

# Integrated Impact Assessment – Summary Report

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Each of the numbered sections below must be completed  
Please state if the IIA is interim or final: **FINAL**

1. **Title of proposal** CEC Gaelic Language Plan 2023 - 2027

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

A draft of the Council's 2023-2027 Gaelic Language Plan has been developed, building on the 2018-22 plan, to describe how the council will assist in the implementation of the national language plan over the next four years. In accordance with the Gaelic Language (Scotland) Act 2005, the plan seeks to help secure the status of the Gaelic language as an official language of Scotland commanding equal respect to the English language, by promoting a positive image of the language, and by supporting increases in its learning and use.

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

The draft plan was overseen by the Gaelic Implementation Group, which has representation from the Gaelic community and is informed by stakeholder engagement e.g. Ar Guth pupil voice group with senior pupils (S4-6) from James Gillespie's High School, Commun nam Parant and Edinburgh University.

A draft plan was published on the Council's Consultation Hub for a six week period ending 6 May 2023. During this period, two engagement sessions were held. The consultation and engagement sessions both sought feedback on the seeking feedback on the draft plan's priorities and proposed actions. The draft plan has been revised in light of the feedback received.

4. **Is the proposal considered strategic under the Fairer Scotland Duty?**

NO

5. **Date of IIA: Interim:** 6 December 2022; **final:** 13 June 2023

6. **Who was present at the IIA? Identify facilitator, lead officer, report writer and any employee representative present and main stakeholder (e.g. Council, NHS)**

Name (IIA meeting)	Job Title	Date of IIA training
Eleanor Cunningham (Interim, final)	Lead Policy Officer	May 2019
Ann Paterson (Interim)	Capital Gaelic Development Officer	
Jacqueline Allan (Interim)	Communications Manager	
Peter Garner (Interim)	Learning Estate Planning Officer	
Sorcha Wheelan	GME Early Years Development Officer	

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

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal																																		
Data on populations in need	Yes	<p>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: 5,935 people in Edinburgh (around 1.25% of the population of 476,600)</p> <p>This indicates the considerable scope to increase the number of people will Gaelic skills.</p>																																		
Data on service uptake/access	Yes	<p>Level of uptake of Gaelic education services 2022-23:</p> <p>1. School roll</p> <ul style="list-style-type: none"> <li>Taobh na Pàirce Primary: 403; nursery: 40</li> <li>James Gillespie's High School:</li> </ul> <table border="1" data-bbox="877 1339 1241 1648"> <thead> <tr> <th></th> <th>GME pupils</th> </tr> </thead> <tbody> <tr> <td>S1</td> <td>39</td> </tr> <tr> <td>S2</td> <td>52</td> </tr> <tr> <td>S3</td> <td>40</td> </tr> <tr> <td>S4</td> <td>26</td> </tr> <tr> <td>S5</td> <td>10</td> </tr> <tr> <td>S6</td> <td>2</td> </tr> <tr> <td><b>Total</b></td> <td><b>169</b></td> </tr> </tbody> </table> <p>2. Adult classes: September – December 2022</p> <table border="1" data-bbox="625 1720 1232 1953"> <tbody> <tr> <td>Beginners</td> <td>Class full</td> <td>12</td> </tr> <tr> <td>Beginners</td> <td>Additional class</td> <td>9</td> </tr> <tr> <td>Intermediate</td> <td></td> <td>9</td> </tr> <tr> <td>Intermediate</td> <td>Online</td> <td>5</td> </tr> <tr> <td>Advanced</td> <td></td> <td>9</td> </tr> <tr> <td><b>Total</b></td> <td></td> <td><b>44</b></td> </tr> </tbody> </table>		GME pupils	S1	39	S2	52	S3	40	S4	26	S5	10	S6	2	<b>Total</b>	<b>169</b>	Beginners	Class full	12	Beginners	Additional class	9	Intermediate		9	Intermediate	Online	5	Advanced		9	<b>Total</b>		<b>44</b>
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		3. Attendance at informal conversation classes in EY settings tends to be women – these are day time and might be less flexible for people working																																												
Data on socio-economic disadvantage e.g. low income, low wealth, material deprivation, area deprivation.		<table border="1" data-bbox="624 568 1398 741"> <thead> <tr> <th></th> <th colspan="10">SIMD</th> </tr> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> </tr> </thead> <tbody> <tr> <td>Taobh na Pàirce</td> <td>2%</td> <td>7%</td> <td>7%</td> <td>10%</td> <td>8%</td> <td>7%</td> <td>19%</td> <td>8%</td> <td>12%</td> <td>19%</td> </tr> <tr> <td>All Edinburgh Primary Schools</td> <td>7%</td> <td>11%</td> <td>8%</td> <td>7%</td> <td>6%</td> <td>6%</td> <td>9%</td> <td>8%</td> <td>11%</td> <td>26%</td> </tr> </tbody> </table>		SIMD											1	2	3	4	5	6	7	8	9	10	Taobh na Pàirce	2%	7%	7%	10%	8%	7%	19%	8%	12%	19%	All Edinburgh Primary Schools	7%	11%	8%	7%	6%	6%	9%	8%	11%	26%
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Research/literature evidence		Cognitive benefits of bilingualism in general <a href="https://www.ed.ac.uk/profile/thomas-bak">https://www.ed.ac.uk/profile/thomas-bak</a>																																												
Public/patient/client experience information		<p>The following sources of feedback have shaped the draft plan for 2023-27:</p> <ul style="list-style-type: none"> <li>• The Gaelic Implementation Group provide direct input</li> <li>• Public consultation on the draft GLP in 2017 (with further public consultation pending)</li> <li>• Pupils participation (Ar Guth: Pupils Voice)</li> <li>• Capital Gaelic Community Group (staff) – positive feedback on the benefits and opportunities provided through attending the group to learn and collaborate on the language, culture, music etc</li> <li>• Gaelic community (via Gaelic lunch group) - positive feedback on the benefits and opportunities provided through attending the group including offers of visits to Capital Gaelic partners e.g. NLS, NGS, NMS</li> <li>• Gaelic Education Learning Board</li> <li>• Feedback from public consultation and engagement</li> </ul>																																												

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
Evidence of inclusive engagement of people who use the service and involvement findings	Yes	Young people: <ul style="list-style-type: none"> <li>- Via early years and schools, including <b>Ar Guth: Pupils Voice</b>: the need for further embedding of Gaelic to meet expressed demand and aspirations.</li> </ul> Older people: <ul style="list-style-type: none"> <li>- Via Gaelic community – willingness to engage in intergenerational activities</li> </ul> Employees (Capital Gaelic partners): <ul style="list-style-type: none"> <li>- Via Capital Gaelic Community Group (as above – opportunities for learning and collaboration)</li> </ul>
Evidence of unmet need	Yes	<ul style="list-style-type: none"> <li>- Immersion limited by availability of fluent Gaelic speaking teachers and support staff</li> <li>- Availability of Gaelic language teachers for organisations – a national issue</li> <li>- Adult language classes in the evenings (lack of available tutor) (addressed by signposting to alternative provision)</li> </ul>
Good practice guidelines	Yes	Includes: <ul style="list-style-type: none"> <li>- National Improvement Framework 2022 (Education Scotland)</li> <li>- How good is our school 4<sup>th</sup> edition (Education Scotland)</li> <li>- <a href="#">Putting Learners at the Centre</a> (Scottish Government)</li> <li>- Getting it Right for Every Child (GIRFEC – Scottish Government)</li> <li>- Realising the Ambition (Early Years) (Scottish Government)</li> <li>- Statutory Guidance on Gaelic Education (Scottish Government)</li> <li>- The City of Edinburgh Council Inclusion Guidance</li> </ul>
Carbon emissions generated/reduced data	NA	
Environmental data	NA	
Risk from cumulative impacts	NA	
Other (please specify)		
Additional evidence required		

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

Equality, Health and Wellbeing and Human Rights	Affected populations
<p><b>Positive</b></p> <ol style="list-style-type: none"> <li>1. Intergenerational learning e.g. retired people volunteering their support at the Gaelic school</li> <li>2. Opportunities for parents to support their children; opportunities to be involved in national initiatives (e.g. Gaelic for parents)</li> <li>3. Opportunities including learning a second language, which has cognitive benefits</li> <li>4. Eliminate discrimination and harassment: the GLP 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 language and culture e.g. supporting all primary schools to access resources for Gaelic learning and teaching</li> <li>5. Advance equality of opportunity: the GLP aims to make Gaelic available to everyone</li> <li>6. Foster good relations within and between people with protected characteristics: GME provision serves increasingly diverse communities</li> <li>7. 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 children’s education and provides a way for pupil voices to be heard</li> <li>8. 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>9. Promote participation, inclusion, dignity and control over decisions:             <ol style="list-style-type: none"> <li>a. Parents are offered the opportunity for their child to learn Gaelic in line with the Gaelic Language Act (2005)</li> <li>b. Build family support networks, resilience and community capacity</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Older people and people in their middle years</li> <li>• Young people and children</li> <li>• Parents</li> <li>• All people – from any of the protected characteristic groups</li> <li>• GME pupils (opting to learn a minority language)</li> </ul>

Equality, Health and Wellbeing and Human Rights	Affected populations
<ul style="list-style-type: none"> <li>c. Parental learning, family support in learning the language, and networking through the school and through cultural opportunities supports this objective</li> <li>d. The Gaelic community is strengthened and extended through the range of nationalities who form part of the Gaelic school</li> <li>e. Recognises the benefits of bilingualism and linking with other minority language communities</li> </ul> <p>10. 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.</p> <p>11. Promote healthier lifestyles: The main benefit would be to life skills through community cohesion, learning an additional language.</p>	

Equality, Health and Wellbeing and Human Rights	Affected populations
<p><b>Negative</b></p> <ol style="list-style-type: none"> <li><b>Potential disadvantage for minority languages other than Gaelic:</b> 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. NB speakers of other languages are supported on request by the Council's Interpretation and Translation Service</li> <li><b>Disability:</b> functionality for translating Gaelic emails into Voice for people who are blind does not yet exist</li> </ol>	<ul style="list-style-type: none"> <li>• People who speak minority language (race and ethnicity)</li> <li>• People who have a visual impairment (disability)</li> </ul>

Environment and sustainability including climate change emissions and impacts	Affected populations
<p><b>Positive</b> Social element of sustainability by supporting a vibrant Gaelic community.</p>	<ul style="list-style-type: none"> <li>• All population groups</li> </ul>
<p><b>Negative</b> Opportunities for learners beyond the classroom, Gaelic events and encouraging young musicians to come into GME schools to play could incur travel emissions. <b>Mitigating actions</b> would include promoting sustainable ways to reach the venue and prioritising local artists</p>	<ul style="list-style-type: none"> <li>• Young people (GME pupils)</li> <li>• All pupils at JGHS</li> </ul>

Economic	Affected populations
<p><b>Positive</b></p> <ol style="list-style-type: none"> <li>1. Potential economic benefit to local businesses through tourism and Gaelic culture/media</li> <li>2. Potential improvement in school attainment through learning a second language, increasing opportunities for jobs and further education.</li> <li>3. Potential for jobs in teaching, childcare, tourism and media using Gaelic.</li> </ol>	
<p><b>Negative</b> None identified</p>	

9. **Is any part of this policy/ service to be carried out wholly or partly by contractors and if so 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.

10. **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.

11. **Is the plan, programme, strategy or policy likely to result in significant environmental effects, either positive or negative? If yes, it is likely that a Strategic Environmental Assessment (SEA) will be required and the impacts identified in the IIA should be included in this. See section 2.10 in the Guidance for further information.**

No

12. **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.

13. **Specific to this IIA only, what recommended actions have been, or will be, undertaken and by when? (these should be drawn from 7 – 11 above) 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 job title)</b>	<b>Deadline for progressing</b>	<b>Review date</b>
The GLP for 2023 - 28 is currently in draft form. Once finalised, it will be translated into Gaelic.	Capital Gaelic Development Officer	Pending plan approval by Bord na Gaidhlig	TBC



<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 job title)</b>	<b>Deadline for progressing</b>	<b>Review date</b>
Arrangements for translation into other languages and formats will also be made once the plan is finalised.	Capital Gaelic Development Officer	Pending plan approval by Bord na Gaidhlig	
Visual impairment – explore options for sound files as part of development of communication strategies	Capital Gaelic Development Officer; Senior Development Officer for Languages and Gaelic Education	Year 1	

**14. Are there any negative impacts in section 8 for which there are no identified mitigating actions?**

No

**15. How will you monitor how this proposal affects different groups, including people with protected characteristics?**

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

**16. Sign off by Head of Service**

**Name:** Gillie Severin

**Date:** 7 July 2023

**17. Publication**

Completed and signed IIAs should be sent to:

[integratedimpactassessments@edinburgh.gov.uk](mailto:integratedimpactassessments@edinburgh.gov.uk) to be published on the Council website [www.edinburgh.gov.uk/impactassessments](http://www.edinburgh.gov.uk/impactassessments)

**Edinburgh Integration Joint Board/Health and Social Care**

[sarah.bryson@edinburgh.gov.uk](mailto:sarah.bryson@edinburgh.gov.uk) to be published at [www.edinburghhsc.scot/the-ijb/integrated-impact-assessments/](http://www.edinburghhsc.scot/the-ijb/integrated-impact-assessments/)

Appendix  
Breakdown by SIMD (1 is most deprived, 10 is least deprived)

**Bun-sgoil Taobh  
na Pàirce**

Stage	SIMD										Grand Total
	1	2	3	4	5	6	7	8	9	10	
<b>P1</b>	1%	7%	9%	18%	9%	4%	18%	7%	9%	18%	100%
<b>P2</b>	5%	5%	9%	16%	7%	9%	16%	7%	16%	9%	100%
<b>P3</b>	2%	2%	6%	6%	0%	6%	29%	12%	4%	33%	100%
<b>P4</b>	1%	6%	10%	4%	10%	10%	24%	3%	21%	10%	100%
<b>P5</b>	0%	9%	7%	7%	6%	6%	15%	11%	15%	24%	100%
<b>P6</b>	5%	8%	6%	9%	11%	6%	11%	8%	9%	28%	100%
<b>P7</b>	0%	18%	0%	8%	15%	8%	18%	13%	8%	15%	100%
<b>Grand Total</b>	<b>2%</b>	<b>7%</b>	<b>7%</b>	<b>10%</b>	<b>8%</b>	<b>7%</b>	<b>19%</b>	<b>8%</b>	<b>12%</b>	<b>19%</b>	<b>100%</b>

**All  
Edinburgh  
Primary**

Stage	SIMD										Grand Total
	1	2	3	4	5	6	7	8	9	10	
<b>P1</b>	7%	11%	8%	7%	6%	7%	9%	9%	10%	25%	100%
<b>P2</b>	8%	11%	8%	7%	6%	6%	9%	8%	11%	26%	100%
<b>P3</b>	7%	11%	8%	7%	6%	6%	8%	9%	11%	27%	100%
<b>P4</b>	8%	10%	8%	7%	6%	6%	9%	9%	10%	26%	100%
<b>P5</b>	8%	11%	8%	8%	6%	6%	8%	8%	11%	27%	100%
<b>P6</b>	7%	11%	8%	7%	6%	6%	9%	8%	11%	26%	100%
<b>P7</b>	7%	12%	8%	8%	7%	6%	8%	8%	10%	27%	100%
<b>Grand Total</b>	<b>7%</b>	<b>11%</b>	<b>8%</b>	<b>7%</b>	<b>6%</b>	<b>6%</b>	<b>9%</b>	<b>8%</b>	<b>11%</b>	<b>26%</b>	<b>100%</b>