

# Integrated Impact Assessment

The purpose of Aberdeen City Council is to protect the people and the place of Aberdeen from harm, enabling them to prosper and supporting them in the event of harm happening.

The purpose of an Integrated Impact Assessment is to evidence that Aberdeen City Council are making decisions in an informed way, and that the impact of decisions made is understood and accepted. The legislation that is considered within this assessment are:

- Section 2 [Equality Act 2010 protected characteristics](#)
- Section 3 [Socio-Economic](#)
- Section 4 [Human Rights](#)
- Section 5 [Children and Young People's Rights](#)

The term 'policy' is used throughout this document and applies to policies, proposals, strategies, provision, criteria, functions, practice, budget savings and activities that includes delivery of our services.

## 1. About the Policy

<b>1.1 Title</b>
Budget Option: Stop Creative Learning (non-statutory provision)
<b>1.2 What does this policy seek to achieve?</b>
<p>The proposal seeks to achieve a balanced budget through stopping the Creative Learning service due to it not being statutory provision.</p> <p>The Creative Learning team empower people in Aberdeen to realise their potential through relevant creative and collaborative experiences which develop their skill set to enrich their lives.</p> <p>Creative Learning is a city-wide service, prioritising projects based on identified need and working in partnership with others using arts, culture and creativity to improve outcomes across education, communities and employability.</p>
<b>1.3 Is this a new or existing policy?</b>
New (Council Budget Option)
<b>1.4 Is this report going to a committee?</b>
Yes
<b>1.5 Committee name and date:</b>
Budget Meeting Council 6 March 2024
<b>1.6 Report no and / or Budget proposal number and / or Business Case reference number:</b>
E112
<b>1.7 Function and cluster:</b>
Families & Communities; Education and Lifelong Learning

## Impacts

This section demonstrates the considerations that have been made in relation to the policy - and that the impact of proposals made is understood and accepted.

This proposal would cease:

- Creative Learning interventions across communities, education and employability that support independence, resilience and a recognition and the development of individual's own skills through; curiosity, imagination, open minded approaches and problem solving.
- Targeted resilience and relationship building, through play and learning for families (Geronimo).
- Delivery of child, young people and family sessions as part of Fit Like Family Wellbeing Hubs.
- Delivery of first step employability programmes for young people, through ABZWorks.
- Delivery and design of children and young peoples' voice work through City Centre and Beach Master planning.
- Delivery of initiatives that embed creative approaches across learning that support; Additional Support Needs, mental health, engagement in learning and pupil empowerment through creative thinking skills.
- Additional grant funding secured to deliver Creative Learning services - £151,412 in 2022/23
- Employment and professional development for individuals within the creative industries.

In the assessment of the impact on individuals who access Creative Learning services and their protected characteristics and/or experience of socio-economic disadvantage, it is recognised that there would be a medium impact on a lower number of individuals therefore an assessment of low has been applied to identified groups.

## 2: Equality Act 2010 - Protected Characteristics

Aberdeen City Council wants to ensure everyone is treated fairly. This section identifies the [protected characteristics](#) that the policy potentially affects and records the impact and mitigating steps.

2.1 What impact could this policy have on any of the below groups?

Protected Characteristic	What is the impact?				
	Negative			Neutral	Positive
	High	Medium	Low		
<a href="#">Age</a>			X		
<a href="#">Disability</a>			X		
<a href="#">Gender Reassignment</a>			X		
<a href="#">Marriage and Civil Partnership</a>				X	
<a href="#">Pregnancy and Maternity</a>			X		
<a href="#">Race</a>			X		
<a href="#">Religion or Belief</a>			X		
<a href="#">Sex</a>			X		
<a href="#">Sexual Orientation</a>			X		

2.2 In what way will the policy impact people with these protected characteristics?

Age	<p>People who are over 50 years and access Creative Learning’s Unfinished Objects group may experience; increased risk of isolation and loneliness, increased risk of poor mental health and wellbeing, increased risk of poor health due to isolation, it will also stop the group's ability to be involved in the National Stitching Network.</p> <p><b>Stopping Creative Learning Unfinished Objects group for over 50’s may result in older people, many of which have a disability, experiencing isolation, loneliness, increased risk of poor physical and mental health and reduced access to opportunities to progress creative stitch-based projects.</b></p> <p>Children and young people who are involved in City Centre and Beach Master planning work, including the Young Ambassadors groups would no longer access projects that provide them the opportunity to influence decisions that are made that impact on them and the city. They will also no longer benefit from the associated skills developed as a result.</p> <p>Opportunities to access the following provision through Creative Learning would stop:</p> <ul style="list-style-type: none"> <li>• Access to free holiday programmes for children and young people</li> <li>• Access for young people to engage in decisions that affect them</li> <li>• Access to high quality arts and cultural activity</li> </ul> <p><b>Stopping Creative Learning facilitated youth consultation would see a reduction in opportunities for children and young people to influence</b></p>
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**decisions that affect them, and a loss in the associated skills developed through the process.**

Disability

Children and young people with disabilities and / or additional support needs, who are involved in City Centre and Beach Master planning work at Bucksburn Academy and Orchard Brae, would no longer access this project that provides them the opportunity to influence decisions that are made that impact on them and the city. They will also no longer benefit from the associated skills developed as a result. Opportunities to access the following provision through Creative Learning would stop:

- Access to tailored sessions to meet individual and group support needs
- Access to free holiday programmes for children and young people
- Access for young people to engage in decisions that affect them
- Access to high quality arts and cultural activity

**Stopping Creative Learning facilitated youth consultation would see a removal of opportunities for children and young people with a disability to influence decisions that affect them, and a loss in the associated skills developed through the process. This may lead to their needs not being raised, understood or considered as decisions are made, and may lead to services and spaces that do not cater for them, leaving them excluded and marginalised.**

Young people who have a disability and access Creative Learning / ABZWorks first step employability programmes will no longer be able to access 1-2-1 or groupwork support that provide:

- Considered learning environments, a welcoming first step on employability pathways that starts where each person is at, understanding their needs and barriers to learning and employability.
- Creative industries skill building
- The development and practice of transferable creativity, meta and skills for employment.
- The development of key life skills; consistency, confidence, improved self-esteem, increased emotional intelligence, increased independence and motivation.
- Support for participants with learning disabilities, physical disabilities, social anxiety and mental illness
- Trusted adult, modelling positive relationships
- Employability pathways with citywide partners including further and higher education.
- Loss of opportunity to pursue a career in arts, progress to further education or to start own creative business.

**Stopping Creative Learning employability programmes will impact young people with disabilities and their ability to access employability support including creative industries support, it will remove opportunities for these young people who are furthest away from the job market, this will reduce the opportunities for young people with disabilities to access employment and may result in isolation, mental ill health, loss of purpose, economic inactivity and increasing demand on other services.**

	Many of the older people who access Creative Learning Unfinished Objects project also have a disability – see details against age.
Gender reassignment	No information is available relating to people who have gone through or are going through gender reassignment, however they may experience the loss of opportunity to access Creative Learning for learning and employability support.
Marriage and civil partnership:	No information is available relating to this protected characteristic

Pregnancy and maternity:	<p>Women with early years children who access the Creative Learning Geronimo (159 in total), time to play sessions will no longer be able to access 1-2-1 or group play sessions to support their child's development and attachment and create opportunity for friendship and peer support.</p> <p><b>Loss of provision to support early years children reaching their expected developmental milestones, this may limit life chances for the very youngest in the community.</b></p> <p><b>Loss of opportunity to strengthen family relationships and attachment, this may lead to insecure emotional, social and cognitive development.</b></p> <p><b>Loss of opportunity for parents to connect with others in the same life stage, form friendships and peer support, this may exacerbate poor mental health and lead to loneliness and social isolation placing demand on other services and budgets.</b></p>
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Race:	<p>Children and young people of an ethnic minority who access Creative Learning City Centre and Beach master planning projects and specifically the Young Ambassadors group would be impacted by this proposal. This group would no longer access this project that provides them the opportunity to influence decisions that are made that impact on them and the city. They will also no longer benefit from the associated skills developed as a result. Opportunities to access the following provision through Creative Learning would stop:</p> <ul style="list-style-type: none"> <li>• Access to tailored sessions to understand diverse cultures and needs</li> <li>• Access to free holiday programmes for children and young people</li> <li>• Access for young people to engage in decisions that affect them</li> <li>• Access to high quality arts and cultural activity</li> </ul> <p><b>Stopping Creative Learning facilitated youth consultation would see a removal of opportunities for children and young people of an ethnic minority to influence decisions that affect them, and a loss in the associated skills developed through the process. This may lead to their specific experiences and cultural needs not being raised, understood or considered as decisions are made, and may lead to services and spaces that do not cater for them, leaving them excluded and marginalised.</b></p>
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	<p>Young people of an ethnic minority who access Creative Learning / ABZWorks first step employability programmes will no longer be able to access 1-2-1 or groupwork. Tailored group support towards employability pathways for ethnic minorities where English is a second language, New Scot groups from Ukraine, Afghanistan and other nationalities seeking refuge and asylum would stop.</p> <p><b>Stopping Creative Learning employability programmes will impact young people of ethnic minority and their ability to access employability support including creative industries support, it will remove opportunities for these young people who are furthest away from the job market, this will reduce the opportunities for young people of ethnic minority to access employment and may result in isolation, mental ill health, loss of purpose, economic inactivity and increasing demand on other services.</b></p>
Religion or belief:	<p>Young women of Muslim believe who access Creative Learning / ABZWorks first step employability programmes will no longer be able to access groupwork. This group is set up to respect preference and comfort for gender segregation, support for this group to develop their skills for employment would stop.</p> <p><b>Stopping Creative Learning employability programmes will impact young women of Muslim belief and their ability to access employability support including creative industries support, it will remove opportunities for these young women who are furthest away from the job market, this will reduce the opportunities for young Muslim women to access employment and may result in isolation, mental ill health, loss of purpose, economic inactivity and increasing demand on other services.</b></p>
Sex:	<p>Women are more often the main caregiver therefore women who access Geronimo session will be impacted, also see Pregnancy and Maternity.</p>
Sexual orientation:	<p>No information is available relating to this protected characteristic</p>

### 2.3 What considerations have been made in reaching the above assessment?

<p><b>What internal or external data has been considered? What does this data tell us?</b></p> <ul style="list-style-type: none"> <li>• Creative Learning project reports: <a href="#">Our Projects   Aberdeen City Council</a></li> <li>• Creative Learning Key performance Indicators and grant funding awards</li> </ul> <p>This data the diversity of groups, the numbers involved and the progress made towards positive outcomes.</p>
<p><b>What consultation and engagement and has been undertaken with officers and partner organisations?</b></p> <ul style="list-style-type: none"> <li>• Officers were asked to share from their knowledge and experience on how any reduction or loss of Creative Learning services would affect participants. From staff's direct experience of delivery and their relationships with individuals and communities, impacts were captured from their perspective and knowledge across a range of Creative Learning contexts. 20 responses were collected.</li> </ul>

- Information shared during the Delegation by Aberdeen Council of Voluntary Organisations at the Council meeting 13 December 2023
- Fairer Aberdeen Funded organisations have come together collectively to gather impacts following the budget options being published. – Related to Geronimo Fairer Aberdeen Project.

**What consultation and engagement and has been undertaken with people who may be impacted by this policy (e.g. citizens, community groups, or other people/groups)?**

Aberdeen City Council launched a three-part public consultation around the 2024/25 Budget and future spending plans from July 2023 to January 2024. In part 1, which ran throughout July 2023, people were asked to award points across different service areas to indicate where they thought the council's spending priorities should be. In part 2, the public could either increase, decrease or not change the level of expenditure in areas listed. In part 3, which took place throughout January 2024, there were two face to face sessions for the public to attend and an online consultation. There were 3,179 responses to part 1, 2,564 responses to part 2 and 285 responses to part 3. Included in all parts of the consultation was a specific question to stop Creative Learning services due to it not being a statutory service.

From the Aberdeen City Council Phase 2 Budget Consultation the majority of respondents did not want to make a saving in this area.

In addition to the wider budget consultation, participants and creative practitioners were consulted by officers about the impact an reduction or loss of the Community Learning and development services would have on them. This included 3 groups covering education and employability settings. 5 responses were also collected from participants or creative practitioners. Their input is reflected in the impacts relating to Protected Characteristics and Socio-economic disadvantage.

2.4 What mitigations can be put in place?

**What mitigations are there against any negative impacts (if applicable)?**

	Mitigations
<b>Age</b>	
<p>Stopping Creative Learning Unfinished Objects group for over 50's may result in older people, many have a disability, being experiencing isolation, loneliness, increased risk of poor physical and mental health and access to opportunities to progress creative stitch-based projects.</p>	<p>-Other Culture Aberdeen members who have capacity to support this group            -Access to other community facilities in the city            -Aberdeen Health and Social Care Partnership</p>
<p>Stopping Creative Learning facilitated youth consultation would see a reduction in opportunities for children and young people to influence decisions that affect them, and a loss in the associated skills developed through the process.</p>	<p>Education            UNCRC Rights respecting schools Policy and Strategy</p>
<b>Disability</b>	
<p>Stopping Creative Learning facilitated youth consultation would see a removal of opportunities for children and young people with a disability to influence</p>	<p>Education            UNCRC Rights respecting schools Policy and Strategy</p>

decisions that affect them, and a loss in the associated skills developed through the process. This may lead to their needs not being raised, understood or considered as decisions are made, and may lead to services and spaces that do not cater for them, leaving them excluded and marginalised.

Stopping Creative Learning employability programmes will impact young people with disabilities and their ability to access employability support including creative industries support, it will remove opportunities for these young people who are furthest away from the job market, this will reduce the opportunities for young people with disabilities to access employment and may result in isolation, mental ill health, loss of purpose, economic inactivity and increasing demand on other services.

### **Pregnancy and Maternity and Sex:**

Loss of provision to support early years children reaching their expected developmental milestones, this may limit life chances for the very youngest in the community.

Loss of opportunity to strengthen family relationships and attachment, this may lead to insecure emotional, social and cognitive development.

Loss of opportunity for parents to connect with others in the same life stage, form friendships and peer support, this may exacerbate poor mental health and lead to loneliness and social isolation placing demand on other services and budgets.

### **Race**

Stopping Creative Learning facilitated youth consultation would see a removal of opportunities for children and young people of an ethnic minority to influence decisions that affect them, and a loss in the associated skills developed through the process. This may lead to their specific experiences and cultural needs not being raised, understood or considered as decisions are made, and may lead to services and spaces that do not cater for them, leaving them excluded and marginalised.

Stopping Creative Learning employability programmes will impact young people of ethnic minority and their ability to access employability support including creative industries support, it will remove opportunities for these young people who are furthest away from the job market, this will reduce the opportunities for young

ABZWorks  
SHMU and other Culture Aberdeen  
members who have capacity

Health Workers  
Aberdeen Health and Social Care  
Partnership  
Social Work

Access to Community Centres and  
Learning Centre programmes

ACC, Community Learning and  
Development Family Working,  
however there is already demand on  
this service.

Education  
UNCRC Rights respecting schools  
Policy and Strategy

ABZWorks  
SHMU and other Culture Aberdeen  
members who have capacity  
Grampian Regional Equality Council

people of ethnic minority to access employment and may result in isolation, mental ill health, loss of purpose, economic inactivity and increasing demand on other services.

**Religion and belief**

Stopping Creative Learning employability programmes will impact young women of Muslim belief and their ability to access employability support including creative industries support, it will remove opportunities for these young women who are furthest away from the job market, this will reduce the opportunities for young Muslim women to access employment and may result in isolation, mental ill health, loss of purpose, economic inactivity and increasing demand on other services.

ABZWorks  
 SHMU and other Culture Aberdeen members who have capacity  
 Grampian Regional Equality Council

**With mitigations in place, what is the new overall rating of the negative impact(s)?**

High	
Medium	
Low	x
Negative Impact Removed	

### 3: Socio-Economic Impacts

This section is used to consider the impact of the policy on people who might be **unemployed, single parents**, people with lower **education** or **literacy**, **looked after children**, those with **protected characteristics** as examples.

Use this guide to understand more on socio-economic inequalities: [The Fairer Scotland Duty: Guidance for Public Bodies \(www.gov.scot\)](http://www.gov.scot)

#### 3.1 What impact could this policy have on any of the below groups?

Group	Negative			Neutral	Positive
	High	Medium	Low		
Low income / income poverty – those who cannot afford regular bills, food, clothing payments.			x		
Low and/or no wealth – those who can meet basic living costs but have no savings for unexpected spend or provision for the future			x		
Material deprivation – those who cannot access basic goods and services, unable to repair/replace broken electrical goods, heat their homes or access to leisure or hobbies			x		
Area deprivation – consider where people live and where they work (accessibility and cost of transport)			x		
Socio-economic background – social class, parents' education, employment, income.		x			

#### 3.2 In what way will the policy impact people in these groups?

Young people from Northfield Academy who experience socio-economic deprivation and take part in *This is Northfield* project, will be impacted due to the loss of projects within school that is engaging with pupils, teachers and the wider school community to explore, discuss and celebrate the school and its community, whilst improving students META Skills and learning experience. The loss of this project will reduce pupil and staff morale, reduce opportunities for engagement in education where individual's learning has been interrupted and ultimately have a negative impact on pupil's life chances in sustaining positive destinations, placing demand on education services.

**Loss of *This is Northfield* project may limit pupil's engagement in learning leading to reduced life chances, placing demand on other services.**

Children, families and young people experiencing socio-economic deprivation who access Creative Learning/ Fit Like! Family Wellbeing Hubs support will lose access to creative interventions to progress their goals and life chances. These include support for wellbeing, confidence, communication, self-expression and reflection, development of transferable creative skills to help with relationships at home and at school, personal development and engagement in learning when that has been interrupted for whatever reason.

**Loss of Creative Learning provision within Fit Like Family Wellbeing Hubs, will limit the range of offer across the Family Support Model, and leave a gap for children and families for which creative and arts approaches are an effective way to communicate, engage with learning through their interests, provide progression routes to creative industries and opportunities to build positive relationships with trusted adults.**

Children and young people who access Pupil Equity Funded/Creative Learning projects through Education will no longer be able to take part in Creative Learning projects that are targeted at closing the poverty related attainment gap. The impacts include:

- Reduced collegiate learning and sharing
- Increase in school refusers
- Decrease in attainment in writing
- Decrease in levels of outdoor learning in upper stage school
- Decrease in creative learning approaches in classroom
- Decreased opportunities for artist employment and artist retention in the city
- Decrease in creative opportunities for artists learners and those working in educational settings, a reduction in level of creative practice in the city
- Reduced high quality professional creative targeted provision in formal and informal educational settings
- Reduced curriculum innovation.
- Reduction in skilled future workforce with reduction in Creative Learning - innovation , problem solving, imagination and open mindedness.
- Increase in time that young people would have to wait to gain access to service.
- Young people able to access as part of a group/ whole class without being singled out and differentiated causing more issues and decreasing attainment.

**Loss of Creative Learning/ Pupil Equity Fund provision will limit the opportunity for children and young people to access creative projects that specifically address gaps in learning, leading to lower levels of engagement in learning and attainment.**

Families experiencing socio-economic disadvantage with early years children who access the Creative Learning Geronimo, time to play group sessions will no longer be able to access 1-2-1 or group play sessions to support their child's development and attachment and create opportunity for friendship and peer support. Geronimo is funded through the Fairer Aberdeen Fund, with the purpose of addressing poverty and deprivation, sessions take place in Torry, Tillydrone and Northfield based on demand in these areas of deprivation.

**Loss of provision to support early years children reaching their expected developmental milestones, this may limit life chances for the very youngest in the community.**

**Loss of opportunity to strengthen family relationships and attachment, this may lead to insecure emotional, social and cognitive development.**

**Loss of opportunity for parents to connect with others in the same life stage, form friendships and peer support, this may exacerbate poor mental health and lead to loneliness and social isolation placing demand on other services and budgets.**

3.3 What considerations have been made in reaching the above assessment?

**What internal or external data has been considered? What does this data tell us?**

- Creative Learning project reports: [Our Projects | Aberdeen City Council](#)
- Creative Learning Key performance Indicators and grant funding awards

This data the diversity of groups, the numbers involved and the progress made towards positive outcomes.

**What consultation and engagement and has been undertaken with officers and partner organisations?**

- Officers were asked to share from their knowledge and experience on how any reduction or loss of Creative Learning services would affect participants. From staff's direct experience of delivery and their relationships with individuals and communities, impacts were captured from their perspective and knowledge across a range of Creative Learning contexts. 20 responses were collected.
- Information shared during the Delegation by Aberdeen Council of Voluntary Organisations at the Council meeting 13 December 2023
- Fairer Aberdeen Funded organisations have come together collectively to gather impacts following the budget options being published.

**What consultation and engagement and has been undertaken with people who may be impacted by this policy? citizens, community groups, or other people/groups impacted by this policy?**

Aberdeen City Council launched a three-part public consultation around the 2024/25 Budget and future spending plans from July 2023 to January 2024. In part 1, which ran throughout July 2023, people were asked to award points across different service areas to indicate where they thought the council's spending priorities should be. In part 2, the public could either increase, decrease or not change the level of expenditure in areas listed. In part 3, which took place throughout January 2024, there were two face to face sessions for the public to attend and an online consultation. There were 3,179 responses to part 1, 2,564 responses to part 2 and 285 responses to part 3. Included in all parts of the consultation was a specific question regarding the provision of a Community Learning service to deliver a statutory minimum.

From the Aberdeen City Council Phase 2 Budget Consultation the majority of respondents did not want to make a saving in this area.

In addition to the wider budget consultation, participants and creative practitioners were consulted by officers about the impact an reduction or loss of the Community Learning and development services would have on them. This included 3 groups covering education and employability settings. 5 responses were also collected from participants or creative practitioners. Their input is reflected in the impacts relating to Protected Characteristics and Socio-economic disadvantage.

3.4 What mitigations can be put in place?

**What mitigations are there against any negative impacts (if applicable)?**

<b>Impacts</b>	<b>Mitigations</b>
Loss of This is Northfield projects may limit pupil's engagement in learning leading to reduced life chances, placing demand on other services.	Education Fit Like family Wellbeing Hubs Social Work SHMU and other Culture Aberdeen members where there is specific experience and capacity
Loss of Creative Learning provision within Fit Like Family Wellbeing Hubs, will limit the range of offer across the Family Support Model, and leave a gap for children and families for which creative and arts approaches are an effective way to communicate, engage with learning through their interests, provide progression routes to creative industries and opportunities to build positive relationships with trusted adults.	Education Fit Like family Wellbeing Hubs Social Work SHMU and other Culture Aberdeen members where there is specific experience and capacity

<p>Loss of Creative Learning/ Pupil Equity Fund provision will limit the opportunity for children and young people to access creative projects that specifically address gaps in learning, leading to lower levels of engagement in learning and attainment.</p> <p>Loss of provision to support early years children reaching their expected developmental milestones, this may limit life chances for the very youngest in the community.</p> <p>Loss of opportunity to strengthen family relationships and attachment, this may lead to insecure emotional, social and cognitive development.</p> <p>Loss of opportunity for parents to connect with others in the same life stage, form friendships and peer support, this may exacerbate poor mental health and lead to loneliness and social isolation placing demand on other services and budgets.</p>	<p>Education Fit Like family Wellbeing Hubs Social Work SHMU and other Culture Aberdeen members where there is specific experience and capacity</p> <p>Health Workers Aberdeen Health and Social Care Partnership Social Work</p> <p>Access to Community Centres and Learning Centre programmes</p> <p>ACC, Community Learning and Development Family Working, however there is already demand on this service.</p>	
<p><b>With mitigations in place, what is the new overall rating of the negative impact(s)?</b></p>	<p>High</p>	
	<p>Medium</p>	
	<p>Low</p>	x
	<p>Negative Impact Removed</p>	

#### 4: Human Rights Impacts

The Human Rights Act 1998 sets out the fundamental rights and freedoms that everyone in the UK is entitled to. It incorporates the rights set out in the European Convention on Human Rights (ECHR) into domestic British law. The Human Rights Act came into force in the UK in October 2000

The Act sets out our human rights in a series of ‘Articles’. Each Article deals with a different right.

Use this guide to understand more about [Human Rights](#).

##### 4.1 What impact could this policy have on Human Rights?

Human Rights Article	Negative	Neutral	Positive
Article 6: <a href="#">Right to a fair trial</a>		X	
Article 7: <a href="#">No punishment without law</a>		X	
Article 8: <a href="#">Right to respect for private and family life, home and correspondence</a>		X	
Article 9: <a href="#">Freedom of thought, belief and religion</a>		X	
Article 10: <a href="#">Freedom of expression</a>		X	
Article 11: <a href="#">Freedom of assembly and association</a>		X	
Article 12: <a href="#">Right to marry and start a family</a>		X	
Article 14: <a href="#">Protection from discrimination in respect of these rights and freedoms</a>		X	
Article 1 of Protocol 1: <a href="#">Right to peaceful enjoyment of your property</a>		X	
Article 2 of Protocol 1: <a href="#">Right to education</a>		X	

Article 3 of Protocol 1: <a href="#">Right to participate in free elections</a>		X	
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4x.2 In what way will the policy impact Human Rights?

There are no impacts on Human Rights relating to this proposal.

4.3 What mitigations can be put in place?

**What mitigations are there against any negative impacts (if applicable)?**

There are no impacts on Human Rights relating to this proposal.

**If mitigations are in place, does this remove the negative impact?**

No – negative impact remains n/a

Yes – negative impact reduced n/a

Yes - negative impact removed n/a

## 5: Children and Young People’s Rights Impacts

The United Nations Convention has 54 articles that cover all aspects of a child’s life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

Children’s rights apply to every child/young person under the age of 18 and to adults still eligible to receive a “children’s service” (e.g. care leavers aged 18 – 25 years old).

The Conventions are also known as the “General Principles” and they help to interpret all the other articles and play a fundamental role in realising all the rights in the Convention for all children. They are:

1. Non-discrimination (Article 2)
2. Best interest of the child (Article 3)
3. Right to life survival and development (Article 6)
4. Right to be heard (Article 12)

You can [read the full UN Convention \(pdf\)](#), or [just a summary \(pdf\)](#), to find out more about the rights that are included.

### 5.1 What impact could this policy have on the rights of Children and Young People?

UNCRC and Optional Protocols	Negative	Neutral	Positive
<b>Article 1:</b> definition of the child		X	
<b>Article 2:</b> non-discrimination		X	
<b>Article 3:</b> best interests of the child		X	
<b>Article 4:</b> implementation of the convention		X	
<b>Article 5:</b> parental guidance and a child's evolving capacities		x	
<b>Article 6:</b> life, survival and development		X	
<b>Article 7:</b> birth registration, name, nationality, care		X	
<b>Article 8:</b> protection and preservation of identity		X	
<b>Article 9:</b> separation from parents		X	
<b>Article 10:</b> family reunification		X	
<b>Article 11:</b> abduction and non-return of children		X	
<b>Article 12:</b> respect for the views of the child	x		
<b>Article 13:</b> freedom of expression		X	
<b>Article 14:</b> freedom of thought, belief and religion		X	
<b>Article 15:</b> freedom of association		X	
<b>Article 16:</b> right to privacy		X	
<b>Article 17:</b> access to information from the media		X	
<b>Article 18:</b> parental responsibilities and state assistance		X	
<b>Article 19:</b> protection from violence, abuse and neglect		X	
<b>Article 20:</b> children unable to live with their family		X	
<b>Article 21:</b> adoption		X	
<b>Article 22:</b> refugee children		X	
<b>Article 23:</b> children with a disability		X	
<b>Article 24:</b> health and health services		X	
<b>Article 25:</b> review of treatment in care		X	
<b>Article 26:</b> social security		X	
<b>Article 27:</b> adequate standard of living		X	
<b>Article 28:</b> right to education		X	
<b>Article 29:</b> goals of education		X	

<b>Article 30:</b> children from minority or indigenous groups		X	
<b>Article 31:</b> leisure, play and culture		X	
<b>Article 32:</b> child labour		X	
<b>Article 33:</b> drug abuse		X	
<b>Article 34:</b> sexual exploitation		X	
<b>Article 35:</b> abduction, sale and trafficking		X	
<b>Article 36:</b> other forms of exploitation		X	
<b>Article 37:</b> inhumane treatment and detention		X	
<b>Article 38:</b> war and armed conflicts		X	
<b>Article 39:</b> recovery from trauma and reintegration		X	
<b>Article 40:</b> juvenile justice		X	
<b>Article 41:</b> respect for higher national standards		X	
<b>Article 42:</b> knowledge of rights		X	
<b>Optional</b> Protocol on a Communications Procedure		X	

### 5.2 In what way will the policy impact the rights of Children and Young People?

**Article 12:** respect for the views of the child – Creative Learning are leading consultation approaches with children and young people that is inclusive and promotes the importance and value of children and young people being involved in the decisions that affect them. This policy will remove this capacity and opportunity for children and young people to be involved and continue to be involved in innovative approach to big things that are happening in the city.

### 5.3 What mitigations can be put in place?

<b>What mitigations are there against any negative impacts (if applicable)?</b>		
	<ul style="list-style-type: none"> <li>Youth Work, Aberdeen Youth Movement group</li> <li>Education – NCRC Rights respecting schools</li> <li>Improvement Project 16.2 Child Rights</li> </ul>	
<b>If mitigations are in place, does this remove the negative impact?</b>	No – negative impact remains	
	Yes – negative impact reduced	x
	Yes - negative impact removed	

## 6: Sign Off

### Any further positive or negative impacts on individuals or groups that have been considered?

#### Impact on Aberdeen City Council officers

The Creative Learning projects are managed, resourced and delivered by a team of 4.4 FTE (full time equivalent) Creative Learning staff who would be at risk of redeployment if Creative Learning services would stop.

#### Impact on creative industries and creative practitioners

Creative Practitioner– is an individual who uses their artistic and or innovative thinking to work with the Creative Learning team to deliver creative and original approaches to learning across various contexts and disciplines.

The loss of Creative Learning services would have a negative impact on the cultural life of the city. In addition to the impacts identified to participants in relation to their protected characteristics and or experience of socio-economic deprivation, the Creative Learning team provide employment and professional develop for creative practitioners in the city and as well as delivering to Local Outcome Improvement Plan relating to learning also directly delivers on the Creative Learning deliver on many of the aims of Culture Aberdeen – A cultural Strategy for the city 2018-2028:

##### *Releasing our creativity*

*Our vision for Aberdeen is a city opening doors, where everyone can be transformed and inspired through engagement in the arts and culture; a place releasing our creativity.*

*Improve accessibility and engagement with individuals from all protected characteristics and ensure that cultural activities reflect more clearly the increasingly cultural diversity of Aberdeen.*

*Increase the opportunities to use cultural engagement as a means of promoting well-being, social cohesion and a tool to support individuals through challenging life transitions and positive destinations.*

*Develop and implement approaches to working within the Community Planning Partnership so cultural activities can contribute to other city-wide strategies*

*Grow the number of individuals whose main occupation is a creative one by supporting the development, retention and celebration of our city's creative talent.*

– Culture Aberdeen – A cultural Strategy for the city 2018-2028

Creative Learning commissioned 45 freelance creative practitioners to deliver participatory projects (43 from the Northeast of Scotland) and commissioned 6 arts organisations (3 of which were from the Northeast of Scotland). Totalling 5117 practitioner hours across all projects in 2022/23

Creative Learning's commissioning of creative practitioners accounts for most of the regular employment of freelance practitioners in community and education settings in Aberdeen.

The loss of Creative Learning may result in:

- a reduction in employment for creative practitioners in the city
- a loss of creative practice and engagement in the city
- a reduction of skills development of creative practitioners
- artists leaving the city or take different employment

- a reduction in grants available to support artist development and practice through Visual Arts and Craft Maker Awards, and to fund projects like Sustaining Life as a Creative
- a reduction in training and support to non-arts organisations in creative approaches
- loss of skills, knowledge, experience and intellectual property
- reduced access to high quality professional artists and creative skills development in the city

**Overall summary of changes made as a result of impact assessment.**

No changes made

**Outline of how impact of policy will be monitored.**

Levels of demand on services will be monitored across learning, community and culture.

**If there are any remaining negative impacts after mitigation, what is the justification for why this policy should proceed.**

There will continue to be an impact to learning and the breadth of approaches to engage individuals and groups with their learning and how they progress towards a sustainable positive destination or in support of their wellbeing through arts culture and creativity.

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<b>Date</b>	23/02/24
<b>Chief Officer</b>	Jacqui McKenzie
<b>Date</b>	25/02/24