



Equality Impact Assessment

Scottish Learning Festival

June 2022

For Scotland's learners, with Scotland's educators

Equality Impact Assessment Record

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| Title | Scottish Learning Festival |
| Senior Lead Officers | Gillian Hamilton, Depute Chief Executive Ollie Bray, Strategic Director |
| Operational Leads | Stephanie Peat, Scottish Learning Festival Lead, Professional Learning and Leadership Team Vivian Bogle, Scottish Learning Festival Lead, Governance and Information Team Education Scotland staff |
| Directorate: Division: Team | Corporate Services |
| Is this new policy or revision to an existing policy? | Scottish Learning Festival is a hybrid event for the first time. |

Screening

This Equality Impact Assessment (EQIA) aims to evaluate the impact of Education Scotland's hybrid approach to delivering the Scottish Learning Festival (SLF) on educators from across the Scottish education system, particularly those educators with one or more protected characteristics.

The Scottish Learning Festival aims to inspire people who work in education by;

- showcasing interesting ideas and approaches happening in schools and other learning settings,
- contributing to the development of educational practice and thought through discussion, debate and new learning; and,
- connecting educators from across Scotland to share experiences, ideas and questions.

The SLF is the biggest professional learning event for educators in Scotland. In 2022, the event will take place on the 21 and 22 September. Historically, the SLF has taken place in person at the Scottish Exhibition Centre (SEC) Glasgow. However, in 2021, the SLF was held as a fully virtual event for the first time due to the pandemic. Building on the feedback and taking into account the accessibility benefits of the 2021 approach, the 2022 SLF will remain virtual with some satellite face-to-face events happening across Scotland.

As the SLF continues to evolve, we are keen to refresh our approach and make sure it meets the professional learning needs and expectations of its intended audience, as well as ensuring we continue to reduce and remove barriers for those joining the event.

Who will it affect?

The hybrid delivery of the SLF will affect educators from across the Scottish education system who intend to take part in the event.

The Scope of the Equality Impact Assessment

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.

Key Findings

This impact assessment has identified some positive impacts on one or more of the protected characteristics.

While the hybrid delivery model in place may positively affect one or more of the protected characteristics, it may also have a disproportionate negative impact on one or more of the protected characteristics. Where identification of negative impact applies, we will seek to mitigate where appropriate and, where possible, eliminate these.

We recognise that there may be some potential indirect and disproportionate negative impacts of the measures we have taken on one or more of the protected characteristic groups within the educator population. 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 that the SLF is a significant logistical operation that requires complex planning to ensure the needs of all educators are met.

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

- a lack of specific data relating to the educator population making it difficult to ascertain the actual potential impact.

Although the factor above is out with our direct control, we will continue to scope out opportunities to obtain specific data relating to educator populations across the Scottish education system.

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

Stage 1: Framing

Results of framing exercise

The planning and delivery associated with the SLF is managed and led by a small team of Education Scotland staff. The team work in partnership with colleagues from key organisations across the Scottish education sector with the necessary skills and appropriate experience to ensure a fully inclusive programme is developed.

Throughout the planning of the SLF programme, several consultations have taken place with a number of key partners and stakeholders, which have informed our thinking including:

- Education Scotland staff.
- Colleges Scotland.
- Education Scotland Leadership Team and Extended Leadership Team.
- SLF Management Board.

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

Protected characteristic: age

We did not encounter evidence that educators from any age groups would be disproportionately adversely affected by the hybrid delivery of the SLF.

The programme itself will provide opportunities for educators of different ages and at different stages of their career to engage with a variety of professional learning seminars and debates that may not be possible in traditional offerings.

Protected characteristic: disability

Evidence tells us that adopting a hybrid approach to delivering large scale events can help increase the attendance from this protected characteristic group¹. The accessibility of live interactive and live broadcast opportunities however needs to consider a range of disabilities, with particular care given to ensuring that the range of support considers the specific needs of all educators across Scotland.

We currently do not have a breakdown of this protected characteristic for the entirety of educators across the Scottish education system although we will continue to monitor impact on this protected characteristic.

¹ [The User Survey Results 2019 \(euansguide.com\)](https://www.euansguide.com)

Protected characteristic: gender reassignment

We are currently not aware of any evidence that the hybrid delivery of the SLF will affect educators transitioning from one gender to another.

We will, however, continue to explore the potential impacts of hybrid events on educators who are transitioning from one gender to another. We currently do not have a breakdown of this protected characteristic for the entirety of educators across the Scottish education system although we will continue to monitor impact on this protected characteristic.

Protected characteristic: marriage or civil partnership

This protected characteristic does not apply².

Protected characteristic: pregnancy and maternity

We are currently not aware of any evidence that the hybrid delivery of the SLF will affect educators who are pregnant, on maternity leave or returning to work.

We will, however, continue to explore the potential impacts of hybrid events on educators who are pregnant, on maternity leave or returning to work. We currently do not have a breakdown of this protected characteristic for the entirety of educators across the Scottish education system although we will continue to monitor impact on this protected characteristic group.

Protected characteristic: race

We are currently not aware of any evidence that the hybrid delivery of the SLF will affect educators differently with different racial identities.

We will, however, continue to explore the potential impacts of hybrid events on educators with different racial identities; specifically, educators who are gypsy travellers.

Protected characteristic: religion or belief

We are currently not aware of any evidence that the hybrid delivery of the SLF will affect educators with different religions or beliefs.

² 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.

We will, however, continue to explore the potential impacts of hybrid events on educators with different religions or beliefs. We currently do not have a breakdown of this protected characteristic for the entirety of educators across the Scottish education system although we will continue to monitor impact on this protected characteristic group.

Protected characteristic: sex

We did not encounter evidence that educators from any sex would be disproportionately adversely affected by the hybrid delivery of the SLF.

However, evidence shows that women spend around 10% to 30% more time on caring responsibilities than males³. It is therefore possible that the hybrid delivery of SLF will have a positive impact on female educators.

The seminar programme will be available online along with live streaming of debate sessions at satellite venues. This will allow female educators in Scotland to engage in professional learning at a time that is more suitable around their caring responsibilities.

Protected characteristic: sexual orientation

We are currently not aware of any evidence that the hybrid delivery of the SLF will affect those in the LGBTI+ community.

We will, however, continue to explore the potential impacts of hybrid events on educators with different sexual orientations. We currently do not have a breakdown of this protected characteristic for the entirety of educators across the Scottish education system although we will continue to monitor impact on this protected characteristic group.

Interaction with Other Policies (Draft or Existing)

The SLF will align with Education Scotland's Accessible Events Policy.

Extent/Level of EQIA required

The framing exercise has highlighted the need for the following actions:

- Review and optimise the accessibility of both the online platforms and physical event locations which will be used for delivery.
- Encourage feedback throughout the event to help with monitoring issues.

³ <https://www.gov.scot/publications/inequalities-by-gender-in-the-context-of-covid-19-slide-pack/>

Stage 2: Data and evidence gathering, involvement and consultation

| Characteristic | Evidence gathered and Strength/quality of evidence | Source | Data gaps identified and action taken |
|----------------|---|--|--|
| Age | <p>Estimated age profile of ELC educators:</p> <ul style="list-style-type: none"> • under 24 years old = 1% • 25 to 24 years old = 16% • 35 to 44 years old = 31% • 45 to 54 years old = 33% • 55 years old and over = 19% <p>Estimated age profile of Primary and Secondary educators:</p> <ul style="list-style-type: none"> • 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% <p>Estimated age profile of College and CLD educators:</p> <ul style="list-style-type: none"> • under 25 years old = 3% • 25 to 29 years old = 4.7% • 30 to 34 years old = 6.7% • 35 to 39 years old = 10.6% • 40 to 44 years old = 12.7% • 45 to 49 years old = 15.7% | <p>Early Learning and Childcare census 2019: Early Learning and Childcare - Additional Tables - 2018 (webarchive.org.uk)</p> <p>Teacher census 2021: Teacher census supplementary statistics - gov.scot (www.gov.scot)</p> <p>Community Learning and Development census 2018: Working with Scotland's Communities CLD Standards Council for Scotland</p> | <p>Data gathered from each census covers all publicly funded establishments in Scotland (i.e. local authority and grant-aided establishments) and is considered high quality evidence. The majority of data collection is at local authority level and aggregated by the Scottish Government.</p> <p>However, we acknowledge that there are limitations throughout the datasets in relation to disability, gender reassignment, pregnancy and maternity, religion and belief, and sexual orientation of educators in Scotland. In addition, it is important to recognise that the datasets do not reflect privately funded establishments.</p> |

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| | <ul style="list-style-type: none"> • 50 to 54 years old = 19.5% • 55 to 59 years old = 16.3% • 60 to 64 years old = 9.3% • over 65 years old = 0.7% | | |
| Disability | <p>The estimated disability profile of educators across the entire education sector in Scotland is currently unknown.</p> <p>We do, however, have anecdotal data which indicates that 0.01% of the educator population in Scotland identified as being disabled in 2007.</p> | Scottish Teaching Unions | <p>Data gathered from Teaching Unions covers all education sectors in Scotland and is considered good quality evidence. The majority of data collected is from annual membership surveys and is aggregated by the Teaching Unions independently.</p> <p>However, we acknowledge that there are limitations throughout the data obtained in relation to the sole dependence of union members self-declaring their protected characteristics. Therefore, the actual number of disabled teachers is likely to be much higher than the estimated percentage obtained.</p> |
| Gender reassignment | <p>The estimated gender reassignment profile of educators across the entire education sector in Scotland is currently unknown.</p> <p>We do, however, have anecdotal data which indicates that 0.05% of the educator population in Scotland identified as gender reassigned in 2021.</p> | Scottish Teaching Unions | <p>Data gathered from Teaching Unions covers all education sectors in Scotland and is considered good quality evidence. The majority of data collected is from annual membership surveys and is aggregated by the Teaching Unions independently.</p> |

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| | | | However, we acknowledge that there are limitations throughout the data obtained in relation to the sole dependence of union members self-declaring their protected characteristics. Therefore, the actual number of gender reassigned teachers is likely to be slightly higher than the estimated percentage obtained. |
| Marriage and civil partnership | This protected characteristic does not apply. ⁴ | N/A | N/A |
| Pregnancy and maternity | <p>The estimated pregnancy and maternity profile of educators across the entire education sector in Scotland is currently unknown.</p> <p>We do, however, have population level data which indicates there were 45,466 births in Scotland during 2021, and the representation of maternal ages were:</p> <ul style="list-style-type: none"> • under 20 years old = 2.6% • 20 to 24 years old = 12.9% • 25 to 29 years old = 27.1% • 30 to 34 years old = 34.1% • 35 to 29 years old = 19.1% • 40 years old and over = 4.3% | <p>Public Health Scotland - Births in Scottish hospitals: https://publichealthscotland.scot/media/10493/table2_maternal_age.xlsx</p> | <p>Data gathered from the Scottish Birth Record covers all hospitals in Scotland and is considered trustworthy and high quality data with public value. The majority of data is collected is at local and national level and aggregated by Public Health Scotland.</p> <p>However, it is important that we acknowledge there are limitations within the accuracy of the data in relation to the number of births when compared to the National</p> |

⁴ 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.

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| | | | Register for Scotland birth registrations. |
| Race | <p>Estimated race profile of ELC educators:</p> <ul style="list-style-type: none"> • minority ethnic background = 2% • white = 93% • prefer not to say = 0% • unknown = 5% <p>Estimated race profile of Primary and Secondary educators:</p> <ul style="list-style-type: none"> • minority ethnic background = 2% • white = 93% • prefer not to say = 4% • unknown = 2% <p>Estimated race profile of College and CLD educators:</p> <ul style="list-style-type: none"> • minority ethnic background = 2.1% • white = 97.9% • prefer not to say = 0% • unknown = 0% | <p>Early Learning and Childcare census 2019: Early Learning and Childcare - Additional Tables - 2018 (webarchive.org.uk)</p> <p>Teacher census 2021: Teacher census supplementary statistics - gov.scot (www.gov.scot)</p> <p>Community Learning and Development census 2018: Working with Scotland's Communities CLD Standards Council for Scotland</p> | <p>Data gathered from each census covers all publicly funded establishments in Scotland (i.e. local authority and grant-aided establishments) and is considered high quality evidence. The majority of data collection is at local authority level and aggregated by the Scottish Government.</p> <p>However, we acknowledge that there are limitations throughout the datasets in relation to disability, gender reassignment, pregnancy and maternity, religion and belief, and sexual orientation of educators in Scotland. In addition, it is important to recognise that the datasets do not reflect privately funded establishments.</p> |
| Religion or belief | <p>The estimated religion or belief profile of educators across the entire education sector in Scotland is currently unknown.</p> <p>We do, however, have census data for Primary and Secondary educators only:</p> <ul style="list-style-type: none"> • Buddhist = <0.5% • Church of Scotland = 30.7% • Hindu = <0.5% • Jewish = <0.5% | <p>Teacher census 2021: Teacher census supplementary statistics - gov.scot (www.gov.scot)</p> | <p>Data gathered from each census covers all publicly funded establishments in Scotland (i.e. local authority and grant-aided establishments) and is considered high quality evidence. The majority of data collection is at local authority level and aggregated by the Scottish Government.</p> |

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| | <ul style="list-style-type: none"> • Muslim = <1.5% • No religion or belief = 46% • Other Christian = 5% • Other religions = 0.5% • Roman Catholic = 17.1% • Sikh = <0.5% | | <p>However, we acknowledge that there are limitations throughout the datasets in relation to disability, gender reassignment, pregnancy and maternity, religion and belief, and sexual orientation of educators in Scotland. In addition, it is important to recognise that the datasets do not reflect privately funded establishments.</p> |
| Sex | <p>Estimated sex profile of ELC educators:</p> <ul style="list-style-type: none"> • males = 6% • females = 94% <p>Estimated sex profile of Primary and Secondary educators:</p> <ul style="list-style-type: none"> • males = 23% • females = 77% <p>Estimated sex profile of College and CLD educators:</p> <ul style="list-style-type: none"> • males = 25% • females = 75% | <p>Early Learning and Childcare census 2019: Early Learning and Childcare - Additional Tables - 2018 (webarchive.org.uk)</p> <p>Teacher census 2021: Teacher census supplementary statistics - gov.scot (www.gov.scot)</p> <p>Community Learning and Development census 2018: Working with Scotland's Communities CLD Standards Council for Scotland</p> | <p>Data gathered from each census covers all publicly funded establishments in Scotland (i.e. local authority and grant-aided establishments) and is considered high quality evidence. The majority of data collection is at local authority level and aggregated by the Scottish Government.</p> <p>However, we acknowledge that there are limitations throughout the datasets in relation to disability, gender reassignment, pregnancy and maternity, religion and belief, and sexual orientation of educators.</p> |
| Sexual orientation | <p>The estimated sexual orientation profile of educators across the entire education sector in Scotland is currently unknown.</p> | <p>Office for National Statistics 2021: https://www.ons.gov.uk/file?uri=/peoplepopulationandcommunity/culturalidentity/sexuality/dataset</p> | <p>Data gathered from the Annual Population Survey provides representative estimates of household populations and is considered robust evidence. The</p> |

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| | <p>We do, however, have UK-wide data from the Annual Population Survey in 2020, that the representation of sexual orientation across genders and age groups was:</p> <p>Males – (heterosexual or straight)</p> <ul style="list-style-type: none"> • 16 – 24 years old = 88.4% • 25 – 24 years old = 91.6% • 35 – 49 years old = 93% • 50 – 64 years old = 94% • 65+ years old = 96.6% <p>Males – (gay)</p> <ul style="list-style-type: none"> • 16 – 24 years old = 3.3% • 25 – 24 years old = 4.3% • 35 – 49 years old = 2.9% • 50 – 64 years old = 2.1% • 65+ years old = 0.6% <p>Males – (bisexual)</p> <ul style="list-style-type: none"> • 16 – 24 years old = 3.1% • 25 – 24 years old = 1.0% • 35 – 49 years old = 0.6% • 50 – 64 years old = 0.4% • 65+ years old = 0.3% <p>Males – (other)</p> <ul style="list-style-type: none"> • 16 – 24 years old = 1.0% • 25 – 24 years old = 0.6% • 35 – 49 years old = 0.6% • 50 – 64 years old = 0.5% • 65+ years old = 0.6% <p>Males – (don't know or refuse)</p> <ul style="list-style-type: none"> • 16 – 24 years old = 4.2% • 25 – 24 years old = 2.5% • 35 – 49 years old = 2.9% | <p>s/sexualidentityuk/2012to2020/finalsexualorientationtable.xlsx</p> | <p>majority of data collection is also obtained on an annual basis.</p> <p>However, we acknowledge that there are limitations with data collection in relation to the sample size being capped at 120,000 individual responses. In addition, the Annual Population Survey does not collect gender identity, nor does it collect further information on those classified as 'other'; therefore, no assumptions can be made about the sexual orientation of this group.</p> |
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| | <ul style="list-style-type: none"> • 50 – 64 years old = 3.0% • 65+ years old = 1.9% <p>Females – (heterosexual or straight)</p> <ul style="list-style-type: none"> • 16 – 24 years old = 86.2% • 25 – 24 years old = 93.1% • 35 – 49 years old = 94.7% • 50 – 64 years old = 95.6% • 65+ years old = 96.7% <p>Females – (lesbian)</p> <ul style="list-style-type: none"> • 16 – 24 years old = 2.2% • 25 – 24 years old = 1.6% • 35 – 49 years old = 1.2% • 50 – 64 years old = 1.0% • 65+ years old = 0.3% <p>Females – (bisexual)</p> <ul style="list-style-type: none"> • 16 – 24 years old = 7.6% • 25 – 24 years old = 2.0% • 35 – 49 years old = 0.8% • 50 – 64 years old = 0.4% • 65+ years old = 0.4% <p>Females – (other)</p> <ul style="list-style-type: none"> • 16 – 24 years old = 1.6% • 25 – 24 years old = 0.8% • 35 – 49 years old = 0.6% • 50 – 64 years old = 0.5% • 65+ years old = 0.4% <p>Females – (don't know or refuse)</p> <ul style="list-style-type: none"> • 16 – 24 years old = 2.5% • 25 – 24 years old = 2.5% • 35 – 49 years old = 2.6% • 50 – 64 years old = 2.4% • 65+ years old = 2.2% | | |
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Stage 3: Assessing the impacts and identifying opportunities to promote equality

Do you think the hybrid delivery of the Scottish Learning Festival impacts on educators 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"/> | <p>The measures taken to support the hybrid delivery of the SLF should be developed in such a way that they do not create unlawful discrimination related to age.</p> <p>There are potential positive and negative impacts on educators from older age groups. Older educators in Scotland may be more likely to require additional mobility assistance when attending physical events. However, this could be mitigated by joining the physical events virtually as they are live streamed via the online portal.</p> <p>Although this will be managed at supplier level, we will ensure the following specifications are considered when choosing the most appropriate physical locations:</p> <ul style="list-style-type: none"> • adequate lift access; • where possible, event rooms close to main entrances; and • sufficient number of restroom facilities. <p>In addition, we will also ensure that clear and concise joining instructions are available for educators who are remotely attending events. Whilst attending physically might enable educators to engage in face to face interactions, we will</p> |
| Advancing equality of opportunity | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Promoting good relations | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

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| | | | | <p>also provide live online recordings which educators can access at a time more suitable to their needs.</p> <p>We will also make sure the content of the SLF programme is representative and inclusive of this protected characteristic group, including younger educators.</p> |
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Do you think the hybrid delivery of the Scottish Learning Festival impacts on educators 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"/> | The measures taken to support the hybrid delivery of the SLF should be developed in such a way that they do not create unlawful discrimination related to disability. |
| Advancing equality of opportunity | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | There could be potential positive and negative impacts on educators with disabilities. Disabled educators in Scotland are more likely to require additional support with navigating online platforms. However, attending events remotely might also be more beneficial for disabled educators who may not be able to attend the physical events. |
| Promoting good relations | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p>While joining events remotely may be helpful for this protected characteristic group, it could also create less opportunity for face-to-face interaction and thus could take longer to identify if specific additional support needs are required.</p> <p>It is therefore important that we ensure the accessibility of live interactive and recorded event opportunities considers a range of disabilities, with care given to ensuring that the range of support considers the specific needs of all educators in Scotland. For example, where reasonably possible, explore if presenters are able to provide early insight to presentations, place, guidance on how to switch on/off subtitles, and the use of the raise hand/chat functions.</p> |

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| | | | | <p>Furthermore, although the majority of colleges throughout Scotland are built to mitigate accessibility issues, we will ensure the following specifications are considered when choosing the most appropriate physical locations:</p> <ul style="list-style-type: none"> • adequate lift access; • hearing loop service (case by case basis); • sign language service (case by case basis); • catering needs – options for allergies; • subtitles (physical events and online); and • paper copy handouts (on request). <p>We will also make sure the content of the SLF programme is representative and inclusive of this protected characteristic group including the inclusion of disabled panellists.</p> |
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Do you think the hybrid delivery of the Scottish Learning Festival impacts on educators 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 measures taken to support the hybrid delivery of the SLF should be developed in such a way that they do not create unlawful discrimination related to gender reassignment. |
| Advancing equality of opportunity | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | There could be potential positive and negative impacts on educators who are proposing to undergo, currently undergoing, or who have undergone the process of gender reassignment. Gender reassigned educators in Scotland are more likely to require 'known as' functions when attending events. The option to join events remotely may be helpful for this protected characteristic group. The agency's online code of conduct and inappropriate behaviours policy will be shared with attendees during the registration process to mitigate against any negative impact and to encourage inclusive language. |
| Promoting good relations | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

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| | | | | <p>A further potential mitigating action could be to ensure group facilitators are aware of the code of conduct and are able to implement the inappropriate behaviours policy if specific situations arise.</p> <p>In addition, a potential positive impact for gender reassigned educators attending physical events is that the majority of colleges in Scotland are designed to have the option of gender neutral toilet facilities. Therefore, we will ensure these specifications are considered when choosing the most appropriate physical locations.</p> <p>We will also take this protected characteristic group into account when developing the content of the SLF programme.</p> |
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Do you think the hybrid delivery of the Scottish Learning Festival impacts on educators because of their marriage or civil partnership?

| Marriage and Civil Partnership ⁵ | Positive | Negative | None | Reasons for your decision |
|--|--------------------------|--------------------------|-------------------------------------|--|
| Eliminating unlawful discrimination, harassment, and victimisation | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | This protected characteristic is not applicable. |
| 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"/> | |

⁵ 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.

Do you think the hybrid delivery of the Scottish Learning Festival impacts on educators who are 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 measures taken to support the hybrid delivery of the SLF should be developed in such a way that they do not create unlawful discrimination related to sex. |
| Advancing equality of opportunity | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | There could be potential positive and negative impacts on educators from different sexes. As there are more female than male educators in Scotland we will need to ensure that we consider the amount of restroom facilities when choosing the most appropriate physical locations. |
| Promoting good relations | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p>The option to join events remotely and the fact that the seminar programme will be available online with live streaming of debate sessions at satellite venues may also be more beneficial for female educators. This will allow female educators in Scotland to engage in professional learning at a time that is more suitable around caring responsibilities.</p> <p>Furthermore, it is also important that we ensure the content of the SLF programme is representative and inclusive of this protected characteristic group including the gender balance on debate panels.</p> |

Do you think the hybrid delivery of the Scottish Learning Festival impacts on educators, 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 measures taken to support the hybrid delivery of the SLF should be developed in such a way that they do not create unlawful discrimination related to pregnancy or maternity. |

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| Advancing equality of opportunity | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p>There could be potential positive and negative impacts on educators who are pregnant or on maternity leave. Educators within this protected characteristic group in Scotland are more likely to require breastfeeding friendly spaces when attending physical events. Although this will be managed at supplier level, we will ensure this is considered when choosing the most appropriate physical locations.</p> <p>The option to join events remotely may be more beneficial for this protected characteristic group with less travel time and more flexibility about when and where they join the SLF from. With the sessions being recorded this could provide a positive opportunity for those in this protected characteristic to engage at a time that suits their needs best.</p> <p>A further potential mitigating action could be to ensure group facilitators are aware of the code of conduct and are able to implement it if specific situations arise.</p> <p>For those wishing to attend the physical locations, we can help mitigate barriers for this protected characteristic by ensuring there is a way to mark seats close to exit points for elderly, disabled or within this protected characteristic. We could use similar signage to what is used on public transport to allocated these spaces.</p> <p>We will also make sure the content of the SLF programme is representative and inclusive of this protected characteristic group.</p> |
| Promoting good relations | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

Do you think the hybrid delivery of the Scottish Learning Festival impacts on educators because 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"/> | The measures taken to support the hybrid delivery of the SLF should be developed in such a way that they do not create unlawful discrimination related to race. |

| | | | | |
|-----------------------------------|-------------------------------------|--------------------------|-------------------------------------|---|
| Advancing equality of opportunity | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <p>We do not foresee the SLF to have a negative impact on educators because of their race. We will however ensure catering options consider the needs of educators from different racial identities.</p> <p>In addition, we will make sure the content of the SLF programme is representative and inclusive of this protected characteristic group. We will also strive to ensure that we have a diverse range of speakers and are inclusive of this protected characteristic.</p> <p>Furthermore, where reasonably possible, we will explore Gaelic translation for both virtual and physical elements of the SLF.</p> |
| Promoting good relations | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Do you think the hybrid delivery of the Scottish Learning Festival impacts on educators because of their religion or belief?

| Religion or belief | Positive | Negative | None | Reasons for your decision |
|---|-------------------------------------|-------------------------------------|-------------------------------------|--|
| Eliminating unlawful discrimination, harassment and victimisation | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | The measures taken to support the hybrid delivery of the SLF should be developed in such a way that they do not create unlawful discrimination related to religion or belief. |
| Advancing equality of opportunity | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p>There could be potential positive and negative impacts on educators with different religions or beliefs. Educators with different religions and beliefs in Scotland are more likely to require prayer rooms for religious observance when attending physical event locations and require catering needs. Although this will be managed at supplier level, we will ensure this is considered when choosing the most appropriate physical locations.</p> <p>While the option to join events remotely may be more beneficial for this protected characteristic group (live broadcasts and recordings), it may also create less opportunity for face-to-face interactions. It is therefore important that the agency's online code of conduct and inappropriate behaviours policy is shared with attendees during the registration process.</p> |
| Promoting good relations | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

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| | | | | <p>A further potential mitigating action could be to ensure group facilitators are aware of the code of conduct and are able to implement the inappropriate behaviours policy if specific situations arise.</p> <p>We will also ensure the content of the SLF programme is representative and inclusive of this protected characteristic group. We will also strive to ensure we have a diverse range of speakers and are inclusive of this protected characteristic.</p> |
|--|--|--|--|---|

Do you think the hybrid delivery of the Scottish Learning Festival impacts on educators 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 measures taken to support the hybrid delivery of the SLF should be developed in such a way that they do not create unlawful discrimination related to sexual orientation. |
| Advancing equality of opportunity | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | We do not foresee the SLF to have a negative impact on educators because of their sexual orientations. We will, however, ensure the content of the SLF programme is representative and inclusive of this protected characteristic. |
| Promoting good relations | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

Stage 4: Decision making and monitoring

Identifying and establishing any required mitigating action

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|--|---|
| <p>Are there any positive or negative impacts identified for any of the equality groups?</p> | <p>The hybrid delivery of the SLF can have both positive and negative impacts to varying degrees for most protected characteristic groups.</p> <p>The impact on disabilities requires careful consideration, particularly for educators with underlying health conditions, for whom moving around physical event locations could be a challenge.</p> <p>Some groups may also have conflicting pressures on their time out with work and therefore balancing attendance at physical events with other work/family commitments can be difficult.</p> <p>However, attending the SLF event remotely can also be beneficial for many protected characteristic groups, contributing to increased attendance and reducing barriers educators could face when attending physical event locations.</p> <p>Physical event locations can increase collaborative networking and could reduce the time taken to identify if additional support needs are required.</p> <p>Joining remotely can also enable a more inclusive environment where educators are treated equally in the absence of 'labelling'.</p> |
| <p>Is the policy directly or indirectly discriminatory under the Equality Act 2010?</p> | <p>Indirectly. The measures taken to support the hybrid delivery of the SLF will be developed in such a way that they do not create unlawful discrimination relating to the Equality Act 2010. We will, however, continue to review the measures in recognition of this impact assessment.</p> <p>In addition, Education Scotland will continue to comply with the Scottish Government's event sector guidance and Education Scotland's Accessible Events Policy.</p> |
| <p>If the policy is indirectly discriminatory, how is it justified under the relevant legislation?</p> | <p>The organisation has a duty of care to educators across the Scottish education system joining the SLF.</p> |

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| If not justified, what mitigating action will be undertaken? | N/A. |
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Monitoring and Review

This assessment has highlighted the potential impacts that the hybrid delivery of the SLF could have on educators across the Scottish education system. These findings will inform the decisions taken by Education Scotland for supporting educators to attend the SLF 2022.

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 Scottish Learning Festival:

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); and
- 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:

Position:

Authorisation date:

Education Scotland

Denholm House
Almondvale Business Park
Almondvale Way
Livingston EH54 6GA

T +44 (0)131 244 4330
E enquiries@educationScotland.gsi.gov.uk

www.education.gov.scot

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