

EQUINET



THE EQUALITY
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AN ODRAS COMHIONANNAS
EQUALITY IN A DIVERSE IRELAND

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A categorisation

- Legal (enforcement)
- Information and awareness raising
- Research
- Training
- Advice and guidance
- Engagement and provision of practical support
- Cooperating with regulatory bodies
- Dialogue



A categorisation

This set of categories is a convenient framework that is a useful way of summarising the large number of different tools, techniques and activities that national equality bodies use in their work with duty bearers. (It is not the only way those actions could be grouped, and it is not intended to be a ‘scientific’ classification.)

Legal (enforcement)

- Some powers based on the directives
- Some NEBs have quasi-judicial powers
- Some countries give NEBs other legal powers

Examples:

- GB (UK): power regarding police functions
- AT, FR, NI (UK), RO: power to get information

Information and awareness

- Existence of duties
- Content of those duties
- Steps to comply with duties
- Information on going beyond compliance

Examples are familiar: leaflets, websites, advertising, conferences, etc.



Research

Some research activities may be same as legal activities – e.g. situation testing

Research can be by NEB or an external body

Some research questions:

- Equality situation in a duty bearer
- Policies and practices in duty bearers
- Barriers to equality

Training (1)

Boundary with information provision is a 'grey area'
Possible NEB roles

- provision of training
 - directly by NEB
 - via another body *e.g. EL: School of Public Administration*
- training or approving equality trainers
- developing training content

Training (2)

Two examples:

- *BE: E-learning for estate agents / landlord agents – now integrated into professional training by the professional body*
- *PT: Developed training curriculum for auditors on gender equality plans*



Advice and guidance

- No hard boundary between this and training
- Generally some degree of specificity: *e.g. particular employer, particular sector, particular task/duty*
- Legal rules and strategic choices result in different practices in NEBs on providing advice to a duty bearer on specific cases

Practical support

Listed as a separate category to capture a deeper engagement with a duty bearer than providing training or information

Examples:

- *DE: depersonalised applications for jobs with DHL Deutsche Post & Deutsche Telekom*
- *IE: Work with three primary schools to test a resource for undertaking an equality audit/review designed for primary schools*

Regulatory bodies (1)

Core idea is: other regulators including equality or non-discrimination in their work with their duty bearers

Regulatory bodies (2)

Examples:

- *PT, SK: Supporting labour inspectorates include equality in their inspections*
- *IE: Further Education and Training Awards Council requires colleges of further education to provide equality training to all staff and to have an equality policy*
- *BE, RO: Media regulator asks NEB for advice on hate speech*

Dialogue

- Differs from other categories because this looks at 'input' – others are primarily types of 'output'
- Can be part of a national partnership structure or ILO-model of dialogue (e.g. PT)
- Can be driven by NEB for a range of areas (e.g. FR different working groups on small and medium enterprises, social housing, private housing, and job evaluations)



Approaches

- Individual duty bearer (or group of duty bearers) to ensure compliance
- Communicating directly with duty bearers
- Communicating indirectly with duty bearers
- Policy or regulatory initiatives that affect duty bearers



Objectives (1)

- Requiring a duty bearer to comply
- Establishing standards in order to comply with anti-discrimination laws,
- Ensuring duty bearers have information on the existence of their duties
- Ensuring duty bearers have information on the content of those duties

Objectives (2)

- Equality standards that go beyond minimal legal compliance
- Building skills and competence in relevant officials in duty bearer organisations
 - Front line staff
 - Leaders and policy-setters



Objectives (3)

- Equipping people for roles with equality duties (including those who will have relevant roles in ten or twenty years' time!)
- Developing systems in organisations to embed equality in their operations



Objectives (4)

- Generating and sharing knowledge about equality in the work of duty bearers
- Generating and sharing knowledge about the effectiveness of those approaches
- Generating support for equality objectives, in society and economy generally and in particular sectors.



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