

**The Public Library Service Provision to the Polish
Community Living in Sheffield**

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ABSTRACT

This dissertation intends to examine the public library service provision to the Polish community in Sheffield. Its main aim is to establish the library needs of the newly arrived Polish people and examine their opinion of the service provision. It also considers the needs and views of the established elderly Polish community on the library services and the opinions of library personnel with regard to their services and awareness of the newly arrived Polish people. The topics covered in the interviews and questionnaire were based on the subjects found in the literature relative to the subject, which has so far made sparse references to the Polish communities living in Great Britain.

This study is qualitative and therefore the following methods were implemented: in-depth interviews with librarians and elderly Poles, and questionnaires with open-ended questions distributed to the young Poles in order to develop thorough understanding of the issues in question.

The data gathered indicated that the Polish collection and Polish materials are of great significance to the Polish community. The Poles would like to be involved in the selection process and have *more Polish* books in their collection. The librarians had little knowledge of the scope of the demand for Polish books but were open to gaining more knowledge of the newly arrived Polish people.

As a result of this research it is concluded that materials in the Polish language and having books in Polish by Polish authors are essential for the Polish community. It is deemed important that all library personnel receive thorough training with regard to this community to develop a better understanding of their needs and expectations. Finally, the libraries should also co-operate closely with the local council to make their services more efficient and effective by responding quicker to newly-arrived ethnic minorities.

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1. INTRODUCTION

1.1 *Aim*

This dissertation aims to investigate the public library service provision for the Polish communities living in Sheffield. This aim will be considered from two points of view: that of the Polish communities and that of the public library personnel.

1.2 *Objectives*

- 1) To establish the needs of the Polish community from the library service.
- 2) To examine the Polish community's perspective on how the service meets their needs.

These two objectives will be considered from two points of view:

- That of the already established communities of Poles that arrived in the UK after 1945 (after World War II)
 - That of the newly arrived Poles that came here after May 2004, i.e. when Poland joined the European Union.
- 3) To establish any similarities and differences between these two groups with regard to the first and second objective.
 - 4) To examine the library personnel's point of view on the service provision regarding these two groups within the Polish community and to compare the needs of the Polish community with the librarians' understanding of what should be offered.

The service provision will be considered in terms of: the library's and librarian's role in serving a multicultural society; building partnerships with Polish organisations; the Polish collection management and its promotion; and discussing the introduction of other services in libraries that may be of help to the Polish communities. Finally, the library personnel's opinion on the service provision will also be considered.

1.3 Context

The Polish community in Great Britain has been established throughout the period of more than 60 years now. The first major wave of Polish immigrants arrived in Great Britain during the Second World War. The main reason for their arrival was to establish the Polish armed forces that were to fight for the allies in WWII. However, many of them stayed after the war in the country and were joined by other Poles who were living in other European countries and by those who decided to come to Great Britain to escape the Russian occupation (Clough and Quarmby, 1978).

The Census from 1971 (in Clough and Quarmby, 1978) indicates that there were nearly 111,000 Polish people settled in Great Britain, but who were born in Poland. Nearly 84 per cent of the population came here before 1950. Almost half of them established themselves in the South East of England, whereas nearly 11,000 decided to stay in Yorkshire and Humberside (Clough and Quarmby, 1978). The same sources state that between 1954 and 1971 the average number of Poles coming to the Great Britain was 2,700 each year.

The second wave of immigration commenced after Poland joined the European Union in May 2004, and Great Britain, along with Ireland and Sweden, opened their employment markets to the eight newly joined countries. The latest statistics (Department for Works and Pensions, 2007) show that out of a total of 321,000 registrations for a National Insurance

Number made by EU enlargement countries, Poland scored the highest percentage: 69%, which makes up 223,000 people. This represents a significant increase, as only two years ago there were 63,000 registrations.

The statistics for National Insurance Number Registrations for a local authority indicate that there were six hundred Poles registered in the Sheffield authority in year 2005/2006 (Department for Works and Pensions, 2006).

The statistical data from the Department for Works and Pensions are perceived as more reliable than the data from the Office for National Statistics because it is believed the data coming from the latter source have been corrupted due to its methods of counting migrants. The data gathered by studying the number of Polish applications for a National Insurance Number and the number of Polish people on the electoral register suggests that the number of Polish people in Britain is higher than the Office for National Statistics claims (Doward and McKenna, 2007).

It is not the first time in the history of Britain it has experienced immigration on such a scale and there have been a number of publications and studies presented about how library authorities adjusted their service to new overseas users. The Sheffield authority is not an exception. The city's Polish community has a long history, which was established after World War II and the library authority adjusted their services to the Polish users' needs accordingly.

Nevertheless, there is paucity of evidence of how the library services cater for the newly arrived communities. Those publications that mention Polish communities usually mention it in reference to the Polish Library in London that was set up in the 1940s and that caters for many British public libraries nationwide by sending them batches of Polish books as part of their circulating loans services (www.posk.org, 2007). However, a recent article suggests that there is a big demand for the Polish books and that one of the main bookshops is going to stock Polish materials (Martinos, 2007). Another

article in a local paper describes how libraries play a significant role for those Polish people who do not have a good command of English and therefore would like to read books in Polish or for those who want to use the Internet to stay in touch with their relatives in Poland (Grimshaw, 2006).

Finally, it is believed that this study will be of interest to Sheffield's libraries, as its findings will hopefully allow libraries to learn about the needs, expectations and opinion of the newly arrived Poles of the Polish collection and the service provision in order to alter their services if necessary. It also seems worthwhile to examine the librarians' opinion on their service and if they are ready to meet the demand.

2. METHODOLOGY

The character of the project indicates that the best research approach will be the qualitative approach that focuses on specific cases that lead to the creation of theoretical conclusions, which are derived by interpretive procedures (Strauss and Corbin, 1990). This methodology enables the understanding of patterns emerging from the data gathered without any presuppositions or hypotheses (Gorman and Clayton, 2005; Patton, 1990). This approach of the qualitative methodology is suitable because it will assist in the understanding of what the library needs of Polish communities are, how the libraries meet the Polish users' needs and if the libraries themselves are ready to serve those communities, whether they be the elderly ones or the newly arrived community. Moreover, there is no specific theory about Polish library users that would be tested, which would be necessary should this project be a quantitative one (Patton, 1990).

The research design used in this project is a case study of the Polish communities living in Sheffield. Patton (1990: 54) states that a case study does not necessarily mean an individual person but also 'a program, an organisation, a time period, a critical incident, or a community'. The advantage of a case study is that, in spite of presenting only a few instances of the 'problem' in question, it has a capability of providing a researcher with rich and insightful data. The data, however, cannot be generalised to the entire population, because of the limited number of case studies (Patton, 1990; Busha and Harter, 1980). In this case the findings will be applicable only to the Polish communities living in Sheffield who use the six libraries in which the data were gathered.

Literature Review

The first step in the data gathering is a literature review of the publications related to the subject of a project. It should fill the gap in the existing knowledge but also focus on nuances between different approaches to the study in question, detail the aims and objectives of a study, present new attitudes to the problem of the investigation and help to explore the scope of the area of the project (Busha and Harter, 1980). In this case, it has also helped to create the interviews questions and the questionnaire.

2.2 Questionnaires

The questionnaires were aimed at the newly arrived Polish community. The nationality was the main criterion in choosing the prospective respondents. There were two aims of the questionnaires: firstly, to gain a more general picture of the new Polish library users and secondly to generate more in-depth opinions of the library services. One can argue that questionnaires are not the best way of obtaining in depth data but the questionnaires were deemed as the most effective way of reaching the newly arrived Poles who, unlike the elderly generation of Poles in Sheffield, did not hold any formal meetings during which in-depth qualitative interviews could have been conducted. Hence there are four open-ended questions at the end of each section in the questionnaire.

2.2.1 Design

The questionnaire consists of two parts: the first part is aimed at establishing the library needs and the second one at examining the opinion on the library services. Each part has two open-ended questions to generate more qualitative in-depth data. The reason behind incorporating this kind of questions was to encourage more spontaneous answers and the

respondents' opinions, as the closed questions, although less time consuming and easier to answer than the open-ended ones, they can be biased by the suggested answers and do not give much freedom in responses (Oppenheim,1992).

The second part of the questionnaire has four 'mark out of ten' questions to quantify the respondents' attitudes towards the Polish collection, having some influence on the selection process, the importance of the aspects of library services and satisfaction with them. The ten-point scale was considered as suitable to allow plenty of options to put on the scale and a more convenient one to produce descriptive statistics.

2.2.2 Piloting

The questionnaires were piloted before being handed out. The main aim was to ensure that both the English and the Polish versions were the same and the questions conveyed the same meaning. Both versions of the questionnaires were filled in by Polish people whose command of English was at different levels of proficiency. This was to ensure that both versions were free of jargon and easy to understand and also to make sure that both versions elicit exactly the same answers. Although both versions proved to be the same and viewed as easy to understand and fill in, the analysis of the questionnaires showed a few design faults which are discussed in the Limitations chapter.

2.2.3 Distribution

Prior to gathering the data, an email was sent to all libraries in Sheffield inquiring about a rough estimate of the quantities of Polish users in order to establish which libraries had highest numbers of Polish visitors. Consequently, the central library and five branch libraries across different parts of Sheffield were identified as having high or increasing numbers of Polish users. The branch libraries were spread across the city as the Polish

communities do not inhabit one particular part of Sheffield but are dispersed across the town.

Altogether fifty-two questionnaires were distributed by the main researcher as well as by the library staff. Time consuming as it proved to be, handing out the questionnaires in person guaranteed a relatively high feedback, as opposed to emailed or posted questionnaires, accurate sampling, a minimum of interviewer bias and an opportunity to provide necessary explanations to the respondents (Oppenheim, 1992). It was also deemed as necessary as the librarians might not necessarily have had the time or linguistic skills to recognise Polish users among other Eastern European users. The questionnaires were produced in two versions; one in English and one in Polish to ensure linguistic flexibility for the users. The English version included one extra question about the nationality of a potential respondent to make sure that the questionnaires were filled in by a Polish person.

2.2.4 Questionnaire analysis approach

All, apart from the four open-ended questions, were analysed according to univariate analysis, that is, one variable at a time is analysed and no relations between different variables are examined. In this case a measure of central tendency, i.e. an arithmetic mean, was calculated and the results presented as bar charts and pie graphs (Bryman, 2001).

The content analysis procedure was applied to open-ended questions, where the contents of the answers were analysed in terms of common categories, which were then broken down into smaller units of information to create cohesive analysis (Busha and Harter, 1980). Any comments written by the respondents in Polish were translated into English.

2.3 Interviews

2.3.1 Selection of the interviewees

The selection of both library staff and Polish interviewees was based on the assumption of purposive sampling, where ‘ the principle of selection of the sample is the researcher’s judgement as to typicality or interest’ (Robson, 1993: 141). Only those librarians and Polish users who expressed their willingness to participate and gave their consent were chosen to be interviewed.

The main criteria for the library interviews were their knowledge of, and their experience in, serving the Polish users: the newly arrived ones as well as from the elderly generation.

The criteria for the Polish users were: firstly, they were library users and secondly, belonged to the generation of Poles who arrived in Sheffield after World War 2.

2.3.2 Interview methods

Library interviews

Six face-to face interviews were conducted with the library employees across Sheffield. The interviews were recorded and then transcribed. Although the transcription process is time consuming it would make further analysis more straightforward (Patton, 1990). In addition to these interviews, three more library employees and one librarian from the Polish library in London were contacted in order to obtain more detailed information on certain aspects of the library services that the initially selected librarians were not able to either comment on or had limited knowledge of. In these cases the same set of questions were emailed to the library employees, who as indicated by the interviewees, would be able to answer the questions more accurately. The differences in the interviewees’ knowledge were a result of

both the organisational structure of libraries and inappropriate targeting of the interview questions.

The advantage of conducting interviews in person, as opposed to telephone interviewing, is that an interviewer can observe and clarify issues in response to any signs of surprise or difficulty in the questions. This also enables immediate explanation or restating of the questions (Bryman, 2001). The main advantages of emailing a set of questions to four more interviewees were time and cost related (Bryman, 2001).

Interviews with the Polish users

Although it had been envisaged that a group interview would be conducted with the older generation Polish users it had to be changed due to two main factors that Gorman and Clayton (2005) class as disadvantages of this interview technique: 'finding a typical group' and 'getting people together' (p.148). Although many of the Poles who meet in the Ex-servicemen club on regular basis met the criterion of having arrived in England after WWII, many of them were no longer library users. Moreover, those who were still library users could not meet as a group or showed little interest in the interview. Consequently, five individual interviews were conducted with those Poles who met the criteria and who showed willingness to participate.

2.3.3 Interview design

Library personnel interviews

The interviews were semi-structured and divided into six themed parts. The questions, based on the findings in the literature, were sequenced from less to more specific followed by the interviewees' personal opinions at the end. Although this kind of interview can limit spontaneity of responses and restricts customising the interview to individual interviewees, it allows straightforward comparisons of the responses, reduces the interviewer bias, helps organisation and data analysis and unlike the interview guide approach

it ensures comparability of the responses and inclusion of the important topics and questions (Patton, 1990).

Polish library users

The same kind of interview structure was used this time as in the case of the library staff interviews. However, the topics covered were the same as in the case of the questionnaire and were divided into two parts: the library needs and the users' perspective on the library services. The interview included one extra question regarding the partnership between the Ex-servicemen Club and the library services. This was designed with a view to enabling comparisons to be made between two groups of library users as well as any comparisons to be made between the users and the library personnel.

2.3.4 Interview analysis approach

The semi-structured form of the interviews and the above-mentioned features of the data that emerged from the interviews suggest that the best approach to analyse them is content analysis that allows measuring contents in terms of '*predetermined categories in a replicable and systematic manner*' (Bryman, 2001:180). The data from every thematic set of questions were organised into categories that were later measured according to frequency of occurrence. Once the most popular categories were determined they were analysed with regard to the main variable, i.e. a themed set of questions (Busha and Harter, 1980).

2.4 Limitations of the Study

This study has three major limitations with regard to its findings and methodology implemented;

Firstly, the results of the study cannot be generalised to relate to the whole Polish community living in Great Britain. The findings reflect the views and opinions of the Polish people living only in Sheffield and presents the current state of the Sheffield library services to this community. The study is aimed at discovering the library needs of newly arrived Poles and the opinions of the librarians delivering services to them, it does not aim to gather quantitative data and a representative sample of respondents to make it possible to extrapolate to the entire Polish community.

Secondly, the questionnaire findings do not differentiate between eligible library users and library visitors who only used the Internet. Considering the given time scale of three months to carry out this study, it was deemed more feasible to accomplish this study within the given time scale without taking this difference into account. However, while conducting the research it became clear that the library visitors might have different library and information needs than members, as many of the visitors were transient residents in Sheffield.

Finally, a number of questionnaire design flaws have come up while analysing the data. The phrases, such as 'other services' and 'finding information' lacked examples of what was meant by them and seemed too ambiguous to respondents. Moreover, in question 3 the respondents should have been asked to mark only one library they use most, as indicating more than one library made further analysis slightly skewed, especially when comparisons between the Central and branch libraries were made.

3. ETHICAL CONSIDERATIONS

The project involved human participants and was carried out outside the university premises. The main researcher followed the university's ethics policy with regard to the following aspects.

3.1 Safety and Well-being

Every effort was made to cause as little distress as possible to every participant of the research. Conducting the research either in Polish or English (whichever each participant prefers) ensured that the participants felt comfortable with the interview/questionnaire process. The interviews were conducted in the public places, i.e. during the library staff working hours at their libraries and the group interview was held during the time of the group's regular meeting in the Polish centre and in the Polish Ex-servicemen Club. None of the interviews were carried out or the questionnaires distributed in the private premises.

3.2 Obtaining Consent and Informed Consent

Permission from all the public library authority and the Polish Club and Polish Centres was obtained before commencing data gathering. Relevant letters including the information sheet were sent to the managers of the clubs and verbal permission was obtained from the library managers.

All interview participants were given the participants' information sheet and the participant consent forms in sufficient time, prior to the interview, to consider their participation in the research.

The questionnaires were distributed by the researcher and the library staff. It was important to ensure that every contributor had the same opportunity to familiarise themselves with their rights as a participant, thus the participants' information sheet was either attached to the front of the questionnaires to be taken by the participants, if distributed by the library staff, or handed out together with the questionnaire by the researcher. The questionnaires also included a declaration of consent at the end that each participants was asked to sign if they agreed to participate in the project. Both the questionnaire and the information sheet were written either in English or Polish.

3.3 *Coercion*

No methods of coercion were employed in order to obtain the necessary data. The data were obtained only from adults who volunteered to take part in the project.

3.4 *Public Context*

The entire data gathering was carried out outside the university premises. However, none of the interviews were carried out, or the questionnaires distributed, on private premises.

3.5 Principles of Anonymity, Confidentiality and Data Protection

The data collected via interviews and questionnaires have been kept confidential and anonymous. The data are stored at the researcher's computer and only the researcher has access to it; it is password protected. The interviews were recorded and transcribed only by the researcher; the data gathered were made anonymous and kept confidential, with no other person, apart from the researcher's supervisor, having access to it. Any piece of information that could potentially allow participants' identification has not been used in the dissertation for the sake of the principle of anonymity and confidentiality.

The data collected will be destroyed once the results of the dissertation are known and depending on the final mark of the dissertation.

4. LITERATURE REVIEW

4.1 *Justification of Study*

In the middle of the seventies Martin (1975) was one of the first authors to describe how libraries dealt the increasing Asian population and their needs. It was recognised that staff with the necessary linguistic skills were needed to establish links with the community and assist in starting collections. Most of the books were ordered from abroad and bibliographic lists were created to make the selection process easier. It was acknowledged that libraries could not limit their services to book provision only. Interestingly, the ethnic minority communities are described as somewhat problematic to the library services and treated as 'disadvantaged' in society.

The first major piece of research was published in 1978 by Clough and Quarmby. They conducted this research into the library service provision to ethnic minorities. The work included descriptions of the participants' background and statistical data on the library use. The respondents were both librarians and library users: adults and children. Their findings suggest improving the adults and children material provision, improving public relations, meeting the minorities' special needs (information and advice) and outreach work, as many minority communities relied on self-help organisations who performed some of the library services (as a source of information and advice). Although some of the findings are still relevant (the discussion over the stock arrangements, improving stock provision, staff training) one needs to bear in mind the cultural and political background to this research when analysing it.

Another study was conducted by Cooke in 1979 with the aim of examining the book provision in the vernacular languages and what methods were used in selection process and how those materials were purchased. It was stated at the outset that the research was aimed at gathering purely

factual data. The research was commissioned in order to supplement the findings by Clough and Quarmby from 1978. Cooke concluded that the Asian literature stock is largely underused and the service could be improved if libraries co-operated with each other in stock selection and acquisition. The author urged research into the stock provision to the Afro-Caribbean population which was identified as the second largest group, after people of Asian origin, and whose needs required detailed examination.

In the 1980s there is recognition that multi-culturalism was gaining momentum and increasing numbers of institutions started to adapt to the phenomena, including libraries. It was also recognised that multicultural services could not be limited to those areas of high ethnicity but should include all library authorities nationwide.

At the beginning of the 80s, an article by Gundara and Warwick (1981) was one of the first to address the issue of multiculturalism. They opposed using the 'multi-ethnic' phrase, which had somewhat racist connotation and did not truly encompass the diversity among cultures. They also started the debate about tokenism in the multicultural library services: one cannot talk about a truly multicultural library service if there is only one librarian responsible for the services to all local multicultural communities. Apart from stocking appropriate materials, libraries should also find a way to promote them. Building a multicultural collection should not be limited to those libraries with high numbers of users of different cultural backgrounds, but should exist in all libraries. They also pointed to the patronising nomenclature that was used when referring to the Black communities, i.e. 'disadvantaged'. The phrase implied a somewhat philanthropic attitude to services that otherwise were treated as 'a basic human right of cultural identification' (Gundara and Warwick, 1981:69).

At the beginning of the decade Alexander (1982) dealt with the service provision to the Afro-Caribbean communities. The main drawback of the study is that it only covered a small London area, Brent, and presents the author's view on the service, which can be subjective. The study covered the

usual areas of the service: the material provision, special staff and their training, community services and stock management. The author argued that in many cases library authorities paid lip service to ethnic minorities, which were often referred to as 'disadvantaged'. Moreover, many library services misunderstood the concept of multi-culturalism and the service was often incoherent with the principles of this concept. Finally, many librarians did not realise how to interpret and use the Public Libraries Act of 1964 to make it relevant and applicable twenty years after had been issued.

There was also a growing recognition that that ethnic minorities would want to maintain their language and culture (Coleman, 1981). The Polish Circulating Library was given as an example of such an approach. Moreover, the provision could not be dealt with in isolation from other services. The author claimed that ethnic minorities should not be forced to start their own libraries due to the failure of the public library service. However, this was yet another publication referring to ethnic minorities as 'disadvantaged'.

Another burning issue was creating special service units that were responsible for supporting libraries in serving ethnic minorities. Sheffield City Libraries (Chang et al, 1983) created an Ethnic Minority Unit whose main aim was to provide support to the rest of the library system with regard to serving ethnic minorities. However, the service itself was aimed at meeting the needs of all ethnic groups. Although the unit was created to serve ethnic minorities, it was envisaged that all library service should be permeated by its principles. The unit was to become an integral part of the whole service and none of the ethnic groups were to be discriminated over others. At the end of the decade Martin (1989) refers to multi-cultural services as being incorporated into mainstream library services. However, in reality only a small fraction of the services were a true part of the mainstream library services.

Throughout the 1980s and 1990s the debate over “Section 11” continued. It revolved around the funding of initiatives aimed at providing library services to ethnic minorities who were often excluded from library services or traditional governmental funding of the library services (Durrani et al, 1999) as well as funding the appointment of specialist staff from ethnic minority backgrounds (Kendall, 1992; Matthews and Roper, 1994). However, their duties were incorporated into the mainstream library service and were not acknowledged as a separate post.

Although there was a general feeling of decline in the funding and quality of service to Black and Minority Ethnic communities, a case study of Hackney libraries showed how they managed to introduce sound improvements to their services. The achievements included empowering many of their staff from Black and Ethnic Minority background by involving them in the fund holding and creating, monitoring and implementing the library stock policy, engaging with local and black material suppliers and allocating more funds to purchase relevant stock whose selection involved local minority communities. Literature from this period consists of a number of case studies of individual libraries and how they dealt with implication of ‘Section 11’.

Another major piece of research was published in 1998 and generated a heated debate over the then state of library services to ethnic minorities. Roach and Morrison (1998) conducted an in-depth audit examination of the relations between ethnic minorities and public libraries. Unlike Clough and Quarmby’s study, theirs covered information provision and empowering minorities; defining the libraries’ role and services in a multicultural context and using performance measures. The study was not an easy read for library authorities. The list of recommendations stretched from the main government level to the front line members of staff. The suggestions unfolded numerous burning issues from dealing with race inequality to reviewing librarianship courses at a national level; whereas the local level included creating explicit objectives and performance measures to establishing links with the local communities.

In 1997 the Labour Party won the General Election and as a consequence new policies and guidance for local government was created. One of the issues that was high on the political agenda was tackling social exclusion. A number of studies indicated that there was a tendency among ethnic minorities to experience social exclusion. It was recognised that libraries could play an important role in social inclusion. Subsequently, in 1999 the Department for Culture Media and Sport published policy guidance for incorporating the principles of social inclusion into public libraries. Accordingly, social inclusion should become a mainstream service. The same document urged the libraries to change its organisational culture and create a culture of diversity among other issues. Another important piece of legislation, Framework for the Future, was issued in 2003. This document was of high importance for the libraries, as it explicitly stated the uniform mission of libraries that libraries had lacked for a number of years. One of the assumptions was “*to tackle social exclusion, build community identity and develop citizenship*” (Department for Culture, Media and Sport, 2003:23).

Two years after the Roach and Morrison report was published, Durrani (in Muddiman et al, 2000) claimed that little had been done to improve the services. While it was important that all library staff should be proactive in fighting racial discrimination, it was the senior management staff’s responsibility to empower their employees and introduce constructive changes.

Towards the end of the 1990s and beginning of the new millennium, different approaches began to emerge. The new attitudes talked of dealing with ethnic minorities as part of general diversity, in terms of standardised social equality policy, where a library’s role was developing congruous communities and celebrating diversity. Durrani and Smallwood (2003) described a case study of Merton Library and how multicultural services are incorporated into mainstream services. The library managers felt that one community librarian could not individually deal with acquisition, distribution of stock and service delivery to ethnic minorities. After close examination of the situation it was felt that one post for a community librarian was not enough

and the service for minorities should be at the centre of the library services and incorporated into wider equality context. The implication was a shift from focus on race to looking at all aspects of equality.

Train et al (2000) argued that the library's vital role was social inclusion, which was not without consequences for ethnic minority services. The library was viewed not only as "*a catalyst for the community development and a means of celebrating diversity*" (Train et al, 2000:489), but also a place where individuality was celebrated and where one could learn about "*communities other than their own*" (Train et al, 2000:487). A number of studies dealt with introducing and promoting ethnic minority literature in communities of low ethnicity (Train, 2003). The findings showed that after promoting Black British literature the loan frequency figures were higher and more people expressed an interest in it.

4.2 Determining Areas of Study

4.2.1 Library's and librarian's role in serving multicultural society

The library's role incorporates many aspects. Some view it as a means of promoting racial harmony (Talbot, 1990). Others (Simsova, 1992) argue that a library can act as a "catalyst", especially if there is a lack of ethnic self-help agencies or private libraries and a public library is a 'stimulator' to organise such facilities. In the case of the existence of such organisations, a public library works as another source of materials.

Jonsson-Lanevska (2005), similarly to Coleman (1981), claims that a libraries' main role is the maintenance of immigrants' cultural and linguistic uniqueness and assistance in the process acclimatising in a new country. Libraries should support adaptation not assimilation. Jonsson-Lanevska refers to the library role during the stages through which a newcomer goes through: firstly, the excitement of new culture, secondly the stage of

disappointment and finally the balancing stage. She argues that the libraries can easily cater for the users' needs in all those stages, but their role is most important in the middle stage, where they can serve as a source of information, advice centre and introduction to other culture. She concludes that the level of personalised services varies between branch and central, regional libraries; branch libraries tend to have a more individual service whereas at the central level, libraries tend to provide more varied materials and be more information oriented.

Elbeshausen and Skov (2004) support the idea of integration provided that public libraries change their manner of generating their understanding of other cultures. The understanding cannot be based by meeting individual representatives of other cultures but should be based on a more holistic or common basis, social and cultural capital. When this takes place, public libraries need to commence expanding their services to specific target communities. Elbeshausen and Skov do not perceive integration as union of diverse cultural systems but as an expansion of already existing values in a society.

Berger (2002) rightly claims that the development of the library services to the ethnic minorities depends on the government immigration policy. The service can be described in three stages: firstly, laissez-faire, where there is no formal policy regarding immigrants; secondly, there is the pluralistic integration stage when the libraries played an important role in supporting those immigrants who wish to maintain their mother tongues; thirdly, there is the assimilation stage during which the immigrants are expected to become a part of society by learning a new language and participating in 'integrations programmes'. Berger admits that the last stage has led to the opposite effects where ethnic minorities have become more isolated and withdrawn from the society.

As far as the librarian's role is concerned Sturges (2005) asserts that a librarian's role in a multicultural society is to create open and welcoming environment that will encourage users to make most of their libraries.

According to him multiculturalism leads to cultural enrichment of entire society and thus multicultural services should be given more significance and more funding.

However, lot of attention has been paid to personnel training (Kendall, 1992; Roach and Morrison, 1999; Martin, 1992, *in* Alexander and Knight, 1992). It is important that all library staff are aware of their local minority community, their library and information needs as well as their cultural background. The literature mentions both formal and in-house trainings. In 1992 Martin (*in* Alexander and Knight, 1992) found that in 78%cases out 70 public libraries members of staff receive some form of training, 28% of which was an in-house programme. His study also found that a clear majority of librarians acknowledged that multicultural issues needed to be given a priority among library education and training programmes.

Part of the literature deals with developing policy statements (Matthews and Roper, 1994) and action plans (Kendall, 1992; Roach and Morrison, 1999). It is believed that both initiatives should outline procedures of delivering the services to ethnic minorities from consultation and liaison, material provision to promoting librarianship as a career among these groups.

4.2.2 Collection management and its promotion

Gundara and Warwick (1981) openly acknowledge the fact that the library personnel's attitude is a determining factor in creating multicultural collection, its promotion, location within other book collections and subsequently its usage. They claim that the library services needed be more community orientated.

There has been a contentious debate over arrangement of the stock: should it be a separate collection or integrated with the rest of the library stock? Alexander (1982) strongly opposes the idea of a separate Black collection claiming that in reality integrated stock attracts more attention from

non-Black users. He argues against a separate collection claiming that such a collection is often a coincidental mixture of unrelated to Black culture books. Simsova (1992) claims that a separate collection makes finding literature in a native language easier for minority users and creates a user-friendly atmosphere. On the other hand, the integration with the main stock implies that such literature is part of the whole culture. Finally, Simsova warns about putting together materials that could cause any cultural animosities. Talbot (1990), however, claims that integrated stock leads to marginalisation, and creates difficulties for users in finding items they want. A separate collection attracts only minority users and is a form of segregation. On the other hand, few materials may not be sufficient to create visible enough to notice. Talbot proposes a few compromises, such as: spot colourful indicator on the spine, creating and updating booklists and promoting the collections on regular basis.

Alexander (1982) and Martin (1989) emphasise the importance of promoting the collections and library services to the public. This can be done by creating booklists, poster campaigns and leaflets. However, it is viewed that community liaison is the most effective way of advertising by participating in the community events, letting out spare room for meetings or by constant building relationships with the communities.

In her study Train (2003) aims at measuring the impact of Black and Asian literature promotion. Her research found increasing number of users looking for black British fiction, reading black British fiction and those considering reading such literature. This study suggests that ethnic minority literature should be promoted in all libraries, not only in those based in mixed communities.

4.2.3 Partnerships with organisations and other services

In 1984 Elliott conducted a major study into London minorities' self-help organisations, such as: self-help libraries, advice/information centres and bookshops and publishers. Her main aim was to find out about the library and information needs of ethnic minorities, to what extent libraries co-operate with them and what can be improved in that matter. The main limitation of the study is that it was conducted only in London twenty years ago, which means that some of the data are out-of-date. While conducting her research, Elliott experienced many problems in trying to contact the organisations, which could imply that libraries could have had similar obstacles in establishing links. Moreover, many publishers noticed decreasing numbers of libraries interested in co-operation but they all showed enthusiasm to have more links with libraries. Many libraries did not have current information on the ethnic minority organisations but the organisations themselves did not know in what capacity libraries could help them.

Similarly, Sturges (2005) points out that ethnic minorities tend to rely on the voluntary services organised within their own communities. Libraries, on the other hand, find it difficult to start the cooperation with the voluntary service providers. He claims that the communication between all communities should improve so that they are aware of each other. In a study by Simsova and Lipniacka (1990) into library service provision to smaller linguistic minorities in London, Polish community is singled out as an example of community relying to a great extent on self-help organisations.

Creating partnerships with the communities benefits both sides: the users have an opportunity to learn about the available library services and the libraries themselves have a great opportunity to promote their services to a group of a community (Alexander, 1992 in Alexander and Knight, 1992; Roach and Morrison, 1998). However, liaising with minorities should include both ethnic minorities themselves as well as their organisations (Kendall, 1992; Roach and Morrison, 1999; Alexander 1982; Roach and Morrison, 1998; Szablewski and Winslow, 2000 in Ara, 2000). Kendall (1992) and

Alexander (*in* Alexander and Knight, 1992) claim that working with a minority organisation should include distributing information on the community facilities and civic rights written in the minority languages.

Simsova (1992) notices that the information regarding ethnic minority organisations varies from authority to authority, depending on how much priority is given to such information provision. However, she warns that developing such partnerships is never static and getting in touch with them can be challenging at times due to address change or simply organisations cease to exist.

Martin (1989) argues that libraries can enhance their role by introducing special services to meet the needs and interests of ethnic minority communities. Community information is one example of such services. The prerequisite to make it helpful is that the information is in a native language and that it is promoted in community organisations or self-help groups.

4.2.4 Library users' perspective

Dewjee (*in* Alexander and Knight, 1992) describes a number of concerns and problems associated with using libraries by ethnic minorities. The major drawbacks include wrong or inaccurate shelving of materials, excluding materials representing ethnic minorities' contributions or their points of view and book promotions that eliminate local ethnic minorities. The author states that it is easy to fall into tokenism by simply providing books with Asian or Chinese characters that are peripheral or stereotyped. Finally, she also draws attention to cataloguing of ethnic minority materials that sometimes can be categorised under derogatory entries.

Berger (2002) claims that public libraries are very popular with the ethnic minorities regardless of their age. The quiet and placid atmosphere in the public libraries seems to be the factor that attracts many of them. The findings of this Danish study show that the ethnic minorities tend to use their

library in a more varied way than the majority; adults of different cultural backgrounds appreciate having access to materials in their native language and would also like to be involved in the selection process. Again, the quality of those materials is also important: there should be fewer translations and more fiction in a native language. The younger generations tend to visit libraries to use the computers and the Internet, which is usually used to send emails, read news and search for information. The Internet is the only aspect of the services that is used considerably more often than other services and it is mostly used by younger generations. The study also reveals that in general ethnic minorities are satisfied with the library services but the only area they would really like to improve is the materials in their native languages.

In his case study, Durrani (2002) examines the initiative of The Quality Leaders Project for Black library workers in terms of quality of library services and employment opportunities for Black communities. The library services are described, as far from being perfect. The most common complaint refers to the lack of materials for adults and children. The library users also points out that translations of Black writers were equally important to them and they should be stocked, too. There is also some degree of criticism of the staff's attitude and short opening hours.

4.2.5 The library service provision to Polish communities

There is little information on the library service provision to Polish communities that settled in Britain post World War II and after the European Union enlargement.

The majority of publications focus on the Asian, Chinese and West Indian communities. Only a few publications have been identified that either mention (Clough and Quarmby, 1978; Greenhalgh et al., 1995; Alexander and Knight, 1992) or exclusively (Szablewski and Winslow, 2000 *in* Ara, 2000) deal with the Polish communities that settled down in the UK, just

before or after WWII. The publications contain information on the size of the population and a brief cultural background, with the exception of Szablewski's book, which gives an outline of Poland's twentieth century history, methods of Polish immigration to the UK and the profile of the Sheffield Polish community. It also gives a comprehensive and thorough introduction to Polish culture, customs and language. The main reason behind publishing this pamphlet at that time was the fact that Sheffield had become a multilingual city and there was a growing likelihood that a number of organisations may require some help in understanding other cultures (Ara, 2000).

Clough and Quarmby (1978) describe two initiatives by the Polish communities: The Polish Library, established in 1942 in London with a view to educating future Polish engineers. The collection consisted of 85,000 books as of 1978 when Clough's book was published. Another project was The Polish Central Circulating Library, set up in 1947. After Polish communities dispersed around the UK it was decided to ask local libraries if they would act as 'host' to the circulating collections of Polish books. Many libraries agreed to take part in this scheme. As of 1978, 112 libraries subscribed to the scheme. However, one Polish Circulating Library librarian noted that the popularity of the scheme would fade as the readers' aging progressed, they felt less connected to Poland, and English became their first language (Stopa, 1973 in Clough and Quarmby, 1978). The authors note that the success of this scheme contributed to the fact that Polish books on display in public libraries outnumbered other books written in other ethnic languages (Clough and Quarmby, 1978).

Additionally, in 1979 Cooke mentioned the Polish community and the Polish Library in London. Cooke claimed that the data she gathered indicated that there was a strong demand for Polish materials. Six authorities purchased Polish books four respondents relied on their staff and Polish users to select materials; six authorities provided Polish papers and periodicals, two had children's materials, but none co-operated with Saturday

schools. There was also a recommendation to conduct further investigation into Polish library users to determine their needs.

When The Circulating Library scheme was first used by the Polish Library it was viewed as quite revolutionary and proved to be an example followed by others. A detailed history of the two Polish libraries based in London and Paris as well as other Polish institutions is described by Nowacki (1983).

In the 1980s Sheffield (Chang et al, 1983) libraries were well aware of the Polish community and their intention to maintain their language and culture. Although there was a collection of Polish books in the libraries, the service was perceived as passive and little had been done to promote it or make a more efficient use of it.

A recent study into library services provision in mainly white areas (Mansoor, 2006) showed that many libraries have experienced increasing numbers of newly arrived Polish people who are regular users

“Recently our main minority language provision is for the large numbers of Poles. The need for material in their language is significant.”

Mansoor's (2006:61) recommendation is:

“A detailed investigation into the library and information needs of newly-migrating Eastern European workers would be a timely and useful study, since libraries are already experiencing vast numbers of there users, and are likely to experience increasing numbers over the next few years.”

It seems that this study will fill the knowledge gap on the library needs of the newly arrived Polish people and will contribute to a better quality of library services.

5. RESULTS

5.1 Questionnaire Results

The questionnaires were distributed in the central and five branch libraries across Sheffield and were aimed at newly arrived Polish library users. In all, fifty-two questionnaires were returned. Although the questionnaires were distributed to all libraries, in one branch library in southeast Sheffield not a single Polish library user was identified thus no questionnaires were returned. The results are presented in the same order as the questions in the questionnaire. The actual number of participants that is in brackets accompanies the percentages of responses.

5.1.1 General information about respondents

The gender split of the respondents was exactly half men and half women. With regard to age, 79% (41) of all respondents were between 17 and 26 years old, 13% (7) were between 27 and 36, and the remaining 8% (4) were in the 37-46 age group. When asked which of Sheffield's libraries they used, 62% (33) used the Central Lending library only, whereas none of the respondents used Crystal Peaks, despite the fact that the librarians working there identified growing numbers of Polish users. 12% (6) of respondents use central, branch and other libraries at the same time, whereas 6% (3) use other Sheffield libraries: two used Darnall library and one university library.

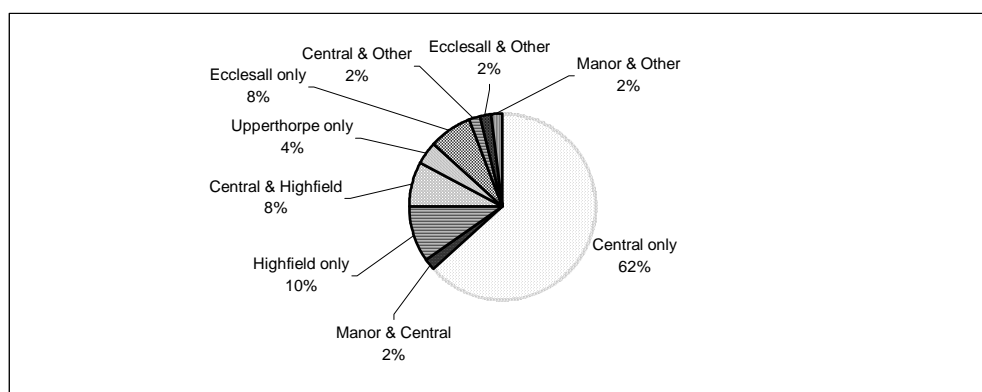


Figure 5.0 Which libraries do you use?

5.1.2 Polish users' library needs

90% (47) of the respondents are happy with the opening hours of their library, whereas the remaining 10% (5) would like their library to be open either till late evening (preferably till nine) or also on Sundays. It is worth pointing out that all five of those dissatisfied with the opening hours are Central library users, one of whom also used Manor library.

90% (47) of newly arrived Poles visit their library to use a PC (fig.5.1). The second most popular reason to visit a library is to borrow books (67%, 35) followed by 'to borrow materials to learn English' (27%, 14). The least popular reasons for visiting a library are to meet friends (4%, 2), study (4%,2), use a reference book (4%,2) and to borrow materials to learn languages other than English and Polish (2%,1).

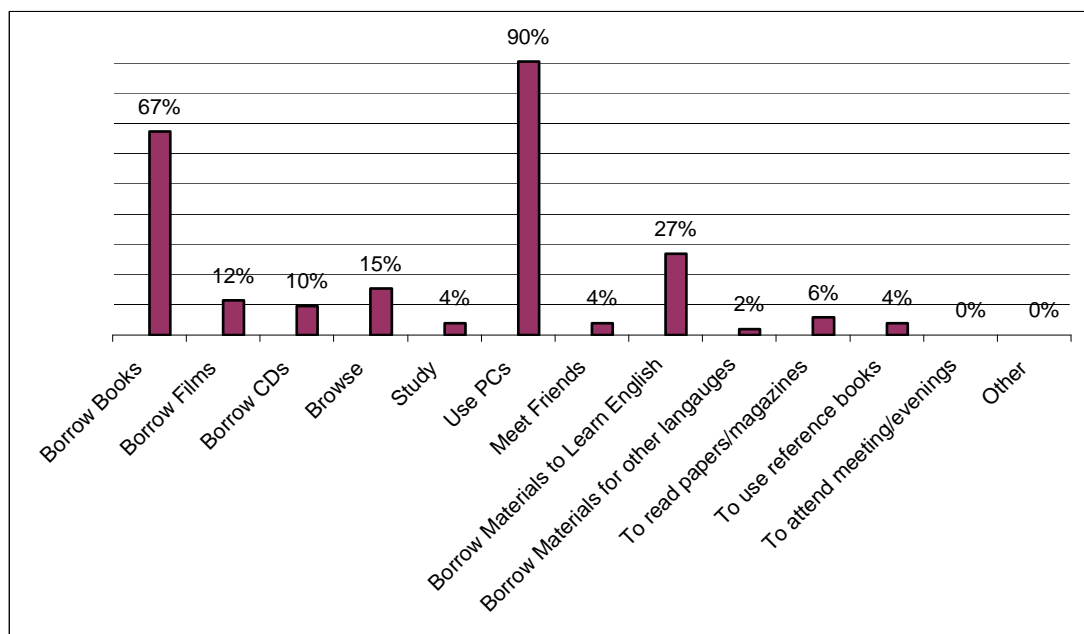


Figure 5.1 What do you use your library for?

Some interesting data emerged when the data about using the Central and branch libraries were compared.

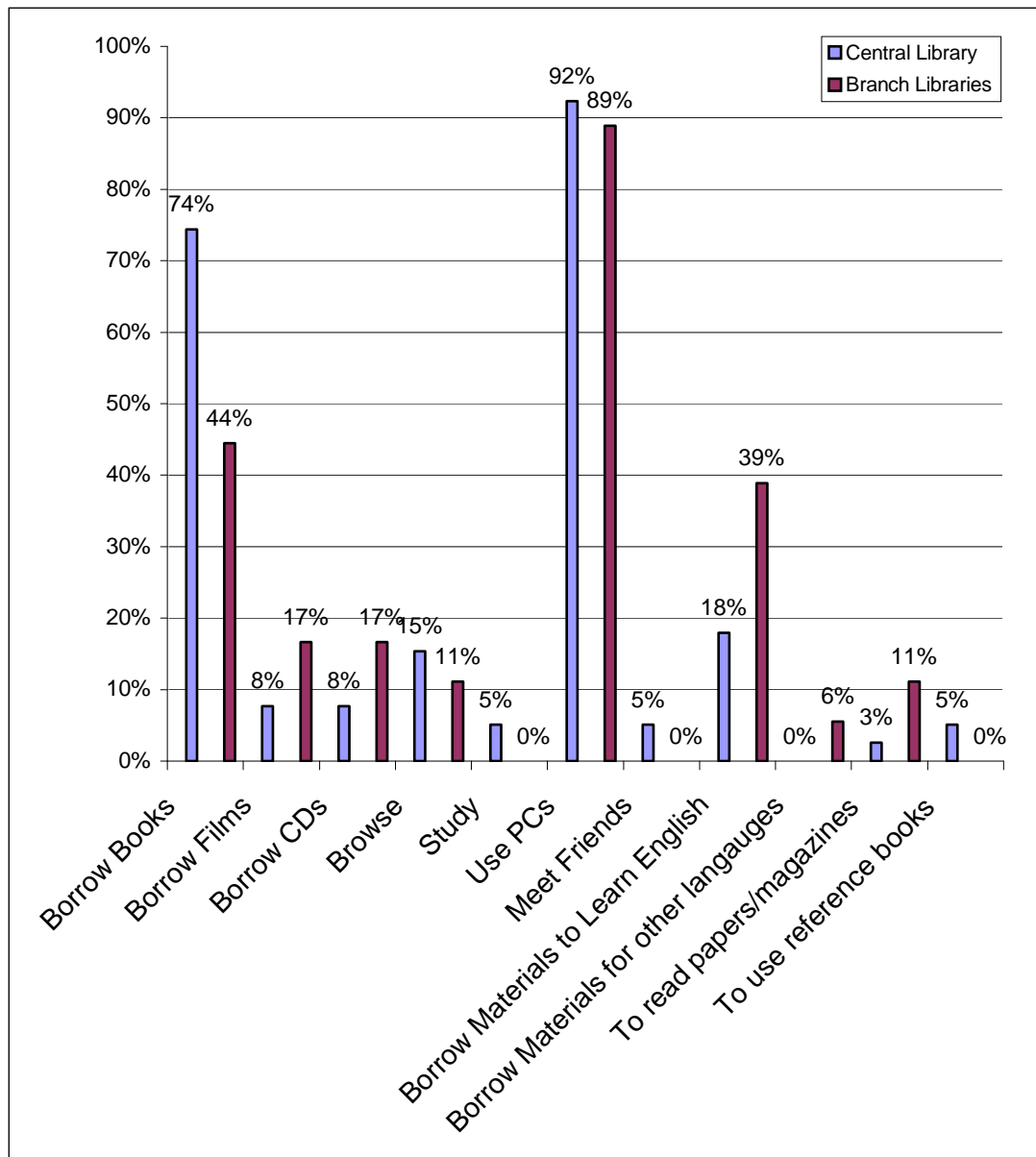


Figure 5.2 What do you use your library for? Central and Branch libraries.

Using PCs is still the main reason for visiting all libraries followed by borrowing books. However, 30 % more of people borrowed books from the Central Library than from branch libraries, which might be explained by the fact that the Central Lending Library holds a collection of Polish books. Moreover, another reason behind it could be the fact that, as the questionnaires have shown, 50% all respondents read books in Polish only, which provides a feasible explanation as to why more people borrow books

at the Central Library. This issue will be discussed in detail later in the paragraph. However, branch libraries are more popular than Central when it comes to borrowing materials to learn English; 39% (7) of respondents borrow such materials from their branch libraries and only 18% (7) from the Central library. Central library, unlike any of the branch libraries, is also visited to study, use reference materials and as a meeting place for 5% (2) respondents. Finally, 11% (2) of the respondents tend to read papers and magazines in their branch libraries compared with a mere 3% (1) of those visiting the Central library for the same reason. Branch libraries are also slightly more likely to be visited to borrow materials to learn other languages.

As far as using computers is concerned, 47 respondents, i.e. 90%, indicated that they use a PC in their library. All of those 90% used a PC for the Internet, 47% (22) also used a PC to word process, and only one respondent utilised a PC for other reasons than those mentioned.

All respondents who used a PC in the Central Library used it for the Internet (fig. 5.3). 50% (17) of them also use a PC for word processing. Only one respondent also used a PC for reasons other than those mentioned.

The figure below demonstrates PC usage in the Central Library only.

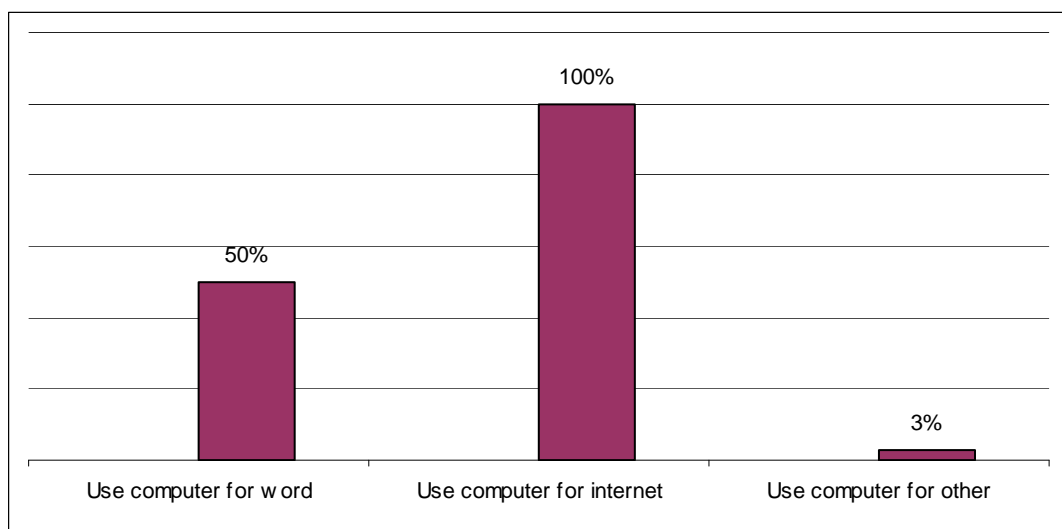


Figure 5.3 What do you use a PC for? (Central Lending Library only)

In all libraries the Internet is mainly used to find information (91%, 43 respondents) (fig. 5.4), to browse news and send emails (83%-39 and 81%-38 respectively). The 6% (3) who gave 'other' reasons all gave social networking as an answer. Four respondents indicated that they do not use a PC or the Internet at all.

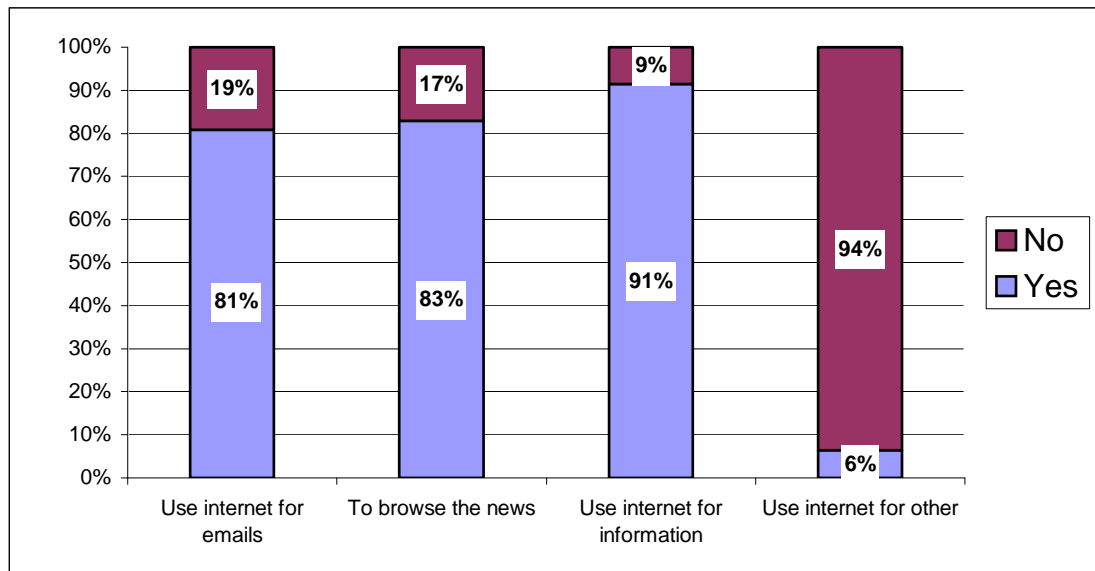


Figure 5.4 What do you use the Internet for? All libraries

As far as the language in which the respondents read their books is concerned the data revealed that 98% (51) read books in Polish, whereas 50% read books in English. Not a single respondent indicated that they read in any other language.

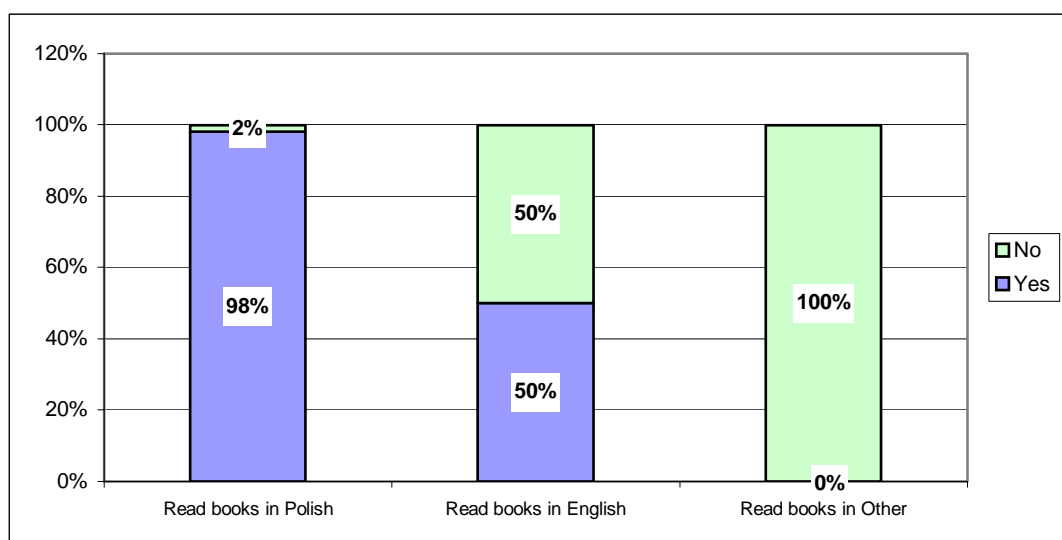


Figure 5.5 What language do you read books in?

96% (50) of the respondents indicated that they want to have access to materials in Polish and 48% (25) borrow them from a library (fig. 5.6). The most popular way of obtaining Polish materials is to bring them from home and borrow from friends (65%-34 and 56%-29 respectively), possibly a reflection of the lack of availability of Polish books outside of Central library or the quality of the Central collection, which was indicated by some users. 4% (2) indicated other ways of obtaining Polish materials, which are: buying them on the Internet and purchasing them from a Polish shop.

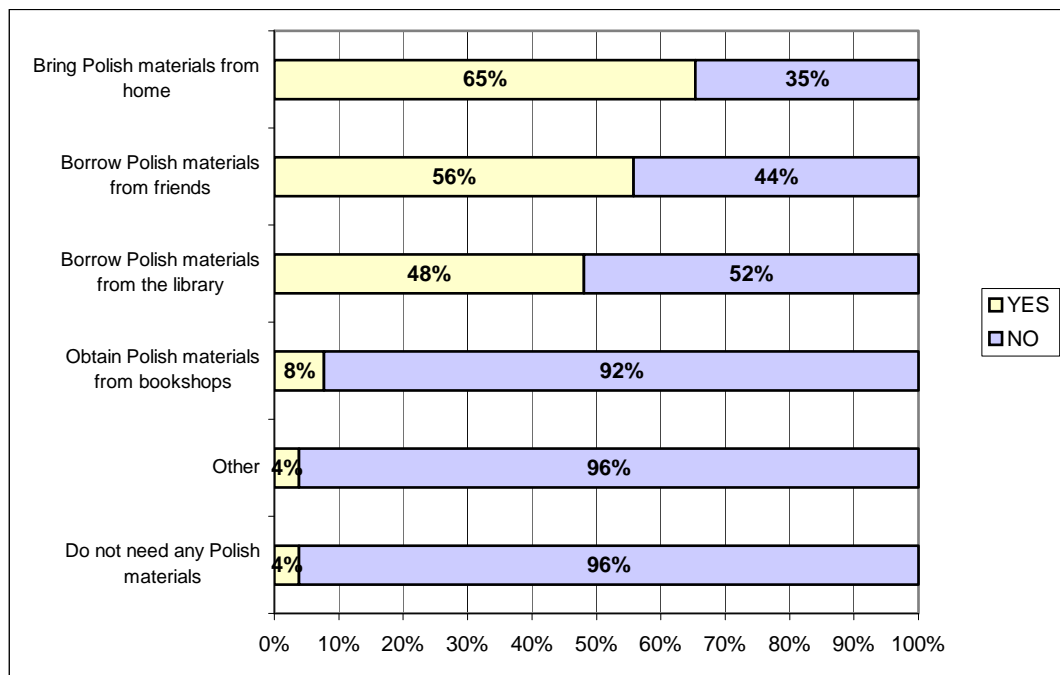


Figure 5.6 How do you obtain materials in Polish?

Polish users' library needs-other comments

This section of the questionnaire also included two open-ended questions relating to the ways in which Sheffield libraries meet or do not meet the users' needs. Exactly 50% of the respondents did not actually write any comments, which may suggest that they are fully satisfied with the library services or perhaps they have been left blank, as open-ended questions take more effort to fill in (Oppenheim, 1992) and perhaps this type of questions was not to every respondent's taste.

In what ways does your library meet your needs?

The main themes that emerged in the open-ended questions were about books including the Polish collection and about the Internet. Many respondents were very pleased with having access to the Polish collection and they had an opportunity to read in Polish. As one respondent noticed:

“Easy access to Polish books, which is very, very good as I miss reading in Polish”.

Although the collection is viewed from satisfactory to good, some of the respondents complained about the inadequate number of copies. The libraries are also viewed as an excellent place to develop one's interests and learn English. Comments, such as:

“easy access to English books”,
“free access to interesting books and films”
“lots of interesting books”,
“libraries help me to develop my interests and help me to stay in touch with my mother tongue”
“help me to learn English”

are common in the description of how libraries, especially the Polish collection meet their users' needs.

As far as the Internet is concerned, many respondents appreciated the availability of the Internet. The most widespread comment was *“free and easily available internet”*.

One respondent marked:

“it is an irreplaceable source of information, especially having just arrived here in England when you can't afford to buy a PC or a laptop straight away”.

Free Internet has also turned their library into a place where they can keep up to date with the current news and events back in Poland as well as stay in touch with their relatives and friends:

“free internet to send emails to friends and parents and keep up to date with the events in Poland”.

A number of more general comments on how the libraries meet the Polish users' needs also emerged from the open-ended questions. The most common replies included opening hours and general satisfaction with the library service. Many respondents felt that:

“opening hours are suitable and the overall service really good, I can always find what I want”

“I am fully satisfied with my library services; they help me to relax”.

In what ways does your library not meet your needs?

There seemed to be fewer negatives comments about books or the Polish collection. The negative aspects are related to the quality and number of books in Polish, both fiction and non-fiction. A few respondents mentioned:

“not enough Polish books that are particularly interesting”

or

“not enough non-fiction books”.

Computer related issues generated slightly wider criticism. A few respondents were not satisfied with the allocated time to use PC:

“not enough time allocated for one user to use the internet-one hour is not long enough”.

Others suggested that the libraries should change their PCs, which are viewed as “*not the best quality*”. Finally, a few respondents found it difficult to use a USB drive or printing from a USB drive as problematic:

“I’ve had problems in using a USB drive” and “it’s difficult to print my files from my USB drive”.

The only other issue that was not up to a couple of the Polish users’ expectations was opening hours. It was actually a Central Library user who criticised the short opening hours and suggested Sunday opening.

5.1.3 Polish users’ perspective on the library services

The following analysis aims to establish Polish users’ opinions of the library services. The first eight questions are structured ones and are followed by two open-ended questions aimed at receiving more in-depth answers about the library services.

75% of the respondents (39) know that the Central library in Sheffield has a collection of Polish books. Highfield library also has a small collection of Polish children’s books. However, the presence of the Highfield collection was established during the project and thus it had not taken into account while designing the questionnaire.

When asked how they found out about the Central library Polish collection, 70% (27) said friends and colleagues had passed the information on. 23% of those 39 people (i.e.9 respondents) who knew about the collection had found out from the library staff, and 25% (10) had found out themselves by coming across it in the library in their own search. The question was slightly flawed as respondents should really have only given one response.

The next four questions are based on the ten-point scale.

The first question describes the users' opinion on the importance of having access to Polish materials in their library. A mean was calculated for each library to find out how important it is for the Polish users to have access to materials in their native language. The result suggests that the newly arrived communities would appreciate having Polish materials in their libraries with an overall average score of 7.3.

Another mean was calculated to examine how important it is for the newly arrived Polish users to have some influence on the selection of Polish materials. The average score was 6.4/10.

Another question was aimed at examining a general tendency as to what the Polish users value most in using their library (fig. 5.7).

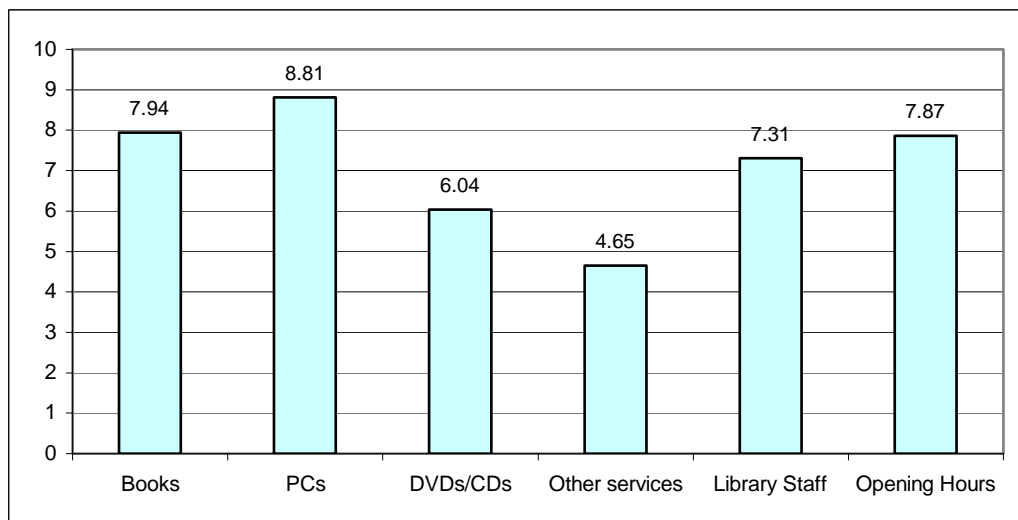


Figure 5.7 What is the most important for you in using your library?

Unsurprisingly computers play the most important role for the newly arrived Polish communities in their libraries. Interestingly, however, opening hours are nearly as important for the Polish users as books.

What should have been provided in this question is the explanation of what is meant by 'other services' to make the question as easy to understand as possible for respondents. In this case 'other services' meant reference and information related services that libraries provide.

The next question was aimed at examining general satisfaction among the Polish users with the library services offered in Sheffield (fig. 5.8).

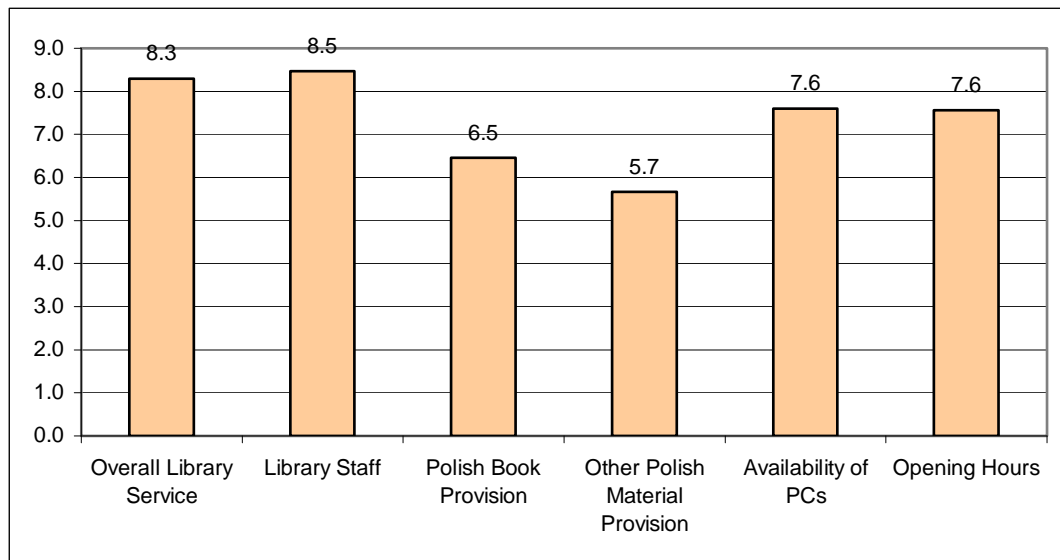


Figure 5.8 How satisfied are you with the above-mentioned aspects of the library services?

The findings of this question show general content (8.3/10) among the Polish respondents with the library services and importantly with the library personnel (8.5/10). Although some criticism on the opening hours and computers availability has been expressed in the previous section of the questionnaire the general feeling indicates that the majority of the respondents are satisfied with the opening hours (7.6/10) as well as the accessibility of computers (7.6/10). The 'Polish book provision' (6.5/10) result seems to reflect the previous criticism about the Polish collection.

The most popular way of learning about the library services in Sheffield is by word of mouth (fig. 5.9). 82% (43) of respondents found out from their friends what the libraries have to offer. The next most popular way is described as 'other' ways. The respondents usually claimed that they

knew from their previous experience what to expect from a library. The least popular way of learning about the library services is advertising.

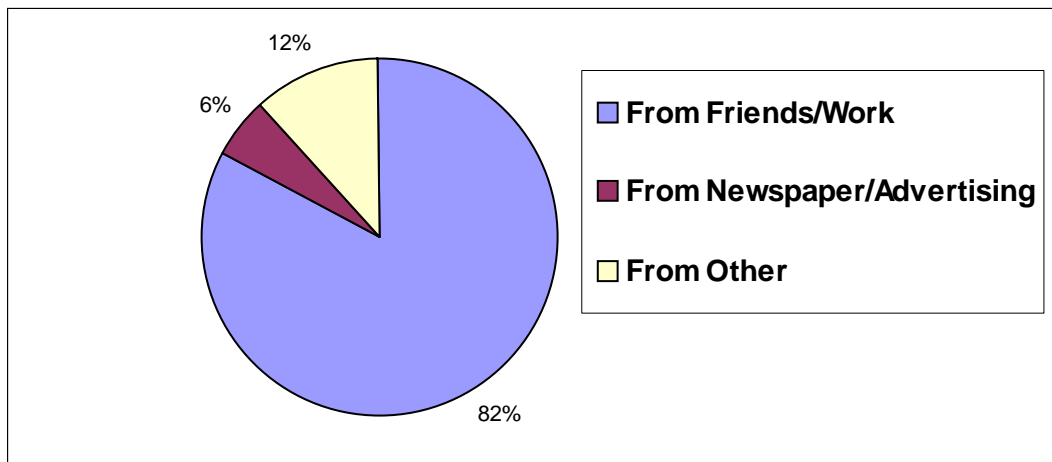


Figure 5.9 How did you find out about what library services are available?

Only one respondent indicated that they had experienced problems in using their library. The complaint referred to using a USB drive and printing the files stored on it. The participant who made the comment also indicated that it is the only one thing they would wish to improve in the library services.

Your perspective on the library service-other comments

This part of the questionnaire, i.e. the library users' opinion on the services was followed by two open-ended questions. The first question referred to any changes that the Polish users would like to introduce to improve the library service and the other question asked the respondents about any other comments on the services. Eleven respondents answered at least one of those two open-ended questions. Some of the comments on what they would like to change in the library services reflected the comments in the previous part of the questionnaire, e.g.

“not enough Polish books”, “I would like to have more Polish non-fiction books”, “change the computers, because it is difficult to print from my USB”, “more Polish books and faster internet”, and “I would change the computers for new ones because the current ones are slow”.

Some of the participants suggested changing the opening hours of their library. One Central library user wrote:

“I would like to change the opening hours for longer because many people are at work when the library is open”.

It is worth mentioning that it was the Central and Manor library users who would like to extend the opening hours, whereas the users who visit the Central, Highfield and Upperthorpe libraries were critical about the quality of the computers and their software.

Finally, one of the Central library users suggested having a list or index of new Polish books in the library.

5.2 Results of the Interviews with the Elderly Polish Users

Five in depth interviews were conducted with elderly Polish library users, members of the Polish Ex-servicemen Club in Sheffield, who arrived in England just after World War 2. The interview questions reflected the questionnaire questions to enable further comparison of the results, and like the questionnaire, are divided into two parts: the library needs and the users' opinion on the library services. Some additional questions were asked to enable further comparison between the two generations.

5.2.1 Library needs

The elderly Polish users visit their library mainly to borrow books. The language in which they read their books does not seem to be an issue. Some examples of answers were:

“Err... Sometimes I read English fiction or sometimes I like to read in Polish then I go to the Polish section in the library...It varies ...If a good book is published....err....then I go and check if my library has that book...”.

Interviewee 1

“I read mainly in English...sometimes in both languages...but mainly in English”.

Interviewee 2

“I read in both English and Polish”.

Interviewee 3

“Usually in Polish...but...if I know that a good book has been published ...then I'll borrow it in the English language”.

Interviewee 4

Some of them also go to the library to browse, read papers, magazines and occasionally use a reference book. When asked if their library habits have changed over time, the interviewees noted that the frequency of the visits has decreased and some of them added:

“The frequency has changed and now I use their computers and I didn’t in the past”.

Interviewee 2

Although **interviewee 1** said:

“Err...No, not at all...I’m happy with the library services and...and...I don’t see a reason why I should change my habits...Like I say...The services are really good...”.

When asked if they still needed to have access to materials in Polish, despite the fact that they have lived in England for a number of years now, all the respondents agreed that they still use Polish and it is helpful to have access to books and papers in Polish.

“...Oh yes... definitely...that’s kind of handy to have Polish books, newspapers and magazines here in England”.

Interviewee 2

“I like to read in Polish...and it’s not because I don’t know English...I think...I think it’s because you become sentimental about your own culture when you live abroad...”.

Interviewee 5

All interviewees, all the Central Library users, agreed that the libraries meet their needs now, although it has not always been the case:

“In the past, we used to go to the local paper and ’made a lot of noise’ about the library services about what I...or...other ex-

servicemen needed and the paper publicised our case...and this way we got what we wanted...”.

Interviewee 1

“Err... as far as I can see yes, it meets my needs...Although when we arrived here...it took some serious badgering and pleading to start the Polish collection...and the Polish dictionaries were in a miserable state...they weren’t up to standard, they weren’t the newest ones either...I understand they are better now but I don’t need them now that often, if at all... Anyway, the service... it’s improved over time”.

Interviewee 2

“Err...Yes, I think that they do meet my needs...because... libraries are...Hmm...they make your life easier...I think you can say that...it’s something extra in your life...especially for me, that is a person who worked in a steel industry for a good number of years...It’s good service...”.

Interviewee 3

When asked how they had learnt about the library services the interviewees, like the questionnaire respondents, noted that word of mouth was the most popular way of learning about the libraries.

“Err...it is ...I think it is part and parcel of setting down here in England...It happens naturally when you try to make a new life in a foreign country... and you learn about things like a library by going in or by word of mouth”.

Interviewee 5

“How did I learn about the services? I can’t remember... I think by just going to the library... Libraries were not the first thing on your mind when I arrived in here...like I say it’s something extra... “.

Interviewee 4

5.2.2 Interviewees' opinion on the library services

The interviewees were also asked about the information related services provided at a library. Again 'information related services' was viewed as 'acclimatising/settling in' information relating to housing, NHS services or employment. When this kind of service was not a high priority for the questionnaire participants, or at least one could assume so by studying Figure 5.10, for the interviewees this kind of service was not perceived as part of the overall library services.

"Err...err....I don't think you'll find it in a library...But you can get this kind of information at a meeting today, for example, err...there's a meeting for people who want to learn about their rights as the members of EU or...err.. Something about the tax system or mortgages ...and where they get some more information... "

Interviewee 1

"No... I don't think it is the libraries' function. I think that the Poles should and can do it within their communities. There's too much molly-cuddling of people by the government".

Interviewee 2

"Err...so...no... no, I don't think it's libraries job to do that... We've got the Polish club here where we can hold this kind of meetings...so, I think that that we can do it ourselves".

Interviewee 3

The interviewees were also asked about co-operation between their club and the library services to promote the Polish collection and reach out to the Polish communities, as many interviewed librarians admitted that their service did not co-operate with the club, so it was deemed as necessary to find out both sides' stance on this issue.

The interviewees' opinions were divided. Some of them claimed that the co-operation was not necessary now; another interviewee said that it could benefit the Polish Catholic Club that has their premises next door to the ex-servicemen club. One of them said:

"I think they should, but if they don't now... then it's probably our fault... as far as I know have much contact with the necessary people, for example [name of a librarian] as we used to have. Now... now I can't think of anyone".

Interviewee 2

Another question referred to the role, which the libraries in Sheffield played in the interviewees' settling-in process. Again, some of the librarians hoped that their libraries contributed and helped the Polish communities to settle in a foreign country. However, the interviewees were of a different opinion:

"Err... I don't think so... Libraries as such weren't particularly helpful because they weren't aware of our community...And I didn't realise either that there is a Polish Library, here in England and when I found out that it is possible to make an inter-library loan err... then I went to the paper and ...err... again... I got what I wanted".

Interviewee 1

"Well...not really...the Polish books weren't there ...but how could they help? I'd expect the Polish community to help each other, not a library".

Interviewee 2

"No, I don't think they helped me or other Polish people... but perhaps they can help now the younger Polish people who have come here recently. They've got the Polish books now, so it might be easier for them". **Interviewee 5**

The interviewees were also asked about their opinion on the Polish collection. Again, the responses varied and generated some strong opinions.

“...err...I think it’s good enough...because the Polish Library in London has a good selection...Most of the books have been published back in Poland or written and published here in England by the émigré community...the truth is that during the Communist era not many people wrote books so you couldn’t get decent books...but now...err...I think it’s changing...they have more and more good books”.

Interviewee 1

“I think that the collection is good enough...I don’t use it very often but I always find a book that interests me”.

Interviewee 5

However the next two participants were not that positive about the Polish collection:

“They’ve got plenty of romantic books-let’s call them that...not many real Polish books...err there’s plenty of books by...Cartland, yes that kind of book, little criminals and short stories...and you know there aren’t that many Polish authors, they’re all translations and there isn’t much Polish content in them”.

Interviewee 2

“There’s disappointment in the collection...especially recently...the books are... the majority of the books are...the majority of the books in Polish are...translations”.

Interviewee 4

None of the interviewees have ever experienced any problems in using their library. All of them tried to emphasise the fact that the library staff have always been knowledgeable and keen to help with their enquiries.

Finally, the interviewees were asked for their opinion on the libraries in Sheffield. It so happened that all interviewees are the Central Library users.

“Like I say the services are really good...I’ve experienced their services and...they are...they are... run really well...err....I remember when I needed more materials to write an article for a paper ... so the library got me a book about the first king of Poland, from London...so I think it proves that... the libraries then ...can really help you”.

Interviewee 1

“Well the one I know is the Central Library, which is excellent in my opinion. They’ve always been so helpful. They are really good”.

Interviewee 2

“I think their services are really good quality. All the foreign languages have expanded so I think that they try to follow and catch up with the changes around them, which I think is excellent”.

Interviewee 3

“The Central Library... I don’t know about other branches, but the Central Library has been pretty good to us, Polish users”.

Interviewee 4

“It’s a good service, the staff are really helpful... the Polish book section is good enough...In general I’d say that they are good at what they do”.

Interviewee 5

The interviewees all agreed that there were certain areas where the service could improve but the general picture was a positive one. Some of them admitted that the recently arrived Poles would make better judges than the interviewees who did not use the libraries as often as they used to.

5.3 Comparison Between the Two Groups of Respondents

Although two different ways of obtaining the data from those two groups of library users were chosen it is still feasible to make some comparisons of the users' library needs and their opinions on the library services.

Library needs

The Polish collection and availability of Polish materials are quite important issues to both groups of respondents. The elderly generations appreciate having access to Polish books as much as the younger generations do, which can suggest that it does not matter how long a person has lived in England the access to Polish books is equally important for those who have lived here a couple of months or a couple of decades.

Moreover, the quality of the Polish fiction raised a number of issues in both groups. The elderly generation criticised the increasing number of translations into Polish and the lack of truly Polish literature, i.e. written by Polish authors, whereas the younger arrivals complained about a number of books and the quality of them, i.e. they would like to have more interesting books.

The questionnaire results show that contribution to the selection process was of great significance to some of the younger Poles. This was not mentioned by the elderly generations, as in fact they admitted that there were not frequent library users and perhaps due to the fact that many of them were actually involved in starting the collection.

The most obvious different between those groups is the use of the Internet. It was very popular with the younger Poles, whereas it was not of importance for the elderly groups. One needs to bear in mind the context

and the time during which the elderly Poles arrived in Britain, i.e. decades before the Internet gained its popularity.

Users' perspective on the library services

Both groups praised the library services. The questionnaire showed a high score for the overall services, whereas the interviewees admitted that the library authority have always been helpful towards the Polish community.

Although there were a few contentions over the Polish collection in the past, the established generation thought highly about the library personnel. The questionnaire also showed a high score for the satisfaction with the library staff's attitude and service.

The major difference between those groups is their view on whether or not the library services have contributed towards the process of settling in a foreign country. The interviewees clearly stated that this was not the case; as far as the younger questionnaire respondents are concerned one can perhaps speculate that the libraries have made acclimatising in England somewhat easier. The young arrivals indicated that they were pleased with having access to Polish books and free internet played ever so important role as a means of communicating with those back in Poland and also finding information. These proved to be important factors for the newly established communities, which could suggest that the libraries played significant role in the process.

5.4 Results of the Interviews with the Librarians

The interview consisted of six parts. The first part is devoted to the librarians' view on their and their library's role in a multicultural society. The remaining five parts refer specifically to providing library services to the Polish communities: the already established one and the newly arrived Poles.

5.4.1 Library and librarian's role in a multicultural society

A library is often perceived as a hub of community and portal for all local communities and individual users regardless of their background:

"We're actually a hub that can draw all people, no matter what their culture is".

Librarian 1

"This library's role to me... Err...is of access role. It's kind of important ...err...to information, collections that...well....it has to meet that diversity, doesn't it ... so in that sense if I say that we are...we have an access role, that we are a portal".

Librarian 5

Another librarian noticed that libraries actually commemorate diversity:

"We've always thought that we would celebrate different cultures. And I still think that it's an important concept for the libraries (...). Now I think it's got even more complex, as the libraries are also expected to deal with the concept of citizenship and becoming a British citizen".

Librarian 6

The librarians emphasised the fact that their role as a librarian was to communicate with the communities, find out what their needs were, give equal services to all their visitors no matter what their cultural background was and provide them with what they needed in any way that would be

appropriate for their users. One librarian mentioned positive discrimination as a way of tailoring their services to individual users:

“The role is to ensure that we give an equal service to everyone who approaches us for help, whether they’re looking for something. And that may mean giving slightly different service, because we have to make sure that that they get out of the library the same thing as everybody else and they have to leave the library as satisfied as other customers”.

Librarian 3

Another librarian mentioned a close relation between the librarian and library’s role in serving ethnic communities:

“Well, it kind of mirrors the library role in a sense, doesn’t it? It’s about access role, isn’t it? It’s almost like an agent and I have to adapt the way I think... err to meet that diversity, really”.

Librarian 5

Communication with other library employees and library users was also mentioned as part of librarian’s role. It was believed that the library staff should know and follow the city council policy regarding services for ethnic communities and the users needed to be informed about a whole range of library services:

“It is my role to make sure that everybody’s guided up and that everybody is leading in the right direction (...) public often assume that because we haven’t got anything we can’t get anything and that’s a very common assumption ”.

Librarian 1

Part of the library and librarian's role is also provision of materials that reflect the cultural diversity and the customers' various needs:

"Obviously then other part of the role is to make sure that the stock on the shelves again reflect what those customers want".

Librarian 3

However another interviewee emphasised that the provision could not be restricted only to books or papers but it also included different formats and information services:

"It's not only a book collection; it's...err...the information that we have...err...the format we have those collections in really".

Librarian 5

The library services do not have a formal separate policy statement regarding serving ethnic communities, which is a reflection of the government policy towards ethnic minorities that is serving those communities is incorporated into mainstream library services. Many members of the staff participated in the Value in Diversity Course that deals with the council's stance on the many facets of diversity as such, which is viewed as part of the mainstream services and some of the librarians perceive as a positive change from separating it from the rest of the services:

"The council's opinion is that diversity is valued, it doesn't matter what diversity, as it doesn't differentiate between them".

Librarian 1

"We used to have special librarians who had specific place in the system of ethnic minorities, which I think was kind of patronising and that went to the latest restructuring and now everybody is supposed to deal with anybody".

Librarian 4

This attitude permeates the approach to delivering the customer service, where everybody is treated equally and their unique needs are also catered for:

“In a way we offer the service... I hope...it doesn't look different but in certain ways we're providing things which are helping those communities”.

Librarian 3

There were different ways in which the librarians were made aware of the needs of ethnic minority groups. Some of the librarians mentioned working on the counter, learning from other members of staff, other libraries and other council workers as effective ways of finding out about their library users' needs:

“It's about us going out to the community, which I referred to earlier. But it's also about those communities coming to us, telling us what they would like or they are not happy with what we already provide “.

Librarian 5

The same interviewee also emphasised that there might be communities that they were not aware of, as they did not visit their library and it would be within the library's role to visit those communities. At this point the issue of what constitutes a community or a group came up. The interviewee admitted:

“At what point do we actually think about these people as a group? Err... if we think about them as a minority group at all?”

Librarian 5

Another librarian criticised the leadership side in the library services in Sheffield, which could hinder major concepts in the library services provision, e.g. information about individual groups, which was viewed as inadequate to raise awareness about particular groups of library users.

As far as special training to serve ethnic communities is concerned the most popular was The Cultural Awareness Training, that was mentioned by the interviewees on a number of occasions and which used to be run by the council and every member of staff could participate in it. Although the course was praised by the librarians, its main drawback was the scarcity of specific information on the ethnic minority groups, whose characteristics were somewhat general. The course did not include any information on the Polish community at that time because:

“There weren’t that many Polish people coming in this country then as there are now... it was a smaller community and they were pretty well integrated into the English community at that point”.

Librarian 3

The most recent course was Value in Diversity that covered all aspects of diversity, as one of the interviewees said:

“It wasn’t just about communities, ethnic minority communities but also about other legislation that is around lesbian and gay, transsexual and transgender, gender issues, equality issues... and you did it all in one day, so its very general”.

Librarian 6

The course was perceived as more useful for the library managers than for the front line staff, because it dealt with the duties of the local authority and therefore the managers’ duties, too. Nevertheless, the librarians agreed that the front line staff were encouraged to participate in a number of in-house training courses to supplement their knowledge and the library authority were supportive with regard to sponsoring any member of staff to improve their knowledge. Some libraries organised a number of cultural events themselves to raise awareness of the cultural diversity in their local communities but due to resources shortage this kind events had to be abandoned.

5.4.2 Collection management

When asked about demand for Polish materials the answers varied from a definite 'yes' to acknowledging that the demand was growing and that there was no demand:

"As far as I know there hasn't been that much demand... some of them say that they want something in English because they want to learn English".

Librarian 4

At the same time some of the interviewees predicted that the demand would appear and would be growing. Some of the librarians noticed that there was a significantly growing need for Polish or dual-lingual children's books. Two other interviewees had been asked about Polish newspapers and magazines, which they admitted surprised them, as they would expect the Polish users to read them on the Internet.

The issue of the size of a group was brought up again. The decision to start a collection would depend on the number of Polish people in the area:

"If there were a big enough community, I think there would be a collection for them, but if it's just odd people such I have here, it's just not actually worthwhile to actually provide materials for them".

Librarian 2

One librarian noted that the community does not inhabit one part of the city but is well dispersed across Sheffield:

"New arrivals from Poland seem to be living across the city, particularly in Burngreave, Highfield, Uppertorpe, Tinsley, Darnall, Firth Park, Park and probably some places I am not aware of! Our Outreach Service is taking a mobile library to Fletchers

Bakery to engage with the Polish community there and find out what they want from the library”.

Librarian 7

Another librarian noticed that their library would be willing and capable of starting a collection should there was a demand for such books:

“I think there would the capacity to do that if there was enough demand”.

Librarian 4

One of the interviewees confessed that libraries’ role in films and music provision would diminish because there were increasing number of people who obtain those kinds of materials on the internet or install cable television and watched films in their native languages at homes:

“The technology is there now, so perhaps our role is less now than it was but I do think that there will be demand for some people”.

Librarian 6

Many librarians, whose libraries did not hold a Polish collection, believed that starting it would not be problematic. There was high awareness of what the first point of call would be and where to turn for any help by either contacting a particular supplier in London, contacting the Central library that has a collection or by making contact with the professional body and seeking help across the public library network nation-wide.

The Central Library is very satisfied with the co-operation with the Polish Library in London, as every six months they receive a new batch of books, which means that the collection does not, at least theoretically, become stale and unused. The financial side of this agreement between the libraries is more beneficial for the Central library than having the collection provided by a supplier.

This co-operation is not without compromises. In fact, the Central library is not involved in the selection process and consequently does not have any influence on what books they receive. The Sheffield librarian admitted that the lack of linguistic skills prevented them from being involved in the process. However, the interviewed librarian at the Polish Library in London said:

“No, individual libraries aren’t involved in the selection process, as it would be difficult for us to satisfy a list of hundred and fifty specific books, that is how many books the library in Sheffield receives from us. But we would be willing and keen to adjust the literary genre to their users’ needs... but of course the other side has to know what the needs are and have to let us know what they need.”

Librarian 8

Moreover, the Sheffield librarian did not know if the stock had changed over time to cater for the younger generations of Poles. However, the interviewee assumed that the lack of feedback from the Polish users was good news and the collection met the needs.

However, another librarian acknowledged:

“If we had more engagement with the Polish community and we felt we’re getting the right material we would still go back to the Polish library and asked them: ‘Do you have different collections because this one is not relevant?’”

Librarian 6

The lack of linguistic skills was the main reason why the librarians would involve Polish users were they to start a collection. Although some of them admitted that all library users, not only ethnic minorities, should be involved in the selection process to meet their expectations. One interviewee mentioned that putting a request for a particular item was a form of involving individuals in the collection selection.

5.4.3 Promotion

The library that has a Polish collection does not promote it in other ways than via the online library catalogue and by displaying a catalogue of Polish books together with the Polish collection:

“We currently have a catalogue supplied by the Polish Library with all the books they send to us and this is displayed with the Polish books”

Librarian 9

Nevertheless, the librarians used to promote them in the Polish Centre, i.e. a contact point with the community. The same interviewee acknowledged that there should be more targeted promotion around collection but again the difficulty was to appoint someone to do it.

Another librarian admitted that it would be within library manager’s discretion to promote some books by display:

“The staff at the [name of a library] wouldn’t promote it off their own back. I don’t think so. The manager would step in and say: ‘we need to do a display’”.

Librarian 1

This, however, does not seem to be a standard practice in all libraries. In a library that has a small collection of children books in Polish the staff took the initiative to set up a display of Polish books themselves.

As far as the contentious debate over a separate collection versus integrated stock is concerned the opinions varied among the interviewees. Some librarians claimed that it would depend of the size of the collection, the format and whether its fiction or non-fiction. Others argued that it would depend on the users’ preference and their opinion would be sought after to decide where to put a collection. One librarian argued in favour of a separate collection because:

“They might feel frustrated having to look through all English books. And it would be harder for them to find what they want. So it’s nice to have an identifiable collection”.

Librarian 4

However, the same interviewee claimed that Polish fiction translated into English would be put together with the English fiction.

The Central library has the Polish collection in a separate language section but together with all other languages including English. It was viewed that this arrangement would be more helpful for the users than splitting all languages across the library.

5.4.4 Partnership with Polish organisations

None of the librarians were aware of any current co-operations between the library services with the Polish Club or the Ex-servicemen Club. None of the libraries currently collaborated with any of the Polish organisations in Sheffield. The only example is the lending scheme set up with the Polish Circulating Library in London. However, one librarian admitted that there used to be more engagement between the elderly generation of Poles and the library service. The co-operation decreased when the librarian involved with it left work:

“We lost a lot of degree of our engagement when [name of a librarian] left and the old community got very old. We were invited to the Polish club to celebrate the millennium specifically because of the relation with the community. But I might be wrong, as I don’t do think kind of work any more”.

Librarian 6

When asked about who should commence co-operation, one librarian claimed that it was up to an organisation to start the work:

“We don’t work with any organisation at all. Although we would if they asked us to. And I just don’t have time to go and find people to talk to... but I always find time for people who come to me”.

Librarian 2

Another interviewee claimed that due to the organisational structure of libraries and the shortage of outreach workers the co-operation was not perceived as feasible unless the structure changed:

“I would love to be able to say that we’ve got excellent outreach workers, who are sitting there waiting to go out and contact all those groups, that would be wonderful if we did, really. But the structure is wrong...we would have to change the structure so that you can bring up more from the front line staff so that they can produce that outreach work, because the abilities and willingness to do is there, but at the moment they’re tied to their counters”.

Librarian 1

One librarian expressed some criticism about Sheffield authority as not being deeply involved in information provision about ethnic groups. They said that there the information provision was not as a high priority for the local authority as it is for other local authorities.

When asked about their skills, capacities and abilities to establish links with the new Polish communities many librarians admitted their lack of language skills. Nevertheless, some of them did not perceive this as an obstacle, as most of the new Poles could speak English. The biggest problem to overcome was the capacities, especially human resources and the organisational structure:

“There’s lots of good work that a library could do, if we had the staff to do it. But the nature of library system is very much to respond to day-to-day demands of customers and therefore we don’t have as much time to go out and make links with other organisations”.

Librarian 3

Although one librarian admitted that potentially they did have the skills, capacities and abilities but:

“The way we’re geared up is more difficult, because we’re geared up for the community development librarians working in local communities, so if there’s a recognisable community that we can engage with we can actually start addressing their needs. It’s far, far harder if there’s a disparate group of people, who do not use community organisations”.

Librarian 6

This comment reflected the characteristics of the Polish community, who as the same interviewee noted was quite big nation-wide but was also well dispersed. According to the interviewee, the reason for this was the fact that there are many young people coming in, who were looking for employment and moved their homes quite often, worked unusual hours, which all made it more difficult for the libraries to identify and consequently to engage with them.

5.4.5 Other services

This part of the interview dealt with any other services and special information packs that would not be normally provided for the native population but which otherwise be provided for the newly arrived Polish community.

In the past one of the libraries launched a special information booklet on the Polish community. It dealt with the history, customs and other culture-related issues. As one interviewee noticed the packs were very popular among the elderly Polish community:

“It was a way of telling their children and grandchildren: this is our background; this is where we came from and it’s something about us”.

Librarian 6

None of the libraries had any special information packs for their users nowadays due to a number of reasons. Some librarians claimed that their library would be likely to produce any special information packs due to the scarcity of resources and also because they would expect the council to produce them in the first place. Again one librarian pondered on the size of an ethnic minority group and how voiced it was to make the council react to meet their information needs:

“It depends on how big the population is for things to trigger and with the council... this is a problem”.

Librarian 1

Other librarians claimed that they would have some information about their libraries translated in Polish and this would be the only thing they would produce for this group. Some interviewees claimed that producing special information packs was not within their libraries remit:

“I don’t know if it’s our role to provide them...err... I expect other council services to provide something like that”.

Librarian 3

“You can go elsewhere to get information on that sort of thing”.

Librarian 2

One interviewee pointed out at the organisational culture, the leadership issue and the relatively low status of information provision in Sheffield, which might have had an impact on the lack of this kind of resources. Another interviewee assumed that the lack of demand for that kind of service was the reason for not producing the packs:

“If people demanded things like that then we would try to find out but because we haven’t had the demand, we didn’t feel the need”.

Librarian 3

When asked about any support or help the librarians needed some of them said that they would expect collaborative effort to meet the demand. Some librarians were realistic about going through the red tape and how quickly the council reacts to new issues:

“It takes some time to get things established and get someone to do it. But then it’s just a bureaucratic thing with the council it doesn’t react quickly. The will would be there, it’s just a matter of working through the system”.

Librarian 1

Another interviewee admitted that the kind of support they would need would depend on how the library role was perceived:

“If our role is to reach out to communities then yes we would need some support...Again, it’s a question of what they perceive as our role. What our role is and what they expect from us as much as what we see our role is and what we provide them with”.

Librarian 5

One librarian said that they simply did not know if they needed any special support as they had limited knowledge about the Polish users' needs:

"I think the starting point is: we don't know. We're not clear on what the needs are of the newly arrived Polish people. We'd probably stereotype them: most of them are young, most of them speak some English and they come here for work. We need to know more about their intentions, if they want to stay or go back, if they want to have a strong connection with their language, like the elderly generation".

Librarian 6

All the librarians hoped that their library was able to help newly arrived Poles to settle in England. They were conscious as to what libraries could actually do but they also knew that free access to the Internet enabled their Polish users to stay in touch with their friends and relatives, find necessary information and read news about their country:

"I hope that people feel welcomed...there are places for them sit and read; they can use the computers to email people back home and read newspapers in their own language".

Librarian 3

"Hopefully, we're approachable enough for them to ask and we can point them in the right direction, nobody challenges you, you can stay here all day if you want".

Librarian 4

"I think it must be quite difficult to having to do it all yourself when arriving from a different country... We should go that extra mile to help others... So I think that we can help them in a way".

Librarian 2

“There are two ways of helping them. Firstly, by using a British institution, such as a library...so we’re helping them understand how our society functions in that sense and we’re helping them to find information and work...so I think there’s a wide range of ways we can help them”.

Librarian 6

There was one sceptical opinion as to what a library can do:

“Obviously there’s People’s Network that provides good communication with home...err as well as being a good medium for finding information...like I say we’re the hub of community but I don’t think, to be honest, that we can help moving to this country”.

Librarian 3

5.4.6 Librarians’ personal opinion on the service

The librarians were asked what in their opinion would need changing in the service delivery to the new Polish community.

Some interviewees found it hard to answer the question due to the lack of knowledge about the Polish users’ needs and the lack of feedback on the current state of affairs, thus it was difficult for them to outline areas that would need adjusting:

“We haven’t consulted the community to find out if what we’re providing is adequate for them. It’s difficult to know whether people are too polite to say or just accept what is here and don’t complain. And I think that we should consult the community”.

Librarian 3

However, one librarian clearly stated that information and Polish materials provision would need improving and that a major survey would be welcome to find out more about the community’s needs and expectations:

“More information to meet their needs, more stock... we just go by what people say to us, but they may be more open to a survey”.

Librarian 4

The final question was about the interviewees' opinion on the service provision to the new Polish community. The librarians hoped that the users were happy and satisfied with the service delivery, as some of them admitted:

“It's not brilliant but it's probably as much as we'd give to everybody else”.

Librarian 1

“I hope we welcome everybody in the same way...you know... that people from the Polish community wouldn't get any less service than other communities”.

Librarian 3

Again, the same librarian found it difficult to answer the question in depth due to the lack of feedback from the users' side:

“But without speaking to them direct it would be difficult to know whether what we're doing is what they really want”.

Librarian 3

6. FURTHER DISCUSSION

As a result of the questionnaire and interviews, three topics have been selected for further discussion: collection management, responding to ethnic diversity and organisational culture.

6.1 Collection Management

The questionnaire findings indicate that the Polish collection is an important issue for the newly arrived Polish people. Borrowing books, after using the Internet, was the second main reason for visiting a library and scored a high average of 7.94 out of 10 in terms of what is the most important aspect of using a library. 96% (50) of the respondents also indicated that they would like to have access to Polish materials. These findings are of great importance for all of Sheffield's libraries, but in particular to those that do not fully realise the scope of the demand. This study results show the scale of the demand for the materials in Polish and how important it is for the Polish users to have access to them. The Central Library that holds the collection has presented numbers of book issues for each quarter from the last two years (fig. 6.0 and 6.1).

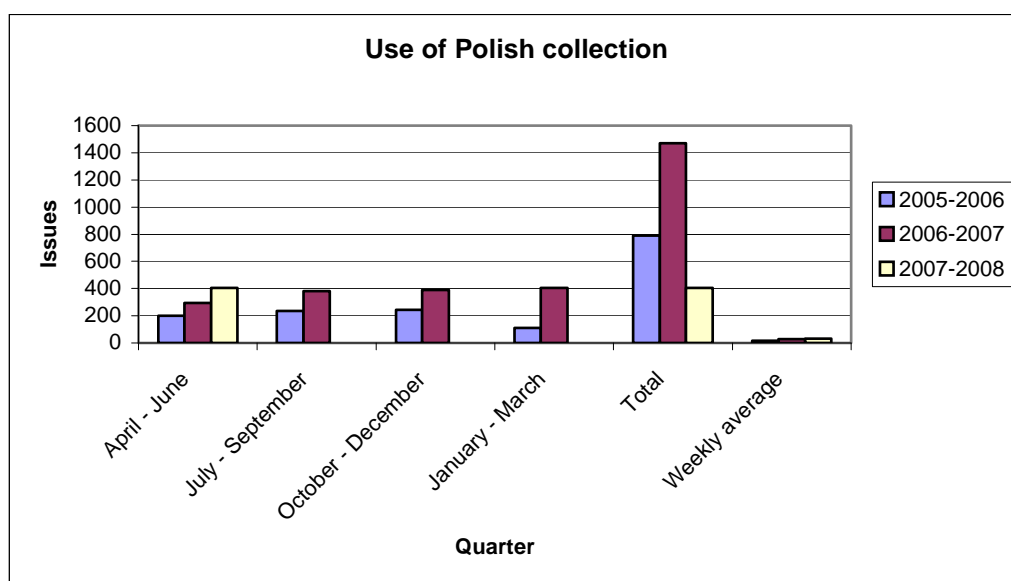


Figure 6.0 Number of Polish book issues 2005-2007as presented by the Sheffield Library Services

	April - June	July - Sept	Oct - Dec	Jan - March	Total	Weekly average	
2005-2006	201	237	242	109	789	15	Total divided by 52
2006-2007	294	382	389	405	1470	28	Total divided by 52
2007-2008	403	Data not available yet			403	31	April - June only divided by 13

Figure 6.1 Exact numbers of Polish books issued 2005-2007 (June) as presented by the Sheffield Library Services.

The questionnaire findings and the loans frequency figures should be a strong incentive for those libraries considering starting a Polish collection. The loans figures show a significant increase in the Polish books loans and the figures nearly doubled within the years 2005 and 2006. Expanding the collection of Polish films, magazines or CDs should also be taken into account given the fact that the majority of the respondents would appreciate access to such materials (96% of the respondents indicated that they would like access to Polish materials).

The fact that many users bring their Polish materials from home or borrow them from friends could suggest that the quality of the Polish collection would need improving and perhaps the Polish users should be consulted in the selection process. The libraries should seriously consider the second suggestion, because some of the Polish interviewees noted that the current collection lack 'Polish works', there are too many translations and the literary genre was not up some interviewees' taste. Although the Polish Library in London made it clear that it would be difficult for them to satisfy many individual requests, but they would be keen on adjusting the book genre to the users' needs. Berger's (2002) study of how ethnic minorities

use public libraries in Denmark shows similar results especially in terms of the importance of materials in minority languages.

Another important issue is promotion of the collection. Although 75% (39) respondents knew of the collection, their main source of information was not the library but their friends. Word of mouth seems to be a very effective way of finding out about the collection (70%-27 respondents), considering the above-mentioned figures. However, it would seem reasonable to expect libraries to come up with their own promotion and not to rely on their users. It would also seem rational to promote the collection in the Polish club and those libraries that do not currently hold any Polish books to reach as many users as possible. Perhaps libraries should make their catalogue of Polish books available online given the fact that the Internet is the most popular reason for visiting a library (90%). Durrani *et al* (1999) claim that book lists are an excellent means of promotion among users and non-users.

6.2 Responding to Ethnic Diversity

The questionnaire and the interviews show that many branch libraries did not realise the scope of the demand for Polish materials. None of the libraries co-operate with the Polish Centre in Sheffield. The Polish collection is promoted in a somewhat passive manner and the vast majority of the new Polish users found out about the library services and the Polish collection from their friends and colleagues. It seems that the library service has yet to respond to their new users' needs. According to Roach and Morrison (1999) many library authorities face a number of challenges in responding to cultural diversity: they do not know what to do; the lack of resources make it difficult for them to meet the demand; there is a lack of willingness to do anything and they have reached their limit and are not willing to change anything. Many Sheffield librarians admitted that they would be willing to provide something extra for the new Polish users should they have the time, finances or staff to allocate. Roach and Morrison's study (1998) confirms this finding. They suggest that re-establishing and reviving community librarianship at a

local level and taking responsibility for their local area services should lead to improvement of services. This seems applicable to the branch libraries in this study, as they have little knowledge of the demand for Polish materials and it was deemed that they were not fully empowered to learn and meet that demand.

In addition, some librarians admitted that the initiative to introduce new services in their library would depend on the size of the local Polish community. Roach and Morrison (1999:116) name the group size dilemma as '*perennial problem of counting numbers rather than focusing on need*'. They claim that the needs of smaller groups can be unnoticed because of the existence of more numeric groups or because other groups can be more voiced about their needs. This statement reflects the findings of this study. One of the reasons as to why many libraries do not realise the scope of the demand is the lack of feedback from the newly arrived Poles, who unlike the elderly generation do not seem that voiced about their needs and do not need to make them public. Another reason may lay in the fact that not many Polish people do not know how to give feedback or realise the value of their opinions of the services. Finally, the newly arrived Poles are dispersed across Sheffield, which, according to an interviewed librarian, makes it more difficult for the library services to reach out to them than to a group that resides one particular part of the city.

A recent radio programme (BBC, 2007) described the ways in which the private service sector has responded to the newly arrived Polish people. A number of banks have introduced new services, such as: Polish mortgage/loans advisors and Polish call centre staff. Many of the banks have also employed Polish-speaking staff and produced a number of information packs on their services in Polish, due to major differences in the banking systems between the two countries, which many Polish people did not realise and put themselves in financial difficulties. Sceptics argue that the private sector, such as banks are more motivated to introduce extra services because they are income generated unlike the public sector, i.e.

libraries. Nevertheless, this programme is just an example how the service sectors have responded to the newly arrived Polish people.

6.3 Organisational Culture

Two organisational issues have arisen out of the data analysis. They can be put together under the umbrella term of *organisational culture*: empowering the front line staff and the bureaucratic side of library services within the local council.

It was felt that the extent of staff empowerment was not equal in all libraries. In some libraries the front line staff took the initiative to set up a promotional display, whereas in others it was the manager's discretion. Moreover, the recent training programme 'Value in Diversity' was perceived as more suitable for the managers than the floor staff, although everybody could attend it. It seems reasonable to follow what one of the interviewed librarians said about training up the library staff and suggest that the managers need to share their knowledge with their staff so that everybody is up to date with the recent policy and practice. It is deemed that the front line staff should have more freedom in promoting the stock and be more involved in the main training programmes. Those issues are crucial to delivering customer focused services, because the front line staff had more contact with the users and were viewed as one of the sources of information for some of the interviewed librarians.

Moreover, many interviewees said that the lack of resources and the organisational structure prevented them from more engagement with the Polish community. Roach and Morrison's study (1998) confirms these findings. They found that few staff are involved in work with the local community and there are a number of issues, such as: skills, training and the expertise of the staff that prevent them from doing so. Again, the partial solution lies in the principles of community librarianship and developing

comprehensive training to all library employees (Roach and Morrison, 1998). Goulding (2006) recommends co-operative, in-house and cascade trainings as ways to empower library employees. Although it was mentioned that the training budget was not an issue in the case of Sheffield libraries, it seems that more can be done to empower the front line staff especially in branch libraries. Jonsson-Lanevska (2005) argues that the level of personalised services depends on the kind of library and it varies between branch, central and regional libraries. According to her, branch libraries tend to have more individual services whereas at the central level, libraries tend to provide more varied materials and be more information oriented. Although the questionnaire showed the vast majority of respondents use the Central library, branch libraries could play a more important role in promoting the Polish materials and in liaising with the community.

The second issue that requires more attention is the place of libraries within the local council. It was felt that the administrative side of the library services and how the council responds to their needs is somewhat slow and hindered by bureaucracy. One librarian brought up the issue of information provision with regard to a specific minority group. It was felt that was either a lack of specific information or the communication among council's departments that would be expected to have such data was hindered by the organisational culture. The interviewee also felt that the information provision service had a relatively low priority on the council' agenda.

Many librarians admitted that they would be willing to introduce new services should things change at the top first. However, the department to which Library Services are placed with at local authority level can also influence their recognition within local government (Goulding, 2006). It seems rather unfortunate that the librarians' willingness and abilities to deliver better services would be deterred by the administrative side of the local government.

7. CONCLUSIONS

The preliminary objectives of this study were:

- 1) To establish the needs of the Polish community from the library service.

As far as the newly arrived Poles are concerned the most important aspect of the library services for them is the access to the Internet. The questionnaire showed that 90% of the respondents visit their library to use the Internet. The second most important aspect of the library services are Polish materials and the Polish book collection. The availability of Polish materials plays a very important role for both age groups of the Polish community. The elderly group would like to have more Polish works and fewer translations. The newly arrived Poles would like to increase the number of Polish books and be involved in the selection process.

- 2) To examine the Polish community's perspective on how the service meets their needs.

Both age groups of the Polish community indicated that they are satisfied with the range of services offered and the way they are delivered. Some of the newly arrived Poles would like to change some aspects of the services, e.g. increase the opening hours or improve the computer software but the overall satisfaction with the library services scored a high 8.3/10 among the newly arrived groups and the elderly interviewees acknowledged that the library services are high-quality and their generation in Sheffield have been well looked after, after initial problems of being ignored when they arrived 60 years ago.

- 3) To establish any similarities and differences between these two groups with regard to the library needs and their opinion of the library services.

Library needs

As it has been said, Polish materials are important for both groups of Poles. Although there are some differences in the quality and quantity of the materials, it is deemed that both groups appreciate having the Polish collection in the Central Library.

The most striking difference between the two age groups is the use of the Internet. It is one of the most popular reasons for visiting a library among the newly arrived Poles, whereas it does not seem to be of significance to the elderly generation.

Users' perspective on the library services

The opinion of both groups regarding the library services is quite high. The community is satisfied with the range of services offered and the library staff, who are perceived as very helpful and caring about their users.

There is a difference between the two Polish groups when it comes to their opinion on the extent to which the libraries have helped them in acclimatising in England. The elderly Poles felt that the help was very limited 60 years ago, whereas it can be concluded that the newly arrived Poles are of the opposite opinion considering their comments on the free Internet and having access to Polish books.

- 4) To examine the library personnel's point of view on the service provision regarding these two groups of the Polish community and to compare the needs of the Polish community with the librarians' understanding of what should be offered.

The librarians show a general awareness of what the newly arrived Poles expect from a library service. They are aware that the Internet is popular among young Poles and plays an important role as a communication medium and as a source of information for them.

The interviewed librarians also know what it takes to serve people of different cultural background and make sure that the Polish community is welcomed at libraries and receives the same service as everybody else, but tailored to their individual needs. The librarians also felt that there are certain obstacles that prevent them from improving their services such as lack of resources and bureaucracy. Nevertheless, their effort to deliver high quality service is appreciated by the Polish users, which the questionnaires results and the Polish interviewees' responses confirm. The interviewed librarians also hope that their service makes the acclimatising process somewhat easier for the newly arrived Poles.

However, there is a lack of knowledge of whether the Polish collection meets the expectations of the younger Poles. Some librarians do not know how big the demand is and what materials would be most welcomed by the younger Polish people. On the other hand, the libraries have not had any feedback from the young Polish users therefore there is the assumption that 'no news is good news', which means that the collection meets the expectations anyway. Due to the lack of linguistic skills the librarians are not aware that the elderly Polish users would like to have 'more Polish' books and if the quality of the Polish books meets the younger Polish users' needs.

Both the librarians and the elderly Polish interviewees realise the fact that in order to establish links between the library service and the community, they need to co-operate with each other and try to maintain the relationship.

Both groups understand the reasons behind the current lack of current co-operation between Polish community and the library services.

Although there are gaps in the library's knowledge of the needs of the new Polish people, the librarians realise the areas of their services they could improve on and understand what capacities, skills and knowledge they could require.

8. RECOMMENDATIONS for FUTURE RESEARCH

This study has intended to examine the library service provision to Polish people who came to Great Britain after world war 2 and after the European Union enlargement three years ago. A number of issues have arisen as a consequence of this study, which would require further investigation:

- Nationwide study of the newly arrived Polish people would be a great advantage to library services nationwide, given the geographical and time-scale limitations of this study. A full study, using triangulation of research methods would provide more knowledge about the library and information needs of the new and fast growing Polish community in Great Britain. It would be an advantage to concentrate on the Polish children materials provision, which this study did not take into account. It is also recommended that the prospective study would also consider the library and information needs of those Poles who are in the transient stage of their residency.
- A detailed examination of the co-operation between public libraries and the Polish Library in London would also be of benefit to both the Polish community and public libraries. This study would need to examine the extent to which public libraries would be likely to start new partnership and whether they would involve the Polish users into selection process.
- A quantitative study would also be required to examine how the front line library staff feel about delivering services to new communities and whether they have the necessary skills, knowledge and abilities to meet the demand.

WORD COUNT: 19,824.

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10. APPENDICES

10.1 Appendix 1: Library Personnel Interview Questions

LIBRARY'S AND LIBRARIAN'S ROLE

1. How would you describe the library's role in a culturally diverse society?
2. How would you describe your role as a librarian in a culturally diverse society?
3. Does your library have an explicit mission statement/programme or policy regarding serving ethnic minority groups?
4. How are you made aware of the needs of ethnic minority groups?
5. Do you receive special training with regard to serving ethnic communities living in Sheffield?

COLLECTION

1. Is there a demand for Polish materials, be they books, DVDs, CDs, papers, magazines?
2. If so, what kind of materials? (Books, newspapers, films, CDs, etc). Adults only or children's too?
3. If your library has Polish materials, do you experience any problems in obtaining Polish materials in English and Polish?
4. Do you involve Polish communities in your stock selection or other materials-related issues?

PROMOTION

1. If your library has Polish materials where do you stock your Polish collection? (Is it integrated or is it stocked as a separate collection?).
2. Do you think that the Polish books you have should be integrated with other materials? Or should they be kept as a separate collection?
3. Do you promote the collection of Polish books?
4. How do you promote other Polish materials?

PARTNERSHIP

1. Does your library co-operate with any Polish organisations?
2. Do you think that your library has the necessary skills, capacities, abilities that are needed to establish links with the Polish groups?

OTHER SERVICES

1. Are there any special services/information provided for the Polish community that would not be normally provided for native population, e.g. leaflets on settling in such as: opening bank accounts or obtaining an NI number?
2. Do you think you need any special facilities/ support to serve the newly arrived Polish communities?
3. Do you have (and display) any information packs for the Polish users?
4. Do you think that your library is able to help the Polish communities (especially the newly arrived ones) to settle in the UK?

PERSONAL OPINION

1. What, in your opinion, would be needed to improve/change the service delivery to the newly arrived Poles?
2. What is your opinion on the service delivery to the Polish communities?

10.2 Appendix 2: Questionnaire (English Version)

QUESTIONNAIRE

I am a student at the University of Sheffield studying to become a librarian. As part of my university masters dissertation I am carrying out a project on the Library Service Provision to Polish communities in Sheffield. As part of the project I am conducting a survey among Polish users of Sheffield libraries. This survey is contributing towards it and I would be very grateful if you could spare me 5 minutes by completing it. All answers will be kept anonymous and held in the strictest confidence. Once you have accomplished the questionnaire, could you please hand it in to the staff behind the counter. Thank you very much.

Are you Polish? YES NO

1. Are you? FEMALE MALE

2. What age group do you belong to?

Below 16 17-26 27-36 37-46 47-56

57-66 over 67

3. Which library do you usually use? (You can select more than one option)

Central Highfield Upperthorpe Ecclesall Manor

CrystalPeaks

YOUR LIBRARY NEEDS

4. Is your library open at convenient times to you?

YES NO

If no, when would you like it to be open? _____.

5. What do you use the library for? (You can select more than one option)

To borrow books To borrow materials to learn English

To borrow films To borrow materials to learn other languages

To borrow CDs To read newspapers and magazines

To browse To use a book for reference

To study To attend meeting/evening

To use the computers To use the Internet

To meet friends

Other reason, please specify _____

6. If you use a computer what do you use it for? **(You can select more than one option)**

To use Word Editor To use the Internet

Other reason, please specify _____ .

7. What do you use the Internet for? **(You can select more than one option)**

To send emails To browse the news To find information

Other, please specify _____

8. If you read books for pleasure/ in your free time, what language do you read in?

Polish English Both Other languages

Please, specify _____

I do not read books

9. How do you obtain materials in Polish? **(You can select more than one option)**

From the library Bring them from home From bookshops

Borrow from friends I do not need/have any materials in Polish

Other, please specify _____

10. In what ways does your library meet your needs? Please, specify:

11. In what ways does your library does **NOT** meet your needs? Please specify:

YOUR PERSPECTIVE ON THE LIBRARY SERVICE

12. Did you know that the Sheffield Public Library has a collection of books in Polish?

YES NO

13. If yes, how did you find out about it? **(You can select more than one option)**

From the library staff

From my friends/work colleagues

I found it in the Central library

Other, please specify _____ .

14. On a scale from 1 to 10, where 1 is the least and 10 is the most, how important is it for you to have materials available in Polish at your library? (Please circle)

Not important 1 2 3 4 5 6 7 8 9 10 Very important

15. On a scale from 1 to 10, where 1 is the least and 10 is the most, how important is it for you to have some influence on the selection of the materials available in Polish? (Please circle)

Not important 1 2 3 4 5 6 7 8 9 10 Very important

16. On a scale from 1 to 10, where 1 is the least and 10 is the most, which of the following are the most important to you in your use of the library?

Books	1	2	3	4	5	6	7	8	9	10
PCs	1	2	3	4	5	6	7	8	9	10
DVDs and CDs	1	2	3	4	5	6	7	8	9	10
Range of services available	1	2	3	4	5	6	7	8	9	10
Library Staff	1	2	3	4	5	6	7	8	9	10
Opening hours	1	2	3	4	5	6	7	8	9	10

17. On a scale from 1 to 10, where 1 is the least and 10 is the most, how satisfied are you with:

the overall library service	1	2	3	4	5	6	7	8	9	10
the library staff	1	2	3	4	5	6	7	8	9	10
the Polish books provision	1	2	3	4	5	6	7	8	9	10
other Polish materials provision	1	2	3	4	5	6	7	8	9	10
the availability of PCs	1	2	3	4	5	6	7	8	9	10
the opening hours	1	2	3	4	5	6	7	8	9	10

18. How did you find out about what services are available? **(You can select more than one option)**

From friends/ work colleagues From advertisements
 From the local newspaper At your work place

Other, please specify _____

19. Have you had any problems in using the library?

NO YES

Please specify _____

20. Is there anything you would like to change in the ways the library services are provided? _____

21. Any other comments?

TO THE PARTICIPANTS:

I have read and understood the research and participation information and give my informed consent to use the information given in the questionnaire.

Signed _____ Date _____

THANK YOU FOR YOUR PARTICIPATION!

10.3 Appendix 3: Polish Version of the Questionnaire

POLSKA ANKIETA

Ponizszy kwestionariusz jest czescia pracy magisterskiej, ktora ma na celu zbadanie Swiadczenie Usług przez Biblioteki Publiczne w Sheffield dla Polskiej Spolecznosci mieszkajacej w Sheffield. Praca magisterska jest prowadzona przez studentke studiow podyplomowych na Wydziale Studiow Informatycznych na Uniwersytecie w Sheffield. Wypelnienie tej ankiety nie powinno zabrac wiecej niz 5 minut. Po wypelenieniu kwestionariusza, **prosze o zwrocenie go personelowi biblioteki**. Wszystkie dane beda zachowane w scislej poufnosci. Dziekuje bardzo za czas poswiecony na przeczytanie i wypelnienie formularza.

1. Jesteś? Kobieta Mężczyzna
2. Do której grupy wiekowej należysz?
Ponizej 16 17-26 27-36 37-46 47-56
57-66 Powyzej 67
3. Z której biblioteki korzystasz (**Zaznacz wszystkie opcje, ktore pasuja**)
Central Highfield Upperthorpe Ecclesall Manor Crystal Peaks
Inne biblioteki, prosze podaj _____ .

W JAKIM CELU ODWIEDZASZ BIBLIOTEKI

4. Czy Twoja biblioteka jest otwarta w dogodnych dla Ciebie godzinach?
TAK NIE
Jezeli nie, to w jakich godzianch chcialabys/chcilbys, zeby biblioteka byla otwarta? _____
5. W jakim celu korzystasz z bibliotek? (**Zaznacz wszystkie opcje, ktore pasuja**)

Pozyczyc ksiazki	<input type="checkbox"/>	Pozyczyc materialy do nauki angielskiego	<input type="checkbox"/>
Pozyczyc filmy	<input type="checkbox"/>	Pozyczyc materialy do nauki innych jezykow	<input type="checkbox"/>
Pozyczyc CDs	<input type="checkbox"/>	Poczytac gazety i magazyny	<input type="checkbox"/>
Poprzegladać	<input type="checkbox"/>	Uzyc ksiazki informacyjnej	<input type="checkbox"/>
Postudiowac	<input type="checkbox"/>	Uczestniczyc w spotkaniu/wieczorze autorskim	<input type="checkbox"/>
Skorzystac z komputera	<input type="checkbox"/>	Skorzystac z Internetu	<input type="checkbox"/>
Spotkac sie ze znajmomymi	<input type="checkbox"/>		

Inne powody, prosze podaj _____

6. Jezeli korzystasz z komputera w jakim celu go uzywasz? **(Zaznacz wszystkie opcje, ktore pasuja)**

Zeby uzyc edytora tekstu Word Zeby skorzystac z Internetu

Inne powody, prosze podaj _____ .

7. W jakim celu korzystasz z Internetu? **(Zaznacz wszystkie opcje, ktore pasuja)**

Wyslac email Przejrzec wiadomosci Znalezc informacje

Inne powody, prosze podaj _____

8. Jezeli czytasz ksiazki w wolnym czasie, w jakim jezyku czytasz?

Polskim Angielskim Obydwo W innych jezykach

Prosze, podaj w jakich innych jezykach czytasz ksiazki _____

Nie czytam ksiazek

9. W jaki sposob pozyskujesz materialy w jezyku polskim? **(Zaznacz wszystkie opcje, ktore pasuja)**

Pozyczam z biblioteki Przywoze z domu Kupuje w ksiegarni

Pozyczam od znajomych Nie potrzebuje materialow w jezyku polskim

Uzyskuje je w inne sposoby, prosze podaj _____

10. W jaki sposob biblioteki zaspokajaja Twoje potrzeby? Prosze, opisac:

11. W jaki sposob biblioteki **NIE** zaspokajaja Twoich potrzeb? Prosze, opisac

TWOJA OPINIA O BIBLIOTEKACH I ICH USLUGACH

12. Czy wiesz, że Biblioteki Publiczne w Sheffield posiadają kolekcje książek w języku polskim?

TAK NIE

13. Jeśli wiesz o tym, to skąd się dowiedziałas/dowiedziałeś? **(Zaznacz wszystkie opcje, które pasują)**

Od personelu biblioteki

Od znajomych/współpracowników

Znalazłam/em je w Bibliotece Głównej

W inny sposób, proszę podaj _____

14. W skali od 1 do 10, gdzie 1 stanowi najmniejsza wartość a 10 największa, jak ważne jest to dla Ciebie, aby mieć dostęp do materiałów w języku polskim w twojej bibliotece? (Proszę zakres)

Nie ważne 1 2 3 4 5 6 7 8 9 10 Bardzo ważne

15. W skali od 1 do 10, gdzie 1 stanowi najmniejsza wartość a 10 największa, jak ważne jest to dla Ciebie, żeby mieć wpływ na wybór polskich materiałów dostępnych w bibliotece? (Proszę zakres)

Nie ważne 1 2 3 4 5 6 7 8 9 10 Bardzo ważne

16. W skali od 1 do 10, gdzie 1 stanowi najmniejsza wartość a 10 największa, które z poniższych jest dla Ciebie najważniejsze w korzystaniu z biblioteki?

Książki	1	2	3	4	5	6	7	8	9	10
Komputery	1	2	3	4	5	6	7	8	9	10
DVDs i CDs	1	2	3	4	5	6	7	8	9	10
Inne usługi	1	2	3	4	5	6	7	8	9	10
Personel	1	2	3	4	5	6	7	8	9	10
Godziny otwarcia	1	2	3	4	5	6	7	8	9	10

17. W skali od 1 do 10, gdzie 1 stanowi najmniejsza wartość a 10 największa, jak zadowolona/ny jesteś z:

Ogólnych usług bibliotek	1	2	3	4	5	6	7	8	9	10
Personelu w bibliotekach	1	2	3	4	5	6	7	8	9	10
Polskiej kolekcji książek w Głównej Bibliotece	1	2	3	4	5	6	7	8	9	10
Innych materiałów po polsku	1	2	3	4	5	6	7	8	9	10
Dostępności komputerów	1	2	3	4	5	6	7	8	9	10
Godzin otwarcia	1	2	3	4	5	6	7	8	9	10

18. Jak się dowiedziałas/les o tym co oferują biblioteki w Sheffield? **?(Zaznacz wszystkie opcje, które pasują)**

Od znajomych/współpracowników Z ogłoszeń
Z lokalnej gazety Z miejsca pracy

W inny sposób, proszę podaj _____

19. Czy miałas/les jakikolwiek problem w korzystaniu z bibliotek?

NIE TAK Proszę opisz _____

20. Czy jest coś co chciałabys/chciałbys zmienić w sposobach dostarczania usług bibliotecznych w Sheffield?

21. Inne komentarze?

DLA OSOBY UCZESTNICZĄCEJ:

Podpisem swym zaświadczam, że przeczytałam/lem i zrozumiałam/lem informacje dotyczące mojego uczestnictwa oraz cel tego projektu oraz wyrażam zgodę na wykorzystanie mojej informacji.

Podpisano _____ Data _____

DZIEKUJE ZA WYPELNIENIE ANKIETY

Appendix 4: Questionnaire Results

L/L-local library; **C**-Central; **H**-Highfield; **U**-Upperthorpe; **E**-Ecclesall; **M**-Manor; **C/P**-Crystal Peaks; **O**-Other

Questionnaire Number	Q 1	Q 2	Q 3							Q 4
	Gender	Age group	L/L							Happy with opening hours?
				C	H	U	E	M	C/P	O
1	F	17-26	1							Y
2	M	17-26	1							Y
3	F	17-26	1							Y
4	F	17-26	1							Y
5	F	17-26	1							Y
6	F	27-36		1						Y
7	F	17-26	1	1						Y
8	F	17-26		1						Y
9	M	17-26	1							Y
10	F	17-26	1							Y
11	M	17-26	1							Y
12	M	17-26	1							Y
13	M	17-26	1							Y
14	F	17-26	1							Y
15	M	27-36	1				1			N
16	F	17-26	1							Y
17	F	17-26	1							Y
18	M	17-26			1					Y
19	M	17-26			1					Y
20	M	17-26	1							Y
21	F	17-26	1							Y
22	M	17-26		1						Y
23	F	17-26		1						Y
24	F	17-26	1							Y
25	M	17-26	1							Y
26	F	17-26	1							N
27	M	17-26	1							Y
28	M	17-26	1							Y
29	F	17-26	1							Y
30	M	17-26	1							N
31	F	17-26	1							Y
32	F	17-26	1							Y
33	M	27-36	1							N
34	M	37-46	1							Y
35	F	17-26	1							Y
36	M	17-26	1							Y
37	F	17-26	1							Y
38	M	37-46	1							Y
39	F	27-36				1				Y
40	M	27-36				1			1	Y

41	F	27-36				1				Y
42	F	17-26				1				Y
43	M	17-26	1	1						Y
44	M	17-26	1						1	Y
45	M	17-26	1							Y
46	M	27-36	1	1						Y
47	M	17-26	1	1						Y
48	F	37-46	1							Y
49	M	37-46		1						N
50	M	17-26				1				Y
51	F	17-26	1							Y
52	F	17-26					1		1	Y
	F=26		33	5	2	4	2	0	3	47
	M=26	0.0%	62%	10%	3.8%	8%	3.8%	0.0%	5.8%	90.4%

Central only-33users; Highfield only-5; Upperthorpe only-2; Ecclesall only-4

Q/N-questionnaire number; **B/B**-borrow books; **B/F**-borrow films; **B/CDs**-borrow CDs; **B**-browse; **S**-study; **U/PCs**-use PCs; **M/F**-meet friends; **B/M/L/E**- borrow materials to learn English; **B/M/O/L**-borrow materials to learn other languages; **R/P/M**- read paper/magazine; **U/R/B**-use a reference book; **A/M/E**-attend meeting/evening; **O**-other

Q/N	Q5												
	B/B	B/F	B/CD	B	S	U/PC	M/F	B/M/L/E	B/M/O/L	R/P/M	U/R/B	A/M/E	O
1	1			1		1							
2	1	1				1		1					
3	1					1							
4	1					1							
5						1							
6	1	1				1		1		1			
7						1							
8	1			1		1		1		1			
9	1					1		1					
10	1					1							
11						1							
12	1					1							
13	1					1							
14	1					1							
15	1		1			1							
16	1					1							
17						1		1					
18	1					1							
19						1							
20	1					1		1					
21	1					1							
22	1			1		1		1					
23	1												
24	1					1		1					

25	1					1							
26	1					1				1			
27	1					1							
28	1					1							
29	1												
30						1							
31	1												
32	1			1	1	1							
33	1					1							
34				1		1		1			1		
35	1					1							
36						1							
37						1							
38	1			1		1		1					
39		1	1			1		1					
40		1	1			1		1					
41						1							
42						1							
43						1							
44	1					1							
45	1			1	1	1	1						
46						1							
47	1					1							
48	1	1	1	1									
49						1							
50	1							1					
51	1	1	1			1	1			1			
52						1		1	1				
	35	6	5	8	2	47	2	14	1	3	2	0	0
	67.3%	11.5%	9.6%	15.4%	3.8%	90.4%	3.8%	26.9%	1.9%	5.8%	3.8%	0.0%	0.0%

Q/ N	Q6			Q7			
	Word editor	Internet	Other	Send emails	Browse the news	Find information	Other
1	1	1		1	1	1	
2		1		1	1	1	
3	1	1		1	1	1	
4		1		1	1	1	
5	1	1		1	1	1	
6	1	1		1	1	1	
7		1		1	1	1	
8	1	1		1	1	1	
9	1	1		1	1	1	
10		1		1			
11	1	1		1	1	1	
12	1	1		1	1	1	
13		1			1		
14	1	1		1	1	1	

15		1		1		1	1
16	1	1		1	1	1	
17		1		1	1	1	
18		1		1	1	1	
19	1	1		1	1	1	
20		1		1	1	1	
21		1		1	1	1	
22		1		1	1	1	
23							
24		1				1	
25		1		1		1	
26	1	1		1	1	1	
27	1	1		1	1	1	
28	1	1		1	1	1	
29							
30		1		1	1	1	1
31							
32		1		1	1	1	
33		1		1	1	1	
34	1	1		1	1	1	
35	1	1		1	1	1	
36	1	1		1	1	1	
37		1		1	1	1	
38	1	1		1			
39		1				1	
40		1			1	1	
41		1			1	1	
42	1	1				1	
43	1	1		1	1	1	
44		1		1	1	1	
45		1		1		1	
46		1		1	1	1	
47	1	1	1		1		1
48							
49		1			1	1	
50							
51	1	1		1	1	1	
52		1			1	1	
	22	47	1	38	39	43	3
	46.8%	100%	2.1%	80.9%	83%	91.5%	6.4%

Q8			Q9					
Polish	English	Other	Library	Home	Bookshop	Friends	Do not need Polish materials	Other
1	1		1	1		1		
1	1		1	1		1		
1	1		1	1		1		

1			1					
1	1			1		1		
1	1				1	1		
1								1
1	1					1		
1	1		1			1		
1			1	1		1		
1	1			1		1		
1	1			1				
1				1		1		
1	1		1	1		1		
1	1		1					
1	1			1				
1			1			1		
1				1		1		
1	1			1			1	
1	1		1	1		1		
1			1	1		1		
1				1	1			
1	1		1					
1			1	1				1
1	1		1	1		1		
1			1	1		1		
1			1	1				
1				1				
1	1		1		1			
1			1	1				
1				1		1		
1	1			1		1		
1	1			1		1		
1			1					
1	1			1				
							1	
1				1		1		
1				1	1	1		
1				1				
1	1		1	1		1		
1	1		1					
1						1		
1	1		1			1		
1				1		1		
1				1				
1	1		1	1		1		
1				1		1		
51	26	0	25	34	4	29	2	2
98.1%	50.0%	0.0%	48.1%	65.4%	7.7%	55.8%	3.8%	3.8%

Q 12	Q 13		
Do You know of Polish collection	Found out from library staff	Found out from friends/colleagues	Found it myself in the Central Library
Y		1	
Y		1	
Y			1
Y		1	
Y	1	1	
Y	1		1
Y			1
Y		1	
Y		1	
Y		1	
Y			1
Y			1
Y		1	
Y		1	1
Y		1	
Y			1
Y		1	
N			
N			
N			
Y		1	
Y		1	
Y		1	
Y	1	1	
Y	1		
Y	1	1	
Y		1	
Y	1	1	
Y		1	
N			
Y			1
Y		1	
Y		1	1
N			
Y	1		
Y	1		
Y		1	
Y			1
N			
N			
Y		1	
Y		1	
N			
Y		1	
N			
N			
Y	1		

Y		1	
N			
N			
Y		1	
N			
39	9	27	10
75.0%	23.1%	69.2%	25.6%

Q 14	Q 15
How important is it to have Polish materials?	How important is it for you to have some influence on the selection of Polish materials?
10	5
10	5
10	5
8	9
6	8
3	3
10	10
5	5
9	7
9	7
7	5
1	1
5	5
8	7
7	8
3	3
5	6
5	1
10	1
5	1
9	4
6	4
10	10
7	4
5	7
5	10
10	10
10	10
10	10
10	10
6	6
10	10
5	5
10	5
10	10
4	5
4	4
10	7
1	1

1	1
10	10
6	5
6	8
10	10
7	6
7	7
10	8
6	6
10	10
8	10
10	10
10	10
7.29	6.44

Q 16: R/S-range of services; L/S-library staff; O/H-opening hours

Q 17: L/S-library staff; P/B/P-Polish book provision; O/P/M/P-other Polish materials provision; A/PC-availability of PCs; O/H -opening hours.

Q 16 Importance of						Q 17 Satisfaction with...					
	Books	PCs	DVDs/CDs	R/S	L/S		O/H	Overall Library Service	L/S	P/B/P	O/P/M/P
10	10	10	3	3	10	10	9	10	5	10	10
10	10	9	4	5	5	10	10	9	5	8	5
10	10	10	5	5	5	10	10	10	5	10	10
7	9	4	5	5	5	7	8	3	3	9	9
6	10	10	4	10	10	8	10	3	3	10	10
10	7	10	6	9	9	10	10	4	5	10	9
5	10	5	5	5	7	5	5	5	5	5	7
5	10	1	1	10	10	10	10	5	5	10	10
9	9	7	5	5	7	9	10	8	6	9	9
9	8	7	5	8	6	9	10	8	6	8	9
7	10	7	5	7	8	8	9	5	5	9	8
5	10	1	1	3	4	9	3	3	3	9	10
10	10	5	2	3	5	9	5	8	6	8	5
9	9	4	4	8	9	9	9	8	8	9	9
10	10	10	4	5	9	7	7	7	5	8	2
8	10	1	9	10	10	9	10	3	3	8	9
5	7	2	3	5	5	5	7	5	3	6	6
5	10	3	1	10	10	6	10			4	6
5	10	10	5	5	5	10	10			10	10
10	10	10	10	10	10	10	10			10	10
9	6	2	2	2	2	9	5	9	9	7	8
10	8	9	5	7	9	8	8	7	3	10	9
10	10	9	9	10	10	9	8	8	10	10	10
8	5	4	3	9	9	7	8	7	6	6	8
8	6	4	4	9	9	7	8	6	5	4	7
7	10	6	6	8	10	7	7	4	3	8	2
8	7	2	5	10	8	9	9	9	8	9	9

10	10	8	7	9	10	10	10	5	5	8	10
10	1	1	1	10	10	10	10	6	9	1	7
10	10	4	5	8	10	8	10			9	3
10	10	7	6	8	8	9	9	5	5	8	8
10	4	4	10	10	10	9	10	6	4	4	9
7	10	5	5	10	7	8	10	6	5	7	7
5	10	5	5	10	7	9	10			9	8
10	10	7	7	9	9	10	10	10	10	10	10
9	8	6	3	7	9	7	6	5	5	7	7
4	10	8	5	8	10	8	10	9	8	5	7
10	10	8	9	10	1	5	8	7	9	7	4
5	10	5	1	10	10	7	8			7	8
5	10	5	1	9	5	10	10			10	10
5	10	5	4	7	7	8	8	6	6	7	7
5	10	5	4	8	9	9	9	9	7	10	9
5	10	5	8	8	10	8	8			4	6
8	9	5	5	10	9	9	10	5	5	7	7
6	9	6	5	3	10	10	10			10	10
7	10	7	4	8	6	4	7			8	6
7	9	5	4	9	9	8	8	5	5	7	8
10	5	10	5	9	10	8	9	7	6	5	9
10	9	8	5	5	8	8	8			5	3
10	5	3	2	2	4	7	5			5	4
10	8	10	7	5	5	9	7	7	7	7	5
10	10	10	3	2	10	7	5			4	5
7.94	8.81	6.04	4.65	7.31	7.87	8.29	8.46	6.46	5.67	7.60	7.56

Q 18 How did you find out what is available?					Q 19
From friends	From local paper	From Adverts	From Workplace	From Other	Have you ever had any problems?
1					NO
1					NO
1					NO
1					NO
1					NO
		1			NO
1					NO
			1		NO
1					NO
1					NO
1					NO
				1	NO
1					NO
1					YES
1					NO
				1	NO
1					NO
1					NO

1					NO
			1		NO
1					NO
			1		NO
1					NO
1					NO
1					NO
				1	NO
1					NO
1					NO
1					NO
1					NO
1					NO
1					NO
1					NO
			1		NO
		1			NO
		1			NO
1					NO
				1	NO
				1	NO
				1	NO
1					NO
1					NO
			1		NO
1					NO
1					NO
1					NO
1					NO
1					NO
1					NO
			1		NO
1					NO
1					NO
37	0	3	6	6	98.08%

Q18: due to a design flaw the findings for 'friends' and 'work' category are considered together as well as the findings for 'newspaper' and 'advertising'.

Appendix 5: Sample of an Interview Transcript

LIBRARY'S AND LIBRARIAN'S ROLE

How would you describe the library's role in a culturally diverse society?

Hmm, I suppose just to provide for any member, to make sure to give them what they require, whoever comes in we try to serve them in whatever way is appropriate for them.

How would you describe your role as a librarian in a culturally diverse society?

We try to make sure we've got the materials that are appropriate for whoever came in and who couldn't speak English, we could cope with that by either way, by having translation available or by having materials in that language. Does your library have an explicit mission statement/programme or policy regarding serving ethnic minority groups?

Ah! I thought we had some but I couldn't find anything in particular... Cultural diversity is now part of a whole diversity and it comes with the policy about disability and all sorts of quality issues.

Would you say that cultural diversity is mainstream policy?

Yeah... It's where the thinking came from). We used to have special librarians who had specific place in the system of ethnic minorities and that went to the latest restructuring and now everybody is supposed to deal with anybody. It was kind of a kind of patronising way

How are you made aware of the needs of ethnic minority groups?

Not at all... I suppose they may start such a demand, ask about the services when they come in the library but also by talking to people in the community, those who tend to rely on us, other library, workers in other areas, or other council workers, or community workers, all sorts of different [workers]. It is such a network that we just hear about it or by a house visitor,