



Equality Impact Assessment

Countdown to COP Programme

August 2021

For Scotland's learners, with Scotland's educators

Equality Impact Assessment Record

Title	Countdown to COP Programme
Senior Lead Officers	Craig Clement - Strategic Director, Regional Locality Performance and Improvement Mairi Thomson, Education Officer, Regional Improvement Directorate
Operational Leads	Regional Improvement Team
Directorate: Division: Team	Regional Improvement Team
Is this new policy or revision to an existing policy?	This is a new programme.

Screening

This Equality Impact Assessment (EQIA) aims to evaluate the impact of Education Scotland's Countdown to COP learning resources on educators and learners across the Scottish education system, particularly on educators and learners with one or more protected characteristics.

In May 2021, during a leads network meeting with local authority learning for sustainability lead officers, Education Scotland took the decision to deliver a Countdown to COP programme. Since then, we have developed a core offer that will be set in the context of Scotland's curriculum and will reflect its pedagogy and learning approaches.

The overall aim of our Countdown to COP programme is to provide an opportunity for educators and learners across the Scottish education system to explore issues relating to two global crises that are due for discussion by world leaders at two upcoming United Nations Summits. These include the COP 15 Biodiversity Conference taking place in China in October 2021 and the COP 26 Climate Change Conference in Glasgow in November 2021.

Additionally, Education Scotland's Countdown to COP programme will generate a range of content and materials to be utilised directly by learners but also by educators and leaders in their delivery across the Scottish education system. As such, and given the open-ended nature of the activities, these may also be of interest to family and community settings; therefore, we will also share materials in a variety of formats and through social media platforms.

Who will it affect?

Our Countdown to COP learning resources will impact directly on educators and learners across the Scottish education system.

The Scope of the Equality Impact Assessment

With this being the first time we will be developing Countdown to COP learning resources; there has been limited opportunity to gather evidence on the possible impacts in advance. Where evidence and information exists, we have used digital learning to inform decisions.

In undertaking this assessment, Education Scotland has assessed the impact on each of the protected characteristics and has considered measures against the three needs of the general equality duty as set out in Section 149 of the Equality Act 2010 to:

- Eliminate unlawful discrimination, harassment, and victimisation;
- Advance equality of opportunity; and,
- Foster good relations.

Our Regional Improvement Team aims to plan and prepare for the online development of our Countdown to COP learning resources to ensure optimal engagement. In doing so, they have also developed content utilising three main approaches:

- Live content – real time delivery with access to interactive learning spaces
- Recorded – quality assured videos which reflect the themes of COP
- Supported – Countdown to COP’s supported element will include signposting educators and learners to additional materials, resources and learning activities (including those provided by partners) should they wish to explore the themes of COP further.

Key Findings

The online learning resource measures Education Scotland have put in place for educators and learners across Scotland are to raise awareness of ongoing challenges of climate change.

This impact assessment has identified some positive impacts on one or more of the protected characteristics. However, while our Countdown to COP online learning resources may positively affect one or more of the protected characteristics within the teaching practitioner population and learners across Scotland, where we identify negative impacts we will ensure to mitigate and, where possible, eliminate these.

We recognise that there may be some potential indirect and disproportionately negative impacts of the measures we have taken on one or more of the protected characteristic groups within the teaching practitioner and learner population across the Scottish education system. These are set out and explored further in this impact assessment, with mitigating actions identified.

What might prevent the desired outcomes from being achieved?

Education Scotland acknowledges our Countdown to COP programme is a significant logistical operation that requires complex planning to ensure optimal engagement.

However, there is also a wide range of issues that might affect our delivery and prevent the desired outcomes from being achieved. These include but are not exclusive to:

- Internet connectivity
- The continued prevalence of COVID-19

Although the factors above are out with our direct control, we will continue to follow Scottish Government guidance and adapt our plans accordingly.

It is also important to recognise that during this EQIA we have also carefully considered the accessible design of the content to ensure we support our aim of providing access for all.

Stage 1: Framing

Results of framing exercise

The plan associated with developing our Countdown to COP learning resources is managed and led by a small team with the necessary skills and experience to ensure all educators and learners are able to engage and participate.

The approach taken by this team provided the opportunity to consider the impact of preparing for our learning resources for the first time and ensuring all educators and learners can access the content fully.

Throughout the development of the event, several consultations have taken place with a number of key stakeholders, which have informed our thinking, including with:

- Our staff
- Leadership Team
- Local Authority Learning for Sustainability Leads
- Learning for Sustainability Partner Forum
- Learning for Sustainability Practitioner Network

As a result of our framing exercise, we identified that there was potential for our Countdown to COP learning resources to have moderate impact on most protected characteristic groups, with some being more disproportionately impacted, either negatively or positively than others.

Furthermore, as there is scope for family and community involvement, we have also engaged with Community Learning and Development youth work officers and partners, in order to ensure the programme is as open and inclusive as possible.

Protected characteristic: age

We know that digital technology has only taken up a pervasive position in our society in approximately the last 25 years. It is therefore possible to conclude that educators and early years practitioners over the age of 40¹ might not have had the same exposure to digital technology as younger educators during their broad general and professional educations². This could potentially

¹ <http://www.gov.scot/Topics/Statistics/Browse/School-Education/teachcenssuppdata/teachcensus2015>

² <http://files.eric.ed.gov/fulltext/ED539906.pdf>

lead to older educators being at a disadvantage when asked to incorporate our online learning resources into their lessons. Despite this evidence, it is predicted that the impact of the learning resources on older educators will be minor.

The online learning resources will also help to provide learners with opportunities to learn new digital skills that could enhance their education and therefore eliminate any disadvantage a learner may experience because of their age. The process also highlighted how the online learning resources will have a positive impact on school-aged learners who will seek employment in the near future. Currently individuals aged 16-24 are the most likely of any working age group in Scotland to be unemployed³. Therefore, it was deemed that the online learning resources would have a positive impact on the employability of school aged young people; especially those leaving education and seeking work in the near future⁴.

Protected characteristic: disability

Evidence tells us that the use of online learning resources in education can help learners with a disability raise their attainment levels^{5,6}. It was therefore deemed that the Countdown to COP programme would have a positive impact on disabled individuals.

The support available throughout the programme however needs to consider a range of disabilities, with particular care given to ensuring the range of support and the online design considers the needs of disabled educators too.

The Scottish Health Survey estimates that, in 2018, 33% of adults (and 12% children) in Scotland were disabled, defined as having a limiting long-standing condition, and 46% of adults (and 6% of children) had a non-limiting longstanding illness⁷.

Although the majority of support provisions for this protected characteristic will be in place at local authority level, we will however continue to explore the potential impacts of delivering the online learning on people with disabilities. We currently do not have a breakdown of this protected characteristic at teaching practitioner level across the Scottish education system although we will continue to monitor impact on this protected characteristic.

Protected characteristic: gender reassignment

We are not aware of any evidence that educators and learners transitioning from one gender to another will be affected by the Countdown to COP learning resources.

³ <http://www.gov.scot/Topics/Statistics/Browse/Labour-Market/Local-Authority-Tables>

⁴ http://repository.jisc.ac.uk/6252/4/Technology_for_employability_-_quick_read_report.PDF

⁵ <http://www.gov.scot/Resource/0047/00479422.pdf>

⁶ <http://www.gov.scot/Resource/0048/00489224.pdf>

⁷ [Scottish Health Survey 2018: main report - revised 2020 - gov.scot \(www.gov.scot\)](http://www.gov.scot/Resource/0048/00489224.pdf)

Evidence does tell us that a disproportionately high number of LGBT individuals directly experience bullying or experience homophobia, biphobia or transphobia during education⁸. A significant number of LGBT individuals leave education as a result of these experiences. LGBT Youth Scotland has recommended that all young people should be educated in LGBT issues in an effort to promote inclusion of LGBT learners in education and beyond⁹.

We will however continue to explore the potential impacts of delivering the online learning on people who are transitioning from one gender to another. We currently do not have a breakdown of this protected characteristic for educators or learners across the Scottish education system although we will continue to monitor impact on this protected characteristic.

Protected characteristic: marriage or civil partnership

We are not aware of any evidence that educators and learners who are married or in a civil partnership will be affected by the Countdown to COP learning resources.

We will however continue to explore the potential impacts of delivering the online learning on people who are married or in a civil partnership. We currently do not have a breakdown of this protected characteristic at educators or learners across the Scottish education system.

Protected characteristic: pregnancy and maternity

We are not aware of any evidence that educators and learners who are pregnant or on maternity leave will be affected by the Countdown to COP learning resources.

We will however continue to explore the potential impacts of delivering the online learning on people who are pregnant or on maternity leave. We currently do not have a breakdown of this protected characteristic at educators or learners across the Scottish education system.

Protected characteristic: race

Evidence suggests that online learning resources can help to promote inclusion for learners from minority backgrounds; specifically learners who are gypsy travellers and learners who are learning English as a second language¹⁰.

⁸ https://www.lgbtyouth.org.uk/files/documents/Life_in_Scotland_for_LGBT_Young_People_-_Education_Report_NEW.pdf

⁹ https://www.lgbtyouth.org.uk/files/documents/Life_in_Scotland_for_LGBT_Young_People_-_Education_Report_NEW.pdf

¹⁰

<https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/Shared%20Documents/GRT%20-%20School%20Supported%20Distance%20Learning.pdf>

There is evidence to show that if a learner from a gypsy traveller background cannot attend school on a regular basis, online learning resources can offer them the chance to continue with their learning from home¹¹.

The Countdown to COP programme learning resources will facilitate this positive impact. In addition, the online learning resources will help to promote digital technology in schools, and those learning English as a second language may experience a particular benefit.

Protected characteristic: religion or belief

We are not aware of any evidence that religion, faith, or belief will be impacted by the content of the Countdown to COP learning resources.

We will however continue to explore the potential impacts of delivering the online learning on people with different religions and beliefs. We currently do not have a breakdown of this protected characteristic at for educators and learners across the Scottish education system.

Protected characteristic: sex

The Countdown to COP online learning resources will allow more female learners to experience digital technology from an early age¹². Female learners then have the opportunity to start building skills and experiences that will give them the same opportunities that their male counterparts currently take up in the digital sector¹³.

Overall, the sex profile of educators and learners across the Scottish education system is at stage 2 of this assessment.

Protected characteristic: sexual orientation

We are not aware of any evidence that the online learning resources will affect those in the LGBTI+ community.

Interaction with Other Policies (Draft or Existing)

The Countdown to COP programme interacts with our Accessible Events Policy.

¹¹ <http://www.step.education.ed.ac.uk/wp-content/uploads/2016/06/YPTech-Report-.pdf>

¹² <http://www.oecd-ilibrary.org/docserver/download/9815021e.pdf?expires=1459852759&id=id&accname=guest&checksum>

¹³ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/433755/Skills_challenges_in_the_digital_and_creative_sector.pdf

Extent/Level of EQIA required

The framing exercise has highlighted the following actions:

- Review communication strategies relating to activities
- Review and optimise the accessibility of the online platforms used for delivery.
- Encourage feedback at all events to monitor issues.

Stage 2: Data and evidence gathering, involvement and consultation

Characteristic ¹⁴	Evidence gathered and Strength/quality of evidence	Source	Data gaps identified and action taken
Age	<u>Pupils</u> <ul style="list-style-type: none"> The age profile of learners is: Early Learning and Childcare Centres = 11% Primary school age = 49% Secondary school age = 38% CLD = currently unknown 	Pupil census 2020: Pupil census: supplementary statistics - gov.scot (www.gov.scot)	Data gathered from the pupil census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government.
	<u>Educators</u> <ul style="list-style-type: none"> The age profile of the education system workforce is: Under 25 years old = 5% 25 to 29 years old = 19% 30 to 34 years old = 13% 35 to 39 years old = 14% 40 to 44 years old = 13% 45 to 49 years old = 12% 50 to 54 years old = 10% 55 to 59 years old = 9% 60 to 64 years old = 4% Over 65 years old = 1% 	Teacher census 2020: Teacher census supplementary statistics - gov.scot (www.gov.scot)	Data gathered from the school staff census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government. However, we acknowledge that the census only covers the teaching profession.

¹⁴ Refer to Definitions of Protected Characteristics document for information on the characteristics

Disability	<u>Pupils</u> <ul style="list-style-type: none"> The disability profile of learners is: Additional support required = 35% Learning disability = 13% Visual impairment = 16% Physical disability = 3% Interrupted learning = 9% Communication support needs = 6% 	Pupil census 2020: Pupil census: supplementary statistics - gov.scot (www.gov.scot)	Data gathered from the pupil census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government.
	<u>Educators</u> <ul style="list-style-type: none"> The disability profile of the education system workforce is currently unknown. 	Teacher census 2020: Teacher census supplementary statistics - gov.scot (www.gov.scot)	Data gathered from the school staff census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government. However, we acknowledge that the census only covers the teaching profession.
Gender reassignment	<u>Pupils</u> <ul style="list-style-type: none"> The gender reassignment profile of learners is currently unknown. 	Pupil census 2020: Pupil census: supplementary statistics - gov.scot (www.gov.scot)	Data gathered from the pupil census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government.

	<p><u>Educators</u></p> <ul style="list-style-type: none"> The gender reassignment profile of the education system workforce is currently unknown. 	<p>Teacher census 2020: Teacher census supplementary statistics - gov.scot (www.gov.scot)</p>	<p>Data gathered from the school staff census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government.</p> <p>However, we acknowledge that the census only covers the teaching profession.</p>
<p>Marriage and civil partnership</p>	<p><u>Pupils & Educators</u></p> <ul style="list-style-type: none"> In respect of this protected characteristic, a body subject to the Public Sector Equality Duty (which includes Scottish Government) only needs to comply with the first need of the duty (to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010) and only in relation to work. 	<p>Pupil census 2020: Pupil census: supplementary statistics - gov.scot (www.gov.scot)</p>	<p>Data gathered from the pupil census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government.</p>
		<p>Teacher census 2020: Teacher census supplementary statistics - gov.scot (www.gov.scot)</p>	<p>Data gathered from the school staff census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government.</p> <p>However, we acknowledge that the census only covers the teaching profession.</p>

Pregnancy and maternity	<u>Pupils</u> <ul style="list-style-type: none"> The pregnancy and maternity profile of learners is currently unknown. 	Pupil census 2020: Pupil census: supplementary statistics - gov.scot (www.gov.scot)	Data gathered from the pupil census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government.
	<u>Educators</u> <ul style="list-style-type: none"> The pregnancy and maternity profile of the education system workforce is currently unknown. 	Teacher census 2020: Teacher census supplementary statistics - gov.scot (www.gov.scot)	Data gathered from the school staff census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government. However, we acknowledge that the census only covers the teaching profession.
Race	<u>Pupils</u> <ul style="list-style-type: none"> The race profile of learners is: Minority ethnic background = 9% White = 89% Prefer not to say = 0.5% Not known = 1.5% 	Pupil census 2020: Pupil census: supplementary statistics - gov.scot (www.gov.scot)	Data gathered from the pupil census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government.
	<u>Educators</u> <ul style="list-style-type: none"> The race profile of the education system workforce is: Minority ethnic background = 2% White = 93% Prefer not to say = 4% 	Teacher census 2020: Teacher census supplementary statistics - gov.scot (www.gov.scot)	Data gathered from the school staff census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and

	Unknown = 2%		aggregated by the Scottish Government. However, we acknowledge that the census only covers the teaching profession.
Religion or belief	<u>Pupils</u> <ul style="list-style-type: none"> The religion or belief profile of learners is currently unknown. 	Pupil census 2020: Pupil census: supplementary statistics - gov.scot (www.gov.scot)	Data gathered from the pupil census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government.
	<u>Educators</u> <ul style="list-style-type: none"> The religion or belief profile of the education system workforce is currently unknown. 	Teacher census 2020: Teacher census supplementary statistics - gov.scot (www.gov.scot)	Data gathered from the school staff census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government. However, we acknowledge that the census only covers the teaching profession.
Sex	<u>Pupils</u> <ul style="list-style-type: none"> The sex profile of learners is: Female = 49% Male = 51% 	Pupil census 2020: Pupil census: supplementary statistics - gov.scot (www.gov.scot)	Data gathered from the pupil census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local

			authority level and aggregated by the Scottish Government.
	<p><u>Educators</u></p> <ul style="list-style-type: none"> The sex profile of the education system workforce is: Female = 77% Men = 23% 	<p>Teacher census 2020: Teacher census supplementary statistics - gov.scot (www.gov.scot)</p>	<p>Data gathered from the school staff census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government.</p> <p>However, we acknowledge that the census only covers the teaching profession.</p>
Sexual orientation	<p><u>Pupils</u></p> <ul style="list-style-type: none"> The sexual orientation of learners is currently unknown. 	<p>Pupil census 2020: Pupil census: supplementary statistics - gov.scot (www.gov.scot)</p>	<p>Data gathered from the pupil census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government.</p>
	<p><u>Educators</u></p> <ul style="list-style-type: none"> The sexual orientation of the education system workforce is currently unknown. 	<p>Teacher census 2020: Teacher census supplementary statistics - gov.scot (www.gov.scot)</p>	<p>Data gathered from the school staff census covers all publicly funded schools in Scotland (i.e. local authority and grant-aided schools) and considered high quality evidence. Data collection is local authority level and aggregated by the Scottish Government.</p>

			However, we acknowledge that the census only covers the teaching profession.
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Stage 3: Assessing the impacts and identifying opportunities to promote equality

Do you think that the Countdown to COP programme affects people because of their age?

Age	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	While there is limited evidence, it was important to consider that age might influence digital skills and confidence, which has the potential to exclude a percentage of our intended audience.
Advancing equality of opportunity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	We have therefore ensured that communication provided uses a range of channels (website, social media etc.) to enable people from different age groups to access the learning resources.
Promoting good relations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	We have also provided educators and learners with access to clear, concise information, as far in advance of the event as possible and given consideration to adequate provision of translation services.

Do you think the Countdown to COP programme impacts on people because of their disability?

Disability	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	While most of the resources will be available and accessible online, this may create additional barriers for learners with disabilities.

Advancing equality of opportunity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	We have therefore considered setting up a dedicated support helpline throughout the programme i.e. designated people that are available to assist disabled learners if needed. We are also aware of the range of disabilities that are unknown within our intended audience, and as such, we have explored whether we can deliver our programme schedule in a range of formats to allow those who may have hearing or visual difficulties to attend an event and have an equal opportunity to engage and participate.
Promoting good relations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Do you think the Countdown to COP programme impacts on people proposing to undergo, undergoing, or who have undergone a process for reassigning their sex?

Gender reassignment	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The Countdown to COP programme neither positively nor negatively affects this.
Advancing equality of opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Promoting good relations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Do you think the Countdown to COP programme impacts on people because of their marriage or civil partnership?

Marriage and Civil Partnership ¹⁵	Positive	Negative	None	Reasons for your decision

¹⁵ In respect of this protected characteristic, a body subject to the Public Sector Equality Duty (which includes Scottish Government) only needs to comply with the first need of the duty (to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010) and only in relation to work. Equality impact assessment within the Scottish Government does not require assessment against the protected characteristic of Marriage and Civil Partnership unless the policy or practice relates to work, for example HR policies and practices.

Eliminating unlawful discrimination, harassment, and victimisation.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The Countdown to COP programme neither positively nor negatively affects this.
Advancing equality of opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Promoting good relations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Do you think the Countdown to COP programme impacts on men and women in different ways?

Sex	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment, and victimisation.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The Countdown to COP programme neither positively nor negatively affects this.
Advancing equality of opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Promoting good relations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Do you think the Countdown to COP programme impacts on women, who are proposing to take maternity leave, are currently taking maternity leave, and are returning from maternity leave or who are pregnant?

Pregnancy and Maternity	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The Countdown to COP programme neither positively nor negatively affects this.
Advancing equality of opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Promoting good relations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Do you think the Countdown to COP programme impacts on people on the grounds of their race?

Race	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	While there is limited evidence, it was important to ensure we provide communication using a range of channels (website, social media etc.) to enable people with different racial identities can access learning resources. We have also provided attendees with access to clear, concise information, as far in advance of the event as possible and given consideration to adequate provision of translation services.
Advancing equality of opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Promoting good relations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Do you think the Countdown to COP programme on people because of their religion or belief?

Religion or belief	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The Countdown to COP programme neither positively nor negatively affects this.
Advancing equality of opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Promoting good relations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Do you think the Countdown to COP programme impacts on people because of their sexual orientation?

Sexual orientation	Positive	Negative	None	Reasons for your decision
Eliminating unlawful discrimination, harassment and victimisation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The Countdown to COP programme neither positively nor negatively affects this.
Advancing equality of opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Promoting good relations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Stage 4: Decision making and monitoring

Identifying and establishing any required mitigating action

Are there any positive or negative impacts identified for any of the equality groups?	<p>The development of our Countdown to COP learning resources can have both positive and negative impacts to varying degrees for most protected characteristic groups.</p> <p>However, online resources could increase engagement and reduce barriers people face.</p> <p>Whilst this may be a positive for many groups, if the online resources are not inclusive, then challenges remain, particularly for learners with disabilities.</p>
Is the policy directly or indirectly discriminatory under the Equality Act 2010 ¹⁶ ?	Indirectly. As we comply with updates to Education Scotland's Accessible Events Policy, we will continue to review our plans for delivering online learning resources in recognition of this EQIA.
If the policy is indirectly discriminatory, how is it justified under the relevant legislation?	N/A
If not justified, what mitigating action will be undertaken?	N/A

Monitoring and Review

This impact assessment has highlighted the impacts our new Countdown to COP programme might have on educators and learners across the Scottish education system with one or more protected characteristics.

We will continue to monitor and review our decisions on a routine basis.

Stage 5 - Authorisation of EQIA

Please confirm that:

This Equality Impact Assessment has informed the development of the Countdown to COP programme:

Yes No

Opportunities to promote equality in respect of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation have been considered, i.e.:

- Eliminating unlawful discrimination, harassment, victimisation;
- Removing or minimising any barriers and/or disadvantages;
- Taking steps which assist with promoting equality and meeting people's different needs;
- Encouraging participation (e.g. in public life);
- Fostering good relations, tackling prejudice and promoting understanding

Yes No

If the Marriage and Civil Partnership protected characteristic applies to this policy, the Equality Impact Assessment has also assessed against the duty to eliminate unlawful discrimination, harassment and victimisation in respect of this protected characteristic:

Yes No not applicable

Declaration

I am satisfied with the equality impact assessment that has been undertaken and give my authorisation for the results of this assessment to be published on the Education Scotland website.

Name: Craig Clement

Position: Strategic Director, Regional Locality Performance and Improvement

Authorisation date: 31/08/2021

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