

Fairness and Equalities Impact Assessment (FEIA)

This is an integrated Impact Assessment which aims to ensure Newport City Council makes decisions which are fair, take account of relevant evidence, and seek to secure the best outcomes for our communities. **An FEIA should be used to inform the first steps of decision-making, at concept stage, not when a decision is already made, or at the point when it cannot be influenced.** This impact assessment considers our legislative responsibilities under:

- The Equality Act (2010), including the Socio-economic Duty
- The Wellbeing of Future Generations (Wales) Act (2015)
- The Welsh Language (Wales) Measure (2011)

The FEIA process is not intended to prevent decisions being made, but to ensure we have considered their potential impact. An FEIA also helps us to focus on how we can reduce any negative impacts, and provides us with evidence that we have met our legal duties.

For support to complete your FEIA, please contact the [Connected Communities Team](#)

What do we mean by Fairness?

The Newport Fairness Commission is an independent body which advises the council on the best use of resources and powers to achieve the fairest outcomes for local people. The Fairness Commission has established four **Principles of Fairness** which should be considered as part of any decisions that the council make – the questions below are useful to reflect on before you start your FEIA.

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| Equity | Are people being treated in a consistent way, whilst acknowledging their differences (for example, need, barriers to accessing services)? |
| | Will the gap between those with more, and those with less be reduced? |
| | Have the interests of different groups affected (including minority or disadvantaged communities) been taken into account? |
| Priority | Have the needs of the most disadvantaged and vulnerable across the city been given priority? |
| | Have you considered possible indirect consequences for minority/disadvantaged communities when other priorities are directing decisions? |
| Inclusion | Will the voices of all those affected by your decision be heard? |
| | Are people able to participate in and shape a service, as well as receiving it? |
| | Have you considered the impact of your decision on the relationship between communities, and the spaces they share? |
| Communication | Are decisions being made transparently and consistently? |
| | How will decisions be communicated to people who are affected in a clear way, with the opportunity for feedback? |

Part 1: Identification

| | |
|--|---|
| Name of person completing the FEIA | Hywel Jones/Donald Mutale |
| Role of person completing the FEIA | Welsh Language Officer/Equalities Officer |
| Date of completion | 13/01/21 |
| Head of Service who has approved this FEIA | Rhys Cornwall |

1. What is being assessed? *(Please double click on the relevant box(es) (X) and select 'checked' as appropriate)*

- ☐ New or revised policies, practices or procedures (which modify service delivery or employment practices)
- ☐ Service review or re-organisation proposals which affect the community and/or staff
- ☐ Efficiency or saving proposals
- ☐ Setting budget allocations for new financial year and strategic financial planning
- ☐ Decisions affecting service users, employees or the wider community including (de)commissioning or revising services
- ☐ New project proposals affecting staff, communities or access to the built environment
- ☐ Public events
- ☒ Local implementation of National Strategy/Plans/Legislation
- ☒ Strategic directive and intent, including those developed at Regional Partnership Boards and Public Service Boards
- ☒ Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- ☒ Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- ☐ Major procurement and commissioning decisions
- ☒ Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services
- ☐ Other *please explain in the box below:*

2. Please describe the overall aims, objectives and intended outcomes of your decision

The Welsh Language (Wales) Measure 2011 established a legal framework to impose duties on certain organisations to comply with standards in relation to the Welsh language by way of sub-legislation (Welsh Language Regulation (No.1) Standards 2015). The standards issued to Newport City Council are outlined in 'The Newport City Council Compliance Notice – Section 44 Welsh Language (Wales) Measure 2011'.

Newport City Council has a statutory duty to comply with Welsh Language Standards, which under Standard 145 requires the Council to produce and publish a five-year strategy setting out how we will promote and facilitate the use of Welsh.

Welsh Language Standard 145 states:

You must produce, and publish on your website, a 5-year strategy that sets out how you propose to promote the Welsh language and to facilitate the use of the Welsh language more widely in your area; and the strategy must include (amongst other matters)

- a) a target (in terms of the percentage of speakers in your area) for increasing or maintaining the number of Welsh speakers in your area by the end of the 5-year period concerned,*
- b) a statement setting out how you intend to reach that target; and you must review the strategy and publish a revised version on your website within 5 years of publishing a strategy (or of publishing a revised strategy).*

This strategy includes a target to increase the number of Welsh speakers within Newport and specific actions to facilitate the use of the language in line with the Welsh Government's Welsh Language Cymraeg 2050: A million Welsh speakers. The target for the percentage of Welsh speakers in Newport will mirror the prescribed targets in the Council's Welsh in Education Strategic Plan (WESP) until a further review in 2022 when key statistics from the 2021 Census for Wales are released. Census statistics will provide current data on Welsh speakers and Welsh language skills in Newport. This data will enable the review of targets and updating of action plans to reflect any changes to the linguistic profile of the city.

3. Who are the main stakeholders who may be impacted by your decision and what data do you hold on them? Consider communities of place (people who live in the same geographic area) and communities of interest (people who share particular characteristics but may live in different geographic areas). Stakeholders may include residents, local businesses, community groups, staff or partners.

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The main stakeholders who this strategy may impact are:

- Welsh speakers and Welsh Language Stakeholders
- Black, Asian, and other Ethnic Minority people in Newport
- Public Services with the local authority
- External Partners
- All usual residents of Newport

Part 2: Engagement

When completing this section, you need to consider whether you have sufficient information about the views and experiences of people who your decision will impact upon. If you don't, you may need to undertake a period of engagement/consultation before continuing. An FEIA is a live document, so can be updated with consultation findings, and amended as needed during the decision-making process.

The council has a duty to consult and engage with people who may experience inequalities as a result of your decision. This includes people **who share Protected Characteristics** (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and people who **have lived experience of socio-economic disadvantage**. The council's Youth Promise also requires us to ensure **all young people in Newport are listened to and included in decisions affecting them**.

The council also has a duty to ensure that any consultation is available bilingually (in Welsh as well as English), and you may like to consider any other community languages that are spoken by people who may be impacted by your decision. Below are some questions that should be included in any public consultation relating to a decision which may impact on the use of Welsh language in Newport:

1. Do you believe that the proposed decision/policy will have a positive or negative effect on opportunities to use the Welsh language?
2. If you think it will have a negative effect, what steps could we take to lessen or remove this and improve positive effects?
3. Do you believe that the proposed decision/policy will treat the Welsh language less favourably than the English language?

1. How have you engaged with people who may be affected by your decision (the stakeholders you have identified)?

An extensive multi-method consultation process was undertaken in the development of this strategy to increase the impact, range, and input from communities across Newport. These processes involved engagement with stakeholders, members of the public and other relevant parties.

Our "Vision for Welsh in Newport" was created following a workshop and engagement with those responsible for delivering Council services and compliance with those statutory obligations. This vision was then presented for comment to the Welsh Language Implementation Group and used to develop the 3 strategic themes which form the basis of the strategy.

Public Engagement was undertaken via Bus Wifi and SNAP surveys to capture perceptions and attitudes towards the Welsh language across the proposed themes in the Strategy, promoted and shared through the usual Council networks and processes. The consultation focussed on engaging Newport residents who may not already be engaged with the Welsh language and around 600 responses were received.

Stakeholders who form part of the Fforwm Iaith were also sent the link to the SNAP and presented with the proposals for the revised Strategy at the most recent Fforwm Iaith meeting, held in June 2021. The draft Strategy was also published on the council's website for public comment between 24th January and 5th February.

The Education theme within the strategy is based around the council's Welsh in Education Strategic Plan (WESP), recently approved by Cabinet, and developed following in-depth consultation and engagement with the relevant stakeholders ahead of a period of public consultation.

The Employment and Skills theme has been informed by engagement with the council's Right Skills Board, with a related proposal presented to the Public Service Board for consideration. A smaller working group inclusive of the council, Gwent Police, Aneurin Bevan University Health Board and Coleg Gwent have drafted and been consulted on the Welsh language work programme in this area, alongside other stakeholders and interested parties in Newport.

The Strategy also contains a review of the current position in relation to the Welsh Language profile of Newport, using the data currently available, excluding the Census 2021 figures, as they are yet to be released.

2. What do you know about the views or experiences of people who may be affected by your decision?

Consultation findings

Key findings from the SNAP survey indicated that:

- 55% of respondents could not speak or understand Welsh
- 6% of respondents could speak or understand Welsh
- 14% of respondents indicated that they could speak Welsh but did not think it was good enough to use
- 8% of respondents were learning Welsh
- 55% of respondents indicated that nothing could encourage them to learn Welsh
- 30% of respondents indicated that free Welsh lessons could encourage them to learn Welsh
- 18% of respondents indicated that hearing more Welsh in the community, or being given opportunities to use Welsh socially could encourage them to learn Welsh
- 25% of respondents had accessed the council's Contact Centre through the medium of Welsh
- 25% of respondents had accessed Education services through the medium of Welsh
- 50% of respondents had accessed another service through the medium of Welsh

- 73% of respondents were aware that the council has statutory responsibilities in relation to the Welsh language
- When asked when and where they saw or heard the Welsh language, most respondents said that they hardly saw Welsh in Newport, and when they did, this was mainly on public signage
- 57% of respondents indicated that they did not think it was important to have opportunities to use or hear Welsh in the community compared to 43% who did
- 84% of people indicated they were not aware of any Welsh speaking community groups or activities in Newport

Key findings from our Bus Wifi survey indicated that:

- 72% of respondents did not speak Welsh
- 28% of respondents did speak Welsh
- Around half (54%) of respondents had learned Welsh at school
- Of those who learned Welsh at school, only 16% of respondents still use their language skills
- 28% of respondents who learned Welsh at school indicated they no longer use their skills because they have forgotten, or because they lack confidence
- Welsh speaking respondents indicated that they were most likely to use Welsh at college, followed by home, school and work
- 48% of non-Welsh speaking respondents indicated that nothing would encourage them to learn Welsh
- 22% of non-Welsh speaking respondents indicated that they may be encouraged to learn Welsh through work
- 19% of non-Welsh speaking respondents indicated that family connections may encourage them to speak Welsh
- 32% of respondents indicated that they would choose Welsh medium education for their children, compared to 43% who would not, and 25% who did not know
- 50% of respondents did not know that the council has a strategy to promote the Welsh language
- 53% of respondents reported never hearing Welsh in Newport, 29% occasionally, and 18% frequently

The consultation report on our WESP can be found [here](#)

Demographics

Bus Wifi Survey:

| Ethnicity | Number of people | Percentage of people |
|---|------------------|----------------------|
| White - Wel / Eng / Sco / NI / British | 378 | 69.36% |
| White - Irish | 24 | 4.40% |
| Any other White ethnic background | 17 | 3.12% |
| Gypsy or Irish Traveller | 6 | 1.10% |
| White & Asian | 19 | 3.49% |
| White & Black Caribbean | 11 | 2.02% |
| White & Black African | 9 | 1.65% |
| Indian | 14 | 2.57% |
| Pakistani | 7 | 1.28% |
| Bangladeshi | 7 | 1.28% |
| Chinese | 0 | 0.00% |
| Any other Asian ethnic background | 3 | 0.55% |
| Black African | 12 | 2.20% |
| Black Caribbean | 3 | 0.55% |
| Any other Black ethnic background | 3 | 0.55% |
| Arab | 6 | 1.10% |
| Any other ethnic group or background | 3 | 0.55% |
| Any other mixed or multiple ethnic background | 2 | 0.37% |
| Prefer not to say | 21 | 3.85% |

| Age? | Number of people | Percentage of people |
|--------------------|------------------|----------------------|
| Under 18 years old | 73 | 13.39% |
| 18-24 years old | 154 | 28.26% |
| 25-34 years old | 109 | 20.00% |
| 35-44 years old | 75 | 13.76% |
| 45-54 years old | 63 | 11.56% |
| 55-64 years old | 35 | 6.42% |
| 65-74 years old | 14 | 2.57% |
| 75 years or older | 11 | 2.02% |
| Prefer not to say | 11 | 2.02% |

SNAP Survey:

| Ethnicity? | Number of people | Percentage of people |
|---|-------------------------|-----------------------------|
| White - Wel / Eng / Sco / NI / British | 44 | 89.80% |
| White - Irish | 0 | 0.00% |
| Gypsy or Irish Traveller | 0 | 0.00% |
| Other White | 2 | 4.08% |
| White & Black Caribbean | 0 | 0.00% |
| White & Asian | 0 | 0.00% |
| White & Black African | 0 | 0.00% |
| Other Mixed | 0 | 0.00% |
| Indian | 0 | 0.00% |
| Pakistani | 0 | 0.00% |
| Bangladeshi | 1 | 2.04% |
| Other Asian | 0 | 0.00% |
| Black African | 1 | 2.04% |
| Black Caribbean | 0 | 0.00% |
| Other Black | 0 | 0.00% |
| Arab | 0 | 0.00% |
| Chinese | 0 | 0.00% |
| Other ethnic group | 0 | 0.00% |
| Prefer not to say | 1 | 2.04% |

| Age? | Number of people | Percentage of people |
|---------------------------|-------------------------|-----------------------------|
| Under 18 years old | 0 | 0.00% |
| 18-24 years old | 0 | 0.00% |
| 25-34 years old | 2 | 4.26% |
| 35-44 years old | 7 | 14.89% |
| 45-54 years old | 6 | 12.77% |
| 55-64 years old | 10 | 21.28% |
| 65-74 years old | 11 | 23.40% |
| 75 years or older | 9 | 19.15% |
| Prefer not to say | 2 | 4.26% |

Part 3: Assessment

This section requires you to assess the potential impact of your decision on a range of groups who may experience specific disadvantages. Your assessment should be supported by evidence – either from your own engagement/consultation, similar or previous engagement, what you already know about the people who access your service, or from local and national sources of information.

Useful documents which set out information about how communities are impacted by inequalities include [EHRC – Is Wales Fairer?](#) and the council's [COVID-19 Community Impact Assessment](#). Your decision may have both positive and negative impacts – if this is the case, please place a cross in both boxes.

1. Impact on people that share Protected Characteristics

[Protected Characteristics](#) are defined under the Equality Act 2010, and describe groups of people who are protected from discrimination, either in the workplace, or through the provision of goods and services. The council must consider how decisions may impact on people differently because of a protected characteristic, and how any negative impact could be reduced. National guidance on assessing equality impacts and the Public Sector Equality Duty can be found [here](#). You can also access further advice and examples of positive and negative impacts [here](#).

| Protected characteristic | Impact: | | | Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to: <ol style="list-style-type: none"> Promote equal opportunity across different groups Promote community cohesion Help eliminate unlawful discrimination/ harassment/ victimisation |
|--------------------------|-------------------------------------|--------------------------|--------------------------|--|
| | Positive | Negative | Neither | |
| Age | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | This strategy aims to increase the awareness, knowledge, and Welsh language skills of everyone in Newport, including people of different age groups. The actions outlined in this plan include activities working across education, employers, and the community that will positively impact people of all ages. Work around the education theme will particularly benefit children of pre-school and school age and their families. A focus on increasing the visibility of Welsh in informal settings, i.e. outside school, college and work, will improve the opportunities for older people who may not be in education or employment to engage with the language. |

| Protected characteristic | Impact: | | | <p>Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:</p> <ol style="list-style-type: none"> Promote equal opportunity across different groups Promote community cohesion Help eliminate unlawful discrimination/ harassment/ victimisation |
|---|-------------------------------------|--------------------------|-------------------------------------|---|
| | Positive | Negative | Neither | |
| Disability | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Targets in our WESP include a focus on the increased provision of ALN classes through the medium of Welsh, increasing the opportunities for disabled children, and children with additional needs, to access Welsh medium education. |
| Gender Reassignment | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | There is no evidence to suggest that this Strategy will have a positive or negative impact on people who share this protected characteristic. |
| Marriage or civil partnership | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | There is no evidence to suggest that this Strategy will have a positive or negative impact on people who share this protected characteristic. |
| Pregnancy or maternity | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | There is no evidence to suggest that this Strategy will have a positive or negative impact on people who share this protected characteristic. |
| Race | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | This Strategy aims to increase the awareness, knowledge, and Welsh language skills of everyone in Newport. A number of specific actions relate to increasing engagement with Welsh language across our minority ethnic communities, including refugees, asylum seekers and migrants. Around 10% of Newport's population is from an ethnic minority background, with this rising to nearly 50% in some of our most diverse areas, like Pillgwenlly. During the implementation of this Strategy, Ysgol Gymraeg Nant Gwenlli (YGNG) will move to its permanent location in the Pillgwenlly ward of Newport. The Strategy supports the promotion of Welsh medium education amongst ethnic minority communities, as well as highlighting broader benefits including social inclusion and employment. |
| Religion or Belief or non-belief | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | There is no evidence to suggest that this Strategy will have a positive or negative impact on people who share this protected characteristic. |

| Protected characteristic | Impact: | | | <p>Provide further details about the nature of the impact in the sections below, considering the Public Sector Equality Duty that the council has to:</p> <ol style="list-style-type: none"> Promote equal opportunity across different groups Promote community cohesion Help eliminate unlawful discrimination/ harassment/ victimisation |
|---------------------------|--------------------------|--------------------------|-------------------------------------|--|
| | Positive | Negative | Neither | |
| Sex | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | There is no evidence to suggest that this Strategy will have a positive or negative impact on people who share this protected characteristic. |
| Sexual Orientation | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | There is no evidence to suggest that this Strategy will have a positive or negative impact on people who share this protected characteristic. |

2. Impact on Welsh Language

The Welsh Language (Wales) Measure specifies that for all policy decisions, the council must consider the effects (both positive and negative) on the Welsh language. For further guidance on Welsh language considerations see [here](#).

| | Impact: | | | |
|-----------------------|-------------------------------------|--------------------------|--------------------------|--|
| | Positive | Negative | Neither | |
| Welsh Language | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p>The proposed Strategy has a direct positive impact on the Welsh language. This Strategy aims to increase the number of Welsh speakers within Newport and outlines specific actions to facilitate the use of the language in line with the Welsh Government's Welsh Language Cymraeg 2050: A million Welsh speakers.</p> <p>This Welsh Language Strategy will positively impact the Welsh language by:</p> |

| | Impact: | | | |
|--|----------|----------|---------|---|
| | Positive | Negative | Neither | |
| | | | | <ul style="list-style-type: none"> Increasing and raising awareness of the Welsh language across all of Newport's diverse communities, ensuring it is inclusive and accessible to all Increasing the visibility of the Welsh language across Newport in community settings Encouraging partnership working and consistency between stakeholders in terms of the Welsh language in the workplace and potentially increase economic opportunities Ensuring communities in Newport are aware of the culture and history of Newport concerning the Welsh language and its importance in modern life; developing a sense of place and ownership, Increasing partnership work with stakeholders to develop shared learning, resources, and opportunities, Inspiring children and pupils to learn and use the language both in and out of school, as well as support or encourage parents/caregivers to invest in the language |



1. Please describe how you have ensured your engagement has considered the view of Welsh speakers in Newport and the impact of your decision on the Welsh language.



We have engaged and consulted Welsh language stakeholders such as the Welsh Language Forum (Fforwm Iaith Casnewydd) in the development of this strategy to capture the views of Welsh speakers across Newport. The forum is attended by a range of key stakeholders from across the public and voluntary sectors. The group aims to create a forum for partnership working and disseminating good practice. Stakeholders who form part of the Fforwm Iaith were sent the link to the SNAP survey and presented the proposals for the revised Strategy at the most recent Fforwm Iaith meeting. 14% of SNAP survey respondents could speak, or were learning Welsh. 28% of Bus wifi survey respondents stated they could speak Welsh.


The Education theme of this strategy mirrors work set out in the the Welsh in Education Strategic Plan. Newport's Welsh in Education Forum (WEF) members contributed towards the shaping the Council's ongoing commitment to developing Welsh-medium education across Newport before the WESP went out to public consultation. There are a large proportion of Welsh speakers as members of the WEF who have been fully involved in sharing their views.

3. The Sustainable Development Principle

The Well-being of Future Generations Act puts in place a sustainable development principle which helps organisations consider the impact they could have on people living in Wales in the future, and ensure they are focused on tackling long-term challenges. Below, consider how your decision promotes, advances, or contradicts the [5 ways of working](#) which underpin the sustainable development principle. You can access further guidance on considering the sustainable development principle [here](#).

| | | |
|---|--|--|
| Long term  | <i>The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.</i> | <p>This Strategy will be operational for 5 years (2017 -2022). It includes 5 year targets to increase the number of Welsh speakers within Newport and supports the Welsh Government's commitment to work towards one million Welsh Speakers by 2050 (Cymraeg 2050). The Strategy's focus is on achieving long term improvements to the numbers of Welsh speakers, visibility of, and engagement with the Welsh language across Newport and safeguarding the Welsh language for future generations.</p> |
| Prevention  | <i>Putting resources into preventing problems occurring or getting worse</i> | <p>The Strategy identifies key challenges for the Welsh language in Newport, for example, employment and skills gaps, low conversion rates for Welsh learners moving from pre-school to primary school environments, and the perceived lack of visibility of the language across the city. The Strategy sets out how work will develop to prevent these problems from getting worse, and the resources/partnership work which enable this work to happen.</p> <p>We will use existing governance structures to monitor the progress of our Strategy as we look to embed the Welsh language across business-as-usual activities. This will include regular progress reports on key actions into our Welsh in Education Forum and our internal Welsh Language Implementation Group.</p> <p>This plan will be subject to annual reporting on progress against our key themes within our Welsh Language Annual Report, published by the 31st of March each year in line with our Welsh language standards.</p> |

| | | |
|--|---|---|
| <p>Integration</p>  | <p><i>Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.</i></p> | <p>This Strategy supports a number of Wales' wellbeing goals:</p> <ul style="list-style-type: none"> • A prosperous Wales – promoting the Welsh language as a key skill for employers, and maximising employment opportunities for Welsh speakers in areas experiencing skills gaps • A more equal Wales – ensuring that the Welsh language continues to be viewed, and treated on an equal basis to the English language • A Wales of more cohesive communities – establishing the Welsh language as a unifying aspect of Welsh, and Newport identity • A Wales of vibrant culture and thriving Welsh language – the Strategy sets out a clear vision for a city that will see, hear, learn, use and love the Welsh language <p>The Strategy also supports a number of the council's Wellbeing Objectives in a similar manner:</p> <ul style="list-style-type: none"> • To build cohesive and sustainable communities • To improve skills, educational outcomes and employment opportunities |
| <p>Collaboration</p>  | <p><i>Working together to deliver objectives.</i></p> | <p>The success of this strategy depends on effective partnership working with stakeholders to deliver our priorities. Feedback from key partners such as Fforwm Iaith Casnewydd (Welsh Language Forum Newport) and other partners has been critical in developing our WESP and this Strategy.</p> <p>The Strategy sets out the remit and role of our existing partners. We will continue to expand the range of partners that we work with over the life of this strategy to increase collaboration with groups, organisations and communities who may not already be engaged with our Welsh language work.</p> |

| | | |
|--|---|---|
| <p>Involvement</p>  | <p><i>Involving those with an interest and seeking their view - ensuring that those people reflect the diversity of the area.</i></p> | <p>The Strategy, and this FEIA, sets out the consultation and engagement that has been undertaken in developing this Strategy, as well as the way in which partners and communities will play a role in monitoring the progress of our work. The Welsh Language Forum will also play a key role in ensuring partners are engaged and working towards our vision for Welsh in Newport, and our Right Skills Board in embedding our work around employers and skills.</p> |
|--|---|---|

4. Socio-economic Duty

The [Socio-economic Duty](#) is set out in the Equality Act 2010, and requires the council, when making strategic decisions, to pay due regard to the need to reduce the inequalities of outcome that result from socio-economic disadvantage. Inequalities of outcome are felt most acutely in areas such as health, education, work, living standards, justice and personal security, and participation.

A 'strategic decision' is defined by Welsh Government as a decision **which affects how the council fulfils its statutory purpose over a significant period of time and does not include routine 'day to day' decisions**. Strategic decisions include:

- Corporate plans
- Setting wellbeing, equality and other strategic objectives
- Changes to, or development of public services
- Strategic financial planning
- Strategic policy development

If you do not think your decision meets this definition, and you do not plan on carrying out a Socio-economic Duty Assessment in this section, please provide your rationale below. Any decision which is presented to a Cabinet Member, at Cabinet or Council will be viewed as a strategic decision.

N/A

If your decision does meet the definition, please consider the impact of your decision on the socio-economically disadvantaged groups, and areas of inequality that may arise from socio-economic disadvantage contained in the matrix below. The groups listed are not exhaustive and you should consider any additional groups relevant to your decision who may experience socio-economic disadvantage in the following ways:

- **Low Income/Income Poverty** - cannot afford to maintain regular payments such as bills, food, clothing, transport etc.
- **Low and/or no Wealth** - enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future
- **Material Deprivation** - unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.)
- **Area Deprivation** - where you live (rural areas), where you work (accessibility of public transport)
- **Socio-economic Background** – for example, parents' education, employment and income

Indicate a positive or negative impact, or both where they apply, and the severity of this impact by coding the sections of the grid based on the below. *If there is no/neutral impact, please leave blank.*

| Negative Impact | | Positive Impact | |
|-----------------|--|-----------------|--|
| N1 | Negative impact – mild | P1 | Positive impact – mild |
| N2 | Negative impact – moderate | P2 | Positive impact – moderate |
| N3 | Negative impact – significant | P3 | Positive impact – significant |
| N4 | Potential for negative impact (but unsure) | P4 | Potential for positive impact (but unsure) |

| Areas of inequality that may arise from socio-economic disadvantage – definitions | | | | | | | |
|--|---------------------|------|--------|-----------|------------------------------|---------------|----------------------|
| Education :The capability to be knowledgeable, to understand and reason, and to have the skills and opportunity to participate in the labour market and in society | | | | | | | |
| Work : The capability to work in just and favourable conditions, to have the value of your work recognised, even if unpaid, to not be prevented from working and to be free from slavery, forced labour and other forms of exploitation | | | | | | | |
| Living Standards : The capability to enjoy a comfortable standard of living, in appropriate housing, with independence and security, and to be cared for and supported when necessary. | | | | | | | |
| Justice, Personal Security and Community Safety : The capability to avoid premature mortality, live in security, and knowing you will be protected and treated fairly by the law | | | | | | | |
| Health : The capability to be healthy, physically and mentally, being free in matters of sexual relationships and reproduction, and having autonomy over care and treatment and being cared for in the final stages of your life | | | | | | | |
| Participation : The capability to participate in decision making and in communities, access services, know your privacy will be respected, and express yourself | | | | | | | |
| | | | | | | | |
| Groups | Areas of inequality | | | | | | |
| | Living Standards | Work | Health | Education | Justice and community safety | Participation | Physical Environment |
| Children living in poverty | | | | P2 | | P1 | |
| Low income households without dependent children | | P2 | | | | P1 | |
| Unemployed young people | | P2 | | P2 | | P1 | |
| Long term unemployed | | P2 | | | | P1 | |
| Homeless households | | | | | | P1 | |
| Refugees, migrants and asylum seekers | | P1 | | P1 | | P1 | |
| Deprived neighbourhoods - WIMD rank in 10% most deprived LSOA | | P1 | | P2 | | P1 | |

| | | | | | | | |
|--|--|----|--|----|--|----|--|
| People on Universal Credit / income related benefits | | P2 | | | | P1 | |
| Adults with no qualifications or low qualifications | | P1 | | P1 | | P1 | |
| People living in low quality housing or in Houses of Multiple Occupation | | | | | | P1 | |

1. What evidence do you have about socioeconomic disadvantage and inequalities of outcome in relation to this decision?

The Strategy is anticipated to reduce inequalities of outcome for several groups that are likely to experience socio-economic disadvantage against the areas of education, employment and participation.

The Strategy will reduce potential inequalities of outcome in participation by creating, supporting and developing opportunities for individuals to see, hear, use and learn the Welsh language across a number of activities, in formal settings like work and education, but also in local communities. The aim of the Strategy is to increase the inclusivity of the Welsh language and engage and increase participation, particularly for non-traditional Welsh language audiences. This includes people living in those areas of the city that may experience socio-economic disadvantage. Our work with partners and investment in Welsh language projects should also increase opportunities that are available for little, or no cost.

The Strategy will reduce potential inequalities of outcome in education by increasing opportunities for pupils to learn Welsh, practice their language skills and hear / see the language in Newport outside an educational setting across the city. With more than half of Britain's Black children living in poverty, and Pillgwenlly being our most ethnically diverse, and deprived ward, the opening of our new Welsh medium school in Pillgwenlly demonstrates a commitment to making Welsh language investments which provide opportunities to those experiencing multiple disadvantages. We have also committed to improve Welsh language provision for children with additional learning needs. Evidence suggests that these children are more likely to also experience socio-economic disadvantage.

The Strategy will reduce potential inequalities of outcome in work by supporting people to upskill, learn or develop their Welsh language skills. It will increase the number of potential employees for organisations looking to grow their Welsh language workforce, and open new opportunities for those children and adults learning Welsh. Being bilingual, or multi-lingual has been shown to have cognitive benefits, increase employability and potential earnings.

The Welsh Language Strategy and its strategic themes are deliberately aligned with Newport's wellbeing objectives, to build cohesive and sustainable communities, and to improve skills, education and employment opportunities. The Strategy contributes to the Wellbeing Goals of a prosperous Wales, a more equal Wales, a Wales of cohesive communities and a Wales of vibrant culture and thriving Welsh language.

2. Please describe how you have ensured your engagement has considered the views of people living in Newport who are affected by socio-economic disadvantage.

This strategy has been informed by the people living in Newport, Welsh language stakeholders and feedback from internal and external partners. In 2021 we launched community surveys to find out more about what people in Newport thought about the Welsh language. Public engagement and consultation were undertaken via a Bus WIFI survey and a SNAP survey, promoted and sent through the Council's networks. These activities captured perceptions and attitudes to the Welsh language from a wide range of people, including people living in those areas of Newport which experience socio-economic disadvantage. Survey results were used to inform the focus of our strategic themes in the Welsh Language Strategy.

3. Does this decision contribute to a cumulative impact?

This decision does not contribute to a negative cumulative impact as all outcomes will be positive.

Part 3: Actions and Outcomes

Considering any negative impacts that you have identified, indicate below how you will reduce these, increase the potential for positive impacts, and how you will monitor those impacts. Further guidance on how to complete your action plan can be found [here](#).

| IMPACT ON PEOPLE THAT SHARE PROTECTED CHARACTERISTICS | | | |
|---|---|-----------------------------------|-------|
| Summary of impact | Action to reduce negative impact / opportunities to increase positive impacts | How this impact will be monitored | Owner |
| | | | |
| | | | |
| | | | |
| IMPACT ON WELSH LANGUAGE | | | |
| Summary of impact | Action to reduce negative impact / opportunities to increase positive impacts | How this impact will be monitored | Owner |

| | | | |
|--|--|--|--------------|
| | | | |
| | | | |
| SOCIO-ECONOMIC IMPACTS | | | |
| Summary of impact | Action to reduce negative impact / opportunities to increase positive impacts | How this impact will be monitored | Owner |
| | | | |
| | | | |
| SUSTAINABLE DEVELOPMENT PRINCIPLE | | | |
| Summary of impact | Action to reduce negative impact / opportunities to increase positive impacts | How this impact will be monitored | Owner |
| | | | |
| | | | |

Once your FEIA is complete, please forward to nccequality@newport.gov.uk