

SECTION 2: EQUALITY IMPACT ASSESSMENT

General Information

Assessment undertaken by *(please complete as appropriate)*

Director or Head of Service	Graham Jarvis, Acting Director of Education and Social Care
Lead Officer for developing the policy/activity	Sheila Campbell, Principal Librarian
Other people involved in the screening (this may council staff, partner or others i.e contractor, partner or community)	N/A

Brief description of policy/activity

Describe the policy/activity *(see note 2)*:

- Reduction in opening hours at Burghead, Dufftown, Fochabers and Lossiemouth libraries resulting in reduced staff hours.
- Reduction in book fund of £40,000
- Reduction in licence costs of £10,000
- Reduction in Audio Visual budget by £10,000
- Reduction in budget for reference books and online resources of £10,000
- Reduce advertising and promotions budget by £4,000
- Removal of Third Party Payments of £6,250 – payment to Aberdeen City Council for previous storage of archives but material now stored in Elgin library.
- Reduction in staff transport costs of £1,000 (end of disturbance allowance to 2 staff)
- Reduce staffing in Elgin Library by 1 x Library & Information Assistant (14 hours at Grade 3)
- Further reduction in Learning Centre staffing of 1 x Learning Centre Adviser (0.5 Fte at Grade 5)
- Further reduction in professional staffing of 2 Senior Librarian on Grade 9. This proposal would require re-allocation of responsibilities across the Service Development Team.
- Reduction in opening hours at Buckie, Forres and Keith Libraries resulting in reduced staff hours

Who are your main stakeholders? *(see note 3)*

Staff, including other Council services.

Library users, profiles vary from library to library but include those from registration of birth to 106 year olds; schools; playgroups; nurseries; childminders; those with a disability; housebound; rurally isolated; unemployed and those on a low income; computer and internet users; tourists and researchers and those requiring travel entitlement cards.

Partners who use libraries to deliver or promote their services.

Evidence base for assessment *(see note 4)*

Please cite any quantitative and qualitative evidence relating to groups having different needs, experiences or attitudes in relation to this policy/activity. What baseline evidence do you have already for this policy/activity?

Describe briefly the evidence you will draw on to inform this EIA.

Footfall; age profiles; profiles of types of borrower; use of libraries across Moray for a range of service activities; PC and wifi use and customer surveys.

A consultation was held during March and April of 2019 with users of libraries affected by reduced opening hours.

- 372 People took part in the consultation.
- Around 75% of participants were female.
- Almost 2/3's of participants were aged 16-65
- Half had no caring responsibilities, 35% cared for children 83% stated that they had no disability.
- 18% of those aged 65+ stated they had a disability.
- For 96% of participants English was their first language, in total 8 survey participants stated that English was not their first language.

Engagement and consultation (see note 5)

Thinking about people inside the council, partners and the wider community use the table below to outline any previous engagement or consultation which is relevant to this policy/activity.

Protected groups	Engagement and consultation
Race	
Disability	√
Carers (for elderly, disabled or minors)	√
Gender or gender identify/gender reassignment	
Pregnancy and maternity (including breastfeeding)	√
Sexual orientation	
Age (include children, young people, midlife and older people)	√
Religion, faith and belief	
Marriage or civil partnership	
Human rights	
Socio- economic disadvantage (low income, deprived area, rural or remote area)	√
Inequalities of outcome (poorer outcomes for certain people or communities)	√
Staff	√
Partners/contractors	
Other	

Procurement and partnerships (see note 6)

Is this policy/activity currently or anticipated to be carried out wholly or partly by contractors or other partners? Are they aware of their obligations to address equalities?

Briefly explain:

N/A

Evidence gaps (see note 7)

Are there any significant gaps in the known evidence base, engagement or procurement that would prevent this EIA being completed? If so, you will need to address the gaps before finalising this EIA. Please go to Appendix 1 to assist you in developing a work plan to address the gaps.

N/A

Who is affected and what is the impact? (see note 8)

From this evidence or engagement you have already, list how this policy/activity might impact equality and/or the elimination of discrimination for each of the equality groups.

The impact across these groups is set out in the relevant section below

Protected Groups	Positive	Negative
Race		
Disability		√
Carers (for elderly, disabled or minors)		√
Gender or gender identify/gender reassignment		
Pregnancy and maternity (including breastfeeding)		√
Sexual orientation		
Age (include children, young people, midlife and older people)		√
Religion, faith and belief		
Marriage or civil partnership		
Human rights		
Socio- economic disadvantage (low income, deprived area, rural or remote area)		√
Inequalities of outcome (poorer outcomes for certain people or communities)		√
Whole population (universal service)		√
Staff		√
Partners/contractors		
Other		

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Summary of impacts (see note 9)

Summarise the impacts of the policy/activity and resulting activities affect different communities and groups.

Does it create positive impacts? No

The proposals mean a reduction in the service that is currently delivered.

Does it create negative disadvantage or inequalities? Yes

Please explain

The reduction in opening hours may result in inequality in relation to the socio-economic duty of the Council, particularly for those with carer responsibilities if they are unable to use the service during the revised opening times. During the consultation, 43% of respondents in the age group 16-64 indicated that the opening hours were not suitable. For those over 65, 33% indicated that the opening hours didn't suit. When reconfiguring the opening hours, special attention was given to ensure that the opening hours coincide with the higher visitor numbers. However, it is recommended that footfall is monitored and that opening hours are amended if necessary.

There will be a reduction in support for Early Years' Service delivery to parents and families and support to schools, with the reduction in dedicated time of a senior librarian dedicated to Young People's Services.

Reduction in audio-visual resources available for public borrowing and these are heavily used by those with a disability or the housebound.

The support and delivery of learning and support for Universal Credit claimants will be severely reduced with the removal of another Learning Centre Adviser. It was difficult to gauge from the consultation how many people would be affected and to what extent. What the consultation did suggest was that around 50% of adults using the computers and WiFi at the libraries are of working age and about a third of all users use support from library staff to use the computers.

If you have indicated there is a negative impact on any group, is that impact (see note 8):

Legal? Yes/No

Please explain

Local authorities have a statutory duty to provide an “adequate” library service. There is no clear definition of what constitutes an adequate library service, but the Scottish Library and Information Council (SLIC) have produced an audit tool: *How good is Our Public Library Service* to assist local authorities in determining what is an adequate service.

“An adequate service is delivered through a planned strategic network of public libraries reflecting core functions:

- *Providing universal access to hardcopy and electronic resources which is free, consistent and customer focused*
- *Enabling access to resources for reading, information and learning*
- *Creating social capital by encouraging community involvement and community based activity*
- *Helping to minimize social and digital exclusion*
- *Supporting learning and information needs in the information society and knowledge economy*
- *Promoting access to Scotland’s cultural heritage and promoting cultural and creative activities*
- *Encouraging the public to pursue individual interests*
- *Promoting social justice, civic engagement and democracy*
- *Working in partnership with other agencies and organisations to offer value added services*
- *Strategic network provision”*

Intended? Yes/No

Please explain

Mitigating action (see note 10)

Can the impact of the proposed policy/activity be mitigated? Yes

Please explain

Revised opening hours of remaining libraries and public transport availability will need to be widely publicised. In revising the opening hours, we have tried to accommodate users, as much as possible, by focusing on those hours where footfall is highest. However, it is

recommended that footfall is monitored and that opening hours are amended if necessary.

Outreach to schools, playgroups and other local community groups will need to be planned and promoted.

Online library services will be actively promoted.

Possibility of housebound delivery services will be explored.

What practical actions do you recommend to reduce, justify or remove any adverse/negative impact? If more than one action, please list them in the action plan in appendix 2.

Active promotion of the revised opening hours of the network of libraries; ensuring the opening hours of the remaining libraries enable opportunities for families, working population, elderly and school pupils to visit a library during hours that suit a range of personal circumstances

Justification *(see note 11)*

From the evidence you have and the impacts identified, what are the key risks (the harm or 'adverse impacts') and opportunities (benefits and opportunities to promote equality) this policy/practice/activity might present?

Keeping in mind the proportionality of any action proposed to mitigate the impact, describe the scale and likelihood of these risks.

This will be determined by the user and community profiles in each town.

If nothing can be done to reduce the negative impact(s) but the proposed policy/activity must go ahead, what justification is there to continue with the change?

Mitigation provided.

Current financial position and existing uptake of services. The proposal reduces the cost of providing the service at and contributes to the council being able to set a balanced budget for 2019/20

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SECTION 3 CONCLUDING THE EIA

Concluding the EIA *(see note 12)*

Summarise your findings and give an overview of whether the policy will meet the council's responsibilities in relation to equality and human rights referring to the four possible outcomes.

The consultation identified some impacts on people, particularly in the 16-64 age group, who raised concerns that the revised opening hours might not be suitable. The majority of those who responded were women. It is thought that the impacts can be mitigated by:

1. Ensuring that the opening hours are guided by visitor numbers for the various times
2. Monitoring footfall in the libraries and take action if there is a significant drop in visitors.

Taking account of the potential equality impact and the mitigation available, it is considered reasonable to proceed with the proposed savings in the library service given the very difficult situation the council faces in setting a balanced budget for 2019/20.

Decision

Set out the rationale for deciding whether or not to proceed with the proposal(s)

Date of Decision: .../.../20...

Sign off and authorisation:

Service	Lifelong Learning, Culture and Sport
Department	Education and Social Care
Policy/activity subject to EIA	Libraries
We have completed the equality impact assessment for this policy/activity.	Name: Sheila Campbell Position: Principal Librarian Date: 01/02/2019
Authorisation by head of service or director.	Name: Position: Date:
Please return this form to the Equal Opportunities Officer, Chief Executive's Office.	

Appendix 1: evidence gaps

Evidence gaps *(see note 13)*

Have you got a 'baseline' position and understanding of the service users and their views? If not what would be needed to complete that baseline? How do you plan to obtain that evidence?

Engagement and consultation *(see note 14)*

Do you need to further engagement with your stakeholders before the policy/activity can be considered? If so, what is needed and how do you plan to undertaken the engagement?

Procurement and partnerships *(see note 15)*

Have you done any work to include equality and human rights considerations into the contracts already? If not, consider steps you can take to build into all stages of the procurement process the requirement to consider the general equality duties and equality more broadly.

Additional research

Do you need any additional research or data to fill any gaps in your understanding of the potential or known effects of the policy? Have you considered commissioning new data or research?

Appendix 2: mitigating action – action plan

Action plan *(see note 16)*

Describe the actions/measures you will put in place to reduce these negative impact(s).
Action/measure: 1
Describe how this action/measure will reduce impact.
State whether this action/measure will completely or partially reduce impact.
Describe how you will know whether this action/measure has had the desired effect i.e. how will you be able to demonstrate that the negative impact(s) has been reduced?
When will the impact of this action/measure be reviewed?
Who will be responsible for this action/measure?
Action/measure: 2
Describe how this action/measure will reduce impact.
State whether this action/measure will completely or partially reduce impact.
Describe how this action/measure will reduce impact.

Describe how you will know whether this action/measure has had the desired effect.
Who will be responsible for this action/measure?
When will the impact of this action/measure be reviewed?
Action/measure: 3
Describe how this action/measure will reduce impact.
State whether this action/measure will completely or partially reduce impact.
Describe how this action/measure will reduce impact.
Describe how you will know whether this action/measure has had the desired effect.
Who will be responsible for this action/measure?
When will the impact of this action/measure be reviewed?

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