



**Equality, Diversity & Inclusion (EDI)
Policy & Action Plan (2024-2027)**

Approved by the Board of Directors October 8th 2024

INTRODUCTION

DYDC's EDI policy and action (2024-2027) is aligned with DYDC's Strategy, 'A Time to Grow' 2023-2027 and also builds on previous policies and plans which have been developed and implemented since 2020.

This revised EDI Policy and newly developed action plan was developed in 2024 following the commissioning of a series external audits commissioned in the areas of Engagement, Equality Diversity and Inclusion, Engagement and the Environment (Brian O'Regan)¹. These plans were overseen by the Artistic Director / CEO, Mariam Ribón and the Policy and Strategic Sub Committee of the Board of Directors, Alan King and Aoife Lucey.

This EDI Policy and Plan (2024-2027) is aligned with DYDC's strategy, 'A Time to Grow', (2023-2027) which has four key goals:

1. Grow the Dance Experience
2. Grow Inclusion and Engagement
3. Grown Connections
4. Grow Capacity.

EDI POLICY STATEMENT

DYDC is deeply committed to ensuring equality of access for all, and we seek to respect, support and include all the diverse cultures and voices that make up Ireland today. As outlined above, DYDC is committed to fulfilling its obligations regarding all relevant EDI legislation and guidance.

DYDC recognises, respects and values difference and diversity, and embraces equality as part of its way of working across all aspects of the organisation, including youth dance pedagogy and performance, organisational structures and behaviours, strategic and business planning and development, corporate governance and compliance.

DYDC does not discriminate on the grounds of any of the ten protected characteristics as defined in the Equal Status Acts (2000-2018). These protected characteristics are gender, civil status, family status, sexual orientation, religion, age², disability, race/colour/nationality/ethnicity, membership of the Traveller community and socio-economic status.

While maintaining equality of access for all, DYDC also recognises and acknowledges the need to be more proactive and equitable in our approach to engaging with diverse communities, and to ensuring that currently under-represented groups can also avail of equal opportunities. Our understanding of "equity" is taken from the Arts Council's EDI Toolkit and that it *"refers to the acknowledgement that historically excluded, underserved and underrepresented individuals or groups have experienced barriers to full participation, and therefore additional measures are needed to assist these individuals or groups to achieve equality in the provision of effective opportunities to all groups."*³

¹ Available on request from DYDC

² According to the Equal Status Acts (2000-2018), this provision in a general sense does not apply to children under the age of 16.

³ Arts Council: EDI Toolkit – Glossary

DYDC acknowledges that there are many barriers for children and young people in Ireland to access, participate in, and enjoy contemporary dance, and we are committed to investigating and removing barriers, bias and discrimination that prevent our stakeholders from realising their potential and contributing fully to our company's mission.

DYDC is committed to reviewing, updating and improving this EDI Policy & Action Plan on a regular basis, and as such it will be considered a "living document" which needs to be flexible and responsive to the needs of the people it serves. This Policy will be reviewed annually by the board and key staff members, with regular consultation and input from DYDC ensemble members, other youth participants and stakeholders helping to inform our decisions.

EDI ACTION PLAN

The Key Areas for Development are interwoven within this EDI Action Plan, which focuses on 4 main priorities. The tables which follow outline our aims, actions, methods, ambitions, timelines and monitoring methods under these 4 priority areas. Many of these proposed actions will require additional funding and resources, and estimated costings are provided in Section 8.

- **Priority 1: Our Company, Policies & Communications**

This first priority focuses on ensuring that EDI principles are embedded into our organisation at all levels, and that our communication with people outside the organisation reflects these principles. Under this heading, we focus on our governance structures, representation and areas of responsibilities in relation to EDI, as well as ongoing monitoring and reviewing of the EDI Action Plan and how we communicate with our stakeholders.

- **Priority 2: The Learning & Performing Environment**

The second priority area focuses on creating and maintaining safe spaces for children and young people, as well as for everyone who engages with DYDC and IYDF. This priority overlaps with our Child Protection Policy & Safeguarding Statement, as well as other relevant policy areas.

- **Priority 3: Equitable Opportunities & Pathways**

Our understanding of "equity" is outlined in Section 6.2 above, and this section encompasses the specific targeted groups who we consider to be under-represented and who we aim to engage with in a more proactive way. These groups include young dancers who identify as male/non-binary, young dancers with disabilities, and young dancers from ethnic minorities and areas of socio-economic disadvantage.

- **Priority 4: Knowledge, Training & Capacity Building**

The final priority encompasses a range of activities aimed at collecting and managing EDI data, as well as deepening our understanding of the people we engage with. This priority area also includes a variety of training opportunities which we will participate in, and outlines how we plan to increase our own capacity to fully deliver on the ambitions of the plan.

Acronyms Used Below

AD: Artistic Director

A: Administrator

YF: Youth Forum

GM: General Manager (when appointed)

B: Board

EDIAG: EDI Action Group

PRIORITY 1: OUR COMPANY, POLICIES & COMMUNICATIONS

To be an equitable and inclusive company where EDI values of equality, openness, trust and safety are embedded in every aspect of its work, organisational practices and governance structures.

Key Focus & Aims	Actions & Methods	Ambitions & Monitoring
<p>1.1 Policy Awareness & Monitoring</p> <p><i>Aim: To continue monitoring and reviewing our EDI progress, while raising awareness of our EDI Plan with key stakeholders.</i></p> <p><u>Responsible:</u> GM, EDIAG <u>Supporting:</u> AD, A <u>Consult & Inform:</u> YF, B</p>	<p>We will continue to raise awareness of our EDI Plan within the board, staff members, teachers, tutors and participants.</p> <p>We will continue to review, discuss and adopt new legislation and guidance regarding EDI best practice within the youth arts sector in Ireland, and we will continue to update this EDI Plan as appropriate.</p> <p>We will continue to raise and discuss EDI matters at board meetings, assign appropriate responsibility, and take appropriate action where required.</p> <p>In line with our Public Engagement Plan, we will use the Lundy Model and our new Youth Forum to proactively seek and incorporate the views of children and young people from a diverse range of backgrounds into our ongoing EDI practices and company activity.</p> <p>Through improved and regular data collection and database management, we will implement a simple but robust monitoring system for objectively assessing the diverse makeup of the people DYDC engages with and use this system to evaluate the successes of this EDI Plan.</p>	<p>What do we hope to achieve?</p> <p>Before the end of 2024, this revised EDI Plan will have been presented to the DYDC board, teachers and members.</p> <p>The EDI Plan will be included in DYDC's Arts Council application in September 2024, and published on the DYDC website.</p> <p>By the end of 2024, we will have developed our new EDI data collection/monitoring system. We will implement and review the system from 2025 onwards.</p> <p>How will we measure our progress?</p> <p>Surveys/feedback Board meetings Data insights</p>
<p>1.2 Governance, Representation & Responsibility</p> <p><i>Aim: To ensure EDI best practice at governance level, ensuring balanced representation and clear lines of responsibility.</i></p> <p><u>Responsible:</u> B, EDIAG <u>Supporting:</u> AD, GM, A <u>Consult & Inform:</u> YF</p>	<p>In line with our Constitution, we will ensure that the profile of our board reflects the diversity of our society and our sector, and we will ensure best practice in board renewal, new appointments and representation for all.</p> <p>In line with our PEP, we will establish a Youth Forum to ensure the youth voice is fully represented, listened to, and given appropriate weight at all levels.</p> <p>We will create a small EDI Action Group (EDIAG) from within the board to support the implementation of this Plan, and to ensure our approach demonstrates best practice in EDI in our sector.</p> <p>We will continue to monitor our EDI progress at every board meeting, with regular reports being presented by the EDI Action Group, and appropriate actions taken as required.</p>	<p>What do we hope to achieve?</p> <p>By the end of 2027, we will have established a regular Youth Forum to represent a wider range of young voices.</p> <p>By the end of 2025, our new EDIAG will have been formed, and they will provide regular updates to the board.</p> <p>By the end of 2027, new board members will have been elected through an open call, and our board will better reflect the diversity of our society, sector and population of Ireland.</p>

		<p>How will we measure our progress? DYDC Board member profile Youth Forum attendance EDIAG reports Surveys/feedback</p>
<p>1.3 Communications</p> <p><i>Aim: To ensure that all our marketing, promotion and communications with all stakeholders represents the diversity of our organisation and our society as a whole.</i></p> <p><u>Responsible:</u> GM <u>Supporting:</u> AD, A, YF <u>Consult & Inform:</u> B</p>	<p>In line with our PEP, and to showcase role models for diversity, we will ensure that a diverse range of voices are represented across our marketing, promotional campaigns and communications. This includes the championing of male and non-binary dancers, dancers from a variety of ethnic backgrounds, and dancers with physical, sensory and intellectual disabilities. Appropriate imagery will be used where available, and published/shared in line with our Child Protection Policy.</p> <p>We will publish our revised EDI Policy & Action Plan on our website, and share our commitment to EDI across various communications channels as appropriate.</p> <p>We will ensure our website, marketing, promotional material and communications are as accessible as possible. Actions will include an accessibility audit for our website, and provision of large-print marketing materials/programmes on request.</p> <p>Working with our partner venues, we will ensure that all possible provision, such as wheelchair access, accessible parking spaces, hearing loops, and accessible toilets are available and widely advertised across all marketing and communications.</p> <p>We will ensure that advertisements of new opportunities, courses, workshops and classes will be tailored to reflect DYDC's commitment to embracing diversity and equality.</p>	<p>What do we hope to achieve?</p> <p>By the end of 2024, our new EDI Plan and Public Engagement Plan will have been completed, approved by the board, and communicated widely to our stakeholders and audiences.</p> <p>By the end of 2027, data from feedback surveys will show that all stakeholders feel DYDC represents a diverse range of voices.</p> <p>By the end of 2025, we will have done a website accessibility audit, with updates being implemented in early 2026.</p> <p>In 2025, DYDC will sign up to Safe to Create Code of Behaviour and all relevant staff, teachers and board members will have completed the necessary training modules by the end of 2025.</p> <p>On a quarterly basis, we will review and report on all communications activity from the perspective of our EDI Plan.</p> <p>How will we measure our progress? Surveys/feedback Comms reports Website audit report</p>

PRIORITY 2: THE LEARNING & PERFORMING ENVIRONMENT

To create and maintain an accessible, safe, inclusive and supportive learning environment where all children and young people can realise their full creative potential as young dancers, and to foster a culture that is free from bias and discrimination of any kind.

Key Focus & Aims	Actions & Methods	Ambitions & Monitoring
<p>2.1 Child Protection & Welfare for All</p> <p><i>Aim: To ensure that all children, young people and all participants are safe and protected from harm while engaging in DYDC activities.</i></p> <p><u>Responsible:</u> AD <u>Supporting:</u> GM, A <u>Consult & Inform:</u> YF, B</p>	<p>In line with our Child Protection Policy and Child Safeguarding Statement, we will strive to ensure that all DYDC activity takes place within a safe, supportive and inclusive learning environment which is accessible to all, and which demonstrates a culture that is truly inclusive. We will follow appropriate and clearly defined protocols and procedures in the case of any child protection disclosures.</p> <p>We will sign up to the Safe to Create “Dignity in the Workplace: Code of Behaviour” and publicly make a commitment to implementing it. In line with this Code of Behaviour, we will regularly monitor and review our approaches.</p> <p>We will signpost staff, teachers, tutors and participants to appropriate additional supports and training through organisations such as Tusla, Minding Creative Minds, Safe to Create and other relevant resource organisations.</p>	<p>What do we hope to achieve?</p> <p>In Q4 2024, we will review our Child Protection Policy & Safeguarding Statement and publish an updated version to our website in 2025.</p> <p>In 2025, DYDC will sign up to Safe to Create Code of Behaviour and all relevant staff, teachers and board members will have completed the necessary training modules by the end of 2025.</p> <p>How will we measure our progress?</p> <p>Policy review & updates Safe to Create Code of Behaviour</p>
<p>2.2 Audiences & Stakeholders</p> <p><i>Aim: To ensure that our EDI ethos extends to our audiences, participant families, IYDF participants, partners and collaborators.</i></p> <p><u>Responsible:</u> AD <u>Supporting:</u> GM, A <u>Consult & Inform:</u> YF, B</p>	<p>In relation to IYDF, we will continue to request that all visiting youth dance companies and the venues that we use also have appropriate child protection policies and EDI policies in place. Where companies do not have these policies readily available, we will share ours with them and ensure they are familiar with our standards, processes and procedures.</p> <p>We will communicate our EDI Policy and commitments to participants’ families, to general audiences at IYDF and other events, and proactively ensure that the performing environment reflects the inclusivity of the learning environment.</p> <p>With all other collaborators and project partners, we will share our EDI Policy & Action Plan in advance of projects commencing, to ensure our commitments and ethos are mutual, and that project design/delivery incorporates this.</p>	<p>What do we hope to achieve?</p> <p>By the end of 2024, our new EDI Plan and Public Engagement Plan will have been completed, approved by the board, and communicated widely to our stakeholders and audiences.</p> <p>How will we measure our progress?</p> <p>Surveys/feedback Project evaluations IYDF evaluation</p>

PRIORITY 3: EQUITABLE OPPORTUNITIES & PATHWAYS

To proactively encourage and support the participation of children and young people who are currently under-represented at DYDC, particularly in target areas of gender diversity, disability, ethnicity and socio-economic disadvantage.

Key Focus & Aims	Actions & Methods	Ambitions & Monitoring
<p>3.1 Gender Diversity</p> <p><i>Aim: To proactively encourage and support male dancers, and dancers who identify as non-binary to engage and participate in dance.</i></p> <p>Responsible: AD, GM Supporting: A, EDIAG Consult & Inform: YF, B</p>	<p>Through Fingal DIS, we will proactively encourage male dancers to participate by engaging male teachers/tutors, targeted boys or mixed primary schools, focusing initially on hip hop dance, featuring male dancers in promotional material sent to schools, and working with full classes rather than on an “opt in” basis.</p> <p>We will encourage male dancers to avail of the DIS Bursaries after participating in DIS, and support their pathway into the DYDC Junior Ensemble and Foundation Programme.</p> <p>Through IYDF, we will continue to support, showcase and champion young male dancers, and male youth dance companies. In our general marketing and promotional material for DYDC and IYDF, we will ensure that male dancers are featured prominently in printed material, brochures, flyers, and online content.</p> <p>In our application processes, consultations and any surveys/feedback forms which ask about gender, we will use an “open text” response to enable respondents to self-identify their gender.</p>	<p>What do we hope to achieve?</p> <p>Between 2025-2027, we will deliver DIS in 6 different primary schools, and engage with over 200 pupils in boys/mixed schools.</p> <p>Out of the 5 annual DIS Bursaries, we will strive to ensure that at least 2 are used by young people currently underrepresented at DYDC.</p> <p>From 2025 onwards, male dancers will feature more prominently on DYDC/IYDF marketing.</p> <p>How will we measure our progress?</p> <p>DIS Evaluation & Bursaries Surveys/feedback Marketing material Junior Ensemble Memberships</p>
<p>3.2 Accessibility for Dancers with Disabilities</p> <p><i>Aim: To proactively encourage and support children and young people with disabilities to engage and participate in dance.</i></p> <p>Responsible: AD, GM Supporting: A, EDIAG Consult & Inform: YF, B</p>	<p>In relation to the venues and spaces we use for performances, rehearsals, classes, workshops and meetings, insofar as possible we will prioritise spaces that are wheelchair accessible, and where all possible access provision is in place (e.g. disabled parking, disabled toilets).</p> <p>Within our current capacity and resources, we will continue to work with children and young people with sensory and intellectual disabilities as part of the DYDC ensembles, as well as providing appropriate support and training where required.</p> <p>We will explore other collaborative partnership opportunities with organisations and initiatives such as Create Dance (Draíocht), Inclusive Dance Club (Dance Limerick) and other projects aimed at encouraging children and young people with disabilities to participate in dance.</p>	<p>What do we hope to achieve?</p> <p>On an annual basis, we will review the accessibility provision of our rehearsal spaces and performance venues.</p> <p>From 2024 onwards, we will build relationships with potential collaborators and youth dance companies/initiatives which could help DYDC to engage with inclusive dance activities.</p> <p>From 2025 onwards, dancers with disabilities will be more prominently on DYDC/IYDF marketing.</p>

	<p>We will encourage participation by dancers with disabilities at IYDF and endeavour to represent dancers with disabilities in our marketing/communications as a way of ensuring that there are role models for young aspiring dancers who may have a disability.</p> <p>In partnership with Fingal Arts Office (and subject to funding), we will explore the possibility of including a special school in the Fingal Dance-in-Schools Programme and we will provide the necessary training and expertise to ensure a successful outcome if delivered.</p>	<p>In 2026, we will explore the possibility of engaging with a special school in Fingal.</p> <p>How will we measure our progress? Physical inspections Surveys/feedback Marketing material</p>
<p>3.3 Ethnic Minorities and Socio-Economic Disadvantage</p> <p><i>Aim:</i> To proactively encourage and support children and young people from Ethnic Minorities and areas of Socio-Economic Disadvantage to engage and participate in dance.</p> <p><u>Responsible:</u> AD, GM <u>Supporting:</u> A, EDIAG <u>Consult & Inform:</u> YF, B</p>	<p>Through Fingal DIS, we will proactively engage with young dancers from ethnic minorities and those experiencing socio-economic disadvantage by targeting ethnically diverse primary schools in disadvantaged areas using data from the 2022 Census, the Feasibility Study and other third-party data/insights.</p> <p>Based on the findings of the Fingal Feasibility Study, the DIS programme will initially focus on hip hop, urban and street dance styles, and DIS Bursaries will help to encourage and support participants from these groups to engage in DYDC’s core activities through the Junior Ensemble/Foundation Programme.</p> <p>In 2025, DYDC/IYDF will collaborate with JAIVA Afro Fest to deliver a Beginners Camp on African and Contemporary Dance for children (10-15 years) and young people (16+) across 4 workshops.</p> <p>Through IYDF, we will continue to support, showcase and champion youth dance companies from ethnic minority groups, and those from areas of socio-economic disadvantage. We will continue to ensure that our marketing, communications and promotional materials feature a diverse range of voices, stories and cultures including those from ethnic minorities and dancers living in areas of socio-economic disadvantage.</p>	<p>What do we hope to achieve?</p> <p>Between 2025-2027, we will deliver DIS in 6 ethnically diverse schools, engaging 200 pupils living in areas of socio-economic disadvantage.</p> <p>Out of the 5 annual DIS Bursaries, we will strive to ensure that at least 2 are used by young people currently underrepresented at DYDC.</p> <p>In 2025, we will engage at least 10 participants through our JAIVA Afro Fest workshops.</p> <p>From 2025 onwards, dancers from ethnic minorities and those experiencing socio-economic disadvantage will feature more prominently on DYDC/IYDF marketing.</p> <p>How will we measure our progress? DIS Evaluation & Bursaries IYDF programme, marketing & evaluation Surveys/feedback Junior Ensemble Memberships</p>

PRIORITY 4: KNOWLEDGE, TRAINING & CAPACITY BUILDING

To continuously expand our understanding of EDI best practice, our knowledge about the people we engage with, and our capacity to broaden as well as deepen that engagement.

Key Focus & Aims	Actions & Methods	Ambitions & Monitoring
<p>4.1 Data Collection, Research & Monitoring</p> <p><i>Aim: To introduce a new data collection and monitoring system, to enhance our understanding of stakeholders’ experiences and barriers to access, as well as measuring our successes.</i></p> <p><u>Responsible:</u> GM <u>Supporting:</u> AD, A <u>Consult & Inform:</u> YF, B, EDIAG</p>	<p>We will continue to conduct our own research, evaluation and consultation projects to investigate the barriers which children and young people face in availing of the opportunities offered by DYDC.</p> <p>Through enhanced and systematic data collection and database management, we will implement a simple but robust monitoring system for objectively assessing the diverse makeup of the people DYDC engages with and use this system to evaluate the successes of this EDI Plan.</p> <p>We will continue to review other relevant third-party research and reports on EDI topics within the youth arts sector, and apply new knowledge to our practices.</p> <p>Where appropriate, we will engage and consult with external organisations such as Arts & Disability Ireland, as well as individual experts to deliver more nuanced research and consultation on our behalf.</p> <p>We will distribute an annual survey to IYDF participants and audiences, as well as a separate internal survey to ensemble members, staff, teachers, board members and other participants to measure success and identify priorities.</p>	<p>What do we hope to achieve?</p> <p>By the end of 2024, we will have developed our new data collection and monitoring system. We will implement the system from 2025 onwards.</p> <p>Our annual surveys will register over 50 responses each, and annual findings will be collated and presented to the board.</p> <p>How will we measure our progress?</p> <p>Surveys/feedback EDI monitoring database External research & reviews</p>
<p>4.2 Training & Learning</p> <p><i>Aim: To facilitate ongoing training and learning opportunities across a range of EDI topics for staff, board members, teachers and tutors.</i></p> <p><u>Responsible:</u> GM <u>Supporting:</u> A, EDIAG</p>	<p>As part of our commitment to the Safe to Create Code of Behaviour, we will facilitate staff and teachers to take online self-led training modules from Safe to Create including “Addressing Unconscious Bias”, “Tackling Bullying and Harassment at Work” and “Being an Active Bystander”.</p> <p>In relation to Priority Areas 1.3 (Communications) and 3.2 (Accessibility for Dancers with Disabilities), we will engage Arts & Disability Ireland (ADI) to deliver a bespoke Disability Equality Training (DET) session for all staff, teachers and board members as well as utilising their other resources.</p> <p>In relation to Priority Areas 3.1 (Gender Diversity) and 3.3 (Ethnic Minorities and</p>	<p>What do we hope to achieve?</p> <p>By the end of 2025, all staff, associate teachers, and board members will have completed relevant training modules from Safe to Create, ADI and ICD.</p> <p>In our 2025 internal feedback survey, 100% of staff, teachers and board members will feel they have had adequate and practical EDI training.</p>

<p><u>Consult & Inform:</u> AD, YF, B</p>	<p>Socio-Economic Disadvantage), we will participate in specific training modules provided by the Irish Centre for Diversity (ICD), including short courses such as “Gender Equality”, “Inclusive Leadership”, and “Neurodiversity”.</p> <p>We will continue to refer to the Arts Council’s EDI Toolkit and related resources to monitor our progress, and to assist us in continuously reflecting and gathering insights into our approaches.</p> <p>We will consult with our staff, board and regular teachers on their own training needs, knowledge gaps, and areas of interest. Where possible, feasible and relevant to their particular work at DYDC, we will seek to support and facilitate them to participate in this additional training.</p>	<p>By the end of 2027, we will have facilitated at least 3 additional and relevant training courses based on ideas elicited from our staff, board and regular teachers.</p> <p>How will we measure our progress? Training completion certs Surveys/feedback</p>
<p>4.3 Building our Capacity</p> <p><u>Aim:</u> <i>To source and secure the additional funding required to recruit a full-time General Manager, and further develop our own capacity to engage with as many people as possible.</i></p> <p><u>Responsible:</u> AD, GM <u>Supporting:</u> A, EDIAG <u>Consult & Inform:</u> B</p>	<p>In order to successfully deliver the ambitions laid out in this EDI Policy & Action Plan, we will apply to the Arts Council for an increase in funding to engage a full-time General Manager, who will be integral to the implementation of this plan.</p> <p>In line with the planned development of a new fundraising strategy, we will also seek additional funding from donors, sponsors, community funding strands and other sources to increase our capacity. We will also appoint a new board member with experience in fundraising to support us in this area.</p> <p>Once sufficient funding is in place, we will recruit and employ a full-time General Manager, who will oversee all aspects of this plan and other DYDC activities.</p>	<p>What do we hope to achieve?</p> <p>By the end of 2027, our full-time General Manager will be in position.</p> <p>By the end of 2027, we will have developed and implemented a new fundraising strategy to diversify revenue streams, and secured a new board member with fundraising experience.</p> <p>How will we measure our progress? Fundraising strategy General Manager recruitment Fundraising strategy & funding secured</p>

GLOSSARY OF RELEVANT TERMS (SELECTION)⁴

Ableism: Type of discrimination, prejudice and/or unfavourable treatment of people with disabilities based on the belief that people without disabilities (or able bodied) are superior.

Ageism: Type of discrimination, prejudice and/ or unfavourable treatment of people based on their actual or perceived age.

Bias: Bias occurs when an individual acts on the basis of personal opinions, judgement or prejudice, discriminating in favour or against a person or a group. Implicit bias/unconscious bias are attitudes that unconsciously affect our decisions and actions... Institutions are composed of individuals whose biases are replicated, and then produce systemic inequities. It is possible to interrupt implicit bias by adding steps to decision making processes that thoughtfully consider and address racial impacts.

Classism: Classism is the systematic oppression of subordinated class groups, held in place by attitudes that rank people according to economic status, family lineage, job status, level of education, and other divisions.

"Deaf" and "deaf": The term "Deaf" is used by the Deaf community, to identify membership of a unique social, cultural and linguistic group. The lowercase 'd' is used when talking in the audio-logical form or for someone who does not see themselves as being part of a culture or Deaf community.

Disability: Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others

Discrimination: Treatment of a person in a less favourable way than another person is, has been, or would be treated in a comparable situation on any of the following ten grounds: gender; marital status; family status; age; race; religion; disability; sexual orientation; membership of the Traveller community; or receipt of housing assistance or social welfare. Direct discrimination means treating a person less favourably than another in the same or similar situation on the basis of one, or more, of the protected characteristics. Indirect discrimination means applying practices or policies do not appear to discriminate against one group more than another, but actually have a discriminatory impact.

Diversity: The presence of differences within a given environment.

Ethnicity: Identity attributed to a group, usually in the context of a larger dominant society, defined by distinct attributes such as heritage, religion and customs.

Equality & Equity: Equality is the guarantee of absence of discrimination on the grounds of gender, religion, civil status, family status, sexual orientation, age, disability, race or ethnicity. Equity refers to the acknowledgement that historically excluded, underserved and underrepresented individuals or groups have experienced barriers to full participation, and therefore additional measures are needed to assist these individuals or groups to achieve equality in the provision of effective opportunities to all groups.

⁴ This Glossary of Terms is a small selection of relevant terms taken from the Arts Council's EDI Toolkit

Equality means establishing equal treatment for all, equity means assisting those who could not otherwise avail of the equal treatment.

Gender: Social attributes and opportunities associated with being female and male and to the relationships between women and men and girls and boys, as well as to the relations between women and those between men.

Gender Identity: Each person's deeply felt internal and individual experience of gender, which may or may not correspond to the sex assigned at birth, including the personal sense of the body and other expressions of gender, including dress, speech and mannerisms.

Inclusion: The act of bringing those from traditionally excluded groups into processes, activities, and decision/policy making in a way that shares power.

Irish Sign Language: Irish Sign Language is the first and/or preferred language of 5,000 Deaf people in Ireland and approximately 40,000 people in general will communicate in ISL. Irish Sign Language is the indigenous language of the Deaf community in Ireland.

LGBTQ: Umbrella term used to denote individuals from the Lesbian, Gay, Bisexual, Trans and Queer/Questioning Community.

Microaggressions: These are comments or actions that subtly and sometimes unconsciously or unintentionally express a prejudiced attitude toward a member of a marginalised group. While any single one of these incidents may seem relatively minor, if they are part of a pattern or taken in the context of other forms of racism, they can have a corrosive effect on the person on the receiving end. They can make someone feel uncomfortable or unwelcome, and they can have negative effects on a person's mental health.

Privilege: A set of advantages systemically conferred on a particular person or group of people. . (In Ireland), white people are racially privileged, even if they are economically underprivileged. Privilege and oppression go hand-in-hand: they are two sides of the same power relationship, and both sides of the equation must be understood and addressed. People can be disadvantaged by one identity and privileged by another.

Racism: Any action, practice, policy, law, speech, or incident which has the effect (whether intentional or not) of undermining anyone's enjoyment of their human rights, based on their actual or perceived ethnic or national origin or background, where that background is that of a marginalised or historically subordinated group.

Sexism: Actions or attitudes that discriminate against people based solely on their gender.

Stereotyping: Stereotyping or labelling of a whole group or community occurs when persistent assertions are presented as facts over a period of time, when a minority community is blamed for the broader problems of society or when the antisocial actions of some members of a community are deemed to be the defining characteristics of a whole community.

Tokenism: Policy or practice that is mainly symbolic, and involves attempting to fulfil one's obligations with regard to established targets, such as voluntary or mandated gender

quotas, with limited efforts or gestures, especially towards minority groups and women, in ways that will not change men-dominated power and/or organisational arrangements.

BIBLIOGRAPHY & RELEVANT POLICIES

Arts Council: Equality, Diversity and Inclusion Toolkit [\[link\]](#)
Arts Council: Strategy "Making Great Art Work" (2016-2025) [\[link\]](#)
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Better Outcomes, Brighter Futures: The National Policy Framework for Children and Young People, 2014-2020 [\[link\]](#)
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