

The purpose of an Integrated Impact Assessment is to evidence that Aberdeen City Council is meeting its legislative duties by assessing the potential impacts of its policies and decisions on different groups of people and the environment. The legislation considered within this assessment is:

- Section 2 [Equality Act 2010 protected characteristics](#)
- Section 3 [Socio-Economic](#)
- Section 4 [Consumer Duty](#)
- Section 5 [Human Rights](#)
- Section 6 [Children and Young People’s Rights](#)
- Section 7 [Environmental impacts](#)

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: Reduce funding for the Creative Learning team
<b>1.2 What does this policy seek to achieve?</b>
The policy seeks to achieve a balanced budget through the reduction of the Creative Learning service.
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.
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.
<b>1.3 Is this a strategic programme/proposal/decision?</b>
Not strategic
<b>1.4 Is this a new or existing policy?</b>
New (Council Budget Option)
<b>1.5 Is this report going to a committee?</b>
Yes
<b>1.6 Committee name and date:</b>
Budget Meeting Council 5 March 2025
<b>1.7 Report no and / or Budget proposal number and / or Business Case reference number:</b>
EI-12
<b>1.8 Function and Cluster:</b>
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## Impacts

Aberdeen City Council has a legal requirement as a public sector organisation to assess the impact of its work on equality groups and assess against human rights, children's rights and our socio-economic duty. This is our Public Sector Equality Duty (PSED). The PSED has three key parts:

- Eliminate unlawful discrimination, harassment, victimisation or any other prohibited conduct.
- Advance equality of opportunity.
- Foster good relations by tackling prejudice, promoting understanding.

This following five sections in the Integrated Impact Assessment demonstrate that these considerations that have been made in the policy, that the impact of proposals made is understood and accepted, and what mitigating steps can be taken to reduce any negative impact of the policy.

This proposal would reduce or 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 in priority areas, through play and learning for families (Geronimo FAF).
- Delivery of first step employability programmes for young people, and adults through ABZWorks.
- Delivery and design of children and young peoples' voice and participation work in line with the UNCRC through City Centre and Beach Master planning and the development of the Young Ambassadors (10-16 yrs) contribution to Child Rights Improvement Project.
- Delivery of initiatives that embed creative approaches across education that support; Additional Support Needs, mental health, engagement in learning and pupil empowerment through creative thinking skills.
- Training for student teachers on creative approaches to learning and teaching.
- Opportunities for volunteers (184 volunteer hours across projects).
- Additional grant funding secured to deliver Creative Learning services - **£140,715 in 2023/24**
- 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 what impact the policy may have on people with [protected characteristics](#).

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

Protected Characteristic	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?

Protected characteristic	Impact
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 or reducing 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 youth participation including the Young Ambassadors group (10-16 years) who are part of the Child Rights Improvement Project and have been identified as a group of children and young people who can be called upon as required to be involved in city engagement and consultation. These children and young people would no longer access projects that provide them, and the wider groups of young people that their work reaches to have 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 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> <li>• Progression to Aberdeen Youth Movement (16-25 yrs)</li> </ul> <p><b>Stopping or reducing 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.</b></p>
Disability	<p>Children and young people with disabilities and / or additional support needs, who are involved in City Centre and Beach Master planning and wider youth participation work including 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:</p> <ul style="list-style-type: none"> <li>• Access to tailored sessions to meet individual and group support needs</li> <li>• Access to learner centred employability programmes</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> </ul>

	<ul style="list-style-type: none"> <li>• Access to high quality arts and cultural activity</li> </ul> <p><b>Stopping or reducing 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.</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Creative industries skill building</li> <li>• The development and practice of transferable creativity, meta and skills for employment.</li> <li>• The development of key life skills; consistency, confidence, improved self-esteem, increased emotional intelligence, increased independence and motivation.</li> <li>• Support for participants with learning disabilities, physical disabilities, social anxiety and mental illness</li> <li>• Trusted adult, modelling positive relationships</li> <li>• Employability pathways with citywide partners including further and higher education.</li> <li>• Loss of opportunity to pursue a career in arts, progress to further education or to start own creative business.</li> </ul> <p><b>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.</b></p> <p>Many of the older people who access Creative Learning Unfinished Objects project also have a disability – see details against age.</p>
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:	Women with early years children who access the Creative Learning Geronimo (57 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><b>Loss or reduction 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 or reduction of opportunity to strengthen family relationships and attachment, this may lead to insecure emotional, social and cognitive development.</b></p> <p><b>Loss or reduction 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>
Race:	<p>Children and young people of an ethnic minority who access Creative Learning City Young Ambassadors projects 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 skilled 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 or reducing 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> <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 or reducing 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:	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. 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.
Sex:	Women are more often the main caregiver therefore women who access Geronimo session will be impacted, also see Pregnancy and Maternity.
Sexual orientation:	No information is available relating to this protected characteristic

### 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?**

- 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 has been considered.

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

Officers were asked to share from their knowledge and experience on how any reduction 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.

#### **What consultation and engagement has been undertaken with people who may be impacted by this policy?**

Aberdeen City Council undertook a two-part public consultation around the 2025/26 Budget and future spending plans from August 2024 to November 2024.

In Part 1, conducted throughout August 2024, participants were asked to provide feedback on four key areas: Budget Options, Council Tax, Service Area Prioritisation, and Capital Programme Expenditure. Under Budget Options, respondents were queried about the potential impacts of proposed options, including both reduction strategies and income-boosting charges. Regarding Council Tax, input was sought on acceptable levels of increase and their potential impacts. Citizens were also invited to express their views on which service areas should be prioritised for spending and to offer their opinions on capital programme expenditure.

In part 2, which took place throughout November 2024, the Council consulted on additional budget options, again focusing on the impact if implemented. The phase 2 consultation included budget options relating to the Aberdeen Health and Social Care Partnership.

There were 4278 responses across the four areas consulted on during part 1 of the online consultation and 1535 responses to part 2. Respondents had the option to indicate which protected characteristics would be affected.

45% of respondents indicated that reducing the creative learning team would have no impact, while 55% of respondents indicated this budget option would have low (23%), medium (17%), or high (15%) **negative impact**.

Comments included:

- Creativity and arts are really important. This would greatly impact our society as a whole without art, what is life?
- A reduction in funding for creative learning team would impact negatively due to the fact that there are very few things for young people to do and a cut would only chase young people further in solitude without anywhere to go and socialise.

Various approaches were offered to support participation. Throughout both phases, opportunities were offered for the public to attend face to face and digital sessions to discuss the proposals in more detail. There were 2 face to face sessions, including British Sign Language options and 4 digital sessions, with a total of 24 attendees.

In addition to the wider budget consultation, feedback has been collected from some participants and creative practitioners that relate to the impact a reduction or loss of the Creative Learning services would have on them. This included the Young Ambassadors group (10-16 years) and comments received by creative practitioners. Feedback from other consultation activity from last year has also been considered as it is relevant. 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 can be done to remove or reduce any negative impacts of this policy (if applicable)?

Protected characteristic	Mitigations
<p><b>Age</b></p> <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 may have capacity to support this group</p> <p>-Access to other community facilities in the city</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><b>Disability</b></p> <p>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.</p> <p>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.</p> <p><b>Pregnancy and Maternity and Sex:</b></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><b>Race</b></p> <p>Stopping Creative Learning facilitated youth consultation would see a removal of opportunities for children and young people of an ethnic minority to influence</p>	<p>-Aberdeen Health and Social Care Partnership</p> <p>Education UNCRC Rights respecting schools Policy and Strategy CLD youth participation</p> <p>Education UNCRC Rights respecting schools Policy and Strategy CLD youth participation</p> <p>ABZWorks SHMU and other Culture Aberdeen members who may they have 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>Education UNCRC Rights respecting schools Policy and Strategy</p>
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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 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

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

High	
Medium	
Low	x
Positive	

### 3: Socio-Economic Impacts

Aberdeen City Council has a duty to reduce the inequalities of outcome that can arise from socio-economic disadvantage. This section is used to consider what impact the policy may have on people experiencing socio-economic disadvantage – and how any inequalities of outcome arising from the policy can be reduced.

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 people who experience the following aspects of socio-economic disadvantage?

	Negative	Neutral	Positive
<b>Low income</b> – those who have insufficient earnings to meet basic needs, such as food, clothing, housing, or utilities.	x		
<b>Low/ no wealth</b> – those who have no savings for unexpected spend or provision for the future.	x		
<b>Material deprivation</b> – those who cannot afford or access goods or services that are considered essential or desirable for a decent quality of life, such as food, clothing, heating, transport, internet, cultural, recreational and social activities.	x		
<b>Area deprivation</b> – those who live in an area with poor living conditions, such as higher levels of crime, pollution, noise, congestion, or lack of infrastructure, amenities, or green spaces.	x		
<b>Socio-economic background</b> – social class, parents’ education, employment, income.	x		

3.2 In what way will the policy impact people experiencing socio-economic disadvantage?

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 has been considered.

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

Officers were asked to share from their knowledge and experience on how any reduction of Creative Learning services would affect participants. Impacts collected this time last year were checked with staff to check where they remained relevant and where there were updates to be made.

**What consultation and engagement has been undertaken with people who may be impacted by this policy?**

Aberdeen City Council undertook a two-part public consultation around the 2025/26 Budget and future spending plans from August 2024 to November 2024.

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In part 2, which took place throughout November 2024, the Council consulted on additional budget options, again focusing on the impact if implemented. The phase 2 consultation included budget options relating to the Aberdeen Health and Social Care Partnership.

There were 4278 responses across the four areas consulted on during part 1 of the online consultation and 1535 responses to part 2. Respondents had the option to indicate which protected characteristics would be affected.

Various approaches were offered to support participation. Throughout both phases, opportunities were offered for the public to attend face to face and digital sessions to discuss the proposals in more detail. There were 2 face to face sessions, including British Sign Language options and 4 digital sessions, with a total of 24 attendees.

In addition to the wider budget consultation, feedback has been collected from some participants and creative practitioners that relate to the impact a reduction or loss of the Creative Learning services would have on them. This included the Young Ambassadors group (10-16 years) and comments received by creative practitioners. Feedback from other consultation activity from last year has also been considered as it is relevant. Their input is reflected in the impacts relating to Protected Characteristics and Socio-economic disadvantage.

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

<b>What can be done to remove or reduce any negative impacts of this policy (if applicable)?</b>		
<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>Education Fit Like family Wellbeing Hubs Social Work SHMU and other Culture Aberdeen members where there is specific experience and capacity</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>Health Workers Aberdeen Health and Social Care Partnership Social Work</p>	
<p>Loss of opportunity to strengthen family relationships and attachment, this may lead to insecure emotional, social and cognitive development.</p>	<p>Access to Community Centres and Learning Centre programmes</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>ACC, Community Learning and Development Family Working, however there is already demand on this service.</p>	
<p><b>If mitigations are in place, does this remove or reduce the negative impact?</b></p>	<p><b>No – negative impact remains</b></p>	x

## 4: Consumer Impacts

The Consumer Scotland Act 2020 places a Consumer Duty on the public sector to put consumer interests at the heart of strategic decision-making, emphasising the need for accessible and affordable public services, especially during times of financial pressure. This person-centred approach is intended to result in better quality services and outcomes for the public as consumers of public services across Scotland.

This section of the IIA is used to consider the impact of the policy on consumers of any services that the policy is intended to change.

Use this guide to understand more on the consumer duty: [How to meet the consumer duty: guidance for public authorities](#)

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

	Negative	Neutral	Positive
<b>Individuals</b>	x		
<b>Small businesses</b>		x	

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

**Older People:** Stopping the Creative Learning Unfinished Objects group for over 50s may result in older people, many of whom have disabilities, experiencing increased isolation, loneliness, and poor physical and mental health.

**People with Disabilities:** Stopping Creative Learning employability programmes will impact young people with disabilities and their ability to access employability support, leading to isolation, mental ill health, loss of purpose, economic inactivity, and increasing demand on other services.

**Families with Early Years Children:** Loss of provision to support early years children reaching their expected developmental milestones may limit life chances for the youngest in the community. It may also lead to insecure emotional, social, and cognitive development, and exacerbate poor mental health, leading to loneliness and social isolation.

**Ethnic Minorities:** Stopping Creative Learning facilitated youth consultation would remove opportunities for children and young people of ethnic minorities to influence decisions that affect them, leading to their specific experiences and cultural needs not being raised, understood, or considered.

**Young Women of Muslim Belief:** Stopping Creative Learning employability programmes will impact young women of Muslim belief and their ability to access employability support, leading to isolation, mental ill health, loss of purpose, economic inactivity, and increasing demand on other services.

There are no individuals or small business who buys, uses or receives goods or services or could potentially do so, supplied by a Creative Learning, ACC.

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

#### What can be done to remove or reduce any negative impacts of this policy (if applicable)?

Mitigations include:

Education

Fit Like family Wellbeing Hubs

Social Work

SHMU and other Culture Aberdeen members where there is specific experience and capacity

Health Workers

Aberdeen Health and Social Care Partnership

Social Work Access to Community Centres and Learning Centre programmes ACC, Community Learning and Development ABZWorks		
<b>If mitigations are in place, does this remove or reduce the negative impact?</b>	<b>No – negative impact remains</b>	
	<b>Yes – negative impact reduced</b>	x
	<b>Yes - negative impact removed</b>	

## 5: 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](#).

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

Human Rights Article	Negative	Neutral	Positive
Article 2: <a href="#">Right to life</a>		X	
Article 4: <a href="#">Prohibition of slavery and forced labour</a>		X	
Article 5: <a href="#">Right to liberty and security</a>		X	
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	

### 5.2 In what way will the policy impact Human Rights?

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

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

#### What can be done to remove or reduce any negative impacts of this policy (if applicable)?

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

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

No – negative impact remains

n/a

Yes – negative impact reduced

n/a

Yes - negative impact removed

n/a

## 6: 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 18-26 years old.

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

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

	Negative	Neutral	Positive
<b>PROVISION</b>			
Article 2: non-discrimination		X	
Article 3: best interests of the child provision and protection		X	
Article 5: parental guidance and a child's evolving capacities		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 22: refugee children		X	
Article 23: children with a disability		X	
Article 24: health and health services		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 39: recovery from trauma and reintegration		X	
Article 40: juvenile justice		X	
<b>PROTECTION</b>			
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 protection		X	
Article 11: abduction and non-return of children		X	
Article 15: freedom of association		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 25: review of treatment in care		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 32: child labour		X	



PARTICIPATION			
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 42: knowledge of rights		x	

6.2 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 creative 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.

6.3 What mitigations can be put in place?

What can be done to remove or reduce any negative impacts of this policy (if applicable)?		
<ul style="list-style-type: none"> <li>Youth Work, Aberdeen Youth Movement group</li> <li>Education – NCRC Rights respecting schools</li> <li>Improvement Project 16.1 Child and Young People’s Rights</li> </ul>		
If mitigations are in place, does this remove or reduce the negative impact?	No – negative impact remains	
	Yes – negative impact reduced	x
	Yes - negative impact removed	

## 7: Environmental Impacts

Aberdeen City Council has a duty to meet its legal environmental responsibilities by working towards Net Zero emissions, adapting to climate change, and acting in a way it considers most sustainable. We must also fulfil the [biodiversity duty](#) and [sustainable procurement duty](#).

This section in the Integrated Impact Assessment demonstrates that these considerations that have been made in the policy, that the impact of proposals made is understood and accepted, and what mitigating steps can be taken to reduce any negative impact of the policy.

Use this guide to understand more on the legal climate change duty: [Climate change - gov.scot \(www.gov.scot\)](#) and find out more about how Aberdeen is adapting to Climate Change: [Aberdeen Adapts | Aberdeen City Council](#)

7.1 What is the impact of this policy on any of the below climate, environmental and waste considerations?

	Negative	Neutral	Positive
<a href="#">Council or City-wide carbon emissions</a>		X	
<a href="#">Active and sustainable travel</a>		X	
<a href="#">Facilities for local living</a>		X	
<a href="#">Resilience and adaptability</a> to flooding and weather events		X	
<a href="#">Biodiversity improvement</a> and <a href="#">wildlife/habitat connectivity</a>		X	
Water consumption and drainage		X	
Pollution (air, water, noise, light and land contamination)		X	
Impact on resource use and <a href="#">waste</a>		X	
<a href="#">Sustainable procurement</a> of goods and services		X	

7.2 In what way will the policy impact the environment?

While this policy does not directly impact the above environmental areas, work carried out by Creative Learning supports the Young Ambassadors group who have raising awareness and addressing local environmental issues as part of their constitution.

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

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

The nature and themes of the projects carried out by Creative Learning have been considered in this assessment.

**What consultation and engagement has been undertaken with local groups, partner organisations, experts etc? Where required, identify any other environmental assessments that have been completed.**

Consultation took place with the Young Ambassadors group (10-16 yrs)

7.4 What mitigations can be put in place?

**What can be done to remove or reduce any negative impacts of this policy (if applicable)?**

Work to support the already constituted Young Ambassadors group could be supported by other CLD Youth Work team or a Culture Aberdeen member as they have capacity and resource.

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

No – negative impact remains

Yes – negative impact reduced

X

Yes - negative impact removed

## 8: 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 Creative Learning staff who would be at risk of redeployment if Creative Learning services were to be reduced. Any impact on staff will be managed through due process, ensuring fair and equitable support with assistance from service management and People and Organisation Development.

#### 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 32 freelance creative practitioners to deliver participatory projects (29 from the Northeast of Scotland) and commissioned 7 arts organisations (4 of which were from the Northeast of Scotland). Totalling 3457 practitioner hours across all projects in 2023/24

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

**Does the policy relate to the Council's [Equality Outcomes](#)? If yes, how.**

This policy acknowledges the council's Equality Outcomes and identifies, when mitigations are in place a low impact in relation to equalities outcome 1 & 3 for people with protected characteristics.

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

No changes made

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

Levels of demand on services will be monitored across education, 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>	14/02/25
<b>Chief Officer</b>	Shona Milne
<b>Date</b>	20/02/25