# G14. SERVICES FOR CULTURALLY DIVERSE COMMUNITIES WORKSHEET

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| Library / Branch:        |
| Completed by:        | Date:       |

## Objective

To meet the library needs of culturally and linguistically diverse communities (CALD).

## Guidelines

**Note:** The following checklist applies predominantly to those local government areas with a significant CALD population. They may not be relevant for some areas.

| **Guidelines***These Guidelines are from* Living Learning Libraries *6th ed. 2015* | **Action indicator***Select from drop down list* | **Commentary***Add comments on the library’s performance in the context of each Guideline* |
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| Mechanisms exist which allow participation of diverse community representatives to identify their library service needs, wants and preferences |  | Comments:       |
| Comprehensive community data is used to inform library service planning for multicultural services |  | Comments:       |
| Comprehensive library planning mechanisms exist which are inclusive of diversity issues and which allocate appropriate staffing, resourcing and planning |  | Comments:       |
| A multicultural policy exists and is integrated into the overall library policy structure |  | Comments:       |
| Multicultural skill sets are identified as part of overall service delivery planning and reflected in position descriptions and recruitment procedures |  | Comments:       |
| Staff have the skills and capacity to develop and implement services for a CALD customer base, which is developed through training, performance appraisal and organisational support. |  | Comments:       |
| Resource allocation for multilingual collections and services exists to meet CALD client needs |  | Comments:       |
| Based on knowledge of particular cultural needs and trends: * a collection exists for a particular language when there are at least 1,000 residents speaking that language as their major language at home, but
* for large LGAs (population over 100,000), a collection exists for a particular language when there are at least 2% of the resident population speaking that language as their major language at home. For LGAs with a very mixed population a higher percentage may be appropriate at the determination of the library manager.
* a language other than English (LOTE) collection should have at least 100 items.
 |  | Comments:       |
| State Library bulk loans are used to provide access to LOTE collections where there is insufficient demand to warrant the establishment of a collection by the library |  | Comments:       |
| An English as Second Language collection is established where the CALD population is greater than 1% of the total LGA population. |  | Comments:       |
| Services and collections reflect community profiles and respond to needs identified in community consultations |  | Comments:       |
| Collections are easily accessible by CALD library users – for example, bilingual staff, cataloguing in first language, and signage |  | Comments:       |
| A multicultural communications strategy, appropriate to area demographics, is integrated into the overall library or council communications program with a level of resources reflective of multicultural requirements |  | Comments:       |
| To meet the needs of diverse customer groups, a range of formal and informal monitoring mechanisms is in place, the output from which is used to inform the ongoing planning process |  | Comments:       |
| Formal audience research is carried out at least biennially to assess the relevant success of libraries in meeting customer needs |  | Comments:       |
| The library reflects multicultural community into ongoing planning and operation. Activities specific to CALD users are clearly identified (may include multilingual storytime for preschools, English Language Classes, Educational Seminars, Cultural Celebrations), measurable, and are part of the mainstream library service. |  | Comments:       |

## Suggested performance indicators

Provision of collections of languages other than English (LOTE) in relation to the demographic composition of the local community is recommended in these ways:

* Use of community language material is in proportion to the cultural characteristics and composition of the local community
* One specialist Librarian employed where more than 20% of the population speak a language other than English at home
* Two specialist Librarians employed where more than 40% of the population speak a language other than English at home.

**Things to consider**

* Ageing profile of the different CALD communities in your LGA
* Level of literacy and education of different CALD communities in your LGA
* English proficiency of different CALD communities
* Availability of LOTE material in specific languages
* Format preferences of CALD communities
* LOTE collections tend to have a high turnover rate and may require weeding and replacement at a higher rate than other collections.

Other resources

* *The People of New South Wales* 2006 provides details on English language competency by age, presenting the differing levels of English language competency amongst different language and age groups according to LGAs. Available at: <http://www.crc.nsw.gov.au/publications/documents/ponsw>
* *Culturally diverse communities and the public library: a review of NSW public library multicultural services:* <http://www.sl.nsw.gov.au/services/public_libraries/reference_and_collection_management/lib_management_docs/multicultural2004.pdf>
* The State Library of NSW has a Multicultural Consultant who can advise on any aspect of provision of multicultural services. Contact details are at: <http://www.sl.nsw.gov.au/services/public_libraries/about/consultants.html>