

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

1.1 Title

Budget Options: Redesign of the Community Learning service to deliver a statutory minimum

1.2 What does this policy seek to achieve?

The proposal seeks to achieve a balanced budget through the redesign of the Community Learning service to deliver a statutory minimum.

Community Learning and Development brings an early intervention and prevention focus providing young people and adults with skills for life, learning and work addressing personal and social development, active citizenship, and individual health and wellbeing issues and empowering people, both as individuals and in communities, to make positive changes in their lives. It also focuses on growing community-led groups and services that make communities more cohesive, sustainable, and better able to overcome the challenges they face, as well as working with community groups to support them to be well-run, sustainable, and independent. Effective community learning and development practice plays an essential role in ensuring people, particularly those facing discrimination and disadvantage, gain the confidence and skills they need to influence decisions that affect their lives.

A statutory minimum Community Learning and Development service is required as: [The Requirements for Community Learning and Development \(Scotland\) Regulations 2013](#) place statutory duties on local authorities to work with partners and communities to co-produce and secure the delivery of CLD in their area and publish a 3-yearly CLD Plan.

1.3 Is this a new or existing policy?

New (Council Budget Option)

1.4 Is this report going to a committee?
Yes
1.5 Committee name and date:
Budget Meeting Council 6 March 2024
1.6 Report no and / or Budget proposal number and / or Business Case reference number:
E111
1.7 Function and cluster:
Families & Communities; Education and Lifelong Learning

Impacts

A redesign of the Community Learning service to deliver a statutory minimum would see a reduction in current Community Learning and Development services with impacts across learner and community members in relation to their protected characteristics and experience of socio-economic disadvantage.

[The Requirements for Community Learning and Development \(Scotland\) Regulations 2013](#) place statutory duties on local authorities to work with partners and communities to co-produce and secure the delivery of CLD in their area and publish a 3-yearly CLD Plan.

The education authority is required to initiate and, having done so, to maintain and facilitate a process by which community learning and development secured within the area of the education authority is secured in a way that—

- a) identifies target individuals and groups;
- b) has regard to the needs of those target individuals and groups for that community learning and development;
- c) assesses the degree to which those needs are already being met; and
- d) identifies barriers to the adequate and efficient provision of that community learning and development.

“community learning and development” includes programmes of learning and activities designed with individuals and groups to promote the educational and social development of those individuals and groups; and

“target individuals and groups” means those individuals and groups that the education authority considers, having regard to the needs of the communities within the area of the education authority, are most likely to benefit from the provision of community learning and development.

A statutory minimum Community Learning and Development service includes: Delivery of the duties under section 1 of the Education (Scotland) Act 1980 to secure adequate and efficient provision of further education in the form of community learning and development, defined in CLD regulations as;

- Youth Work Services including Youth Participation
- Adult Learning Services, including Family Learning and Healthy Minds Service (funded by Aberdeen Health & Social Care Partnership)
- Community Development Services
- Grants to Community Projects - where they are contributing to delivering to the adequate and efficient provision of CLD
- The lead the co-production of the 3-yearly Community Learning and Development plan

Not included in a statutory minimum service:

- 16 Learning Centres and other community facilities for example the Beacon Centre and Tillydrone Campus
- 20 Community Centres
- Grants to Community Projects - any provision that does not deliver to the CLD plan
- Youth Activities Grants (Common Good Fund)

The Strategic Guidance for Community Planning Partnerships: Community Learning and Development (2012) underpins national CLD policy in Scotland. The Guidance sets out the core contribution that CLD activities can make to national outcomes: with specific reference to:

1. Improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship; and
2. Stronger, more resilient, supportive, influential and inclusive communities and includes clear guidance that CLD should support **‘primarily disadvantaged or vulnerable groups and individuals of all ages to engage in learning, with a focus on bringing about change in their lives and communities.’**

“Having less access to resources can mean that individuals fare worse on outcomes including health, housing, education or opportunities to work or train, and these negative outcomes can reinforce each other. Adversity in childhood can have life-long impacts, and growing up in poverty is associated with poorer educational attainment, employment prospects and health inequalities.”¹

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		
Age		X			
Disability		X			
Gender Reassignment		X			
Marriage and Civil Partnership				X	
Pregnancy and Maternity		X			
Race		X			
Religion or Belief			X		
Sex		X			
Sexual Orientation		X			

¹ [The Fairer Scotland Duty: Guidance for Public Bodies \(www.gov.scot\)](#)

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

Age	<p>Impact on young people:</p> <p>Young people who access youth work through school may no longer be able to receive the same level of access and support. Youth work in schools is provided across all Associated School Groups in the city, activities reached 2241 pupil and generated 22,626 learner hours. Sessions take place in both primary and secondary schools, supporting transition, mental health, skills development, engagement in learning, securing positive destinations, building positive relationships. While much of this work is short term, grant funded through Strategic Equity Fund and other funding, any reduction in core Community Learning and Development services would impact on the scale of grant funded work that could be managed and delivered.</p> <p>Children and young people who access Funded Community Projects may no longer be able to access the range of youth work services provided, the loss of core funding would mean services such as childcare and early years, after school clubs, holiday activities and playschemes, would cease or reduce. This would impact over 800 young people involved in CLD activities, 1585 families with children, 91 larger families (3+ children) and 23 care experienced young people (figures from 2022-23).</p> <p>Children and young people who access community youth work may no longer be able to attend sessions in their community supported by Aberdeen City Council youth work team alongside community projects and volunteers. These sessions aimed at upper primary to S3 reduce disadvantage and improve equity of outcomes. Sessions develop communication skills and building relationships, provide access to safe spaces and positive adult role models and support for young people during times of transition or crisis. A reduction of youth work provision would mean that these sessions could not run.</p> <p>Children and young people who benefit from the Youth Activities Small Grants may no longer be able to apply for funding that would help them develop and to take part in activities that might not otherwise be available for them. The fund offers young people opportunities to contribute to their own communities and to the life of the city. Removal or reduction of this fund would reduce opportunities for: mental health support, personal development challenges and activities, building confidence and resilience, diversion from criminal activities, early intervention in anti-social behaviour.</p> <p>Young people who are involved in Youth democracy and youth voice may experience a reduction or loss of support, impacting on their ability to make change in the city - The Youth Work team supports the 6 democratically elected young people through the Scottish Youth Parliament and Aberdeen Youth Movement a group and a platform for young people in Aberdeen to create change in the city. They are a key voice for young people on all issues, and have gained a positive reputation to date, across 2024 and beyond they will have regular engagement with elected members and provide an anchor for Scottish Youth Parliament reps to direct their campaigns on a national level.</p> <p>Reduction or loss of community youth work may open opportunities to negative influences from the surrounding community. Community youth work provides a safe space where youth workers encourage a positive</p>
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non-judgemental atmosphere with simple rules/boundaries. The young people who attend the session may have yet to develop the ability to fully assess the risks around certain situations. This means that they lack the ability to make reasoned decisions and take control of situations and leave themselves open to danger, despite their outward confidence.

Reduction or loss of youth led funding, may result in a loss of opportunities for children and young people to directly make decisions and change about matters that affect them, limiting community empowerment in our youngest citizens and the associated individual and community outcomes.

City learning centres and community centre are warm, safe spaces in our communities and host a wide range of activities and programmes for all ages including children and young people and older people. The Community Development team provide support to management committees and their volunteers enabling the programming of community activity.

Reduction or loss of safe spaces for young people, may result in young people becoming isolated or spending time in spaces and with people that do not support their needs. Young people congregating in the streets and other community spaces may cause negative feeling in communities.

Reduction in opportunity to build the capacity of the young people to consider risk and consequently make reasoned decisions and take control of situations may lead to dis-regulated behaviour and the potential for young people to be violent towards one another. This would put demand on other services like Police Scotland, NHS and any social work intervention that may be required. There would also be an expectation for the council to "tidy up" things like graffiti. Businesses may have an increased cost in repairs should any damage occur to their premises during periods of young people disagreeing with each other.

Reduction or loss of trusted adult/positive role models, young people may no longer feel listened to or have someone to go to in a crisis or discuss issues and provide guidance.

Reduction or loss of support with learning, skills development, may result in young people's ability to realise their potential and secure positive destinations, leading to being economically inactive and creating demand on other services and budgets.

Families who are supported by Family Learning services, either in 1-2-1 or groups settings may be impacted if there is any reduction to Community Learning and Development services, these session support whole family learning, and support parents and carers to be confident in supporting their children's social, emotional and learning needs. Empowering parents to build positive family bonds, meet their children's needs, and setting strong foundations whatever age or stage, now and for the future. 1304 families have accessed Family Learning Education Recovery Funded or Strategic Equality Funded projects.

Reduction in Family Learning services may lead to families who do not feel able to support their children's learning, which in turn may lead to children not realising their potential emotionally or academically and

potentially placing increased demand on other statutory services, over the short to long-term.

Older people

Older people who access Learning Centres may experience a reduction or loss of services accessed there, Learning centres provide extensive programmes developed by Community Development staff and centre management committees, these programmes and resources address learning, health and wellbeing and social needs, they are often warm, safe spaces where people can get support with the cost of living through community pantries. A reduction or removal in access to learning centres would impact older people who use such groups and services in their neighbourhood.

Older people who access leased Community Centres may experience a reduction or loss of services accessed there, leased Community Centres provide extensive programmes developed by centre management committees, these programmes and resources address learning, health and wellbeing and social needs, they are often warm, space spaces where people can get support with the cost of living, a reduction or removal in access to learning centres would impact older people who access such groups and services in their neighbourhood.

A reduction or loss of Learning Centres and or Community Centres may lead to isolation and reduced peer support, reduced mental health, a reduced feeling of purpose and connection within their community, food and fuel poverty, loss of trusted relationships in the community and support for transition points or times of crisis. This may lead to increased demand on other services.

Disability

Children and young people with disabilities and additional support needs who access Youth work in school and in communities may receive reduced access to sessions that supports; communication, transition, mental health, skills development, engagement in learning, securing positive destinations, building positive relationships and making informed decisions.

Reduced access to youth work for children and young people with additional support needs may limit the development of positive outcome relating to; communication, transition, mental health, skills development, engagement in learning, securing positive destinations, building positive relationships and making informed decisions.

People with disabilities who access Funded Community Projects may experience a reduction or loss of youth work, family support, information and advice to people in priority neighbourhoods. The loss of core funding would mean services such as childcare and early years, after school clubs, holiday activities and playschemes, family support, adult learning, youth work, and community empowerment would cease or reduce. Support for financial inclusion and employability, access to free food, health and wellbeing, and tackling loneliness and social exclusion would be lost. 327 people with a disability currently access these projects and may be negatively disadvantaged if there was a reduction or loss to services.

Adults who are recovering from an enduring mental health illness and access Healthy Minds services within the Low Forensic Secure Unit - Royal Cornhill Hospital may experience a reduction in service due to impacts to the wider Community Learning and Development service. Any reduction in service will impact on learners' quality of life would see a massive deterioration with, among other things, increased isolation, and decreased motivation, confidence, opportunities and potential to progress. Secondly there would be an increase in demand for other services, primarily NHS provision including in-patient beds. Healthy Minds service provides a smooth progression route to allow learners to continue their recovery on discharge from NHS services. When no such option is in place, learners are more likely to fall into the 'revolving door' pattern of discharge, crisis, readmission, that is incredibly damaging to the individual and expensive for services. In addition to promoting recovery, we can also offer support to move to financial independence through volunteering progressing to paid employment. **74 learners are supported by Healthy Minds during 23/24**

Adults who access Healthy Minds services in the community through Learning Centres, may experience changes to their familiar services if there were to be a reduction in Learning Centres, these are safe spaces where learners can access other services and groups.

*“Huge impact it is the only support I have left.
They are a big support, always there.
It is not just activity they offer but support with my mental health.
I would need to build up trust “*

*“I would not have any access to learning support
Mental health - negative impact on confidence, sense of purpose, opportunity to learn new skills or brush up on and improve on previous knowledge”*

-Healthy Minds learners reflecting on a reduction to Community Learning and Development services.

A reduction or loss of Learning Centres may lead to isolation and reduced peer support, reduced mental health, a reduced feeling of purpose and connection within their community, food and fuel poverty, loss of trusted relationships in the community and support for transition points or times of crisis. This may lead to increased demand on other services.

Any reduction to Community Learning and Development would have an impact on adults accessing Healthy Minds provision, for those who have a legal order to remain within the Royal Cornhill Hospital their daily life would be further affected, as they have no access to devices and movement is restricted, this would impact on individuals mood, mental health, their ability to learn skills for use on discharge, for example; digital skills, budgeting and literacy.

Families where children have disabilities and additional support needs (ASN), particularly those living in areas of socio-economic disadvantage, would have significantly less access to support if there were a reduction to Family Learning services. Parents report feeling isolated and judged, having no idea how to cope, not leaving the house. Family Learning support 32 participants attending ASN parent support groups and 50 families on a 1-2-1

	<p>basis who require help with their children’s additional support needs and behaviours. Demand exceeds capacity and there are currently 4 families on the waiting list for 1-2-1 support. ASN provision for families massively reduces isolation and means their children get to experience after school clubs, weekend and holiday activities.</p> <p>Parents and carers who access Family Learning sessions and experience mental ill health, may be impacted in any reduction to Family Learning services would impact on parents ability to access support and peer support. Rates of depression and anxiety may increase, families may feel isolated and may disengage with services. This may further impact their children’s development and outcomes, as poor mental health within the family may impacts on school attendance, children’s opportunity for exercise. The overall long term impact for families who are often already vulnerable would be great.</p> <p><i>“This would impact greatly my mental health and family's overall wellbeing. I have been receiving parenting support from Family Learning as my family and I are being affected greatly by my sons behaviour. Family learning have referred us to Sensation All, Understanding Autism, befriend a child and many other activities that we have been able to do as a family with the Aberdeen Science Centre, Family Learning events, Supper and Science etc. Without the support of my worker I do not know what I would do. She helps me by listening to me and my needs, by bridging the gap with other professionals and school, by suggesting strategies and different approaches and by spending time with us as a family, allowing us to focus on the positives and strengthen our bond. She has encouraged me by building on my capacity and confidence to make decisions that are best for my family. Family learning has the capacity to reduce the stress we face as a family by providing support as and when and where needed.”</i></p> <p>Reduction in Family Learning provision would negatively impact families with children with additional support needs, potential leading to increased isolation, poorer outcomes across the family and limited opportunity for children and young people to access activities, playschemes and holiday activity, also providing family respite. With out this provision, demand would increase on other services.</p>
Gender reassignment	No information is available relating to people who have gone through or are going through gender reassignment, however the reduction or loss of safe community spaces and opportunities to form trusted relationships and sources of information and learning in their community would be limited through this proposal.
Marriage and civil partnership	No information is available relating to this protected characteristic
Pregnancy and maternity	Women with early years children who access Learning Centre and Community centres and Funded Community Projects to take part programmes for families and babies would be impacted by any reduction or loss of these centres who often have their own groups or sessions delivered by public and third sector organisations.

	<p>A reduction or loss of learning centres, community centre and Funded Community Project programmes for early years may impact on children meeting their developmental miles stones, it may limit opportunities to develop friendships and peer support in communities, which may lead to isolation and poor mental health.</p>
Race	<p>New Scots, including refuges from Ukraine, Syria and Afghanistan and others seeking refuse or asylum who require support with language learning to support their integration into the city and their community, would be impacted by any reduction to Adult Learning services. Low literacy skills in English impact on everyday activities such as being unable to read shopping items, medicine labels, fill out forms, budget, help children with homework. Learners report not being confident to work or volunteer due to poor English literacy skills. 900 learner were assessed for English for Speakers of Other Languages classes in 22/23.</p> <p>[If there was a reduction to Adult Learning] <i>“I could not develop my reading or writing. Spelling difficult. Numeracy really important to me as I am learning about currency. I am learning as English is a second language.”</i></p> <p>A reduction of assessment for and the delivery of English for Speakers of Other Languages (ESOL) classes may impact on the life chances of New Scots and their ability to integrate and form friendship out with their family and community, it may impact on their ability to feel confident communicating with people such as teachers or doctors, impacting on their families wellbeing and experience of education. Learners may feel isolated or marginalised and suffer harassment. As learners improve their language skills, their job prospects improve, a reduction in ESOL learning may leave people economically inactive, placing demand on other services and budgets.</p> <p>People within the Aberdeen Ukrainian community would be impacted by any reduction to Community Learning and Development, the Ukrainian Association have been supported through the Ukrainian Pop Up Community Centre at Rosemount Learning Centre where they run a Sunday School and are supported by Community Development staff to progress their ambitions to progress the Association to further advance their events and formal and informal learning.</p> <p>Reduction to community development services including Learning Centres may impact New Scots communities to integrate and be able to come together to learn and celebrate and share their culture. This may lead to New Scots feeling isolated or marginalised and more susceptible to harassment.</p>
Religion or belief	<p>A wide range of faith groups access of Learning Centres and Community centres through lets and other arrangements, centres are used for places of worship and wider community activity including youth work and playschemes.</p> <p>A reduction of Learning Centres and Community Centres would limit ability for faith groups to run their worship and other activity within a specific community, this may limit their reach and make it difficult for indivual to access worship and activities, which may lead to loss of</p>

	community, isolation and peer support as well as any outcome delivered from programmes of activity.
Sex	<p>Women tend to most often be the main caregivers, and family learning work with many single parent who are predominantly but importantly not exclusively women. Therefore any reduction to Family learning services would detrimentally affect women. An example of such support:</p> <p><i>“I have experienced domestic violence in my relationship. I have been referred to family learning for support. I was accepted and welcomed without judgements, with empathy and acceptance. Family Learning have recognised my struggles and have referred me to other supports: Women’s Aid, therapy, Play therapy. Family Learning have also supported me through my new found financial struggle.”</i></p> <p>A reduction to Family Learning services would disproportionately affect women who are predominantly the main caregiver and more likely to require the support available through Family Learning.</p>
Sexual orientation	<p>Young people who access Zone Youth LGBTQ+ group would be negatively affected by a reduction or loss of support from the Youth Work team. This work is part of youth participation and impacts on this group may include supporting transitions, mental health, skills development, engagement in learning, communication, building positive relationships, peer support, having positive adult role models.</p> <p>The reduction of loss of the Zone Youth LGBTQ+ group may limit young people’s access to support with; transitions, mental health, skills development, engagement in learning, communication, building positive relationships, peer support, having positive adult role models. This could lead to isolation, poor mental health and progression of other outcomes.</p> <p>The loss of safe community spaces and opportunities to form trusted relationships and sources of information and learning in their community would be limited through this proposal.</p>

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

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

- [Progress report against the CLD plan 2021 – 24](#)
- [Case studies relating to the delivery of the CLD plan 2021-2023](#)
- Draft - Education Recovery Fund & Strategic Equality Fund, Family Learning - Youth Work - Financial Inclusion, Summary Report 2021-2023 (to be published Spring 24)

This data provides information about the progress made on the Community Learning Development plan 2021-2024 to deliver outcomes across Youth Work, Adult Learning and Community Development in line with Local Outcome Improvement Plans and the impact funding through education has provided additional Youth work and Family Learning capacity to work with children, young people and their families to support post Covid-19 pandemic engagement in learning

This data includes the range of services and projects delivered by Community Learning and Development with services that directly meet the needs of those with protected characteristics, with targeted initiatives for young people, older people, projects that support integration of New Scots, provide support and learning and progression for people with disabilities both physical and mental as well as services that empowering people, both as individuals and in communities, to make positive changes in their lives.

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 Community Learning and Development services would affect learners and community members. 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 Community Learning and Development contexts. 128 responses were collected.
- Information provided by Grant Funded Community Organisations in annual reports.
- Information shared during the Delegation by Aberdeen Council of Voluntary Organisations at the Council meeting 13 December 2023.

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 regarding the provision of a Community Learning 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, learners and community members were consulted by officers about the impact an reduction or loss of the Community Learning and development services would have on them. This included 6 groups covering Adult Learning literacy and English for Speakers of Other Languages (ESOL), Parental Support group, growing initiatives, and Community Development groups. 15 responses were also collected from individual learners and community members across youth participation, Healthy Minds – Royal Cornhill Hospital, Adult learning- literacy and ESOL, Family Learning, Youth Work in schools and Family Learning -Looked After Children.

2.4 What mitigations can be put in place?

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

Age	Mitigations
Reduction or loss of community youth work may open opportunities to negative influences from the surrounding community. Community youth work provides a safe	Education Social Work Police Scotland

<p>space where youth workers encourage a positive non-judgemental atmosphere with simple rules/boundaries. The young people who attend the session may have yet to develop the ability to fully assess the risks around certain situations. This means that they lack the ability to make reasoned decisions and take control of situations and leave themselves open to danger, despite their outward confidence.</p>	<p>Third sector youth work providers Faith groups</p>
<p>Reduction or loss of youth led funding, may result in a loss of opportunities for children and young people to directly make decisions and change about matters that affect them, limiting community empowerment in our youngest citizens and the associated individual and community outcomes.</p>	<p>National funding opportunities as they are available for example from Youth Link Scotland, National Lottery</p>
<p>Reduction or loss of safe spaces for young people, may result in young people becoming isolated or spending time in spaces and with people that do not support their needs. Young people congregating in the streets and other community spaces which may cause negative feeling in communities.</p>	<p>Citywide network of Warm Spaces Police Scotland City Wardens Proximity of nearby community venues</p>
<p>Reduction in opportunity to build the capacity of the young people to consider risk and consequently make reasoned decisions and take control of situations may lead to dis-regulated behaviour and the potential for young people to be violent towards one another. This would put demand on other services like Police Scotland, NHS and any social work intervention that may be required. There would also be an expectation for the council to "tidy up" things like graffiti. Businesses may have an increased cost in repairs should any damage occur to their premises during periods of young people disagreeing with each other.</p>	<p>Education Fit Like Family Wellbeing Hubs Social Work Police Scotland Third sector youth work providers Faith groups</p>
<p>Reduction or loss of trusted adult/positive role models, young people may no longer feel listened to or have someone to go in a crisis or discuss issues and provide guidance.</p>	<p>Education One trusted person model</p>
<p>Reduction or loss of support with learning, skills development, may result in young people's ability to realise their potential and secure positive destinations, leading to being economically inactive and creating demand on other services and budgets.</p>	<p>Education ABZWorks Third sector youth work and learning providers</p>
<p>Reduction in Family Learning services may lead to families who do not feel able to support their children's learning, which in turn may lead to children not realising their potential emotionally or academically and potentially placing increased demand on other statutory services, over the short to long-term.</p>	<p>Education Fit Like Family Wellbeing Hubs Social Work Aberdeen health and Social Care Partnership</p>

<p>A reduction or loss of Learning Centres and or Community Centres may lead to isolation and reduced peer support, reduced mental health, a reduced feeling of purpose and connection within their community, food and fuel poverty, loss of trusted relationships in the community and support for transition points or times of crisis. This may lead to increased demand on other services.</p>	<p>Proximity of nearby community venues Citywide network of Warm Spaces Community and Central Libraries</p>
<p>Disability</p> <p>Reduced access to youth work for children and young people with additional support needs may limit the development of positive outcome relating to; communication, transition, mental health, skills development, engagement in learning, securing positive destinations, building positive relationships and making informed decisions.</p> <p>A reduction or loss of Learning Centres may lead to isolation and reduced peer support, reduced mental health, a reduced feeling of purpose and connection within their community, food and fuel poverty, loss of trusted relationships in the community and support for transition points or times of crisis. This may lead to increased demand on other services.</p> <p>A reduction to Community Learning and Development would have an impact on adults accessing Health Minds provision, for those who have a legal order to remain within the Royal Cornhill Hospital their daily life would be further affected, as they have no access to devices and movement is restricted, this would impact on individuals mood, mental health, their ability to learn skills for use on discharge, for example; digital skills, budgeting and literacy.</p> <p>Reduction in Family Learning provision would negatively impact families with children with additional support needs, potential leading to increased isolation, poorer outcomes across the family and limited opportunity for children and young people to access activities, playschemes and holiday activity, also providing family respite. With out this provision, demand would increase on other services.</p>	<p>Education Social Work Third sector organisation that support additional support needs Fit Like Family Wellbeing Hubs</p> <p>Cfine/Fair Share Aberdeen City Libraries Social Work Aberdeen health and Social Care Partnership</p> <p>Aberdeen health and Social Care Partnership Police Scotland Social Work</p> <p>Education Social Work Fit Like Family Wellbeing Hubs Third sector organisation that support additional support needs</p>
<p>Gender reassignment</p> <p>No information is available relating to people who have gone through or are going through gender reassignment, however the reduction or loss of safe community spaces and opportunities to form trusted relationships and sources of information and learning in their community would be limited through this proposal.</p>	<p>Education Aberdeen Health and Social Care Partnership City wide network of warm spaces Aberdeen City Libraries</p>

<p>Pregnancy and maternity</p> <p>A reduction or loss of Learning Centres, Community Centres and Funded Community Project programmes for early years may impact on children meeting their developmental miles stones, it may limit opportunities to develop friendships and peer support in communities, which may lead to isolation and poor mental health.</p>	<p>Aberdeen Health and Social Care Partnership Social Work PEEP Third sector providers of early years provision Proximity of nearby community venues</p>
<p>Race</p> <p>A reduction of assessment for and delivery of English for Speakers of Other Languages (ESOL) classes may impact on the life chances of New Scots and their ability to integrate and form friendship out with their family and community, it may impact on their ability to feel confident communicating with people such as teachers or doctors, impacting on their families wellbeing and experience of education. Learner may feel isolated or marginalised and suffer harassment. As learners improve their language skills, their job prospects improve, a reduction in ESOL learning may leave people economically inactive, placing demand on other services and budgets.</p> <p>Reduction to community development services including Learning Centres may impact New Scots communities to integrate and be able to come together to learn and celebrate and share their culture. The may lead to New Scots feeling isolated or marginalised and more susceptible to harassment.</p>	<p>Aberdeen City Council, Refugee Team Education Social Work Police Scotland Third sector providers of ESOL Grampian Regional Equality Council</p> <p>Aberdeen Council of Voluntary Organisations</p>
<p>Religion or belief</p> <p>A reduction of Learning Centres and Community Centres would limit ability for faith groups to run their worship and other activity within a specific community, this may limit their reach and make it difficult for individuals to access worship and activities, which may lead to loss of community, isolation and peer support as well as any outcome delivered from programmes of activity.</p>	<p>Proximity of nearby community venues Aberdeen City Corporate Landlord, Asset Transfer opportunities</p>
<p>Sex</p> <p>A reduction to Family Learning services would disproportionately affect women who are predominantly the main caregiver and more likely to require the support available through Family Learning.</p>	<p>Education Social Work Aberdeen Health and Social Care Partnership Third sector providers of Community Learning and Development</p>

<p>Sexual Orientation</p> <p>The reduction of loss of the Zone Youth LGBTQ+ group may limit young people's access to support with; transitions, mental health, skills development, engagement in learning, communication, building positive relationships, peer support, having positive adult role models. This could lead to isolation, poor mental health and progression of other outcomes.</p>	<p>Education Four Pillars Fit Like Family Wellbeing Hubs Aberdeen Health and Social Care Partnership</p>								
<p>With mitigations in place, what is the new overall rating of the negative impact(s)?</p>	<table border="1"> <tr> <td data-bbox="879 465 1273 510">High</td> <td data-bbox="1273 465 1476 510"></td> </tr> <tr> <td data-bbox="879 510 1273 555">Medium</td> <td data-bbox="1273 510 1476 555">x</td> </tr> <tr> <td data-bbox="879 555 1273 600">Low</td> <td data-bbox="1273 555 1476 600"></td> </tr> <tr> <td data-bbox="879 600 1273 627">Negative Impact Removed</td> <td data-bbox="1273 600 1476 627"></td> </tr> </table>	High		Medium	x	Low		Negative Impact Removed	
High									
Medium	x								
Low									
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?

Funded Community Projects: Aberdeen Lads Club, Fersands Community Project & Fersands Family Centre, Middlefield Community Project, Printfield Community Project, Station House Media Unit and C-FINE are located areas that are low on the Scottish Index of Multiple Deprivation (SIMD) are recognising increased levels of poverty and deprivation and is associated with poorer educational attainment, employment prospects and health inequalities. A reduction or loss to these projects would mean services such as childcare and early years, after school clubs, holiday activities and playschemes, family support, adult learning, youth work, and community empowerment would cease or reduce. Support for financial inclusion and employability, access to free food, health and wellbeing, and tackling loneliness and social exclusion would be lost. This will impact those affected by socio economic disadvantage. Over 4000 people would be affected, including over 800 young people involved in CLD activities, 3,833 people affected by poverty, 193 ethnic minority households, 327 people with a disability, 21 people with no recourse to public funds, 959 lone parents, 1585 families with children, 91 larger families (3+ children), 27 kinship carers, and 23 care experienced young people (figures from 2022-23).

A reduction or loss of Funded Community Projects may lead to poorer educational attainment, employment prospects and health inequalities, placing further demand on other services.

The Youth Work team supports young people to achieve, contribute and be the best they can be. Youth Work supports young people's health and wellbeing and their personal and social development.

The youth work team's work includes: Youth Work in schools, Youth participation, Youth Awards, SQA accredited, Community based Youth Work, Supporting young refugees, Project based work; at Mastrick Outdoor Hub and Amped, Equalities through Zone Youth, LGBTQ+ city wide group, Summer and Easter in the City programmes, work is prioritised for areas low on the Scottish Index of Multiple Deprivation, with more referrals for support and 1-2-1 working taking place.

A reduction in youth work and other community learning and development provision may result in deprived communities becoming more deprived with an increase in unsatisfactory associated economic, health and crime statistics. Communities would feel less safe, there would be increased social isolation and community cohesion.

Adult Learning - Community-based adult learning improves much more than educational outcomes for those who participate. Learning that starts in the community contributes to a range of positive outcomes for the learner, their family and their wider community.

Adult Learning work includes: ESOL (English for speakers of other languages), Literacy, Numeracy, SQA accreditation (Scottish Qualifications Authority), Supporting Refugees, Criminal Justice, Supporting Gypsy/Travellers

Low literacy skills impact on everyday activities such as being unable to read shopping items, medicine labels, fill out forms, budget, help children with homework. Learners are not confident to work or volunteer due to poor literacy skills. Adult Learning support individuals involved in criminal justice to develop their skills and

Impact on learners:

"It would limit my employment choices.

I could not help my children with homework.

I could not develop my own skills, was ignored when at school as I could not keep up."

"I cannot read or write and the classes really make a difference.

My learning is helping me with money, shopping and helps me help my kids.

I have made new friends as well."

"Literacy - my reading would stop.

I would not be able to improve or hopefully get a job.

Trust lost, learners report feeling "stupid and embarrassed for so long.

i feel so much happier going to my learning.

I have felt able to talk to someone about not being able to read or get any help. "

"I could no longer apply for employment as forms are very difficult.

Shopping and budgets are hard as my numeracy is still not very good.

My confidence would go down as support really helps."

A Reduction in Adult Learning services will impact individuals life chances and confidence in daily interactions, participation in society and communities, reducing employability, increase isolation of already marginalised groups such as gypsy travellers and those in the criminal justice system.

Family Learning is an approach to engaging families in learning that has an impact on the whole family. Family learning offer includes: a holistic family centred approach to help families identify their own learning need, goal setting and support them to achieve the goal set and various group courses which are informal and held in the community

Parenting themes covered: sleep, cooking, emotions, building parents self-esteem, assertiveness and confidence.

Family learning take time to build positive, trusting relationships with families who may have negative past experiences with learning, they engage with our service. This means increased school/nursery attendance, improved relationships between parents and schools, families accessing opportunities they otherwise would not have had the knowledge, confidence, ability and resource to access.

A reduction of family learning may increase problems with behaviour in the classroom and/or reduced school attendance, increased exclusions and antisocial behaviour from children and young people who additional support needs, increased mental health problems for parents and children, increased social isolation for families.

Staff reflection:

“I am one of the few people - in some cases the only person- they speak to during their week as a matter of course, or about any particular concerns they have within their family life. We are able to refer individuals to a wide variety of services due to the trust built and the knowledge we have of what is available and what would be of benefit to group members.”

A reduction to family learning may remove a pathway of support for children experiencing emotional dysregulation and behavioural difficulties, leading to a reduction in children’s attainment and life chances and to additional pressure on statutory services which are already overstretched.

A reduction of family learning may lead to anxiety and isolation, as parents may be unlikely to access these groups alone, even if they had known about them.

Many families have been referred to Family Learning for hardship support. Family Learning has engaged with other services like, CFINE, Somebody Cares, Instant Neighbours, Scarf and support has been offered to over 40 families. CFINE and Family Learning created a Mobile Pantry in the Northfield ASG where it allowed families from the community to sign-up and access low cost quality food on a fortnightly basis. There are currently 35 members of the mobile pantry.

A reduction of Family Learning services may have an impact on families ability to access other services, support and resources, leading to isolation, increased poverty and disadvantage.

The Family Learning support that we offer alleviates the pressure on the social work kinship team, by allowing carers to access support via a universal platform. Taking this away would mean less support available to families, resulting in increased pressure on schools and social work teams across the city.

Family Learning work closely with the Fit Like Family Wellbeing Hubs who can provide additional support when there is a history of trauma (via Children 1st), anxiety linked to Additional Support Needs (via Additional Support Needs Team), or non-attendance (via Education Social Work). Family Learning's early intervention focus ensures families can receive support and avoid escalation to social work.

A reduction in Family Learning work would impact on the levels of support and referrals that come through the Fit Like Family Wellbeing Hub, limited the offer and placing demand on other Fit Like services.

“Community Development is about making a fairer, just and more inclusive society with strong communities at the heart of decision making.” (Scottish Community Development Centre)

The Community Development Team provide capacity building support to communities to create, develop and sustain programmes and activities which address emerging priorities and provide increased opportunities for citizens. We do this by improving people’s knowledge, skills, abilities (eg confidence, working with others) and organisational ability and support community groups and organisations to plan, manage and evaluate their work.

The team also support a wide range of community members to participate in decision-making processes by enabling them to develop the confidence, understanding and skills required to influence decision making and service delivery.

The Community and Learning Centres Team is responsible for the operation of the Council managed Learning Centres and provides assistance to the independently managed Community Centres.

A reduction to Community Development services may result in a reduction in the support given to Tillydrone Community Campus SCIO Capacity Building support: Volunteer Support may stop and the ability to progress towards their agreed plans would be diminished

A reduction in Community Development may impact on community growing initiatives that are located in areas of deprivation, this may limit opportunities for volunteering, skills development and increased mental health.

[Reduced access to learning centres would mean] *“no access to socialise, interact and learn with other like-minded people. Learn ideas, tips, ideas from others. No access to a local toddlers group as there are no other groups in the area unless you drive. Would affect 20-30 parents/childminders/grandparents”*

Community Development services provide support to community management committees and association who run programmes that contribute to learning, isolation, wellbeing, community cohesion , groups include older people, families with early years children, kinship carers, community pantries spaces to cook, and anti-poverty initiatives, faith groups , lets to community and sports organisations, income from lets.

Learning centres provide work space for Aberdeen City Council staff and delivery of Community Learning and Development programmes, Safe spaces where community members and learners build positive trusted relations with staff and can be signposted to the resources and support they need. Vital social interaction, Loss for space for race groups, Ukrainian , Russian school, spaces for refugees, New Scots, home to vast range of sports, cultural, community meals, language learning.

A reduction or loss of Learning Centres and or Community Centres may lead to isolation and reduced peer support, reduced mental health, a reduced feeling of purpose and connection within their community, food and fuel poverty, loss of trusted relationships in the community and support for transition points or times of crisis, reduced opportunities for learning, volunteering and the development of employability skills This may lead to increased demand on other services.

A reduction or loss of Community Learning and Development services may lead to on poorer educational attainment, employment prospects and health inequalities, it may compromise community safety and place further demand on other services.

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?

- [Progress report against the CLD plan 2021 – 24](#)
- [Case studies relating to the delivery of the CLD plan 2021-2023](#)
- **Draft - Education Recovery Fund & Strategic Equality Fund, Family Learning - Youth Work - Financial Inclusion, Summary Report 2021-2023 (to be published Spring 24)**

This data provides information about the progress made on the Community Learning Development plan 2021-2024 to deliver outcomes across Youth Work, Adult Learning and Community Development in line with Local Outcome Improvement Plans and the impact funding through education has provided additional Youth work and Family Learning capacity to work with children, young people and their families to support post Covid-19 pandemic engagement in learning

This data includes the range of services and projects delivered by Community Learning and Development with services that directly meet the needs of those with protected characteristics, with targeted initiatives for young people, older people, projects that support integration of New Scots, provide support and learning and progression for people with disabilities both physical and mental as well as services that empowering people, both as individuals and in communities, to make positive changes in their lives.

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 Community Learning and Development services would affect learners and community members. 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 Community Learning and Development contexts. 128 responses were collected.
- Information provided by Grant Funded Community Organisations in annual reports
- Information shared during the Delegation by Aberdeen Council of Voluntary Organisations at the Council meeting 13 December 2023

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.

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, learners and community members were consulted by officers about the impact an reduction or loss of the Community Learning and development services would have on them. This included 6 groups covering Adult Learning literacy and English for Speakers of Other Languages (ESOL), Parental Support group, growing initiatives, and Community Development groups. 15 responses were also collected from individual

learners and community members across youth participation, Health Minds – Royal Cornhill Hospital, Adult learning- literacy and ESOL, Family Learning, Youth Work in schools and Family Learning -Looked After Children.

3.4 What mitigations can be put in place?

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

Impacts	Mitigations
<p>A reduction in youth work and other community learning and development provision may result in deprived communities becoming more deprived with an increase in unsatisfactory associated economic, health and crime statistics. Communities would feel less safe, there would be increased social isolation and community cohesion.</p>	<p>Education Social Work Fit Like Family Wellbeing Hubs Police Scotland</p>
<p>A Reduction in Adult Learning services will impact individuals life chances and confidence in daily interactions, participation in society and communities, reducing employability, increase isolation of already marginalised groups such as gypsy travellers and those in the criminal justice system.</p>	<p>ABZWorks Aberdeen Health and Social Care Partnership Aberdeen City Libraries Third Sector Learning providers</p>
<p>A reduction of family learning may increase problems with behaviour in the classroom and/or reduced school attendance, increased exclusions and antisocial behaviour from children and young people who additional support needs, increased mental health problems for parents and children, increased social isolation for families.</p>	<p>Education Social Work Fit Like Family Wellbeing Hubs Aberdeen Health and Social Care Partnership</p>
<p>A reduction to family learning may remove a pathway of support for children experiencing emotional dysregulation and behavioural difficulties, leading to a reduction in children’s attainment and life chances and to additional pressure on statutory services which are already overstretched.</p>	
<p>A reduction of family learning may lead to anxiety and isolation, as parents may be unlikely to access these groups alone, even if they had known about them.</p>	
<p>A reduction of Family Learning services may have an impact on families ability to access other services, support and resources, leading to isolation, increased poverty and disadvantage.</p>	
<p>A reduction in Family Learning work would impact on the levels of support and referrals that come through the Fit Like Family Wellbeing Hub, limited the offer and placing demand on other Fit Like services.</p>	

<p>A reduction to Community Development services may result in a reduction in the support given to Tillydrone Community Campus SCIO Capacity Building support: Volunteer Support may stop and the ability to progress towards their agreed plans would be diminished</p> <p>A reduction in Community Development may impact on community growing initiatives that are located in areas of deprivation, this may limit opportunities for volunteering, skills development and increased mental health.</p> <p>A reduction or loss of Learning Centres and or Community Centres may lead to isolation and reduced peer support, reduced mental health, a reduced feeling of purpose and connection within their community, food and fuel poverty, loss of trusted relationships in the community and support for transition points or times of crisis, reduced opportunities for learning, volunteering and the development of employability skills This may lead to increased demand on other services.</p> <p>A reduction or loss of Community Learning and Development services including Funded Community Projects may lead to on poorer educational attainment, employment prospects and health inequalities, it may compromise community safety and place further demand on other services.</p>	<p>Aberdeen Council of Voluntary Organisations</p> <p>Third Sector organisations Environmental services</p> <p>Proximity of nearby community venues Citywide network of Warm Spaces Community and Central Libraries</p> <p>Education Fit Like Family Wellbeing Hubs Social Work Aberdeen Health and Social Care Partnership City Wardens Police Scotland</p>
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<p>With mitigations in place, what is the new overall rating of the negative impact(s)?</p>	High	
	Medium	x
	Low	
	Negative Impact Removed	

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: Right to a fair trial		X	
Article 7: No punishment without law		X	
Article 8: Right to respect for private and family life, home and correspondence		X	
Article 9: Freedom of thought, belief and religion		X	
Article 10: Freedom of expression		X	
Article 11: Freedom of assembly and association		X	
Article 12: Right to marry and start a family		X	
Article 14: Protection from discrimination in respect of these rights and freedoms		X	
Article 1 of Protocol 1: Right to peaceful enjoyment of your property		X	
Article 2 of Protocol 1: Right to education	X		
Article 3 of Protocol 1: Right to participate in free elections		X	

4.2 In what way will the policy impact Human Rights?

Community learning and development enables life long learning, this includes supporting children and young people to engage in their own learning, support adults with their first steps towards their numeracy and literacy, ESOL and digital learning and equip parents and carers with the confidence, skills and resources to support their children with their learning. All of these services are at capacity with growing demand and waiting lists.

A reduction in Community Learning and Development services may limit the life chances of children, young people and adults, by limiting or removing their access to entry level learning.

4.3 What mitigations can be put in place?

What mitigations are there against any negative impacts (if applicable)?		
	<ul style="list-style-type: none"> Education and Children's services Third sector learning providers 	
If mitigations are in place, does this remove the negative impact?	No – negative impact remains	X
	Yes – negative impact reduced	
	Yes - negative impact removed	

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
Article 1: definition of the child		X	
Article 2: non-discrimination		X	
Article 3: best interests of the child	X		
Article 4: implementation of the convention		X	
Article 5: parental guidance and a child's evolving capacities	X		
Article 6: life, survival and development		X	
Article 7: birth registration, name, nationality, care		X	
Article 8: protection and preservation of identity		X	
Article 9: separation from parents	X		
Article 10: family reunification		X	
Article 11: abduction and non-return of children		X	
Article 12: respect for the views of the child	X		
Article 13: freedom of expression	X		
Article 14: freedom of thought, belief and religion		X	
Article 15: freedom of association	X		
Article 16: right to privacy		X	
Article 17: access to information from the media		X	
Article 18: parental responsibilities and state assistance		X	
Article 19: protection from violence, abuse and neglect		X	
Article 20: children unable to live with their family	X		
Article 21: adoption		X	
Article 22: refugee children		X	
Article 23: children with a disability		X	
Article 24: health and health services		X	
Article 25: review of treatment in care		X	
Article 26: social security		X	
Article 27: adequate standard of living		X	
Article 28: right to education	X		
Article 29: goals of education		X	
Article 30: children from minority or indigenous groups	X		

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

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

Across the following articles are examples of how vital Community Learning and Development services are in meeting children and young people's needs, whether that be providing safe spaces and positive relationship in Learning centres supported by Community Development to empowering young people through youth work or working holistically with families through Adult Learning and Family Learning. Any reduction to these services would be detrimental to children and young people.

Article 3: best interests of the child – **Youth work, Family Learning and Community development initiatives that support children's and young people's learning and emotional development**

Article 5: parental guidance and a child's evolving capacities – **Family Learning provides opportunities through 1-2-1s and group work and sign post to other providers who also contribute towards children meeting their developmental milestones and progressing skills and attainment.**

Article 9: separation from parents – **Family Learning support to kinship care groups**

Article 12: respect for the views of the child – **Youth participation work across Scottish Youth Parliament, Aberdeen Youth Movement, and Zone Youth groups empower children and young people to make positive change in the city.**

Article 13: freedom of expression – Youth Work is a process of engaging with young people to facilitate their personal, social and educational development and enable them to gain a voice, influence and a place in society

Article 15: freedom of association - **Access to Youth work and Family Learning initiatives provides opportunities for children and young to connect on shared interests and progress and promote community agendas**

Article 20: children unable to live with their family –

Article 28: right to education – Youth work teams in partnership with education support young people who struggle to access school, supporting young people's mental health and emotional well-being, through 1-2-1 sessions which is the most referred activity in some schools. Referrals from the Northfield ASG were almost exclusively for one-to-one support.

Article 30: children from minority or indigenous groups – Community Development support for children and young people is prioritised when welcoming New Scots, with Rosemount Learning Centre being a hub for people who have fled Syria, Afghanistan and Ukraine. Focus youth Work projects have supported the integration of young New Scots.

Article 39: recovery from trauma and reintegration –Approach across Community Learning and Development support children and young people in recovery from providing safe spaces in learning centre to **1-2-1 youth work in school and whole family support from family learning**

5.3 What mitigations can be put in place?

What mitigations are there against any negative impacts (if applicable)?		
	<ul style="list-style-type: none"> • Education • Rights respecting schools initiatives • Other third sector Community Learning and development providers • Social Work • Refugee Support team • Fit Like Hubs including Children 1st and CAHMS • Aberdeen City Libraries 	
If mitigations are in place, does this remove the negative impact?	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?

Any reductions in Community Learning and Development services will impact the capacity of staff and therefore the ability to deliver a statutory minimum at supports **primarily disadvantaged or vulnerable groups and individuals of all ages to engage in learning, with a focus on bringing about change in their lives and communities. Demand is increasing across all Community Learning and Development services, currently additional funding is sought to address demand, along with funding is the required capacity to** secure, manage and deliver on the level of grant funding that is currently accessed. This additional grant funding enables the recruitment of fixed term posts, the reduction of loss of these temporary posts may result in a loss of employment and skills in this sector.

Organisations that deliver their programmes and activity from learning centres, potential loss of; venues, loss of income, loss of audience, it may lead to organisations not being viable due to these factors.

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

None - The mitigations provided in this IIA are generally universal statutory services and are already accessed or available to learners and community members who access Community Learning and Development services.

Outline of how impact of policy will be monitored.

The Community Learning and Development services will continue to be monitored with the current reporting measures in place, any reduction or removal in delivery of services will likely see demand in other areas, and these will be monitored alongside any reduction in funds.

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

Other mitigations provided are where individual and/or community need is not addressed and may escalate creating demand on other services. Such as Education, Social Work, Aberdeen Health and Social Care Partnership, Police Scotland.

Assessment Author	Margaret Stewart
Date	22/02/24
Chief Officer	Jacqui McKenzie
Date	24/02/24