

## Section 4 Integrated Impact Assessment

### Summary Report Template

Each of the numbered sections below must be completed

Interim report		Final report	Y	(Tick as appropriate)
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**1. Title of plan, policy or strategy being assessed**

CEC Gaelic Language Plan 2018-22

**2. What will change as a result of this proposal?**

**The plan has been updated to show** how the council will assist in the implementation of the national language plan over the next four years with the aim of ensuring that that Gaelic has a sustainable future, in accordance with the Gaelic Language (Scotland) Act 2005.

**3. Briefly describe public involvement in this proposal to date and planned**

The draft plan was developed by the Gaelic Language Plan Co-production group and overseen by the Gaelic Implementation Group, both of which have representation from the Gaelic community. a draft plan was produced in September 2017 and was used as the basis of an extensive consultation exercise, which closed on 15 December 2017.

**4. Date of IIA**

March 2018

**5. Who was present at the IIA? Identify facilitator, Lead Officer, report writer and any partnership representative present and main stakeholder (e.g. NHS, Council)**

Name	Job Title	Date of IIA training	Email
Eleanor	Acting Strategy Business	May 2018	eleanor.cunningham@edinburgh.gov

Cunningham (Facilitator, Lead Officer and report writer)	Planning Manager		.uk
David Craig	Senior S&BP Officer	May 2018	David.craig@edinburgh.gov.uk
Norma Martin	Gaelic Development Officer	NK	Norma.martin@edinburgh.gov.uk
Joyce Nisbet	Communication s Business Partner	NK	Joyce.nisbet@edinburgh.gov.uk

## 6. Evidence available at the time of the IIA

Evidence	Available?	Comments: what does the evidence tell you?
Data on populations in need	Yes	The data from the 2011 Census gives the broad context i.e. the number of people aged 3 years or older who have any skills in Gaelic
Data on service uptake/access	Yes	The available statistics demonstrate the current and predicted increase in demand for Gaelic education services within the city
Data on equality outcomes	Yes	Data demonstrate unmet need re insufficient capacity in schools to meet the demand for GME.
Research/literature evidence	No	
Public/patient/client experience information	Yes	The Gaelic Implementation Group provide direct input; the consultation on the draft GLP in 2017 also provided feedback on current provision.

<b>Evidence</b>	<b>Available?</b>	<b>Comments: what does the evidence tell you?</b>
		Evidence gathered relates to the need for further embedding of Gaelic to meet expressed demand and aspirations.
Evidence of inclusive engagement of service users and involvement findings	Yes	As above
Evidence of unmet need	Yes	There is insufficient capacity within the school system.
Good practice guidelines	Yes via Bòrd na Gàidhlig	Feedback has informed the development of the GLP.
Environmental data	No	
Risk from cumulative impacts	No	
Other (please specify)		
Additional evidence required		

**7. In summary, what impacts were identified and which groups will they affect?**

<b>Equality, Health and Wellbeing and Human Rights</b>	<b>Affected populations</b>
<p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• Intergenerational learning e.g. retired people volunteering their support at the Gaelic school</li> <li>• Opportunities for parents to support their children; opportunities to be involved in national initiatives (e.g. Gaelic for parents)</li> <li>• Opportunities including learning a second language, which has cognitive benefits leading to better results in exams</li> <li>• Eliminate discrimination and harassment: the GLP</li> </ul>	<p><b>Older people and people in their middle years</b></p> <p><b>Young people and children</b></p>

<p>aims to inspire equal respect for the Gaelic language and that it is delivered to an equal standard to that of English. It aims to promote and embed the Gaelic culture.</p> <ul style="list-style-type: none"> <li>• Advance equality of opportunity: the GLP aims to support this.</li> <li>• Foster good relations within and between people with protected characteristics: the Gaelic school is attended by people from a wide range of nationalities and provides a supportive environment</li> <li>• Enable people to have more control of their social/work environment: the plan supports opportunities for after school, cultural and work-place activities and learning. It gives parents a say in their child's education.</li> <li>• Reduce differences in status between different groups of people: The plan aims to inspire equal respect for the Gaelic language and embed the Gaelic culture.</li> <li>• Promote participation, inclusion, dignity and control over decisions: Parents are offered the opportunity for their child to learn Gaelic</li> <li>• Build family support networks, resilience and community capacity: Parental learning, family support in learning the language, and networking through the school and through cultural opportunities supports this objective. The Gaelic community is strengthened and extended through the range of nationalities who form part of the Gaelic school.</li> <li>• Reduce crime and fear of crime including hate crime: As above, the plan aims to inspire equal respect for the Gaelic language and embed the Gaelic culture.</li> </ul> <p>Promote healthier lifestyles: The main benefit would be to lifeskills through community cohesion, learning an additional language.</p> <p><b>Negative</b></p> <p>Capacity is limited so the opportunity cannot be given to</p>	<p><b>Young people and children</b></p>
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<p>all pupils who wish to attend a Gaelic nursery of school.</p> <p>There is the perception that Gaelic is promoted and supported above other (non English) languages e.g. Polish. The development of the Gaelic Language Plan is a requirement of the Gaelic Language (Scotland) Act (2005) which seeks to support Gaelic as an integral part of Scotland's shared heritage and national identity and to ensure that Gaelic has a sustainable future.</p> <p>Speakers of other languages are supported on request by the Council's Interpretation and Translation Service.</p>	
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<p><b>Environment and Sustainability</b></p> <p><b>Positive</b></p> <p>Social element of sustainability by supporting a vibrant Gaelic community.</p> <p><b>Negative</b></p> <p>Potential increase in bus travel for pupils outwith the catchment area of the designated school.</p>	<p><b>Affected populations</b></p>
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<p><b>Economic</b></p> <p><b>Positive</b></p> <p>Potential economic benefit through tourism and Gaelic culture/media; potential improvement in school attainment through learning a second language, increasing opportunities for jobs and further education.</p> <p>Potential benefit to local business through tourism and Gaelic culture/media.</p> <p>Helping young people into positive destinations: potential improvement in school attainment through learning a second language, increasing opportunities for jobs and</p>	<p><b>Affected populations</b></p>
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<p>further education.</p> <p>Helping people to access jobs: potential improvement in school attainment through learning a second language, increasing opportunities for jobs and further education. Potential for jobs in teaching and child care using Gaelic.</p> <p>Improving literacy and numeracy: potential improvement in school attainment through learning a second language, increasing opportunities for jobs and further education.</p> <p>Improving local employment opportunities: potential improvement in school attainment through learning a second language, increasing opportunities for jobs and further education.</p> <p>Improve quality of and access to service through the development of the Gaelic economy.</p> <p><b>Negative</b></p> <p>None identified.</p>	
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**8. Is any part of this policy/ service to be carried out wholly or partly by contractors and how will equality, human rights including children’s rights , environmental and sustainability issues be addressed?**

Nursery school provision is in part through a contractor who will be subject to the Council’s standard requirements to ensure that these are met.

**9. Consider how you will communicate information about this policy/ service change to children and young people and those affected by sensory impairment, speech impairment, low level literacy or numeracy, learning difficulties or English as a second language? Please provide a summary of the communications plan.**

The final plan will be translated into Gaelic and arrangements made to ensure that it will be translated into other formats on request.

**10. Does the policy concern agriculture, forestry, fisheries, energy, industry, transport, waste management, water management, telecommunications, tourism, town and country planning or land use? If yes, an SEA should be completed, and the impacts identified in the IIA should be included in this.**

NA

**11. Additional Information and Evidence Required**

If further evidence is required, please note how it will be gathered. If appropriate, mark this report as interim and submit updated final report once further evidence has been gathered.

**12. Recommendations (these should be drawn from 6 – 11 above)**

NA – the identified issue of insufficient capacity in the school system is being addressed by a working group, which will report to the Gaelic Implementation Group, chaired by the Council's Gaelic Champion.

**13. Specific to this IIA only, what actions have been, or will be, undertaken and by when? Please complete:**

<b>Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)</b>	<b>Who will take them forward (name and contact details)</b>	<b>Deadline for progressing</b>	<b>Review date</b>
The GLP for 2018-22 is currently in draft form. Once finalised, it will be translated into Gaelic.	Eleanor Cunningham	September 2018	December 2018
Arrangements for translation into other languages and formats will also be made once the plan is finalised.	Eleanor Cunningham	September 2018	December 2018
School capacity requirements are being addressed by a working group.	Andy Gray	September 2018	December 2018

**14. How will you monitor how this policy, plan or strategy affects different groups, including people with protected characteristics?**

Through the Gaelic Implementation Group; through ongoing monitoring of the characteristics of people applying for and attending GME.

**15. Sign off by Head of Service/ Project Lead**

**Name** Laurence Rockey, Head of Strategy and Communications

**Date** 13 November 2018

**16. Publication**

Send completed IIA for publication on the relevant website for your organisation. [See Section 5](#) for contacts.



## Section 5    Contacts

- **East Lothian Council**

Please send a completed copy of the IIA to [equalities@eastlothian.gov.uk](mailto:equalities@eastlothian.gov.uk) and it will be published on the Council website shortly afterwards. Copies of previous assessments are available via [http://www.eastlothian.gov.uk/info/751/equality\\_diversity\\_and\\_citizenship/835/equality\\_and\\_diversity](http://www.eastlothian.gov.uk/info/751/equality_diversity_and_citizenship/835/equality_and_diversity)

- **Midlothian Council**

Please send a completed copy of the IIA to [zoe.graham@midlothian.gov.uk](mailto:zoe.graham@midlothian.gov.uk) and it will be published on the Council website shortly afterwards. Copies of previous assessments are available via [http://www.midlothian.gov.uk/downloads/751/equality\\_and\\_diversity](http://www.midlothian.gov.uk/downloads/751/equality_and_diversity)

- **NHS Lothian**

Completed IIAs should be forwarded to [impactassessments@nhslothian.scot.nhs.uk](mailto:impactassessments@nhslothian.scot.nhs.uk) to be published on the NHS Lothian website and available for auditing purposes. Copies of previous impact assessments are available on the NHS Lothian website under Equality and Diversity.

- **The City of Edinburgh Council**

Completed impact assessments should be forwarded to [Strategyandbusinessplanning@edinburgh.gov.uk](mailto:Strategyandbusinessplanning@edinburgh.gov.uk) to be published on the Council website.

- **City of Edinburgh Health and Social Care**

Completed and signed IIAs should be sent to Sarah Bryson at [sarah.bryson@edinburgh.gov.uk](mailto:sarah.bryson@edinburgh.gov.uk)

- **Edinburgh Integration Joint Board**

Completed and signed IIAs should be sent to Sarah Bryson at [sarah.bryson@edinburgh.gov.uk](mailto:sarah.bryson@edinburgh.gov.uk)

- **West Lothian Council**

Complete impact assessments should be forwarded to the Equalities Officer.