

Responding to our diversity

**Multicultural library service guidelines for
Victorian public libraries**

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Responding to our diversity

Multicultural library service guidelines for Victorian public libraries

1. INTRODUCTION

The Library Network Unit of the State Library of Victoria, engaged PractiCo to update the 1982 *Standards for multicultural public library service*. The update was one of the recommendations originating from the *Statewide LOTE Collections & Services Strategy 2000-2003* project that was commissioned by the Library Board. The new document is intended to reflect the current climate in public library services and changes to the Victorian local government context, and to incorporate changes in information technology, increased diversity and changing community expectations. PractiCo's submission was based on developing 'guidelines' rather than developing prescriptive 'standards' and is intended to assist public libraries to deliver a multicultural library service most suited to meeting the needs of their communities.

2. BACKGROUND

In 1982 the Library Council of Victoria adopted the *Standards for multicultural public library service*. These standards were compiled in response to the growing diversity evident among the communities served by public libraries. Since then they have formed the basis for defining and designing service delivery to all users, locally, nationally and internationally. The goals embodied in the standards remain as pertinent today as when they were originally conceived, covering "fair and equitable service by public libraries" to all groups in the community. These standards prevail as Library Board of Victoria policy and still form the basis for the International Federation of Library Associations (IFLA) *Multicultural communities: guidelines for library service* (1996), as a measure of their continuing local and international importance.

While the ethnic communities served by public libraries have increased in size and diversity since 1982, many other changes have also occurred. In particular the development of electronic media and means of transmitting data have had a major impact on all aspects of library service delivery. These changes, and an increasing expectation of accountability to the communities served, have occasioned the preparation of these guidelines as a companion document to the 1982 Standards.

3. WHY HAVE GUIDELINES?

Guidelines contribute to the planning, delivery and evaluation of specific areas of service provision. In terms of multicultural library services they are important in the following ways:

- **Ensure access and equity**

Notwithstanding the importance of the 1982 standards to the development of multicultural library services, it is evident from contemporary survey data that, in per capita terms nationally, collections in Languages Other Than English (LOTE) fall well behind the per capita rate for English language collections. As is stated in *Statewide LOTE collections and services strategy 2000 – 2003*, this is "hardly providing equitable public library service".

- **Collections aren't everything**

These guidelines have been compiled in an endeavour to address the collection imbalance and other service inequities. Methodologies are proposed for assisting public libraries to expand the understanding of their communities, thereby providing improved services. Fuller understanding arises from knowledge drawn from traditional sources, such as Australian Bureau of Statistics (ABS) census data which can be complemented by broad consultation at the local level. Improved service delivery comes from applying local knowledge to local conditions. As has been pointed out by the Public Libraries Division of the State Library of Queensland, "having a multicultural collection does not in itself constitute a multicultural service".

4. METHODOLOGY

The guidelines are based on three areas of investigation. First, an extensive literature search, both within Australia and overseas, was undertaken. Secondly, best practice in the delivery of multicultural library services was established. Thirdly, key stakeholders were consulted.

○ Literature search

Library policies, guidelines, procedures, protocols, issues papers, minutes of meetings were examined. These were sought from each Australian state or territory. Similar information from the International Federation of Library Associations (IFLA) and the individual national library associations of the UK, USA, Canada, New Zealand and Singapore was also examined.

More broadly, policies and charters relating to cultural diversity were examined. Documents relating to these matters were sought from the three levels of government - federal, state and local. Similarly, non-government organisations relevant to the delivery of multicultural library services were contacted.

Best practice multicultural library services were identified (mainly in NSW and Victoria) and details of their service listed for future reference.

○ Consultation

A key component to the methodology for the production of these guidelines was consultation. Both face-to-face interviews and focus group meetings were held. Current service delivery was explored, best practice established and issues and expectations highlighted for inclusion in the guidelines.

Participants included public library practitioners, representatives from local government, personnel from key government agencies dealing with cultural diversity and in particular recently arrived immigrants, and information technology service providers

5. AIM OF GUIDELINES

These guidelines aim to provide practical assistance to public library staff for establishing and maintaining relevant multicultural library services and promoting best practice amongst Victoria's public libraries. They can be used in conjunction the 1982 *Standards for multicultural public library service* and build on other work published by the Libraries Board of Victoria, including *Improving statewide access to community language*, *Library 21* and *Statewide LOTE collections and services strategy 2000 – 2003*.

6. THE POLICY ENVIRONMENT

Local, state and federal governments have all published policies relating to services and resources for ethnic communities. Whilst all levels of government have given commitments regarding 'access' and 'equity', of particular relevance to these guidelines is the document published by the Australian Local Government Association (ALGA) *Services for all: promoting access and equity in local government* (1999). Given the key role that local government plays in the provision of public library services, this document offers valuable guidance to library practitioners on the application of planning principles. The ALGA document is endorsed by the Municipal Association of Victoria (MAV).

The Victorian State Government policy regarding library services (*Library 21*) is currently under review and the new policy will specifically address the issues of access and equity in service provision. The context in which the new policy will be developed will embrace other state government policy positions, including *Best Value Victoria* (BVV) which emphasises community consultation and accountability. The Victorian Multicultural Commission (VMC) provides information on, and links to, all the major agencies and service providers for multicultural affairs in the state.

At the federal level, the Department of Immigration and Multicultural Affairs (DIMA) has published its *Charter of public service in a culturally diverse society* (1998). The Charter emphasises the value of building cultural diversity into the strategic planning, policy development and budget and reporting processes engaged in by service providers. The Charter is included as an appendix in the ALGA document (above).

At the public library level, policy development (with its attendant service delivery strategies) needs to aim for alignment with the broader policy positions, particularly those developed by local government.

7. THE CURRENT SITUATION IN VICTORIA AND ELSEWHERE

Research reveals a shift from multicultural library services being based on having quantitative targets to those with a broader approach where objectives are expressed in both quantitative and qualitative terms. This is best demonstrated by the increasing requirement for service planning and delivery to include community consultation to ensure community needs are met in the most effective and efficient manner. There has already been acknowledgement that the provision of a collection of multilingual resources is only part of a multicultural service. The introduction of information technology has had major impacts on service delivery. It has expanded the range of information available in community languages and has provided access to the global networks. However, it has also highlighted the need for development of non-roman script catalogues that are easy to use.

o Victoria

The State Library of Victoria, through its “Open Road” project managed by Vicnet, offers libraries and their communities Internet access to information in community languages including some non-Roman scripts. “Open Road” is building a directory of resources relevant to the delivery of multicultural services, including links to organisations. It also offers training, and the configuration of public access Internet stations in public libraries to handle multilingual scripts.

Statewide Project funding has supported the provision of minority language collections to public libraries and subsidised non-English language cataloguing.

In the absence of formal policy or guidelines, there are examples of best practice multicultural library service which are innovative and rely on community consultation to ensure needs are met in the most effective and efficient manner. However, the level of service delivery across the state is uneven.

The Government's *Best Value Victoria* legislation (1999) outlines the principles for local government service delivery: quality and cost standards for all services, responsiveness to community needs, accessible and appropriately targeted services, continuous improvement, regular community consultation, and frequent reporting to the community, and is used as a basis for formulation of these guidelines.

○ **Other States**

In those states in Australia where multicultural service delivery has been reviewed, the shift to community consultation and to services to complement collections, is most apparent.

The State Library of New South Wales has commissioned an extensive review *Multicultural library services in New South Wales* (currently in final draft form) which includes case studies of best practice. It states "the effectiveness of service delivery is underpinned by a clear understanding of the target group and their specific needs for service delivery, both now and in the future". It is clear from the recommendations of the report and the case studies of 'best practice' of multicultural library services, that identification of those needs comes in large part from the involvement of the library with its community. The case studies reveal the extraordinary variety of ways to involve the community and the benefits accruing from that involvement.

The Multicultural Services Consultative Committee of the State Library of Queensland have overseen the development of a protocol establishing the method of consultation between Queensland's State and public libraries and their multicultural communities. Entitled *Making libraries multicultural: protocol for consultation*, its purpose is to guide the State Library and public libraries to "interact with their multicultural client groups" and to develop, maintain and provide access to library and information services for multicultural client groups".

The Libraries Board of South Australia's *Guidelines for Multicultural Public Library and Information Service* clearly articulates the importance of community consultation through the strategies to meet its three aims:

- To improve the provision of resources by developing a multicultural perspective within management practices
- To develop library services which are culturally and linguistically sensitive to the needs of the community
- To promote through the programmes and activities of the library, the full participation of immigrants and persons of non-English speaking backgrounds in the social, economic, political and cultural life of the community.

○ **National**

Two key documents (noted in the “Policy Environment”: Section 6 above) that will impact on multicultural library service planning, delivery and evaluation should be referred to when planning services. They are

- the ALGA Services for all: promoting access and equity in local government (1999). This publication examines issues of access and equity (in local government, and from a national framework perspective), government policy initiatives and local strategies for promoting access and equity.

“Access and equity is not about providing separate services to people from non-English speaking cultures. It is about ensuring that all residents gain access to services, facilities and opportunities provided by Councils, regardless of their race, culture, religion, or language”. These strategies include planning, needs assessment, “involving community organisations”, “involving government agencies”, accountability and evaluation. It also points to the other key document, which is

- the DIMA *Charter of public service in a culturally diverse society* (1998). The Charter is based on seven core principles. These are access, equity, communication, responsiveness, effectiveness, efficiency and accountability.

The Australia Library and Information Association (ALIA) has several policy statements and protocols relating to public libraries service delivery. The policy statement which is relevant to this document is “Libraries and Multiculturalism” (amended 1996).

The National Multicultural Advisory Council provides a comprehensive background paper on the development of federal and state government policy on multiculturalism, *Australian multiculturalism for a new century: towards inclusiveness*. (1999). An understanding of the evolution of policy issues will contribute to cross-cultural awareness and ultimately to the effectiveness of services at the local level.

o **International**

The approach of these Victorian guidelines is consistent with that taken by the International Federation of Library Associations (IFLA) in its *Multicultural communities: guidelines for library service* (1996).

The IFLA document’s purpose is “to promote standards of fairness and equity in library service to ethnic, linguistic and cultural minorities.” It stresses

- “that library services to ethnic, linguistic and cultural minorities should not be seen in isolation or as additional to ‘normal’ services. They must be seen as integral to any library service”, and
- “each individual library service should continuously assess the nature and needs of its community, in consultation with ethnic, linguistic and cultural minority groups, and should base its service upon such assessments and consultations”.

In addition these guidelines recommend that

- very small minority language collections need to be centralized,
- policies need to reflect national (or broader organisational) multicultural principles,
- evaluation of standards, guidelines and policies should be carried out in consultation with minority communities, and
- provision of materials should be in all formats and originate from multiple sources.

8. PRINCIPLES DRIVING GUIDELINES

o Definitions and terminology

Great sensitivity, both real and political, attaches to the terms used in the provision of services to ethnic communities. What may once have been a widely used and accepted term or acronym can quickly fall out of favour. For example, the term Non-English Speaking Background (NESB) has recently been superseded at the federal level by the term Culturally and Linguistically Diverse (although use of the acronym 'CALD' is not encouraged). Similarly, at the local service level, more immediate terminology relating to a specific group, e.g. 'refugees', is used.

The key terms and acronyms used in the proposed guidelines have been drawn from the literature search, and are considered to be most suitable for use in the public library environment. They are defined as follows:

Access

“Creating the necessary conditions so that individuals or groups desiring to use council services, facilities, works and/or programmes have access to them regardless of their race, culture, religion, language, age, sex or disability” (Local Government and Shires Association of New South Wales [LGSA]);

Culturally Diverse

Multi-ethnic or multicultural (Commonwealth Department of Immigration and Multicultural Affairs [DIMA]);

ESL

English as a Second Language;

Ethnic group

“An ethnic group is one that is sufficiently identifiable by a combination of shared customs, beliefs, traditions and other characteristics such as race, language, national origin, religious affiliation and a common past”. (Manly, Pittwater and Warringah Councils, New South Wales);

Equity

“Those residents who are entitled to use council services (shall) be treated fairly in relation to other users, and have an equitable share of the resources which council manages on behalf of the community”. (LGSA);

LOTE

Languages Other Than English;

Migrant/Immigrant

Refers to a person who has migrated to live here permanently. While it is most accurate to use these terms to refer to people still involved in the immigration process until they are eligible for Australian Citizenship, common usage in Australia does not restrict the terms to any particular time period. It is important to note that most migrants become Australian Citizens, and all have rights and obligations as members of the Australian community as ‘citizens’. . . (Manly, Pittwater and Warringah Councils, New South Wales);

Multicultural

Multi-ethnic or culturally diverse (DIMA)

Multiculturalism

“Australian multiculturalism is a term which recognises and celebrates Australia's cultural diversity. It accepts and respects the right of all Australians to express and share their individual cultural heritage within an overriding commitment to Australia and the basic structures and values of Australian democracy. It also refers to the strategies, policies and programmes that are designed to:

- make our administrative, social and economic infrastructure more responsive to the rights, obligations and needs of our culturally diverse population;
- promote social harmony among the different cultural groups in our society;
- optimise the benefits of our cultural diversity for all Australians”.

(National Multicultural Advisory Council -DIMA);

Social inclusion

“Inclusion and participation of migrants and their descendants in Australian life occurs naturally, and within the bounds of our democratic and legal framework, the individual whether migrant or Australian-born must be free

to choose which customs to retain and which to adopt” (National Multicultural Advisory Council -DIMA)

○ **The Indigenous Community**

Aboriginal and Torres Strait Islanders should not be grouped with ethnic communities or the culturally and linguistically diverse, but should be acknowledged as the first inhabitants with specific cultural requirements in service delivery. ALIA has a policy statement on *Library and information services and Aboriginal and Torres Strait Islander peoples (1995)*. ALIA has also published *Aboriginal and Torres Strait Islander Protocols for Libraries, Archives and Information Services (1995)*. The protocols

“are intended to guide libraries, archives and information services in appropriate ways

- to interact with Aboriginal and Torres Strait Islander peoples in the communities which the organisations serve, and
- to handle materials with Aboriginal and Torres Strait Islander content”.

○ **The Consultation process**

These guidelines place a very strong emphasis on the consultative process. The principle driving consultation is a simple, straightforward one that acknowledges the value of communicating between the service providers and those for whom the service is proposed. This is completely consistent with the state government's *Best Value Victoria* principles and accountability measures, and the ALGA "Model Access and Equity Action Plan".

Consultation begins at the local government level by collaboration between all of those areas within council involved in service provision to ethnic communities. Many councils will have developed and documented their own approach to integration of access and equity principles into their planning and corporate operations. The documentation should provide guidance to the relevant areas of responsibility within council. Collaboration at this stage should reduce service duplication and identify any opportunities for partnership in information gathering, service planning and programme delivery. It may also provide the library service with greater knowledge of, and access to, community organisations active in the community.

Communication with community organisations should be sought very early in the design and planning process for library service delivery, particularly in regard to collection development and programme delivery. Involving local community organisations offers the best opportunity for

- accurately defining the profile of groups being served,
- for identifying at first hand the needs and priorities of the linguistically and culturally diverse, as well as
- promotional opportunities for new and existing programmes, and
- legitimacy at the monitoring and evaluation stages of existing programmes.

Collaboration at government agency level (by peak library bodies) also offers significant returns in terms of access to information regarding funding opportunities and/or resource sharing, participation on broader steering committees, and a chance to stay in touch with policy developments at government level.

○ **Evaluation**

Formal evaluation is crucial to determining the effectiveness of service delivery and resource provision and must be conducted on a regular basis. Existing services must be assessed on both a quantitative and qualitative basis and should involve the relevant community organisations. Where services and programmes are determined to be under-performing, more detailed evaluation should be undertaken to determine whether there are structural or cultural barriers in addition to linguistic barriers impeding the effectiveness of the service. User feedback may take the form of questionnaires, complaints mechanisms and/or facilitated focus groups. In all cases it should include a measure of user satisfaction with the design and delivery of services.

9. THE GUIDELINES FOR VICTORIAN PUBLIC LIBRARIES

The guidelines are organised in a matrix form that can be used independently as a practical aid for service planning and delivery. There are four main stages:

- Stage One –Needs Identification**
- Stage Two –Service Planning**
- Stage Three –Service Plan Implementation**
- Stage Four –Service Evaluation**

- **How to use the Matrix**

The matrix is a structured checklist. It contains a range of options a library might choose in delivery service. The list is not intended to be prescriptive. Of more importance is the need to prioritise resources to meet defined needs. Of similar importance is the requirement to work with the available resources and keep targets achievable, i.e. not raise expectations for services that cannot be met. The matrix can be edited to be part of an individual library's annual multicultural service plan by deleting what is not required and adding targets and performance measures. The tailored plan should, however, be strategically linked to the library's overall business or operating plans. General comments precede each of the four main stages.

- **Abbreviations**

| | | | |
|------|---|------|---|
| ABS | Australian Bureau of Statistics | LGSA | Local Government and Shires Association of NSW |
| ACFE | Adult, Community and Further Education | MAV | Municipal Association of Victoria |
| ALIA | Australian Library and Information Association | MRC | Migrant Resource Centre |
| AMES | Australian Migrant Education Service | OPAC | Online public access catalogue |
| BVV | Best Value Victoria | SBS | Special Broadcasting Service |
| CDP | Collection Development Policy | SLV | State Library of Victoria |
| DIMA | Department of Immigration and Multicultural Affairs | VITS | Victorian Interpreting and Translating Services |
| ECC | Ethnic Communities' Council | LOTE | Languages other than English |
| ESL | English as a second language | VMC | Victorian Multicultural Commission |
| | | VOMA | Victorian Office of Multicultural Affairs |

| | |
|------|--|
| IFLA | International Federation of Library Associations |
| LGA | Local Government Authority |

STAGE ONE – NEEDS IDENTIFICATION

The first stage outlines the preparatory work required. The ‘target market’ needs to be defined. A profile of the community should be drawn using both statistical data and information obtained at the local level. Identification of, and then consultation with, key stakeholders, should be undertaken to fill out the statistical sketch. Statistics provide raw data, but there may be local factors that need to be taken into account, for instance disability, literacy levels, issues relating to recent arrivals, and cultural sensitivities, for instance in dealing with women and children.

The library collects data on membership, the collection and circulation. This is useful information but tells an incomplete story. Accurate information on language requirements may be more complicated than asking for “language spoken at home” on membership application forms. Education and literacy levels will vary, and the requirements of recent arrivals will vary from those second generation immigrants (who may still speak a language other than English at home). The data from the library management system should be supplemented by in-house observation of use, user and non-user surveys (in community languages where possible) and community consultation with selected agencies and groups.

Consultation is the key process in ensuring the resources and services are relevant to all sections of the multicultural community. “Each individual library service should continuously assess the nature and needs of its community, in consultation with ethnic, linguistic and cultural minority groups, and should base its service upon such assessments and consultations” (IFLA).

Cross cultural awareness training is particularly important for all those involved (decision makers and practitioners) with service delivery to the culturally diverse community. Many cultural sensitivities exist, that if not correctly acknowledged, will impede the success of the library’s multicultural programmes.

STAGE ONE – NEEDS IDENTIFICATION

| AIM | STRATEGY | TASKS AND TOOLS | COMMENTS |
|---|--|---|---|
| <p>Develop and maintain profile of multicultural community</p> | <p>Collect statistical data for the service area for</p> <ul style="list-style-type: none"> • birthplace/country of origin • language(s) spoken at home • English language proficiency • Age <p>Collect membership data for</p> <ul style="list-style-type: none"> • languages spoken at home • preferred language for library material <p>Collect circulation data for</p> <ul style="list-style-type: none"> • languages used • formats used <p>Identify key community contacts</p> <p>Consult organisations</p> | <p>ABS (census data sets)</p> <p>DIMA</p> <p>State ethnic organisations</p> <p>Local government</p> <p>Specific sections on membership enrolment form</p> <p>Statistical reports prepared from all relevant data sets</p> <p>Key agencies identified through council and/or peak groups such as Ethnic Community Council of Victoria</p> <p>Local offices of service providers such as ECC, MRC, ACFE, AMES</p> | <p>Census data is useful for broad language categories, details of overseas born and second generation Australians, English language proficiency, as well as “special articles” on, for example, language maintenance and ethnic and cultural diversity. The five year census data dates quickly. As the proportion of the aged in the general community increases so will the proportion of the aged in the ethnic communities with associated special needs.</p> <p>DIMA Settlement Database information is available for each LGA. ECC's and MRC's regularly conduct surveys and make the data available on request.</p> <p>Many councils have social research/planning units that can provide specific details of age, ethnicity and other social indicators for the local area.</p> <p>Some councils also collate data such as:</p> <ul style="list-style-type: none"> • assessment of existing customer feedback • customer satisfaction surveys • analysis of existing records on customer service delivery. <p>It is very important to ask the right question(s) on the library enrolment form. Library system constraints may limit the amount of data able to be collected.</p> <p>Library system constraints may limit the amount of data able to be collected.</p> <p>Many agencies collect, and will make available, data regarding actual and impending new arrivals. They will also have information on key personnel in the various groups. Identification of ESL classes will provide information on the need for English language tuition.</p> |

STAGE ONE – NEEDS IDENTIFICATION cont'd

| AIM | STRATEGY | TASKS AND TOOLS | COMMENTS |
|--|---|---|---|
| Develop and maintain profile of multicultural community cont'd | Collaborate | Council departments | Other service providers within council can offer useful information on English language proficiency, mobility of specific groups, issues of cultural sensitivity such as gender roles and cross-cultural interaction. |
| Determine the type and range of services and resources required | <p>Consult with local community agencies/service providers</p> <p>Consult with other service providers in council</p> <p>Conduct structured focus group sessions</p> <p>Conduct library users surveys on</p> <ul style="list-style-type: none"> • access • materials • programmes • staff assistance • use of IT • any other pertinent aspect of service <p>Observation records of library use</p> <p>Provide library service feedback mechanisms</p> | <p>Direct contact with local offices of ethnic service providers such as MRC, ECC, AMES and ACFE officers</p> <p>Direct facilitated consultation with key contacts in the community</p> <p>In-house and/or exit surveys regularly conducted</p> <p>Selected surveys in community languages to determine specific issues</p> <p>Regular records (on internal use of library resources and facilities eg seating areas, storytelling, Internet use, newspaper readings, meeting friends, etc)</p> <p>Comments, event evaluation, complaints</p> | <p>Local community agencies will be able to identify the key local language groups, provide useful contacts and advise on any local political sensitivities. They may also be aware of service or resource gaps and opportunities for co-delivery of services.</p> <p>Other service providers in council may be aware of particular programme and resource needs.</p> <p>Useful for canvassing preferred format types and gaps in specific collections. Keep these discussions general rather on specific title requests. Seek comment on budget expenditure priorities rather than "how much needs to be spent". Look for services that may be more relevant than establishing collections. Levels of computer literacy, particularly ability to use the Internet, should be investigated.</p> <p>Demand for LOTE resources may also come from groups in the community interested in studying other languages for formal and informal educational purposes. These needs will need to be balanced against those of the primary user groups. Indications of potential demand can be drawn from survey data and by direct consultation with local education providers.</p> <p>Observation may reveal use of the library not otherwise determined by statistical measures, e.g.' library as a safe place to be'. Careful observation may also help the library avoid cultural clashes.</p> <p>Whilst not statistically valid, positive feedback can be used for promotional purposes. Feedback can also indicate areas needing attention or modification to improve effectiveness.</p> |

STAGE TWO – SERVICE PLANNING

“Each individual library should clearly state goals, objectives and policies relating to its services to ethnic, linguistic and cultural minorities and these should be allocated as place within its overall system of priorities. Such a local multicultural services plan will act as guide to staff and explanation to users”. IFLA (1998)

Having drawn up the multicultural profile of the community (through a process of research, consultation with service agencies and community groups) and identified the range of resource and service needs, the next step is the preparation of a plan to meet those needs. As has been noted “collections aren’t everything” so consideration will need to be given to both providing access to appropriate resources (the full range of print and non-print formats) combined with appropriate activities to ensure the most effective use of the public library.

Provision of resources and activities should be based on a transparent process of establishing priorities and balance. Clear outcomes should be identified. Objectives should be realistic to ensure expectations can be met. The plan should be made available for community groups and translated as necessary. It is particularly important to get the strategies and objectives ‘right’ in order to deal with cultural sensitivities and address any conflicts of interest that may emerge. The plan should also be sufficiently flexible to respond to changing circumstances. This is particularly pertinent to communities with a significant proportion of recent immigrants and/or refugees.

STAGE TWO – SERVICE PLANNING

| AIM | STRATEGY | TASKS AND TOOLS | COMMENT |
|--|---|---|---|
| <p>Establish and specify service objectives in terms of achievable outcomes</p> | <p>Ensure consistency with any council/library multicultural policy statements</p> | <p>Council vision and mission statements, policies, corporate and business plans, budgets Library vision and mission statements, policies, corporate and business plans, budgets</p> | <p>Some councils may not provide formal multicultural policies but will include statements such as “access and equity”, “social inclusion” or “advocacy” that address multicultural issues. Regional libraries may have developed more planning documentation than single municipality.</p> |
| | <p>Check against broad social policy directions</p> | <p>Federal and state policy statements</p> | <p>The library staff should keep up to date with broad policy directions and specific issues relevant to their service eg., immigration policy changes.</p> |
| | <p>Clarify roles and responsibilities of staff to be directly involved in planning processes for multicultural library services</p> | <p>Appropriately trained library staff Council staff involved in related service areas Potential co-deliverers of service</p> | <p>Library staff to be involved in planning should demonstrate:</p> <ul style="list-style-type: none"> • cultural awareness and sensitivity • commitment to service delivery. |
| | <p>Determine scope of plan</p> | <p>Broad parameters taken from overall library plans</p> | <p>This would cover the incorporation of resources and related programmes targeted towards cultural diversity.</p> |
| | <p>Include community consultation in draft planning exercise</p> | <p>Issues paper prepared for community feedback. Paper circulated to key service agencies and ethnic groups as identified in Stage One (and translated into main community languages)</p> | <p>Ensure adequate promotion of the issues paper through community media. Issues paper should be designed in terms of establishing priorities so that service objectives are relevant and achievable.</p> |
| | <p>Identify and confirm all actual and potential funding sources</p> | <p>Library budget allocations</p> <p>Information from State and National bodies regarding availability of specific purpose grants</p> | <p>Negotiate the apportionment of funding of multicultural services within the total library (and council) operating plan and budget. It is important to establish priorities and achievable outcomes.</p> <p>Many library programmes can be planned and delivered as part of broader multicultural community events. Such strategic alliances can often stretch limited budgets.</p> |

STAGE THREE – SERVICE PLAN IMPLEMENTATION

The overall plan with outcomes, objectives, performance measures and budget has been set. Implementation will include further elaboration of tasks and refinement of resource management to ensure outcomes are realised. The implementation stage covers the provision of equitable access to suitable library resources, services and staff assistance.

Resources identified to meet the needs of particular ethnic groups may vary in format and content, covering the range from Internet access to newspapers, audio-visual items, ESL texts, captioned videos for learning English, story books, magazines, light reading paperbacks through to traditional fiction and non-fiction books. The resources may be in roman and non-roman scripts. All ages need to be catered to, and cultural sensitivities borne in mind (eg. of a religious or political nature). Community consultation on the collection should be confined, where possible, to preferred formats, subject topics (rather than individual titles) and establishing collection development priorities. The library can then incorporate the information into building and maintaining the LOTE and ESL collections. Every opportunity should be taken to promote the individual language collections to their target group in the community to ensure effective use of resources.

The range of activities, programmes and events the library can run, on its own or in collaboration with another organisation, is limitless. Particular care should be taken to achieve balance in addressing potentially conflicting interests is achieved, and that expectations raised can be met. Again establishing priorities at the consultation stage will assist the decision making process.

STAGE THREE – SERVICE PLAN IMPLEMENTATION cont'd

The Internet offers resources for culturally diverse communities that may not be otherwise available (eg newspapers on line). It also offers opportunities to maintain cultural links and heritage by research and using email. Access is possible in many languages including non-roman scripts. Advances in displaying non roman scripts will continue, making access easier. The library should promote the use of the “Open Road” website (run by the Vicnet). Classes should be offered, where possible and practical, to ensure those from culturally and linguistically diverse backgrounds have the same opportunities to use the Internet as people whose first language is English.

The success of library services in meeting the needs of a culturally diverse community largely depends on the staff delivering them. The roles of staff should be determined by the objectives of the multicultural library service plan. While it is important to have staff with the language skills that mirror those spoken in the community, it is just as important for staff to have excellent communication skills and the ability to work out in the community, establishing and maintaining contacts and ensuring services are effective. It should be recognised that non-English language cataloguing will require skills of a different nature to those of communicating with the different groups out in the community. Both need to be accommodated.

STAGE THREE – SERVICE PLAN IMPLEMENTATION

| AIM | STRATEGY | TASKS AND TOOLS | COMMENT |
|---|---|--|---|
| <p>Ensure equitable access to the library and its resources</p> | <p>Provide user education for those from culturally diverse backgrounds</p> <p>Provide appropriate signage to facilities, resources and services to suit specific community needs</p> | <p>Guides, brochures, forms and summaries of relevant service plans translated into main community languages</p> <p>Instructions in using library equipment in main community languages</p> <p>Staff trained in cross-cultural awareness</p> <p>Staff trained to offer assistance and deal with enquiries from those from culturally diverse backgrounds and limited English language skills</p> <p>Clear, directional signage</p> | <p>Those from culturally diverse backgrounds will have an equally diverse experience of using public libraries.</p> <p>It may be necessary to provide translation of the most basic kind through providing Internet user instructions in non-Roman scripts.</p> <p>Cross-cultural awareness training is widely available. Enquiries should be made through the council in the first instance. Staff are the critical determinant in how well the library communicates with its communities. Staff with community language skills will help the communication process. Knowledge of where and how to access interpreting services will also be an important element of communication.</p> <p>Signs to specific collections should in specific languages. General signage e.g., toilets, telephone, general information and so on, should use internationally recognized symbols.</p> |
| <p>Provide a range of multicultural resources in formats appropriate to the community served</p> | <p>Ensure Collection Development Policy (CDP) reflects the needs of the multicultural community</p> <p>Establish threshold for defining minority language groups</p> | <p>Community profile and community feedback</p> <p>Library review of its own holdings and of statewide holdings</p> <p>Review of community needs</p> | <p>The CDP should address all aspects of developing and maintaining the collection. It may need updating to suit changing community needs. New languages and new formats may need to be considered. Resources exclusively available via the Internet may also need to be incorporated.</p> <p>Check for any recent significant changes to the age/education level/ components. Note that some communities may not have sophisticated a/v equipment for using modern formats such as DVD and CVD.</p> <p>Care needs to be given to defining what constitutes a minority language. Statistics do not tell whole story. Minority groups should be very carefully considered in terms of their actual needs (e.g., may prefer access to non-book material).</p> |

STAGE THREE – SERVICE PLAN IMPLEMENTATION cont’d

| AIM | STRATEGY | TASKS AND TOOLS | COMMENT |
|--|---|--|--|
| <p>Provide a range of multicultural resources in formats appropriate to the community served cont’d</p> | <p>Confirm the materials budget</p> | <p>Establish budget allocation apportioned to each language collected</p> | <p>Ensure that recurrent and capital budget allocations are structured to provide an appropriate mix of resources to meet needs (particularly newspapers and magazines). If sourcing materials from overseas, allow for exchange rate fluctuations and possible delays in presenting accounts.</p> |
| | <p>Review holdings</p> | <p>Holding statements and what is on shelves, user feedback</p> | <p>Review of holdings and circulation will form part of the annual and ongoing evaluation of all resources in terms of their relevance to their target groups.</p> |
| | <p>Review circulation data</p> | <p>Cumulative reports by language, material type and member type</p> | <p>Check also for fluctuations in demand, requests met by ILL/bulk loans.</p> |
| | <p>Ensure relevance of collection</p> | <p>Collection weeded of inappropriate and out-of-date resources Collection development policy and community profile</p> | <p>Weeding is important in view of cultural sensitivities.</p> |
| | <p>Consult community</p> | <p>Direct facilitated consultation with key community representatives</p> | <p>Ensure that participants are genuinely representative of their community. If any doubts exist, check with officers with local service providers for advice on representation. The focus group process should aim to establish priorities for LOTE formats (including Internet), subject areas, and gaps in the collection. Periodicals and newspapers in community languages may be more appropriate for new arrivals, communities with lower levels of functional literacy and/or communities whose cultural background has not exposed them to library services. Newspaper access Via the Internet could be considered.</p> |
| | <p>Prepare acquisitions purchasing plan</p> | <p>Plan based on community consultation, review of collection, circulation and adherence to overall service plan and budget</p> | <p>Aim for balance between holdings and the size of the community served, and any obvious gaps in collections and formats.</p> |

STAGE THREE – SERVICE PLAN IMPLEMENTATION cont’d

| AIM | STRATEGY | TASKS AND TOOLS | COMMENT |
|--|---|--|--|
| <p>Provide a range of multicultural resources in formats appropriate to the community served cont’d</p> | <p>Acquire material</p> <p>Catalogue the stock to ensure ease of access by both user and staff.</p> <p>Promote resources across community</p> | <p>Purchasing plan with time and financial framework.</p> <p>Kinetica.</p> <p>CAVAL or other cataloguing agency</p> <p>Catalogue record purchased with item</p> <p>Promotion and advertising strategy</p> | <p>Confer widely for preferred suppliers. Joint purchasing arrangements may deliver substantial savings.</p> <p>Be aware of system limitations for displaying diacritics. Most current systems will not display non-roman scripts. An increasing range of material is available exclusively on-line in a variety of languages and will require the appropriate cataloguing treatment.. Cataloguing should be done to ‘an elegant sufficiency’. Avoid creating excessively detailed cataloguing records. Transliteration of titles should only done as a last resort. The aim of the catalogue is to be “user friendly” via OPAC’s and potentially via the Internet.</p> <p>Promotion of individual language collections should be in community languages, use key community contacts and all media formats. These would include local papers, SBS radio, community organisations, consulates, language schools, Internet (Open Road), ecumenical agencies.</p> |
| <p>Establish and develop a range of multicultural programmes, events and activities</p> | <p>Develop programme to meet community needs</p> | <p>Programme developed in accordance with established library multicultural policy</p> <p>Community profile</p> <p>Consultation with local service providers</p> <p>Multicultural programmes of other agencies</p> <p>Community consultation</p> | <p>Multicultural services are more than just the provision of a collection of materials. Programme design should be sufficiently flexible to respond to changing needs and expectations.</p> <p>Identification of potential sectors of the multicultural community such as children, single parents and the aged that will have specific needs. See Appendix A for a list for examples of activities, programmes and events.</p> <p>Identify programmes delivered by other agencies. Look for opportunities to collaborate, ensure programmes are focussed on need and avoid duplication.</p> <p>Carefully constructed and facilitated focus group sessions can identify needs that may otherwise remain unidentified and unmet.</p> |

STAGE THREE – SERVICE PLAN IMPLEMENTATION cont’d

| AIM | STRATEGY | TASKS AND TOOLS | COMMENT |
|---|---|---|---|
| <p>Establish and develop a range of multicultural programmes, events and activities cont’d</p> | <p>Negotiate library budget allocation for programmes and events</p> <p>Identify and confirm all other actual and potential funding sources</p> <p>Promote programmes across community</p> <p>Evaluate programmes</p> | <p>Participation in community events and programmes</p> <p>Financial reports on library expenditure</p> <p>Overall library plans and budgets</p> <p>Information from State and National bodies regarding availability of specific purpose grants</p> <p>Promotion and advertising strategy</p> <p>Mechanisms for evaluation built into programme design</p> | <p>Taking part in local community events increases the library’s knowledge and understanding of those communities as well as providing opportunities to raise the library’s profile in those communities and to promote specific events.</p> <p>Ensure that all activities and programmes (including promotion) are accurately costed so that targets and community expectations can be met.</p> <p>Specific purpose grants can be offered to coincide with government initiatives. DIMA and VOMA both maintain web sites.</p> <p>Promotion should be in community languages, use key community contacts and all media formats. These would include local papers, SBS radio, community organisations, consulates, language schools, Internet (Open Road), ecumenical agencies. The library should use its noticeboards, homepage, other promotional mechanisms and develop its own network of contacts.</p> <p>Evaluation of the effectiveness of all programmes should end the implementation stage. This will ‘complete the loop’ and feed into the next planning phase.</p> |

STAGE FOUR – SERVICE EVALUATION

The final stage completes the 'loop' and feeds into the next planning cycle.

The multicultural services delivered by the library to the community should be assessed by selected performance criteria which will include both internal and external evaluation. Internally, statistical data and user surveys can be undertaken. Externally the key community groups can provide valuable information as to how they see the library meeting the needs determined in the initial consultation phase. Any non-user groups should be identified and their needs assessed. Recommendations arising from the evaluation should be formulated to feed into the next planning cycle.

It is important that the community as a whole is aware of the evaluation process. A brief report, particularly noting successful programmes, should be prepared which can be circulated to key individuals and agencies. The report should be translated into the appropriate languages and act as a promotional aid.

10. EVALUATING THE GUIDELINES

These multicultural library service guidelines have been prepared on the basis on current practice and policy.

To ensure their relevance, the guidelines should be reviewed on a regular basis. Such a review should have two purposes. Firstly, it should determine if the guidelines actually assist libraries in delivering multicultural service both in terms of community satisfaction and best use of resources. Secondly, the review should be undertaken in order to update the guidelines as circumstances change, for instance policy and information technology and communications.

11. REFERENCES

Key references

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Working Group on Multicultural Library Services (Victoria) Standards Subcommittee (1982). **Standards for multicultural public library service.** Melbourne, Library Council of Victoria & Working Group on Multicultural Library Services.

1. USEFUL WEBSITES

| | |
|--|---|
| Australian Bureau of Statistics | http://www.abs.gov.au |
| Australian Local Government Association | http://www.alga.com.au |
| Australian Migrant Education Services | http://www.ames.vic.edu.au |
| Department of Immigration and Multicultural Affairs | http://www.immi.gov.au |
| Ethnic Communities Council of Victoria | http://home.vicnet.net.au/~eccv/ |
| Federation of Ethnic Communities Council of Victoria | http://www.fecca.org.au |
| Migrant Resource Centres | http://www.immi.gov.au/settle/help/index2.htm#migrant resource centres |
| Municipal Association of Victoria | http://www.mav.asn.au |
| Open Road | http://www.openroad.vic.gov.au |
| (many other useful links on the Open Road site) | |
| Special Broadcasting Service | http://www.sbs.com.au |
| Vicnet | http://www.vicnet.net.au |
| Victorian Interpreting Services | http://www.vits.com.au |
| Victorian Multicultural Commission | http://www.multicultural.vic.gov.au |
| (many other useful links on the VMC site) | |

APPENDIX A

Activities, Programmes and Events

The following list of activities, programmes and events has been drawn from the literature search and after consultation with 'best practice' libraries. It is neither exhaustive nor prescriptive but offers examples of what can be done.

- Library participation in ethnic community activities such as national days, fetes, festivals, dances, musical events
- Promoting 'Carnivale' days and national days through displays of resources in appropriate community languages
- Storytime sessions for children of new arrivals in appropriate languages
- Bilingual storytime sessions held either in the library and/or out in the community
- Craft activities and 'sing-a-longs' in community languages open to all children.
- Multicultural arts programmes and exhibitions
- Writing competitions (to promote cultural heritage preservation)
- Library services to ethnic housebound in the homes/institutions
- Arrange visits by ethnic housebound to the library
- Library orientation sessions in community languages
- Basic introduction to computers in community languages
- Basic and advanced Internet and email classes in community languages
- Talks on community health issues in community languages
- English conversation groups
- 'Open learning' classes conducted in library by Adult Learning Association staff
- New resources promotions in community languages
- Family and local history programmes in community languages
- Promoting 'Sister City' celebrations through displays of resources in appropriate languages

APPENDIX B

Library Best Practice Focus Group (22 May 2001)

Attendees:

Neville Humphris, Moreland City Libraries
Jenny Guadagnuolo, Moreland City Libraries
Elisabeth Jackson, Hume-Moonee Valley Regional Library Corporation
Guy Wilson, Hume-Moonee Valley Regional Library Corporation
Barbara Horn, Yarra Melbourne Regional Library Corporation
Vivien Achia, Yarra Melbourne Regional Library Corporation
Gay Sussex, Maribyrnong Library Service
Sharon Chen, Maribyrnong Library Service
Diane Woda, Brimbank Library & Information Services
Christine Burke, Brimbank Library & Information Services
Brandt McCook, Port Phillip Library Service
Olga Kuftova, Port Phillip Library Service
Alannah McCann, Whitehorse Manningham Regional Library Corporation
Lynne Alderton, Whitehorse Manningham Regional Library Corporation
Judy Peppard, Library Network Unit, State Library of Victoria
Damian Tyquin, Library Network Unit, State Library of Victoria

Summary of Discussion:

- **General:**
 - Think beyond collections – multicultural library services are more than a LOTE collection
 - There was little discussion or acknowledgement of the consultative process in *Best Value Victoria*
 - Little acknowledgement of community consultation generally
 - Perennial problem of cataloguing: level, diacritics, transliterations, use for remote access, etc
 - How should cataloguing be provided; subsidised Kinetica, CAVAL or in-house (sharing staff resources)
 - Jurisdictional problems regarding non-residential use
 - Need to think in terms of geographic regional collections (not library regions)
 - Need minority language provision at state-wide level
 - Location of state-wide collections leads to increase in loans
 - Need a steering committee of key players in and out of libraries to oversee direction (eg Qld)
 - Terminology – needs to be agreed and consistently applied

- **Policies and Standards**

- There were a number of differences between single municipality and regional libraries
- Policies can be council or library based
- Policies for multicultural library services are not Collection Development Policies
- “Multicultural” services might be subsumed under broader “access and equity” or “advocacy” headings
- 1982 standards not used – out of date (though have some political value)
- Policies may include “partnerships” with other multicultural service providers
- Priority given to the employment of staff with appropriate skills/sensitivities to suit particular community

- **Population Profile**

- ABS Census Data has limited value [time lag and treatment of minority language groups within nationalities (eg Tamil originating from India or Sri Lanka and Kurdish from Turkey or Iraq)]
- Use Council resources wherever possible (especially social research units)
- Use information from membership forms (ask the right questions)
- Consult widely and locally from all sources to build and keep up to date profile
- Need to consider the needs of recent arrivals, refugees, 1st and 2nd generation, and proficiency in first language
 - Eg new refugees may only require Internet access and newspapers to breakdown isolation
- Key agencies include Migrant Resource Centres
- Use of library member and loan statistics

- **Collections**

- Need to be reflective and responsive
- Resolve the popular (big loans) and less popular materials dilemma
- Balance between cultural and educational needs of different groups
- Capital and recurrent budget restrictions and inflexibility (differences between single municipality and regional libraries)
- Broad range of formats essential but needs to be balanced
- Internet access through specific languages
- New technologies to be catered for but still some need for older formats (eg tapes)
- Cataloguing (see general above)
- Avoid generic short entries
- Need to be more collaborative arrangements to share information re suppliers
- One survey showed that NESB users found (roman script) catalogue useful
- Weeding particularly important in view of cultural sensitivities

- **Services**
 - Translation of library brochures, standard forms, etc into main community languages
 - Non-English signs for non-English collections and other collections targeted at multicultural communities (eg ESL), Internet use and Internet classes
 - Bilingual storytimes in and out of library
 - Participation in multicultural community events
 - Strategic alliances with other service providers
 - Select information sessions, cultural activities in library
 - Ensure services address needs of elderly in ethnic communities (who often revert to first language), including home library service

- **Community Contacts and Forums**
 - Consulates,
 - SBS
 - Open Road
 - Community Newspapers, Journals
 - Speakers on SBS
 - Council officers and publications
 - Migrant Resource Centres
 - Community groups (be wary of local politics)
 - Neighbourhood houses
 - Lobby groups (be wary of local politics)
 - Health Centres
 - Senior Citizens Clubs
 - Language Schools
 - Ecumenical agencies
 - Notice boards in and out of library
 - Build up own network of local contacts

- **What the guidelines should address**
 - How to get better collections
 - Staffing – employment of bilingual speakers and/or with cultural sensitivities
 - Regional collections and minority collections
 - Be broad-ranging, use “idealism”, not lowest common denominator
 - Should respond to community need
 - Have state-wide committees to guide direction
 - Propose qualitative assessment particularly for working with community, (community development)
 - Not just be focussed on statistics
 - Services overall not just collections
 - Make it all ordinary – seamless integrated service
 - Needs should be ascertained rather than services based on current use of books
 - Education sense – support info sessions in other languages with other agencies

APPENDIX C

Multicultural Service Providers Focus Group (8 June 2001)

Attendees:

*Tara Cavanagh, Department of Immigration and Multicultural Affairs
Anna Hall, City of Greater Dandenong
Jordan Mavros, Geelong Migrant Resource Centre
John Patsikatheodorou, Inner Western Region Migrant Resource Centre
Miriam Suss, Ethnic Communities Council of Victoria
Cherrill Magee, Special Broadcasting Service
Cmr Melba Marginson, Victorian Multicultural Commission
Damian Tyquin, Library Network Unit, State Library of Victoria*

Summary of Discussion:

General:

• **Terminology**

- The term “Culturally and Linguistically Diverse” has replaced “Non-English Speaking Background” (NESB) as the government preferred descriptor
- “Languages other than English” (LOTE) is accepted widely
- The view was expressed that the terminology was irrelevant because it treats multicultural communities as somehow different from the general community
- Terms need to be appropriate to circumstances e.g. especially at the local level, or in dealing with recent arrivals, where the terms “migrants” and “refugees” may be more accessible and acceptable than “Culturally and Linguistically Diverse”
- “Culturally Diverse” is generally acceptable as a shorter, more accessible descriptor than “Culturally and Linguistically Diverse”

• **Community Profile**

- Australian Bureau of Statistics data (ABS) is used by most agencies as the basis for developing the community profile
- However, ABS ignores minority groups, asks insufficient questions about languages spoken, dates quickly
- Additional more current and detailed data about the community can be obtained through:
 - Ethnic Community Councils
 - Department of Immigration and Multicultural Affairs (DIMA) Immigration Settlement Data (ISD)
 - Adult Migrant Education Service (AMES) and Adult and Further Education Networks (dealing with recent arrivals)
 - Migrant Resource Centres
 - Local area networks/forums
 - Local Government

- All of the above are valuable but it is imperative that libraries go out and seek information about their communities directly from those communities
- Direct consultation with community will also reveal any special needs to be addressed

- **Consultation**
 - One of the main purpose of consultation is to ask the community what services, resources they need/want. Similarly, any proposed services should be tested through consultation
 - Extensive community networks already exist for libraries to consult with
 - The library should be proactive and seek opportunities to meet with peak bodies in the community (service providers and ethnic groups)
 - The best solutions and best services come from consulting at the local level
 - Frequency of consultation should be decided at the local level
 - Be wary of consultation “fatigue” with individual ethnic groups
 - Encourage ‘connectedness’ rather than inappropriate consultation
 - It is preferable to keep the consultation local and informal rather bringing in outside consultants
 - Management should give library staff the tools (e.g. training and resources) to do their own consultation
 - Publicise consultation process where appropriate through SBS radio and other multicultural media
 - The choice of LOTE materials should involve a degree of consultation (including networks and community workers)

- **Collaboration**
 - Be aware of, and abide by, government charters and principles
 - Libraries, or a peak library group, could receive relevant/appropriate information from the Victorian Multicultural Council on a regular basis.
 - Libraries should contact peak agencies in community prior to contacting individual ethnic interest groups
 - Outreach activities are crucial to ensuring groups are properly serviced
 - Partnerships should be encouraged with local area forums, service networks, education providers and neighbourhood houses
 - Where possible expertise should be shared
 - The library may not be sole deliverer of service – it is important to find out what actually is being delivered in community and to collaborate (rather than duplicate) where possible
 - The library should collaborate with the media, particularly with local SBS radio and other multicultural media, to ensure the community is informed of library services and activities

- **Expectations**
 - Expectations of library service by those 'newly arrived' will depend on their prior knowledge/experience with libraries
 - The library is not likely to be used, or viewed, as first point of contact for crisis information
 - The library can provide space, safety, comfort and easy-to-read material (newspapers magazines etc) for those recently arrived with time on their hands, ie not yet in employment or at English classes.
 - Libraries can provide points of contact with home for 'new arrivals' through newspapers and Internet
 - Women who benefit from bringing children into the safe environment of the library, can take advantage of the library resources and services
 - Expectations of library services are only limited by will, capacity and flexibility
 - It is important to offer as many convenient options and choices to the culturally diverse as to the general population

- **What can libraries offer agencies**
 - What can be offered depends on available resources, technology and communications
 - Libraries can offer Internet classes as government information is increasingly in electronic form, and libraries have extended opening hours (compared with the limited hours of other agencies)
 - Libraries could have capacity to download and print materials, such capacity often being unavailable in other community agencies
 - For those without computer access or skills, libraries could hold the DIMA brochures in hardcopy (in 19 community languages)
 - Libraries should ensure that any new projects/programs are viable (ie have on going commitment after set up), before raising expectations in the community
 - There is a need for a state-wide committee (network) to ensure equity of service delivery, resource sharing and information sharing

- **Staff**
 - It is imperative to clearly define the role of the multicultural services staff
 - Support for multicultural services staff from senior management is critical
 - Cultural sensitivity and communication skills are more of a priority than having one or two of the many community languages
 - Staff need to know how and when to use interpreters
 - Staff must listen directly to the community rather than substituting their own ideas of what the community "needs"

- **LOTE materials**
 - The approach of collection development of LOTE materials should be the same as that for English language materials, and be included in the Collection Development Policy
 - Community involvement in collection development (acquisitions) should acknowledge community sensitivities and recognise constraints imposed by competing interests. (It may be preferable to use a group rather than an individual)
 - It is important to be flexible and accommodate contemporary political sensitivities in managing collections
 - Provision of materials should cater for the middle range (rather than the top or bottom of the market segmentation)