation Plan

October 2024

<b>Contents</b>	<b>Page</b>
1. Introduction	2
2. Equality and Human Rights Values Statement	3
2.1 Introduction	3
2.2 Equality and Human Rights Values Statement	3
3. Assessment of Equality and Human Rights Issues	5
3.1 Introduction	5
3.2 Assessment of Equality and Human Rights Issues	6
4. Implementation	11
4.1 Enabling Implementation	11
4.2 Address Step	12
4.3 Ongoing Implementation	14
4.4 Report	14
Appendix 1: Address Step Template	15
Appendix 2: Evidence Book	18

## 1. Public Sector Equality and Human Rights Duty

**The Public Sector Equality and Human Rights Duty (the Duty)** requires public bodies to have regard to the need to eliminate discrimination, promote equality of opportunity, and protect human rights, for employees, service users, members and policy beneficiaries, across all their function areas<sup>1</sup>.

Public bodies must undertake three steps in giving effect to the Duty:

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

**The groups identified for the Duty** are those:

- covered by the nine grounds under equality legislation of gender (including gender expression, gender identity and sex characteristics), civil status, family status (including lone parents and carers), age, disability (broadly defined to include all impairment groups and certain medical conditions), sexual orientation, race (including migrants and international protection applicants), religion, and membership of the Traveller community;
- covered by the ground of socio-economic status (specifically those at risk of or experiencing poverty and exclusion)<sup>2</sup>.
- at the intersections of these ten grounds; and
- individual rights holders under the various human rights instruments relevant to the functions of the public body.

**The functions** of Galway City Council encompass: housing; community; business and the economy; environment; climate action; water; heritage and conservation; arts and culture; libraries; leisure and recreation; roads and transport; active travel and sustainable transport; planning; human resources; and finance.

In developing this implementation plan, the guidance issued by the Irish Human Rights and Equality Commission has been followed<sup>3</sup>. This implementation plan is to be given effect through annual action plans and to serve for the full period of the Corporate Plan 2025-2029.

## 2. Equality and Human Rights Values Statement

### 2.1 Introduction

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

<sup>2</sup> These are the nine grounds covered under equality legislation alongside a ‘tenth ground’ that is recommended by the Irish Human Rights and Equality Commission in its [2019 Duty Guidance](#).

<sup>3</sup> [Implementing the Public Sector Equality and Human Rights Duty](#), Irish Human Rights and Equality Commission, 2019.

This Equality and Human Rights Values Statement reflects and affirms our commitment to equality and human rights and enables us to address our obligations under the Irish Human Rights Equality and Commission Act 2014<sup>4</sup>.

This Equality and Human Rights Values Statement sets out and defines those values that motivate our concern for equality and human rights. The implications of each of these values 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 contribute to in addressing equality and human rights issues; and
- **Statement of Process** establishes the implications of the value for the way we work in pursuing this change.

These statements are specifically focused on the identified groups for the Duty.

This Equality and Human Rights Values Statement underpins our approach to implementing the Duty, with the values as defined providing the frame for our assessment of equality and human rights issues, and the statement of priority and statement of process benchmarking the quality and ambition of our activities to address these equality and human rights issues.

This Equality and Human Rights Values Statement draws from and is coherent with the Galway City LCDC Equality and Human Rights Statement, the development of which we contributed to. It serves to drive an explicit, consistent, and coherent focus on equality and human rights in all our operations across all our functions.

## 2.2 Equality and Human Rights Values Statement

The six values that motivate our concern for equality and human rights are:



**Dignity** is about care and respect for people. It involves embracing diversity and protecting, promoting and fulfilling people's rights. It means working with people in a non-judgmental and fair manner, based on a parity of esteem.

**Statement of Outcome:** Galway City Council strives for a city where the diversity of people and communities, in particular the identified groups for the Duty, know and exercise their rights and are valued in their diversity; and for a workplace that is accessible and where a diversity of employees find fulfilment and are valued in their diversity.

**Statement of Process:** Galway City Council works in a manner that is free from discrimination, respectful of human rights and is proactive in taking account of and adapting for the diversity of service-users and employees in all our functions.

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<sup>4</sup> Section 42 of the Irish Human Rights and Equality Commission Act 2014

**Autonomy** is about independence, self-determination, choice and a bottom-up approach. It involves being flexible in meeting changing, emerging, and contextual needs, and supporting a capacity to make choices and be involved in decision-making.

**Statement of Outcome:** Galway City Council strives for a city where the diversity of people and communities, in particular the identified groups for the Duty, have choice and real options in progressing the lives they wish to lead.

**Statement of Process:** Galway City Council works in a manner that offers options and enables choices for the diversity of our service-users and employees.

**Participation** is about meaningful participation in decision-making and processes of accountability. It involves the right to be heard and to pose a challenge. It includes open debate in building shared visions with spaces for difference and compromise.

**Statement of Outcome:** Galway City Council strives for a city where the diversity of people and communities, in particular the identified groups for the Duty, feel empowered and have access to platforms and institutional processes for meaningful participation in decision-making that impacts on them; and for a workplace where the diversity of employees feel empowered in their contributions.

**Statement of Process:** Galway City Council works in a manner that the diversity of people and communities it serves are involved at an early stage in the development of our policies and programmes, have their views taken into account, and are enabled to participate with adequate information and accessible processes.

**Inclusion** is about enabling and recognising the right of people, in particular those experiencing disadvantage and exclusion, to participate.

**Statement of Outcome:** Galway City Council strives for a city where the diversity of people and communities, in particular the identified groups for the Duty, achieve a sense of belonging and a participation in all aspects of community life.

**Statement of Process:** Galway City Council works in a manner that promotes, enables, and supports community development for communities of interest, place and identity.

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

**Statement of Outcome:** Galway City Council strives for a city where the diversity of people and communities, in particular the identified groups for the Duty, have access to employment, education, skills training, lifelong learning, adequate income, and an effective public administration.

**Statement of Process:** Galway City Council works in a manner that proactively and positively targets those experiencing inequality in our provision of resources and supports; and that enables a diversity of employees to progress and advance in their careers.

**Environmental Justice** is about recognising the right to a clean, safe, and sustained environment for this and future generations. It involves a concern for climate change and its impacts, in particular on marginalised groups and communities.

**Statement of Outcome:** Galway City Council strives for a city where the diversity of people and communities, in particular the identified groups for the Duty, live in sustainable communities.

**Statement of Process:** Galway City Council works in a manner that exemplifies and promotes a sustainable workplace, involving high environmental standards and green procurement.

### 3. Assessment of Equality and Human Rights Issues

#### 3.1 Introduction

The public sector equality and human rights duty, Section 42 of the Irish Human Rights and Equality Commission Act 2014, requires public bodies to undertake an assessment of the equality and human rights issues for the identified groups covered by the Duty that are relevant to their functions.

These issues can relate to the:

- **Situation** of the group in terms of their access to resources and any particular disadvantage they experience.
- **Experience** of the group in terms of the quality of their interaction with employers and service providers and the wider society.
- **Identity** of the group in terms of how they chose to give expression to their identity and the specific needs that arise from their identity.

This assessment is framed by the six values adopted by Galway City Council to progress implementation of the Duty.

This assessment has been compiled from an evidence base of current equality and human rights research and reports. This evidence base is provided in an appendix to this document, identifying sources used, and key relevant data from each.

It has been compiled in a participative matter with the assistance of the Galway City LCDC social inclusion subgroup.

It has been undertaken in alignment with the guidance issued by the Irish Human Rights and Equality Commission.<sup>5</sup>

#### 3.2 Assessment of Equality and Human Rights Issues

*The equality and human rights issues identified below relate to all of the identified groups unless otherwise indicated.*

##### **Dignity**

*Dignity is about care and respect for people. It involves embracing diversity and protecting, promoting, and fulfilling people's rights. It means working with people in a non-judgmental and fair manner, based on a parity of esteem.*

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

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<sup>5</sup> [Tool for an Evidence-Based Assessment of Equality and Human Rights Issues](#), IHREC, 2020.

Discrimination, both individual and systemic, across the identified groups, including such as:

- High levels of discrimination in work, in accessing work, and in accessing and participating in services.
- Systemic discrimination in terms of racism, ageism, homophobia, transphobia, sexism, disabilism, sectarianism, and classism.
- Violence and harassment across the identified groups, including such as:
  - Gender-based violence, including sexual and domestic violence, and lack of adequate and appropriate support provision.
  - Abuse of older people.
  - Harassment and sexual harassment at work, in service provision, and in public spaces.
  - Bullying, with particular regard to young people.
  - Lack of safety and feelings of insecurity and not being welcome, including in public spaces, in particular for women, older people and LGBT people.
- Stereotyping, attitudinal barriers, misinformation, and false assumptions that diminish expectations, limit understanding, dis-respectful engagement, and lead to poor decision-making.
- Lack of initiative to address experiences of discrimination, and ensure effective redress, across the grounds, including such as:
  - Under-reporting of discrimination due to fear of victimisation, lack of information, and belief that change is not possible.
  - Lack of procedures to address and enable a challenge discrimination, harassment and sexual harassment, including at work and in service provision.
  - Lack of awareness of discrimination, understanding how to respond to discrimination, and training to develop knowledge and skills for effective engagement by managers and staff with these issues in the workplace and in service provision.

### **Autonomy**

*Autonomy is about independence, self-determination, choice and a bottom-up approach. It involves being flexible in meeting changing, emerging and contextual needs and supporting a capacity to make choices and be involved in decision-making.*

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

- Lack of options made available to enable real and informed choices, free from sanction, for people and communities across the identified groups.
- Lack of autonomy in making one's own decisions, including such as:
  - Dependence, with particular regard to economic dependence due to such as gendered roles, the additional cost of disability, and the lack of independent means available to young people (in accordance with capacity) and to older people.
  - Lack of knowledge about and support for supported decision-making processes for disabled people.
  - Criteria attached to services and lack of trust and valuing of decisions of people dependent on unemployment supports.
  - Lack of supports to enable informed choices.

- Settings that limits agency and choice including such as:
  - Congregated settings in provision of care for people with disabilities, with lack of supports for independent living.
  - Residential care for older people, with lack of services available to enable them to remain at home.
  - Direct provision settings for refugees and asylum seekers and lack of provision to enable their participation.
- Barriers to cultural integrity, access to, and giving expression to culture, with particular regard to Black and minority ethnic communities, including the Traveller community.

## **Participation**

*Participation is about meaningful participation in decision-making and processes of accountability. It involves the right to be heard and to pose a challenge. It includes open debate in building shared visions with space for differences and compromise.*

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

- Lack of voice and platforms to impact on decision-making, across the identified groups, including such as:
  - Lack of adequate and appropriate mechanisms to enable and facilitate participation in planning and policy making.
  - Lack of representation from the identified groups and lack of gender balance on organisational structures and committees.
  - Lack of feedback to positions put forward, on foot of consultation or engagement.
- Lack of influence sufficient to impact on decision-making, across the identified groups, including such as:
  - Lack of resources for identified groups to organise in a collective manner.
  - Lack of meaningful engagement with, and equal recognition for the input of, the identified groups.
  - Lack of capacity on all sides to engage as equal partners in decision-making mechanisms.
- Lack of voice and mechanisms to hear the voice of service-users and employees from across the identified groups.

## **Inclusion**

*Inclusion is about enabling and recognising the right of people, in particular those experiencing disadvantage and exclusion, to participate.*

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

- Lack of universal design, flexibility and adaptations to cater for diverse and specific needs across the identified groups, including such as:
  - Inaccessible environments including, buildings, workplaces, places to access services, and public spaces, with particular regard to disabled people.
  - Non-adaptive workplaces that fail to accommodate the practical implications of diversity for all the identified groups, with particular regard to disabled people, Black and minority ethnic people including Travellers, parents and carers, older people, and people with caring responsibilities.

- Inflexibility in and non-adaptive services that fail to accommodate the practical implications of diversity for all the identified groups, with particular regard to disabled people, older people, Black and minority ethnic people including Travellers, and people with caring responsibilities.
- Inaccessible communication and failure to adapt for communications needs of the identified groups, including such as:
  - Lack of translation and interpretation for the diversity of languages.
  - Lack of ISL interpretation.
  - Failure to take account of literacy barriers.
- Invisibility for diversity and lack of capacity to respond to diversity and its practical implications for the identified groups, including such as:
  - Hiding one's identity due to fears about revealing identity, with particular regard to those gender transitioning at work, LGBT+ people, people with hidden disabilities, Roma, and Travellers.
  - Lack of equality data and limited capacity in effectively and appropriately gathering such data.
  - Lack of initiative to build and sustain inclusive and integrated diverse communities, addressing divisions in communities.
- Lack of understanding of and capacity to respond to diversity and its practical implications for the identified groups, including in relation to intersectionality and the specific needs of those at the intersections of the identified groups.

## **Social Justice**

*Social Justice is about transparency and fairness 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 and relevant to the LECP, are:

- Poverty across the identified grounds, including such as:
  - Issues of consistent poverty and being at risk of poverty on the socio-economic status ground.
  - Inadequate income and deprivation, with particular regard to the socio-economic status ground, Travellers and Roma.
  - Additional cost of living for people with disabilities.
  - Increasing cost of living.
- Employment inequalities and barriers to employment across the identified groups, including such as:
  - High levels of unemployment and low levels of employment, with particular regard to Travellers, Roma, people with disabilities, and the socio-economic status ground.
  - Underemployment, with particular regard to Black and minority ethnic people due to lack of recognition for qualifications or experience.
  - Lack of representation in management and leadership positions, with barriers to promotion and career progression, with particular regard to women, people with disabilities, and the socio-economic status ground.
  - Pay gaps, including a gender pay gap.
- Housing deprivation and disadvantage, including such as:



- Lack of social housing to meet the needs of the identified groups, with particular regard to the socio-economic status ground.
- Homelessness, overcrowding and risk of homelessness, with particular regard to Black and minority ethnic people including Travellers and Roma, the socio-economic status ground, disabled people, lone parents, young people and LGBT+ people.
- Poor housing conditions for the identified groups with particular regard to lone parents, younger people, Black and minority ethnic people including Travellers and Roma, older people, disabled people, and on the socio-economic status ground.
- Housing insecurity for the identified groups, with particular regard to older people and the socio-economic status ground.
- Housing provision that fails to address the needs specific to the identified groups, with particular regard to accessible housing for disabled people, culturally appropriate accommodation for Traveller, and age-appropriate housing for older people.
- Community environments in need of regeneration.
- Lack of community facilities and infrastructure, including youth clubs and play spaces.
- Lack of understanding of and response to requirements for sustainable communities.
- Digital disadvantage across the identified groups, including such as:
  - Lack of access to infrastructure and connectivity.
  - Lack of equipment and lack of skills.
  - Inaccessible websites.
- Barriers to engaging with the arts experienced by the identified groups.
- Lack of positive action to redress disadvantage and inequality across the identified groups.

## **Environmental Justice**

*Environmental Justice is about recognising the right to a clean, safe, and sustained environment for this and future generations. It involves a concern for climate change and its impacts, in particular on marginalised groups and communities.*

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

- Uneven distribution of impacts of climate disruption and of pollution, and lack of a just transition focus.
- Lack of inclusion in adaptation opportunities and new employment opportunities.
- Energy poverty due to cost of energy, low level of household income, and lack of energy efficiency of the home, with particular regard to Travellers, older people, and the socio-economic status ground.
- Lack of access to nature, public open spaces, and play in public spaces.
- Lack of attention to a just transition in a context of climate disruption.

## **4. Implementation**

### **4.1 Enabling Implementation**

#### **Leadership**

Leadership for equality and human rights is provided by our Senior Management Team. The senior management team is familiar with the Duty and its requirements; approves annual plans for its implementation; and ensure that this is a focus with some priority in the ongoing work of Galway City Council, with adequate resources allocated for its implementation. Equality and human rights have always been and will continue to be the responsibility of all our Directorates.

The Directorate of Economic Development, Community, and Culture facilitates a coherent and consistent approach to our ongoing implementation of the Public Sector Equality and Human Rights Duty across all Directorates. It keeps our progress on implementing the Duty under ongoing review. A manager is designated with responsibility for this role.

A network of champions for the Duty is convened on a quarterly basis by the Directorate of Economic Development, Community and Culture, with one participant from each Directorate involved. The network:

- establishes those key moments in the work of the organisation for implementing the Duty and prepares an annual plan based on these;
- tracks and supports implementation of the annual plan by the relevant Directorates;
- extracts and communicates the ongoing learning from implementing the duty;
- ensures any external support, training, and mentoring is mobilised to underpin our capacity to fully and effectively implement the Duty; and
- prepares an annual report on progress made in implementing the Duty and addressing the equality and human rights issues.

### **Familiarisation and Training**

Staff across the Directorates are provided with timely opportunities on an ongoing basis to gain a familiarity with the Duty and the Galway City Council approach to its implementation, as set out in this implementation plan.

Staff within the Directorates that are responsible for implementing the Address step of the Duty when developing or reviewing a plan, strategy, policy or programme are provided with training as required on the implementation plan and the implementation of the Address step.

### **Communication**

The values in our Equality and Human Rights Values Statement will be a focus for ongoing engagement and communication across our organisation. This will ensure this statement is a living document and that the values are integral to our organisational culture. This will be done through:

- Locating these values as a creative centrepiece in our annual Social Inclusion Week.
- Including an ongoing focus on the values in our staff newsletter.
- Weaving a focus on the values into the annual programme of staff 'Lunch & Learns'.
- Including the statement in our staff handbook and making it a focus for staff induction.
- Creating moments of reflection within training and development opportunities for staff on these values and their implications for our work.
- Taking opportunities as they arise to communicate these values and their implications to customers and staff.

Internal communication systems will carry information about the Duty and its implementation in Galway City Council, marking achievements in its implementation.

The website will hold and make publicly available the key documents driving the ongoing implementation of the Duty.

#### **4.2 Address Step**

Public bodies, under the Address step of the Duty, are required to address the issues that have been identified in their assessment of equality and human rights issues facing the identified groups, in an ongoing manner in their plans, policies, programmes, and strategies.

The Address step is implemented as an integral part of the development and review of plans, policies, programmes and strategies. This is, in effect, a process for an equality and human rights impact assessment. Galway City Council use the template in appendix one of this implementation plan in undertaking this.

Our approach to implementation of the Duty will be Directorate-led. The Directorate is responsible for the implementation of the Address step, with support as needed from or through the network of champions for the Duty.

At the commencement of the development/review process action is taken to:

- Review the assessment of equality and human rights issues to establish those issues that are relevant to the particular plan, policy, programme or strategy. In the rare case where no such issues are found to be relevant, no further action is required and this is noted in the plan, policy, programme or strategy to show that such consideration was given. More normally, this review provides a tailored assessment of equality and human rights issues for use in the review or development of the plan, policy, programme or strategy. Further issues might also be included at this point to match the specific nature and purpose of the particular plan, policy, programme or strategy.
- Gather the data and information available in relation to the equality and human rights issues that have been identified as relevant, the evidence book for the assessment can assist in this regard.
- Review the equality and human rights values statement to extract the statements of priority or statements of process that are relevant to the plan, policy, programme or strategy.

In implementing the development/review process action is taken to:

- Include a focus on the relevant equality and human rights issues in any evaluation or contextual review undertaken as part of the development or review process.
- Transmit the obligations under the Duty to any external consultants contracted for the process and ensure they are fully briefed in this regard.
- Track the relevant equality and human rights issues to ensure they are addressed and the values benchmarks to ensure they are respected during the development or review process.

At final draft stage of the development/review process action is taken to:

- 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 to the plan, policy, programme or strategy, and that the draft is aligned with the relevant statements of outcome and process in the equality and human rights values statement. At this point the template in appendix one of this implementation plan is completed.

- Conduct a participative exercise, for initiatives of scale, with the network of champions for the Duty and, possibly, with representatives of the identified groups to check that the equality and human rights issues are adequately and appropriately identified and addressed in the draft.

After the development/review process action is taken to:

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

### **4.3 Ongoing Implementation**

The Galway City Council Corporate Plan is foundational for the ongoing implementation of the Duty. It includes a link to the assessment of equality and human rights issues, and the implementation plan for the Duty. It includes provisions to drive ongoing action to address these equality and human rights issues.

Annual service delivery plans include steps to progress the ongoing implementation of the Duty. Commitments in these service plans are tagged that are to be a focus for implementing the Address step of the Duty. They will include specific actions to address specific equality and human rights issues as appropriate. The quarterly report on the Annual Service Delivery Plan will report on the progress made.

Each year, key moments for implementing the Address Step are identified by the Directorates from their annual service delivery plans, in terms of development and review processes for policies, plans, strategies and programmes. These key moments are communicated to the network of champions for the Duty to be included in the annual plan for the Duty.

These key moments include, but are not limited to the development and review of:

- Galway City Council strategies, including in areas such as housing, libraries, sport, arts, age-friendly, local economic and community development etc.
- Internal policies and procedures, including in areas such as human resources, customer service, council procedures and standing orders, terms-of-reference for committees etc.
- Procurement systems, with a view to passing on the Duty to contractors, in a manner that reflects their scale and functions.
- Grant aid or funding systems, with a view to passing on the Duty to beneficiaries, in a manner that reflects their scale and functions.

### **4.4 Report**

The GCC Annual Report will include a report on the progress in implementing the Duty and on the achievements in addressing the equality and human rights issues, based on a report prepared by the network of champions for the Duty.

The network of champions for the Duty will organise or support a reflection process on this report with a view to: acknowledging achievements; strengthening the process for implementing the Duty, and further developing actions to address the equality and human rights issues, as found to be necessary.

## Appendix One Address Step Template

### Purpose of plan, strategy, policy or programme

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**Dignity** is about care and respect for people. It involves embracing diversity and protecting, promoting and fulfilling people's rights. It means working with people in a non-judgmental and fair manner, based on a parity of esteem.

**Statement of Outcome:** Galway City Council strives for a city where the diversity of people and communities, in particular the identified groups for the Duty, know and exercise their rights and are valued in their diversity; and for a workplace that is accessible and where a diversity of employees find fulfilment and are valued in their diversity.

**Statement of Process:** Galway City Council works in a manner that is free from discrimination, respectful of human rights and is proactive in taking account of and adapting for the diversity of service-users and employees in all our functions.

Relevant equality & human rights issues	Addressed in current draft of plan, strategy, policy or programme – Yes/No/Partly?	Relevant section(s) of plan, strategy, policy or programme where the issue is or could be addressed	Amendments required to adequately and appropriately address the issue

**Autonomy** is about independence, self-determination, choice and a bottom-up approach. It involves being flexible in meeting changing, emerging, and contextual needs, and supporting a capacity to make choices and be involved in decision-making.

**Statement of Outcome:** Galway City Council strives for a city where the diversity of people and communities, in particular the identified groups for the Duty, have choice and real options in progressing the lives they wish to lead.

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**Participation** is about meaningful participation in decision-making and processes of accountability. It involves the right to be heard and to pose a challenge. It includes open debate in building shared visions with spaces for difference and compromise.

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processes for meaningful participation in decision-making that impacts on them; and for a workplace where the diversity of employees feel empowered in their contributions.

**Statement of Process:** Galway City Council works in a manner that the diversity of people and communities it serves are involved at an early stage in the development of our policies and programmes, have their views taken into account, and are enabled to participate with adequate information and accessible processes.

Relevant equality and human rights issues	Addressed in current draft of plan, strategy, policy or programme – Yes/No/Partly?	Relevant section(s) of plan, strategy, policy or programme where the issue is or could be addressed	Amendments required to adequately and appropriately address the issue

**Inclusion** is about enabling and recognising the right of people, in particular those experiencing disadvantage and exclusion, to participate.

**Statement of Outcome:** Galway City Council strives for a city where the diversity of people and communities, in particular the identified groups for the Duty, achieve a sense of belonging and a participation in all aspects of community life.

**Statement of Process:** Galway City Council works in a manner that promotes, enables, and supports community development for communities of interest, place and identity.

Relevant equality and human rights issues	Addressed in current draft of plan, strategy, policy or programme – Yes/No/Partly?	Relevant section(s) of plan, strategy, policy or programme where the issue is or could be addressed	Amendments required to adequately and appropriately address the issue

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

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**Statement of Process:** Galway City Council works in a manner that proactively and positively targets those experiencing inequality in our provision of resources and supports; and that enables a diversity of employees to progress and advance in their careers.

Relevant equality and human rights issues	Addressed in current draft of plan, strategy, policy or programme – Yes/No/Partly?	Relevant section(s) of plan, strategy, policy or programme where the issue is or could be addressed	Amendments required to adequately and appropriately address the issue

**Environmental Justice** is about recognising the right to a clean, safe, and sustained environment for this and future generations. It involves a concern for climate change and its impacts, in particular on marginalised groups and communities.

**Statement of Outcome:** Galway City Council strives for a city where the diversity of people and communities, in particular the identified groups for the Duty, live in sustainable communities.

**Statement of Process:** Galway City Council works in a manner that exemplifies and promotes a sustainable workplace, involving high environmental standards and green procurement.

Relevant equality and human rights issues	Addressed in current draft of plan, strategy, policy or programme – Yes/No/Partly?	Relevant section(s) of plan, strategy, policy or programme where it is or could be addressed	Amendments required to adequately and appropriately address the issue

**Alignment with the Duty and the KCC Values-led Approach to its Implementation**

What further text to refer to the Duty should be included in the plan, strategy, policy or programme?

What further text to refer to the GCC equality and human rights values and to ensure alignment with their statement of priority/statement of process, as relevant, should be included in the plan, strategy, policy or programme?

## Appendix 2 Evidence Book

### Introduction

This evidence book was developed to inform implementation of the Assess step of the Duty. A wide range of documents was reviewed in developing this evidence base. The evidence gathered is recorded below under: national policy sources; national reports and submissions sources; and local reports and studies sources.

The evidence gathered related to, and is grouped under, the:

- **Situation** of the group in terms of their access to resources and any particular disadvantage they experience.
- **Experience** of the group in terms of the quality of their interaction with employers and service providers and the wider society.

- **Identity** of the group in terms of how they chose to give expression to their identity and the specific needs that arise from their identity.

### National Policy Sources

The [National Disability Inclusion Strategy 2017-2022](#) identifies or points to issues of situation, experience, and identity for disabled people.

In relation to **situation**, it identifies:

- 31% of people with a disability are in paid employment compared with 71% of people without a disability being in employment.
- 42% of people with disabilities live in a jobless household putting them at high risk of poverty.
- People with disabilities have poorer educational participation and outcomes. 50% of people with a disability had not completed second level education compared to 22% of people without a disability.

In relation to **experience**:

- People with disabilities are more likely to live alone.
- People with disabilities living in congregated settings.
- Lack of information and awareness among people with disabilities about their options for supported decision making.
- Lack of training for staff working in sectors that interact with disabled people.

In relation to **identity**,

- Access issues for people with disabilities in relation to public buildings, public transport, IT systems used in service provision, and outdoor facilities, absence of universal design of built environment.
- Lack of provision for Irish Sign Language users when accessing public services with free interpretation needed when accessing/availing of services.

### National Reports and Submissions Sources

The 2017 IHREC and ESRI research, [Who Experiences Discrimination in Ireland](#), identifies or points to issues of experience for a range of groups.

In relation to **experience**:

- Just under 12% of Irish adults reported discrimination in 2014.
- Discrimination in work domains, particularly looking for work (7%), is relatively high.
- Discrimination in services is lower, but is particularly evident for public services in education, health, transport and 'other'.
- Discrimination was high for Black people in all domains: workplace, seeking work, accessing public and private services.
- Discrimination against Travellers was the highest overall across all domains, particularly looking for work and accessing private services. Figures were 10 times as high for Travellers looking for work, when compared with "White Irish". Figures when accessing private services in pubs, shops, restaurants were 22 times as high.
- Discrimination was high for people with disabilities across all domains.
- Discrimination was higher for women than men in the workplace rather than when seeking work or accessing public or private services.



- Discrimination was higher in the mid to older age groups when seeking work, and higher in the younger age groups when accessing private services.
- Religions other than Catholic, and also no religion stands out as more likely to experience discrimination, particularly in accessing public services and in the work place.
- Never married Lone Parents and formerly married childless adults are more likely to experience discrimination in the workplace and accessing public and private services.

The 2019 IHREC report on [Ireland and the Convention on Racial Discrimination, Submission to the United Nations Committee on Racial Discrimination on Ireland's Combined Fifth to Ninth Periodic Report](#), identifies issues of situation, experience and identity in relation to Black and minority ethnic groups, including Travellers.

In relation to **situation**:

- In 2016, the unemployment rate for Travellers was 80.2%, compared to 12.9% for the general population. Census 2016 also highlighted that only 10.1% of Traveller women and 12.6% of Traveller men list their principal economic status as 'at work'. Travellers are almost ten times more likely to experience discrimination in seeking work.
- Black and minority ethnic people are often confronted with barriers in accessing employment, including difficulties in obtaining recognition in Ireland of qualifications acquired abroad, and experience issues in the workplace such as precarious contracts, a lack of progression, unequal treatment, and exploitation.
- Poverty in Ireland disproportionately affects children from Traveller, Roma, and refugee backgrounds.
- In Irish primary schools, there are significant gaps in the reading proficiency between children whose mothers were born in Ireland and those whose mothers were born in Eastern Europe, Asia, and Africa. 'Children from immigrant families' experience greater difficulties when transitioning to second-level education, and are less likely to have large groups of friends and are more socially isolated than their Irish peers.
- Low levels of participation of Traveller and Roma in early childhood education. The level of education among Travellers is well below that of the general population. School attendance and completion rates are an issue for the Roma community, many Roma children face significant financial barriers. Traveller and Roma children are significantly more likely to have negative experiences in school, including experiences of bullying, racism, and discrimination, and this can result in them hiding their identity or leaving school early.
- Travellers and Roma experience poor living conditions, overcrowding, and higher risks of homelessness, as well as facing high levels of discrimination in access to accommodation.
- 'Non-EU nationals' are more likely to experience housing deprivation than 'Irish nationals' (1.7 times) and to live in overcrowded accommodation compared to 'Irish nationals', even when they are within the same income group (2.5 times). People whose nationality is other than Irish are substantially overrepresented among the homeless. Concerns regarding local authorities' application of the Circular 41/2012,

which excludes certain applicants (especially EEA nationals) who would otherwise qualify for social housing supports.

- Significant barriers to accessing services and inequitable health outcomes experienced by Black and minority ethnic groups, including disproportionately poor health outcomes of Travellers and Roma.
- Minority ethnic communities can be under-protected and over-policed, including due to racial profiling.
- Lack of the State's mechanisms to facilitate the participation of Black and minority ethnic communities in the formulation of national and local policies.

In relation to **experience**:

- Compared to 'White Irish' respondents, 'Black' people are three times more likely to experience discrimination in access to public services and almost five times more likely to experience discrimination in access to private services such as shops, banks, and housing. 'Asian' respondents also report more discrimination in private services. 'Black' respondents are more than five times more likely to report housing discrimination than 'White Irish nationals'.
- Compared to 'White Irish' respondents, Irish Travellers are 22 times more likely to experience discrimination in accessing private services in general, and 38 times more likely to report discrimination in shops, pubs, and restaurants.
- Common use of Islamophobic and anti-Semitic racist discourse in the online sphere.
- Negative stereotypes of Travellers in public discourse reinforce barriers to public services and exacerbate the disadvantages they face.
- Sexual and domestic violence offences are chronically under-reported by victims from minority ethnic communities.
- Human trafficking, including for sexual exploitation, domestic work, fishing, agriculture, restaurant industry, waste management, car washing services.

In relation to **identity**:

- Unavailability of disaggregated statistical data on the issues faced by Black and minority ethnic groups in Ireland, Irish data collection instruments do not collect information on ethnicity as standard.
- Minority ethnic women face additional barriers to political participation, including due to language and gender-based discrimination, sexist stereotyping, political inexperience, limited access to campaign funding, work commitments, and the lack of childcare provisions.
- Inadequate English language support for migrants in education, and more broadly, need for professionalised and regulated interpreting services.

The 2017 IHREC [Submission to the United Nations Committee on the Elimination of Discrimination Against Women on Ireland's combined sixth and seventh periodic reports](#) raises issues of situation, experience, and identity.

In relation to the **situation**:

- Gender pay gap, prevalence of women in lower paid jobs, pregnancy related discrimination, and experience career interruptions with pension implications and a gender pensions gap.

- Gender segregation in education subject areas and in areas of the labour market. Predominance of women in care work.
- Lack of representation in public life e.g. parliament, local government, the judiciary, public boards, with barriers of childcare, cash, confidence, culture and candidate selection.
- Lack of gender balance on committees and lack of representation of disadvantaged women or women from minority groups.

In relation to **experience**:

- Pregnancy related discrimination, with job offers rescinded, reduced hours, negative impact on performance rating, and lack of promotion.
- Stereotyping, assumption of traditional gender roles, and prejudice based on these stereotypes. Constitutional and otherwise presumption of primary carer role being with the female.
- Experience of gender-based violence (rape, sexual assault, sexual abuse, sexual harassment, and domestic violence) and limited availability of support services.

In relation to **identity**:

- Issues affecting and barriers for specific groups of women including Traveller women, women with disabilities, rural women, women in agriculture, women living in direct provision, women in detention, and Trans women. Women with a disability are less likely to be active on the labour market and Traveller women experience particularly high levels of unemployment.

The 2019 IHREC [Submission to the Universal Periodic Review of the UN Human Rights Council - Second Cycle Mid-Term Review](#) identifies or points to issues of situation and experience for specific groups.

In relation to **situation**:

- As of February 2019, there were 10,264 homeless people in Ireland. Homeless families and youth are increasingly prevalent phenomena.
- Ireland has one of the lowest employment rates for people with disabilities in the EU. Education attainment amongst persons with disabilities is much lower than that of the general population.
- The 2016 Census showed an unemployment rate of 80% in the Travelling community, compared to a 12.9% rate in the general population.
- Women earn 13.9% less than men.
- The Direct Provision system involves inappropriate living conditions in centres, and adverse impacts on physical and mental health. Even after people (*who are in direct provision*) are granted status, people have to remain living in Direct Provision centres because of the difficulty in obtaining private rental during the housing crisis.

In relation to **experience**:

- Black respondents experience discrimination in the workplace, in public services and in private services at much higher rates than “White Irish” people. Asian respondents also reported more discrimination than White Irish respondents in private services. Black non-Irish people are five times more likely to experience discrimination when seeking employment in Ireland when compared to White Irish

people, and they are over two and a half times more likely to experience discrimination when in employment.

- Young people, people with disabilities and lone mothers are among those facing the highest levels of discrimination and inequality in relation to access to housing.
- People with disabilities continue to experience higher levels of discrimination compared to those without. One in every five reports of discrimination among people with disabilities concerns health services.
- Negative stereotypes of Travellers in public discourse reinforce barriers to public services, and exacerbates disadvantage. Travellers continue to experience barriers to the enjoyment of the rights to adequate and culturally appropriate housing, education, and healthcare. Travellers are almost ten times more likely than the 'White Irish' group to experience discrimination in seeking work.
- Just under half of adults born in Ireland believe some cultures to be superior to others, and 45% that some races/ethnic groups were born harder working.
- Stereotypical attitudes towards the role of women in Irish society.
- Domestic violence is prevalent in Ireland. Ireland has less than a third of the number of refuge spaces that it should have under EU guidelines on domestic abuse.

The 2015 IHREC submission on [Ireland and the International Covenant on Economic, Social, and Cultural Rights](#) identifies and points to issues of situation and experience for a number of the identified groups for the Duty.

In relation to **situation**:

- 12% of workers are at risk of poverty, and of the total number of people living in poverty, 5% are in work. 60% of low paid workers are women.
- Significant growth in the youth unemployment rate.
- Stagnation in labour market participation by women, increase in the gender pay gap and lack of adequate and affordable childcare options. The gender pay gap stands at 14.4%. The gender pension gap stands at 38.2%.
- Lack of women in leadership roles. Women form almost two-thirds of the civil service workforce, while the vast majority of better-paid senior positions at the top four civil service grades are filled by men, suggesting the continued existence of a glass ceiling in the public sector.
- Higher unemployment level for immigrants than for Irish citizens, migrants are more likely to be unemployed than Irish nationals and African nationals tend to experience higher levels of unemployment than other groups with an unemployment rate of 30% in 2013 compared with an average unemployment rate of 13.1% in the same year. unemployed.
- People with disabilities are much more likely to be unemployed or if they are in employment, to work part-time.
- The cost of living for people with disabilities is almost one-third higher than that of the general population, and disability-related social security payments do not reflect additional expenses.
- Children with Disabilities or Special Educational Needs are often excluded from some school on the basis of criteria contained in the school's admissions policy. The majority of children with disabilities attend mainstream education, classes or schools, although the percentage attending special education settings increases as they move to secondary education. Children with disabilities from socio-

economically disadvantaged backgrounds are more likely to be placed in special education.

- Traveller community's right to culturally appropriate housing is not being progressively realised.
- Lower educational attainment of Travellers. The numbers of Travellers educated to lower secondary level rose from 15% in 2002 to 22% in 2011. 3.6% finished Secondary school in 2006 and 8.2% in 2011.
- Housing shortages and homelessness.
- Employment contracts with unspecified hours of work, 'zero hour' contracts, have become a feature of work for many individuals. Lack of specified and secure hours of work is leading to insecurity of income and uncertain employment situations for many employees.

In relation to **experience**:

- Continued stereotypical attitudes towards the role of women.

The 2017 IHREC [Submission to the Citizens' Assembly: 'How we respond to the challenges and opportunities of an ageing population'](#) identifies or points to issues of situation, experience and identity for older people.

In relation to **situation**:

- The gender pension gap is currently 38%. A number of factors have contributed to this: the gender pay gap, women overrepresented in precarious and part-time work, and women less likely to have occupational or private pensions than men or, if they have them, generally at lower rates.
- Women are less likely to be in receipt of either an occupational pension or a contributory State pension due to the increased likelihood of career interruptions.
- Although the payment rates for both the State Pension (Contributory) and the State Pension (Non Contributory) remained unchanged in the aftermath of the recession, changes made to secondary payments have reduced the effectiveness of the State Pension, including such as fuel allowance, telephone allowance, and electricity allowance.
- Access to pensions is regulated by a number of qualifying criteria, some of which give rise to equality and human rights concerns, namely the averaging system, the payment bands and the pensionable age.

In relation to **experience**:

- Ageism involves an interlinked combination of institutional practices, individual attitudes and relationships. Institutional practices include the use of upper age limits to govern access to services and contribute to the marginalisation of older people.
- The prevalence of elder abuse was 2.2% in 2013, and the number of people experiencing elder abuse may be greater than reported.
- While remedies for age-related discrimination and breaches of older persons' rights are available, there are concerns about the effectiveness and accessibility of such remedies.

In relation to **identity**:

- The law does not adequately protect workers from compulsory retirement at an age before they are entitled to receive a State pension’.
- Older people’s preferences for receiving care and support in their home and community is not being realised, and there are concerns about the ‘level of provision, the absence of standards, or inadequate standards in the States’ social welfare services’.
- Deprivation of liberty in nursing homes and other care and residential accommodation, with concerns about legislative clarity related to this.
- Age discrimination can be compounded by other factors including race, gender and disability.

The 2018 Pavee Point and Department of Justice report, [Roma in Ireland A national needs assessment](#) identifies and points to issues of situation, experience and identity for the Roma community.

In relation to **situation**:

- Only 16.7% of respondents were in employment.
- Up to 20% of respondents stated that they are experiencing poverty that would be considered extreme. In 50% of the households with children, respondents reported that they do not always have enough food.
- 19.8% of respondents reported that they do not have a PPS number which is vital for accessing a wide range of services, including applying for a medical card and social protection.
- The major accommodation issues that emerged are discrimination in accessing accommodation; severe overcrowding; poor quality accommodation; a lack of security of tenure; homelessness; and a lack of access to social housing and rent supplement.
- 37.8% of Roma adults in households had never been to school. This was particularly marked for women with 41.1% of women having never been to school, while 22% of men had never been to school.

In relation to **experience**:

- 78.9% of respondents reported feeling discriminated against in getting hired or getting a job. 93.3% of respondents reported feeling discriminated against in accessing accommodation. 84.3% of respondents felt discriminated against in accessing social protection. 70.5% of respondents feel that they had been discriminated in health care services. 81.1% reported having experienced discrimination in a street or public setting - through verbal abuse and racist taunts. 74% reported feeling discriminated against in shops, restaurants, pubs and other social venues.

In relation to **identity**:

- The lack of uniform, disaggregated data based on ethnicity, means there is a significant gap in reliable and comprehensive data in relation to the socio-economic situation of Roma in Ireland.
- Many Roma choose to hide identity at work and in school.
- Inadequate English language and literacy supports for children and parents were identified as a barrier to education.

- 71.2% of respondents reported that they have difficulty reading English forms and 66% said they had difficulty filling in English forms. In 84% of households respondents received help reading and writing in English.

The 2019 IHREC & ESRI research report [Caring and Unpaid Work in Ireland](#) identifies and points to issues of situation and experience on the ground of gender.

In relation to **situation**:

- Caring responsibilities are a key component of gender inequality in the labour market, in terms of access to employment, hours of work, promotion prospects, wages and working conditions.
- Ireland has the third highest weekly hours of unpaid work for both men and women across the EU28. This is likely to reflect high demand for caring in Ireland, with relatively low State involvement in support for caring.
- While support for childcare services has increased significantly in recent years and leave schemes have been developed and enhanced over the last two decades, the levels of support for combining paid and unpaid work are still well behind the provision in Scandinavian and some continental European states, and lag behind the dramatic rise in women's paid employment in Ireland.
- The gender gap in unpaid work time in Ireland is seventh highest amongst the EU28. Women perform an average of 7.2 hours more hours of care work per week than men. The strongest predictors of care time are gender, age of youngest child, and for women, participation in paid employment. Men's care hours do not differ by employment status and are less strongly linked to children's age than women's care hours. Among those not in employment or working part-time there is a large difference in the care hours of women and men. There is no significant gender difference in care time among those employed full-time.
- 45% of women and 29% of men provide care for others daily (childcare and/or adult care). 55% of those regularly providing care are in employment: 45 per cent in the case of women and 72% in the case of men. The average time spent on care across the whole population is 16 hours per week; 10.6 hours for men and 21.3 hours for women. Among those providing regular childcare i.e., at least once a week, the mean weekly time is 35.2 hours per week: 42.6 hours for women and 25.2 hours for men. Among those providing regular adult care the mean time commitment is 19.4 hours per week; 19.8 hours per week among female carers and 18.8 hours among male carers.
- Women in Ireland report doing an average of just under 20 hours of housework per week, and men report an average of seven hours. The effect of having a partner on the level of housework time differs for women and men. Having a partner, either employed or non-employed, increases time spent on housework for women. For men, having a partner who is not in employment lowers time spent on housework (compared to single men).

In relation to **experience**:

- Men's access to flexible working arrangements is low and women are overrepresented in the cohort of employees who avail of reduced hours in order to facilitate care and unpaid work.



- Half of those carrying out unpaid care-work are juggling these responsibilities with employment and women are overrepresented in this cohort of employees who must reduce their hours in order to facilitate care giving and unpaid work.

The 2022 report: [Environmental Justice in Ireland: Key dimensions of environmental and climate injustice experienced by vulnerable and marginalised communities](#), (O'Neill S., DCU) identifies or points to issues of situation, experience and identity for a number of the identified groups for the Duty.

In relation to **situation**:

- Energy poverty. The three main factors from which energy poverty arises are the cost of energy, household income, and the energy efficiency of the home. Energy poverty as a result of carbon taxes added to the cost of fossil fuel heating and some groups are not seeing the benefit of revenue recycling at all, especially Traveller communities. Lack of access to efficient housing. Factors which increase the likelihood of experiencing energy poverty include low income, low education levels, and being a lone parent with dependent children. There is a concentration of energy poor households among the Traveller community, as well as households of older people and those in rented accommodation. Those in private rented accommodation are also disproportionately impacted as this sector has higher proportions of low Building Energy Ratings than either local authority or owner-occupied homes. There is a heightened risk of fuel poverty among older people living alone and older people may be more reluctant to invest in retrofits or upgrades, being uncertain of the return or benefit. Travellers are at heightened risk of energy poverty, especially those living in mobile homes and trailers that are relying on solid fuel for heating.
- Transport poverty. Car use exacerbates air and noise pollution and favouring it over other sustainable modes of transport also generates other forms of inequality and social deprivation where people on lower incomes who cannot afford a car have difficulty accessing jobs, shops, public amenities, and social activities.
- Impacts from air and noise pollution, and extreme temperature, are unevenly distributed. Vulnerable groups such as the elderly, children, and those of lower socioeconomic status were more affected by these hazards. Pollution is concentrated in certain geographical areas among communities that have the least influence or power in the policy process. Ageing also makes us more physically vulnerable to air pollution, traffic, and community severance.

In relation to **experience**:

- People on low incomes, insecure tenure, or who are disadvantaged in other ways due to their gender, ethnicity or legal status, feel that they have very little power to influence environmental decision-making, or even have enough information about their environment to make a submission or observation on a local planning issue.
- Inequitable access to nature and public open spaces. Absence of environmental amenities associated with gentrified urban areas (e.g., trees, litter control, parks, lower housing densities).

In relation to **identity**:



- Women are particularly vulnerable to environmental risks due to the gendered dimension to socio-economic disadvantage and may be more physically vulnerable to certain forms of pollution such as those that bio-accumulate in fatty tissues or toxic chemicals that are particularly hazardous to reproductive systems.
- Migrants live in degraded neighbourhoods where parks and recreational facilities are poorly provided for, or they experience practical obstacles such as lack of multilingual signs, and social barriers such as discrimination, fear and perceptions of unsafety. All these aspects constitute issues of landscape injustice.

The NDA's 2018 [Factsheet 1: Disability Statistics](#) identifies and points up issues of situation on the disability ground.

In relation to **situation**:

- People with a disability are less likely to be working: 36% of people with a disability aged 20 to 64 are working, compared to 73% of people overall in that age group. Only 6.3% of workers have a disability, while people with a disability make up 13.5% of the overall population.
- People with a disability are less likely to be professionals or managerial workers:
  - people without a disability are 50% more likely to be a professional or managerial worker than a person with a disability: 24% of people with a disability are classed as professional and managerial occupations whereas 38% of people without a disability are classed as professional and managerial occupations;
  - people without a disability are half as likely to be unskilled/other/unknown as a person with a disability: 37% of people with a disability are in unskilled, other or unknown occupations, whereas 19% of people without a disability are in unskilled, other or unknown occupations.
- People with a disability finish school earlier than people without a disability finish school.
- Because people with a disability have tended to leave school earlier, their qualifications are less than for people without a disability. Of the population of people with a disability aged 15 and over: 5% had no formal education; 20.8% had only reached primary level; 16.3% had only reached lower secondary; and 13% had only reached upper secondary.

The 2017 [A Social Portrait of Travellers in Ireland](#), by Watson, D., Kenny, O., and F McGinnity, identifies or points to issues of situation and experience for Travellers.

In relation to **situation**:

- 82% of Travellers aged 25 to 64 are unemployed, compared to 17% non-Travellers. Travellers also had a lower rate of labour market participation, that is, being either in employment or unemployed. The labour market participation gap was not as large, however: 61 per cent of Travellers were in the labour market compared to 79 per cent of non-Travellers. Therefore, the lower employment rate of Travellers (11 per cent versus 66 per cent) was mainly driven by differences in unemployment.
- Travellers are much less likely to have completed education to Leaving Certificate level: only 8 per cent have done so, compared to 73 per cent of non-Travellers. Only 1 per cent of Travellers aged 25–64 years have a college degree compared to 30 per cent of non-Travellers. Travellers are more likely to have left school at an early age,

with 28 per cent of Travellers over 25 years having left before the age of 13, compared to only 1 per cent of non-Travellers.

- Census 2011 indicated that 12 per cent of Travellers lived in a caravan or mobile home. Although associated with their traditionally nomadic way of life, this type of accommodation is likely to be overcrowded (84 per cent) and to lack internet access (91 per cent). It is also more likely than standard accommodation to lack central heating, piped water and sewerage facilities.
- The suicide rate is almost seven times higher among Traveller men than in the general population

In relation to **experience**:

- Taking educational attainment into account, Travellers are still much more likely (9 times more likely) than the general population to experience unemployment, with discrimination and prejudice identified as the reason for this significant difference.

The ESRI's [Quarterly Economic Commentary Summer 2021](#) identifies and points up an issue of situation on the socio-economic status ground.

In relation to **situation**:

- COVID-19 is likely to have other significant long-lasting impacts on the Irish economy and society. In particular, the impact on residential construction means that the imbalance between housing supply and demand is greater now than it was at the start of the pandemic.

The ESRI's [The Long Road to Secondary School: Background, Home, Learning Environment, and Transition Difficulties](#) (Smyth E. and Privalko I.) identifies and points to an issue of situation on the socio-economic status ground.

In relation to **situation**:

- Both the child's household income and their mother's education had strong effects on difficulties making the transition to secondary school. Young people whose mothers had (at most) lower secondary education or who came from the lowest income quintile (fifth) were much more likely to have difficulties adjusting to secondary school. Protecting against poverty and deprivation is likely to have much larger effects on school transitions than efforts to promote parental engagement in home learning.

The 2002 [Irish Digital Accessibility Index](#) for the National Council for the Blind, published by IA Labs, identifies and points to issues of experience for people with disabilities.

In relation to **experience**:

- 72% of leading Irish companies do not have accessible websites and not one sector achieved a greater than 50% accessibility pass rate. Inaccessible websites and digital platforms can deny people with disabilities access to online services and products.
- Ireland's top five grocery retailers were classified as inaccessible as were all ten of the country's leading online housing and rental platforms. Only one out of the country's 20 private hospitals analysed passed the digital accessibility audit. In

terms of education, not one website passed out a sample of 28 websites of Irish universities, private and public sector schools.

- In the public sector, 89% of Government Departments have accessible websites, with the websites of the Department of Enterprise, Trade and Employment and the Department of Foreign Affairs currently deemed not accessible.

The 2016 GLEN and BeLonGTo report, [LGBTI Ireland report- national study of the mental health and wellbeing of lesbian, gay, bisexual, transgender, and intersex people in Ireland](#), identifies or points to issues of situation, experience, and identity for LGBT people.

#### In relation to **situation**:

- Across LGBTI groups between 12-35% of participants recorded scores indicating severe or extremely severe depression, anxiety, and stress. On all scales of DASS, the youngest age group (14-18 years) had the highest mean scores, followed by the 19-25 year olds. Rates of severe or extremely severe depression, anxiety and stress for the adolescent cohort (14-18 year) was four times higher than the rates reported for the 12-19 year old cohort in the *My World* survey of Irish adolescent and young people (Dooley and Fitzgerald 2012). Intersex had the highest mean scores for depression, anxiety and stress followed by transgender and bisexual participants.
- A lifetime history of self-harm was reported by a third (34%) of LGBT participants, in a national study, which represents an increase on the 27% previously reported in the LGBT population in Ireland (Mayock et al. 2009). Nearly half of these (45.6%) reported that they had self-harmed within the past year, with nearly 60% relating their self-harm to their LGBTI identity and their struggle to be accepted by others and society.
- In relation to substance misuse, just over 40% of the participants' AUDIT scores indicated some level of alcohol problem. In terms of illegal drug-use, whilst 27% of the general population have reported using any illegal drugs in their lifetime (National Advisory Committee on Drugs 2011), just over half of the *LGBTIreland* study sample had taken drugs recreationally during their life (55.9%; n=1,095). In the general population the lifetime prevalence rate for any illegal drugs was lowest amongst the younger age cohort of 15-24 (27%) (National Advisory Committee on Drugs 2011), whereas, in this study, 49.9% of participants aged 14-25 had taken drugs recreationally.

#### In relation to **experience**:

- Approximately a quarter of the 14-18 year old (23.6%) and 19-25 year old (23.2%) participants reported missing or skipping school to avoid negative treatment related to being LGBTI. The lowest incidence of bullying was also found for college/university (15.2% compared to 17.4% for workplace and 47.5% for school).
- Study findings suggest that LGBTI people continue to experience incidents of victimisation, discrimination and harassment outside of school: 75.2% reported that over their lifetime they had experienced being verbally hurt, with approximately one fifth of participants having experienced physical attacks due to being LGBTI.

#### In relation to **identity**:

- The study findings suggest that there may be misinformation in the public domain about sexual orientation and gender identity. Over a third of participants (34%) did

not believe that one could know your sexual orientation at a young age like 12, which is at variance with module one's finding where the most common age of knowing was indeed 12 years of age. In addition, a small but significant proportion appear to still believe that being LGB is voluntary, transitory, and controllable, as 25% of participants believed that being LGB is a choice, something that someone can be convinced to become (17%), and that learning about LGBT issues in school might make a young person think they are LGBT or that they want to experiment (27%). The de-legitimising of bisexuality is also evident with 19% of participants believing that bisexual people are just confused about their sexual orientation.

The 2014 paper on Parenting in Direct Provision. [Final Ogbu et al.docx \(live.com\)](#) (Uchechukwu Ogbu, H., Brady, B. & Kinlen, L.) identifies or points to issues of

In relation to **Situation**:

- The policy of Dispersal and Direct Provision, to be discontinued in 2024, removed asylum seekers from eligibility to apply for mainstream social benefits, and resulted in a system of 'no choice', dispersed accommodation. Currently 13% of asylum seekers have spent seven years or more within the system and 68% have spent three years or more.
- Poor mental health affects both parents and children due to the stress of their circumstances.
- Older children are unable to further their education or seek employment.

In relation to **Experience**:

- Dispersal and Direct Provision has had a detrimental effect on family functioning and child development. Living in overcrowded and confined space with little or no access to study and recreational space. Parents feel that they cannot meet their children's dietary and nutritional needs and are unable to cook food for their children from their own cultural background. Parents cannot meet the expectations that children may have, including social and cultural activities. As children became older, however, differences between them and their friends become apparent resulting in loss of social opportunities. Children grow up with no self-esteem, lack of assertion.

The 2022 research project, [Crisis Coping](#) Marginalised young people's living and learning experiences during COVID-19, led by NUI Galway, identifies and points to issues of situation, experience and identity for young people

In relation to **situation**:

- Young people have experienced unprecedented disruption to their education due to the spread of COVID-19, with significant impact academically, socially, developmentally, and in relation to mental health.

In relation to **experience**:

- Young people were bored, lonely, and experienced uncertainty during the COVID 19 pandemic. There were socio-emotional and developmental costs to isolation.
- Young people were aware of the 'blaming young people' discourse, and while they felt that this view was justified to an extent, as many were not adhering to restrictions, they nonetheless felt that not all young people should be blamed.

In relation **identity**:

- Young people's experience of remote learning differed due to their socioeconomic circumstances with learning loss a particular issue for marginalised groups.

The same project researched [Parents Perspectives](#) on their children's Living and Learning during COVID 19, which identified and pointed to issues of situation for

In relation **Situation**:

- In the context of COVID-19, living in lockdown and 'schooling at home' stressors facing parents' capacity to support the needs of their adolescent children due to financial pressures, emotional issues, developmental changes in the young person, and behavioural issues were intensified.
- Many parents expressed concern at learning loss.
- Families from marginalised communities were far less likely to have adequate access to necessary technology, technological skills, study spaces, or to be able to provide the necessary level of educational support to their children in terms of direct supports.

In relation to **Experience**:

- Parents were conscious of young people missing life outside the home, social interactions and losing motivation to engage in online schooling.

### **Local Reports and Studies Sources**

The Pobal Area Profile Data for Galway identify and point to issues of for.

In relation to **situation**:

- At Small Area level, there are a large number of areas that fall within the *Disadvantaged* band with Deprivation Scores between -10 and -20. In total there are 28 Small Areas that are classified as Disadvantaged in Galway City, with 10 of these being in the Ballybane ED.
- DSP figures for April 22, 2022 show national unemployment at 4.8% and the Galway live register in April 22, 2022 stood at 4,389 people.

The [Planet Youth County Report Galway 2020](#), Western Region Drug and Alcohol Task Force, identifies and points to issues of situation, experience, and identity for young people.

In relation to **situation**:

- Health status. 56% of teenagers reported that COVID-19 has impacted negatively on their mental health; 60% reported being more lonely. 45% of teenagers reported that COVID-19 has impacted negatively on their physical health. An increased number of teenagers rate their physical health as bad or very bad compared to the respondents in the 2018 survey. An increased number of teenagers rate their mental health as bad or very bad compared to the respondents in the 2018 survey
- Use of social media for four hours or more is associated with higher rates of anxiety, depression, low self-esteem and are more likely to find schoolwork hard and sleep less than eight hours.
- A lack of area-based youth clubs for all ages poses a barrier to young people at greater risk

- Decreased opportunities for structured leisure time for young people can mean that young people are more likely to hang out on the streets, and more likely to use cannabis.

In relation to **experience**:

- 38% of girls and 24% of boys reported being bullied online. Young people who have never been bullied online are more likely to have never self-harmed; those who have been bullied online five times or more are significantly more likely to have self-harmed once or more.
- Girls are more likely than boys to be asked to send a sexually explicit image of themselves through social media, and to have a sexually explicit image of themselves shared without their permission.
- Social and familiar norms relating to substance use put teenagers at an increased risk of alcohol and substance abuse.

In relation to **identity**:

- 47% of girls report never or almost never participating in sports outside school with a club or team, compared to 38% of boys. 83% of boys report never or almost never participating in music, drama, art, or dance, compared to 60% of girls.

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