

Equality Impact Assessment (EIA) Template – Part 1

Policy title and purpose (brief outline):	20-year Welsh Language Strategy
Name of official:	Gareth Cardew-Richardson
Department:	Welsh Language Division - Education and Public Services
Date:	26/04/17
Signature:	

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

This strategy provides the Welsh Government's long-term vision for the Welsh language in Wales. The strategy's principle aim is to ensure the Welsh language flourishes in Wales and that the course is set to ensure that there are a million Welsh speakers by 2050.

The strategy outlines the following areas for action in order to reach one million Welsh speakers:

We have identified three strategic themes to achieve this vision, namely:

1. Increasing the number of Welsh speakers
2. Use of Welsh
3. Creating favourable conditions: Infrastructure and Climate

As this is a long-term strategy, the initial policy document will set out a high-level vision and the work required to realise the vision. In a different approach to most policies, this policy provides the vision. Separate policies will then be published to support the delivery of this policy's vision.

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?

Externally

The policy was the subject of a formal 13-week public consultation held between August-October. The consultation specifically addressed the need to target different age groups by identifying bodies who represent both older and younger people who might not normally be able to respond to the consultation, and take active steps to facilitate their engagement.

In the Minister's foreword to the consultation document, the Minister noted the importance of ownership of the challenge among all those involved with the draft strategy. He also signalled his desire for the entire nation to be part of the discussion in steering and informing the final strategy.

As well as publishing an official consultation document that asked specific questions, a host of different methods were used for consultation in an attempt to draw responses from a variety of audiences. This has helped to inform the final strategy.

Engagement with children and young people

An infographic and animated video were developed on the content of the draft strategy, as well as a resource pack in order to help and stimulate children and young people to respond. We contacted government grant partners and organisations that represent children and young people to raise awareness of the consultation process. The Minister for Lifelong Learning and Welsh Language also held a session with children and young people at the National Eisteddfod this year, including a discussion on the draft strategy.

Easy read version

In order to ensure the contribution of individuals with learning disabilities to the consultation process, we developed an easy read version of the consultation document. Two focus groups were organised in conjunction with Learning Disability Wales and Carmarthenshire People First. These groups were asked specific questions for consideration as part of the consultation and the group's comments were mainstreamed into the summary of responses.

Meetings with partners/stakeholders

During the consultation period the draft strategy was discussed in events and meetings with individuals across Wales with the Minister for Lifelong Learning and Welsh Language and his officials.

SaysomethinginWelsh

As so many are learning Welsh outside the classroom, through working with SaysomethinginWelsh, we held a discussion on their online forum to gather comments on the draft strategy. The main themes of the discussions have been included in the summary of responses in this document.

#Cymraeg2050 – a million speakers conference

As part of the consultation, we have looked beyond Wales to learn lessons from the Basque Country and Canada. We held an international conference, '#Cymraeg2050 – a million speakers' in the Wales Millennium Centre on 4th October.

As well as promoting the event generally on social media accounts across the government, invitations were sent to various organisations.

85 people attended the conference. However, Welsh Government social media accounts were used to allow everyone across Wales and beyond to take part in the event.

Questions were asked online during the conference and for a period following the conference by means of a Doopoll electronic questionnaire, as a way of engaging the public in the consultation.

This system enabled us to ask questions, giving the public a choice of answers (contributors were not able to construct their own answers) and a choice of points on a scale.

Although Doopoll has been an accessible and useful means of giving people a taste of people's attitudes towards questions and statements, it did not allow people to provide their own answers. Neither did it allow us to assess the demographics of those who had taken part. In addition, it is possible that the results of the polls were influenced by the demographic profile of those who attended the conference. We do not, therefore, claim any scientific basis to the data gathered.

Focus groups: Ti a Fi groups

The draft strategy confirms the importance of increasing the rate at which the Welsh language is transmitted within families and the importance of increasing the numbers within Welsh-medium education. To this end, a specific effort has been made, as part of the consultation process, to gather the views of parents/carers.

We held four focus groups in conjunction with Mudiad Meithrin. The four groups were held in Ti a Fi Hermon, Cyncoed, Seiont and Peblig (Caernarfon) and St Asaph. The responses in Hermon, Cyncoed and St Asaph were based on one-to-one conversations with parents and a discussion group was held in Caernarfon.

Across the four sessions, 26 individuals took part by answering questions. Of those 26, 14 contributed in Welsh and 12 in English. Attendees were asked specific questions and their comments gathered.

Internally

To inform its development, the policy has been discussed with officials in the Welsh Language Division and across the Government.

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?

Section 78(1) of the Government of Wales Act 2006 places a duty on Welsh Ministers to adopt a strategy detailing how they propose to promote and facilitate the use of the Welsh language. The period of the Welsh Government's current strategy: *laith Fyw, laith Byw*, concludes in April 2017.

The decision to proceed with drafting and publishing this strategy stems from the legal requirement to have a new strategy in place by the end of the current strategy's term.

This new, long-term strategy will replace and takeover from *laith Fyw, laith Byw*.

The content of the long-term strategy has been shaped following discussions with academics in the language planning field, the Welsh Language Partnership Council's members and after conducting a comparative analysis with other minority languages' strategies.

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

Impact

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

Age	Positive	Negative	None / Negligible	Reasons for your decision (including evidence) / How might it impact?
Younger people (Children and young people, up to 18)	√			A key driver to achieving one million Welsh speakers is to increase the amount of children and young people who receive their education in Welsh. This will increase the opportunities for more children to learn Welsh, and be equipped with Welsh language skills for the workplace of the future.
People 18-50	√			The strategy outlines the increasing importance of being able to speak Welsh in the workplace in Wales.
Older people (50+)			√	

4.2 Because they are disabled?

Impairment	Positive	Negative	None / Negligible	Reason for your decision (including evidence) / How might it impact?

Visual impairment			√	
Hearing impairment			√	
Physically disabled			√	
Learning disability			√	
Mental health problem			√	
Other impairments issues			√	

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			√	
Female			√	

4.4 Because they are transgender?

Transgender	Positive	Negative	None / Negligible	Reason for your decision (including evidence) / How might it impact?
			√	

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			√	
Civil Partnership			√	

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			√	
Maternity (the period after birth)			√	

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,	√			A focus of this policy is to ensure the Welsh language is seen as a normal part

National Origin (e.g. Welsh, English)	√			<p>of life in Wales. This will bring communities of all races closer together and increase cohesion.</p> <p>Another focus in the policy concerns the way people gain Welsh language skills. The greater focus on creating Welsh-medium education provision in education will provide people from all races with enhanced choices in education for their children as well as options to integrate into Welsh-speaking communities. The enhanced provision for people wanting to learn Welsh as adults, will give non-Welsh speakers from all races, opportunities to integrate into Welsh-speaking communities and more widely in a community where the Welsh language is a normal part of society.</p>
Asylum Seeker and Refugees	√			
Gypsies and Travellers	√			
Migrants	√			
Others				



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)			√	
Belief e.g. Humanists			√	
Non-belief			√	

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			√	
Lesbians			√	
Bi-sexual			√	

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 Human Rights Act and UN Conventions			√	

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?

As identified above, this strategy works to greatly increase the provision of Welsh-medium education to Welsh children. In doing this, it will work to increase the opportunity people have to gain Welsh language skills through the education sector. This may, in time, contribute to the tackling poverty agenda by equipping children with Welsh language skills who may not have had them without this strategy. As a result, those children may be able to apply for jobs where the Welsh language is desirable or essential and thereby open up a sector of the labour market to them which may otherwise have been closed to them.

In increasing and promoting Welsh-medium education, alongside working to increase the place of Welsh in our communities, the strategy could work towards community cohesion between people of different ethnic backgrounds, religions and races.

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

This policy builds on the principle established in the Welsh Language (Wales) Measure 2011 requiring Welsh to be treated no less favourably than English. This policy will develop the infrastructure of the language which underpins Welsh and will make it easier for people to live their lives in Welsh. It will also deliver more Welsh speakers for the workforce of the future to ensure there are sufficient Welsh speakers in all sectors such as education and health to ensure people are able to receive services in Welsh without discrimination.

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

One of the cornerstones of this policy is changing the discourse concerning the Welsh language. The policy aims to raise the profile of Welsh nationally to ensure it is a visible language, and a language people are able to use in every aspect of their lives. In raising the profile of Welsh and normalising the discourse concerning Welsh throughout Wales, the policy aims to foster an understanding amongst the people of Wales of the positive cultural, educational and economic contributions the Welsh language offers to the people of Wales.

This could serve to bring both Welsh and English-speaking communities closer together in a mutual appreciation of the Welsh language's contribution to Wales. It will also lead to breaking down perceived barriers between Welsh-speaking and non-Welsh speaking communities. This will advance good relations and wider community cohesion.

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).

As this policy sets the trajectory and gives the Welsh Government's vision to reach one million Welsh speakers. This will be measured throughout the lifespan of the strategy with reference to population data.

More in-depth monitoring data will be included in the policies published under this long-term strategy.

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

4. Declaration

The policy does not have a significant impact upon equality issues

Official completing the EIA
Name: Gareth Cardew-Richardson
Department: EPS
Date: 28/04/17
Signature:
Head of Division (Sign-off)
Name:
Job title and department:
Date:
Signature:
Review Date:

