

# Integrated Impact Assessment



The Integrated Impact Assessment (IAA) supersedes the previous Equality and Human Rights Impact Assessment (EHRIA) form.

**Note:** This form should be completed using the guidance contained in the document: 'Guide to Completing an Integrated Impact Assessment'.

- **Essential Information**

## 1.1 Purpose

Aberdeen City Council wants Aberdeen to be a place where all people can prosper. We want everyone in Aberdeen to have fair opportunities regardless of their background and circumstances. The aim of this assessment is to allow you to critically assess:

- the impact a proposal will have on different communities.
- whether Aberdeen City Council is meeting its legal requirements in terms of [Public Sector Equality Duty](#), [Equality Outcomes](#) and [Human Rights](#);
- whether [Children’s Rights](#) have been impacted;
- whether [Socio-economic disadvantage](#) is reduced;
- whether any measures need to be put in place to ensure any negative impacts are eliminated or minimised.

## 1.2 Background / Essential Information

<b>Title*</b> Name your business case, policy, strategy or proposal (including budget proposals)	Review the Library Estate for suitability and scale (£253k)
<b>Function*</b>	Customer
<b>Cluster*</b>	Early Intervention and Community Empowerment

Date of assessment*	21.01.21
Date of committee	02.03.21
Lead Officer 1*	Yvonne Barclay
Lead Officer 2	Fiona Clark
Chief Officer*	Derek McGowan

Brief description of proposal (including intended outcomes and purposes) *	Review the Library Estate for suitability and scale
State who is, or may be affected by this proposal and how*	<p>Potential for reduction of number of community libraries or reduction in opening hours.</p> <p>Closure of community libraries or opening hour reduction may:</p> <ul style="list-style-type: none"> <li>• result in less favourable treatment for particular groups</li> <li>• give rise to indirect discrimination</li> <li>• lead to discrimination arising from disability</li> </ul> <p>Closure of a local library means citizens lose access to physical resources (Books, Large Print books, Talking books on CD/MP3, DVDs) or services including supported access to PC, Internet, Photocopying/Printing, literacy and learning activities and events, community group room hire, study &amp; research space and access to help/advice with community &amp; general information. This can impact on the educational, cultural, economic, and democratic life of the local area.</p>

• **Human Rights**

**Human Rights**

Does the proposal have an impact on [Human Rights](#)? Select all that apply, then record relevant impacts.

	<b>Positive impact</b>	<b>Negative impact</b>	<b>Neutral impact</b>
<b>Article 6</b> Right to a fair and public hearing			✓
<b>Article 7</b> No punishment without law			✓
<b>Article 8</b> Right to respect for private and family life, home and correspondence			✓
<b>Article 9</b> Freedom of thought, conscience and religion			✓
<b>Article 10</b> Freedom of expression			✓

<p><b>Article 11</b> Freedom of assembly and association</p>			✓
<p><b>Article 12</b> Right to marry and to found a family</p>			✓
<p><b>Article 14</b> Right not to be subject to discrimination</p>		<p>Some citizens are likely to be viewed as suffering from discrimination due to their local library being closed and where for example their ability to access an alternative library is hindered by:</p> <ul style="list-style-type: none"> <li>• Access to adequate transport.</li> <li>• Financial reasons.</li> <li>• Disabilities making travel difficult.</li> <li>• Caring responsibilities making travel difficult.</li> </ul> <p>Either on its own or in conjunction with any difficulty as above citizens may find online resources are not an acceptable</p>	

		alternative to fully meet their needs.	
<b>Article 1 of Protocol 1</b> Protection of property			✓
<b>Article 2 of Protocol 1</b> Right to education			✓
<b>Article 3 of Protocol 1</b> Right to free elections			✓
<b>For each negative impact identified above, please state your mitigating actions below</b>			
<p>We will seek to:</p> <ul style="list-style-type: none"> <li>• develop alternative methods of delivery – online and outreach</li> <li>• extend opening hours of remaining libraries including use of lock and leave technology</li> <li>• extend the development of online services.</li> <li>• strengthen the reach and widen application criteria for Home Library Service.</li> <li>• investigate shared service opportunities.</li> <li>• Provide digital Champions/IT Buddy Volunteers to work with individuals to increase knowledge/skills/confidence in accessing online services.</li> </ul>			

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).

Identify all Articles of the United Nations Convention on the Rights of the Child ([UNCRC](#)) and [Optional Protocols](#) which are relevant to your proposal.

	<b>Positive impact</b>	<b>Negative impact</b>	<b>Neutral impact</b>
<b>Article 1</b> definition of the child			
<b>Article 2</b> non-discrimination			
<b>Article 3</b> best interests of the child			
<b>Article 4</b> implementation of the convention			
<b>Article 5</b> parental guidance and a child's evolving capacities			

<b>Article 6</b> life, survival and development			
<b>Article 7</b> birth registration, name, nationality, care			
<b>Article 8</b> protection and preservation of identity			
<b>Article 9</b> separation from parents			
<b>Article 10</b> family reunification			
<b>Article 11</b> abduction and non-return of children			
<b>Article 12</b> respect for the views of the child			
<b>Article 13</b>			



freedom of expression			
<b>Article 14</b> freedom of thought, belief and religion			
<b>Article 15</b> freedom of association			
<b>Article 16</b> right to privacy			
<b>Article 17</b> access to information from the media		Children and Young People living in poverty are negatively impacted if they have less access to digital connectivity and at times fewer digital skills to make the best of the access they may have.	
<b>Article 18</b> parental responsibilities and state assistance			
<b>Article 19</b>			

protection from violence, abuse and neglect			
<b>Article 20</b> children unable to live with their family		Care Experienced Young People may be more disadvantaged than their peers by library closures. They may encounter a range of issues including social isolation, lack of digital connectivity and other poverty related challenges.	
<b>Article 21</b> adoption			
<b>Article 22</b> refugee children			
<b>Article 23</b> children with a disability			
<b>Article 24</b> health and health services			
<b>Article 25</b> review of treatment in care			

<b>Article 26</b> social security			
<b>Article 27</b> adequate standard of living			
<b>Article 28</b> right to education			
<b>Article 29</b> goals of education		Limiting access to library resources and services has a potential impact on educational attainment,	
<b>Article 30</b> children from minority or indigenous groups			
<b>Article 31</b> leisure, play and culture		Lack of access to library buildings, resources and services including early years sessions has potential impact on children and young people's ability to undertake informal leisure activities in safe spaces.	
<b>Article 32</b> child labour			

<b>Article 33</b> drug abuse			
<b>Article 34</b> sexual exploitation			
<b>Article 35</b> abduction, sale and trafficking			
<b>Article 36</b> other forms of exploitation			
<b>Article 37</b> inhumane treatment and detention			
<b>Article 38</b> war and armed conflicts			
<b>Article 39</b> recovery from trauma and reintegration			
<b>Article 40</b>			

juvenile justice			
<b>Article 41</b> respect for higher national standards			
<b>Article 42</b> knowledge of rights			
<b>Optional</b> Protocol on a Communications Procedure			
<b>For each negative impact identified above, please state your mitigating actions below</b>			
<p>Add info here:</p> <p>We will seek to</p> <ul style="list-style-type: none"> <li>• develop alternative methods of delivery.</li> <li>• extend the development of online services.</li> <li>• investigate shared service opportunities.</li> <li>• work closely with other providers within the relevant ASGs to ensure adequate opportunities for Children and Young People.</li> </ul>			

## • Protected Characteristics

Aberdeen City Council wants to ensure everyone is treated fairly. Explain what the positive and/or negative impacts of the proposal are on the [protected characteristics](#)

	<b>Positive impact</b>	<b>Negative impact</b>	<b>Neutral impact</b>
<p><b>Age</b> A person belonging to a particular age (for example 32-year olds) or range of ages (for example 18 to 30year olds).</p>		<p>Children aged 0-3 are particularly impacted by lack of access to physical resources as they are not well served by online eBooks/eAudio due to lack of suitable age appropriate items.</p> <p>There is a massive negative impact on this age group through closing libraries given the importance of reading to encourage not only literacy, sensory and early language skills but to ensure the development of secure attachment and bonding provided by reading activities with parents/carers.</p> <p>Citizens of all ages with no internet connectivity or suitable devices are negatively impacted by the closure of libraries if they are unable to access alternative provision.</p>	

		<p>Reading has a vital role to play in supporting health and wellbeing, learning and literacy and cognitive development for people of all ages.</p> <p>School/nursery children are regularly taken to and encouraged to make use of library services by teaching staff. The loss of this will potentially impact on many of our most vulnerable children who will not have this encouragement and support from parents/carers.</p> <p>They may also be further impacted by the lack of appropriate digital content; the loss of social interaction and developmental opportunities provided by reading with a parent/carer and the loss of educational opportunities provided by interaction with the wider community.</p>	
<b>Disability</b>		Citizens of all ages with any disability, physical or mental	

<p>people with disabilities / long standing conditions</p>		<p>are likely to be negatively impacted by their local library being closed and where for example their ability to access an alternative library is impeded by:</p> <ul style="list-style-type: none"> <li>• Access to adequate transport.</li> <li>• Financial reasons.</li> <li>• Caring responsibilities making travel difficult.</li> </ul> <p>Additionally, if unable to access alternative provision those who have no internet connectivity or suitable devices are negatively impacted by the loss of physical resources.</p> <p>Citizens with a range of disabilities may also encounter issues with online only services even if they have connectivity/devices/skills. Reading has a role in a whole range of areas including health and wellbeing, literacy and</p>	
--	--	---	--



		lifelong learning. Physical books and other resources can provide a sensory element for all age groups.	
<b>Race (including Gypsy / Travellers)</b> people from minority ethnic communities and different racial backgrounds		All citizens are impacted by reduction to localised services or alternatively by increased demand which may limit their opportunities to access eservices, length of time they have to wait for a resource whether a requested item or booking for a PC, or 1-2-1 support	
<b>Religion or belief</b> people with different religion and belief to include those with no beliefs		All citizens are impacted by reduction to localised services or alternatively by increased demand which may limit their opportunities to access eservices, length of time they have to wait for a resource whether a requested item or booking for a PC, or 1-2-1 support	
<b>Sex - Gender identity</b> men or women, boys and girls		All citizens are impacted by reduction to localised services or alternatively by increased demand which may limit their opportunities to access eservices, length of time they have to wait for	

		a resource whether a requested item or booking for a PC, or 1-2-1 support	
<p><b>Pregnancy and maternity</b> women who are pregnant and / or on maternity leave</p>		<p>Pregnant citizens are negatively impacted by closure of local libraries and the loss of activities and the associated health and wellbeing advantages if they are unable to access alternative provision.</p> <p>Ebooks covering pregnancy, childbirth and parenting are relatively rare in comparison to print options.</p> <p>New parents are impacted by loss of activities at their local library if closed and they are unable to access alternative provision e.g. Bookbug and other early years programmes, missing opportunities to bond with their child; for peer to peer support and to be signposted to other sources of information, advice and support especially with regard to literacy and language development.</p>	

<p><b>Sexual orientation</b> lesbian, gay, bisexual, heterosexual / straight</p>		<p>All citizens are impacted by reduction to localised services or alternatively by increased demand which may limit their opportunities to access eservices, length of time they have to wait for a resource whether a requested item or booking for a PC, or 1-2-1 support</p>	
<p><b>Gender reassignment - Trans/Transgender</b> anybody whose gender identity / expression is different to the sex assigned to them at birth</p>		<p>All citizens are impacted by reduction to localised services or alternatively by increased demand which may limit their opportunities to access eservices, length of time they have to wait for a resource whether a requested item or booking for a PC, or 1-2-1 support</p>	
<p><b>Marriage and civil partnership</b> people who are married or in a civil partnership</p>		<p>All citizens are impacted by reduction to localised services or alternatively by increased demand which may limit their opportunities to access eservices, length of time they have to wait for a resource whether a requested item or booking for a PC, or 1-2-1 support</p>	

**For each negative impact identified above, please state your mitigating actions below**

We will seek to:

- develop alternative methods of delivery.
- extend the development of online services.
- strengthen the reach of Home Library Service
- investigate shared service opportunities.
- provide digital Champions/IT Buddy Volunteers to work with individuals to increase knowledge/skills/confidence in accessing online services.

**How does this proposal contribute to the [Public Sector Equality Duty](#) to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations?**

This function shows that closure of libraries with the consequent loss of access to associated resources, activities and services impacts negatively on a range of users and potential users. This includes those with no or limited access to transport; limited/no digital access; children and families, especially those already identified as vulnerable; those with Additional Support Needs (ASN) particularly those with communication difficulties and with sensory disabilities; those with English as an Additional Language (EAL) and those requiring support with literacy. Whilst poverty is not a protected characteristic, children and young people in this group are particularly vulnerable to library closures in their locality.

Libraries have a key role to play in the health and wellbeing agenda, improving quality of life, addressing child poverty, ensuring all citizens have equitable access to resources and helping to lower preventable demand by offering literacy and learning opportunities and free, supported online access. Many citizens are negatively impacted by the loss of library services, most specifically those with little or no digital connectivity or skills. In addition, all libraries are considered as safe non-judgmental community spaces and all are registered with the Keep Safe Places scheme as somewhere for anyone feeling, lost, frightened or who has been a victim of crime.

**How does this proposal contribute to the Council's [Equality Outcomes](#) ?**

E.O.2: We have a clear action plan in place to deliver a human rights-based culture within Aberdeen City Council

E.O.3: Older people and younger people have an empowered, actively involved community voice.

E.O.4: Physical and social barriers are removed for those with a disability to access services and public space.

**• Consultation**

<b>5.1 Consultation</b>	<b>Yes</b> <b>No</b>
Have you undertaken any of form of consultation with any of the affected groups?	
Describe the consultation processes/methods undertaken and the number of participants/respondents	
What impact(s) has the consultation had upon your proposal?	
<b>5.2 Evidence</b>	
List below the evidence that has been used in this assessment.	
<p><b>Internal data:</b>                      This can be from customer satisfaction surveys, equality monitoring data, customer complaints and cluster specific data</p>	<ul style="list-style-type: none"> <li>• Data available on library members with regard to age, place of residence from LMS</li> <li>• Data available on scope of physical and digital collections from LMS</li> <li>• Some evaluative data form activities and learning programmes delivered to targeted groups</li> </ul>

	<ul style="list-style-type: none"> <li>Approx. 16% of Aberdeen City households have no internet access (Community Planning Aberdeen) and approx. 90% of current Home Service customers do not have internet access.</li> </ul>
Consultations with officers or partner organisations:	
External data: E.g. Available statistics, census or research data	
Other (please state)	

**Fairer Scotland Duty (Socio- economic disadvantage)**

Will this proposal have an impact on the socio-economic inequalities? (For strategic proposals)

		<b>Mitigation</b> If a negative impact has been identified, what options have you considered to modify the proposal or mitigate the impact?
6.1 Low income / income poverty – those who cannot afford regular bills, food, clothing payments.	Yes <input type="checkbox"/>  No <input type="checkbox"/>	
6.2	Yes <input type="checkbox"/>	

<p>Low and/or no wealth – those who can meet basic living costs but have no savings for unexpected spend or provision for the future</p>	<p>No <input type="checkbox"/></p>	
<p>6.3 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</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	
<p>6.4 Area deprivation – consider where people live (rural areas) and where they work (accessibility of transport)</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	
<p>6.5 Socio-economic background – social class, parents' education, employment, income.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	
<p>6.6 You might not be discriminating, but could your proposal offer a better advantage to those in need?</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	

- **Approval**

<b>Signed off by (Chief Officer):</b>	
<b>Date:</b>	
<p>This IIA will be published on Aberdeen City Council's website under <a href="http://www.aberdeencity.gov.uk/xeq_EHRIA_Search.asp">http://www.aberdeencity.gov.uk/xeq_EHRIA_Search.asp</a></p> <p>Please send this IIA in an electronic format to: <a href="mailto:equality_and_diversity@aberdeencity.gov.uk">equality_and_diversity@aberdeencity.gov.uk</a></p>	