CHAPTER SIX

PRESENTATION OF DATA

1. INTRODUCTION

This chapter presents the results of the study obtained by means of the semi-structured interview guide, used to interview the branch librarians and the heads of sections at the Johannesburg Central Public Library. The results of the interview with the manager of the CJLIS, Region Eight - about his views on the Library's services to multicultural communities - are also given.

Statistical data regarding the languages of the collections and the circulation of collections - according to language - was collected from the central Bibliographic and Distribution Services of the CJLIS, and is also reflected in this chapter.

Where appropriate, the results are presented in a table format.

2. RESULTS OF INTERVIEWS WITH BRANCH LIBRARIANS AND HEADS OF SECTIONS OF THE CJLIS

The Interview guide, used for the interviews with branch librarians and heads of sections of the CJLIS, is divided into four main categories:
- General
- Needs assessments and user profiles
- Collections
- Services.

All the branch librarians and heads of sections of the Central Library of Region Eight were interviewed, using the semi structured interview guide. They were from the

- Hillbrow Branch Library
- Mayfair Branch Library
- Murray Park Branch Library
- Rhodes Park Branch Library
- Southdale Branch Library
- Yeoville Branch Library
- Central Lending Library
- Young Adult Library
- Children's Library
- Reference Library
- African Studies Library
- Music Library
- Art Library
- Multimedia Library

Each of the four main categories and the respondents' answers to the questions - related to each category - are described below.

2.1 Category: GENERAL

In the GENERAL section respondents were asked about their understanding of multiculturalism or services to culturally diverse communities in libraries. Their views pertaining to whether such services are important, and how cultural diversity had impacted on the services and products offered by their libraries, were recorded. Respondents were also asked about policies or guidelines relevant to the offering of materials and services to culturally diverse communities.

Individual questions and responses to those questions from the GENERAL section are discussed below.

2.1.1 QUESTION 1.1: Understanding of what is meant by multicultural library services

In the first question under GENERAL, the respondents were asked what they understood by 'multicultural library services'. Of the 14 librarians interviewed, all respondents (100%) had an understanding of the concept and generally described it as involving library services that cater for culturally diverse communities. However, the majority - 11 out of the 14 (79%) - only mentioned *collections* that reflect the cultural diversity of their communities. The remaining 3 (21%) librarians distinguished between services and collections. However, they did not mention any specific examples of such services.

It should be noted here that 9 (64%) of the respondents referred to broad communities in their explanations of cultural diversity, using the terms 'cultural groups' and 'diverse societies'. Five (36%) respondents mentioned specific groups. Groups referred to were 'linguistic', 'ethnic', 'religious' and 'foreign' communities. Two (14%) respondents specifically mentioned the importance of catering for indigenous linguistic communities. One respondent mentioned disadvantaged racial groups as communities that need attention, noting the history of Apartheid in which South African public libraries developed: "This library *per se*, historically was for the white community. I think it will take a long time for it to respond to the needs of all."

2.1.2 QUESTION 1.2: The importance of having services and collections that are representative of culturally diverse groups

Librarians were asked if they feel it is important that their services and collections should be representative of the culturally diverse communities they serve. They

were also asked to explain why. One librarian said that it is not important. The remaining 13 (93%) respondents said that it is important. Reasons given are displayed in Table 6.1 below.

Table 6.1:   **Importance of having services and collections which are representative**

Important	Number of respondents	Percentage	Reasons:
No	1	7%	Most users prefer services being offered in English and prefer English materials.
Yes	13	93%	Ten librarians reported that it would help the library meet the needs of all communities equally, not just English speaking communities. Three responded by stating that materials would be more relevant to the different users. Two respondents explained that it would help library services accommodate all users. Another two respondents indicated that it would make diverse users understand the library better. Individual reasons for the importance of services and collections that are representative of culturally diverse communities included the following: It is useful to be able to supply users with services that are relevant.

Important	Number of respondents	Percentage	Reasons:
			• It would play a role in the cultural development of communities. • It would enable public librarians to assist users in their mother tongue. • It would help attract more users to the library because these would be more relevant. • It would make users from diverse backgrounds feel at home in the library. • It would help users retain their cultures. • It would help users learn about their own and other peoples' cultures.

2.1.3 QUESTION 1.3: Impact of cultural diversity on libraries, specifically of the eleven official languages

Librarians were asked if cultural diversity, especially the adoption of the 11 official languages, has impacted on their library's services and collections. They were also asked to explain why.

Only two (14%) librarians said that it has had no impact. The remaining 12 (86%) respondents said it has had an impact. The responses are summarised in Table 6.2.

Table 6.2:   Impact of cultural diversity on the library, especially that of the 11 official languages

Impact	Number of respondents	Percentage	Reasons
No	2	14%	They both stated that users prefer using English. One respondent indicated that very little has been published in the official Black languages. Another respondent stated that there are few requests from users for materials in the official Black languages.
Yes	12	86%	Nine librarians reported that users feel comfortable in using their own languages - more so in the present than they would have in the past. Two responded that some users are aware that these languages - because they are official - should be catered for, so they have users who feel that they have a right to request these materials. Two respondents indicated that now that these languages are official, the library tries to buy more books in these languages - especially folk tale narratives.

2.1.4 QUESTION 1.4: Awareness of policies

Librarians were asked if they are aware of any library policies that deal with multiculturalism, cultural diversity or any related issues, such as multilingualism – including the following publications:

- IFLA's *International Guidelines for Library Services to Multicultural Communities* (1998)
- LIASA Policy Statement
- The *Minimum Standards for the CJLIS* (2003-2006)
- *Policy for the Selection of Materials for the CJLIS* (2002)

The results are summarised in Table 6.3.

Table 6.3:   Awareness of policies

Aware	Number of libraries	Percentage of libraries	Policy:
No	10	71%	
Yes	4	29%	Two respondents were aware of the IFLA policy guidelines on multiculturalism. Three respondents were aware of the LIASA policy statements that refer to multiculturalism, cultural diversity and multilingualism. Three respondents indicated that they were aware of the CJLIS policies related to multiculturalism and multilingualism.

The librarians that replied positively to being aware of the two CLJIS internal policies that touch on cultural diversity were then asked if they follow the recommendations made in these regarding services and collections. All three replied that they try to by buying materials in indigenous languages.

2.1.5 QUESTION 1.5: The importance of such policies

Librarians were asked whether they thought it is important to have library policies that deal with cultural diversity issues. A motivation for their perceptions was also requested. These are summarised in Table 6.4.

Table 6.4:   Importance of policies

Important	Number of libraries	Percentage	Reasons:
No	1	7%	One respondent felt that there are already too many regulations in the library.
Yes	13	93%	Eight respondents indicated that a multicultural policy would act as a guideline when selecting materials for culturally diverse users. Four librarians said it would assist them in meeting the needs of their diverse communities. Two librarians reported that a policy would help them focus on providing resources in indigenous languages. Other reasons reported by individual respondents included: • It would force librarians to consider the needs of all the

Important	Number of libraries	Percentage	Reasons:
			communities they serve.
			• It could act as a guideline for funds to be allocated for indigenous languages.
			• It would help the library prioritise services to these communities.
			• It would help create an awareness amongst staff of the importance of multicultural library services

It should also be pointed out that 4 (29%) respondents felt that the CJLIS should have internal guidelines that give practical step-by-step suggestions on how to provide these services.

2.2 Category: NEEDS ASSESSMENTS AND USER PROFILES IN TERMS OF CULTURAL DIVERSITY

In this section librarians were asked about the communities they serve and whether they have conducted any needs assessments in terms of the cultural diversity of these communities. Librarians were also asked whether they have a statistical profile of their communities - based on any cultural diversity facet, such as the languages spoken by communities.

2.2.1 QUESTION 2.1: Statistical data on profiles of communities according to cultural diversity

Respondents were asked for any statistical data that might be collected about the profile of their users that is relevant to the offering of multicultural services, including:

- Any profiles of the communities regarding home languages, nationalities, religions or any other cultural groups
- Membership data of mother-tongue spoken by users
- Preferred language by users for library material.

All (100%) the librarians said they did not collect any of the above information. It was also reported that when entering the language of the user on the computer system for membership data, the CJLIS only uses the letter 'E' for English. No opportunity to collect such information, therefore, exists because by default only 'E' for English can be selected on the system.

2.2.2 QUESTION 2.2 Languages of users - not based on statistical information

Librarians were asked to indicate the languages spoken by their users that they are aware of - not based on statistical data. The results are summarised in Table 6.5.

Table 6.5: Languages of users (not based on statistical information)

Languages spoken by users of library	Number of libraries indicating that the language is spoken by some of their users	Percentage of libraries indicating that the language is spoken by their users
Afrikaans	14	100%

English	14	100%
isiXhosa	14	100%
isiZulu	14	100%
North Sotho	13	93%
South Sotho	12	86%
Xitsonga	10	71%
Setswana	10	71%
Tshivenda	10	71%
isiNdebele	9	64%
seSwati	9	64%
Other	9	64%

Nine librarians indicated that their libraries have users whose mother-tongues do not relate to any of the eleven official languages. These languages are listed in Table 6.6.

Table 6.6:   Other (foreign) languages

Language	Number of Libraries that include users speaking a mother-tongue language not included in the 11 official languages
Dutch	4
German	4
Portuguese	3
Chinese	2
Indian languages	2
Shangaan	2
Swahili	2

Sudanese	1
Somali	1
French	1
Sign language	1

This information is not based on statistics as this data is not recorded by the CJLIS. The above information is based on the experiences of the librarians working at the service points. However, statistical data on languages spoken by Region Eight as a whole is part of the Census 2001 and is included as Appendix 2.

2.2.3 QUESTION 2.3: Nationalities of users

Librarians were asked to indicate the nationalities – including those of immigrant groups - of their users that they are aware of. Again, as data is not collected by the CJLIS on this, the information obtained from the librarians is based on contact with users. The nationalities identified are reflected in Table 6.7.

Table 6.7:   Nationalities of users

Nationalities of users	Number of libraries indicating that they have users of these nationalities	Percentage of libraries indicating that they have users of these nationalities
From the rest of Africa	12	86%
European	5	36%
Asian	6	43%
Indian	6	43%
North, Central and South American	2	14%
Australian and New	1	7%

Zealander		
Not sure	4	29%

Statistical data on nationalities for Johannesburg is part of the Census 2001 and is included as Appendix 3.

2.2.4 QUESTION 2.4: Other cultural groups

Librarians were asked if they are aware of any other cultural groups that make up their community, such as religious communities. Six (43%) librarians indicated that they are not aware of any other cultural groups. The responses of the remaining 8 respondents (57%) were:

- Five librarians are aware of Muslim users.
- Three respondents are aware of Rastafarian users.
- Two librarians are aware of Hindu users.
- Two respondents stated that Jewish people use the facilities of their libraries.
- One respondent indicated that people belonging to the Islam religion use the library facilities.

This information is not based on statistics, as data on this is not collected by the CJLIS. The above information is based on the experiences of the librarians working at the service points.

2.2.5 QUESTION 2.5: Usefulness of cultural diversity profile

Librarians were asked if it would be useful or helpful to have a profile of their users regarding cultural diversity, such as languages spoken, religions, and nationalities. They were also asked to explain why.

Each respondent was allowed to give as many reasons as he/she wanted to. Twelve (86%) of the respondents agreed that it would be useful to have such a

profile. Two (14%) respondents said it would not be useful. The results are summarised in Table 6.8.

Table 6.8:   Usefulness of cultural diversity profile

Useful	Number	Percentage	Reasons
No	2	14%	Both librarians said they get a feel of who their users are and what users want without having an accurate profile.
Yes	12	86%	Nine respondents reported that it would assist with book selection. Five respondents said it would help determine users' needs. Two librarians felt that it would help offer relevant services. One librarian said it would improve outreach possibilities. One librarian reported that it would help meet the needs of users. One respondent indicated that it would help provide materials for people from non-English speaking communities.

2.2.6 QUESTION 2.6: Suggestions for obtaining data on profiles of communities

Librarians were asked to make suggestions on how the library might obtain profiles of the different cultural groups that make up its constituency. Three (21%) respondents said they had no suggestions. The suggestions of the other 11 (79%) are summarised in Table 6.9.

Table 6.9:   Suggestions for obtaining data on profiles of communities

Suggestions	Number of libraries
The library could make use of questionnaires.	4
The library could conduct surveys.	3
Questions related to the profile should be included in membership data requested from the user.	2
Needs assessments should be conducted.	2
By becoming involved in the community, the library will get to know the profile of its users.	1
The library should consult Census 2001.	1

2.2.7 QUESTION 2.7: Needs assessments

Librarians were asked whether they conduct any needs assessments to determine the specific needs of different cultural groups in their communities. Two (14%) said they do. When asked how they do this, they indicated that they ask their users what they want when they come into the library. The remaining librarians (86%) said they do not conduct needs assessments to determine the specific needs of different cultural groups in their communities. The respondents gave different reasons for not conducting such needs assessments. These are summarised in Table 6.10.

Table 6.10:   Reasons for not conducting such needs assessments

Reasons	Number of respondents
A lack of resources to conduct such assessments	6
It would be pointless to conduct such needs assessments because most materials are published in English only.	2
Most of the users do not use materials other than those in English – users only ask for English materials.	2

2.2.8 QUESTION 2.8: Benefits of needs assessments, focusing on cultural diversity

Librarians were asked if, and how, needs assessments - according to cultural and linguistic needs - could be beneficial or improve the services of the library. Eighty six percent of the respondents said that needs assessments are important. Their responses are summarised in Table 6.11.

Table 6.11: Benefits of needs assessments, focusing on cultural diversity

Benefits of needs assessments	Number of libraries
Needs assessments would give the librarian a greater understanding of the needs of different cultural groups.	6
They would help librarians acquire and provide materials that are representative of the various groups (collection building).	5
They would allow the library to meet the needs of all cultural groups equally.	4
The library would be able to cater for the whole community, not only for English speaking users.	2

2.3 Category: COLLECTIONS

In this section of the interview, librarians were asked about the materials available in each library, and how representative these are of the culturally diverse communities they serve. They were also asked about the representivity in circulation of materials according to language. Any obstacles that might make it difficult for them to offer multicultural collections, were sought. Librarians were also asked for suggestions on how the collections could be improved to ensure wider representation. Statistical information on the collections - according to language for the libraries selected for this study - was obtained from the Central

Bibliographic and Distribution Services of the CJILS and is included as Appendix 5.

2.3.1 QUESTION 3.1: Statistics of collections according to language

Librarians were asked to provide a breakdown of their collections according to language. Seven librarians (see Table 6.12) indicated that statistics according to language are collected for their library. The researcher was referred to Central Bibliographic and Distribution Services of the CJILS for this information. A summary of the data obtained on these statistics is presented in Table 6.12. A more detailed version of this information is provided at the end of this study in Appendix 5. At the time of conducting the survey in July 2005, the stock of the libraries selected for this study was as follows:

Table 6.12:   Statistics of collections according to language

	Afriks for teens	Engl easy read	Afriks easy read	Afriks fict	Afriks non- fict	Engl fict	Engl non- fict	Africa lang	Forei gn lang*
Central Lending	75	732	13	2961	1163	13939	49164	2516	1568
Hillbrow	33	404	12	1102	164	5000	2939	397	96
Mayfair	35	140	9	613	36	3732	1999	180	0
Murray Park	47	67	7	966	267	3829	1267	291	238
Rhodes Park	22	226	13	654	41	6793	3619	427	231
South-dale	104	49	0	2891	613	7585	3764	10	196
Yeoville	31	334	21	526	108	7080	5249	710	1035
TOTAL	**347**	**2219**	**76**	**9714**	**2402**	**47971**	**68871**	**4532**	**3364**

* Foreign language statistics are a combination of Dutch, German, French and Portuguese only.

The above statistics only refer to book stocks. Statistics on other materials - according to language - are not available from the CJLIS.

Statistics for language of materials are not collected by the other library sections (Art, Music, Multimedia, Reference, Children's Library, Young Adult and African Studies) interviewed. Question 3.1.1 of the interview guide, therefore, applies to these libraries and librarians were asked to categorise collections in terms of language - according to their knowledge of their collections. All the remaining librarians indicated that they have collections in all the indigenous languages. They noted that these collections are small because of the difficulty of finding published materials in these languages. Even the African Studies librarian reported that although the library collected as much materials as it could in indigenous languages, its collection is mostly in English because of the lack of published materials in African languages. It should be noted that although African Studies has a larger collection of indigenous materials, items are not for loan and access to researchers is limited.

Librarians of these libraries indicated that they do have collections in foreign languages, including Italian, Portuguese, Greek, Dutch, German, French, Gujarati, and Chinese. Again all the librarians maintained that these collections are small and outdated as the library is no longer buying foreign materials. Two librarians still receive donations of books in foreign languages from community members and organisations. Statistics on these collections are, however, not available.

2.3.2 QUESTION 3.2: Other types of multicultural collections

Librarians were asked whether they provide other multicultural materials - not necessarily in languages other than English, but based on different religions,

histories, cuisines, customs and traditions. All (100%) respondents indicated that they do. The results are summarised in Table 6.13.

Table 6.13:   Other types of multicultural collections

Other multicultural collections	Number of libraries
Materials about Muslim religion	4
Jewish (history and religion) materials	3
Materials on indigenous customs and traditions	3
Materials on the arts of different communities	3
Materials on the music of different communities	3
The histories of foreign nations	3
South African cookbooks	3
International cookbooks	3
Travel books	3
Materials on foreign customs and traditions	2
The histories of different South African ethnic communities	2
Books teaching indigenous languages	2
Books teaching foreign languages	2
Hindi materials	1
Architecture of different communities	1

It was noted that these materials are mostly in English.

In relation to the above question, respondents were asked in Question 3.2.1 whether they provide alternative information sources, such as unpublished materials collected from the communities or oral information sources from communities. All (100%) of the responding librarians indicated that they do not.

2.3.3 QUESTION 3.3: Multicultural collections in other formats

Librarians were asked if they collect materials in other formats, such as videos, CDs and DVDs. Twelve (86%) of the librarians said they do not collect these materials, noting that these are available from the Central Multimedia Library and from the Central Music Library.

The Music Library confirmed that they do collect musical recordings, especially CDs those that represent the different cultural groups of South Africa, including recordings in all the official languages. The respondent indicated that the library has recordings in foreign languages, such as Italian, German, and French.

The Multimedia librarian confirmed that their collections included materials, such as videos that are relevant to different cultural communities in South Africa, specifically the indigenous communities. However, when asked in which languages these materials are available, the librarian reported that they are in English.

The central Bibliographic and Distribution Services for the CJLIS confirmed that statistics for these materials - according to language - are not available.

2.3.4 QUESTION 3.4: Newspapers and magazines

Librarians were asked if they collect newspapers and magazines in any languages other than English. They were also asked whether they feel that these publications are representative of their culturally diverse communities.

Five of the 6 branch librarians said that they only keep English newspapers and magazines. One of the branch librarians mentioned an Afrikaans Newspaper, *Die Beeld*.

Three branch librarians said that although their newspapers and magazines are in English, they feel that these cater for various South African Black, White and Indian communities as they include *The Sowetan*, *The Star*, *People Magazine*, *Drum*, *Essentials*, *Garden and Home*, and *Today*. One branch library also said they keep a Muslim newspaper in English called the *Muslim News*.

The Music librarian noted that they subscribe to South African music magazines in English. The Art Librarian reported that they subscribe to South African art magazines in English. Both these librarians explained that there are no magazines published in the indigenous languages on these topics. The Music librarian pointed out that they do keep foreign magazines in Italian and German, which are received through donations.

The Reference librarian reported that the library houses a number of magazines in English. However, these are representative of a cross-section of South African communities and international communities as they include magazines, such as *You*, *Drum*, *People* and *The Times magazines*. The Reference librarian said that the South African magazines received by the Department are in English because very little is published in any of the other languages. She also noted that because of a lack of funds, magazines in foreign languages are no longer received - except through donations. It was reported that newspapers are kept separately in the Newsroom and include English language Newspapers from South Africa, as well as three Afrikaans newspapers: *Die Beeld*, *Rapport*, and *Die Burger*. It also provides one IsiZulu newspaper called *Ilanga*. The librarian feels that although most newspapers kept are in English, they are representative of different communities as they include newspapers, such as *The Star*, *The Citizen* and *The Sowetan*. Newspapers in foreign languages are no longer received because of financial constraints.

The librarians from the Young Adult Library and the African Studies Library noted that they do not house magazines and newspapers in their actual collections.

However, they do refer users to the Reference Library or the Newsroom if requests for these sources are received.

The central Children's librarian reported that the library does not carry any newspapers or magazines for children.

Statistics of collections - according to language - are not collected by the CJLIS for newspapers or magazines.

2.3.5 QUESTION 3.5: Electronic information sources

Librarians were asked if they collect electronic information sources that are representative of the diverse communities. All respondents indicated that they do not. It was, however, noted by 4 librarians that the CJILS offers free Internet access to its users at the Central Library. These users can access any site of any country. Two respondents pointed out that there is very little available on the Internet in African languages. It was reported by all the respondents that the homepage of the library is in English only.

2.3.6 QUESTION 3.6: Selection of materials according to cultural diversity profile

Librarians were asked if they select materials based on the cultural or linguistic profile of their users. All of the librarians said they do not. This confirms the results presented in Category 2.2 of this chapter. Two of these librarians did, however, note that they try to buy books in all the official languages. One librarian said it is not necessary to select materials according to the cultural or linguistic profile of users because most users only want English materials.

Two (14%) librarians said they do not base their selection on any formal profile or statistics, but because they know the cultural and linguistic profile of their users -

based on experience - they select accordingly. Another 2 (14%) respondents reported that they obtain information from requests and orders, and base their selection to suit their user needs on that information.

2.3.7 QUESTION 3.7: Consultation with diverse user groups for collection development

Librarians were asked if they consult their diverse users in the development of their collections - for example, to determine preferred languages of materials. Twelve (86%) respondents said they do not. Of these twelve, three respondents noted that they do receive suggestions from their users by means of suggestion boxes and through individual requests.

Two (14%) respondents said they do consult users when they go to schools and consult with teachers to determine what books they should buy for their school-going users in order to cater for their specific needs. However, it was noted by these respondents that when consulting with these users, it is mainly to determine their overall needs and not specifically their language or cultural needs.

2.3.8 QUESTION 3.8: Circulation data for languages of collections

Librarians were asked whether they have circulation statistics for languages of materials used. Seven (50%) libraries confirmed that they do have access to this information, and noted that this data is managed centrally. The circulation statistics - according to language - were obtained from Bibliographic and Distribution Services of the CJLIS, Region Eight, and are included as Appendix 6. A summary of the most recent statistics available at the time of conducting this study (July 2005) - of circulation according to language - is presented in Table 6.14.

Table 6.14: Circulation Statistics for July 2005

	Centr Lend	Hillbr ow	Mayfa ir	Murra y Park	Rhod es	South dale	Yeovil le	Childr en's	Total:
Afriks	253	17	205	61	220	1439	66	18	2279
Engl	1939	1003	2517	508	3887	4525	1541	774	16694
Zulu	10	3	6		7		6	4	36
Xhosa	4	2			1		3		10
Venda	3								3
Tswa	10		1						11
Tson	7						4		11
Swazi		2		1	1				4
South Sotho	17			1			1		19
Pedi	6		1		7			1	15
Ndebe	1								1
Foreig	2				7	1	9		19

Circulation statistics - according to language - are not collected by the CJLIS for the Music, Art, Multimedia, African Studies, Reference Department, and Young Adult libraries.

2.3.9 QUESTION 3.9: Difficulties with multicultural collections

Librarians were asked for reasons why their libraries find it - or might find it - difficult to build a collection that is representative of the culturally diverse communities they serve. They were also asked for reasons why the circulation of these collections might be low. Respondents were encouraged to give as many reasons as they could think of. The reasons are summarised in Table 6.15.

Table 6.15: Difficulties in building a multicultural collection

Reasons	Number of respondents
A lack of financial resources.	11
Lack of published materials in indigenous languages.	9
Allocation of budget. According to respondents most of the budget for collections is allocated for English children's books.	2
Staff are not aware that they should be offering multicultural collections.	2
Lack of interest from the actual communities in materials in their own languages. According to respondent the communities prefer English materials.	1
Inability to trace these materials, especially indigenous materials.	1
A lack of space to house additional materials.	1
Lack of skills to select correct materials for different communities.	2

In the related Question 3.9.1, librarians were asked why the circulation of collections - other than English - may be low. Their responses are summarised in Table 6.16.

Table 6.16: Reasons why the circulation of these collections may be considered low

Reasons	Number of Respondents
Low circulation due to little stock available in languages other than English.	10
Materials not promoted in appropriate media and appropriate languages.	5
Lack of interest in these materials by actual communities.	2
Some of these cultural communities come from a non-public library culture - or a non-reading culture – and, therefore, do not frequent the library.	1
Some communities do not come to the library because they feel intimidated by an 'English only' library environment.	1

2.3.10 QUESTION 3.10: Suggestions on how to improve collections

Librarians were asked for any suggestions on how to improve collections so that they are more representative of the communities they serve. The suggestions are summarised in Table 6.17.

Table 6.17: Suggestions on how to improve collections

Suggestions	Number of respondents
A larger budget to purchase multicultural materials and/or materials in other languages should be available.	8
The library should conduct needs assessments to determine which materials communities prefer.	5
The library should seek donations from these communities.	2
Libraries should form partnerships with authors, especially	1

those involved in producing indigenous materials.	
Libraries should form partnerships with publishers, especially those involved in publishing material in indigenous languages.	1
Libraries should seek unpublished materials from communities and community organisations.	1
The communities should be involved in book selection.	1
The collections should be promoted to all communities - in appropriate media and in different languages.	1
The library should allocate funds for collections so that it caters for all languages equally, and does not place an emphasis on English only.	1

2.4 Category: SERVICES

In this part of the questionnaire, librarians were asked questions about any other multicultural services they might offer (other than collections) that are representative of users from culturally diverse backgrounds.

2.4.1 *QUESTION 4.1: Multicultural services being offered*

In the first part of this section, librarians were asked to tick any services - on a list provided - that they offer. The results are summarised in Table 6.18.

Table 6.18: Services

Services	Number of libraries
Library participation in cultural events, celebrations and activities of specific communities, such as national days, religious holidays, fêtes, festivals, dances, and musical events.	2
Story time sessions for children in appropriate languages, held either in the library and/or out in the community. For example,	1

story telling in African languages (told by members of community or by library staff).	
Multicultural/culturally diverse arts programmes and exhibitions.	1
User education/library orientation sessions in community languages.	9
Basic introduction to computers in community languages.	0
Internet and e-mail classes in community languages.	0
Talks on basic community information needs, such as health issues and employment, in community languages.	0
Family and local history programmes in community languages.	0
Launches of new books of interest to culturally diverse communities.	0
Book exhibitions and displays reflecting diverse cultures.	3
Film festivals of culturally diverse communities.	0
Storage facilities for local culturally diverse heritages/archives.	0
Appropriate signage of facilities, resources and services to suit specific community needs. For example, directional signage in relevant languages.	0
Outreach programmes directed at a specific community in your area.	0
English literacy classes for communities that are not English speaking.	5
Language courses.	0
Talks and seminars on the cultures of different communities that live in your service area.	0
(Cultural) diversity awareness workshops.	0
Local information of interest to specific communities, such as details of cultural events and festivals; local community churches; doctors that speak community languages;	0

sangomas; schools; etc.	
Translation/interpretation services for users that battle to speak English.	4
Reference and information services in those languages most commonly spoken by your community.	9
Programmes that celebrate the heritage and customs of the cultural groups present in your constituency.	0
Library brochures, handouts and pamphlets that take cultural diversity into account, such as handouts that describe your library services in those languages most commonly spoken by your community.	0
Internet facilities that take into account the different cultural backgrounds of its users. For example, library homepage in those languages most commonly spoken by your community.	0
Pointers to Internet Web sites of interest to specific communities in the language of those communities.	0
Programmes that are specifically directed at your different cultural, linguistic and/or religious communities.	0
Displays, exhibitions, festivals, events, etc., of interest to specific communities. For example, an exhibition of Zulu artefacts, or a film festival representative of a specific cultural community.	2
Any other services of interest to culturally diverse communities.	0

2.4.2 QUESTION 4.2: Services based on needs assessments or cultural profiles of users

Responding librarians were asked whether the services they offer are based on needs assessments or on the cultural or linguistic profiles of the communities they serve. All libraries said that these are not based on profiles or needs

assessments in terms of any cultural diversity facet - which confirms the results presented in Category 2.2 (Sections 2.2.1 and 2.2.7) of this chapter.

2.4.3 QUESTION 4.3: Languages - other than English - spoken by staff

Librarians were asked if any of the staff members at their libraries could speak a language other than English. All (100%) librarians replied in the affirmative.

Librarians were then asked to indicate the languages that are spoken by at least one staff member in their library. The results are summarised in Table 6.19.

Table 6.19:   Languages spoken by staff

Language	Number of libraries that have at least one staff member that can speak the language
isIXhosa	13
isiZulu	13
South Sotho	11
Afrikaans	10
Setswana	10
Tshivenda	9
seSwati	8
Xitsonga	8
North Sotho	7
isiNdebele	5
Other	1: One respondent noted that he could understand German and Italian.

2.4.4 QUESTION 4.4: Promotional activities

Librarians were asked if promotional activities for the library are carried out in any languages other than English - for example, brochures in the preferred

languages of the community or advertising in community newspapers and on radio stations. All the librarians (100%) noted that as far as they know all promotional activities are only carried out in English. The researcher was, however, referred to the person responsible for promotional activities for the whole of the CJLIS. In a short telephone conversation it was confirmed that all promotional activities are in English. It was, however, reported that diverse groups are being reached. Even though they are in English, the community newspapers and radio stations cover diverse sections of the communities - for example, *The Sowetan*, *The Star*, Metro FM and YFM.

2.4.5 QUESTION 4.5: Difficulties in providing multicultural services

Librarians were asked to give any reasons why they find it - or might find it - difficult to provide services (as opposed to collections) that are representative of the culturally diverse communities they serve. Any obstacles or challenges in the offering of such services were identified and are summarised in Table 6.20.

Table 6.20:   Difficulties in providing multicultural services

Reasons	Number of respondents
A lack of financial resources to offer these services.	10
Staff shortages. Respondents reported that they already have too many responsibilities and would find it difficult to take on any additional work.	3
Budget allocation. Respondents reported that budgetary decisions are made by management and money is allocated according to management's priorities.	2
The inability of staff to speak certain community languages prevents them from offering services in all the languages of their users.	2
Lack of awareness of such services in staff.	2

Lack of skills to offer such services.	1
Not knowing what the users really need and want - lack of needs assessments.	1
Communities from certain cultures do not have a library culture and, therefore, they do not frequent the library.	1
The perception amongst staff that users mostly want to speak English and prefer services being offered in English.	1
The lack of a proper profile of users according to any cultural diversity facet.	1
Lack of cultural sensitivity/awareness.	1
A lack of support and guidance from management.	1

2.4.6 QUESTION 4.6: Suggestions on how to improve multicultural services

Librarians were asked for any suggestions on what libraries can do to improve services (not collections) so that they are more representative of the cultural communities being served by the library. Their suggestions are included in Table 6.21.

Table 6.21: Suggestions to improve multicultural services

Suggestions	Number of respondents
Libraries should be allocated a larger budget for the development of such services.	7
The library should conduct needs assessments/create user profiles in terms of cultural diversity.	4
The library should involve the community in offering some of these services, such as story-time in community languages.	3
The library should offer services in more languages.	2

Employ more staff, especially those with multilingual skills.	2
Have more events and displays representative of different cultures.	2
The library should go to the schools in the area to understand the needs of children from diverse backgrounds.	2
The library should participate in events of the actual communities.	2
Library staff should be sent to workshops and training on cultural diversity issues.	2
The library should promote services to various communities, especially those that are under-represented in the library.	1
Signage should be provided in community languages to make the library a welcoming and understandable environment for all.	1
Suggestion boxes in all the libraries should be encouraged.	1
The library should use culturally diverse volunteers from the community to offer multicultural services.	1
The library should be promoted to communities that do not have a library user culture. The promotion should be in the languages of these communities.	1
The library should meet with leaders and representatives of communities to make them aware of the library.	1
The library should promote a cultural awareness and cultural pride through events and festivals.	1
The library should create an environment where people meet and learn about each other's cultures.	1

2.4.7   QUESTION 4.7: Cultural diversity training

Librarians were asked if they had attended any cultural diversity related training. Thirteen (93%) librarians said that they had not. Only one librarian said that she had. She indicated that the course included topics, such as cultural sensitivity and cross-cultural communication.

In a related question, Question 4.7.1, librarians were asked if they feel training in this field is necessary. They were also asked to elaborate. One respondent said that it is not necessary. The remaining librarians (93%) thought training in this field is very important, especially practical workshops.   Their responses are summarised in Table 6.22.

Table 6.22:   The importance of cultural diversity training for library services

Important	Number of libraries	Percentage	Reasons
No	1	7%	Acquire these skills through experience.
Yes	13	93%	Three librarians reported that it would better equip staff to meet the needs of their communities, such as how to compile user profiles in terms of cultural diversity. Three librarians said that it would teach staff skills on how to offer such services, like multicultural displays. Two respondents indicated that they would need skills on how to select materials for different communities. Two respondents felt that it would

Important	Number of libraries	Percentage	Reasons
			create awareness of such services. Individual reasons of the importance of training, included: • It would help library staff learn about other cultures - cultural awareness training. • It would assist staff in acquiring skills on how to interact with users from other cultures. • Library staff need to acquire skills on how to offer these multicultural services on a limited budget. One respondent noted that skills in multicultural library services are important "even if we ended up applying them in the smallest of ways - that would be a start."

In Question 4.7.2 respondents were asked if they would be interested in attending training in cultural diversity/multicultural library issues. All librarians (100%) indicated that they would be interested in attending such training.

In a related question, Question 4.7.3, respondents were also asked to explain whether they feel that cultural diversity issues should be part of library and information services education and training programmes. Four respondents felt that cultural diversity should be part of formal LIS programmes. One respondent pointed out, "I'm a student from UNISA, and not a word has been said about cultural diversity, yet cultural diversity is such a big issue in South Africa."

2.4.8 QUESTION 4.8: Additional comments

Finally, in the last question librarians were invited to provide any additional comments or suggestions on the topic. Their comments/suggestions are summarised in Table 6.23.

Table 6.23   Additional comments

Additional comments	Number of respondents
Recommendations of this research should be circulated amongst libraries to create awareness.	9
Top management, such as city councillors, should be made aware of multicultural services because they have the power to change things.	6
Awareness needs to be created amongst library staff about multicultural library services to start the ball rolling.	6
The library should purchase more dictionaries in indigenous languages.	1
In-house workshops in cultural diversity should be offered to all levels of staff.	1
Libraries should collect unpublished materials from communities to compensate for the lack of published materials in certain languages.	1
Indigenous collections are old. Therefore, they need to be updated.	1
Users should be made aware that - as taxpayers - it is their right to have services that represent their needs and cultures, and they should demand these from government and their libraries.	1
Individual libraries should identify community structures in each area, such as churches, schools, youth organisations	1

and stokvels and get them involved in the development and offering of these services.	
The library should approach leaders and representatives of different communities and get them involved in identifying the needs of their communities.	1

3. RESULTS FROM THE INTERVIEW WITH THE MANAGER OF THE CJLIS - REGION EIGHT

An unstructured interview with the manager of Region Eight was held to obtain management's perspective on the CJLIS to its culturally diverse communities. The manager was asked to explain his understanding of multicultural library services and the current situation of the library in terms of collections and services to its culturally diverse communities. The manager was also asked for any suggestions on how these collections and services might be improved.

The respondent felt that from management's perspective, the CJLIS has to better understand or know its communities in order to address their needs. He emphasised that individual libraries need to make contact with their communities to fully understand their needs. This includes conducting needs assessments and meetings with representatives of the various communities to find out what they want in terms of collections and services.

The respondent also highlighted the importance the CJLIS in compiling accurate profiles of its users, especially in terms of language. He noted that the user profile of the CJILS has changed, but not its collections.

The respondent pointed out that the CJLIS has the same collections that served community needs of the past, and that "the Library has moved from a Euro-centric library system into a vacuum. Our collections are Euro-centric, in the past catering for people coming from the suburbs. So they do not necessarily meet

the needs of our City today that speaks a variety of African languages." He further remarked that "we also need to shift our services according to the changed nature of our communities."

Other points covered by the manager of Region Eight are:

- The need to focus on services that can be introduced without huge financial implications.
- Collections are not necessarily pertinent to the communities that are coming to the Library "but it's all we've got, and we do make the best use of it."
- The Library needs to be more proactive - i.e., it needs to anticipate the needs of the changing communities and be able to provide for these needs.
- The need to get assistance from communities in the form of partnerships.

The manager pointed out that "the staff are multilingual and that is largely due to a natural process of staff transformation in LIS. However, the collections and services have not necessarily transformed."

In conclusion, the Manager also noted that - based on a proposal - the library would be receiving a donation from the Carnegie Corporation. He elaborated by saying, "The heart of that proposal is to move us into an African-based library instead of a Euro-centric one." The manager mentioned that a large portion of the funds would be used to build collections that are more African based.

4.   CONCLUSION

In this chapter the results of the interviews have been presented. The next chapter, Chapter Seven, interprets the results of this study - based on the set objectives outlined in Chapter One.