

APPENDIX 1

EAST DUNBARTONSHIRE COUNCIL EQUALITY IMPACT ASSESSMENT FORM

Who is this form for?

This form is for East Dunbartonshire Council employees working to produce policies, plans, procedures, programmes, frameworks, strategies, strategic decisions, service changes and masterplans (shortened to 'proposals'), which is solely owned by the Council as a single agency.

Colleagues working in Partnership with other agencies to produce a shared proposal should refer to the Partnership Equality Impact Assessment Form and Guidance.

This form should only be started after completion of the Impact Assessment Guide Checklist.

This form should be treated as a live document which is drafted and used throughout the development, writing, and publication of the proposal. It should also be referred to after implementation of the proposal where there are mitigation measures and actions set.

Why should this form be completed?

It is essential that we understand and appreciate the potential impact of proposals on different groups of people in the communities that we serve. Completing this form will demonstrate that an assessment of the potential impacts of our proposals have been carried out.

The form is mandatory and must be appended to the proposal along with the Impact Assessment Guide Checklist being reported to the relevant Strategic Committee or Council, and published online alongside the proposal itself.

Please delete this page after completion.

APPENDIX 1

EAST DUNBARTONSHIRE COUNCIL EQUALITY IMPACT ASSESSMENT (EqIA) FORM

This form is to be used in conjunction with the **Equality Impact Assessment Guidance**. Please refer to this before starting. If you require further support you can contact equality@eastdunbarton.gov.uk

Details
1.1 Name of Service Community Planning and Partnership
1.2 Title of proposal Draft Gaelic Language Plan 2023-28
1.3 Is this a new proposal or an update to an existing one? (Yes/No) A new draft Gaelic Language Plan building upon previous Gaelic Language Plans
1.4 Officers involved in the EqIA, including name and title Pam Campbell, Manager, Community Planning and Partnership; Fiona Mackay, HR Service Lead
1.5 Lead Officer carrying out the EqIA Pam Campbell, Manager, Community Planning and Partnership
1.6 Date EqIA started <i>Evidence gathering for EqIA should be started prior to any document drafting or decision making</i> June 2023
1.7 Date EqIA completed <i>This should allow for the assessment to inform decision-making</i> September 2023
1.8 What is the purpose and aims of the proposal? <i>e.g. improve employability of young people aged 18-24 currently not in education, employment or training</i>

Details
To set out a plan of action which shows how we will promote the develop the Gaelic Language, in line with the aspiration of the Gaelic Language (Scotland) Act 2005 i.e. to secure the status of the Gaelic language as an official language - commanding equal respect to the English language.
1.9 Who does the proposal intend to affect as a service user? <i>e.g. children and young people in East Dunbartonshire, EDC employees, unemployed and underemployed people</i>
Everyone who lives, works and visits East Dunbartonshire
1.10 Are there any aspects of the proposal which explicitly address discrimination, victimisation or harassment? Please detail <i>This question may be returned to after further development of the proposal</i>
No
1.11 Are there any aspects of the proposal which explicitly promote equal opportunities? Please detail <i>This question may be returned to after further development of the proposal</i>
No
1.12 Are there any aspects of the proposal which explicitly foster good relations? Please detail <i>This question may be returned to after further development of the proposal</i>
No
Section 2 Evidence
Please outline what is known currently about the experiences of people under each characteristic, in relation to the services and/or activities which this proposal addresses. Include relevant sources e.g. <i>Census or other national data sources, research reports, community consultation, service user monitoring, complaints, service provider experience.</i>
Please outline what is known currently about the experiences of people under each characteristic, in relation to the services and/or activities which this proposal addresses
2.1 Age <i>Including the experiences of young people (age 18 and over) and older people.</i>
<i>Amongst the 1100 people who have some extent of Gaelic ability in East Dunbartonshire, they are disproportionately represented in the older age brackets.</i>
<i>In the 0-15 age bracket there is also a clustering of individuals with Gaelic language skills.</i>

Details
<i>This polarisation in the age brackets of those with Gaelic ability is consistent with increasing uptake of Gaelic Medium Education in Glasgow and migration towards cities from the Western Isles in recent generations.</i>
Evidence from Census 2011
2.2 Disability Including the experiences of people with long term limiting health conditions.
No known trends between the Gaelic language and disability.
2.3 Gender Reassignment Where someone is living part/full time as the opposite gender to their assigned sex at birth.
No known trends between the Gaelic language and gender reassignment.
2.4 Marriage and Civil Partnership This characteristic is only applicable in contexts where the proposal covers employment/employees. An employee or job applicant must not receive unfavourable treatment because they are married or in a civil partnership.
N/A
2.5 Pregnancy and Maternity This covers women as soon as they become pregnant. In the workplace this includes pregnancy-related illness. When a woman gives birth or is breastfeeding, this characteristic protects them for 26 weeks.
No known trends between the Gaelic language and pregnancy and maternity.
2.6 Race Including impact relating to race, colour, nationality (including citizenship), ethnic or national origins.
No known trends between the Gaelic language and race..
2.7 Religion or Belief Refers to any religion, including lack of religion.
No known trends between the Gaelic language and religion or belief.
2.8 Sex Sex can mean either female or male, or a group of people like men or boys, or women or girls.
No known trends between the Gaelic language and sex.
2.9 Sexual orientation

Details
Sexual orientation includes how you choose to express your sexual orientations, such as through appearance, or through the places individuals choose to visit.
No known trends between the Gaelic language and sexual orientation.
2.10 Other marginalised groups <i>Including but not exclusive to the experiences of unpaid carers, homeless people, ex-offenders, people with addictions, care experienced people.</i>
No known trends between the Gaelic language and other marginalised groups.
2.11 Have people who identify with any of the characteristics been involved in the development of the proposal? Yes or No <i>If yes, please complete Section 2.12 If no, please go to Section 3</i>
No
2.12 Please outline any involvement or consultation relevant to the proposal which has been carried out or is planned <i>Add more rows below as necessary</i>
Include details, dates and summary of findings
Active consultation and engagement is planned to consult on the draft Gaelic Language Plan, which will target all age groups.
3 Impact
Based on what is known in Section 2, please outline the impact you expect the proposal to have? Advise whether Possible positive (+) impact or Possible adverse (-) impact or Neutral impact likely
3.1 Age <i>Including impact relating young people (age 18 and over) and older people.</i>
Draft plan contains several provisions to protect and develop Gaelic Medium Education. Correlations have been found between GME and higher educational attainment amongst children and young people. Provisions to increase learning and use opportunities for all ages could also deliver some positive impact for older age groups as research has found evidence to show that learning and maintaining an additional language can positively affect health and well being.
3.2 Disability <i>Including impact relating to long term limiting health conditions.</i>
Neutral impact likely

Details
3.3 Gender Reassignment <i>Where someone is living part/full time as the opposite gender to their assigned sex at birth.</i>
Neutral impact likely
3.4 Marriage and Civil Partnership <i>This characteristic is only applicable in contexts where the proposal covers employment/employees. An employee or job applicant must not receive unfavourable treatment because they are married or in a civil partnership.</i>
Neutral impact likely
3.5 Pregnancy and Maternity <i>This covers women as soon as they become pregnant. In the workplace this includes pregnancy-related illness. When a woman gives birth or is breastfeeding, this characteristic protects them for 26 weeks.</i>
Neutral impact likely
3.6 Race <i>Including impact relating to race, colour, nationality (including citizenship), ethnic or national origins</i>
Neutral impact likely
3.7 Religion or Belief <i>Refers to any religion, including lack of religion.</i>
Neutral impact likely
3.8 Sex <i>Sex can mean either female or male, or a group of people like men or boys, or women or girls.</i>
Neutral impact likely
3.9 Sexual orientation <i>Sexual orientation includes how you choose to express your sexual orientations, such as through appearance, or through the places individuals choose to visit.</i>
Neutral impact likely
3.10 Other <i>Including but not exclusive to the experiences of unpaid carers, homeless people, ex-offenders, people with addictions, care experienced people.</i>
N/A
3. 11Cross Cutting

Details

Where two or more characteristics above overlap and the proposal affects those people in a specific way

N/A

Section 4 Assessment

4.1 Select the assessment result, from 1-4, which applies and give a brief justification:

1. No major change: *If this is selected you are confirming that the EQIA demonstrates the budget proposal is robust and there is no possible adverse impact.*

Justification: *If this is selected you must demonstrate that all opportunities to promote equality have already been taken*

Justification: It is judged there is a very minimal relationship between this plan and groups of people who would identify with any of the characteristics. Some positive impact on different age groups has been identified. The GLP commits to fostering linguistic and cultural diversity, by actively supporting and promoting the Gaelic language, the plan aims to create a more inclusive and equitable society. Through this plan we aim to reduce linguistic inequality and ensure that Gaelic speaking individuals have equal access to public services, opportunities and resources.

2 Continue the proposal

If this is selected you are confirming that the EqIA identifies possible adverse impact or missed opportunities but the proposal can be justified

Justification:

If this is selected you must set out the justifications for continuing with the proposal in terms of proportionality and relevance. For the more important proposal, more compelling reasons are needed

3 Adjust the proposal

If this is selected you are confirming that the EqIA identifies possible adverse impact or missed opportunities which suggest the proposal needs to be adjusted

Justification:

If this is selected you must set out the reasons why an adjusted proposal is required. For example to remove unjustifiable barriers or address opportunities that cannot be missed on the balance of proportionality and relevance

4 Stop and remove the proposal

Details

The proposal shows actual or possible unlawful discrimination. It must be halted or significantly changed

Justification:

If this is selected you must set out the reasons for halting the proposal or significantly changing it to avoid unlawful discrimination

Section 5 Actions

5.1 Please outline how you will monitor the impact of the proposal, e.g. performance indicators used, other monitoring arrangements, assigned individuals to monitor progress, criteria used to measure outcomes

There will be regular reporting on the EQIA findings, and on-going engagement with key stakeholders to ensure their perspectives are considered in the monitoring process.

5.2 Please outline action to be taken in order to:

- Mitigate possible adverse negative impact (listed under section 3);
- Promote possible positive impacts and;
- Gather further information or evidence

Advise Action, Lead and Timescale

N/A

5.3 When is the proposal due to be reviewed

Yearly as part of the monitoring of the Gaelic Language Plan

6 Approval

6.1 Senior Officer who this proposal will be reported by (Name and Job Title)

Please ensure the EDC Equality lead has been contacted regarding this EqIA

Evonne Bauer, Executive Officer, Community Services

6.2 Signature

Details
6.3 Date