What works to engage library non-users appendix

June 2025

Contents

1 Overview of appendix

This appendix should be read alongside the report *What works to engage library non-users.* It includes the following:

Technical note

- Development sessions with key stakeholders

- Open link survey for frontline staff

- General population survey and advanced analytics

- Outputs

Detailed intervention prioritisation process

- Stakeholders prioritised the interventions to identify a short-list to take forward for a more focused discussion

Research materials used for the research

- Development session discussion guide

- Open link survey questionnaire

- General population survey questionnaire

- Materials used for the intervention design workshop

- Materials used for the intervention development workshop

2 Technical note

This research took a mixed-methods approach, including development sessions with key stakeholders, an open link survey for frontline staff, and a nationally representative survey with advanced analytics.

2.1 Development sessions with key stakeholders

The study commenced with a series of three development sessions, one with each of the following groups: DCMS staff, Heads of Library Services, and library branch managers. These workshops provided invaluable perspectives on the barriers and enablers of library use, informing the design of the subsequent survey questionnaire and later workshops focused on intervention approaches.

Two workshops were completed online via Zoom, and one was in person. Given the geographical spread of session participants, two sessions were held online. As most DCMS libraries teams members were based in London, this workshop was held in-person. The development sessions were made up of 23 participants in total.

Stakeholder group	Number of participants in development sessions	Format
DCMS libraries team	5	2 hours, in person
Heads of Library Services	9	2 hours, online via Zoom
Library branch managers	9	2 hours, online via Zoom

Heads of Library Service and library branch manager participants were recruited to include those from a mix of regional locations, both urban and rural areas, representing types of library services, and libraries serving a wide range of local populations. Each session was run by two Ipsos facilitators. The structure of each session followed a discussion guide and involved both plenary and break-out sessions with participants. The broad flow of discussion included:

- Introduction: ensuring informed consent was gained and explaining the purpose of the research.

- The library context: gathering stakeholder views of the context for, and challenges faced by libraries.

- Barriers and enablers: gathering stakeholder perceptions of library users and non-users and gathering views on barriers and enablers identified in previous qualitative research1 including any that stakeholders felt were missing.

- Reflections on engagement and feasibility: exploring how participants would encourage library engagement among non-users.

- Wrap up and next steps.

2.2 Open link survey for frontline staff

A short open link survey was developed to gather the views of frontline staff about engaging library non-users (see section 5.2 Open link survey questionnaire), particularly those who may not have had the opportunity to sign up for the development sessions mentioned in the section above (see section 2.1).

This survey was accessible to anyone with the provided unique URL, which was distributed via Libraries Connected through its bulletin and online network. The invitation text and the open link survey URL were initially shared with frontline staff on 15 January 2025. A final call message was sent out on 4 February 2025, and the survey closed on 5 February 2025.

We achieved 602 completions in total, and 13 were removed during the cleaning process (for example, they had selected prefer not to say and don't know on all the questions or did not confirm to be a frontline staff member). Of the total, 589 complete responses were considered valid and were thematically analysed to inform intervention design and support discussions around practicability.

2.3 General population survey and advanced analytics

2.3.1 UK KnowledgePanel

The following section provides technical details about the KnowledgePanel online survey with library non-users, conducted between 30 January 2024 and 5 February 2025.

2.3.2 Recruitment to the panel

KnowledgePanel panellists are recruited via a random probability unclustered address-based sampling method. This means that every household in the UK has a known chance of being selected to join the panel. Letters are sent to selected addresses in the UK (using the Postcode Address File) inviting them to become members of the panel. Invited members can sign up for the panel by completing a short online questionnaire or by returning a paper form. Up to 3 members of the household are able to sign up to the panel. Members of the public who are digitally excluded are

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[1] https://www.gov.uk/government/publications/barriers-to-library-use-qualitative-research-report

able to register to the KnowledgePanel either by post or by telephone. They are given a tablet, an email address, and basic internet access which allows them to complete surveys online.

2.3.3 Conducting the survey

The survey was designed using a 'mobile-first' approach, which took into consideration the look, feel and usability of a questionnaire on a mobile device. This included:

- A thorough review of the questionnaire length to ensure it would not over burden respondents from focusing on a small screen for a lengthy period.

- Avoiding the use of grid style questions (instead using question loops which are more mobile friendly).

- Making questions 'finger-friendly' so they're easy to respond to.

The questionnaire was also compatible with screen reader software to help those requiring further accessibility.

2.3.4 Sample and weighting information

This general population survey was conducted on the KnowledgePanel between 30 January 2025 and 5 February 2025. In total, 4,243 interviews with library non-users (defined as those who have not used or accessed local public library services within the 12 months before the survey) were achieved with residents across England aged 17+.

2.3.5 Sample

The KnowledgePanel is a random probability survey panel. Therefore, the KnowledgePanel does not use a quota approach when conducting surveys. Instead, invited samples are stratified when conducting waves to account for any profile skews within the panel.

The sample was stratified by education and country.

A total of 12,879 respondents in England aged 17+ were selected and invited to take part in the survey. Of these, 7,252 respondents completed the screener questions of the survey – a response rate of 56.3%.

Out of those, 4,748 qualified at the screener question as library non-users, and of those 4,243 completed the full survey.

2.3.6 Weighting

The following weighting spec was applied to the data in line with the target population profile to ensure the survey results are as representative of the target population as possible.

One person per household was allowed to complete this survey. To account for this and varying household sizes, we employed a design weight to correct for unequal probabilities of selection of household members.

Two sets of calibration weights have also been applied using the latest population statistics relevant to the surveyed population to correct for imbalances in the achieved sample.

The first set of calibration weights was applied for those that answered the screener question meant to distinguish between library users and non-users. For this set, the weights were applied in two stages:

- The first set of variables were an interlocked variable of Gender by Age (*using ONS 2022 mid-year estimates as targets*), and region (*using ONS 2022 mid-year population estimates*).

- The second set were Indices of Multiple Deprivation (quintiles) (*ONS mid-year estimates 2022*) Education (Annual Population Survey Oct 2022-Sep 2023), Ethnicity (*APS October 2022 – September 2023*) and number of adults in the household (*ONS census 2021*).

The below tables present the weighting profile targets for respondents who answered the screener question (Q1SCREENER):

Age & Gender				
	Male	Female	In another way	PNTS
16-24	6.6%	6.3%	0.2%	0.0%
25-34	8.3%	8.2%	0.1%	0.2%
35-44	7.7%	7.8%	0.1%	0.2%
45-54	8.1%	8.3%	0.0%	0.3%
55-64	7.2%	7.5%	0.1%	0.3%
65-74	5.8%	6.3%	0.1%	0.0%
75+	4.4%	5.9%	0.0%	0.1%

Region	
North East	4.8%
North West	13.1%
Yorkshire And The Humber	9.8%
East Midlands	8.7%
West Midlands	10.5%
East Of England	11.1%
London	15.7%
South East	16.3%
South West	10.2%

IMD Quintiles	
1	20.0%
2	20.0%
3	20.0%
4	20.0%
5	20.0%

Education	
Degree level or above	30.0%
Below degree level	68.3%
Prefer not to say/Not stated	1.7%

Ethnicity	
White	84.3%
Non-White	13.3%
Don't know/Prefer not to say	2.4%

Number of adults in the household	
One adult	18.2%
Two or more adults	81.9%

The second set of weights was applied using data from those identified as library non-users at the screener question (Q1SCREENER). This was applied to give the profile of library non-users to those that completed the full survey.

Age & Gender				
	Male	Female	In another way	PNTS
16-24	5.2%	6.1%	1.5%	1.5%
25-34	9.6%	7.6%	1.5%	1.5%
35-44	7.6%	6.4%	1.5%	1.5%
45-54	9.0%	8.7%	1.5%	1.5%
55-64	8.3%	8.0%	1.5%	1.5%
65-74	6.2%	5.7%	1.5%	1.5%
75+	4.8%	5.5%	1.5%	1.5%

Region	
North East	4.9%
North West	12.4%
Yorkshire And The Humber	10.1%
East Midlands	9.3%
West Midlands	11.2%
East Of England	11.0%
London	15.0%
South East	15.5%
South West	10.7%

IMD Quintiles	
1	19.9%
2	20.7%
3	19.6%
4	19.5%
5	20.4%

Education	
Degree level or above	26.5%
Below degree level	71.8%
Prefer not to say/Not stated	1.7%

Ethnicity	
White	86.3%
Non-White	11.7%
Don't know/Prefer not to say	2.0%

Number of adults in the household	
One adult	17.6%
Two or more adults	82.4%

2.3.7 Advanced analytics

This survey, conducted by KnowledgePanel, included advanced analytics techniques to help address the study's objectives such as understanding which barriers to libraries are most and least important for library non-users, how barriers to libraries interact with each other, if at all, and how

barriers to libraries differ by subgroup (either attitudes or socio-demographic). In order to address these research aims, the techniques: Maximum Difference Scaling (MaxDiff), Bayes Net (BN) and segmentation were implemented in this survey.

2.3.8 Maximum Difference scaling (MaxDiff)

A MaxDiff was used to understand the relative ranking of a number of items, which in this case was a number of known barriers to libraries engagement. Rather than directly asking for the importance of barriers, MaxDiff uses an indirect approach by asking respondents to trade-off the barriers against one another and forcing a preference. By forcing a preference, the approach is more discriminating than simply asking what is most important from a list, or asking how important each item is (which often results in all items being identified as important). This is particularly useful and important in areas where the intent is to force discrimination between items. When asking about the barriers to libraries, MaxDiff enables us to force differentiation (which barrier is most important, and which is least) and provide an actionable ranking.

Respondents were first shown a screen informing them that for the next several screens, they would see a set of 5 statements about reasons that might prevent them from using their local library services (either in person or online). For every subset of 5 statements, they were asked to choose one statement that was the most significant barrier preventing them from using their local library's services and one that was the least significant. Respondents repeated this exercise 15 times, where the items (i.e. barriers) shown on each screen differed each time (see Figure 2.1 for a visual example).

Figure 2.1: Max diff exercise example

The Max Diff showed 25 barriers (Table 2.1). This list was developed based on the range of barriers participants identified in the previous qualitative work Barriers to library use[2] and the earlier development sessions with key stakeholders, i.e., frontline library staff.

Table 2.1: List of 25 barriers shown in the Max Diff in randomised sets of five.

No.	Barrier item
1	I don't know what services/activities are offered at my local library beyond loaning physical books
2	The library doesn't offer anything I'm interested in
3	The library's resources (e.g. books, technology) are outdated or insufficient
4	I can access similar resources and services elsewhere (e.g. online, bookshops)
5	Library membership is too complicated to sort out

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[2] The report can be found at: https://assets.publishing.service.gov.uk/media/67220c4f4da1c0d41942a939/23-086091-01_Barriers_to_libraries_use_research_report.pdf

No.	Barrier item
6	The library doesn't offer books/services in the language that I need
7	The library's opening hours don't fit my schedule
8	Parking is difficult or expensive near my local library
9	I can't easily get to my local library
10	I'm unable to access the library building itself due to accessibility limitations
11	I have childcare or other caregiving responsibilities that prevent me from visiting
12	I don't feel comfortable visiting the library or in the surrounding area
13	The library isn't suited for people like me
14	I am not a very confident reader
15	I prefer to own physical books or other resources
16	I don't enjoy the library environment because it is too noisy
17	I don't enjoy the library environment because it is too quiet
18	My local library doesn't feel very welcoming to me
19	I don't know how to use the library's online services
20	I don't think libraries are relevant in the digital age
21	I think the library looks outdated and boring
22	I don't know where my local library is
23	I don't know where to find information about what my local library has to offer
24	My local library feels tired and worn
25	The books and/or magazines are not in good condition

The combination of barriers varied across each subset shown so that the trade-offs that respondents used in their choices could be identified. No subset of barriers presented to an individual respondent was ever the same. This made it possible to understand the relative importance of the different barriers tested, and how often each barrier was selected as most and least significant. Scores are given on a scale of 0-100 where the figure indicates the likelihood each barrier would be selected as the most important among a list of other barriers – the higher the score, the more important the barrier. This allowed us to gain insight into whether any polarising items divided opinion among the public.

2.3.9 Bayes Nets

Bayes Nets is a statistical technique used in this study to understand the structural relationships between variables, how these variables interact with one another and the outcome variable. This technique allowed an understanding of how barriers interact and which groups together, e.g. if opening hours and accessibility fed into one another.

The two main stages of the analytical process were to:

1. Run a structural search to determine how the variables of interest are linked to each other
2. Quantify these links in terms of conditional probabilities

For the determination of derived importance, an importance scale was included in the questionnaire to serve as an independent variable (see Q12 in the 5.3 Questionnaire section). Respondents were asked to rate the importance level for 24 attributes considered to be enablers to library engagement. This helped measure importance by looking at the relationship between the

attributes (i.e., enablers) and the overall outcome measure (dependent variable). The overall outcome measure used in this study was the likelihood to visit the library in the next 3 to 5 years (see Q3 in the 5.3 Questionnaire section). Derived importance was used (over explicit importance) so that we could find what the importance related to. Derived importance is better at discriminating between the attributes, as it is a subconscious measure and not subject to over-rationalisation.

2.3.10 Segmentation

A segmentation analysis was conducted to help understand the different types of library non-users and determine the proportion of these non-users (and potential users).

In this study, the segmentation used an approach called cluster analysis to identify the segments. Cluster analysis is an analytical technique that arranges data into mutually exclusive homogeneous subsets (or clusters). The contents of each cluster are similar to each other, but different to the other clusters in the analysis.

The type of cluster analysis used is called k-means clustering. K-means clustering is the simplest and most commonly used method for splitting a dataset into segments, or clusters. K-means cluster analysis uses an algorithm to search for similarities and differences in results between individuals in a population. It then groups the data into clusters based on results that are similar to each other and different to the results of other groups.

The algorithm runs this analysis several times to search for the most efficient solution, and one that best reflects how data groups within the dataset. As a result of the cluster analysis, five segments were identified.

Once the preferred segments were identified, they were added to the survey cross-tabulations and dataset for detailed analysis and description. Further analysis included understanding the key drivers of segment membership. This analysis examined the relative importance of each segmentation input, helping to interpret the solution and identify the core differentiators for segment descriptions and names. The final segmentation solution presented aimed to achieve:

- Statistical robustness and stability.

- Clear differentiation between segments in terms of behaviours and attitudes/needs.

- Balanced distribution (no segment too large or too small).

- Identifiability (derivation of an accurate identification algorithm).

- Alignment with key objectives and research context.

2.3.11 Outputs

Following the fieldwork, data processing and analysis of the general population survey, Ipsos prepared a mixed-methods findings report. From a quantitative perspective, this report included descriptive findings of the large-scale online random-probability survey with 4,243 library non-users aged 17+ across England from the Ipsos UK KnowledgePanel, MaxDiff analysis to uncover key barriers to library use and Bayes Nets analysis to identify potential enablers. Furthermore, the data was used to develop a segmentation of library non-users, providing a nuanced understanding of their diverse attitudes and preferences towards libraries. The qualitative strand of the research involved the open-link survey of 589 frontline library staff. This provided further insights into the barriers and enablers of library use from those engaging directly with the public. Additionally, the explored stakeholders' perspectives on the challenges faced by libraries, the needs of different user groups, and potential interventions to increase engagement.

2.4 Intervention generation workshop

Participants from across the three earlier development sessions were reconvened to attend a workshop which focused on generating possible interventions to increase library engagement. Participant availability meant that not all stakeholders were able to attend each session, and 19 participants attended this workshop including:

| Stakeholder group	Number of participants in the intervention <u>generation</u> workshop
DCMS libraries team	4
Heads of Library Services	6
Library branch managers	9

The intervention generation workshop was a 3-hour online session designed to share survey findings and generate a long list of interventions to tackle key barriers identified in the survey. This workshop was run by four Ipsos facilitators. The structure of each session followed a discussion guide and involved both plenary and break-out sessions with participants. The broad flow of discussion included:

- Welcome and introduction: ensuring informed consent was gained and explain the purpose of the workshop session.

- Review of barriers and enablers: providing attendees with an overview of emerging quantitative survey findings.

- Initial thoughts: providing attendees with opportunity to share initial thoughts on the emerging quantitative survey findings.

- Intervention development – an introduction: introducing the approach and key considerations to generating intervention ideas for engaging library non-users.

- Intervention idea generation: working in break-out groups to generate intervention ideas for how to encourage library engagement. Once a list of interventions had been generated, participants were asked to choose three or four interventions to feed back to the whole workshop.

- Feeding back top ideas: feeding back ideas from break-out groups in a plenary session. These ideas were then collated and taken back into break-out groups for prioritisation.

- Prioritisation: working in break-out groups to start to prioritise the ideas shared. This activity involved plotting each potential intervention against two axis – **impact** and **feasibility.** This supported stakeholders to start considering which might be most suitable for further exploration and also started discussions on what impact and feasibility might look like. The diagram below shows the axis used.

- Wrap-up and next steps.

A copy of the discussion guide and key stimulus materials is provided in the next chapter.

Figure 2.2: Grid used by participants to plot interventions on a feasibility and impact scale
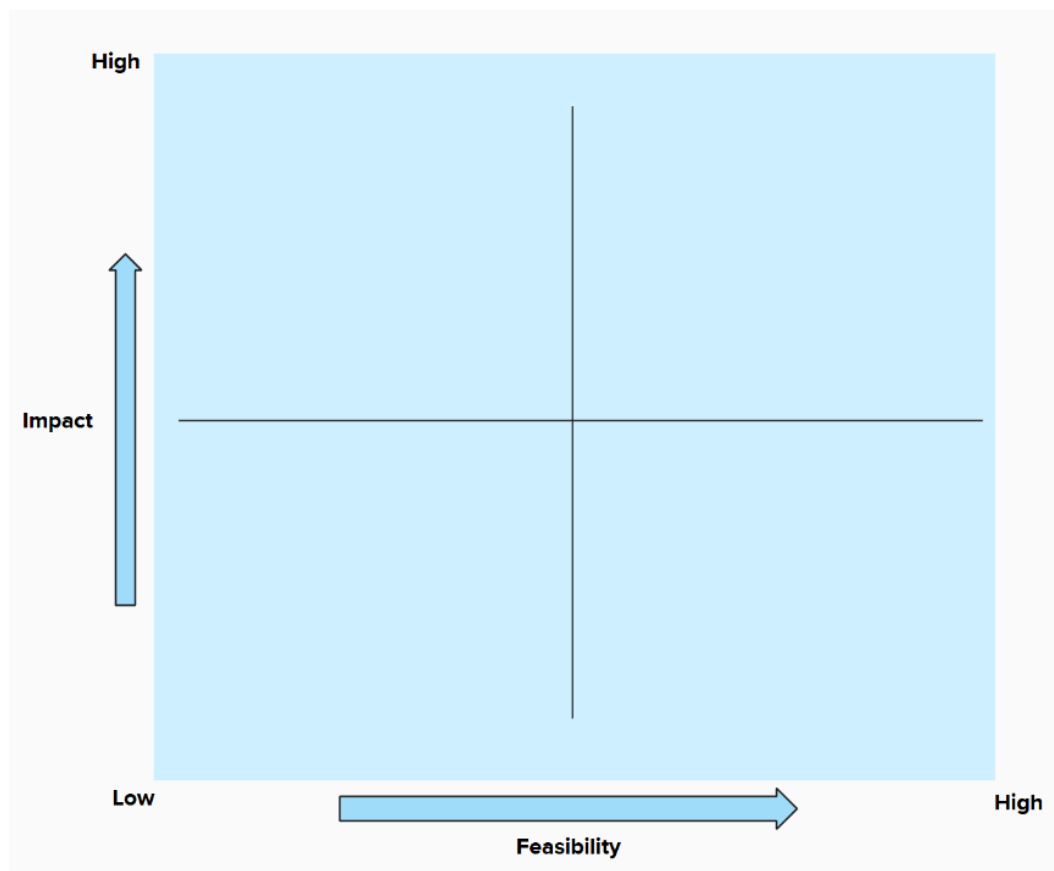
2.5   Intervention development workshop

Participants were reconvened again to attend a final workshop. This focused on further prioritising potential interventions to engage library non-users and further develop a short-list to consider what routes to implementation might look like. Participant availability meant that not all stakeholders were able to attend this session. Still, twenty-one participants attended this workshop:
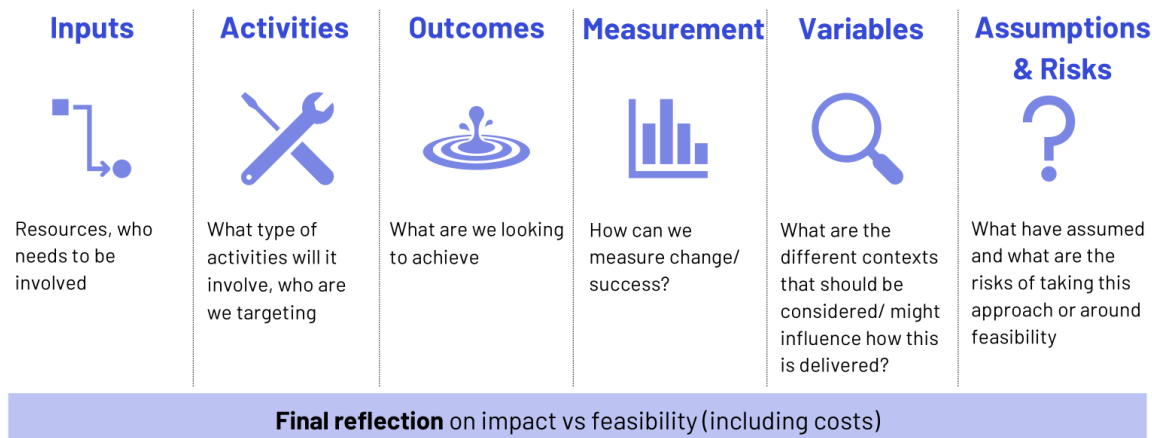
Stakeholder group	Number of participants in the intervention development workshop
DCMS libraries team	4
Heads of Library Services	9
Library branch managers	8

The intervention **development** workshop was conducted two days after the generation workshop. This allowed time for Ipsos, DCMS and participants to reflect on the intervention generation workshop before moving on to the development workshop. This workshop was 2.5 hours, held online and led by four Ipsos facilitators. The workshop structure included both plenary and break-out sessions and followed stimulus slides designed to build on findings and discussions from the intervention generation workshop. The workshop involved two key activities:

1. Prioritisation of intervention ideas that had been identified as high impact and high feasibility (plotted in the top-right hand quadrant of the grid shown in Figure 2.2. by at least one break-out group in the previous intervention design workshop). There was some variation in how intervention ideas had been plotted in the previous intervention design workshop and this approach resulted in a list of seven interventions. This final round of prioritisation took place in break-out groups. Participants plotted these seven interventions one further time against the axis of feasibility and impact (see figure 2.2). Results of this activity were reviewed. Three interventions were identified as having the highest perceived impact and feasibility across break-out groups and taken forward for further development.

2. Development of the three short-listed interventions. This part of the workshop drew on elements of Theory of Change frameworks to create an intervention development framework. This was to help participants consider how interventions might be developed to move towards implementation. The diagram below was shared with participants to focus discussions.

Figure 2.3: Diagram of intervention development framework presented to participants

Intervention development framework

Inputs	Activities	Outcomes	Measurement	Variables	Assumptions & Risks
Resources, who needs to be involved	What type of activities will it involve, who are we targeting	What are we looking to achieve	How can we measure change/ success?	What are the different contexts that should be considered/ might influence how this is delivered?	What have assumed and what are the risks of taking this approach or around feasibility

Final reflection on impact vs feasibility (including costs)

Participants were split into three break-out groups, and each was tasked with developing one prioritised intervention. Using the above intervention development framework to support discussion of the range of factors to consider in moving towards implementation, break-out group discussions included consideration of:

- Resources required to go into the intervention.

- Activities the intervention might include.

- Anticipated outcomes or goals of the intervention.

- How the intervention might be measured.

- Variables which might be relevant for the intervention development, e.g. local contexts and capacity.

- Assumptions made when thinking about how the intervention might work in practice.

- Identification of risks with intervention implementation or result.

- A reflection on the overall feasibility of the intervention.

A copy of key stimulus materials is provided in the next chapter.

3   Research materials

3.1   Development workshop discussion guide

Research Objectives

This guide will cover the following to help inform the survey questionnaire and provide context for the later intervention design workshop:
- Understand the context for libraries including what key inputs are to facilitate change.
- Gather stakeholder perspectives on barriers and enablers to public library engagement.
- Explore any particular groups facing specific barriers.

Notes:

This discussion guide will be used for three stakeholder groups:

- DCMS colleagues – to provide a central government policy perspective

- Heads of Library Services

- Branch managers

This topic guide is intended to guide the discussion. It will be used to ensure the topics are covered with participants but not all questions will necessarily be asked, or the exact wording used. The order of some questions may also differ as the moderator will be led by participants, ensuring that the interview reflects their views and experiences.

Timings are provided but are for guidance only.

Moderator notes:
- Securely audio record.

Discussion guide flow

The topic guide has the following section. Suggested timings are provided but please tailor to each session.

Section	Timings
Introduction	10 mins
The library context	20 mins
Barriers and enablers	40 mins
Break	5 mins
Reflections on engagement and feasibility	35 minutes
Wrap up	10 mins

Discussion Guide

Questions	Timings
Introduction • *This section is to ensure informed consent is gained, explain the purpose of the research and to warm participants up to taking part in the research.*	**10 minutes** **2-2:10pm**

> - *Please note that all participants have been provided an information sheet and privacy policy outlining how their data will be used and their rights. Please confirm receipt of this.*

[PLENARY]

Introduction
- Facilitator to introduce self, any tech support and any observers/note takers.
- I work for an organisation called Ipsos, a global independent research organisation.
- We are carrying out this research on behalf of the Department for Culture, Media, and sport (DCMS). *DCMS helps deliver national priorities relating to culture, media, and sport. It has responsibility to oversee and promote the improvement of local government's provision of public library services in England.* We have been asked by DCMS to carry out a research project exploring the public's perceptions of barriers to engaging with public libraries and to work with key stakeholders – including yourself - to design interventions which might encourage the public to engage whilst also being achievable actions.
- Facilitator to show slide showing overview of research approach and how stakeholder engagement fits in and talk through approach.
- For the stakeholder engagement, we'll be holding a series of three workshops:

Workshop 1

During this workshop we ask you to share your views on the key barriers to engagement in libraries, the challenges you face and what might need to change to encourage library use.

These discussions will help inform the design of a new survey we will be carrying out amongst the public to further understand which barriers to library use are particularly strong for people.

This workshop will be split into stakeholder categories. One workshop will work only with DCMS colleagues, one workshop will work only with Heads of Library Services and one workshop will work only with branch managers.

Workshop 2

During this workshop we will share with you, findings from the new survey. We will then work together to think about what these findings mean and what needs to be put in place to overcome barriers and support increased library engagement.

This workshop will include members of the DCMS Libraries Team, Head of Library Services and branch managers from across England. We'll be bringing people together to discuss how to encourage library use. There will be around 24 participants in total.

Workshop 3

During this workshop we'll revisit some of the ideas for encouraging library use that we generated in Workshop 2. We'll take these ideas and explore in more detail what would need to happen to put these in place.

This workshop will reconvene participants from Workshop 2.

- There are no right or wrong answers! We are just interested in your views and thoughts.
- Please can I check, are you currently in a location where you're happy to take part in this discussion?

Confidentiality and MRS guidelines:
- Explain that the session will be audio recorded, this will be securely held and deleted at the end of the research. Recordings and transcripts are not shared with DCMS.
- Explain that personal information, e.g. full name, email etc. will not be shared with DCMS. However, the DCMS libraries team will be involved in the other workshops and have helped identify Heads of Library Services, although they'll be asked to keep the conversation confidential within attendees.

- Written report - may use quotes but no detailed attribution. We will explain the stakeholder groups included in the research but will not specifically name locations/councils/participants.
- Do you have any questions about the research?
- Can I check that you are happy to participate? [*confirm consent*]

Housekeeping:
- Important that everyone gets a chance to speak.
- Please can everyone turn their mobile phones on silent or off.
- The group will last up to two hours.
- There will be a lot to cover so we may need to move people on and to allow others to speak. This is not personal, but only to ensure we fit everything and everyone in.
- Please try not to talk over each other if possible.
- Disagreements are fine but respect each other's opinions.
- During introductions please just use first name.

We will start with a round of introductions.
- Please introduce yourself and which library/area you cover

The library context	**20 minutes**
This section is to gather stakeholder views of the context for, and challenges faced by libraries.	**2:10-2:30 pm**

[PLENARY]

Library landscape (10 mins)
- What have been your experiences of libraries been in the past few years? What about since COVID-19?
- How have libraries changed over time (types of services, types of people who use them)?
- What different types of public libraries are there across England? (*Facilitator: to try and understand how people working the sector describe/identify/categorise library types*)
  - Bigger vs smaller
  - Urban vs rural – what difference does locality make?
  - How else are libraries categorised?

Challenges and successes (10 mins)
- What are the key challenges facing libraries?
- How do these vary (location, demographics of population, urban/rural, level of funding)?
- What's working well for libraries at the moment?

Barriers and enablers	**40 minutes**
• *This section is to gather stakeholder perceptions of library users and non-users.* • *Gather views on barriers and enablers identified in previous research including any that stakeholders feel are missing.*	**2:30-3:10pm**

[BREAK OUT GROUPS]

Perceptions of library users and non-users (10 mins)
- Which groups are using library services?
- Which groups are not engaging in library services? Why do you think this could be?
- Which groups do you think could be encouraged to engage in libraries?
- Which might be very difficult to engage in libraries? Why might they be more challenging to engage?
- Whilst we cannot guarantee that it will be possible, it would be helpful to understand which demographic information or other information would be useful to capture in the quantitative

survey to understand more about how different groups feel about library engagement? Why would this information be useful / what might it be helpful for?

Discussion of barriers and enablers (30 mins)
[Present key findings from initial engagement – one slide for barriers and one slide for enablers]

Barriers	Enablers
• Limited awareness of the full range of library services • Time constraints Accessibility • Social identity • Library environment • Lack of personal relevance • Availability of services elsewhere • Library atmosphere and aesthetic	• Knowledge of library locations • Convenient library location • Good understanding of core physical library offer Free/ low-cost services • Interactions with staff in the past Services/ activities for children • The library as a community space

- Reflections on these findings? What do you think drives these barriers?
- Anything surprising?
- Any barriers/enablers missing?
- Which do you think are the most important/ influential barriers?
- Which do you think are the most important/ influential enablers?

BREAK 5 MINS (3:10-3:15pm)

Reflections on engagement and feasibility *Explore how participants would encourage library engagement.*	**35 minutes** **3:15-3:50pm**

[BREAK OUT GROUPS]

Encouraging people to engage in libraries (10 mins)
- What do you think would encourage people to use library services more? Why might this encourage usage? What barriers might this overcome?
  - How would these differ for encouraging engagement of online services vs physical services?
- Which groups of people would this encourage / work for? Why might it work for those groups in particular?
- What would be needed to action these types of encouragements? Why would these things be needed?
  What might need to change or be in place for this to work?

Quick presentation of potential encouragers identified in first phase of research (25 mins)

- Is there anything missing from this list?
- To what extent do these start to address the most important/ influential barriers we identified earlier? Why / why not?
- In our next workshop we'll be thinking more about what could be done to overcome barriers and encourage library use. How do we judge or decide what changes might be taken forward? What factors should be taken into account?
  - Spontaneous then prompt: for example, cost, ease, time, relevance, reach?
- Do you have any immediate comments on any of these that you think would be non-starters from your perspective? What makes these aspects non-starters?

Wrap up *Feedback about break out groups, gather any final thoughts, thank participants and remind participants of follow-up workshops.*	**10 minutes** **3:50–4pm**

[PLENARY]

- Feedback from break out groups
- We're now coming to the end of the session. Is there anything else that we should consider when putting together the survey?
- Thank participants.
- Explain next steps of the research: open link, survey of public.
- Remind of upcoming workshops and dates

If you have any questions or need to get in contact with Ipsos about this research, please contact [name]. Details for how to contact [name] will be on the information sheet about this research.

3.2   Open link survey questionnaire

INTRO
This survey should take about 5 minutes to complete.
Participation in this survey is voluntary. Continuing with the survey means you consent for your data to be processed in line with the survey's privacy notice which can be found here [LINK]. The survey privacy notice explains the purposes for processing your data, and your rights. Please note that some responses may be used with Ipsos's in-house generative AI engine hosted on Ipsos servers, however, no personal information will be used in this way and all data will remain anonymised.
Please be assured that all responses are confidential, and findings will be reported anonymously.

INTRO 2
The following questions explore your experiences and perspectives on public engagement with library services, both in-person and online. Your feedback is invaluable. There are no right or wrong answers, and you are not required to answer any question you prefer not to. A "Prefer not to say" option is available for every question.

Q1_LIBRARY
ASK ALL
What is the name of the library or libraries you currently work in?
[OPEN TEXT]

Q2_JOBTITLE
ASK ALL
What is your job title?
[OPEN TEXT]

Q3_BARRIERSPUBLIC
ASK ALL
What do you think are the three biggest barriers preventing people from using library services, in person or online? These can be either specific to your library or libraries generally.
1. [OPEN TEXT]
2. [OPEN TEXT]
3. [OPEN TEXT]
ALLOW FOR DON'T KNOW AND PREFER NOT TO SAY * Exclusive

Q4_BARRIERSLIBRARIES
What are the three biggest challenges libraries face in implementing changes that would increase public engagement with both their physical and digital services?
1. [OPEN TEXT]
2. [OPEN TEXT]
3. [OPEN TEXT]
ALLOW FOR DON'T KNOW AND PREFER NOT TO SAY * Exclusive

Q5_CHANGES
What changes has your library made, or would like to make, to help encourage people to use its services more, whether in person or online?
[OPEN TEXT]
ALLOW FOR DON'T KNOW AND PREFER NOT TO SAY * Exclusive

[OUTRO]
That's it! Thank you very much for your time.
If you have any questions related to this research, please feel free to email us at: **UK-PA-LibrariesResearch@ipsos.com**

3.3 General population survey questionnaire

MODULE INTRO TEXT

We'd now like to ask you some questions about public libraries and their services.

ASK ALL
SINGLE CODE
Q1SCREENER. When did you last use a public library? Using the library can include visiting it in person or accessing public library services online. By public library we mean those typically funded by local authorities and offer a wide range of services to the community. These do not include school, university or specialised libraries.

Please select one option only

REVERSE 1-5
1. Within the past year
2. Over a year ago but less than two years ago
3. Over two years ago but less than three years ago
4. Over three years ago
5. I have never used a public library
6. Can't remember *FIX
999. Prefer not to say *FIX

IF CODE 1 AT Q1 (Q1=1 – USED THE LIBRARY IN THE PAST YEAR) THANK AND CLOSE

ASK IF CODE 2-4 OR 6 AT Q1SCREENER
MULTICODE
Q2. When in your life have you used public library services (either in-person or library services online)?

Please select all that apply

REVERSE 1-5
1. I used it as a child (below the age of 13)
2. I used it as a teenager/young adult aged 13-17
3. I used it as an adult aged 18-40
4. I used it as an adult aged 41-64 (ONLY ASK THOSE AGED 41+)
5. I used it as an adult aged 65+ (ONLY ASK THOSE AGED 65+)
6. I used it with/for my child(ren) *FIX
7. I used it with/for my grandchildren *FIX
8. Other (please specify) *FIX
998. Don't know/can't remember *FIX *EXCLUSIVE
999. Prefer not to say *FIX *EXCLUSIVE

ASK ALL
SINGLE CODE

Q3. How likely, if at all, are you to use your local public library in-person or online within the next 3 to 5 years?
Please select one option only

REVERSE 1-10
1. 0 Not at all likely
2. 1
3. 2
4. 3
5. 4
6. 5 Neutral
7. 6
8. 7
9. 8
10. 9
11. 10 Extremely likely
998. Don't know *FIX
999. Prefer not to say *FIX

ASK ALL
SINGLE CODE
Q4. Which of the following best describes your familiarity with your local library's location?

Please select one option only

REVERSE 1-2
1. I know the exact location
2. I know the general area, but not the exact location
3. I'm not sure where it is
999. Prefer not to say *FIX

ASK IF CODE 1, 2 OR 999 AT Q4
SINGLE CODE
Q5. How easy or difficult do you think it would be for you to get to your local library from where you live?

Please select one option only

REVERSE 1-5
1. Very easy
2. Somewhat easy
3. Neither easy nor difficult
4. Somewhat difficult
5. Very difficult
998. Don't know *FIX
999. Prefer not to say *FIX

SINGLE CODE
Q6. And if you were to travel to your local library from where you live, what is the main mode of transport that you would take?

Please select one option only

RANDOMISE 1-6
1. Car
2. Public transport (e.g. bus, tram)
3. Taxi
4. Walk
5. Cycle
6. Scooter
7. Other
998. Don't know *FIX
999. Prefer not to say *FIX

ASK ALL
SINGLE CODE
Q7. Public libraries provide a range of services, including the loaning of physical books. Thinking beyond loaning books, how familiar would you say you are with the other various services offered at your local public library?

Please select one option only

REVERSE 1-4
1. Very familiar
2. Fairly familiar
3. Not very familiar
4. Not at all familiar
998. Don't know *FIX
999. Prefer not to say *FIX

ASK ALL
SINGLE CODE
Q8. And how familiar, if at all, are you with the various services that your local public library offers specifically <u>online</u>?

Please select one option only

REVERSE 1-4
1. Very familiar
2. Fairly familiar
3. Not very familiar
4. Not at all familiar
998. Don't know *FIX
999. Prefer not to say *FIX

Q9. Thinking beyond the loaning of physical books, how likely or unlikely do you think it is that your local public library offers each of these services?

Please select one option only

A. Health information and support (e.g. loans of health equipment, health promotion events)
B. Support for people new to the local community (e.g. local/community information, citizenship, English language)
C. Support for people looking for work (e.g. CV writing, job clubs, access to DWP services/benefits, access to job coaches)
D. Support for people starting a business (e.g. access to information, networking opportunities)
E. Accessible spaces (e.g. warm spaces, autism and dementia-friendly)
F. Access to digital services and learning (e.g. computers, Wi-Fi, printers, loans for tech equipment, code clubs)
G. Group and social activities for adults (e.g. reading groups, Knit and Natter groups, crafts, acting/dance)
H. Free online loan services (e.g. e-books, audiobooks, e-newspapers and e-magazines)
I. Cultural events (e.g. concerts, exhibitions, films, plays for children and adults)
J. Educational information and resources (e.g. study spaces, reference material, academic journals)
K. Children's activities (e.g. rhyme times, story times, craft sessions)

1. Very likely
2. Somewhat likely
3. Neither likely nor unlikely
4. Somewhat unlikely
5. Very unlikely
998. Don't know *FIX
999. Prefer not to say *FIX

Q10. To what extent do you agree or disagree with each of the following statements about public libraries in general?

Please select one option only

A. Libraries are a valuable asset to the community POSITIVE 1
B. Libraries are a welcoming and inclusive space POSITIVE 2
C. Libraries are a peaceful and relaxing space POSITIVE 3
D. Libraries only offer outdated services NEGATIVE 1
E. Libraries are boring and a dull space NEGATIVE 2
F. Libraries are too loud to read or concentrate in NEGATIVE 3

G. Library buildings tend to be dated, dusty and old NEGATIVE 4
H. Libraries are only open during inconvenient hours NEGATIVE 5
I. Libraries don't offer enough services online NEGATIVE 6
J. The books in libraries are generally in good condition/well-kept POSITIVE 4
K. Libraries have new and current books and publications POSITIVE 5

REVERSE 1-5
1. Strongly agree
2. Somewhat agree
3. Neither agree nor disagree
4. Somewhat disagree
5. Strongly disagree
998. Don't know *FIX
999. Prefer not to say *FIX

MAX DIFF SECTION STARTS HERE

ASK ALL
SINGLE CODE
Q11. For the next several screens you will see a set of 5 statements about reasons that might prevent you from using your local library services (either in person or online). Please choose one statement that is the most significant barrier that prevents you from using your local library's services and one that is the least significant.

Please select the most significant barrier that prevents you from using your local library's services and the one that is the least significant..
1. I don't know what services/activities are offered at my local library beyond loaning physical books
2. The library doesn't offer anything I'm interested in
3. The library's resources (e.g. books, technology) are outdated or insufficient
4. I can access similar resources and services elsewhere (e.g. online, bookshops)
5. Library membership is too complicated to sort out
6. The library doesn't offer books/services in the language that I need
7. The library's opening hours don't fit my schedule
8. Parking is difficult or expensive near my local library
9. I can't easily get to my local library
10. I'm unable to access the library building itself due to accessibility limitations
11. I have childcare or other caregiving responsibilities that prevent me from visiting
12. I don't feel comfortable visiting the library or in the surrounding area
13. The library isn't suited for people like me
14. I am not a very confident reader
15. I prefer to own physical books or other resources
16. I don't enjoy the library environment because it is too noisy
17. I don't enjoy the library environment because it is too quiet
18. My local library doesn't feel very welcoming to me
19. I don't know how to use the library's online services
20. I don't think libraries are relevant in the digital age
21. I think the library looks outdated and boring
22. I don't know where my local library is

23. I don't know where to find information about what my local library has to offer
24. My local library feels tired and worn
25. The books and/or magazines are not in good condition

MAX DIFF SECTION ENDS HERE

IBN INDEPENDENT VARIABLE STARTS HERE

ASK ALL
SINGLE CODE
Q12. How important or unimportant do you think it is for your local library to offer each of the following, even if you don't personally use them?

RANDOMISE 1-24
1. Information about library services displayed widely in my local area (e.g. posters, leaflets, information stand)
2. Information about library services online (e.g. social media (Facebook, Instagram, X)
3. Guidance or help on how to use the library's services
4. A wide selection of up-to-date books and publications at the library
5. A wide selection of e-books and e-magazines available online to access from home
6. Staff and/or other support available to assist with finding information and using technology
7. Easy to use library website and online catalogue for reservations
8. Resources, such as books/magazines, and services for people who speak languages other than English at home
9. Hosting advice sessions (e.g., benefits, job search, Citizens Advice)
10. Extended opening hours (e.g. evenings, weekends)
11. Good parking facilities (e.g. nearby, more spaces and free parking for library users)
12. Comfortable and inviting library spaces including toilet facilities (e.g. comfortable seating, lighting, temperature)
13. Good accessibility for people with disabilities or other access needs (e.g. ramps, elevators, assistive technology)
14. Home library service for those unable to visit in person
15. No fines for overdue items
16. Engaging programme of activities and events for adults (e.g. author talks, workshops, film screenings)
17. Engaging programme of activities and events for children
18. Events to connect with others and build community (e.g. reading groups, discussion groups, Knit and Natter, dementia cafés)
19. A café or snack bar within the library
20. Comfortable and dedicated spaces for working or studying
21. Displays or public sessions on topics of local interest (e.g. local history)
22. Access to free Wi-Fi access to digital kit (e.g. public PCs/printers)
23. Literacy support for children and adults (e.g. short reads, support groups)
24. Health information and support (e.g. loans of health equipment, health promotion events)

REVERSE 1-5
1. Very important
2. Fairly important
3. Neither important nor unimportant

4. Fairly unimportant

5. Very unimportant

998. Don't know *FIX

999. Prefer not to say *FIX

IBN INDEPENDENT VARIABLE ENDS HERE

CORE QUESTIONS CONTINUED

ASK ALL

MULTI CODE UP TO FIVE

Q13. If your local public library offered the services below, which <u>five</u>, if any, would most likely encourage you to use your local public library services (either in-person or online) in the near future?

RANDOMISE 1-24

1. Information about library services displayed widely in my local area (e.g. posters, leaflets, information stand)

2. Information about library services online (e.g. social media (Facebook, Instagram, X)

3. Guidance or help on how to use the library's services

4. A wide selection of up-to-date books and publications at the library

5. A wide selection of e-books and e-magazines available online to access from home

6. Staff and/or other support available to assist with finding information and using technology

7. Easy to use library website and online catalogue for reservations

8. Resources, such as books/magazines, and services for people who speak languages other than English at home

9. Hosting advice sessions (e.g., benefits, job search, Citizens Advice)

10. Extended opening hours (e.g. evenings, weekends)

11. Good parking facilities (e.g. nearby, more spaces and free parking for library users)

12. Comfortable and inviting library spaces including toilet facilities (e.g. comfortable seating, lighting, temperature)

13. Good accessibility for people with disabilities or other access needs (e.g. ramps, elevators, assistive technology)

14. Home library service for those unable to visit in person

15. No fines for overdue items

16. Engaging programme of activities and events for adults (e.g. author talks, workshops, film screenings)

17. Engaging programme of activities and events for children

18. Events to connect with others and build community (e.g. reading groups, discussion groups, Knit and Natter, dementia cafés)

19. A café or snack bar within the library

20. Comfortable and dedicated spaces for working or studying

21. Displays or public sessions on topics of local interest (e.g. local history)

22. Access to free Wi-Fi access to digital kit (e.g. public PCs/printers)

23. Literacy support for children and adults (e.g. short reads, support groups)

24. Health information and support (e.g. loans of health equipment, health promotion events)

997. None of the above *FIX * EXCLUSIVE

998. Don't know *FIX * EXCLUSIVE

999. Prefer not to say *FIX * EXCLUSIVE

ASK ALL
NEW SCREEN
We're nearly finished. We'd now like to ask you some questions about yourself.

ASK ALL
SINGLE CODE
Q14. For each of the following statements, please tell us how well, if at all, they describe you.

Please select one option only

RANDOMISE A-N
A. I enjoy reading for pleasure.
B. I prefer physical books to e-books
C. I frequently purchase a book
D. I often look for book recommendations
E. I regularly borrow books from friends or family
F. I value having a quiet space to read or work
G. I am comfortable using computers and the internet
H. I am interested in learning new digital skills
I. I am interested in accessing technology resources (internet, computers, printers, etc.)
J. I enjoy attending community events
K. I value opportunities for informal social contact with others in my area
L. I am interested in attending free or low-cost activities in my community
M. I'm interested in free or low-cost activities in my community for my children or grandchildren
N. I'm looking for resources to support my personal and professional development

REVERSE 1-4
1. Describes me very well
2. Describes me somewhat well
3. Describes me a little
4. Does not describe me at all
998. Don't know *FIX
999. Prefer not to say *FIX

DEMOGRAPHICS TO BE INCLUDED

R21
How many children or young people <u>aged 0-15 years</u> live in your household?
If there are no children living in your household, please type 0.
Please type your response in the below text box.
OPEN TEXT BOX- ALLOW VALUES BETWEEN 0-50
999   Prefer not to say
ASK IF CHILDREN IN HOUSEHOLD (R21>0)
NUMERIC

R22 (NO ASSOCIATED VARIABLE)

How old are the children or young people in your household?

Only include those aged 0-15.

Please type your response in the below text box(es)

Child 1: [R22 "Age"]:
998.   Don't know [BLACK FONT]
999.   Prefer not to say

R23
Are you a parent/legal guardian of any child in your household?
Please select one option only
1. Yes
2. No
999.   Prefer not to say

ASK ALL
SINGLE CODE
GRANDPARENT
Do you have any grandchildren?
Please select one option only
1. Yes
2. No
999.   Prefer not to say

ASK ALL
SINGLE CODE
INTERNET
How confident do you feel in your ability to use the internet?
Please select one option only
1. Very confident
2. Fairly confident
3. Not that confident
4. Not at all confident
998.   Don't know
999.   Prefer not to say

3.4   Intervention generation workshop discussion guide

Research objectives

> The aim of this session is to:
> - Present emerging findings from the quantitative survey.
> - Generate ideas for interventions to overcome key barriers identified in the quantitative survey.
> - Start prioritising interventions.

Notes:

This topic guide is intended to guide the discussion. It will be used to ensure the topics are covered with participants, but not all questions will necessarily be asked, or the exact wording used. The order of some questions may also differ as the moderator will be led by participants, ensuring that the interview reflects the participants' views and experiences.

Timings are provided but are for guidance only.

Moderator notes:
- Please see accompanying slide deck.
- Securely audio record.

Discussion guide flow

The topic guide has the following section. Suggested timings are provided but please tailor to each session.

Section	Format	Timings
Welcome and introduction	Plenary	10 mins
Review of barriers and enablers	Plenary	30 mins
Intervention development – an introduction	Plenary	10 mins
Break		10 minutes
Intervention idea generation	Break-out	60 minutes
Feeding back top ideas	Plenary	15 minutes
Break		10 minutes
Prioritisation	Break-out	30 minutes
Wrap-up and next steps	Plenary	5 minutes

Questions	Timings
Introduction - *This section is to ensure informed consent is gained, explain the purpose of the research and to warm participants up to taking part in the research.* - *Please note that all participants have been provided an information sheet and privacy policy outlining how their data will be used and their rights. Please confirm receipt of this.*	**10 minutes** **1pm–1.10pm**
[PLENARY]	

Introduction
- Thank participants for returning to our second workshop session.
- Facilitator to introduce self, other facilitators, any tech support.
- I work for an organisation called Ipsos, a global independent research organisation.
- As a reminder
  - We are carrying out this research on behalf of the Department for Culture, Media, and sport (DCMS). *DCMS helps deliver national priorities relating to culture, media, and sport. It has responsibility to oversee and promote the improvement of local government's provision of public library services in England*. We have been asked by DCMS to carry out research project exploring the public's perceptions of barriers to engaging with public libraries and to work with key stakeholders – including yourself - to design interventions which might encourage the public to engage whilst also being achievable actions.
  - Facilitator to show slide showing overview of research approach and how stakeholder engagement fits in and talk through approach.
- This is the second of our three workshops. Facilitator to give an overview of the different groups in the room.

Workshop 2: (THIS ONE)
During this workshop we will share with you, findings from the new survey. We will then work together to think about what these findings mean and what needs to be put in place to overcome barriers and support increased library engagement.
This workshop will include members of the DCMS Libraries Team, Head of Library Services and branch managers from across England. We'll be bringing people together to discuss how to encourage library use. There will be around 24 participants in total.

Workshop 3
During this workshop we'll revisit some of the ideas for encouraging library use that we generated in Workshop 2. We'll take these ideas and explore in more detail what would need to happen to put these in place.
This workshop will reconvene participants from Workshop 2.

- There are no right or wrong answers!

Confidentiality and MRS guidelines:
- Explain that the session will be audio recorded, this will be securely held and deleted at the end of the research. Recordings and transcripts are not shared with DCMS.
- Explain that personal information, e.g. full name, email etc. will not be shared with DCMS. However, the DCMS libraries team are involved in this workshop. Please can we all keep the conversation confidential within attendees.
- Written report - may use quotes but no detailed attribution. We will explain the stakeholder groups included in the research but will not specifically name locations/councils/participants.
- Do you have any questions about the research?

Housekeeping:
- Important that everyone gets a chance to speak.
- Please can everyone turn their mobile phones on silent or off.
- The workshop will finish by 4pm – we'll keep an eye on the time!
- There will be a lot to cover so we may need to move people on and to allow others to speak. This is not personal, but only to ensure we fit everything and everyone in.
- Please try not to talk over each other if possible.
- Disagreements are fine but respect each other's opinions.

Agenda
- Facilitator to talk through agenda slide making clear times for breaks.

Review of barriers and enablers *This section is to provide attendees with an overview of emerging quantitative survey findings.*	**30 minutes** **1:10-1:40 pm**

[PLENARY]

- Presentation by Ipsos.

Intervention design – an introduction • *The aim of this section is to introduce the approach and key considerations to generating intervention ideas.*	**10 minutes** **1:40pm-1:50pm**

[PLENARY]

- Presentation by Ipsos.

BREAK 10 MINS (1:50pm–2pm)

Intervention idea generation • *The aim of this section is to work in groups to generate ideas.* • *Each group will be given different barriers to focus on.*	**60 minutes** **2pm–3pm**

[BREAK OUT GROUPS]

We will start with a round of introductions.
- Please introduce yourself and which library/area you cover

For each barrier:
- As a group read through the barrier information slide.
- Spend time coming up with individual post-it notes of intervention ideas (via online platform) – one idea per post-it note.
- Discuss the ideas as a group:
    - Who might these be most relevant for?
    - Which types of libraries might these work best for?
    - When might this not work?

Once looked at all barriers:
- Overall as a team, which 3 ideas do we want to take back to the whole group and share?

Feeding back ideas to the group • *The aim of this session is to feed back key ideas from the break-out groups*	**15 minutes** **3pm–3.15pm**

[PLENARY]

- Each group to spend a few minutes feeding back their top ideas.

BREAK 10 MINS (3.15pm-3.25pm)

During this time facilitators will collate the ideas shared in the previous plenary session.

Prioritisation • *The aim of this session is to work in break-out groups to start to prioritise the ideas shared in the previous session.*	**30 minutes** **3.25pm–3.55pm**

[BREAK-OUT]

- Each group to consider each barrier shared in the previous session and consider which of the four following 'buckets' it should be put into:
    - High impact, high feasibility
    - Low impact, high feasibility
    - Low impact, low feasibility
    - High impact, low feasibility

As this task is being carried out, explore why each intervention goes into which bucket.

Thank, close and next steps • *The aim of this session is to wrap-up and thank participants and remind them of the next workshop.*	**5 minutes** **3.55pm–4pm**

[PLENARY]

- Thank participants for their time.
- Explain next steps: Ipsos and DCMS will go away and decide which interventions we'll take forward for further discussion at the next workshop. At the next workshop (on Thursday) we'll dive more into feasibility, actions to implement interventions, and next steps.

3.5 Intervention generation stimulus material

The intervention generation workshop involved a PowerPoint presentation of emerging findings from the quantitative survey including reference to the COM-B framework[3].

3.5.1 Barrier intervention information slides

The slides below were included to highlight the core barriers to library engagement identified in the survey and to support participants in generating ideas for interventions to encourage library engagement among library non-users.

The barrier (Motivation)	**Lack of personal relevance and availability of services elsewhere** *I can access similar resources and services elsewhere (e.g., online, bookshop)* *I prefer to own physical books or other resources* *The library doesn't offer anything I'm interested in*
Behavioural guidance	**Persuasion:** encouraging you to feel good about doing it/ help people feel that libraries are a good option for them **Personal relevance:** highlighting opportunities at the library that align with personal identity/ interests **Incentive:** highlighting the benefits of using library services instead of alternatives
Intervention guidance	Consider: • How can library service challenge the competitive space? • What are the benefits/ rewards of using the library (individual, community)? • What is unique to the library offering? • What might motivate your segment?
Example interventions (just a starter for ten)	• Share testimonials from users with a similar profile. • Promote the convenience of library use: ease of accessing ebook • Meet the author events to get those interested in reading into the library.

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[3] https://social-change.co.uk/files/02.09.19_COM-B_and_changing_behaviour_.pdf

The barrier (Capability)	**Lack of awareness of the full range of library offerings and outdated perceptions** *I don't know what services/ activities are offered at my local library beyond loaning physical books.* *I don't know where to find information about what my local library has to offer* *I don't know how to use the library's online services* *I don't think libraries are relevant in the digital age* *The library's resources (e.g., books, technology) are outdated or insufficient*
Behavioural guidance	**Education/ awareness raising** Providing people with up-to-date information about what the library offers
Intervention guidance	Consider: • What information should be provided? • What are the key messages to get out there? • Where should information be placed/ provided? • Who should provide the information (any partnerships?) • What information can be provided nationally vs. locally. • Think about what awareness-raising might look like for your segment.
Example interventions (just a starter for ten)	• Poster campaign in GPs to showcase updated core library functions. • Social media content posted by the library and local councillors showing short videos of people talking about how/ why they use their local library. • Outreach activities showcasing new magazines and books.

The barrier (Opportunity)	**Accessibility** *The library's opening hours don't fit my schedule* *Parking is difficult or expensive near my locally library*
Behavioural guidance	**Environmental Restructuring:** changing environmental factors to help you do it **Enablement**: illustrating how libraries can fit into routines/ habits
Intervention guidance	Consider: • What practical changes could be made? • How could information about this/ changes to this be communicated? • What might be important to your segment?
Example interventions (just a starter for ten)	• Extending opening hours 2 days per week, based on local population needs. • Conducting pop up libraries co-located with other services, e.g. outside schools, so that those with caregiving responsibilities can access services there. • Offer free parking when a book is taken out. • Highlight opening hours/ late opening/ weekend opening.

3.5.2 Segmentation grouping slides

These segmentation slides were presented to participants during break-out sessions focusing on intervention generation. Each break-out group was allocated one segment to consider when generating potential intervention ideas. The Dismissive Non-User segments were not included due to their negative views towards libraries, and the likelihood that they would be very challenging to engage.

The Disengaged
23%

Who are they?
More likely to be:

- **45+ years.**
- **Well-educated** with **higher income.**
- Living in **single** or **coupled household.**
- More often a **student** or **retired.**

Attitudes towards the library and related behaviours:
This segment typically has a neutral view on the role of the library and its' services. They see libraries as potentially useful for the community but don't plan on using them personally. They don't self-identify with library-related activities and where there is interest in reading, rely on alternative methods for accessing books.

Top 5 barriers to using libraries

1. I can access similar resources and services elsewhere (e.g., online, bookshops)
2. I prefer to own physical books or other resources
3. I don't know what services/ activities are offered at my local library beyond loaning physical books
4. The library doesn't offer anything I'm interested in
5. I don't think libraries are relevant in the digital age

Comfortable and inviting library spaces including toilet facilities	Extended opening hours (e.g., evenings, weekends)
A wide selection of up-to-date books and publications at the library	Access to free Wi-Fi and digital kit

Most relevant enablers outside of top 4

A. Good parking facilities (more spaces & free parking)
B. No fines for overdue items

Digital & community seekers
25%

Who are they?
More likely to be:

- Women and aged under 45
- From ethnic minority backgrounds
- Working full time and graduates
- More often a parent

Attitudes towards the library and related behaviours
This group view libraries as valuable community spaces and could see libraries as community hubs. There is an openness to libraries but some express uncertainty around services being outdated and welcoming. This segment places importance on digital services noting the importance of libraries offering online resources (e.g., online information and user-friendly websites) as well as extended hours. They self-identify with some library-related activities around seeking book recommendations and showing interest in learning new digital skills and access to technology. Whilst not very strong, there is some interest in social/ community events.

Top 5 barriers to using libraries

1. I can access similar resources and services elsewhere (e.g., online, bookshops)
2. I prefer to own physical books or other resources
3. I don't know what services/ activities are offered at my local library beyond loaning physical books
4. The library doesn't offer anything I'm interested in
5. The library's opening hours don't fit my schedule

Comfortable and inviting library spaces including toilet facilities	Extended opening hours (e.g., evenings, weekends)
A wide selection of up-to-date books and publications at the library	Access to free Wi-Fi and digital kit

Most relevant enablers outside of top 4

A. A cafe or snack bar within the library
B. Engaging programme of activities and events for adults
C. Events to connect with others and build community

Enthusiastic adopters
19%

Who are they? More likely to be:
- Women
- Likely to have used the library in the past and feel that they will use the library again in the future
- More often familiar with library services and find it easy to get to the library

Attitudes towards the library and related behaviours

A strong feeling that the library is a valuable community asset is core to this segment. This group believes in the library's potential, expressing positive attitudes towards its value, inclusivity, peaceful atmosphere and services. They self-identify with behaviours such as a love of reading, quiet spaces and learning. They signal a high likelihood of future use.

Top 5 barriers to using libraries

1. I can access similar resources and services elsewhere (e.g., online, bookshops)
2. I prefer to own physical books or other resources
3. I don't know what services/ activities are offered at my local library beyond loaning physical books
4. The library's opening hours don't fit my schedule
5. I don't know how to use the library's online services

Comfortable and inviting library spaces including toilet facilities	Extended opening hours (e.g., evenings, weekends)
A wide selection of up-to-date books and publications at the library	Access to free Wi-Fi and digital kit

Most relevant enablers outside of top 4

- Engaging programme of activities and events for adults
- Events to connect with others and build community
- Displays or public sessions on topics of local interest (e.g. local history)
- Good accessibility for people with disabilities or other access needs
- Resources, such as books/magazines, and services for people who speak languages other than English at home

Armchair supporters
24%

Who are they? More likely to be:
- No gender distinction, but more likely to be over 45
- Living in rural and the least deprived areas
- **Not working full time**
- **Higher social grade**
- **Find it easy to get to the library**

Attitudes towards the library and related behaviours

This group has positive views about libraries, recognising their value and noting that they are welcoming and peaceful places. However, there are mixed views regarding the importance of library services underpinning an uncertainty about their own likelihood of using libraries; they do not see themselves engaging in typical library activities. This segment does not strongly self-identify with library behaviours suggesting that whilst they value the library concept, the library offer does not reflect their personal behaviours.

Top 5 barriers to using libraries

1. I can access similar resources and services elsewhere (e.g., online, bookshops)
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Comfortable and inviting library spaces including toilet facilities	Extended opening hours (e.g., evenings, weekends)
A wide selection of up-to-date books and publications at the library	Access to free Wi-Fi and digital kit

Most relevant enablers outside of top 4

- Easy to use library website and online catalogue for reservations
- Staff and/or other support available to assist with finding information and using technology
- Displays or public sessions on topics of local interest (e.g. local history)
- Guidance or help on how to use the library's services

3.6 Intervention development stimulus material

The intervention development workshop involved a recap of the seven interventions prioritised by participants during the intervention generation workshop. These slides are shown below and were based on stakeholder discussions during the intervention generation workshop and designed to support considerations to reflect on during the re-prioritisation process. These summaries were then used as a springboard for further discussion and iteration of the three prioritised interventions.

Intervention	Promoting basic messages E.g., reminding that library is free, opening hours, you can use any library in county, online services
What does this look like? (delivery mechanism)	• Using a range of channels e.g. social media, posters
Which barrier is it tackling?	• **Lack of awareness of the library offering and outdated perceptions** • Lack of personal relevance • Concerns regarding accessibility
Considerations from our discussions	• How do we promote messages? • Do we need to target these messages?

Intervention	Thinking differently about how we position why people should use the library (e.g., sustainability, money saving, meeting like-minded people) and how we target these messages
What does this look like? (delivery mechanism)	• Using a range of channels e.g. social media, posters
Which barrier is it tackling?	• **Lack of personal relevance** • Lack of awareness of the library offering and outdated perceptions • Concerns regarding accessibility
Considerations from our discussions	• How do we develop these messages and decide who to target? • How easy is it to target specific groups? • How do we promote messages?

Intervention	Using social media to promote services. This could include: • **Pushing out content e.g., demos of how to use online services, social stories, video tours** • **Interacting/ making connections with social media presence of relevant organisations/ groups**
What does this look like? (delivery mechanism)	• Social media accounts/ posts
Which barrier is it tackling?	• **Lack of personal relevance** • **Lack of awareness of the library offering and outdated perceptions** • Concerns regarding accessibility
Considerations from our discussions	• Who holds the social media accounts/ handles and is responsible for these? • Who at a library level would have responsibility for this? • What type of content might be shared? Is this best done locally?

Intervention	Thinking about new ways to share information such as advocates (e.g., young volunteers, people reflective of the local community) and alternative channels (e.g., estate agents, GPs, social prescribers)
What does this look like? (delivery mechanism)	• Engaging/ building relationships with local community groups and stakeholders
Which barrier is it tackling?	• Lack of personal relevance • **Lack of awareness of the library offering and outdated perceptions** • Concerns regarding accessibility
Considerations from our discussions	• How do we reach and engage these advocates? • How do we engage alternative channels (which channels are already used)?

Intervention	Co-location with other services or working with partners to utilise library space (e.g., health, breakfast clubs, early years)
What does this look like? (delivery mechanism)	• Strategic partnerships with other local services to use the library space
Which barrier is it tackling?	• Lack of personal relevance • **Lack of awareness of the library offering and outdated perceptions** • Concerns regarding accessibility
Considerations from our discussions	• Important to find the right partners for this to work. • Which types of groups would be engaged this way? • Where to co-locate to access wide range of residents?

Intervention	Outreach, promote, develop, enhance reach of library services, e.g. using physical environments other than the library such as pop-ups (schools, supermarkets)
What does this look like? (delivery mechanism)	• Carrying out outreach activities in different places
Which barrier is it tackling?	• Lack of personal relevance • **Lack of awareness of the library offering and outdated perceptions** • Concerns regarding accessibility
Considerations from our discussions	• Where would pop-ups be best placed? • What different options might be available for rural vs. urban libraries?

Intervention	Thinking about the design of spaces, physical feel, outside and inside, to make them more inviting
What does this look like? (delivery mechanism)	• Changing the layout inside • Making the outside of buildings more inviting
Which barrier is it tackling?	• Lack of personal relevance • Concerns regarding accessibility • **Lack of awareness of the library offering and outdated perceptions**
Considerations from our discussions	• How might this differ for different types of libraries e.g., bigger and smaller, older and more modern? • What can be done about the outside of the library to invite people in? • How would we ensure accessibility requirements are met when thinking about this?

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Ipsos' standards and accreditations provide our clients with the peace of mind that they can always depend on us to deliver reliable, sustainable findings. Our focus on quality and continuous improvement means we have embedded a "right first time" approach throughout our organisation.

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This is the international specific standard for market, opinion and social research, including insights and data analytics. Ipsos UK was the first company in the world to gain this accreditation.

Market Research Society (MRS) Company Partnership

By being an MRS Company Partner, Ipsos UK endorse and support the core MRS brand values of professionalism, research excellence and business effectiveness, and commit to comply with the MRS Code of Conduct throughout the organisation & we were the first company to sign our organisation up to the requirements & self-regulation of the MRS Code; more than 350 companies have followed our lead.

ISO 9001

International general company standard with a focus on continual improvement through quality management systems. In 1994 we became one of the early adopters of the ISO 9001 business standard.

ISO 27001

International standard for information security designed to ensure the selection of adequate and proportionate security controls. Ipsos UK was the first research company in the UK to be awarded this in August 2008.

The UK General Data Protection Regulation (UK GDPR) and the UK Data Protection Act 2018 (DPA)

Ipsos UK is required to comply with the UK General Data Protection Regulation (GDPR) and the UK Data Protection Act (DPA). These cover the processing of personal data and the protection of privacy.

HMG Cyber Essentials

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