EDINBURGH FUTURE LIBRARIES CONSULTATION REPORT

26 September – 25 December 2024

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Executive Summary

Introduction

During 2024, the City of Edinburgh Council's Library Service consulted on the development of a new draft Libraries Strategy for 2024 to 2029. The purpose of the strategy is to provide the framework for service delivery and development over the next five years, to support the service to become more sustainable, and to ensure that individuals and communities are provided with the resources and opportunities that they need to learn and to thrive.

This report provides the findings from the second phase of the development process, the formal consultation phase.

The consultation process consisted of two stages:

1) Pre-consultation engagement – 26 January - 19 April 2024 (12 weeks)

Prior to formal consultation on a draft Libraries Strategy, pre-consultation informal engagement took place with citizens and stakeholders. The purpose of this was to ensure the service fully understood the requirements of existing and future service users to inform the development of the draft strategy before formal consultation. The Future Libraries engagement report is available to view and provides contextual information in respect of the design of the draft strategy and options for future service change. The engagement process involved over 14,000 individuals, groups and organisations.

2) Formal consultation – 26 September to 25 December 2024 (13 weeks)

The formal consultation was open to all and included additional measures to assist participation. This included creating easy read and hard copy versions of the online questionnaire, bespoke questionnaires designed for young people and children, holding group-based discussions within libraries and entry and exit surveys. Library staff were also encouraged to participate. Whilst seeking views and preferences on key aspects of future service delivery, the consultation was an opportunity to understand people's views on a draft strategy and options for service change. In total there were 1,452 formal consultation questionnaire responses which inform the statistical evidence in this report.

A further 2,875 individuals were involved through supplementary consultation activity.

Promotion and Communication

A range of methods were used to promote the consultation process including lamppost wraps (re-distributed at key periods during the consultation), social media, pull up banners in each library, posters in each library and local community locations such as shops, GP surgeries, chemists and circulated throughout further education establishments including Edinburgh College, Edinburgh University and Heriot Watt University. Direct invitations to participate were also circulated via email to key stakeholders, schools and elected members.

Involvement

A total of 1,452 individuals provided questionnaire responses. The geographical spread was similar to the engagement activity spread.

Methods

The consultation methods included: an online, paper and easy read version of the questionnaire; a bespoke questionnaire aimed at young people; and a bespoke questionnaire aimed at children. Both the children's and young peoples focussed on the draft strategic aims and goals most likely to have a direct impact on those age groups.

The discussion groups focussed on proposed options for service change to ensure the impact of any potential future change (positive or negative) could be discussed and understood. Similarly, entry and exit surveys were conducted at key times associated with the proposed options for change to opening hours (at the beginning and end of the specific days where changes to library opening hours have been proposed). One of the key objectives for the discussion groups and surveys was to engage with under-represented groups and individuals. All stakeholders were invited to identify groups or individuals they felt may benefit from participating in a discussion group. Targeted discussion groups and entry / exit surveys took place in all 28 libraries.

Discussion group and survey information provided in this report is supplementary to the core statistical data.

The returns (main questionnaire – digital and paper versions)

Strategic Vision, Purpose and Mission Statement –

When considering all three, an average 95.2% of those that responded, positively agreed with the statements, whilst an average of 1.4% disagreed.

Strategic Aims –

The five strategic aims were also well received with an average 93.6% of respondents in support of the aims, whilst 1.1% disagreed or provided more comment for change.

Strategic Goals –

Of the 31 combined strategic goals, an average of 87.3% of respondents strongly agreed / agreed with the strategic goals whilst an average of 2.6% disagreed / strongly disagreed.

Supplementary activity involving children and young people also indicated a very positive response to the specific goals that were more likely to impact them.

Proposed options for changes to the way the service provides activities and events

In general, there was a low percentage of people indicating either a very positive/positive (30%) or very negative /negative (16%) response to future proposals for change on how the service provides events and activities, with 54% of respondents indicating that the proposed changes would have neither a positive nor negative effect on them.

Proposed options for changes to opening hours -

Alongside the existing opening hours, four options for change to opening hours were provided and participants were asked their views and how each proposed change might impact their use of the service. Each option for change represented a redistribution of the current net hours across libraries.

In summary, the data suggests a broad appetite for change when viewed across the options available. Whilst 32% indicated a desire for the status quo, the other four options combined indicated 68% of people seeking change.

Introduction

This report provides the results of the Edinburgh Future Libraries consultation which was undertaken between 26 September – 25 December 2024. The original closing date of 19th December 2024 was extended to take account of the loss of access to public computers across libraries for a week during the consultation period.

Purpose of Consultation

At its meeting held on 7 December 2023, the Council's Culture and Communities Committee agreed that a two-stage engagement and consultation process should be undertaken to develop a new strategy for the Library Service which would be fully informed by citizens, service users, elected members, stakeholders and library staff. The aim of the strategy is to establish a framework for service delivery and development over the next five years.

The key drivers for change are to:

- Modernise the service in order to improve performance,
- Shape the service into one that's fit for the future and build on libraries post covid recovery;
- Better align with the priorities set out in the Council's Business Plan;
- Be able to respond positively to changing customer need and expectations in a transforming digital world;
- Identify any potential efficiencies to make the service financially sustainable; and
- Maximise the use of the physical estate

The pre-consultation engagement activity (January – April 2024) helped to inform the development of the draft strategy as well as shaping options for change to existing library opening hours and how the service might manage the provision of events and activities going forward.

The following consultation process tested if the resulting draft strategy and accompanying strategic aims and goals were likely to meet the needs of people in the future, whilst also seeking to better understand any appetite for service change and the potential impact of that change on existing and potential library customers.

The consultation findings will be reported to the Council's Culture and Communities Committee in May 2025 to assist the Committee to reach a decision on the next steps.

Background

In December 2023, the Council's Culture and Communities Committee agreed to develop a new strategy and vision for Edinburgh's public and high school libraries to provide the framework for service delivery and development over the next five years.

The engagement process took place between January – April 2024 and helped identify local needs and aspirations for the library service. This informed the development of a draft Future Libraries Strategy 2024 – 2029. In addition, the engagement and service use data also informed potential options for change to library opening hours and how the service manages events and activities.

On 16 May 2024, the findings from the engagement activity were reported to the Culture and Communities Committee. The report recommended progressing to the consultation stage to seek the views of the public and key stakeholders on the draft strategy and potential options for change to opening hours and the management of events and activities. The report was referred to the City of Edinburgh Council. At its meeting on 29 August 2024, the City of Edinburgh Council agreed an adjusted motion to proceed with formal consultation on a draft strategy and options for service change.

Methodology

Pre-Consultation Engagement

Prior to undertaking the formal consultation, pre-consultation engagement was carried out between January and April 2024. This involved a variety of methods and reached over 14,000 people. The key objectives of the pre-consultation engagement were:

a) To identify a deeper understanding of the use of the library service both in public and high school libraries, the importance of specific aspects of service delivery and the impact this has on individual service users, groups and other stakeholders.
b) To identify key strategic themes and goals.
c) To inform the development of a draft Future Libraries Strategy – 2024 – 2029

The full engagement report is available to view or download.

Formal Consultation

The formal consultation was undertaken using a range of participation methods to reach as many people as possible and involved 4,327 participants. The methods included:

- Online questionnaire ([1]1,452 completed)
- Paper copy of the online questionnaire – available in libraries and available for download (88 completed)
- Easy read version of the questionnaire to support groups or individuals with specific user-friendly requirements (8 completed)
- Discussion groups (32 groups and 155 participants)
- Entry / exit surveys (182 participants)
- Online questionnaire specifically aimed at young people aged 11 – 18 years (2,174 participants, 2,172 completed)
- Digital [2](Microsoft Forms) questionnaire specifically aimed at children P4-P7 (356 completed)

The numbers involved with the formal consultation are less than those that were involved with the earlier pre-consultation engagement. The engagement was an informal approach to provide citizens and other interested groups and organisations with an opportunity to have their say on what works well, what could improve and what the service might look like in the coming five years. This kept the engagement process relatively simple requiring limited amounts of background reading and no need to reflect on complex specific information before responding,

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[1] This total includes number of submitted questionnaires however, this does not include 28 incomplete and disruptive entries. Also includes paper copies and easy read copies.
[2] The Young People and Children's questionnaires focussed on gathering views of specific draft strategic goals most likely to impact them.

both of which were necessary during the formal consultation process which may have resulted in fewer people choosing to participate.

Consistency in Approach

The digital questionnaire was used as a 'baseline' with which all other methods of participation were aligned. Other methods included:

Discussion Groups

Discussion groups were targeted towards groups and individuals where completion of the full questionnaire may have presented challenges or where there were gaps in participation from key sectors of the community. Group participants were provided with an opportunity to talk through the more technical aspects of the questionnaire e.g. options for change to opening hours, to ensure people who may be impacted positively or negatively from any change could more easily provide their feedback. The terminology used during these sessions broadly reflected the online questionnaire to ensure consistency of approach.

Young People

Whilst the full online questionnaire was available to young people, it was recognised that there was a greater likelihood of participation using a bespoke questionnaire. The strategic goals which were more likely to impact young people were identified and re-worded (without losing the context of the goal) to create a young people friendly version. Young people's views on these specific goals have therefore been considered. Participation was supported and encouraged through high schools and public libraries.

Children

The same approach was used for children with a child friendly version of the specific goals most likely to impact and be of interest to them, identified and re-worded. Participation was supported through teacher led sessions. This saw children completing the questionnaire on their own or as part of a class discussion to reach a consensus view. There were five whole class submissions.

Unfortunately, 18 submissions could not be counted as they were incomplete.

Entry / Exit Surveys

These surveys were conducted at key opening and closing times (at the beginning and end of the specific days where changes to library opening hours have been proposed) to identify a more in-depth understanding of how options to change opening times may impact people. Where options suggested closing at 7pm rather than 8pm, the survey engaged with people using the service during the final two hours on those specific days and in the full-time opening hour libraries which would be impacted by the change e.g. between 6-8pm on a Monday, Tuesday or Wednesday. Similarly, where proposals suggested opening earlier, the survey engaged with people during the first hour of opening on those specific days in the part-time libraries which would be impacted by the change e.g. Between 1-2pm on a Monday or Wednesday.

Data Management

The questionnaires identified opinion based on an individual's personal weighting [3]choice (closed – ended questions) which help create a quantifiable response rate. These included reaching an understanding of the strength of feeling or potential impact using specific terms i.e.:

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

- Very positive
- Positive
- Neither positive nor negative
- Negative
- Very negative

The data returned provides a numerical viewpoint of the specific strategic aim, goal or potential service change. Alongside the closed questions, an opportunity to provide a free text response was provided. This helps to ensure that whilst the data provides a quantitative measure, free text provides additional qualitative information.

Wherever possible, questionnaire returns have been considered by category of respondent i.e. citizen, staff member or stakeholder to reflect any variations of views or opinions across the different category of respondent. Whilst (89%) of respondents that completed the online questionnaire chose to self-select their specific 'category', (11%) of respondents chose to skip this question. These responses cannot be managed to align with other similar 'category' responses but have been included as a supplementary set of returns. No assumptions have therefore been made in respect of categorising those opting to skip the question.

All questionnaires provided open-ended questions, allowing respondents to answer in free text format. Analysis of free text responses was completed in three steps:

- An initial word extraction and the creation of word clouds to help identify recurring themes.
- Coding where each individual response was then categorised under multiple broad headings.
- In addition to coding, Generative AI analysis using Adobe AI Assistant v24.5.20320.0 (05/12/24) was used, due to the large volume of data gathered. In cases of large data volume, coding was also completed based on a sample size to validate the AI use.

In addition to the use of AI - all responses to the consultation have been read in full by officers to identify the substantive matters raised in the free text comments received. The analysis of the responses sought to categorise matters raised or impact in relation to the responses to the questions e.g. positive, negative or neither / nor.

Particular attention has been given to considering any associated and potentially significant impact on different groups - e.g. those with protected characteristics under the Equality Act 2010, socio-economic characteristic (people who may have the greatest need).

All consultations can attract spamming or disruption therefore, the returns have been scrutinised to protect the integrity of the process as much as possible. Spam responses can be reduced or prevented by requesting a compulsory email address or only permitting one return per IP address, for the purposes of the Future Libraries consultation, neither were desirable. The

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[3] The Likert Scale - Likert scale - Wikipedia – Neither / Nor = Neutral

final measure is recognising multiple entries with similar 'markers or indicators' from the same IP address. Analysis identified 28 returns that suggested clear evidence of spamming or disruption, and these have been removed from the data sets, therefore, the total number of responses provided at the start of this document reflects the total for the purposes of reporting.

Whilst every effort has been taken to ensure accuracy, it is acknowledged that the data may contain errors or omissions.

Please note that throughout the document all % have been rounded up or down to the nearest decimal point, therefore values may not always add up to 100%.

Equalities

The consultation activity was carried out over a 13-week period (extended by one week to account for a loss of IT access in public libraries) from 19 September 2024 – 25 December 2025.

Data Collection methods with a focus on equality and representation:

- Digital and paper citizen questionnaires included the capture of equality-based data such as demographic information
- Young people and children's questionnaires were adapted to create user friendly versions from the master questionnaire
- An easy read questionnaire was created to support participation by groups and individuals
- Discussion groups were provided to allow deeper discussion and insight, specifically in respect of options for service change
- Entry / exit surveys to determine impact of potential options for change to opening hours

Weekly analysis of the data returns was undertaken to monitor participation levels, particularly focusing on protected characteristics and geographic and SIMD (Scottish Index of Multiple Deprivation) metrics.

Review and Assessment:

The engagement process was guided by equalities-based approaches, with an Integrated Impact Assessment (IIA) undertaken and reviewed at multiple stages: before the engagement began, at a mid-point review, and prior to the closing date. Continuous assessment of the data helped identify any gaps e.g. under-representation and allowed for adjustments to be made to improve inclusivity. The structured approach, underpinned by equality principles, aimed to ensure that the consultation activity was thorough, inclusive, and capable of identifying potential disparities in service access and use among different population groups.

The Consultation Manager received a request to create an easy read version of the questionnaire, and this was provided. No complaints or concerns were received from individuals or groups about any specific barriers that may have prevented participation throughout the consultation activity.

Trade Unions were engaged and updated throughout the process and three library staff briefing sessions were held.

Demographic Information (See Appendix 1)

Respondents - Provides details of those individuals who completed the questionnaire (where completed). To ensure the engagement was as representative as possible, it was necessary to capture demographic information. This assisted to monitor and identify any key gaps in participation, especially for underrepresented groups/individuals. No personal identifiers were requested therefore no inputs could be used to attribute specific views to any individual.

Whilst children and young people were welcome to participate via the main citizen questionnaire, it was not easily accessible for them. Bespoke questionnaires were created. To ensure children and young people did not encounter any barriers to participation, no demographic information was requested apart from their year group. As responses from stakeholders are likely to be provided on behalf of a group, department or organisation, no demographic information was requested. Library staff were also not asked to include demographic information.

The map below provides a heat map of participation - respondents to the main questionnaire:
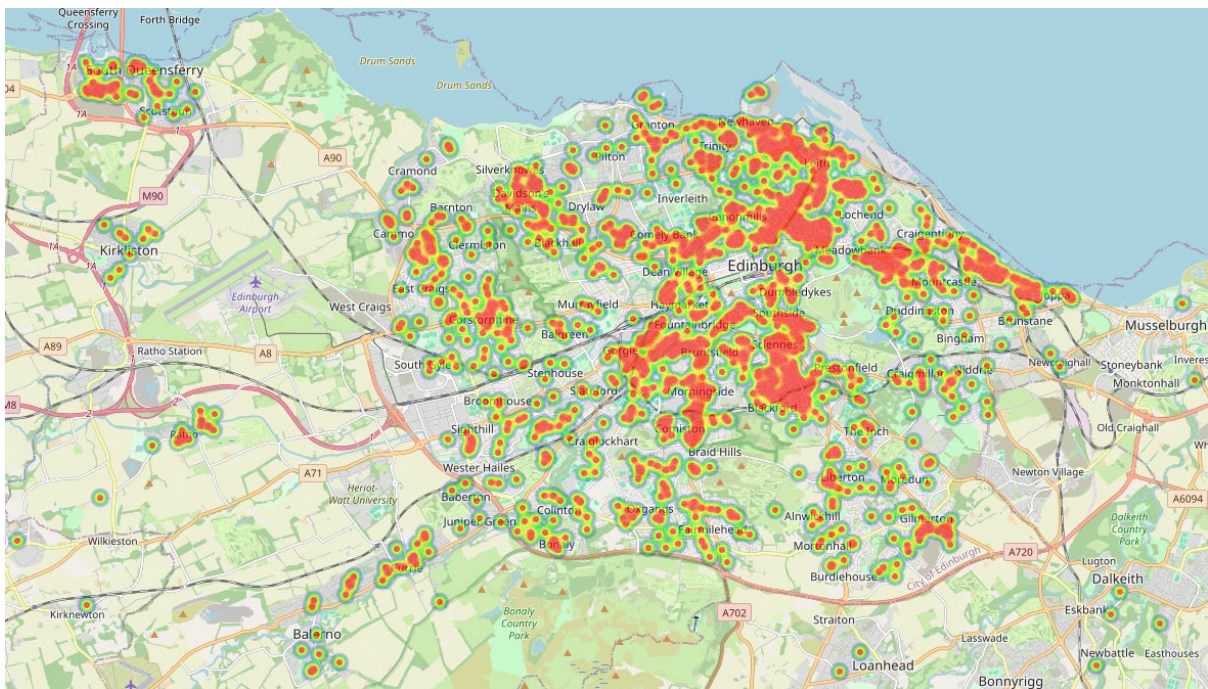
Image 1 - Heatmap of Consultation Questionnaire Participation

Communications

A communications plan was developed to guide the process and helped to ensure adequate resources were committed to promoting the consultation process. Prior to creating the plan, stakeholder mapping took place at a strategic and local level to help identify appropriate methods for different audiences. There was ongoing dialogue between the Council's Communications Service and the Library Service to adapt any methods or messages where appropriate.

The communications plan included the following key points:

Developing key messages

- Specific messages to different audiences with the intention of creating appropriate, relevant, and proportionate information
- Ensuring that messages were balanced with a focus on encouraging participation in the process but without using overly positive or negative tones
- Ensuring the key message of 'developing future libraries' was prominent across all methods

Direct messaging

- Using the stakeholder mapping to make direct email contact with key groups and organisations
- Sending out reminder messages to stakeholders before the end of the engagement process
- Working with Education colleagues to determine the most appropriate communications path to support school stakeholders to participate
- Working with established links internally and with the third sector to promote the activity through existing distribution networks

Campaign

- Provision of publicity materials with clear and consistent messaging
- Pull up banners in each public library
- Lamppost wraps located across the city
- 455 posters placed in local shops, community centres, leisure centres, GP surgeries, chemists, café's, opticians, care home and dentists
- 1790 postcards made available in a range of community locations
- City wide and localised social media campaigns

Section 1 – The Strategy

The Findings – Part One: Vision, Purpose & Mission Statement

Q - To what extent do you agree or disagree with the proposed vision, purpose and mission statement of the Edinburgh Future Libraries Strategy?

Vision

To be the welcoming heart of our communities where all citizens will feel inspired connected and supported to reach their full potential through the provision of a vibrant, thriving library service.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Answered	Total
922	326	51	10	8	135	**1452**
70.0%	24.8%	3.9%	0.8%	0.6%	**N =**	**1317**

Table 1 – Vision data
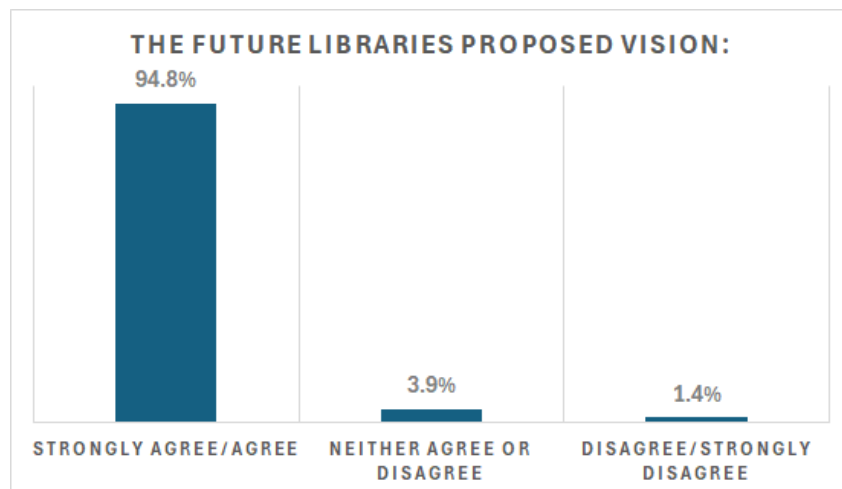
Chart 1 – *Response to Future Libraries Proposed Vision*

Purpose

To inspire children, young people, families, individuals and communities to develop and continue a love of reading, increase their confidence and improve their quality of life through lifelong learning, access to resources, information and cultural experiences.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Answered	Total
926	304	38	10	8	166	1452
72.0%	23.6%	3.0%	0.8%	0.6%	N =	1286

Table 2 – Purpose data
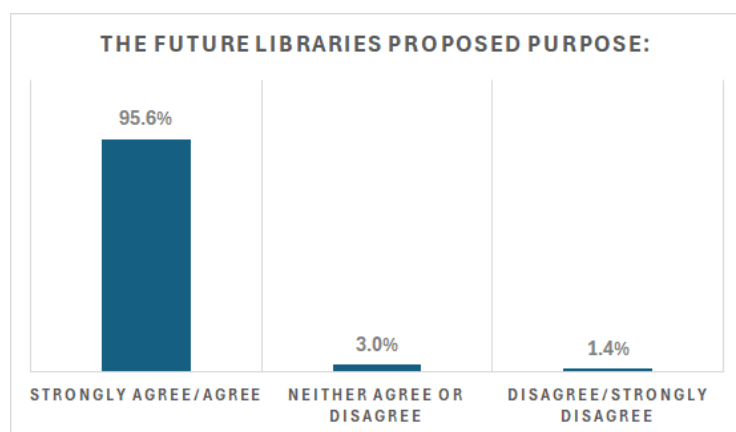
Chart 2 – *Response to Future Libraries Proposed Purpose*

Mission Statement

Our libraries will provide free and equitable access to services which meet the changing needs of Edinburgh's diverse communities. The service will preserve and promote universal access to a broad range of knowledge, experience, information and ideas in a safe, impartial, welcoming, supportive and trusted environment free from censorship and bias.

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Answered	Total
901	326	43	7	12	163	1452
69.9%	25.3%	3.3%	0.5%	0.9%	N =	1289

Table 3 – Mission statement data

THE FUTURE LIBRARIES PROPOSED MISSION STATEMENT:

95.2%

3.3%

1.5%

STRONGLY AGREE/AGREE   NEITHER AGREE OR DISAGREE   DISAGREE/STRONGLY DISAGREE
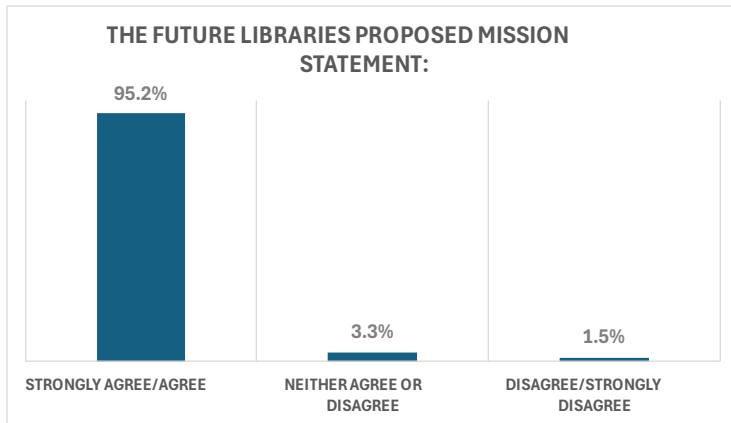
Chart 3 – *Response to Future Libraries Proposed Mission Statement*

Free text

When free text returns were analysed, the most common views and suggestions were identified as follows:

1. **Equitable Access**: Emphasis on making library services accessible to all community members, regardless of demographics. Ensuring libraries cater to diverse communities and promote inclusivity.

2. **Physical Space**: Libraries should serve as welcoming, safe, and inclusive spaces that are at the heart of the community. The importance of providing quiet spaces for reading and studying, as well as areas for community activities.

3. **Digital Literacy Support**: Libraries need to offer more support in digital literacy to help patrons navigate technology and access online resources. The impact of social media on the traditional role of libraries and the need to address misinformation.

4. **Role Beyond Books**: Libraries should offer a variety of services beyond books, including cultural events, social activities, and educational programs.

5. **Adequate Funding and Resources**: Concerns about having sufficient funding and resources to maintain and improve library services. The need for well-trained, knowledgeable, and helpful library staff to assist patrons effectively.

The Findings – Part Two: Strategic Aims & Goals

Introduction

The following represents feedback received from participants to the five proposed strategic aims and 31 associated strategic goals. The strategic aims and goals will provide a renewed understanding of what people want from their library service both now and in the future. It will also inform the library service of where key developments around each of the activities may need to be prioritised throughout the life of the strategy.

Fully analysing the feedback received from participants on individual strategic goals will assist to evidence where change may be required and will also help to identify need which will guide the prioritisation of service delivery and future funding opportunities across all aspects of service delivery.

The information provided includes an overview of each strategic aim and indicates the strength of feeling towards each aim and goal for inclusion going forward. Free text opportunities were also provided and using the data analysis highlighted earlier, the key points raised have been included.

Aim 1 - Advance reading, literacy, learning and cultural experiences

Q. To what extent do you agree that Aim 1 should be included

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Answered	Total
957	293	30	3	4	165	**1452**
74.4%	22.8%	2.3%	0.2%	0.3%	**N =**	**1287**

Table 4 – Aim 1 Data

Aim 1 – Goals

Aim 1 - To what extent do you agree or disagree with the proposed goals that will support this aim? - Agree/Strongly Agree

Provide diverse, accessible, and inclusive collections, resources, and information to encourage reading for pleasure, literacy, and lifelong learning. — 95%

Deliver programmes of activities, cultural experiences, and events for all ages which will entice more people to visit, provide more opportunities for learning and development and reduce social isolation. — 91%

Improve the planning and promotion of our events and activities to give people a better understanding of when to visit for busy interactive experiences or for quieter times. — 89%

Collaborate more effectively with partners, the voluntary and third sector to provide services, reach new audiences and share resources. — 83%

Work collaboratively with others to promote more sustainable practices by increasing access to lendable items, such as lend and mend equipment, tools, and other resources. — 86%

Provide continued support for reader development by organising and supporting literacy based activities and events, including author visits, workshops, and book groups. — 95%

Help close the poverty-related attainment gap by providing spaces and resources to support jobseekers to study, learn, research and develop new skills. — 92%

Improve and increase availability of resources to encourage sustainable living and individual climate action. — 83%
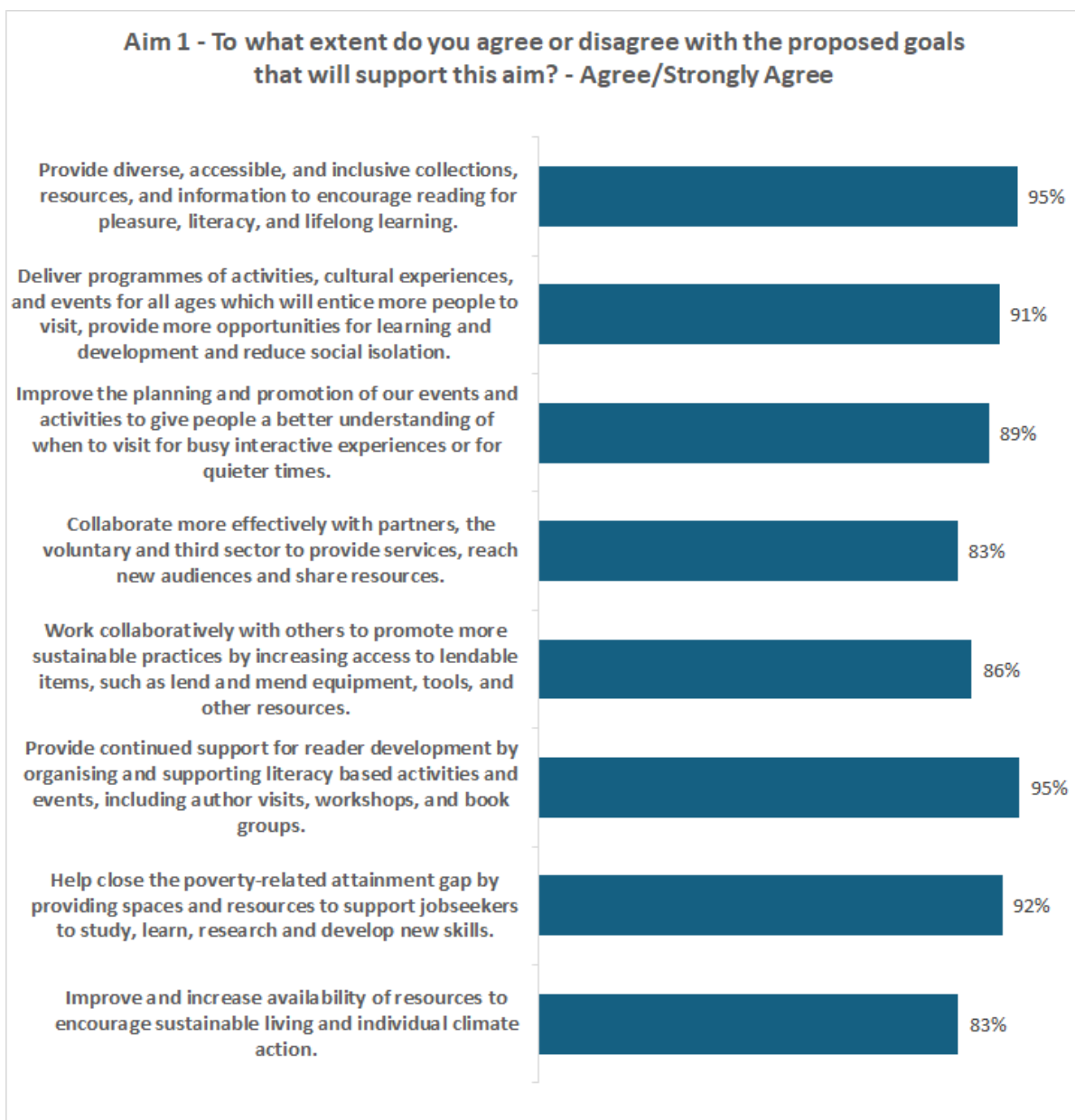
Chart 4 – *Response to Future Libraries Aim 1 Goals*

Citizens/Stakeholders Free Text Analysis – Aim 1

Overall, the feedback highlights the importance of maintaining libraries' primary role in promoting literacy and education while also serving as community hubs with diverse resources and activities.

Key points include:

1. **Feasibility and Clarity**: There were questions about the feasibility and clarity of the proposed goals. Libraries should avoid overextending their resources and focus on achievable targets.

2. **Literacy and Education**: Libraries should focus on promoting reading and literacy as their core function. Some emphasise providing up-to-date textbooks, online revision resources, and support for adult literacy.

3. **Library Services and Resources**: Suggestions to improve the variety and availability of books, including manga and graphic novels for children. Concerns about the practicality and cost of lending tools and equipment.

4. **Community and Accessibility**: Libraries should reflect the local population's makeup, offer good opening hours, and provide quiet spaces for study and mental health. Collaboration with charities and third-sector organisations is encouraged, but professional library staff should lead.

5. **Events and Activities**: Better planning and promotion of events to inform users about busy and quiet times. More author events and creative programmes are desired, but they should not detract from the library's primary purpose.

6. **Sustainability and Climate Action**: Mixed opinions on including sustainability goals, with some seeing it as a distraction from core functions. Suggestions to collaborate with existing organisations like the Edinburgh Tool Library.

7. **Staff and Volunteers**: Need for more staff, better training, and support for volunteers. Some concerns about possibly relying too much on volunteers for core services.

8. **Technology and Facilities**: Improvement of library facilities, such as better-quality equipment and more public access computers. Libraries should also provide spaces for community activities and support for job seekers.

9. **Inclusivity and Diversity**: Libraries should cater to diverse communities, including multilingual literacy support. Some caution expressed against overemphasising diversity at the expense of core services.

Aim 2 - Enable and develop digitally connected communities

Q. To what extent do you agree that Aim 2 should be included

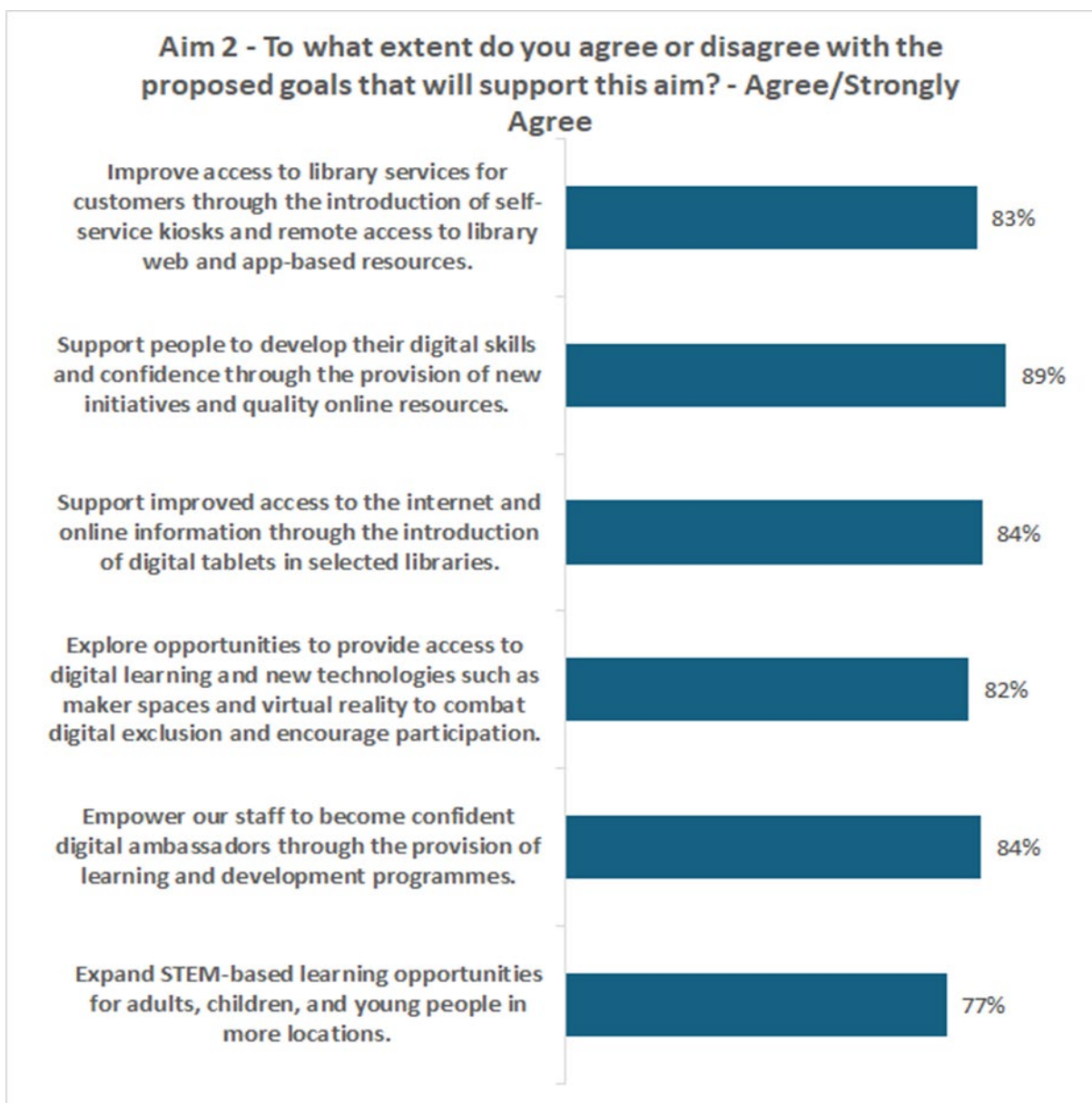| Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Answered	Total
656	433	140	42	7	174	**1452**
51.3%	33.9%	11.0%	3.3%	0.5%	**N =**	**1278**

Table 5 – Aim 2 Data

Aim 2 – Goals

Chart 5 – *Response to Future Libraries Aim 2 Goals*

Citizens/Stakeholders Free Text Analysis – Aim 2

Overall, the feedback highlights a desire to balance digital advancements with the preservation of traditional library services and the essential role of library staff in providing personal support and fostering community connections.

Key points include:

1. **Qualified Staff and Personal Interaction**: Some respondents emphasised the importance of having qualified library staff available for personal interaction, guidance, and support. They value the human connection and the expertise that librarians provide.

2. **Self-Service Kiosks**: Some respondents believe that introducing kiosks could lead to a reduction in staff which would negatively impact the personal service and social interaction that libraries offer.

3. **Digital Inclusion and Support**: While there is support for improving digital access and resources, there is a strong call for ensuring that those who are not digitally literate or do not have access to digital devices are not left behind. Organised sessions and support for digital skills are suggested to help bridge this gap.

4. **STEM (Science, Technology, Engineering and Mathematics) and Other Learning Opportunities**: Expanding STEM-based learning opportunities is generally supported, but there is also a call to include other forms of learning, such as arts and humanities. Some respondents are unclear about what STEM entails and suggest that libraries should not solely focus on STEM.

5. **Physical Resources and Spaces**: Some respondents stressed the importance of maintaining physical books, newspapers, and magazines. They also value the library as a physical space for community interaction, learning, and socialising.

6. **Concerns About Digital Overemphasis**: There is concern that an overemphasis on digital services could alienate certain user groups, particularly the elderly and those who prefer traditional library services. Respondents want to ensure that digital initiatives do not come at the expense of physical resources and face-to-face services.

7. **Infrastructure and Budget Concerns**: Respondents are worried about the feasibility and cost of implementing new digital services and technologies, especially given budget constraints. They suggest prioritising essential services and ensuring that existing infrastructure, such as Wi-Fi and computer systems are reliable and up to date.

8. **Community and Social Role of Libraries**: Libraries are seen as vital community hubs that provide more than just access to books and digital resources. They offer a safe, welcoming space for social interaction, support, and community engagement. This role should not be diminished by digital initiatives.

Aim 3 - Encourage Healthy, Thriving and Inclusive Communities

Q. To what extent do you agree that Aim 3 should be included

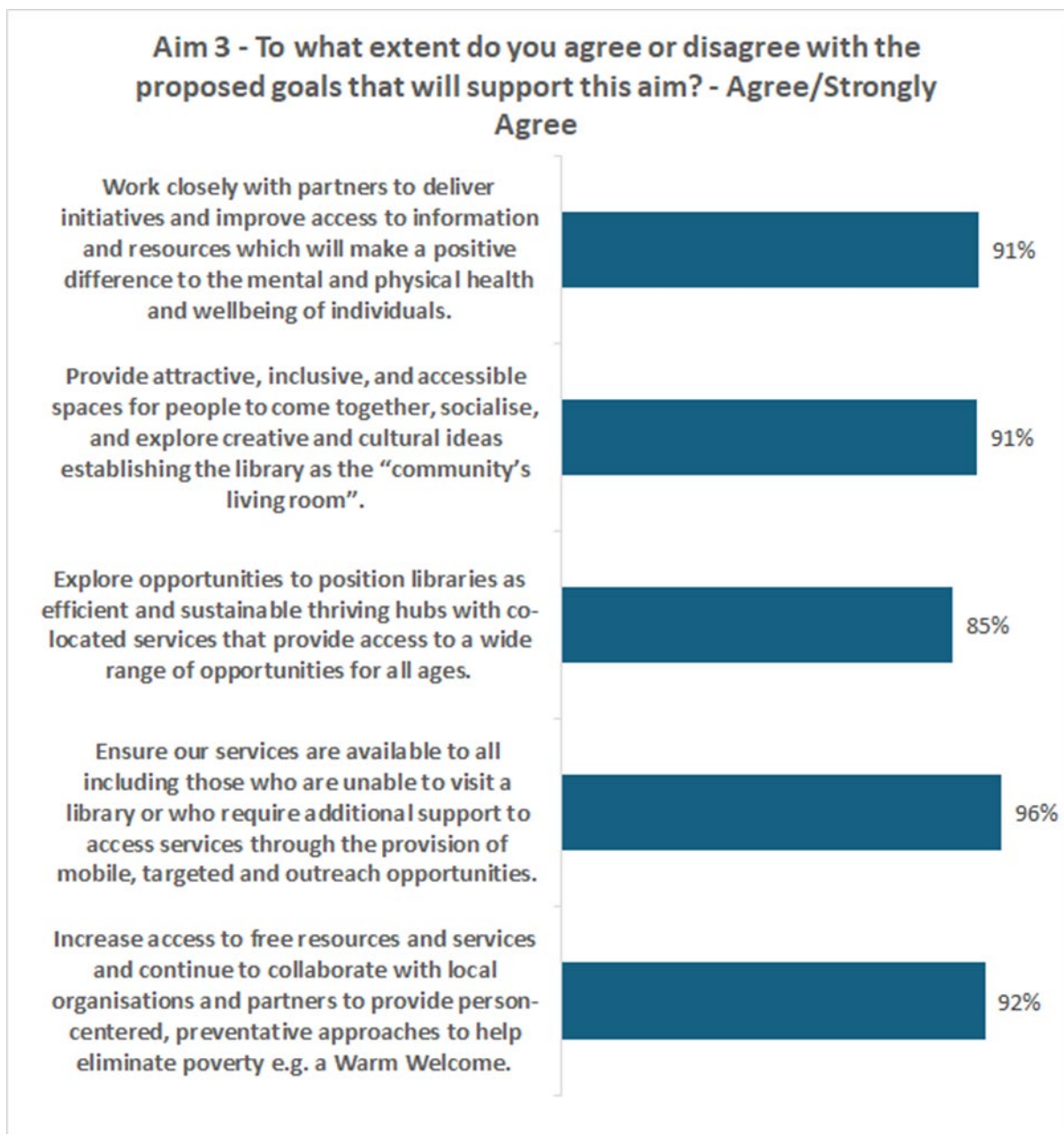| Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Answered	Total
827	357	71	16	8	173	**1452**
64.7%	27.9%	5.6%	1.3%	0.6%	**N =**	**1279**

Table 6 – Aim 3 Data

Aim 3 – Goals

Chart 6 – *Response to Future Libraries Aim 3 Goals*

Citizens/Stakeholders Free Text Analysis – Aim 3

The feedback highlights the community's strong support for libraries and their desire to see them thrive as both educational and social spaces.

Key points include:

1. **Community Space**: Libraries are highly valued as community spaces that offer free access to resources and maintain local connections, especially as other services become centralised.

2. **Quality and Accuracy of Information**: Libraries are appreciated for providing high-quality, accurate information with professional support, which is essential in countering misinformation found online.

3. **Balance Between Social Activities and Quiet Spaces**: While there is support for libraries to host social and cultural activities, many users emphasise the need to maintain quiet spaces for reading and study.

4. **Inclusivity and Accessibility**: Libraries should be inclusive and accessible to all, including the elderly, disabled, and socially isolated individuals.

5. **Primary Function of Libraries**: There is concern that expanding libraries' roles into social and community services might dilute their primary function of providing access to books and quiet spaces.

6. **Funding and Resources**: Implementing new goals will require significant funding and resources, with suggestions to use vetted volunteers and ensure adequate staffing.

7. **Physical Environment and Cleanliness**: Maintaining clean, attractive, and well-maintained library buildings is important to users.

8. **Digital Access and Promotion**: Libraries should promote digital resources, especially for older adults and those unable to visit in person.

9. **Safety and Security**: Ensuring libraries are safe and secure for all users is crucial, with suggestions for better security measures to handle anti-social behaviour and ensure staff and user safety.

Aim 4 - Support play, learning and development of children and young people

Q. To what extent do you agree that Aim 4 should be included

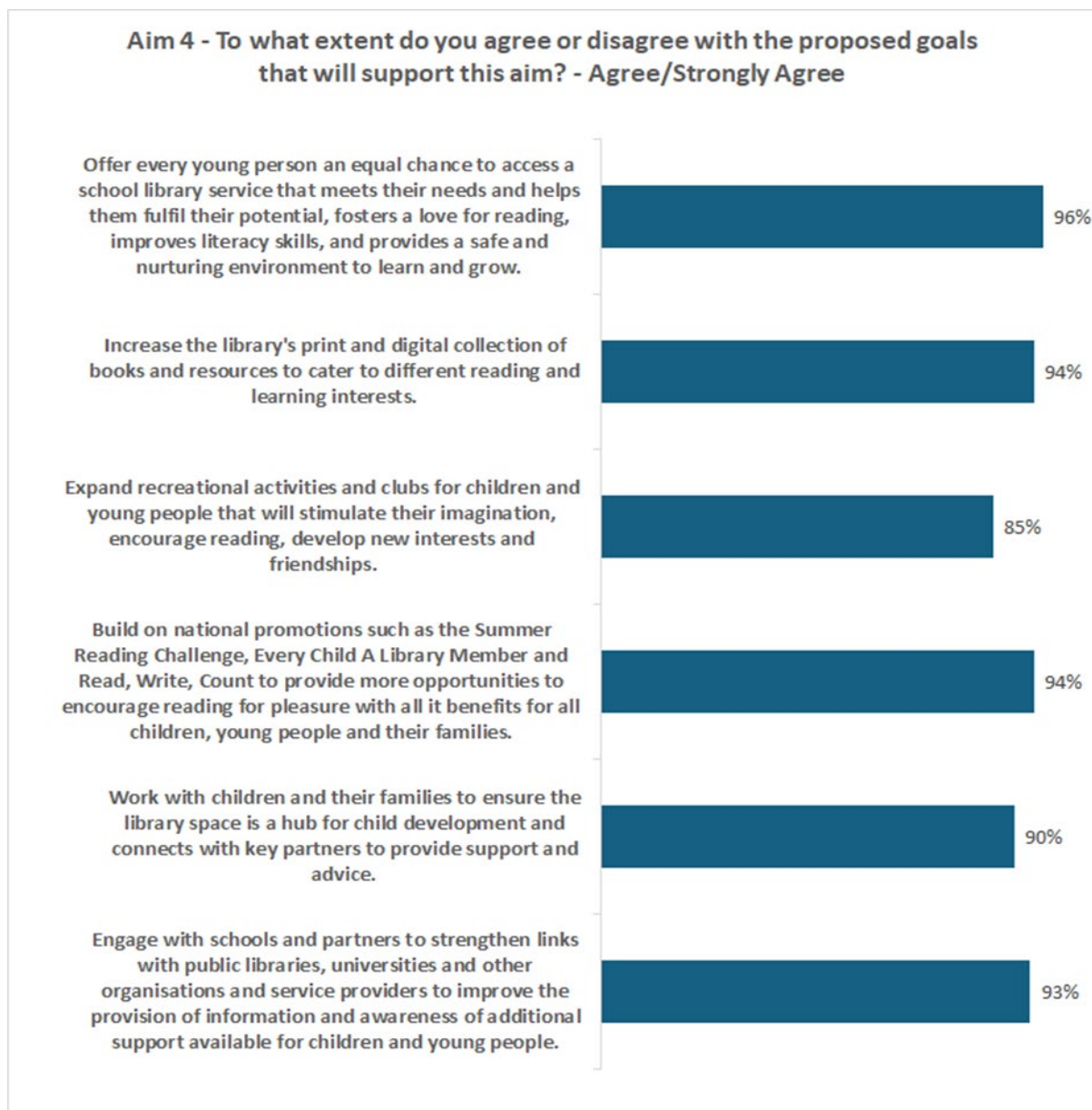| Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Answered	Total
942	265	45	12	10	178	**1452**
73.9%	20.8%	3.5%	0.9%	0.8%	**N =**	**1274**

Table 7 – Aim 4 data

Aim 4 – Goals

Chart 7 – *Response to Future Libraries Aim 4 Goals*

Citizens/Stakeholders Free Text Analysis – Aim 4

The feedback highlights the need for a balanced approach to making libraries accessible and engaging for children and young people while maintaining a conducive environment for all patrons.

Key points include:

1. **Encouraging Early Library Use**: Promote library use among children from a young age, including digital tools like "Libby" (a mobile app that supports users to access library e-books) for accessibility during travel.

2. **Maintaining Quiet Spaces**: Ensure libraries have quiet reading areas, separate from noisy activities, to cater to all users.

3. **Strengthening School Partnerships**: Collaborate with schools to promote library use, including organising school visits and providing library cards for students.

4. **Balancing Print and Digital Resources**: Offer a mix of print and digital resources, with some feedback emphasising the importance of physical books to reduce screen time.

5. **Parental Involvement in Literacy**: Educate and encourage parents to read with their children and discuss the importance of literacy.

6. **Creating Child-Friendly Areas**: Provide welcoming spaces with toys and books to foster early interest in reading, especially for families with limited access to books.

7. **Community Outreach and Mobile Libraries**: Use mobile libraries and community events to increase engagement and access to new books.

8. **Providing Age-Appropriate and Diverse Resources**: Ensure children have access to diverse, age-appropriate materials that reflect their lives and experiences.

9. **Hosting Engaging Activities and Events**: Organise events like World Book Day, storytelling festivals, and other activities to engage children and young people.

10. **Balancing Needs of All Users**: Address concerns about libraries becoming too noisy or like nurseries, ensuring a balance between child-friendly activities and quiet spaces for other users.

Aim 5 - Continue to listen, learn and develop the service

Q. To what extent do you agree that Aim 5 should be included

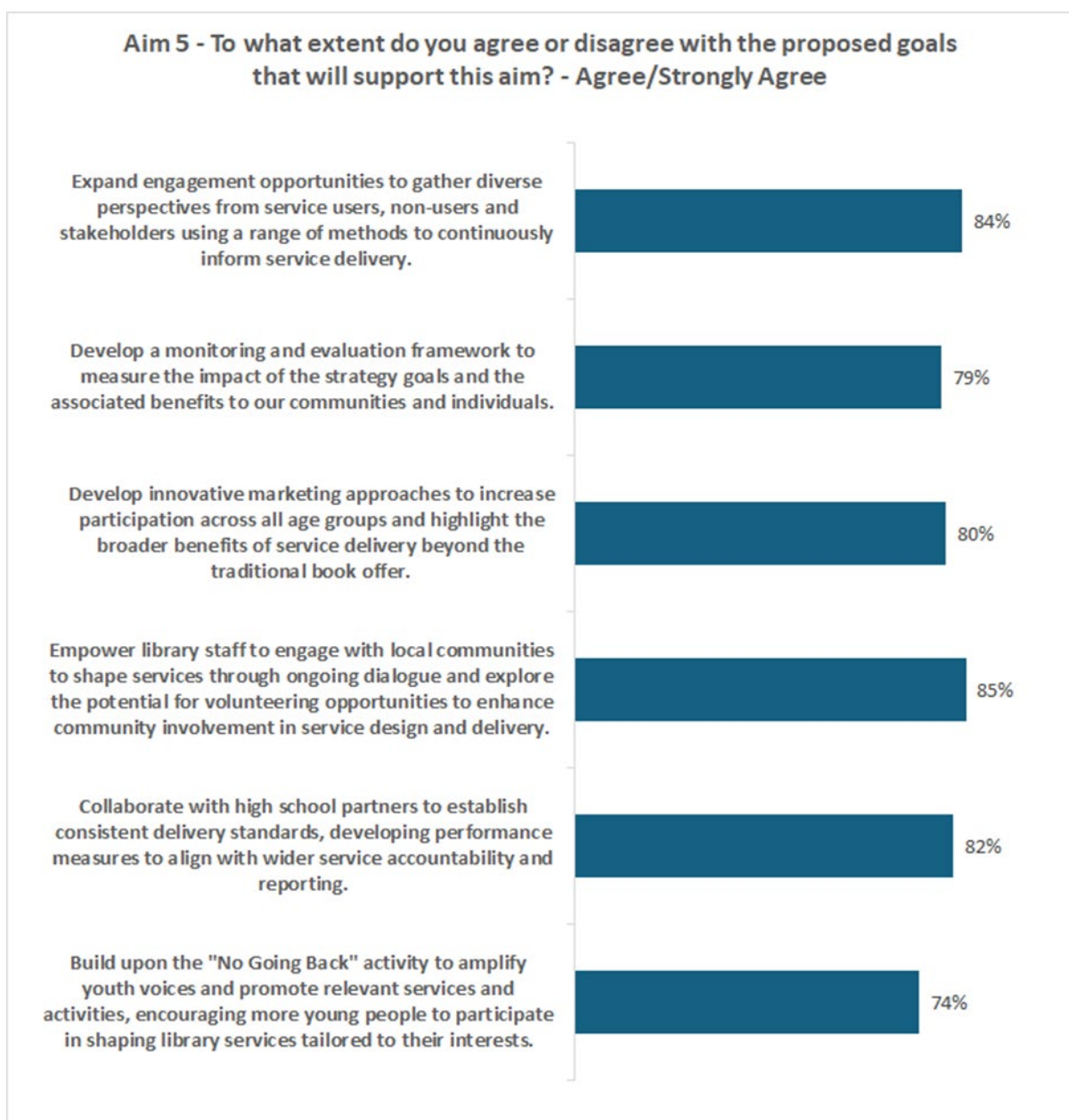| Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Answered	Total
717	431	96	9	5	194	**1452**
57.0%	34.3%	7.6%	0.7%	0.4%	**N =**	**1258**

Table 8 – Aim 5 data

Aim 5 - Goals

Chart 8 – *Response to Future Libraries Aim 5 Goals*

Citizens/Stakeholders Free Text Analysis – Aim 5

Overall, the feedback suggests a need for a balanced approach that prioritises core library services, supports staff, and engages the community effectively.

Key points include:

1. **Targeting Young Readers**: Emphasis on influencing reading habits in primary school children rather than high school students.

2. **Staff Training and Workload**: Concerns about adequate training for library staff and avoiding overloading them with additional responsibilities.

3. **Community Engagement**: Importance of empowering library staff to engage with local communities and shape services through dialogue and volunteering opportunities.

4. **Focus on Core Services**: A preference for maintaining the core focus on reading and literacy, especially for children, without diluting efforts with additional activities.

5. **Evaluation and Monitoring**: Support for simple and effective monitoring and evaluation processes to measure the impact of library services without excessive bureaucracy.

6. **Resource Allocation**: Concerns about financial constraints and the need to prioritise goals realistically.

7. **Physical and Digital Resources**: Mixed opinions on the balance between digital resources and physical books, with some advocating for more physical books and spaces.

8. **Volunteers vs. Paid Staff**: Mixed views on the use of volunteers, with some supporting it and others preferring paid, knowledgeable staff.

9. **Inclusivity and Accessibility**: Importance of making libraries accessible to all, including those with learning difficulties and marginalised communities.

10. **Feedback and Improvement**: Continuous feedback from users is seen as essential for service improvement.

SECTION 2 – OPTIONS FOR CHANGE

Introduction

This section focusses on opinions and impact associated with potential options to alter service delivery and availability. This includes proposed options for change around the redistribution of the existing library opening hours which would establish more equitable opportunities of access to service across the city or through a change to how the service schedules the provision of activities and events offering transaction-only days. These options were established alongside the proposed strategic aims and goals in response to outcomes from the engagement process and the strategic drivers set out in the report approved by the Culture and Communities Committee on 7 December 2023 to:

1. Modernise the service in order to improve performance, shape the service into one that's fit for the future and build on libraries post covid recovery;
2. Better align with the priorities set out in the Council's Business Plan;
3. Be able to respond positively to changing customer need and expectations in a transforming digital world;
4. Identify any potential efficiencies to make the service financially sustainable; and
5. Maximise the use of the physical estate

To ensure transparency, all options for change were accompanied by indicative budget savings.

The findings will be presented in this report in a similar way to the strategy section above. Each of the options that were included will be provided along with the strength of positivity from respondents.

Free text responses have been analysed to identify specific impacts (positive / negative) that each of the options may present.

The Findings – Part Three: Opening Hours

Introduction

The development and adoption of a new strategy will support the Library Service to build on future delivery, to improve overall performance and to better respond to customer and stakeholder needs. In addition to the development of a new strategy, the service also considered existing service use data and feedback from the pre-consultation engagement process to identify potential options for future service change. One of the focussed areas was a change to library opening hours which would result in an overall net increase[4] to opening hours across the city and would deliver service improvement at times when people want to visit the library, simplify service accessibility for customers and result in a more efficient, resilient and sustainable service.

Four opening hours options outlining the redistribution of the existing net set of opening hours were provided as part of the consultation. All of the four options would result in an overall increased number of opening hours offered across the city, however they all represent a redistribution of hours which would mean that those libraries that currently offer the greatest number of hours would pass on hours to those libraries with fewer hours. Alongside the opportunity for respondents to provide their feedback on the four options for change, was the opportunity for respondents to say that they did not want any change to opening hours.

Recognising that these changes to opening hours have the potential for the greatest impact for existing library customers, the options analysis includes consideration of the:

- Baseline overview of indicated impact
- Difference between impact associated with full time libraries and part time libraries
- Age group
- Employment status

Opening Hours Preferences

OPTION 1

This would see the service move from the current three sets of opening hours to two sets of opening hours - Full Time (45 hours) / Part Time (38 hours)

The consultation asked:

Q. When considering the proposed changes to opening hours included in option 1, how might this impact you?

Very Negatively	Negatively	Neither Negative nor Positive	Positively	Very Positively	Not Answered	Total
102	262	585	206	116	181	**1452**
8.0%	20.6%	46.0%	16.2%	9.1%	**N =**	**1271**

Table 9 – Opening hours option 1 impact data

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[4] The introduction of a self-service kiosk at Craigmillar Library supports a net increase in opening hours of between 1.5 hours and 28.5 hours depending on the option for change.
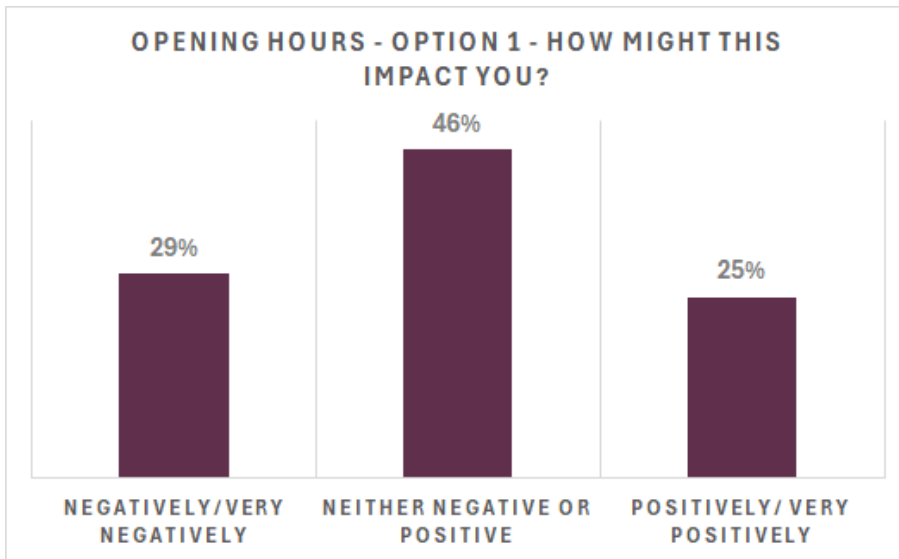
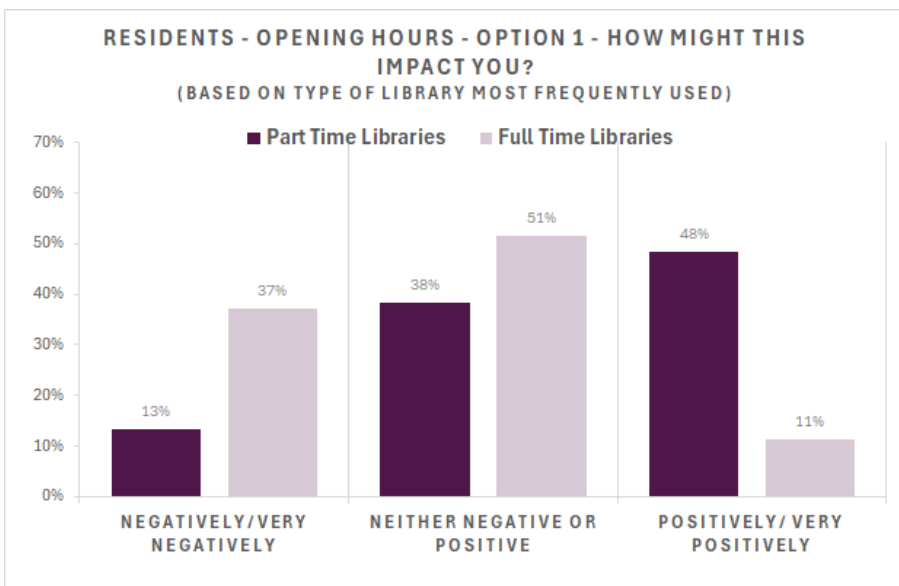Chart 9 – *Opening Hours Option 1 – How might this impact you?*

Chart 10 – *Opening Hours Option 1 – Citizens - How might this impact you? (Results based on most frequently used library)*
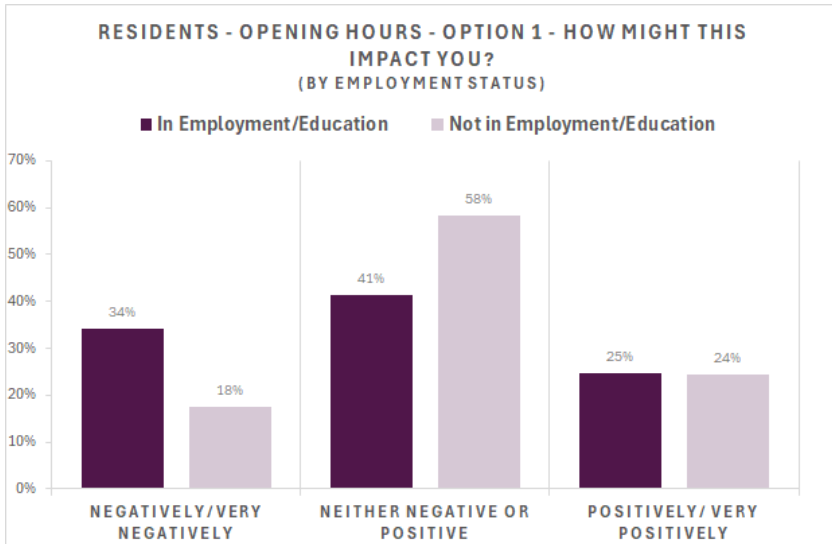
Chart 11 – *Opening Hours Option 1 – Citizens - How might this impact you? (Results based on age group)*
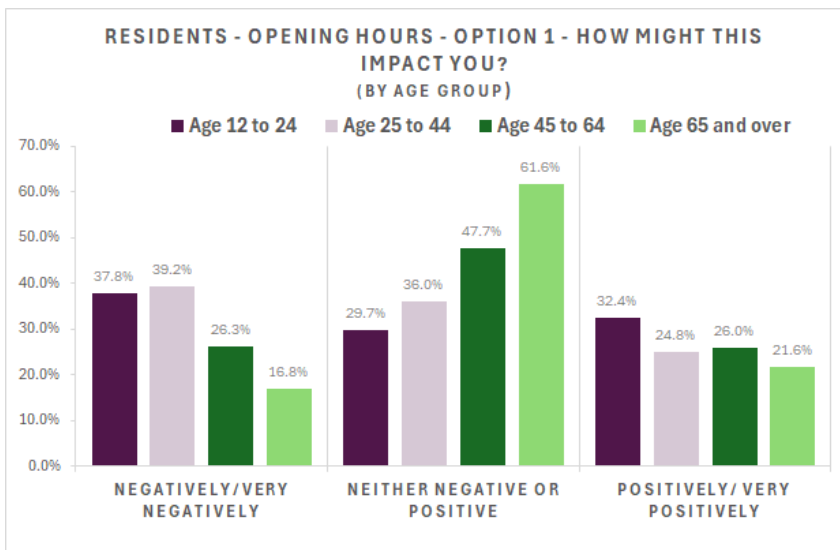
Chart 12 – *Opening Hours Option 1 – Citizens - How might this impact you? (Results based on employment status*

Participants were asked to provide additional feedback for each option if they wished. There was a total of 592 residents (41%) who provided additional feedback regarding option 1.

The five most recurring **positive themes** (primarily part-time library users):

1. **Morning Opening Hours:**
   o   Morning opening is viewed as beneficial, especially for those who prefer to visit the library in the morning including older people and parents with young children.

2. **Extended Saturday Hours:**
   o   Extended hours on Saturday is appreciated, allowing more time for families and working individuals to visit.

3. **Consistent Opening Times:**
   o Consistent opening times across the week are seen as beneficial and less confusing for users.

4. **Earlier Opening Hours:**
   o Earlier opening hours on weekdays are welcomed, making it easier for people to visit the library in the morning.

5. **Increased Access for Part-Time Libraries:**
   o The proposed new times for part-time libraries are seen as positive, providing more access to library services.

The five most recurring **negative themes** (primarily full-time library users):

1. **Early Closing Times:**
   o Closing at 4 or 5 pm is seen as too early, making the library less accessible for those who work a 9-5 job.

2. **Reduction in Evening Hours:**
   o Reducing evening hours affects those who work during the day and need to use the library at night, as well as community groups and activities that take place in the evening.

3. **Impact on Community Groups:**
   o The reduction in evening hours would negatively impact local groups, book clubs, and other community activities that meet in the evening.

4. **Limited Access for Full-Time Workers:**
   o The reduction in evening hours would make it difficult for full-time workers to visit the library after work, reducing their access to library services.

5. **Negative Impact on Study and Research:**
   o The reduction in evening hours would impact on those who use the library for study or research, particularly students and young people who rely on the library as a study space.

OPTION 2

This would see the service move from the current three sets of opening hours to two sets of opening hours - Full Time (46 hours)/ Part Time (39 hours)

The consultation asked:

Q. When considering the proposed changes to opening hours included in option 2, how might this impact you?

Very Negatively	Negatively	Neither Negative nor Positive	Positively	Very Positively	Not Answered	Total
94	218	612	215	108	205	**1452**
7.5%	17.5%	49.1%	17.2%	8.7%	**N =**	**1247**

Table 10 – Opening hours option 2 impact data
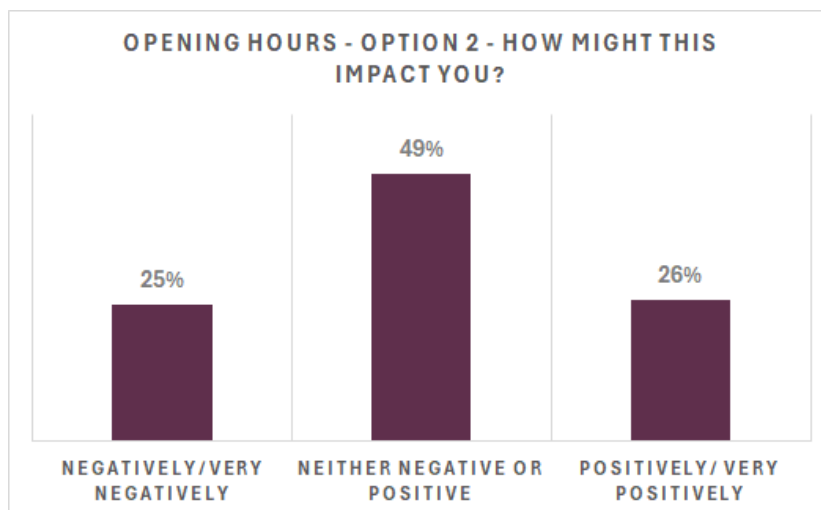
Chart 13 – *Opening Hours Option 2 – How might this impact you?*
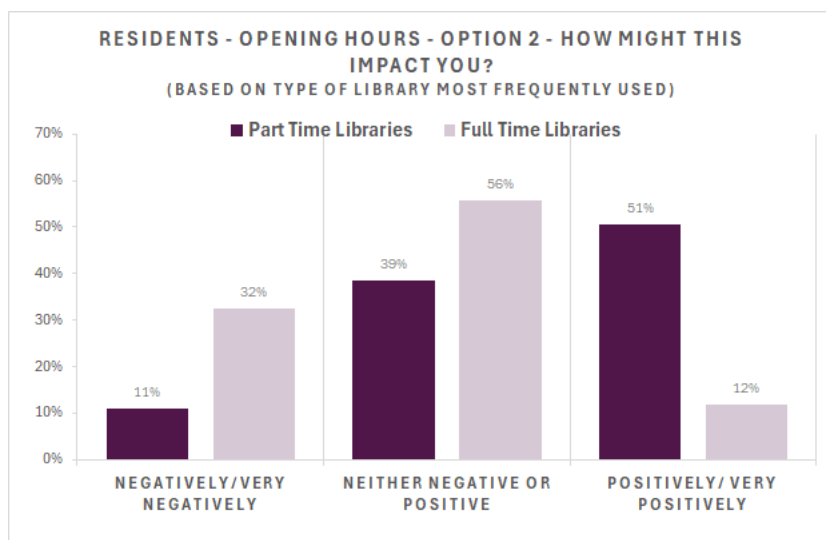
Chart 14 – *Opening Hours Option 2 – Citizens - How might this impact you? (Results based on most frequently used library*
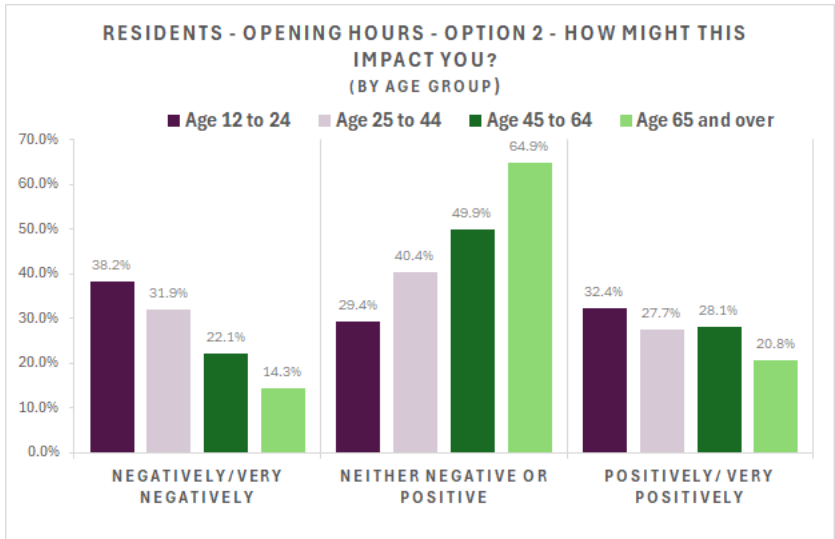
Chart 15 – *Opening Hours Option 2 – Citizens - How might this impact you? (Results based on age)*
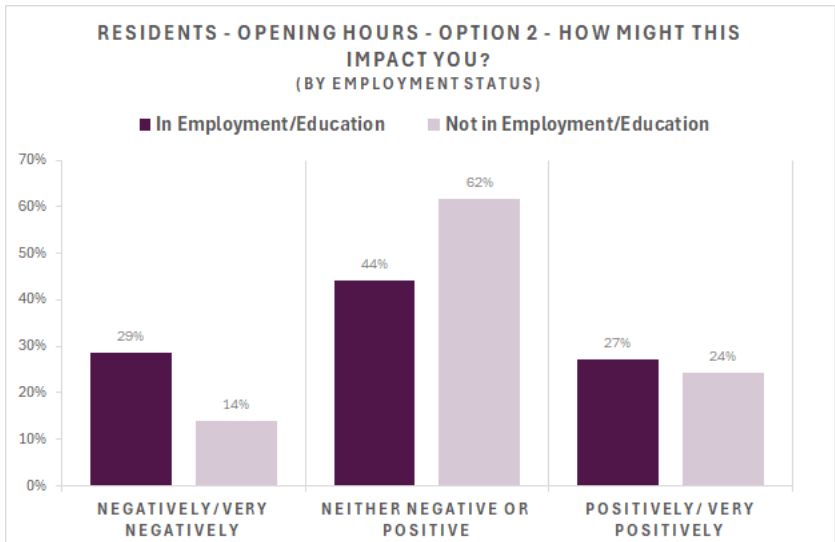
Chart 16 – *Opening Hours Option 2 – Citizens - How might this impact you? (Results based on employment status)*

There was a total of 491 residents (39%) who provided additional feedback regarding option 2.

The five most recurring **positive themes** (primarily part-time library users):

1. **Standardised and Consistent Hours:**
   o Users appreciate the standardisation of opening hours across libraries, making it easier to remember and plan visits.

2. **Earlier Opening Times:**
   o Some users find the earlier opening times beneficial, especially for those who prefer to visit the library in the morning.

3. **Longer Saturday Hours:**
   o Extended hours on Saturdays are seen as positive, providing more opportunities for weekend visits.

4. **Support for Staff:**
   o There is recognition of the benefits for library staff, including better work/life balance and reduced travel between branches.

5. **Increased Weekday Hours:**
   o Some users appreciate the increased opening hours during the week, which can accommodate more visitors.

The five most recurring **negative themes** (primarily full-time library users):

1. **Reduced Evening Hours:**
   o Many users are concerned about the reduction in evening hours, which affects those who work full-time and rely on evening access.

2. **Impact on Community Groups and Activities:**
   o The earlier closing times negatively impact community groups and activities that typically meet in the evenings.

3. **Accessibility for Working People:**
   o The changes are seen as less accessible for those who work 9-5 jobs, limiting their ability to visit the library after work.

4. **Loss of Late Openings:**
   o Users are unhappy about losing the 7-8pm slots, which are convenient for evening visits and activities.

5. **Negative Impact on Central Library:**
   o There are specific concerns about the Central Library's reduced hours, given its importance as a resource and community hub.

OPTION 3

This would see the service retain 3 sets of opening hours but make some changes - Full Time (48 hours)/ Part Time A (44 hours) and Part Time B (37 hours)

The consultation asked:

Q. When considering the proposed changes to opening hours included in option 3, how might this impact you?

Very Negatively	Negatively	Neither Negative nor Positive	Positively	Very Positively	Not Answered	Total
77	220	678	190	85	202	1452
6.2%	17.6%	54.2%	15.2%	6.8%	N =	1250

Table 11 – Opening hours option 3 impact data
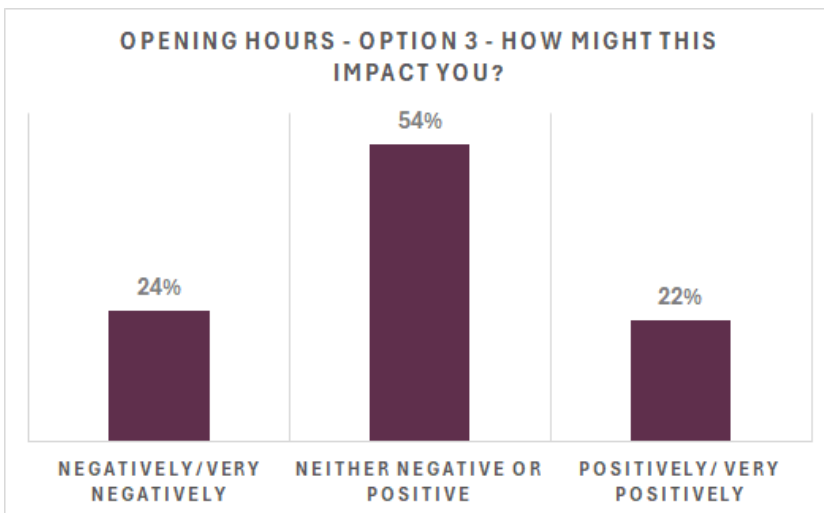
Chart 17 – *Opening Hours Option 3 – How might this impact you?*
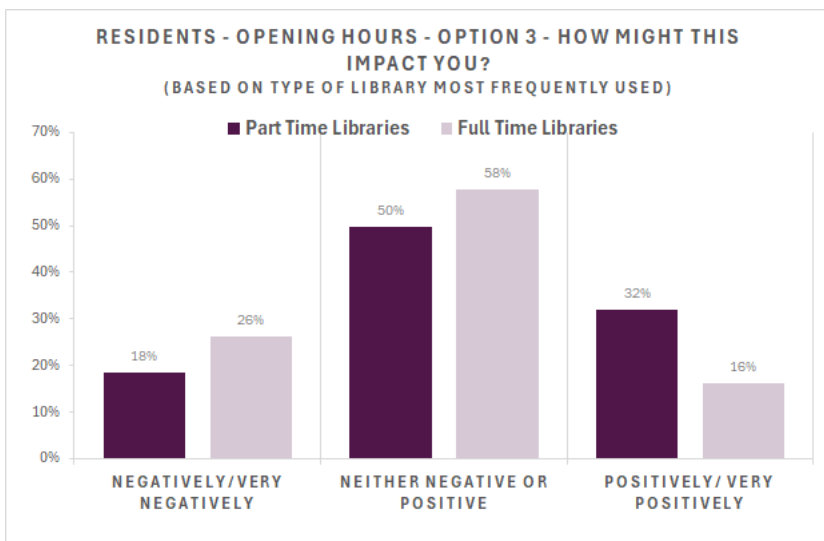
Chart 18 – *Opening Hours Option 3 – Citizens - How might this impact you? (Results based on most frequently used library)*

Chart 19 – *Opening Hours Option 3 – Citizens - How might this impact you? (Results based on age group)*

Chart 20 – *Opening Hours Option 3 – Citizens - How might this impact you? (Results based on employment status)*

There was a total of 399 residents (27%) who provided additional feedback regarding option 3.

The five most recurring **positive themes** (primarily part-time library users):

1. **User-Friendly Hours:**
    o   Many users find the proposed hours more user-friendly and easier to remember, especially for full-time libraries.

2. **Longer Saturday Hours:**
    o   Extended Saturday hours are appreciated, particularly for some part-time libraries as it provides more flexibility for users.

3. **Compromise on Savings and Accessibility:**
    o   Some feedback acknowledges that the proposed hours strike a good balance between saving financial resources and maintaining accessibility.

4. **Consistency in Hours:**
   o Users appreciate the consistency in opening hours, which makes it easier to remember and plan visits.

5. **Evening Access:**
   o Having three evenings with extended hours is seen as beneficial, even if the closing time is earlier than before.

The five most recurring **negative themes** (primarily full-time library users):

1. **Loss of Evening Hours:**
   o A significant number of current library users who provided feedback expressed concern about a reduction of evening hours which affects those who work full-time.

2. **Confusing and Inconsistent Hours:**
   o Many users find the varied opening and closing times across different days and locations confusing and hard to remember.

3. **Impact on Working Families:**
   o The changes are seen as detrimental to working families who rely on evening hours to access library services.

4. **Reduced Accessibility:**
   o There is a strong sentiment against any reduction in hours, as it is perceived to limit accessibility, especially for those who can only visit during specific times.

5. **Negative Impact on Community Groups:**
   o Earlier closing times are seen as having a negative impact on community groups and events that rely on evening access to library spaces.

OPTION 4

This would see the service move to a single set of opening hours- Full Time (44 hours)

The consultation asked:

Q. When considering the proposed changes to opening hours included in option 4, how might this impact you?

Very Negatively	Negatively	Neither Negative nor Positive	Positively	Very Positively	Not Answered	Total
125	303	531	176	101	216	**1452**
10.1%	24.5%	43.0%	14.2%	8.2%	**N =**	**1236**

Table 12 – Opening hours option 4 impact data
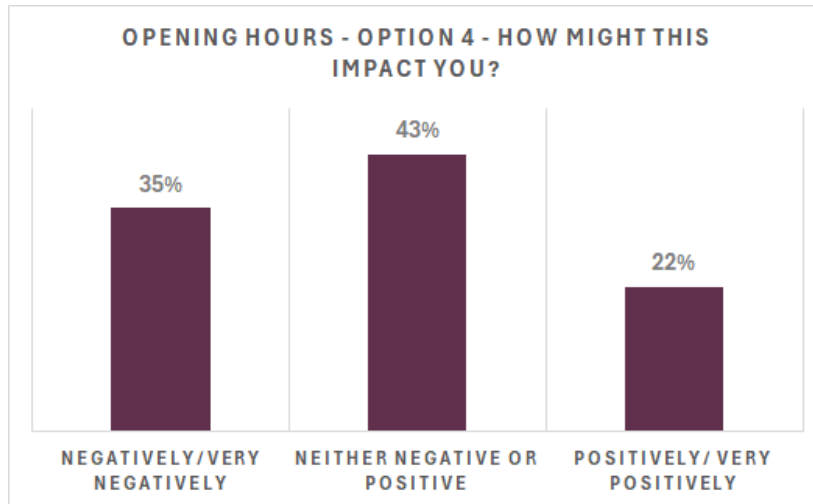
Chart 21 – *Opening Hours Option 4 – How might this impact you?*
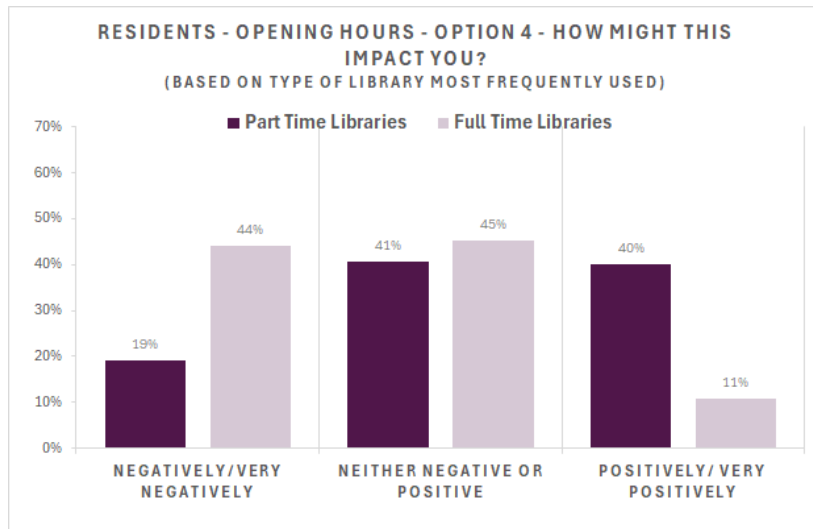
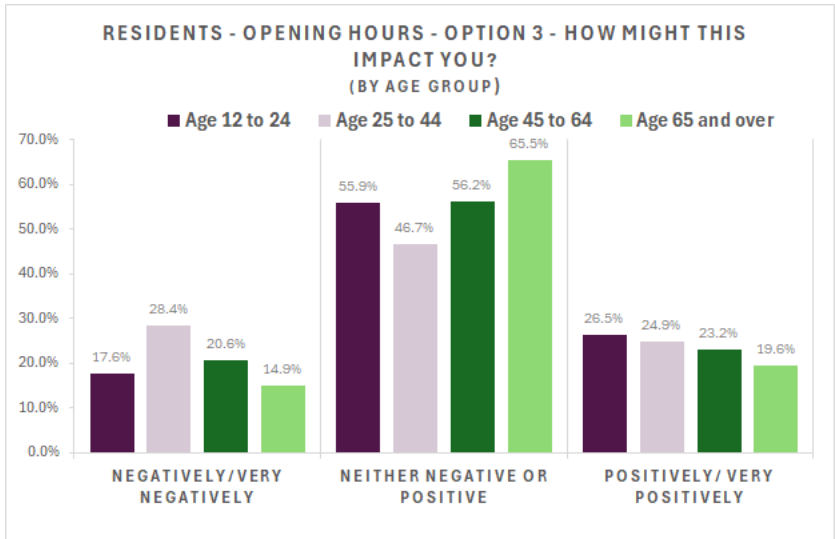Chart 22 – *Opening Hours Option 4 – Citizens - How might this impact you? (Results based on most frequently used library)*
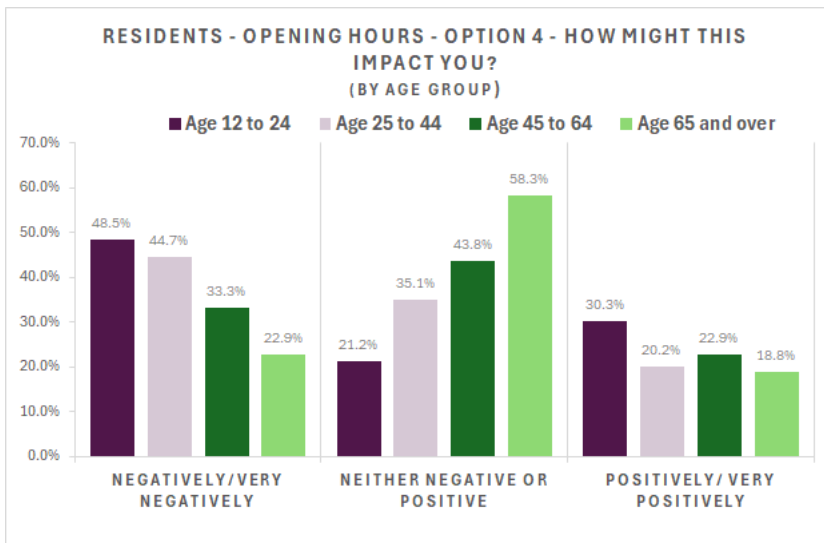
Chart 23 – *Opening Hours Option 4 – Citizens - How might this impact you? (Results based on age)*
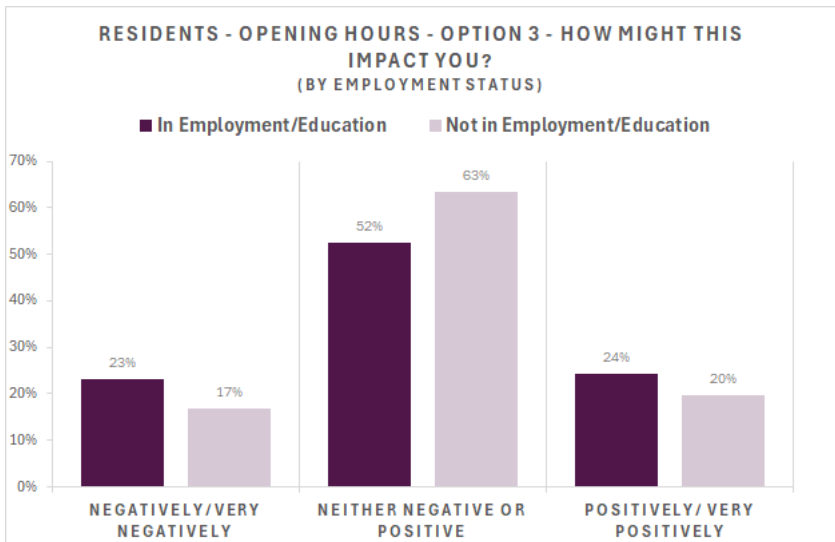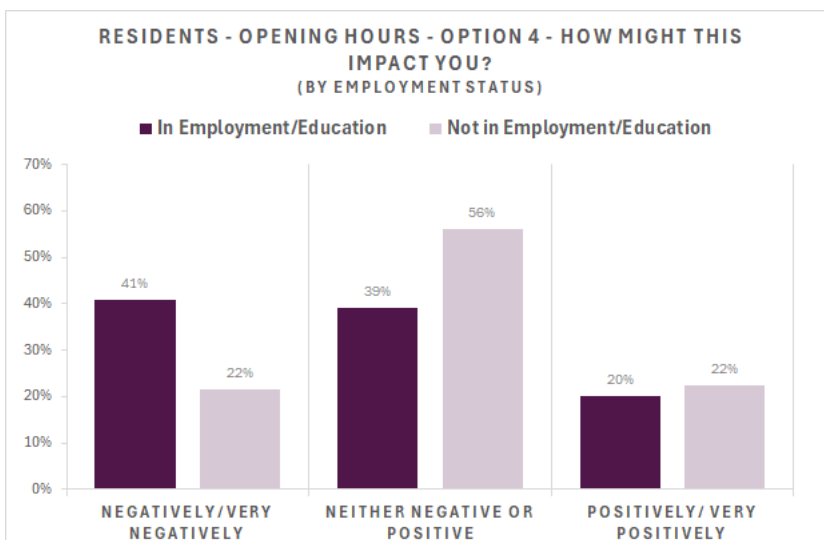

Chart 24 – *Opening Hours Option 2 – Citizens - How might this impact you? (Results based on employment status)*

There was a total of 413 residents (28%) who provided additional feedback regarding option 4.

The five most recurring **positive themes** (primarily part-time library users):

1. **Consistency in Hours:**
   o Many users appreciate the idea of having consistent opening hours across all libraries, making it easier to remember and plan visits.

2. **Extended Hours on Specific Days:**
   o Positive feedback highlights the benefit of libraries being open on Thursdays and having longer hours on Saturdays, particularly at Part-time B libraries.

3. **Potential Cost Savings:**
   - Some users support the potential financial savings that could result from having standardised hours across the city.

4. **Daily Accessibility:**
   - The proposal to have libraries open every day, including later hours on Saturdays, is seen as a positive change that increases accessibility.

5. **Fairness Across the City:**
   - The idea that all libraries would have the same level of service and hours is viewed as fair and beneficial for the overall city.

The five most recurring **negative themes** (primarily full-time library users):

1. **Early Closing Times:**
   - A significant number of users are against the early closing times at 4 pm on Fridays and Saturdays, as it limits access for those who work or have other commitments.

2. **Reduction in Evening Hours:**
   - The reduction of evening hours to 7 pm is seen as a drawback, particularly for full-time workers and those who attend evening groups and activities.

3. **Complexity and Confusion:**
   - The varying closing times on different days are considered confusing and inconvenient, making it harder for users to keep track of when libraries are open.

4. **Impact on Weekend Access:**
   - Many users oppose the reduction in Saturday hours, as weekends are often the only time they can visit the library.

5. **Negative Impact on Key Libraries:**
   - There is concern that the proposed changes do not consider the important role of larger libraries like Central, which have unique collections and resources that require longer opening hours.

Opening Hours Preferences
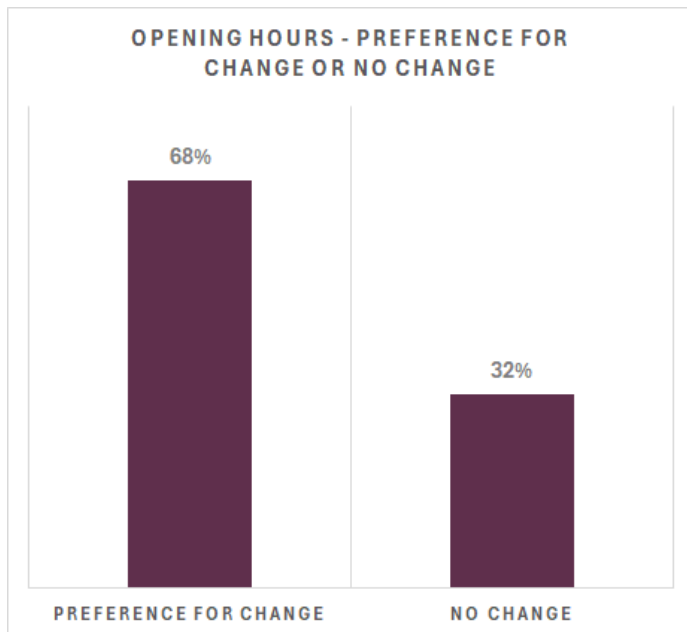
Chart 25 - *Opening Hours – Preference for Change or No Change*
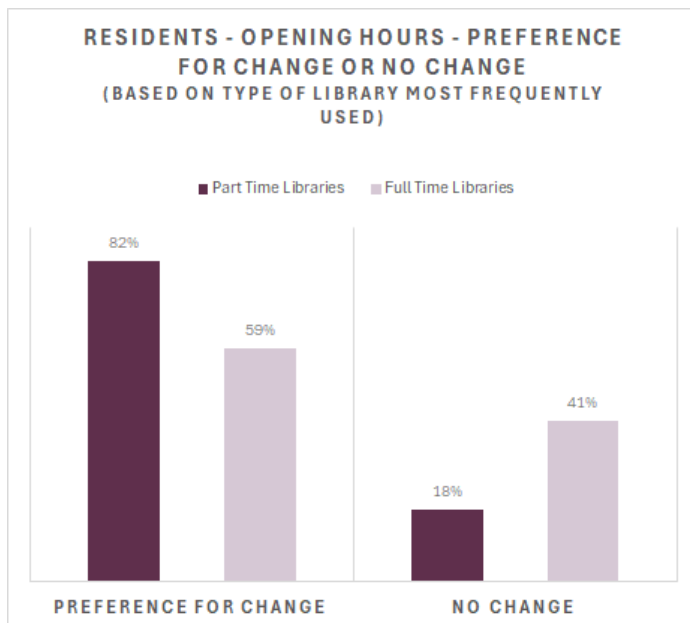
Chart 26 – *Citizens – Opening Hours – Preference for Change or No Change (Based on the Type of Library most frequently used)*
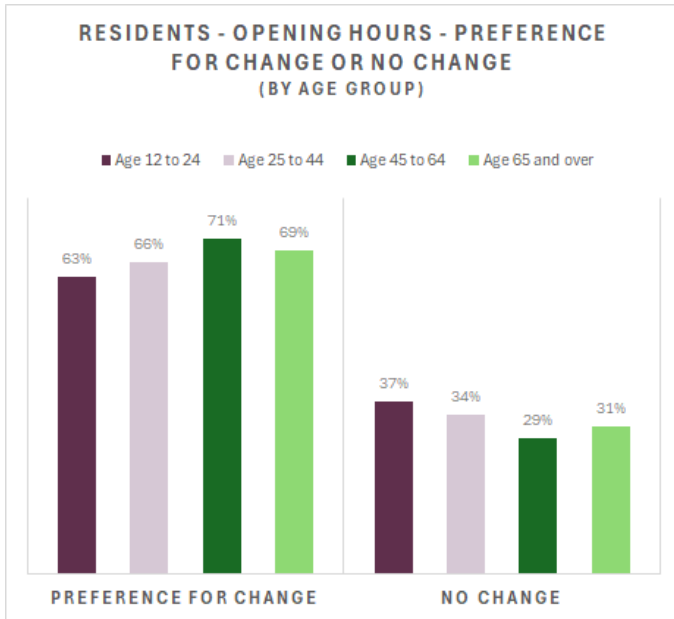
Chart 27 – *Citizens – Opening Hours – Preference for Change or No Change (Based on Age)*
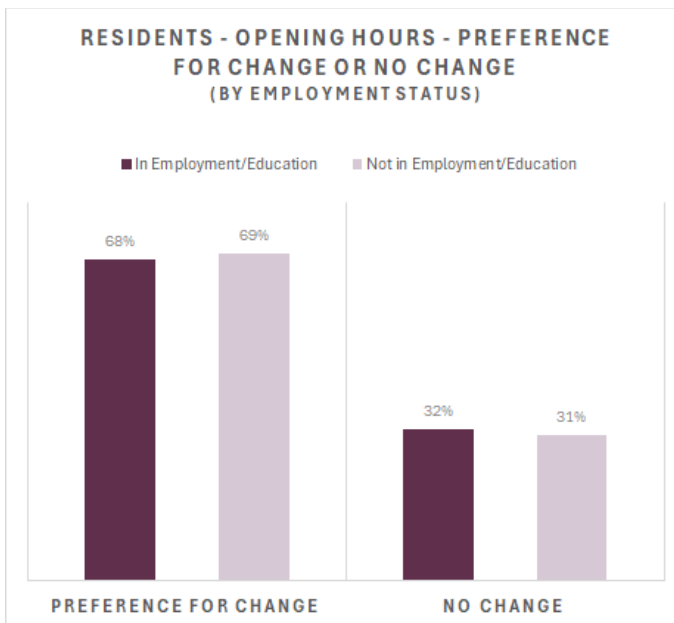
Chart 28 – *Citizens – Opening Hours – Preference for Change or No Change (Based on Employment Status)*

Opening Hours - Preference

Q. When considering options for change and your library needs, which of the options do you prefer?

Option 1	Option 2	Option 3	Option 4	No Change	Not Answered	Total
187	167	229	204	374	291	**1452**
16.1%	14.4%	19.7%	17.6%	32.2%	**N =**	**1161**

Table 12 – Opening hours preference data
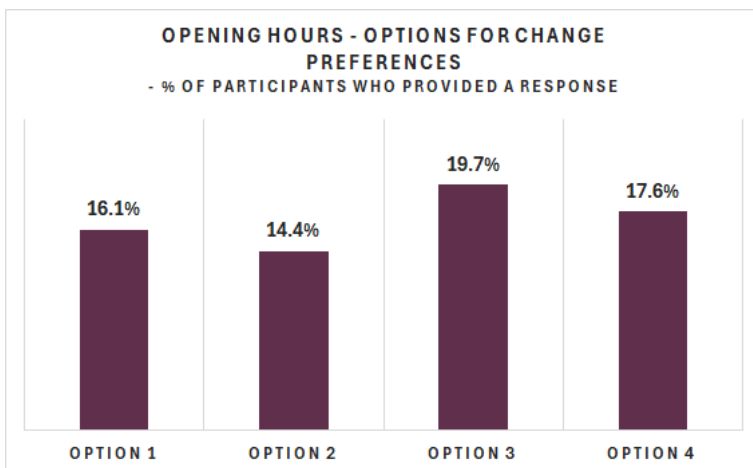
Chart 29 – *Opening Hours – Options for Change Preferences*
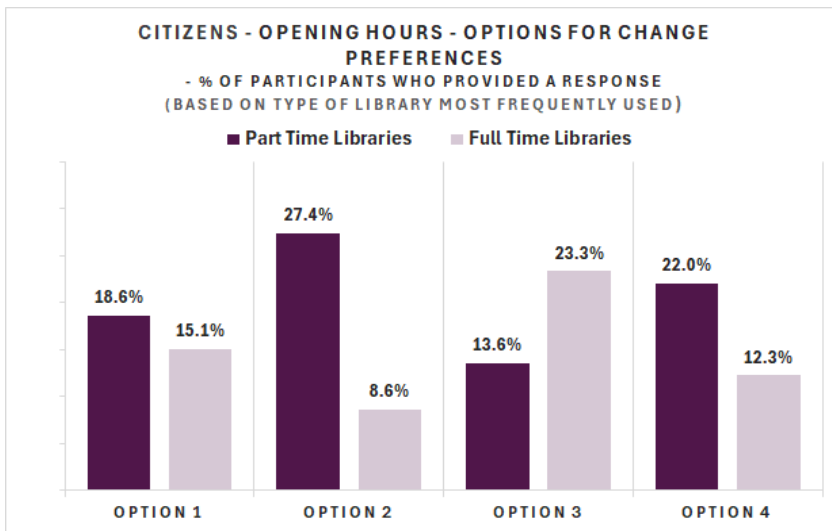
Chart 30 – *Citizens - Opening Hours - Options for Change Preferences (Based on the type of library most frequently used)*
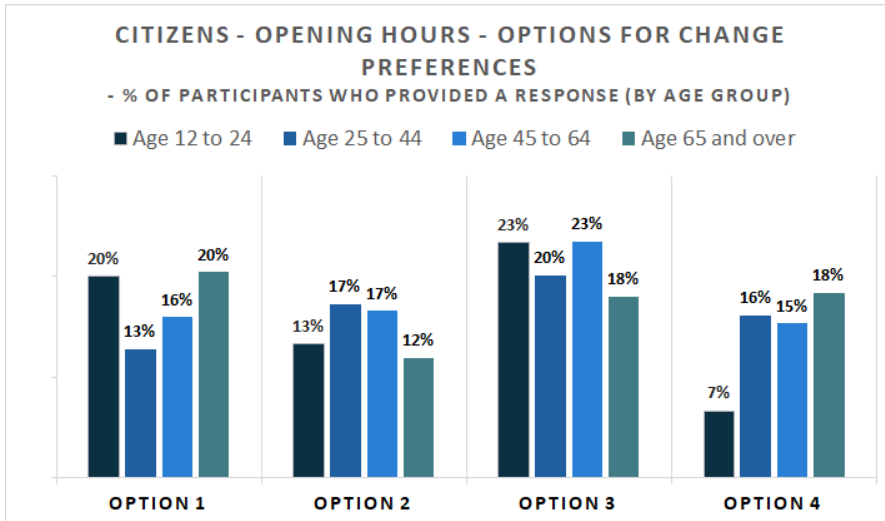
Chart 31 – *Citizens - Opening Hours - Options for Change Preferences (Based on Age)*
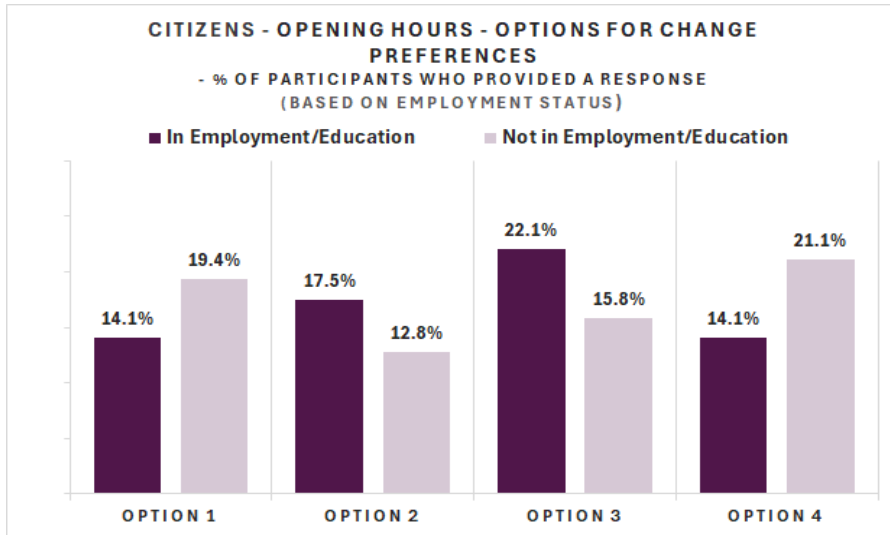
Chart 32 – *Citizens - Opening Hours – Options for Change Preferences (Based on Employment Status)*

The Findings – Part Four: Managing Events & Activities

At present, all libraries run events and activities across different days of the week with minimal coordination across the city. Running events and activities requires additional library staff which consequently impacts on resource management.

During consultation, the service proposed adopting a more strategic and planned approach to the programming of events and activities, where 10 libraries set aside two days each week to deliver the full range of library transactional based services but would not plan any events or activities to take place on those days. They would run events and activities on the remaining four days of the week (when open) as usual alongside other library transactional services.

This could create:

- More efficient ways of managing limited staff resource

- Free days for other partners and Council services to access the library space with dedicated use - free of other activity

- Opportunities for quieter environments on identified days to support study and access for people with neuro diverse conditions

The 10 locations currently identified are:

Blackhall, Fountainbridge, Leith, McDonald Road, Morningside, Newington, Oxgangs, Piershill, Portobello and Stockbridge.

Q. When considering the proposals to create transaction only days in the libraries listed, how do you feel this might impact your use of the locations?

Very Negatively	Negatively	Neither Negative nor Positive	Positively	Very Positively	Not Answered	Total
54	107	532	219	79	461	1452
5.4%	10.8%	54.7%	22.1%	8.0%	N =	991

Table 13 – Transaction only days impact data
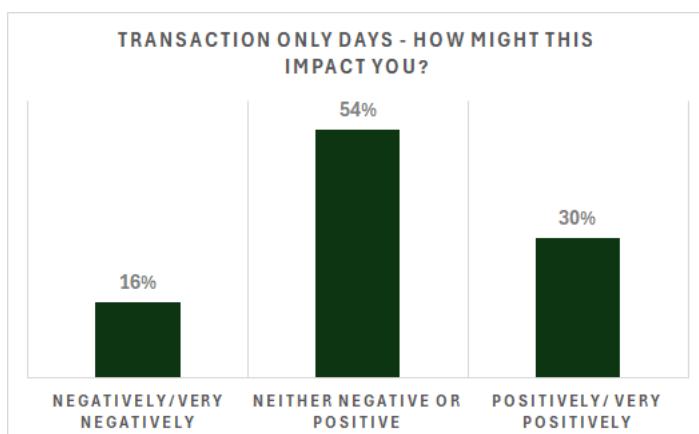
Chart 33 – *Transaction Only Days – How might this impact you?*

<u>Citizens/Stakeholders Free Text Analysis – Events & Activities</u>

Overall, the feedback reflects a desire to balance the need for quiet spaces with the importance of maintaining a vibrant schedule of activities that cater to diverse community needs.

Key points include:

1. **Local Needs**: Library activities should be tailored to the specific needs of their local communities, as these needs can vary significantly.

2. **Quiet Days**: There is support for having designated quiet days to accommodate those who prefer a quieter environment, including neurodivergent individuals, as long as this does not limit access to activities for others.

3. **Coordination and Efficiency**: Some citizens agree that coordinating activities across libraries could improve efficiency and resource management. Some suggested this could lead to overcrowding on activity days so this would need to be managed.

4. **Impact on Families and Children**: Several comments highlight the importance of maintaining activities for children, especially on Fridays and weekends when they are more likely to attend and that any change should not have a negative impact on families.

5. **Flexibility and Awareness**: There is a call for flexibility in scheduling activities and better communication to ensure the public is aware of when events are happening.

The Findings – Part Five: Supplementary Activity

Whilst the main online and paper questionnaire was the key method for gathering consultation data and free text feedback, it was recognised that for some, the questionnaire could act as a barrier to access. The following additional methods were introduced to address this:

- Children's questionnaire
- Young people's questionnaire
- Easy read questionnaire
- Discussion groups
- Exit/ entry surveys

The outcomes from this supplementary activity are reported below and are also included in the conclusions alongside the main questionnaire outcomes.

Children's (P(3)4 – P7) questionnaire[5]:

Primary schools supported the completion of a questionnaire designed for children during the formal consultation process. Following discussions with the Future Libraries Schools Advisory Group, after the conclusion of the initial engagement process, children were provided with a bespoke report which summarised the findings from the engagement activity. A tailored simpler consultation questionnaire was designed to meet children's needs which was promoted by teachers in primary schools. The questionnaire focussed on the proposed strategic goals where children would be most interested and to those which more closely aligned with their feedback during the engagement activity.

The goals that were circulated with the draft strategy and which were included in the children's questionnaire were re-written to create a more child friendly version whilst retaining the original ambition. This was circulated to all primary schools where children could participate individually or as part of a whole class session. The goals provided were as follows:

Strategic Aim	Goals	Strategy Text	Child Friendly Text
One: Advance reading, literacy, learning and cultural experiences	**One**	Provide diverse, accessible, and inclusive collections, resources, and information to encourage reading for pleasure, literacy, and lifelong learning	Libraries should get more books and things children can use, to make sure we have something for everyone
	Eight	Improve and increase availability of resources to encourage sustainable living and individual climate action	Libraries should become more eco – friendly with children helping
Two: Enable and develop digitally connected communities	**Six**	Expand STEM-based learning opportunities for adults, children, and young people in more locations	Libraries should provide spaces and resources to experiment with new technology and science (STEM)
Three: Encourage Healthy, Thriving	**Two**	Provide attractive, inclusive, and accessible spaces for people to come together, socialise, and explore	We would like to make libraries friendly and welcoming, where you

[5] Both the children's and young people's engagement reports and questionnaires were approved by the Future Libraries Schools Advisory Group.

		creative and cultural ideas establishing the library as the "community's living room"	can spend time with friends and family and try new things
Four: Support play, learning and development of children and young people	**Three**	Expand recreational activities and clubs for children and young people that will stimulate their imagination, encourage reading, develop new interests and friendships	Your local library should give you more chances to try new and different things, and opportunities to make new friends
Five: Continue to listen, learn and develop the service	**Three**	Develop innovative marketing approaches to increase participation across all age groups and highlight the broader benefits of service delivery beyond the traditional book offer	Libraries should make finding things you want much easier

Table 14 – Goals as described in the children's bespoke questionnaire

Children were asked to provide their level of agreement on the goals most relevant to them with the following results:

Strategic Aim & Goal / Importance	😁 Agree		😕 Neither Agree / Nor disagree		😫 Disagree		🙀 I have no interest		Total
	Num	%	Num	%	Num	%	Num	%	
Aim one, goal one Libraries should get more books and things children can use, to make sure we have something for everyone	274	(77%)	42	(12%)	05	(1%)	35	(10%)	356
Aim one, goal eight Libraries should become more eco – friendly with children helping	245	(69%)	62	(17%)	10	(3%)	38	(11%)	355
Aim two, goal six Libraries should provide spaces and resources to experiment with new technology and science (STEM)	262	(74%)	45	(13%)	12	(3%)	37	(10%)	356
Aim three, goal two We would like to make libraries friendly and welcoming, where you can spend time with friends and family and try new things	241	(68%)	62	(17%)	21	(6%)	30	(8%)	354
Aim four, goal three Your local library should give you more chances to try new and different things, and opportunities to make new friends	287	(81%)	39	(11%)	10	(3%)	16	(4%)	352
Aim five, goal three	289	(81%)	32	(09%)	06	(2%)	29	(8%)	356

Libraries should make finding things you want much easier									

Table 15 – Children goals data

In total, 17 primary schools supported the activity which involved 356 children. Five completed the exercise as a class with the remaining respondents completing the activity as individuals.

The data suggests that children are keen to see the strategic goals further developed. When considered alongside the main questionnaire responses, there are variations with 77% of children agreeing that Aim one, goal one (We will provide diverse, accessible, and inclusive collections, resources, and information to encourage reading for pleasure, literacy, and lifelong learning) should be included whilst 95% of adults feeling this is very important / important. 69% of children feel Aim one, goal eight (We will improve and increase availability of resources to encourage sustainable living and individual climate action) should be included whilst 83% of adults feel this is important. Similarly, when considering Aim three, goal two (we will provide attractive, inclusive, safe and accessible spaces for people to come together, socialise, learn and explore creative and cultural ideas, establishing the library as the "community's living room"), 68% of children agree this aim should be included whilst 96% of adults feel it is important.

The percentage difference between all other aims and goals where children provided feedback is very small when compared to the adult responses (3-4%).

Young People (S1 – S6) questionnaire:

Like children, it was recognised that young people were perhaps less likely to participate with the main questionnaire. A bespoke report with the findings from the engagement activity was provided for young people alongside a link to a tailored questionnaire which was designed to be more accessible and best meet their needs. The questionnaire focussed on gathering views on the goals most likely to directly impact young people as well as those areas where they would have the most interest. The language was simplified to create a younger people friendly version of the text.

The Aims and goals provided were as follows:

Strategic Aim	Goals	Strategy Text	Young People Friendly Text
One: Advance reading, literacy, learning and cultural experiences	**One**	Provide diverse, accessible, and inclusive collections, resources, and information to encourage reading for pleasure, literacy, and lifelong learning	Provide a variety of books and other resources that people will find informative and are fun and can help with learning
	Two	Deliver varied and creative programmes of activities, cultural experiences, and events for all ages which will bring our libraries to life, entice more people to visit, provide more opportunities for learning and development and reduce social isolation	Deliver different activities, cultural experiences and events in our libraries which are exciting and successful and make more people want to visit

	Seven	Help close the poverty-related attainment gap by providing spaces and resources to support job seekers to study, learn, research and develop new skills	Develop Reading for Learning & Life: Support young people to study, learn and develop new skills
	Eight	Improve and increase availability of resources to encourage sustainable living and individual climate action	Encourage young people to help make libraries more carbon neutral and better for the environment
Two: Enable and develop digitally connected communities	**Two**	Support people to develop their digital skills and confidence through the provision of new initiatives and quality online resources	Create new resources and activities to help build confidence and skills
	Four	Explore opportunities to provide access to digital learning and new technologies such as maker spaces and virtual reality to combat digital exclusion and encourage participation	Create dedicated spaces in some locations (school and public) that provide access to new and exciting technology to encourage young people to learn new skills
	Six	Expand STEM (science, technology, engineering and mathematics)-based learning opportunities for adults, children, and young people in more locations	Bring more STEM (science, technology, engineering and mathematics) activities to libraries.
Three: Encourage Healthy, Thriving and Inclusive Communities	**Two**	Provide attractive, inclusive, and accessible spaces for people to come together, socialise, and explore creative and cultural ideas establishing the library as the "community's living room"	Provide safe, attractive, inclusive and accessible spaces for people to come together, socialise and explore creative and cultural ideas
Four: Support play, learning and development of children and young people	**One**	Offer every young person an equal chance to access a dynamic school library service that meets their needs and helps them fulfil their potential, fosters a love for reading, improves literacy skills, and provides a safe and nurturing environment to learn and grow	Make sure every young person can attend a school library that helps them learn, love reading, and feel safe and supported
	Two	Increase the library's print and digital collection of books and resources to cater to different reading and learning interests	Add more books and resources that match diverse interests, so there's something for everyone.
	Three	Expand recreational activities and clubs for children and young people that will stimulate their imagination, encourage reading, develop new interests and friendships	Offer activities and clubs that get you excited about reading, help make new friendships, discover other cultures and explore new hobbies.

	Five	Work with children and their families to ensure the library space is a hub for child development and connects with key partners to provide support and advice	Work with others to make libraries places where you can get information support and advice e.g. mental health, money, relationships
	Six	Engage with schools and partners to strengthen links with public libraries, colleges, universities and other organisations and service providers to improve the provision of information and awareness of additional support available for children and young people	Make sure school and public libraries work together to link with colleges, universities, and other places to give more opportunities and resources to help with future life decisions
Five: Continue to listen, learn and develop the service	Six	Build upon the "No Going Back" activity to amplify youth voices and promote relevant services and activities, encouraging more young people to participate in shaping library services tailored to their interests	Keep asking young people what they want in and from the library and let them help create activities that match their interests

Table 16 – Goals as described in the young people's bespoke questionnaire

Young people were asked: How important are the following activities to you. The feedback is as follows: (Total Number 2,174) N = Number

Strategic Aim & Goal (Young People Version)/Importance	Very Important		Important		Less Important		Not Important		Not Sure / No Opinion	
	N	%	N	%	N	%	N	%	N	%
A1/G1 - Provide a variety of books and other resources that people will find informative and are fun and can help with learning	975	45%	909	42%	170	8%	33	2%	71	3%
A1/G2 - Cultural Experiences: Deliver different activities, cultural experiences and events in our libraries which are exciting and successful and make more people want to visit	597	27%	981	45%	389	18%	74	3%	111	5%
A1/G7 - Develop Reading for Learning & Life: Support young people to study, learn and develop new skills	926	43%	921	42%	181	8%	44	2%	76	3%
A1/G8 - Encourage young people to help make libraries more carbon neutral and better for the environment	670	31%	934	43%	320	15%	97	4%	121	6%
A2/G2 - Digital learning: Create new resources and activities to help build confidence and skills	581	27%	1009	46%	400	18%	65	3%	105	5%

A2/G4 - Makerspace: Create dedicated spaces in some locations (school and public) that provide access to new and exciting technology to encourage young people to learn new skills	570	26%	1018	47%	370	17%	81	4%	113	5%
A2/G6 - Bring more STEM (science, technology, engineering, and mathematics) activities to libraries.	567	26%	762	35%	494	23%	185	9%	141	6%
A3/G2 - Safe and Attractive Space: Provide safe, attractive, inclusive and accessible spaces for people to come together, socialise and explore creative and cultural ideas	1115	51%	789	36%	124	6%	35	2%	75	3%
A4/G1 - School Libraries: Make sure every young person can attend a school library that helps them learn, love reading, and feel safe and supported	950	44%	997	46%	101	5%	40	2%	84	4%
A4/G2 - Books and Resources: Add more books and resources that match diverse interests, so there's something for everyone.	1015	47%	892	41%	155	7%	50	2%	58	3%
A4/G3 - Clubs and Activities: Offer activities and clubs that get you excited about reading, help make new friendships, discover other cultures and explore new	576	26%	957	44%	447	21%	87	4%	104	5%
A4/G5 - Library as a Support Hub: Work with others to make libraries places where you can get information support and advice e.g. mental health, money, relationships.	743	34%	943	43%	304	14%	68	3%	111	5%
A4/G5 - Connect Libraries Better: Make sure school and public libraries work together to link with colleges, universities, and other places to give more opportunities and resources to help with future life decisions	838	39%	885	41%	260	12%	65	3%	120	6%
A5/G6 - Listening: Keep asking young people what they want in and from the library and let them help create activities that match their interests.	927	43%	903	42%	177	8%	47	2%	99	5%

Table 17 – Young people goals data

The data indicates that when Very Important and Important are combined, an average of 78% of young people feel that the strategic aims are important and the right ones to include in the strategy. Whilst a combined average of 17% suggest these aims are Less important / not important.

Whilst the main questionnaire data (predominantly adults) involves 1,452 responses and the bespoke young people's questionnaire data involves 2,174 responses, the average percentage rate across each of the goals included also suggests a high level of support. The lowest average point of 77.5% Very important/important attributed to Aim two, goal four - *Create dedicated spaces in some locations (school and public) that provide access to new and exciting technology to encourage young people to learn new skills*. Whilst the highest average point of 93% is attributed to Aim four, goal one - *Make sure every young person can attend a school library that helps them learn, love reading, and feel safe and supported*.

When identifying the scale of support between the two data sets, almost all main data responses returned higher percentage rates when indicating Important/very important with the smallest joint percentage difference of 6% -main data 96% / young people 90%, attributed to Aim four, goal one (*Make sure every young person can attend a school library that helps them learn, love reading, and feel safe and supported*) and Aim four, goal two (*Add more books and resources that match diverse interests, so there's something for everyone*) - main data 94% / young people 88%. The largest difference is 18% - Aim one, goal two (*Deliver different activities, cultural experiences and events in our libraries which are exciting and successful and make more people want to visit*) with the main data representing 91% whilst young people indicated 73%.

The only outlier is Aim five, goal six (*Keep asking young people what they want in and from the library and let them help create activities that match their interests*) where the percentage difference represents 11% more young people (85%) than the main data (74%).

When considering the aims and goals individually, the data shows some variation between different age groups when rating the level of importance of each of the goals.

Two examples are provided below which highlight variations in interest based on specific age groups.

N = 2,119 (53 of 2,172 did not leave an age)

Aim Two – Goal 6 - Bring more STEM (Science, Technology, Engineering and Mathematics) activities to libraries									
Age (yrs)	Total by age	Very Imp	Imp	Less Imp	Not Imp	Not Sure / No opinion	No Response	% Very Important / Important	% Less Important / not important
11	93	26	28	20	07	12	00	58%	29%
12	661	171	227	162	57	38	06	60%	33%
13	551	135	191	119	61	38	07	59%	33%
14	260	63	85	64	21	23	04	57%	33%
15	290	70	110	78	17	12	03	62%	33%
16	143	46	56	23	09	08	01	71%	22%
17	102	40	38	15	07	02	00	76%	22%

| 18 | 19 | 06 | 04 | 03 | 03 | 03 | 00 | 53% | 32% |

Table 18 – Targeted action planning example 1

Aim Four – Goal 3 - Offer activities and clubs that get you excited about reading, help make new friendships, discover other cultures and explore new hobbies.									
Age (yrs)	Total by age	Very Imp	Imp	Less Imp	Not Imp	Not Sure / No opinion	No Response	% Very Important / Important	% Less Important / not important
11	93	28	43	14	05	03	00	76%	20%
12	661	175	282	149	24	31	00	69%	26%
13	551	127	255	122	26	19	02	69%	27%
14	260	69	113	54	05	19	00	70%	23%
15	290	67	122	65	16	19	01	65%	28%
16	143	46	70	23	03	01	00	81%	18%
17	102	44	42	12	01	03	00	84%	13%
18	19	10	02	03	02	02	00	63%	26%

Table 19 – Targeted action planning example 2

The highlighted figures in the tables i8 and 19 indicate a clear difference of feeling towards the level of importance by age group. Whilst still relatively high across all ages, the examples indicate that in table 18, those aged 16 and 17 seek more STEM activity. Whilst in table 19, again the feeling of importance is high however, it does suggest that the goal especially resonates with those aged 11, 16 and 17. Further analysis of returns may assist to inform potential targeted activity and prioritisation of resources when considering future action plans.

FREE TEXT

Young people were asked if they felt anything was missing when they considered the draft goals. The top 10 responses were:

1. **More Books and Variety**: Respondents highlighted the need for a wider range of books, including multiple copies of popular titles, books from different cultures, and more genres like horror, romance, and manga. Some respondents indicated a desire for more inclusive and diverse book selections, including books in different languages and those representing various cultures and communities.

2. **Comfortable Seating**: There were numerous requests for more comfortable seating options such as beanbags, couches, and cozy reading nooks to create a welcoming environment.

3. **Digital Resources**: Respondents suggested adding more digital resources like e-books, audiobooks, and access to computers for studying and research.

4. **Quiet Study Spaces**: Many expressed the importance of having quiet, dedicated study areas where students can focus without distractions.

5. **Climate and Environmental Education**: Some responses pointed out the lack of climate and environmental education materials and suggested adding more books and resources on these topics.

6. **Support for Learning Difficulties**: There were requests for more resources and support for students with learning difficulties, including books for dyslexia and other learning challenges.

7. **Art and Craft Areas**: Several responses suggested creating spaces for art and craft activities, including supplies like pencils, paints, and paper.

8. **Technology and Gaming**: Some respondents proposed adding technology and gaming consoles to make the library more engaging and fun for students.

9. **Café or Snack Areas**: There were some suggestions to include café or snack areas where students can have refreshments while reading or studying.

Easy read questionnaire:

The library service received a request to create an easy read version of the questionnaire to allow advocacy groups of people with learning disabilities to engage with the consultation as they found the online questionnaire and associated materials inaccessible.

The easy read version of the main questionnaire was created and made available in public libraries.

A total of eight 'easy read' questionnaires were received.

Easy read returns were treated in the same way as other paper copies, with all responses and feedback input manually by council officers ensuring respondents' views were included in the main consultation survey.

Discussion Groups:

Discussion groups provided an opportunity to engage with people in a face-to-face setting to further explore views and opinions around options for service change. The discussion groups were aligned to specific locations which included the proposed 10 library locations identified to potentially change how the service manages events and activities. This option for change was discussed alongside the proposals to change library opening hours in those 10 library locations (combined options discussion groups). Whereas, in all other locations, participants only discussed the proposed options to change opening hours.

In total, 32 discussion groups took place across libraries with 155 individuals involved.

Combined Options Discussion Groups:

The combined options discussion groups were held in Blackhall, Fountainbridge, Leith, McDonald Road, Morningside, Newington, Oxgangs, Piershill, Portobello and Stockbridge Libraries.

Participants were provided with an overview of the proposals for the service to adopt a strategic and planned approach to the programming of events and activities across the city. This would involve 10 libraries identifying two days each week when they would continue to deliver the full range of transactional library services but would not plan any events or activities to take place on those two identified days. All would run events and activities on the remaining four days of the week (when open) as usual alongside other library services.

Participants were asked their immediate views on the option for change to how the service manages events and activities and provided the following responses:

Agreement	Pre-Discussion
Very positively	**0**
Positively	**1**
Neither positive nor negative	**7**
Negatively	**6**
Very negatively	**3**
Not Answered	**15**

Table 20 – Combined discussion groups data

The participants were then provided with three additional items of information:

1. The proposal would mean more efficient ways of managing limited staff resource – when we run events, or activities, we need more staff to make sure we can support the activity and all other aspects of the delivery such as transactional – do you have any thoughts on this?

After receiving this additional information, participants provided the following feedback:

- **Staffing Levels and Efficiency**: There is concern about maintaining appropriate staffing levels to ensure libraries can operate effectively. Some participants believe that using more volunteers could help, but others worry this might lead to service cuts and reduced staff-customer relationships.

- **Community and Accessibility**: Libraries are seen as important community resources, not just places for books. There is a strong emphasis on maintaining local accessibility, especially for disabled individuals and those who rely on local services.

- **Impact on Activities**: There is a concern that reducing staff-run activities or concentrating them on fewer days could limit access and reduce the range and number of activities available. Regular events help build community relationships, so it is important that any changes do not disrupt this.

- **Trial and Flexibility**: Some suggest a trial period to test the effectiveness of the changes. There is also a preference for part-day transaction periods rather than full days to maintain some level of activity throughout the week.

- **Local Needs vs. City-Wide Policies**: Feedback indicates that local needs should be prioritised over a city-wide approach. Tailored local events are crucial, and there is concern that centralising activities could push people to other libraries or reduce participation.

- **Communication and Consultation**: Library staff and community members should be consulted on the changes, especially regarding which days and activities are working well. There is a need for effective communication and understanding of how any changes will be managed.

- **Parking and Green Policies**: Concerns were raised about the impact on parking and the potential conflict with green policies if people are required to travel further for activities.

Overall, the feedback highlighted the importance of maintaining sufficient staffing, ensuring local accessibility, and carefully managing any changes to avoid negative impacts on the community and library services.

2. Free days for other partners and Council services to access the library space with dedicated use - free of other activity – we can sometimes experience overcrowded spaces when other services want to link in with people or provide information. Creating the free days will mean that these days can be offered for this activity. Do you have any thoughts on this?

After receiving this additional information, participants provided the following feedback:

- **Community Benefit**: The proposal is seen as beneficial for the community, particularly for people with disabilities and those needing social interaction.

- **Staffing and Space**: There is currently no objection to the proposal as long as the library maintains sufficient staffing levels. The library has enough space to accommodate multiple activities without reducing staff-led events.

- **Activity Scheduling**: Concerns were raised about potential overcrowding if activities are squeezed into fewer days. It is important to maintain a balance to avoid overcrowding and ensure the library remains a welcoming space.

- **Quiet Times and Communication**: Customers need to be informed about event schedules to know when the library will be quieter.

- **Library Services**: The library should continue to offer a broad range of activities and maintain its unique "book and reading" services, which are not provided by other community facilities.

- **Positive Impact**: Increased use of library space is generally seen as positive, potentially bringing in new customers and providing more opportunities for community engagement.

- **Accessibility and Inclusivity**: The library should remain open and accessible to everyone, including those who do not attend events, to support mental health and provide a third space with amenities like heating and free Wi-Fi.

- **Local Services**: Bringing more local services to the library, such as housing services and MP surgeries, is viewed positively, especially for those who prefer face-to-face interactions over technology.

Overall, the feedback is generally positive, with an emphasis on maintaining adequate staffing, avoiding overcrowding, and ensuring the library remains a welcoming and inclusive space for all community members.

3. Opportunities for quieter environments on identified days to support study and access for people with neuro diverse conditions and any other individual that may be seeking quiet spaces – Do you have any thoughts on this?

After receiving this additional information, participants provided the following feedback:

- **Need for Quiet Spaces**: There is a strong consensus on the importance of having quiet spaces or rooms available for people who need them, especially for neurodiverse individuals and those who need a place to study.

- **Challenges in Implementation**: Concerns were raised about the difficulty of maintaining quiet spaces in a busy community library. Suggestions include using other rooms in larger libraries or creating specific quiet zones where phones and games are not allowed.

- **Inclusivity and Accessibility**: There is a desire to make the library more inclusive for neurodiverse individuals, with suggestions for staff training and modifications to the physical space. However, there is also a concern that quieter days might be exclusionary to neurotypical people.

- **Communication and Scheduling**: The need for clear communication and a user-friendly calendar to show quiet days and activity days was emphasised. It was suggested that certain times be designated as quiet times and that this be well-advertised.

- **Community Spirit**: Some feedback expressed concern that creating quiet spaces might change the community-oriented spirit of the library. There is a need to balance the library's role as a vibrant community space with the need for quiet areas.

- **Support for Neurodiverse Individuals**: There is strong support for creating environments that are welcoming and supportive of neurodiverse individuals, including providing noise-cancelling headphones and ensuring safe and controlled quiet spaces.

Overall, the feedback supports the idea of quiet spaces but highlights the need for careful planning, communication, and balancing the needs of all library users.

Following discussion, participants were asked if there had been any change (highlighted in blue) from their original viewpoint:

Group	Location	Previous Response	Any Change
Group 1	Fountainbridge	Very negative	No change from previous thoughts
Group 2	Oxgangs	Neither positive nor negative	No change from previous thoughts
Group 3	Morningside	Neither positive nor negative	No change from previous thoughts
Group 4	Piershill	Neither positive nor negative	Positive
Group 5	Fountainbridge	Very negative	No change from previous thoughts
Group 6	Blackhall	Neither positive nor negative	No change from previous thoughts
Group 7	Blackhall	Negative	No change from previous thoughts

Group 8	Portobello	Negative	No change from previous thoughts
Group 9	Blackhall	Negative	No change from previous thoughts
Group 10	Blackhall	Negative	Positive
Group 11	Portobello	Very negative	No change from previous thoughts
Group 12	Oxgangs	Neither positive nor negative	Positive
Group 13	Oxgangs	Positive	No change from previous thoughts
Group 14	Oxgangs	Negative	Neither positive nor negative
Group 15	Portobello	Negative	No change from previous thoughts
Group 16	Leith	Neither positive nor negative	No change from previous thoughts
Group 17	Leith	Neither positive nor negative	Positive

Table 21 – Opening hours only discussion groups data

Opening Hours

Alongside the combined discussion group activity above, 15 other groups were held in libraries unaffected by the proposed changes to management of events and activities specifically to discuss proposed options for change to opening hours.

Participants were provided with an overview of the options (which were the same as the main questionnaire) and provided with an opportunity to further explore the impact of the options (positive and negative) through discussion.

The most recurring negative and positive themes from feedback received included:

Recurring Negative Themes:

1. **Impact on Evening Groups and Working People**:

    o Evening groups and young people expressed concerns that earlier closing times would disrupt their library use. Working people also highlighted the importance of evening and Saturday hours for their access to the library.

2. **Accessibility for Vulnerable Groups**:

    o There were worries that earlier closing times would negatively affect young people who use the library for studying, those needing internet access, and older people who attend group activities. The potential loss of a warm space for those in need was also a concern.

3. **Library Staff Hours and Pay**:

- Concerns were raised about how changes in library hours would impact staff working hours and salaries. There was uncertainty about whether staff would face reduced hours or pay cuts.

4. **Uniformity vs. Local Needs**:

   - Some feedback indicated that standardising hours across all libraries might not be beneficial if it meant reducing hours at busier locations to increase hours at less busy ones. Tailoring hours to meet the specific needs of local communities was suggested as a better approach.

5. **Impact on Specific Libraries**:

   - Some feedback specific to full time libraries suggested that they may be particularly negatively affected by the proposed changes.

Recurring Positive Themes:

1. **Support for Option 3**:

   - Some participants preferred Option 3, seeing it as a good compromise that would not drastically cut hours and would retain a more balanced service across libraries.

2. **Community Integration and Socialising**:

   - The library was frequently praised as a vital community resource that helps people integrate, socialise, and participate in group activities. This was particularly important for new members and those who rely on the library for social connections.

3. **Flexibility and Adaptability**:

   - There was support for trying new opening hours as a trial and collecting data to make informed decisions. Some participants suggested seasonal opening hours to better match community needs during different times of the year. Some young people felt that they would still be able to use the library service after school even if the evening hours were reduced.

4. **Positive Impact of Library Services**:

   - Participants highlighted the importance of various library services, such as Bookbug Sessions, Mobile Library service, and Library Link service, which provide significant benefits to the community, including social opportunities and access to resources.

5. **Preference for Consistency and Simplicity**:

- o There was a preference for consistent and simple opening hours across libraries to reduce confusion for both customers and staff. This was seen as beneficial for ensuring clarity and ease of access.

Entry / Exit Surveys (opening hours)

A total of 182 individuals completed an exit/ entry survey to assist in identifying the impact (positive or negative) of the options for proposed changes to opening hours. The survey was undertaken at the key times i.e. evening times (between 6 – 8pm) to discuss options to close earlier and early afternoon (during the first hour of opening) to discuss options to open earlier in part time libraries.

The process involved a street research approach whereby customers accessing the service during the key times were asked to give some time to support the survey.

The data indicates the following:

Baseline N= 182

Entry / Exit - Age Group

Overall spread of age groups who participated in the survey was good, and consistent with citywide demographics although there is a notable difference in age group of users between full-time libraries, part-time libraries, and Central Library.

Whilst full-time libraries had a more even distribution across age groups, more than half of responses from part-time libraries (51%) were age 55 and over.

For Central Library, there is a significant difference, where more than half of respondents (54%) are age 18-24.
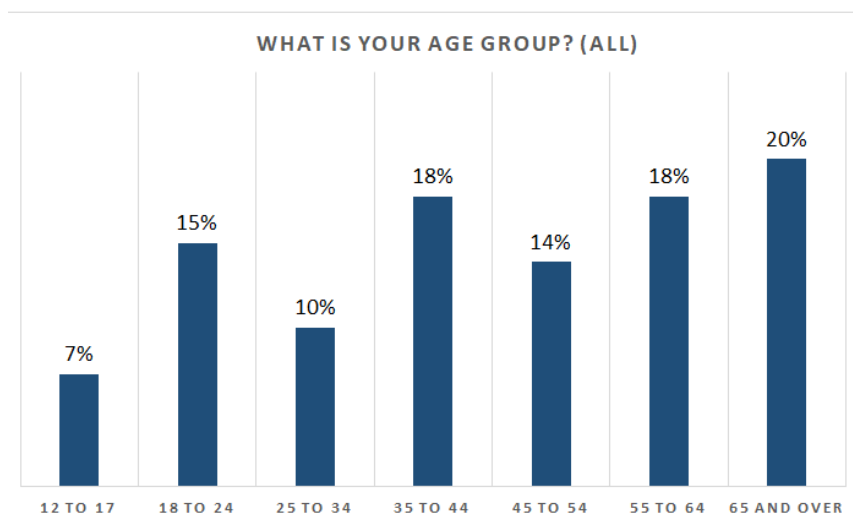
Chart 34 – *What is your Age Group (All)*
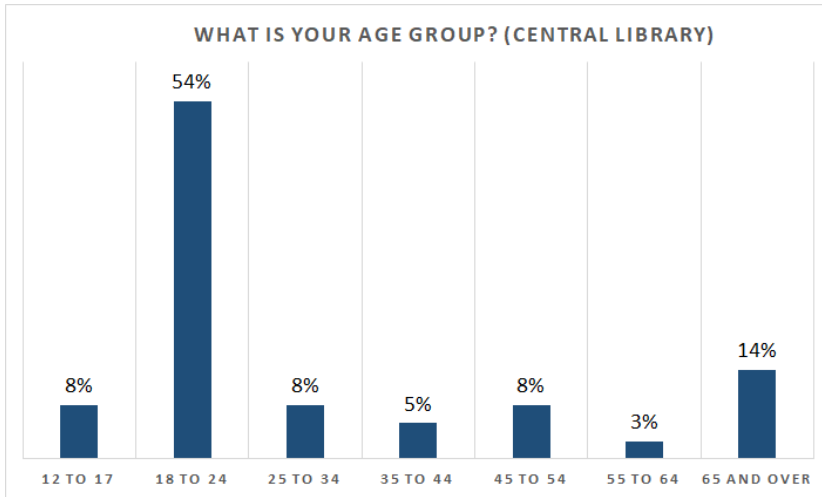
Chart 35 – *What is your Age Group (Central Library)*
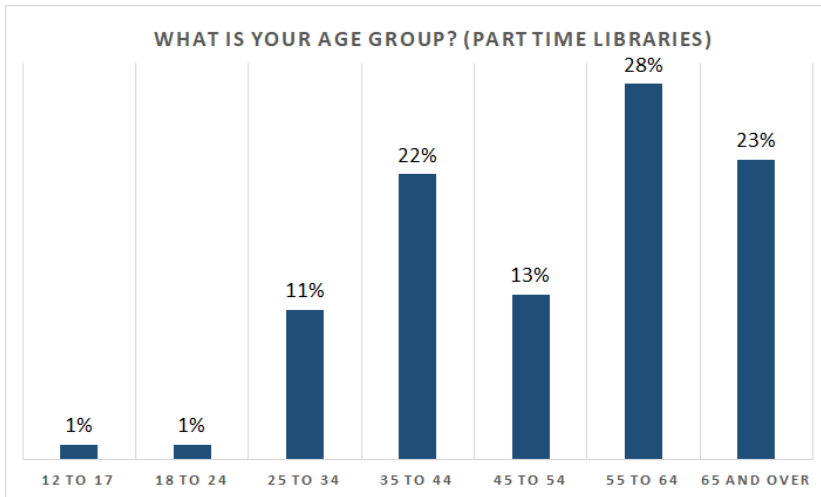
Chart 36 – *What is your Age Group (Part-Time)*
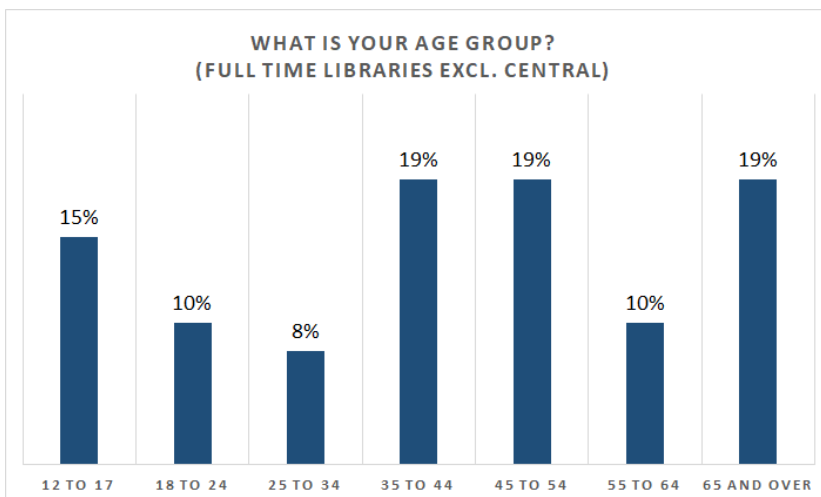
Chart 37 – *What is your Age Group (Full Time)*

Entry / Exit - Employment status

There were also notable differences in employment status for those who participated in the survey between full-time libraries, part-time libraries, and Central Library. Whilst full-time libraries had a higher proportion of respondents in full time employment (46%), part time libraries experienced a higher number of those in part time employment and people who are retired. For Central Library, those in full time education was significantly higher.
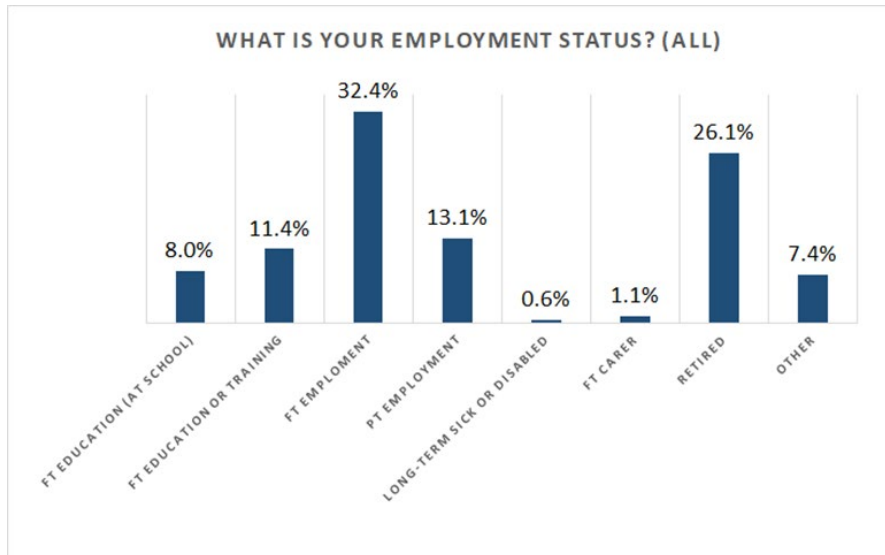
Chart 38 – *What is your Employment Status (All)*

Entry / Exit - What do you use the library for?

When considering the timing of their visit, respondents were asked the purpose of their visit.

The five most popular reasons were to borrow books (52%), to socialise/spend time (29%), use Wi-Fi (19.2%), for information (18%) and to use PC's (16%).

Whilst for full-time and part-time libraries, borrowing books, socialising, and using PC's/ Wi-Fi are in the top 5 reasons, only respondents from full-time libraries indicate they attended for adult activities (24%) as a top five reason.

Those accessing Central Library had significantly different reasons with information/finding things out being the top reason (42%) followed by borrowing books (39%), access to research materials (39%) and use of specialised departments (27%) being in the top 5 reasons.

WHAT DID YOU USE THE LIBRARY FOR?
(FULL-TIME LIBRARIES EXCL. CENTRAL)

Activity	Percentage
BORROW BOOKS	50.9%
SOCIALISE/SPEND TIME	45.5%
ADULT ACTIVITIES (E.G. KNIT AND NATTER, GARDENING…	23.6%
USE WI-FI	21.8%
USE PC'S	20.0%
INFORMATION/FIND OUT THINGS	18.2%
PERSONAL WELFARE	16.4%
CHILDREN'S ACTIVITIES (E.G. ARTS AND CRAFTS,…	12.7%
ACCESS OR BORROW DIGITAL RESOURCES	10.9%
PHOTOCOPY/PRINT	10.9%
BORROW OTHER ITEMS	9.1%
ATTEND MEETINGS	9.1%
BUS PASS APPLICATION RENEWAL	7.3%
FREE PERIOD PRODUCTS	7.3%
ACCESS RESEARCH MATERIALS	7.3%
HEALTH & WELLBEING	7.3%
PRE-SCHOOL ACTIVITIES (E.G. BOOKBUG, STORYTIME…	7.3%
ATTEND BOOK GROUP/WRITING GROUP	3.6%
ATTEND LEARNING PROGRAMMES	3.6%
ATTEND COUNCILLOR SURGERIES	3.6%
SPECIALIST SERVICES / RESOURCES (E.G. EDINBURGH AND…	3.6%
FILM CLUB SCREENINGS	3.6%
REPLACEMENT HEARING AID BATTERIES	1.8%
TEEN ACTIVITIES (E.G. MANGA CLUBS, CONSOLE GAMING)	1.8%
MUSICAL INSTRUMENT LENDING	1.8%

Chart 39 – *What did you use the library for (Full-time libraries excl. Central Library)*

WHAT DID YOU USE THE LIBRARY FOR?
(PART-TIME LIBRARIES)

Category	Percentage
BORROW BOOKS	57.3%
SOCIALISE/SPEND TIME	19.1%
PHOTOCOPY/PRINT	16.9%
USE PC'S	14.6%
USE WI-FI	9.0%
INFORMATION/FIND OUT THINGS	6.7%
BUS PASS APPLICATION RENEWAL	5.6%
FREE PERIOD PRODUCTS	5.6%
PRE-SCHOOL ACTIVITIES (E.G. BOOKBUG, STORYTIME…	5.6%
CHILDREN'S ACTIVITIES (E.G. ARTS AND CRAFTS,…	4.5%
ATTEND BOOK GROUP/WRITING GROUP	3.4%
REPLACEMENT HEARING AID BATTERIES	3.4%
BORROW OTHER ITEMS	2.2%
ACCESS OR BORROW DIGITAL RESOURCES	2.2%
ACCESS RESEARCH MATERIALS	2.2%
PERSONAL WELFARE	2.2%
ATTEND LEARNING PROGRAMMES	1.1%
HEALTH & WELLBEING	1.1%
ADULT ACTIVITIES (E.G. KNIT AND NATTER, GARDENING…	1.1%
ATTEND MEETINGS	1.1%
ATTEND COUNCILLOR SURGERIES	0.0%
TEEN ACTIVITIES (E.G. MANGA CLUBS, CONSOLE…	0.0%
MUSICAL INSTRUMENT LENDING	0.0%
SPECIALIST SERVICES / RESOURCES (E.G. EDINBURGH…	0.0%
FILM CLUB SCREENINGS	0.0%

Chart 40 – *What did you use the library for (Part-Time Libraries)*

WHAT DID YOU USE THE LIBRARY FOR?
(CENTRAL LIBRARY)

Category	Percentage
INFORMATION/FIND OUT THINGS	42.1%
BORROW BOOKS	39.5%
USE WI-FI	39.5%
ACCESS RESEARCH MATERIALS	36.8%
SPECIALIST SERVICES / RESOURCES (E.G....	28.9%
SOCIALISE/SPEND TIME	26.3%
FREE PERIOD PRODUCTS	15.8%
USE PC'S	13.2%
ACCESS OR BORROW DIGITAL RESOURCES	13.2%
PERSONAL WELFARE	13.2%
BORROW OTHER ITEMS	10.5%
BUS PASS APPLICATION RENEWAL	10.5%
FILM CLUB SCREENINGS	10.5%
HEALTH & WELLBEING	7.9%
ATTEND BOOK GROUP/WRITING GROUP	5.3%
PHOTOCOPY/PRINT	5.3%
ATTEND LEARNING PROGRAMMES	5.3%
MUSICAL INSTRUMENT LENDING	5.3%
ADULT ACTIVITIES (E.G. KNIT AND NATTER,...	5.3%
REPLACEMENT HEARING AID BATTERIES	2.6%
PRE-SCHOOL ACTIVITIES (E.G. BOOKBUG,...	2.6%
CHILDREN'S ACTIVITIES (E.G. ARTS AND CRAFTS,...	2.6%
ATTEND COUNCILLOR SURGERIES	0.0%
TEEN ACTIVITIES (E.G. MANGA CLUBS, CONSOLE...	0.0%
ATTEND MEETINGS	0.0%

Chart 41 – *What did you use the library for (Central Library)*

Entry / Exit - Are there other times you visit the library?

Overall, 72% of respondents indicated they access the library at a different time.

This was significantly higher for respondents using part-time libraries with 83% stating they use the library at a different time, followed by full-time libraries (64%) and Central Library (61%).
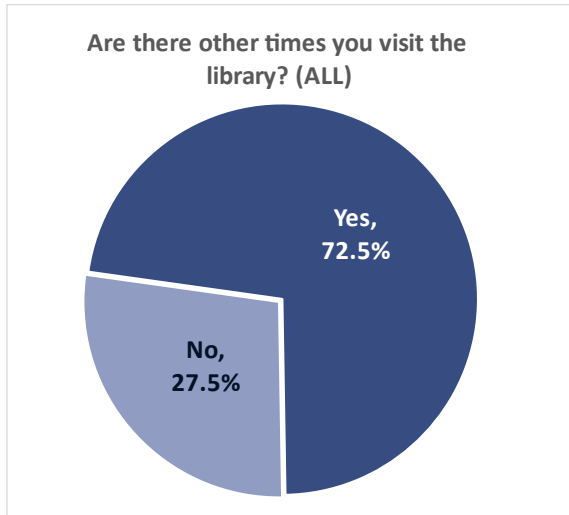
Chart 42 – *Are there other times you visit the library (All)*

Chart 43 – *Are there other times you visit the library (Respondents who expressed Negative/ Very Negative impact for all 4 options)*

Whilst all four options of opening hours returned different response rates, 35.6% of respondents indicated that all four options would have a negative impact on their use of libraries. 63.5% of those respondents also indicated that they visit the library at other times.

Entry / Exit - How might each option impact your use of the library?
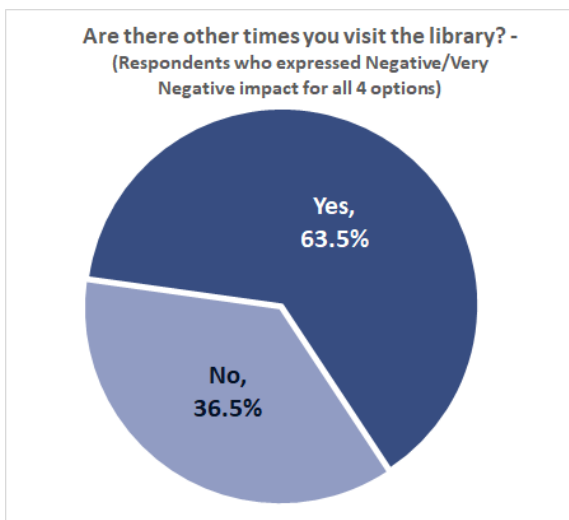
Overall impact was very much split across all four options, with Option 4 being viewed as the option with the most negative impact.

As with the findings from the consultation questionnaire, the response was influenced by the type of library most used, with respondents who most use part-time libraries indicating a much more positive impact across all four options.
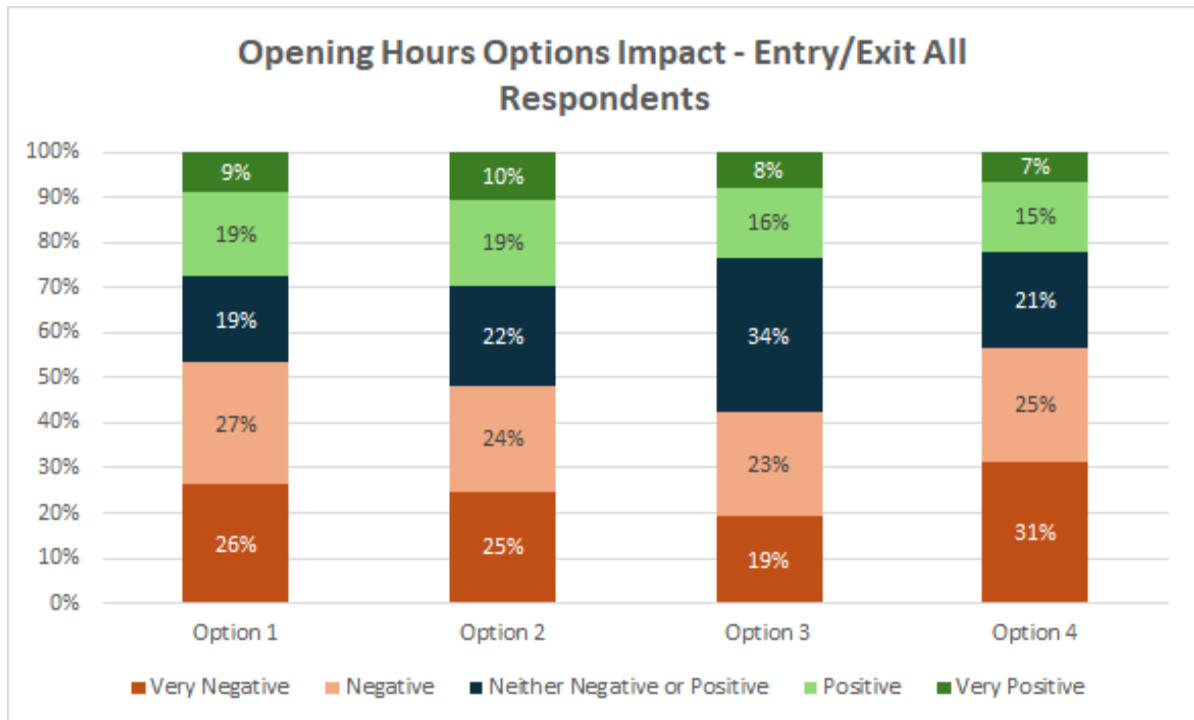
Chart 44 – *Opening Hours Options Impact – Entry/ Exit All Responses*

Participants were also offered an opportunity to say how the options might impact them.

The feedback received included:

- **Evening Hours Importance**: Many participants, especially those who work or attend school during the day, emphasised the importance of the library being open until 8 pm. They emphasised the importance of being able to access the library for study purposes, to attend evening groups, and to use library facilities after their daily commitments.

- **Consistency in Hours**: Some users expressed a preference for more standardised hours across all days to avoid confusion and ensure consistent access.

- **Impact on Working Individuals**: A significant number of respondents mentioned that they rely on the library being open late due to their 9-5 work schedules. They felt that closing earlier would prevent them from using the library.

- **Morning Access**: A few respondents suggest opening earlier in the mornings to provide access for those who prefer to visit the library before starting their day.

- **Student Needs**: Students highlighted the need for evening hours to study. The library provides a quiet and conducive environment for their studies.

- **Community and Social Groups**: Evening hours are essential for various community groups and activities, such as knitting groups and book clubs, which typically meet after work hours.

- **Warm and Safe Space**: The library serves as a warm and safe space for many, especially during colder months and for those who may not have other places to go.

- **Extended Hours on Weekends**: Some participants expressed a desire for longer opening hours on Saturdays to accommodate families and individuals who are busy during the weekdays.

Conclusions

Participation

The number of participants who were involved in the Future Libraries project exceeded expectation with over 14,000 people having their say in the initial engagement phase of the project, and a further 4,327 people giving feedback in the formal consultation phase. A total of over 18,300 people participated in the project expressing their views on current and future library services.

The reduction in the numbers of people who participated in the formal consultation phase was anticipated as there was a requirement for people to commit more time, to consider additional and more complex information and then express their views and opinions.

[6]Industry standards suggest participation rates of around 1% of the affected population is a normal level of engagement. The formal consultation has met the 1% rate and when the entire project is combined, around 4% of the affected population has been involved.

Support for the Future Libraries Strategy

The main data source indicates that strategic vision, purpose and mission statement all appear to receive positive responses with an average of 95% of respondents involved with the main questionnaire strongly agreeing or agreeing with the statements and an average of 1% either disagreeing or strongly disagreeing.

The responses were found to be consistent across citizens, library staff and stakeholders. This was the same across all age groups with the only difference noted being for the mission statement which for the 18-24 age group, dropped to 89.5% who agreed/strongly agreed compared to an average of 96% who agreed/strongly agreed for the other age groups.

Free text identified some concerns in respect of potentially conflicting statements whereby the Mission Statement refers to 'equitable access to all' however, the Purpose Statement lists specific demographics. This may benefit from review.

Inclusion of Aims

Over 90% of respondents strongly agree or agree with aims one (97%), three (93%), four (95%) and five (91%) with between 0.5% - 1.9% disagreeing. Aim two dropped slightly to 85% of strongly agreeing / agreeing with 3.8% disagreeing. This reflects a strong likelihood that the aims and goals created largely reflect the feedback received from the engagement activity and what people would like to see the service deliver in the future.

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[6] Consultation Institute – Managing expectations around participation rates
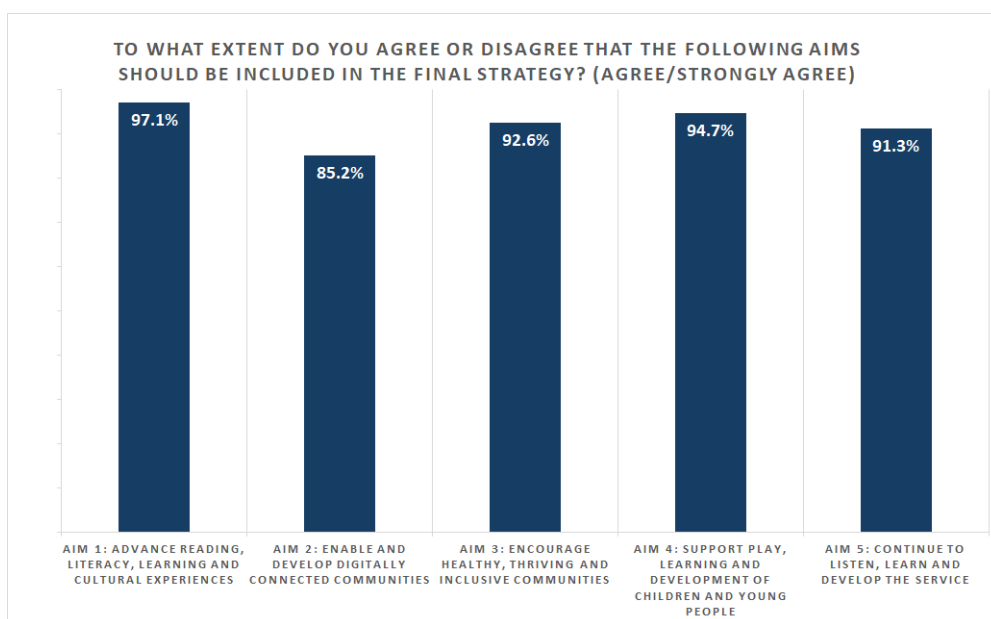
Chart 45 – *Inclusion of Aims – To what extent do you agree their inclusion within the strategy?*

When combining the main questionnaire data with the young people and children's bespoke questionnaires data, the findings indicate that there are significant levels of support for all aspects of the strategy across all groups.

Similarly, the strategic goals were very well received and when all 31 response rates are combined, an overall average of 87% of respondents strongly agree / agree to their inclusion going forward.

There were comments from participants suggesting that some of the language in the strategy could be simplified to help make some of the goals easier to fully understand. When considering these comments and the combined goals average percentage of (main data) 87% being in support, three fall below 80% with the lowest at 74%. These three goals include acronyms or refer to previous projects (e.g. "No Going Back") which suggests respondents may be unfamiliar with these and the wording used should perhaps have been more inclusive. However, it is suggested that the percentage in favour of support for each remains at a sufficient positive level for the goals to be adopted.

It is suggested that further analysis of data will be helpful to inform the development of the Future Libraries implementation plan to potentially target activities and/or resources to meet the needs of specific groups of interest or by age.

Key considerations from feedback include:

- Action planning should consider resource limitations and be careful not to overextend, especially when creating new initiatives
- The library core functions should continue to be recognised as the mainstay of delivery when any new partnerships, and opportunities are considered. Access to other resources and services are important, but should not be at the expense of core activity

- Digital development is important and tackling digital exclusion must be supported however, this must be balanced with the need for libraries to continue as community hubs, supporting safe in person social interactions
- The service should identify opportunities to strengthen its role in supporting children and young people through earlier engagement, better promotion of activities, links to schools and supporting parents to help their children with reading and literacy
- Identify ways to improve the balance between child friendly spaces with other service user's needs
- Future reporting of outcomes is important and should be accessible to all and free from jargon
- Continued feedback from service users is essential to ensure the service remains relevant to service users and assists to support service developments

Young People & Children

Overall, the positive response to the proposed strategic aims and goals is very high with 80% (percentage average) of young people saying the goals are very important / important. This supports the position that the goals should be included in the strategy and further developed through appropriate action planning processes. However, as identified in tables 18 and 19, when developing specific implementation plans – the process will benefit from further analysis of the data to determine opportunities to target specific activity and resource to ensure that the actions that are taken forward can adequately target young people that might benefit most.

Children had an equally positive response to the proposed strategic aims and goals with 75% agreeing to their inclusion, however like young people, further analysis of available data may assist to ensure resources are targeted to meet specific demand and need when developing the implementation plan.

Adapting and simplifying the language used from the draft strategy to create bespoke questionnaires appears to have helped children and young people to participate with the consultation and this approach will likely prove beneficial as the strategy develops and when any further engagement is planned. Young people indicated a keenness to be involved going forward and continuing to use simplified approaches is likely to be welcomed.

Management of Events and Activities

The proposed option for the service to change the management of events and activities in the future suggested the least impact when compared to other responses to change with 55% of citizens, who expressed an opinion, indicating that this would be neither a positive or negative impact on them and 30% indicating a very positive or positive impact. It should also be noted that 33% of respondents chose not to answer this question.

Comments associated with a positive impact mainly suggested that the proposal would provide a good opportunity to establish more quiet days in the identified libraries. Whilst supportive, other comments focussed on a need to ensure an appropriate balance for example, identifying an even spread of locations and ensuring that events for children and young people can take place at appropriate times for them e.g. on Friday afternoons and at the weekend.

Those indicating a negative impact highlighted the continued need for events and activities to form a solid basis for a community's foundation and also some concerns around possible changes to well established activities such as Bookbug.

Key considerations from all feedback include:

- Ensuring that where activities and events continue, these are tailored to support the needs of those local communities
- Creation of quieter days with no library run activities is generally considered a positive development, especially for those who expressed a desire for more access to study/ research space, quiet reading space and environments that help support people with neurodiverse conditions
- Some concerns over overcrowding on activity and event days
- Need to consider the needs of children and families where Fridays and weekends are likely to be more inclusive therefore these days should be avoided when planning quiet days
- Good communication will be necessary to ensure everyone is aware of where and when the quiet days are and to continue to promote a good schedule of planned events

Opening Hours – Options for change

A key question when considering options for change to library opening hours is to initially determine the overall appetite for change before identifying which, if any option is preferred. The questionnaire asked: ***When considering your needs, which option do you prefer.*** Respondents were provided with the four options alongside the status quo (existing opening hours). 33% of respondents supported remaining with the status quo, whilst 67% expressed a preference for change (one of the other four other options). Unlike other questions, there was no option for neither/nor, however it should be noted that 20% (276) of participants did not provide a response to this question (see chart below).

Options	N=1,050	%	
Option 1: 2 Sets of Opening Hours (Full time (45 hours) / Part time (38 hours)	172	16%	
Option 2: 2 Sets of Opening Hours (Full time (46 hours) / Part time (39 hours)	156	15%	
Option 3: 3 Sets of Opening Hours (Full time (48 hours)/ Part time A (44 hours)/ Part time B (37 hours)	207	20%	**67%**
Option 4: Single Set of Opening Hours (Full time (44 hours)	170	16%	
No Change: Current Opening Hours (Full Time – 51hrs / Part Time A – 42hrs / Part Time B – 32hrs)	345	**33%**	

Table 22 – Opening hours options preference data

33% of respondents indicated a preference for no change to the library opening hours, however when considering the wider context, 67% expressed an appetite for change across all other options.

On the basis that change is desired, determining which of the specific opening hours options provided may be 'preferred' is not easily recognisable with small percentage changes between the different options. Other factors have also been analysed including the type of library currently used the most (i.e. whether full time or part time) and the age and employment status of the respondents.

Opening Hours Options – Impact

Q. How might this impact you

Participants were asked "When considering the proposed changes to opening hours, how might this impact you?" for each opening hours option.

Data has been analysed to help understand how each option impacts different user groups / categories. The table below accounts for the highest impact return rate associated with each of the user groups / categories and aligns the reponses with the corresponding option. E.g. Highest very negative impact recorded for residents and stakeholders is Option 4 whilst the highest very positive response rate aligns with Option 1.

Option with highest % of responses per impact statement (Very Negative to Very Positive) by user group.

	Very Negatively	Negatively	No Impact	Positively	Very Positively
All	4	4	3	2	1
Residents & Stakeholders	4	4	3	2	1
Library Staff	2	3	2	1	4
Part Time Library Users	4	3	3	2	1
Full Time Library Users	4	4	3	3	3
Female	4	4	3	2	2
Male	4	4	3	2	1
Age 18-24	4	4	3	1	2
Age 25 - 44	4	4	3	2	2
Age 45 - 64	4	4	3	2	2
Age 65 and over	4	4	3	3	1
FT Employment	4	4	3	2	2 and 3
PT Employment	1	4	3	1	2
FT Education	4	4	3	1	2 and 3
Retired	4	4	3	2	1
Other	4	4	3	2	1

When considering all user group categories of respondent above, option 4 is identified as the most negative option.

The highest return across all user group categories as neither / nor is attributed to option 3.

In terms of positivity rate, options 1 and 2 attract an even split across all user group categories.

Key feedback points:

- Proposals to increase hours across libraries is welcomed and is likely to provide positive impact for older people and families with young children
- The proposed increase in hours across libraries is also likely to establish a more equitable approach to service delivery
- Improved consistency in opening hours will assist to alleviate some confusion
- Need to consider any earlier closures with those who are in employment
- Consideration is also necessary for existing community and library groups accessing spaces after 7pm
- Need to consider those accessing spaces for study and research, especially for Central Library which is considered by many to be a library hub for the city with a range of resources not found elsewhere
- Option 3 was highlighted as potentially problematic for families accessing the service
- Option 4 was highlighted as the option likely to have the greatest negative impact (including data).

Entry / Exit surveys

The entry / exit surveys provide a similar understanding of impact as identified with the main data return. When considering the views of those individuals using the libraries at the key times the changes will affect, those accessing full time libraries indicated a more negative impact, whilst those accessing part time libraries reported a more positive impact.

46.2% of those participating from full time libraries indicated that they were in full time employment whilst this reduces to 29.9% from those in part time libraries. 35.6% of participants indicated a negative impact across all four proposed options for change. However, 63.5% of those negatively impacted reported that they access a library at other times.

The surveys have helped establish a clearer picture when considering Central Library. There is evidence to suggest that at later times of the day, Central Library surveys involved a larger number of people in full time education (40.5%) of in full time employment (18.9%). The purpose of use at Central Library is very different from the other community libraries with most use including access to information, borrowing items, digital services, access to research material and access to specialist services.

The exit surveys were undertaken during a four-week period with a relatively small return across the city.

Discussion Groups & Free Text

Analysis of data and free text / discussion responses indicate that most views, whether positive or negative also closely align with the respondent's library location, the set of opening hours currently in operation and how these may or may not meet individual needs. For example, most respondents accessing full time libraries expressed a negative impact when considering reprovisioning hours to other locations, whilst respondents accessing part time libraries would largely welcome additional opening hours to improve access.

Key considerations include:

Negative:

- Impact on those in full time employment and reliance on accessing services later in the evening

- Groups currently accessing spaces after 7pm will need to be considered
- Impact on what appears to be a higher percentage of students and others accessing Central Library as a resource hub serving the city for research, study and for access to specialist services

Positive:

- Potential increase in access to libraries normally closed in the mornings, earlier Saturday close, and Thursday closed, is welcomed and beneficial to those that may prefer morning use including older people and parents with young children. Saturday's especially welcome for families and working individuals.
- Improved consistency in opening hours will help alleviate confusion and potentially support people to access other libraries
- Recognising options to adjust opening hours is a positive alternative to other potential reductions in the service to help meet financial challenges
- Improved equality of access to the service across the city

Neutral

- There were a number of respondents across all options indicating a neutral viewpoint

Continued Engagement

Whilst the engagement and consultation activity undertaken during 2024 has assisted to identify opportunities to establish a new strategic direction and potential changes to delivery, the library service has an ambition to continue to engage with service users and non-users to inform future developments and decisions on library provision. Ongoing dialogue with service users and potential future service users and key stakeholders is necessary to ensure that:

a) The service can demonstrate progress on delivery of the strategy and show that the expectations set by those who participated are being met;
b) The service remains relevant and adaptable to meet potentially changing local, city and national needs and the performance continues to improve;
c) Future decisions for service development and delivery are evidence-based.

APPENDIX 1 – Respondents

RESPONDENTS

Please select one of the following, which best describes you (Q37)

Please select only one item

- Resident / citizen (individual, library user/ non-user)

- Stakeholder (local group, community council, elected member, partner organisation, politician, national organisation)

- School staff (PTA, management, teaching, support)

- Library staff (public library, school library, strategic, mobile)

	Number	%
Library staff (public library, school library, strategic, mobile)	82	6%
Resident / citizen (individual, library user/ non-user)	1165	90%
School staff (PTA, management, teaching, support)	20	2%
Stakeholder (local group, community council, elected member, partner organisation, politician, national organisation)	24	2%
Not Answered	161	*N=*
	1452	**1291**

Postcode **(Q2)**
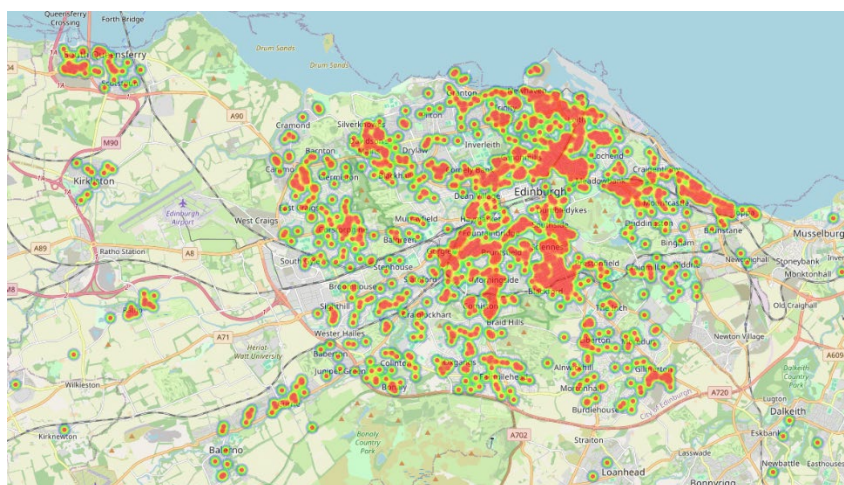
Library used most **(Q23)**

Please identify the library you use or access most frequently

Library	Number	%
Balerno	8	1%
Balgreen	14	1%
Blackhall	56	4%
Central	171	13%
Colinton	27	2%
Corstorphine	40	3%
Craigmillar	24	2%
Currie	29	2%
Drumbrae Hub	36	3%
Fountainbridge	49	4%
Gilmerton	40	3%
Granton	21	2%
Kirkliston	9	1%
Leith	95	7%
McDonald Road	115	9%
Moredun	10	1%
Morningside	76	6%
Muirhouse	13	1%
Newington	114	9%
Oxgangs	39	3%
Piershill	64	5%
Portobello	72	6%
Ratho	11	1%
Sighthill (Gate 55)	11	1%
South Queensferry	42	3%
Stockbridge	63	5%
Wester Hailes	18	1%
None of the Above	25	2%
Not Answered	160	
		N=
1452	**1267**	

PLEASE IDENTIFY THE LIBRARY YOU USE OR ACCESS MOST FREQUENTLY.
- AS % OF ALL RESPONDENTS WHO PROVIDED AN ANSWER (N=1,267)
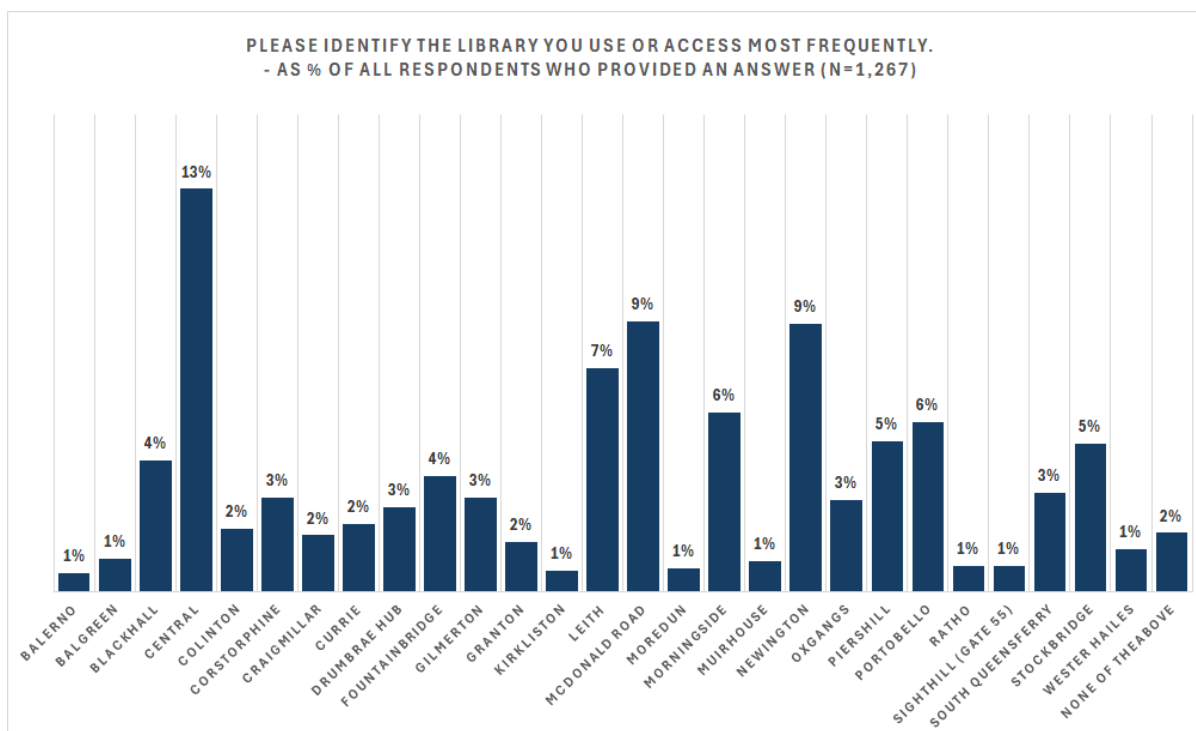
Demographic Information

Citizens participating using the online or paper copy questionnaire were asked to volunteer further personal information about themselves to help ensure the consultation involved a representative sample of the population (wherever possible).

About you (citizens/ citizens)

Q38 What is your employment status?

	Number	**%**
FT Education (at School)	33	3.0%
FT Education or Training	21	1.9%
FT Employment	356	31.9%
PT Employment	181	16.2%
Long-term sick or disabled	24	2.2%
FT Carer	11	1.0%
Retired	424	38.0%
Other	65	5.8%
Prefer not to say	40	
Not answered	297	*N=*
	1452	**1115**

Q39 What is your age?

Age Group	Number	%
11 and under	3	0.3%
12 to 17	33	2.9%
18 to 24	20	1.8%
25 to 34	117	10.3%
35 to 44	185	16.3%
45 to 54	186	16.4%
55 to 64	204	18.0%
65 and over	384	33.9%
Prefer not to Say/Not Answered	320	*N=*
	1452	**1132**

Q40 What is your sex?

	Number	%
Male	284	26%
Female	818	74%
Prefer not to say	57	
Not answered	293	*N=*
	1452	**1102**

Q41 What is your ethnic group?

Choose **one** section from A to F, then tick **one** box which **best describes** your ethnic group or background

	Number	%
A – White	**1049**	**94.2%**
1. Scottish	624	56.1%
2. Other British	259	23.3%
3, Irish	42	3.8%
4. Polish	10	0.9%
5. Gypsy/Traveller	1	0.1%
6. Roma	2	0.2%
7. Showman/Show woman	1	0.1%
8. Other White ethnic group	110	9.9%

	Number	%
B - Mixed or multiple ethnic groups	**25**	**2.2%**
9. Any mixed or multiple ethnic groups	25	2.2%

	Number	%
C - Asian, Scottish Asian or British Asian	**30**	**2.7%**
10. Pakistani, Scottish Pakistani or British Pakistani	4	0.4%
11. Indian, Scottish Indian or British Indian	16	1.4%
12. Bangladeshi, Scottish Bangladeshi or British Bangladeshi	2	0.2%
13. Chinese, Scottish Chines or Britiah Chinese	6	0.5%
14. Other	2	0.2%

D. African, Scottish African or British African	1	0.1%
15. African, Scottish African or British African	1	0.1%

E. Caribbean or Black	0	0.0%
15. Caribbean or Black	0	0.0%

F. Other ethnic Group	8	0.7%
17. Arab, Scottish Arab or British Arab	2	0.2%
18. Other	6	0.5%

G.	339
19. Prefer not to say/Not Answered	339

N=

Total	1452	1113

Q42 Do you consider yourself to be trans, or have a trans history?

- Only answer this question if you are **aged 16 or over**

- Here we use trans as a term to describe people whose gender identity is not the same as their sex registered at birth

	Number	%
Yes	23	2%
No	1000	98%
Prefer not to say	66	
Not answered	363	*N=*
	1452	1023

Q43 Which of the following best describes your sexual orientation?

- Only answer this question if you are **aged 16 and over**

	Number	%
Straight/Heterosexual	788	87%
Gay	45	5%
Bisexual	52	6%
Other	21	2%
Prefer not to say	185	
Not answered	361	*N=*
	1452	906

Q44 Do you have any physical or mental health conditions or illnesses lasting or expected to last 12 months or more?

	Number	%

Yes	292	28%
No	756	72%
Prefer not to say	94	
Not Answered	310	*N=*
	1452	**1048**

Q45 If yes, do any of these conditions or illnesses affect you in any of the following areas?

	Number	**%** (if yes to Q44)	% of all participants who provided a response to Q44
Vision (for example blindness or partial sight)	24	8%	2%
Hearing (for example deafness or partial hearing)	51	17%	4%
Mobility (for example walking short distances or climbing stairs)	103	35%	9%
Dexterity (for example lifting or carrying objects, using a keyboard)	24	8%	2%
Learning or understanding or concentrating	35	12%	3%
Memory	37	13%	3%
Mental health	90	31%	8%
Stamina or breathing or fatigue	62	21%	5%
Socially or behaviourally (for example associated with autism spectrum disorder (ASD) which includes Asperger's, or attention deficit hyperactivity disorder (ADHD))	53	18%	5%
Other	33	11%	3%
Prefer not to say	21	7%	2%
		N=	N=
	533	**292**	**1142**

Q46 Does your condition or illness/do any of your conditions or illnesses reduce your ability to carry-out day-to-day activities?

	Number	**%** (if Yes to Q44)	% of all participants who provided a response to Q44
Yes, a lot	50	17%	4%
Yes, a little	177	61%	15%
Not at all	57	20%	5%
Prefer not to say	16	5%	1%
Not Answered	1152	*N=*	
	1452	**292**	**1142**

About you (colleagues)

Please indicate which area of the Library Service you support.

Q47 Your service area

	Number	%
Public Library (incl. Mobile)	73	89%
School Library	3	4%
Strategic Teams	6	7%
Not Answered	0	N=
	82	**82**

Q48 What is your position grade?

	Number	%
Grade 3 - 4	50	64%
Grade 5	12	15%
Grade 6 and above	18	23%
Not Answered	2	N=
	80	**78**

About you (stakeholders)

Please indicate which category best describes you

Q49 Please select one of the options below:

	Number	%
Community Group	7	33%
Voluntary Sector Organisation	8	38%
Elected Member	1	5%
MP	0	0%
MSP	0	0%
Statutory Organisation	2	10%
National Organisation	0	0%
Other - City of Edinburgh Council	1	5%
Other	2	10%
Not Answered	0	N=
	21	**21**

About you (school stakeholders)

Please identify your position in school.

Q50 Your position:

	Number	%
Senior Leadership Team	6	27%
Curriculum Leader	0	0%
Teacher	8	36%
PSO/PSA	2	9%
SSA	2	9%
School Support Staff	1	5%
Other	3	14%
Not Answered	1	*N=*
	23	**22**