

## Equality Impact Assessment (EIA) Template – Part 1

<b>Policy title and purpose (brief outline):</b>	<b>Welsh language and bilingual learner resources</b>
<b>Name of official:</b>	<b>Iddon Edwards</b>
<b>Department:</b>	<b>Welsh Language</b>
<b>Date:</b>	<b>19/09/2017</b>
<b>Signature:</b>	<b>Iddon Edwards</b>

**1. Please provide a brief description of the policy/decision.**

**For example what is the overall objective of the policy/decision, what are the stated aims (including who the intended beneficiaries are), a broad description of how this will be achieved, what the measure of success will be, and the time frame for achieving this?**

The Welsh in Education Resources Branch – within the Welsh Language Unit, commission resources to support the teaching and learning of Welsh as a subject as well as other subjects taught through the medium of Welsh. The resources are to support learners between the ages of 3 and 19 years old. The aim of the policy decision is to establish a new Welsh and Bilingual Learner Resource Framework Agreement to facilitate the commissioning process. The framework will include the appointment of suppliers that will create new educational resources as well as appoint subject experts that will provide expert curricular advice on the development of the resources.

With the planned introduction of a new Curriculum for Wales it is important that adequate and relevant Welsh medium and bilingual educational resources are available to ensure that pupils that are educated through the medium of Welsh are not in anyway being disadvantaged.

Learner and teaching resources are generally developed and published commercially in the English language, but the market for Welsh medium resources is small and not commercially viable. The Welsh Government's Welsh in Education Resources Branch has undertaken the role of commissioning resources to ensure the availability of Welsh medium resources to meet the needs of the curriculum in Wales. In July 2017 the Welsh Government published a new strategy Cymraeg 2050 with the ambition of increasing the number of Welsh speakers to 1m by 2050. The education system is central to the achievement of the [Cymraeg 2050](#) strategy. It is imperative therefore that adequate and relevant resources are available to support the Cymraeg 2050 ambition.

**2. We have a legal duty to engage with people with protected characteristics under the Equality Act 2010 (please refer to Annex A of the EIA guidance) identified as being relevant to the policy. What steps have you taken to engage with stakeholders, both internally and externally?**

The new framework will be developed in the same way as previous Welsh medium and bilingual frameworks - ensuring that teachers and practitioners are central in the process of identifying the needs of learners.

The new curriculum will be introduced in cooperation and in consultation with pioneer schools across Wales thus ensuring that stakeholders are central in its development and delivery.

In July 2017 the Welsh Government launched its Welsh language strategy *Cymraeg 2050*. The overarching aim of the strategy is to create a million Welsh speakers by 2050. The three main methods of language acquisition is through:

- Transmission within the family
- Pre school Welsh medium nursery and statutory education
- Welsh for adults courses

It is undoubted that statutory education has a vital role in increasing the number of Welsh speakers and has therefore been emphasised within the strategy as the main driver for Welsh language policy.

In preparing the *Cymraeg 2050* strategy a statutory consultation was undertaken to ensure engagement with a wide range of relevant stakeholders to ensure the policy is in line with the 2010 Equality Act.

**3. Your decisions must be based on robust evidence. What evidence base have you used? Please list the source of this evidence e.g. National Survey for Wales. Do you consider the evidence to be strong, satisfactory or weak and are there any gaps in evidence?**

The 2011 census, showed a slight decline in the number of Welsh speakers from 582,368 (20.8%) in 2001 to **562,016**, (19%) of the population in 2011. The aim of the *Cymraeg 2050* strategy is to increase the percentage of Welsh learners in Welsh-medium education from 22%

in 2015/16 to 24% by 2021 and to 40% 2050. (This figure is based on the number of seven year olds learners each year). In order to reach the 40% target published in the strategy there is a need to double the amount of learners in Welsh-medium education at the age of seven from 7,700 in 2015/16 to 14,000 by 2050.

In order to support and facilitate the planned increase of Welsh speakers there will be a need to create and adapt resources into Welsh. This will include a wide range of curricular and vocational subjects targeted for different level of attainments and needs.

***It is important to note any opportunities you have identified that could advance or promote equality.***

**Impact**

**Please complete the next section to show how this policy / decision / practice could have an impact (positive or negative) on the protected groups under the Equality Act 2010 (refer to the EIA guidance document for more information).**

**Lack of evidence is not a reason for *not* progressing to carrying out an EIA. Please highlight any gaps in evidence that you have identified and explain how/if you intend to fill these gaps.**

**4.1 Do you think this policy / decision / practice will have a positive or negative impact on people because of their age?**

<b>Age</b>	<b>Positive</b>	<b>Negative</b>	<b>None / Negligible</b>	<b>Reasons for your decision (including evidence) / How might it impact?</b>
Younger people  <i>(Children and young</i>	X			The policy will ensure that Welsh medium and bilingual resources are available to support the educational needs of pupils and students

people, up to 18)				between the ages of 3 and 19 years old. Regular identification of needs panels will be held within a wide range of subjects with practitioners to consult and prioritise resources. Subject experts will be appointed to advice and provide curricular expertise to ensure that the resources meet the needs of young people.
People 18 - 50	x			Welsh-medium and bilingual resources commissioned within the framework will be targeted for 3 to 19 year olds. These resources will also be of value to teachers and practitioners as they prepare and plan their teaching materials for the classroom.
Older people (50+)			x	Welsh-medium and bilingual resources commissioned within the framework will be targeted for 3 to 19 year olds. These resources will also be of value to teachers and practitioners as they prepare and plan their teaching materials for the classroom.

## 4.2 Because they are disabled?

Impairment	Positive	Negative	None / Negligible	Reason for your decision (including evidence) / How might it impact?
Visual impairment	x			A separate grant scheme will be in place to identify and ensure that sufficient resources are available to meet the requirement of visual impaired learners.
Hearing impairment	x			The Welsh in Education Resources Branch engages regularly with stakeholders and practitioners to seek ideas for new resources. These ideas are then put forward to relevant subjects identification of needs panels to ensure that teachers and practitioners are able to decide and prioritise new resources.
Physically disabled	x			
Learning disability	x			
Mental health problem	x			
Other impairments issues	x			

## 4.3 Because of their gender (man or woman)?

Gender	Positive	Negative	None / Negligible	Reason for your decision (including evidence)/ How might it impact?
Male	X			The Welsh in Education Resource Branch commissions educational resources to support the needs of the curriculum in Wales. The resources will be developed to ensure that they comply with the 2010 Equality Act. We will act in line with the obligations of the Welsh Government's specification template provided by the Corporate Procurement Service. By following the above procedures we will ensure that no individual will be unjustly discriminated against. This includes, but is not limited to, discrimination because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.
Female	x			

#### 4.4 Because they are transgender?



Transgender	Positive	Negative	None / Negligible	Reason for your decision (including evidence) / How might it impact?
	<b>x</b>			<p>The Welsh in Education Resource Branch commissions educational resources to support the needs of the curriculum in Wales. The resources will be developed to ensure that they comply with the 2010 Equality Act. We will act in line with the obligations of the Welsh Government's specification template provided by the Corporate Procurement Service. By following the above procedures we will ensure that no individual will be unjustly discriminated against. This includes, but is not limited to, discrimination because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief,</p>





				sex and sexual orientation.
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#### 4.5 Because of their marriage or civil partnership?

Marriage and Civil Partnership	Positive	Negative	None / Negligible	Reason for your decision (including evidence)/ How might it impact?
Marriage			x	The Welsh in Education Resource Branch commissions educational resources to support the needs of the curriculum in Wales. The resources will be developed to ensure that they comply with the 2010 Equality Act. We will act in line with the obligations of the Welsh Government's specification template provided by the Corporate Procurement Service. By following the above procedures we will ensure that no individual will be unjustly discriminated against. This includes, but is not limited to, discrimination because of age, disability, gender
Civil Partnership			x	

				reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.
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#### 4.6 Because of their pregnancy or maternity?

Pregnancy and Maternity	Positive	Negative	None / Negligible	Reason for your decision (including evidence) / How might it impact?
Pregnancy			x	The Welsh in Education Resource Branch commissions educational resources to support the needs of the curriculum in Wales. The resources will be developed to ensure that they comply with the 2010 Equality Act. We will act in line with the obligations of the Welsh Government's specification template provided by the Corporate Procurement Service. By following the above procedures we will ensure that no individual will be unjustly discriminated against. This
Maternity (the period after birth)			x	

				includes, but is not limited to, discrimination because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.
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#### 4.7 Because of their race?

Race	Positive	Negative	None / Negligible	Reason for your decision (including evidence) / How might it impact?
Ethnic minority people e.g. Asian, Black,	x			The Welsh in Education Resource Branch commissions Welsh medium and bilingual educational resources to support the needs of the curriculum in Wales. The resources will be developed to ensure that they comply with the 2010 Equality Act. We will act in line with the obligations of the Welsh Government's specification template provided by the Corporate Procurement Service. By following the above procedures we
National Origin (e.g. Welsh, English)	x			
Asylum Seeker and Refugees	x			
Gypsies and Travellers	x			
Migrants	x			
Others				

				will ensure that no individual will be unjustly discriminated against. This includes, but is not limited to, discrimination because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.
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#### 4.8 Because of their religion and belief or non-belief?

Religion and belief or non – belief	Positive	Negative	None / Negligible	Reason for your decision (including evidence)/ How might it impact?
Different religious groups including Muslims, Jews, Christians, Sikhs, Buddhists, Hindus, Others (please specify)	x			The Welsh in Education Resource Branch commissions Welsh medium and bilingual educational resources to support the needs of the curriculum in Wales. The resources will be developed to ensure that they comply with the 2010 Equality Act. We will act in line with the obligations of the
Belief e.g.	x			

Humanists				Welsh Government's specification template provided by the Corporate Procurement Service. By following the above procedures we will ensure that no individual will be unjustly discriminated against. This includes, but is not limited to, discrimination because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.
Non-belief	x			

#### 4.9 Because of their sexual orientation?

Sexual Orientation	Positive	Negative	None / Negligible	Reason for your decision (including evidence)/ How might it impact?
Gay men	x			The Welsh in Education Resource Branch commissions Welsh medium and bilingual educational resources to support the needs of the curriculum in Wales. The resources will be
Lesbians	x			
Bi-sexual	x			

				<p>developed to ensure that they comply with the 2010 Equality Act. We will act in line with the obligations of the Welsh Government's specification template provided by the Corporate Procurement Service. By following the above procedures we will ensure that no individual will be unjustly discriminated against. This includes, but is not limited to, discrimination because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.</p>
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**4.10 Do you think that this policy will have a positive or negative impact on people's human rights? Please refer to point 1.4 of the EIA Annex A - Guidance for further information about Human Rights.**

Human Rights	Positive	Negative	None / Negligible	Reason for your decision (including evidence) / How might it impact?
Human Rights including			X	There is no evidence that the proposed

Human Rights Act and UN Conventions				policy infringes on any of the Articles included in Annex A. Regarding article 10 specifically (Freedom of expression), the proposed framework will offer an improved provision of Welsh medium educational resources across Wales.
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***If you have identified any impacts (other than negligible ones), positive or negative, on any group with protected characteristics, please complete Part 2.***

***Only if there are no or negligible positive or negative impacts should you go straight to part 2 and sign off the EIA.***



## Equality Impact Assessment – Part 2

**1. Building on the evidence you gathered and considered in Part 1, please consider the following:**

### **1.1 How could, or does, the policy help advance / promote equality of opportunity?**

For example, positive measures designed to address disadvantage and reach different communities or protected groups?

No one, in any part of Wales, should be denied the opportunity to learn and study through the medium of Welsh, because of their race, ethnicity, disability, gender, sexual orientation, age or religion. The aim of this policy is to ensure that sufficient Welsh medium and bilingual resources are available to teachers and learners in all communities, including those characterised by disadvantage and ethnic diversity.

### **1.2 How could / does the policy / decision help to eliminate unlawful discrimination, harassment or victimisation?**

This policy decision ensures the availability of Welsh medium and bilingual resources thus ensuring that learners studying through the medium of Welsh are not in any way at a disadvantage. It provides teachers, practitioners and learners the availability of quality resources to study through the medium of Welsh.

### **1.3 How could/does the policy impact on advancing / promoting good relations and wider community cohesion?**

**The policy provides a positive impact on ensuring community cohesion by ensuring the availability of Welsh medium and bilingual resources to support the curriculum in Wales.**



## 2. Strengthening the policy

**2.1 If the policy is likely to have a negative effect ('adverse impact') on any of the protected groups or good relations, what are the reasons for this?**

**What practical changes/actions could help reduce or remove any negative impacts identified in Part 1?**

N/A

**2.2 If no action is to be taken to remove or mitigate negative / adverse impact, please justify why.**

**(Please remember that if you have identified unlawful discrimination (immediate or potential) as a result of the policy, the policy must be changed or revised.)**

N/A

## 3. Monitoring, evaluating and reviewing

**How will you monitor the impact and effectiveness of the policy?**

List details of any follow-up work that will be undertaken in relation to the policy (e.g. consultations, specific monitoring etc).

An annual evaluation will be undertaken to ensure the effectiveness of the policy. We aim to collect data on an annual basis in regard to the use of the resources as well as undertaking a stakeholder evaluation exercise to ensure that the resources fulfil the needs of learners.

Specific indicators that will be prepared for the evaluation of the Cymraeg 2050 strategy and will be monitored on an annual basis.

The results of all impact assessments where the impact is significant will be published on the Welsh Government's website.

#### 4. Declaration

**\*Please delete as appropriate:**

**The policy does not have a significant impact upon equality issues**

<b>Official completing the EIA</b>
Name:
Iddon Edwards
Department:
Welsh Unit (EPS)
Date:
02/10/2017
Signature:
<b>Head of Division (Sign-off)</b>
Name:
<b>Bethan Webb</b>
Job title and department:
<b>Deputy Director</b>
Date:
Signature:
Review Date: 05/10/2017