Assessing the Impact on Protected Characteristics, the Welsh Language and Socio-Economic Disadvantage

For help to complete this form see the *How to Undertake an Equality Impact Assessment* leaflet. You are also welcome to contact Delyth Gadlys Williams, Policy and Equality Officer on ext. 32708 or DelythGadlysWilliams@gwynedd.llyw.cymru for further assistance.

The Council's is required (under the Equality Act 2010) to consider the effect any change in policy or procedure (or the creation of a new policy or procedure), has on people with protected equality characteristics. The Council also has a general duty to ensure fairness and foster good relations. A timely Equality Impact Assessment must be undertaken before making any decision on any relevant change (i.e. which has an effect on people with protected characteristics).

The Council is also required, under the requirements of the Welsh Language Standards (Section 44 of the Welsh Language (Wales) Measure 2011) to consider the effect of a change in any policy or procedure (or the creation of a new policy or procedure), in its opportunities for people to use Welsh and to ensure that Welsh is not treated less favourably than English. This document therefore ensures that these decisions protect and promote the use of the Welsh language.

From April 1st 2021 the Council has a duty to have due regard to tackling socio-economic disadvantage in strategic decisions.

1) Details

1.1.   What is the name of the policy / service in question?

> Post-16 Education

1.2   What is the purpose of the policy / service that is being created or amended?   What changes are being considered?

> This is the Education Department's ambition for post-16 education in Arfon:
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> • A post-16 education system that can offer more face-to-face courses and hybrid courses as it is less dependent on transporting learners in taxis from one location to another, in order to improve the learner's experience, and respond to the current situation of financial austerity, increase in fuel costs, together with contributing to reducing the carbon footprint.
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> • Appropriate numbers of learners following courses to ensure rich learning experiences and valuable opportunities to share experiences and thrive amongst peers.

• Sufficient variety in the choice of courses available to all learners.

• Excellent pastoral support, personal support, health and wellbeing for all learners.

• A significant investment in the resources and infrastructure to ensure appropriate spaces for hybrid pedagogy provision will be a means of preparing learners to be independent learners.

• A consistent experience that would ensure fairness for all learners in whatever position they study.

1.3 Who is responsible for this assessment?

Garem Jackson, Head of Education

1.4 When did you commence the assessment? Which version is this?

Version 3 – 31 January 2023

2) Action

2.1 Who are the stakeholders or partners you need to work with to undertake this assessment?

We will continue to work together with our partners and stakeholders of the project that looks at Arfon's post-16 education provision. They include governors, headteachers, teachers and learners together with our partners who make up the post-16 education Consortium which is Anglesey Council, Grŵp Llandrillo Menai and Anglesey Secondary Schools.

2.2 What measures have you taken to engage with people with equality characteristics, regarding the Welsh language or with communities (either of place or of need) that live with socio-economic disadvantage?

The Iaith Cyf company was commissioned to carry out research work on behalf of the Department, conducting interviews with head teachers, focus groups with learners, and gathering the opinions of parents and learners through questionnaires, to enrich and validate the evidence base gathered from desk top research.
The work was carried out between December 2018 and April 2019. A copy of the Iaith Cyf report is available on the Education Modernisation website
www.gwynedd.llyw.cymru/modernisingeducation.

A [Cabinet meeting on 10 March 2020](#) was returned in order to report on the conclusions of that work and to receive permission to start an informal engagement process with a key stakeholder in order to consider the current provision, and highlight the key considerations in order to identify the direction and opportunities to strengthen the post-16 education provision in Arfon. A detailed report entitled [Post-16 Education Overview](#) was drawn up as the basis for the engagement.

In September 2020, a period of informal engagement was held for 6 weeks between 10 November and 22 December 2020. The conclusions of the Informal Engagement process were reported before the [Education and Economy Scrutiny Committee on Thursday, 4th February, 2021.](#)

2.3 What was the result of the engagement?

A report was drawn up in order to present the research collected as part of Iaith Cyf's fieldwork - this report can be found on the Modernising Education website.
www.gwynedd.llyw.cymru/modernisingeducation

A detailed report entitled [Post-16 Education Overview](#) was drawn up as the basis for the engagement.

A report will go to the Cabinet on 7 March 2023 reporting back on the informal engagement process, but the main messages from the informal engagement process can be summarised below:
•The main priority is the Quality of Education.
•That ICT should be used to complement and support face-to-face learning.
•That Welsh and bilingual Education is fundamentally important (despite comments to the contrary).
• That the capital money should be used to improve the facilities of our secondary schools in general so that all learners aged 11-18 can benefit from the investment.
• That there is general opposition to any intention to centralize or third the provision
• That there were several comments about the provision of GLIM in terms of quality, medium, and pastoral care.

2.4 On the basis of what other evidence are you operating?

The purpose of the informal engagement was to give all stakeholders and the public an opportunity to submit comments and ideas regarding the post-16 education system in Arfon, within the context of the Council's vision and objectives.

In order to support the engagement, virtual meetings were held with learners, parents, staff and governors in order to give them the opportunity to voice their opinions and ask any questions regarding the field.

We act following the gathering of the views and comments of the stakeholders following this process.

2.5   Are there any gaps in the evidence that needs to be collected?

There are no gaps in the evidence that needs to be collected.

Stakeholders were given the opportunity to express their views on the current provision in the informal engagement period. There was a questionnaire on the Council's website and a dedicated email address and an opportunity to attend meetings that were open to the public in order to give an opinion on the current system.

3)   Identifying the Impact

3.1   The Council must give due regard to the effect any changes will have on people with the equality characteristics noted below. What impact will the new policy/service or the proposed changes in the policy or service have on people with these characteristics?

Characteristics	What type of impact? *	In what way? What is the evidence?
Race (including nationality)	-	Premature to identify any impact at this point.
Disability	-	Premature to identify any impact at this point.
Sex	-	Premature to identify any impact at this point.
Age	Positive	The work will focus on provision for the post-16 age - as a result, whatever the direction of the work, it is likely to have an impact on ages 16-18.
Sexual orientation	-	Premature to identify any impact at this point.
Religion or belief (or non-belief)	-	Premature to identify any impact at this point.
Gender reassignment	-	Premature to identify any impact at this point.
Pregnancy and maternity	-	Premature to identify any impact at this point.
Marriage and civil partnership	-	Premature to identify any impact at this point.
The Welsh language	-	Premature to identify any impact at this point.
Socio-Economic Disadvantage	-	Premature to identify any impact at this point.

* Delete as appropriate

3.2 The Council has a duty under the 2010 Equality Act to contribute positively to a fairer society by promoting equality and good relations in its activities regarding the following characteristics – age, gender, sexual orientation, religion, race, gender reassignment, disability and pregnancy and maternity. The Council must give due attention to the way any change affects these duties.

General Duties of the Equality Act	Does it have an impact? *	In what way? What is the evidence?
Abolishing illegal discrimination, harassment and victimisation	No	Premature to identify any impact at this point.
Promoting equal opportunities	No	Premature to identify any impact at this point. But we would ensure whatever the direction of the work that we promote and promote equal opportunities.
Encouraging good relationships	No	Premature to identify any impact at this point. But we would ensure whatever the direction of the work that we promote and promote equal opportunities.

* to be deleted as appropriate

3.3 How does your proposal ensure that you work in accordance with the requirements of the Welsh Language Standards (Welsh Language (Wales) Measure 2011), to ensure that the Welsh language is not treated less favourably than English and that you seize every opportunity to promote the Welsh language (beyond providing services bilingually) and increase opportunities to use and learn the language in the community?

It is premature to identify any impact at this point, but we would ensure that whatever the direction of the project we will work in accordance with the requirements of the Welsh Language Standards. (Welsh Language (Wales) Measure 2011).

3.4 What other measures or changes could you include to strengthen or change the policy / practice in order to have a positive impact on people's opportunities to use the Welsh language, and to reduce or prevent any adverse effects that the policy / practice may have on the Welsh language?

It is premature to identify any impact at this point.

3.5   How does the proposal show that you have had due regard to the need to address inequality caused by socio-economic disadvantage? (Note that this is about closing inequality gaps rather than just improving outcomes for everyone)?

It is premature to identify any impact at this point.

3.6   What other measures or changes might you include to strengthen or change the policy / practice to show that you have had due regard to the need to reduce disproportionate outcomes as a result of socio-economic disadvantage, in accordance with the Socio-Economic Act?

It is premature to identify any impact at this point.

4)   Analysing the Results

4.1   Is the policy therefore likely to have a significant, positive impact on any of the above and what is the reason for this?

Premature to assess any impact on equality or the General Duty.

4.2   Is the policy therefore likely to have a significant, negative impact on any of the above and what is the reason for this?

Premature to assess any impact on equality or the General Duty.

4.3   What should be done?

Choose one of the following:

Continue with the policy / service as it is robust	-
Adapt the policy to delete any barriers	-
Suspend and delete the policy as the detrimental impacts are too big	-
Continue with the policy as any detrimental impact can be justified	-
No further action at this time because it is too soon to decide, or there is insufficient evidence	x

4.4   If continuing with the project, what steps will you take to reduce or mitigate any negative impacts?

Irrelevant.

4.5   If you are not taking any further action to delete or reduce the negative impacts, explain why here.

Irrelevant.

5) Monitoring

5.1   What steps will you take to monitor the impact and effectiveness of the policy or service (action plan)?

This assessment will be updated regularly as the work progresses.