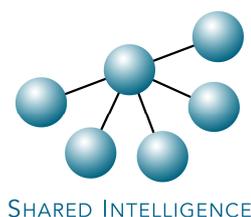


What do the public want from libraries?

Technical report

November 2010



Ipsos MORI
Social Research Institute

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Introduction

This technical report summarises the methodological approach for the 2010 programme of research conducted by Ipsos MORI and Shared Intelligence on behalf of the Museums, Libraries and Archives Council (MLA), the body that promotes best practice in museums, libraries and archives in England. This programme examined public attitudes to, and experiences of, public libraries, using a range of methodologies to collate existing data and to resolve gaps where little evidence previously existed. This fuller picture will be of value in shaping the public library service more closely to the needs of users and potential users in the years ahead.

Research objectives and structure

The main purpose of the research was to understand what users and non-users of public libraries want from the service. Although there were detailed data on the level and frequency of public library use across the population, there was less information on how people regard the quality of service, and on their reasons for using or not using public libraries.

If the library service is to retain existing users and encourage new visitors, it is vital to understand the expectations and experiences of the public, irrespective of whether people currently use public libraries or not. As such, the project aimed to provide an up-to-date picture of what the public wants and values in library services, and help leaders to make decisions about the future development of the service.

In order to be feasible within the scope and timescale, the research and analysis concentrated on adult users of libraries. In doing this, the project focused on the following key themes:

- Understanding who currently does and does not use libraries
- Motivations for library use and non-use amongst different groups
- User experience of, and satisfaction with, library services
- Perceptions of the value of libraries
- Public understanding and awareness of the library service offer

The research programme addressed these goals through three consecutive phases:

- **Phase 1.** Desk research: this set the context by collating existing data on how the public relates to public libraries. It identified the known facts and those areas where information was lacking and further research was needed. As such, it helped the design of the later stages of the programme and gave these some clear reference points.
- **Phase 2.** Qualitative research: a series of discussion (or focus) groups across England with a diverse range of people who had differing attitudes to public libraries. These groups examined all aspects of people's relationships with local public libraries and crucially allowed us to explore many issues not covered satisfactorily by existing data.
- **Phase 3.** Quantitative research: a telephone survey with a representative sample of the adult population of England. This phase's principal focus was to corroborate the findings from phase 2 and identify further reasons behind usage or not of libraries and the factors that would encourage people to visit libraries more often.

Desk Research

Drawing on the MLA's research brief, a rapid evidence review was conducted, focusing on the following five themes:

- Current public library usage patterns - key user and non-user groups; 'trajectory' of a library user and patterns of usage over time.
- Public understanding of and attitudes towards library services.
- User experience of and satisfaction with services.
- Barriers to usage amongst different groups.
- Approaches that different library services and other cultural services have used to improve access and use, and effectiveness of these.

Some 76 documents and data sources were reviewed in total, including primary qualitative and quantitative studies of users and non-users; evaluations of initiatives to enhance library participation; secondary analyses of data and literature reviews; and policy documents. Documents were sourced from the MLA's research archive (<http://research.mla.gov.uk/>); the CASE database (<http://eppi.ioe.ac.uk/webdatabases/Intro.aspx?ID=19>); and documents known to the authors or recommended by members of the steering group. The review was limited to documents produced in 2000 or more recently.

The aims of the review were to draw together what was already known about users and non-users (although we were not attempting a full systematic review of the data); identify areas where the research evidence was already strong, and where there were gaps; and inform the next stages of the research. Evidence from the literature review is used in this report alongside data from our own primary research.

The review found that there was considerable quantitative data on socio-economic and demographic characteristics of users and non-users from the Taking Part survey; on how people used libraries from recent Ipsos MORI research for the Department for Culture, Media and Sport; and data on user satisfaction from the Public Library User Survey. There were also qualitative studies looking at 'barriers' to library use amongst specific target groups, such as potential adult learners. A qualitative study of 14-35 year old users, non-users and lapsed users by Define Research and Insight (2006) focused on similar research questions to our own study, but was limited to a specific age range.

There were a number of gaps in the existing evidence base. In particular, there were gaps in data to explore our research questions around:

- what motivates users to use libraries
- understanding of who are the 'lapsed users' and among non-users, which could be 'tempted' to use libraries and which are likely to be the 'never' users
- the trajectory of a library user, or how usage changes over time for individuals - for example, in relation to lapsed users, why and when usage 'lapsed', and what might encourage them to use services again
- views of people in middle and older age

There was general consensus in the qualitative research base that awareness of the current library offer was low, but there was no quantitative data to substantiate this. The same was true in relation to perceptions of value - while qualitative data suggested that users and non-users valued libraries, there no direct quantitative data that could back this up.

These gaps informed the qualitative and quantitative phases of the research.

Qualitative Phase

The second phase of the project was designed to explore the perceptions, motivations and barriers amongst different user and non-user groups, and focus groups were determined to be the most appropriate research method for this phase.

Focus groups lend themselves well to researching the reasons *why* people think, feel and react the way they do, and also allow the moderator to build up a rapport and trust with the participants, resulting in a wide range of views being expressed and exchanged. This group interaction encourages the generation of often different ideas and varying viewpoints, providing considerable insight into the topics under discussion. When designed properly, focus groups provide a dynamic environment for debate and, where necessary, allow people to think creatively about local and national policy – enabling participants to consider or optimise solutions to big issues.

Recruitment

The recruitment design of the focus groups was based in part on findings from desk research carried out during phase one, which found that information about some specific groups and how they use libraries is lacking. Therefore, the

recruitment approach was designed to enable us to find out more about these groups, in consultation with the MLA.

Twelve groups were recruited in total, enabling analysis to take place across a range of different geographies and segments of the population.

Recruitment quotas for each focus group were closely defined to enable us to consult specific groups of people. By introducing quotas, recruiters are able to 'screen' participants to ensure they match a particular profile – usually set to be broadly reflective of the wider population in the local area. The quotas set ensured we secured: the right mix of users, non users, and lapsed/ infrequent users; different segments of the population in terms of key demographics around age, working status and gender. It also ensured we covered different regions, such as urban, semi-urban and rural areas.

The main quota characteristics overall were:

1. User type – be it users of library services, non users, lapsed users and other key audiences (such as parents of young children). Targeting different user 'types' enabled us to understand the different motivations behind and attitudes towards using libraries.
 - A user was defined as someone who is a member of a library, who considers them self a user of library services and who has used library services in the last year.
 - A lapsed user was defined as someone who is a member of a library but has not used any library services in the last year. They are of particular interest because the MLA is keen to understand why members of libraries may have stopped using them.
 - A non-user was defined as someone who is not a member of a library, who does not consider them self a user and who has not used any library services in the last five years or has never used them.
2. Geographic type - people who live or use library services in different types of location. It was felt that the areas in which people live may impact on how they access or use public libraries. Therefore, a range of geographies was selected from which to recruit: specifically those living in rural locations/ villages, those from market towns, people from industrial towns, those from suburban/ leafy areas and those from urban areas.
3. Demographic type - in addition to the characteristics above we also wanted to speak to people from different demographic groups, who would have different experiences of library services and different needs and expectations. Quotas

were set by age, work status, ethnicity, gender and parenthood. In some cases these quotas were very precise (such as older people aged 60+), whereas in other instances these quotas were less prescriptive (i.e. recruitment aiming for a good mix).

Recruitment was targeted in four different locations in England to reflect the regional structure of the MLA – the North, East, West and London - with three of the 12 groups carried out in each¹. The areas targeted ensured a good mix of demographic profiles and urbanity/ rurality.

The following table presents a summary structure for the 12 focus groups.

Figure 1.1: Focus groups sampling grid

| | | County | County | City | London borough |
|---------------------------|---------------------------------------|------------------------------------------------|--------------------------------------------|----------------------|-----------------------|
| Users | <i>MLA region</i> | <i>North</i> | <i>East</i> | <i>West</i> | <i>London</i> |
| | <i>Geography</i> <i>Demography</i> | Rural Mixed | | Urban Mixed | Urban Older people |
| Non-users | <i>Geography</i> <i>Demography</i> | | Rural Older people | Suburban Mixed | Urban Mixed |
| Lapsed users | <i>Geography</i> <i>Demography</i> | Industrial town Mixed | Market town Mixed | City centre Mixed | |
| Mixed users and non-users | <i>Geography</i> <i>Demography</i> | Industrial town Parents with young children | Market town Employed full and part time | | Urban Unemployed |

All recruitment was conducted through a combination of in-street (or ‘free find’) recruitment and recruitment by telephone, using Ipsos MORI’s national field team of recruiters. Participants were ‘screened’ using a recruitment questionnaire to establish their use of local libraries and characteristics against other quotas (such as age). Recruiters were also provided with a set of show cards to be used with the recruitment questionnaire, plus any relevant supporting documents such as maps or lists of libraries.

¹ The MLA regions are aggregations of English government office regions. They are North (covering the North East, North West and Yorkshire & Humber); West (West Midlands and South West); East (East of England, East Midlands and South East); and London.

Recruitment, and use of personal data, followed strict ethical guidelines as specified by the Market Research Society (MRS) code of conduct and was consistent with data protection requirements.

For each group, 12 participants were recruited for an expected 10 to attend, allowing for some inevitable 'no shows'. Follow-up calls were made the day before the focus groups to confirm attendance and, where necessary, supplementary recruitment was carried out to ensure a sufficient number of participants in each group.

Recruitment of users was conducted outside local libraries (details of suitable libraries were provided to each recruiter) using a random free find approach. To ensure a mix of users, participants were recruited from a range of libraries within each target area. Non-users were recruited in-street using a random free find approach. To ensure a mix of non-users, participants were recruited from a range of areas.

In line with data protection requirements, local library service providers in the selected areas were able to provide Ipsos MORI recruiters with local library user databases. This enabled recruiters to target 'lapsed' users more effectively by telephone and/or e-mail in some cases. Some lapsed users were also recruited in-street.

Fieldwork

In total 12 focus groups were carried out in locations throughout England, between 26 August and 7 September 2010. Overall, 118 people took part in the focus groups, with between 8 and 12 participants in each group.

Focus groups were moderated by experienced Shared Intelligence or Ipsos MORI researchers, accompanied by a note taker, and were digitally recorded. All participants received a £30 incentive as a thank you for their time (providing incentives is standard for this type of research and helps to secure attendance), administered at the end of each group.

All focus groups were carried out in suitable local venues to ensure independence from local libraries and accessibility for participants. Ten groups were carried out between 6.30pm and 8.30pm, with a further two groups carried out during the day. All groups were 'hosted' by Ipsos MORI recruiters, who met, greeted and registered participants prior to the group. Each group lasted approximately 1.5 hours.

Topic guide

In consultation with the MLA, topic guides for the various focus groups were developed to ensure that moderators covered all the main areas of interest and relevance to the study, including: perceptions of libraries and the current library offer; library usage over time; motivations for using libraries at different points in time; and, the value of libraries as a public service.

Topic guides were tailored to cover issues specific to each of the four user types (users, non-users, lapsed users and key audiences). A copy of the topic guide for key audiences is provided in Appendix 1 (the other guides varied only slightly).

Conducting and interpreting qualitative research

Qualitative research involves an interactive process between the moderators (people carrying out the research) and participants (those being researched). It provides a way of probing underlying issues with respondents, obtaining insights into these and the reasons behind them. It is also a generative process and, therefore, ideally placed to help understand future scenarios.

When interpreting qualitative research such as this, it is important to bear in mind that it deals with smaller samples that are chosen purposively to ensure representation of a full range of views within the sample. It is reflective of the views of any given population rather than being representative and does not look to produce population statistics (hence the role of the phase 3 telephone survey, conducted to provide more statistically reliable data from a national sample of the general public). In addition, it is important to bear in mind that the research deals with perceptions rather than facts (though of course perceptions may be regarded as facts to those who hold them).

Throughout the report we have used verbatim comments to exemplify a particular viewpoint. It is important to be aware that these views do not necessarily represent the views of all respondents. Where verbatim comments have been used, some of the respondents' attributes are given and respondents' idiosyncrasies of grammar have been preserved where the meaning of their comments is not obscured.

Quantitative Phase

To build on the findings of the desk research and qualitative phases, Ipsos MORI carried out a 10 minute telephone survey with a representative sample of adults across England. A total of 1,102 people aged 18+ were interviewed between 4 and 10 October 2010.

Choice of methodology

There were a number of reasons why a telephone methodology was chosen over an above other approaches (such as online, postal or face-to-face):

- The **ability to set quotas** (not possible, for example, with postal surveys) meant there was more control over the target population and therefore the range of people interviewed. Quotas were set for gender, work status, age and regions within England. A monitoring quota was also set for ethnicity.
- By using Ipsos MORI **trained interviewers** we were able to probe respondents for their answers fully and ensure that all questions are answered.
- The fieldwork could be carried out in a **very short period of time**, which was critical to this project.
- It was a **cost-effective** methodology for the objectives in mind for this study: carrying out a face-to-face survey with 1,100 people would be significantly more expensive and would not be possible within the fieldwork period demanded by the overall project timetable.

Sampling

The sampling approach used was Random Digit Dialling (RDD). RDD ensures that a cross-section of the target audience is reached, including those with ex-directory telephone numbers. It is the only sampling method that can produce a representative and unbiased probability sample for telephone surveys. An auto-dialler system is adopted, which means a machine will automatically call numbers and screen out 'deadwood' (e.g. business, fax, modem or dead lines), feeding to interviewers only those numbers that ring.

Questionnaire

A 10-minute questionnaire was designed in full consultation with the MLA. It consisted of attitudinal 'closed' questions which focused on people's experience of using libraries, reasons for using/ not using libraries and testing views about what might encourage people to use libraries more. There were also a number of demographic questions which were important to ask so we could control the profile of respondents and analyse the data by different demographic groups (e.g. by age or ethnicity).

In some cases questions were 'prompted' in that respondents were asked to choose their answer from a range of options read out by the interviewer. With some prompted questions, respondents were allowed to answer 'other' where none of the answer options available were relevant. The interviewer would then ask them to specify their answer and record this. In other cases questions were 'unprompted' allowing respondents to answer freely. These answers were recorded by the interviewer and then coded against a series of pre-defined headings for the purposes of analysis.

Given the nature of the subject matter and the time limits of a 10 minute questionnaire, there were no open-ended questions asked.

A copy of the questionnaire is attached at Appendix 2.

Fieldwork

The survey was undertaken using a Computer Assisted Telephone Interviewing (CATI) system, meaning all data was processed as the interviews happened which allowed for a quick turnaround on results. CATI also allows for sophisticated routing and filtering to be incorporated into the questionnaire, thus allowing the interview to be automatically tailored to each respondent (for example, asking specific questions of users versus non users). The CATI system also allowed us to monitor fieldwork and quotas closely through its built-in Survey Management System (SMS).

The telephone interviews were carried out by Ipsos MORI in-house Telephone Operations centres. The centres are members of the Interviewer Quality Control Scheme (IQCS) and have Market Research Quality Standards Association (MRQSA) quality accreditation.

Interpreting the data

Where percentages do not sum to 100, this may be due to computer rounding, the exclusion of 'don't know' categories, or multiple answers. In data tables and reports, an asterisk (*) denotes any value less than half a per cent, but greater than zero. It is worth emphasising that the survey deals with peoples' perceptions rather than facts.

The purpose of this survey was to examine public attitudes to public libraries, people's reasons for using them (or not using them) and how they define their relationship with the service. It was designed to explore in greater depth the issues covered in the discussion groups. It was not intended to provide robust measures of library usage (given a survey about libraries is likely to encourage greater levels of participation from those with an interest in the subject matter).

Statistical reliability

It should be remembered that a sample of people participated in the survey rather than all people in England. Therefore, all results are subject to sampling tolerances.

The respondents to the questionnaire are only samples of the total ‘population’, so we cannot be certain that the figures obtained are exactly those we would have if everybody had been interviewed. We can, however, predict the variation between the sample results and the ‘true’ values from a knowledge of the size of the samples on which the results are based and the number of times that particular answer is given. The confidence with which we can make this prediction is usually 95% - that is, the chances are 95 in 100 that the ‘true’ value will fall within a specified range. The table below illustrates the predicted ranges for different sample sizes and percentage results at the ‘95% confidence level’. An indication of approximate sampling tolerances is given in the table below. Roughly speaking, overall results for this survey are accurate to **+/- 3 percentage points at the 95% confidence level**, but this assumes a perfect random sample has been achieved (in practice, margins of error may be slightly larger). That is, with a sample of 1,102 where 30% give a particular answer, the chances are 19 in 20 that the ‘true’ value (which would have been obtained if the whole population had been interviewed) will fall within the range of plus or minus 3 percentage points from the sample result.

| Size of sample on which the survey results are based | Size of sample on which the survey results are based Approximate sampling tolerances applicable to percentages at or near these levels | | |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----|
| | 10% or 90% | 30% or 70% | 50% |
| | ± | ± | ± |
| 100 interviews | 6 | 9 | 10 |
| 500 interviews | 3 | 4 | 4 |
| 800 interviews | 2 | 3 | 4 |
| 1,102 interviews | 2 | 3 | 3 |

When results are compared between separate groups within a sample, we may observe differences between the groups. The differences may be ‘real’, or may occur by chance (because not everyone in the population has been interviewed). To test if the difference is a real one - i.e. if it is ‘statistically significant’ - we again have to know the size of the samples, the percentage giving a certain answer and the degree of confidence chosen. If we again assume the ‘95% confidence level’,

the differences between the two sample results must be greater than the values given in the table below:

| Size of samples compared | Differences required for significance at or near these percentage levels | | |
|--------------------------|--------------------------------------------------------------------------|--------------|-------|
| | 10% or 90% ± | 30% or 70% ± | 50% ± |
| 100 and 100 | 8 | 13 | 14 |
| 200 and 200 | 6 | 9 | 10 |
| 500 and 500 | 4 | 6 | 6 |
| 536 and 566 | 4 | 5 | 6 |
| (e.g. males vs. females) | 4 | 6 | 6 |

All differences between sub-groups highlighted in the full research report and report of the quantitative phase (phase 3) are statistically significant at the 95% confidence level, unless otherwise stated.

Weighting

Survey data have been weighted by age, gender, work status and Government Office Region to the known population profile of England, using 2009 Mid-Year Estimates and the 2001 Census. Weighting is a necessary process, carried out at the analysis stage to overcome the problem of biases in aggregate results. Such biases may have been introduced by the over-representation of certain subgroups (e.g. women or older people) and the under-representation of others. Weighting is necessary to iron out any potential biases in the results, which exist despite selecting the sample in a balanced way to ensure that the sample profile equates to the population profile.

Publication of Data

As MLA has engaged Ipsos MORI and Shared Intelligence to undertake an objective programme of research, it is important to protect the interests of all organisations by ensuring that the research is accurately reflected in any press releases or publication of findings. In line with this, any wider publication of these results is subject to advance consultation with Ipsos MORI and Shared Intelligence.

Appendix 1: Focus group topic guide

Icebreaker

- Word association – ‘I say library, you say’ [shout out/go around the table]

Perceptions of libraries

- Would you consider yourself a library user? When did you last visit a library?
- [If relevant to most of the group] The last time you went to a library, how did it make you feel?
 - **Follow-up:** Why? What did you like/didn't you like about the experience?
- What do you think of the way libraries have changed over the years?
 - **Follow-up:** Do you like the way they some have been modernised? Have different activities e.g. for children etc
- Are there certain types of people you think that libraries most appeal to?
 - **Follow-up:** Who are they? What's a typical 'library user'? Why do you say that?
 - **Probe:** socio-economic groups, age groups, different life circumstances, characteristics/stereotypes
- How good would you say public libraries are in general?
 - **Follow-up:** what makes a good library? If not recent users, what do you base your views on?

The current library offer

- What are the different things you can do at libraries near you nowadays?
 - [Call out and write on flip chart - facilitator fill any gaps]
- Which of these things do you use/like? Which haven't you used and why not?
 - **Follow-up:** how important to you are book loans compared with other library services, and why?
 - **Probe:** interest in core services e.g. books, internet, DVD/CD loans, versus other services/opportunities that libraries offer e.g. reading groups, access to info, courses

- Is anyone surprised by any of the things on offer? Was there anything you didn't know you could do at the library?
 - **Follow-up:** how do large flagship libraries differ from smaller local libraries?

Library usage over time/motivations at different points in time

[Facilitator to probe as fully as possible in this section]

- [If relevant] When did you first ever visit a library?
 - **Probe:** if childhood users - did using a library as a child make them more likely to do so in adulthood?
- What are your reasons for using libraries, or what were your reasons for using libraries in the past?
 - **Probe:** motivations e.g. fit with lifestyle, enjoyment, opportunities to socialise; income/importance of a free service; need e.g. for job search, finding local information; convenience e.g. access issues, location; lack of alternatives
- For those who don't use libraries at the moment, what are the reasons why not?
 - **Follow-up:** is it something you've even considered? Is there something specific that puts you off? Is it because of what is/isn't on offer? Are other alternatives more attractive than libraries?
 - **Probe fully:** Fit with/relevance to lifestyle; barriers to access; perceptions about what libraries/library users are like; attitudes to libraries
- Have there been points in your life when you've used libraries more frequently?
 - **Follow-up:** If so, when have you used them more? What made them more relevant to you then? Do you foresee yourself using a library at all in future? If so, when and why? What life stages are libraries most appropriate for?
 - **Probe:** specific life stages, e.g. teenage years, toddlers/kids, studying, working/not-working, etc
- Are there different things you would like to see libraries doing that would encourage you to use them?

- **Probe:** different services e.g. online borrowing, e-books; different atmosphere e.g. cafes; better customer service; opening hours; location; facilities for specific groups
- **Follow-up:** Are big changes needed, or could small changes also make a difference?
- If libraries offered these things, how likely is it that you'd use them/use them more?
 - **Follow-up:** Would it be enough to get you in? Would the alternatives still be better? For non-users, would you ever use a library?
 - **Probe:** deep-held views on who libraries are for?

Value of libraries

- Do you think it is important to have libraries as a free public service? Why?
 - **Follow-up:** are they important things to have in local communities? Do they serve a broad range of people or are they for a narrow group? What aspects of libraries have the most value to communities?
- What would happen if we no longer had free public libraries?
 - **Follow-up:** what would be the implications and for who? What difference would it make to you?
- What types of people do you think benefit most from libraries, and why do you think that is?
 - **Follow-up:** what types of people need libraries most?
 - **Probe:** try and get beyond stereotypes - probe re how libraries can help people e.g. finding work, parents with young children, young people, older people

Closing questions

- Is it important for libraries to communicate/advertise more?
 - **Follow-up:** What would be the best ways that library services could communicate what they're doing, from your point of view?
- What one thing could your nearest library do to get you to visit more often?

Appendix 2: Quantitative questionnaire

Attitudes to public libraries

Telephone survey – FINAL DRAFT

27/09/10

Good morning, afternoon, evening. My name is from Ipsos MORI, the independent research organisation, and we are conducting a survey on attitudes to public libraries.

IF ASKED, YOU CAN SAY THAT THE SURVEY IS ON BEHALF OF THE MUSEUMS, LIBRARIES AND ARCHIVES COUNCIL, A NATIONAL ORGANISATION THAT SUPPORTS THE LIBRARY SERVICE SECTOR.

The interview will just take ten minutes of your time and we would really appreciate it if you could take part.

I would like to assure you that all the information we collect will be kept in the strictest confidence, and used for research purposes only. It will not be possible to identify any particular individual or address in the results.

This call may be monitored as part of our quality control procedures.

QAGE: Before we start, may I just ask what your age was last birthday?

ENTER EXACT AGE

READ OUT BANDS IF EXACT AGE NOT GIVEN. SINGLE CODE

18-24

25-34

35-44

45-54

55-64

65+

Refused (DO NOT READ OUT)

IF AGED 17 OR LESS

QAGE2: It is possible to speak to someone aged 18 or over please?

1. Yes – Take referral
2. No – Close

We need to speak to people from a range of different backgrounds. Can I just check...

QGENDER

DO NOT ASK

SINGLE CODE ONLY

Male

Female

QEMPLOYMENT. What is your current employment status?

READ OUT, SINGLE CODE ONLY

- Working – Employee full-time (30+ hrs)**
- Working – Employee part-time (9-29 hrs)**
- Working – Self employed full-time part time**
- On a government supported training programme**
- Full-time education at school, college or university**
- Unemployed and available for work**
- Permanently sick/disabled**
- Wholly retired from work**
- Looking after the home**
- Doing something else**
- Refused**

ASK ALL

Q1 Generally speaking, how important or unimportant do you think public libraries are as a service to the community? Are they...? READ OUT. SINGLE CODE ONLY

Q2 How important or unimportant are public libraries to you personally? Are they...? READ OUT. SINGLE CODE ONLY

- Essential**
- Very important**
- Fairly important**
- Not very important**
- Not important at all**
- Don't know**

Q3 When was the last time, if ever, you used a public library or one of its services?
 READ OUT. SINGLE CODE ONLY

READ OUT: **This not only includes borrowing books, but visiting libraries for other reasons or using library services online.**

Within the last week

Over a week ago, but within the last month

Over a month ago, but within the last six months

Over six months ago, but within the last year

Longer ago

Never

Don't know

Q4 Which of the following statements, if any, best describes you? READ OUT.
 SINGLE CODE ONLY

I am a current library user – GO TO Q5

I used to be a library user, but am not anymore – GO TO Q6

I am not a library user – GO TO Q6

Don't know – GO TO Q6

ASK ALL WHO CONSIDER THEMSELVES A USER (CODE 1 AT Q4).

Q5 What are your main reasons for using libraries/ library services? DO NOT READ
 OUT. PROBE FULLY. MULTICODE OK.

Using/borrowing books - for pleasure

Using/borrowing books - for study

Buy second hand books

Borrow/download e-books

Read newspapers / magazines

Find local information, e.g. OS maps, phone numbers/Tourist information/Information
 about public services

Putting up or consulting local adverts

- Local history information
- Researching family history/genealogy
- Use computers with internet connections
- Job search
- Place to study
- Courses and classes (for all age groups)
- Rent CDs, DVDs, videos or vinyl
- Buy CDs, DVDs, videos or vinyl
- Borrow audio books (i.e. on tape, CD or pre-loaded MP3 players)
- Somewhere to take the children/children's and parent/toddlers' activities and clubs
- A community focal point, e.g. meetings and events
- Browse and relax
- Get a tea or coffee
- Join/ attend a reading group, or ask a librarian to help your book club
- To get some 'peace and quiet'
- A place to meet other people/ socialise
- Went on behalf of someone else
- Other – PLEASE SPECIFY
- Nothing
- Don't know
- ASK ALL

Q6 And, how satisfied or dissatisfied are you with the current library service ? READ OUT. SINGLE CODE ONLY

Very satisfied

Fairly satisfied

Neither satisfied or dissatisfied

Fairly dissatisfied

Very dissatisfied

Don't know

ASK ALL USERS WHO ARE FAIRLY OR VERY SATISFIED WITH THE LIBRARY SERVICE (CODE 1 AT Q4 AND CODES 1 OR 2 AT Q6).

Q7a What makes you say this? DO NOT READ OUT. PROBE FULLY. MULTICODE OK.

My library is close by/convenient

Easy to enter the building (i.e. good disabled access)

Easy getting to the library (e.g. good parking, good public transport)

I like the environment

Plenty of seats available

You can get refreshments there

Long opening hours

The range of books is good

Has the books I like

Plenty of computers

The staff are helpful

The staff are friendly

It's a good focal point for the community (e.g. for meetings and events)

It's a good place to relax

It's quiet

Good place to take children/good activities for children

Plenty of activities or courses going on

I feel welcome there

Other (enter verbatim)

Nothing

Don't know

ASK ALL USERS WHO ARE FAIRLY OR VERY DISSATISFIED WITH THE LIBRARY SERVICE (CODE 1 AT Q4 AND CODES 4 OR 5 AT Q6).

Q7b What are the main reasons, if any, for your dissatisfaction? DO NOT READ OUT. PROBE FULLY. MULTICODE OK.

My nearest library is too far away/not convenient

Difficulty getting to the library (e.g. parking restrictions, poor public transport)

Problems entering the building (i.e. poor disabled access)

I don't like the environment

The area isn't safe

Not enough seats available
Nowhere to get refreshments
Opening hours aren't long enough
The range of books isn't good enough
They don't have the books I like
Not enough computers
You can't borrow books for long enough to read them
The fines for late returns are too high
The staff aren't helpful
Too noisy
Too impersonal
Not enough activities for children
Not enough activities or courses going on
I don't feel welcome there
Other (enter verbatim)
Nothing
Don't know

ASK ALL WHO ARE LAPSED USERS OR WHO NEVER USE (CODES 2 OR 3 AT Q4).

Q8 What are your main reasons, if any, for not using public libraries nowadays? DO NOT READ OUT. PROBE FULLY. MULTICODE OK.

I don't know what my local library does/where it is
I don't like reading
I can't read
Nothing of interest to me at a library
I'm too busy
I don't like libraries
I don't feel welcome there
Prefer to go elsewhere e.g. coffee shops, bookshops
Not 'cool'
My nearest library is too far away/not convenient
Difficulty accessing the building
Difficulty getting to the library (e.g. parking restrictions, poor public transport)

- I don't like the environment
- Not enough seats available
- Nowhere to get refreshments
- Opening hours aren't long enough
- I prefer to buy books from a shop/ online
- I prefer to buy DVDs from a shop/ online
- The range/ quality of books isn't good enough
- Not enough computers
- You can't borrow books for long enough to read them
- The fines for late returns are too high
- The staff aren't helpful
- Too noisy
- Too impersonal
- Not enough activities for children
- Not enough activities or courses going on
- Other (enter verbatim)
- Nothing
- Don't know

ASK ALL

Q9 How well informed, if at all, do you feel about what you can do at your local public libraries? READ OUT. SINGLE CODE ONLY

Very informed

Fairly informed

Not well informed

Not well informed at all

Don't know

Q10 I am going to read out a series of suggestions people have made for what public libraries could do. Which two or three, if any, would encourage you to make more use of public libraries? RANDOMISE STATEMENTS. READ OUT. CODE UP TO THREE ONLY.

Q11 And which two or three, if any, would not encourage you to make more use of public libraries? RANDOMISE STATEMENTS. READ OUT. CODE UP TO THREE ONLY.

| | Would encourage (Q10) | Not encourage (Q11) |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------|
| Having a coffee shop on site | | |
| Improving the I.T. offer (e.g. better access to computers and the internet) | | |
| Better information on what public libraries actually offer | | |
| Improving the range and quality of books | | |
| Events and social activities (e.g. book signings, social clubs) | | |
| Activities for children and families | | |
| Being able to reserve or renew books online | | |
| Specialist services (e.g. sheet music, tracing family tree) | | |
| Classes for adults (e.g. adult learning courses) | | |
| Information and activities to do with health and wellbeing | | |
| Longer opening hours (e.g. in evenings and weekends) | | |
| Extended services such as mobile libraries and 'outreach'. | | |
| PROMPT: if respondents ask, 'outreach' means work the libraries do 'out in the community' such as in schools or care homes | | |
| Involving the public in decisions on how public libraries are run | | |
| Something else (please specify) | | |
| Don't know (do not read out) | | |
| None of these (do not read out) | | |

DEMOGRAPHICS

Finally I would just like to ask you a few more questions about yourself so we can classify your answers. Once again, I would like to assure you that all the information we collect will be kept in the strictest confidence, and used for research purposes only. It will not be possible to identify any particular individual in the results.

QCHILDREN IN HOME Are there any children aged 17 or under in your household?
SINGLE CODE ONLY

Yes

No

Don't know

QETHNICITY: To which of these ethnic groups do you consider you belong?

READ OUT. SINGLE CODE ONLY

A: White

British

Irish

Any other White background

B: Mixed

White and Black Caribbean

White and Black African

White and Asian

Any other Mixed background

C: Asian or Asian British

Indian

Pakistani

Bangladeshi

Any other Asian background

D: Black or Black British

Caribbean

African

Any other Black background

E: Chinese or Other Ethnic Group



Chinese

Any other ethnic group

REFUSED

DON'T KNOW

THANK AND CLOSE



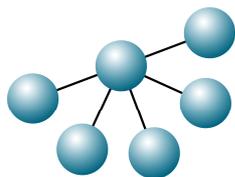
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