



Multicultural Library
Services in New South Wales
Public Libraries 2017

State Library of New South Wales

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Developed by the DiverseWerks

GLOSSARY

ABS	Australian Bureau of Statistics
CALD	Culturally and Linguistically Diverse
DIBP	Department of Immigration and Border Protection
ESL	English as a second language
IP&R	NSW Integrated Planning and Reporting Framework
LGA	Local Government Area
LOTE	Language other than English
Standalone Library Service	Library service that covers a single LGA, located in metropolitan and country areas.
Regional Library Service	As defined in the <i>Library Act 1939 (s.12)</i> multiple LGAs collaborate in a formal agreement to deliver a service to their communities. Although such arrangements often form within geographically recognised regions, the term 'regional' simply denotes the involvement of multiple local governments.
State Library	State Library of NSW
WSMRC	Western Sydney Migrant Resource Centre

EXECUTIVE SUMMARY

The State Library of NSW (the State Library) and local government public libraries across NSW deliver multicultural library services to culturally and linguistically diverse (CALD) communities. There is a legislative framework which requires libraries in NSW to be responsive to the many diverse communities that reside across the state. As with other government entities, libraries are responsible for maintaining equity of access to information for people in NSW, including people from culturally and linguistically diverse (CALD) backgrounds. The *Library Act 1939* specifically mandates the promotion, provision and maintenance of library services and information services for the people of NSW as a responsibility of the Library Council (s.4A Objects of Council). Further to this, the NSW Government recognises and values the different linguistic, religious and ethnic backgrounds of all the people of NSW, and through the *Multicultural NSW Act 2000*, promotes the equal rights and responsibilities of all the people of the state.

The State Library offers a range of services including the provision of online resources and newspapers in community languages to NSW residents and visitors. Services provided by the State Library to public libraries include consultancy and advice on delivering CALD library services, multicultural purchasing cooperative, professional development for public library staff, service delivery tools and community languages collections.

Public libraries offer a range of services and programs at the local community level, many of which now extend beyond the traditional collections and information focus of libraries into community support.

Building on previous State Library work that reviewed multicultural library services and developed the overarching *Living Learning Libraries: Standards and Guidelines for NSW Public Libraries* (Attachment 1), this Review of Multicultural Library Services 2017 was commissioned by the State Library to determine the extent to which public library services in NSW are evolving to meet the changes in local demographics, service expectations, community needs and access to technology for non-English speaking members of their local communities. The project reviewed multicultural library services provided by NSW public libraries including identifying client needs, canvassing opinions on existing multicultural services already provided by public libraries, identifying both the gaps in service provision, as well as potential future multicultural services. The methodological approach for the Review was developed to include contextual and data scoping, as well as to allow key stakeholders to have input.

Along with the Guidelines, the *NSW Multicultural Library Services Benchmarks 2016* (Attachment 2) were also used to establish baseline measurements for analysis of each of the project phases, which included:

- **Phase One:** contextual scoping desktop review;
- **Phase Two:** an online state-wide survey of public library stakeholders;

- **Phase Three:** data identification and analysis;
- **Phase Four:** consultations with public library staff, existing CALD library users and future CALD library users; and
- **Phase Five:** analysis and reporting.

Review Findings

Contextual Review

The purpose of the contextual review was not to conduct a definitive literature review on the topic of multicultural libraries but rather to be able to position the current activities of both the State Library of NSW and individual public libraries within the context of standards guidelines and best practice.

The documents reviewed constitute the current thinking around multicultural libraries both in Australia and internationally. These included relevant NSW government policy documents, policy and program guidelines covering other Australian jurisdictions, NSW, Australian and international work around multicultural libraries and related service and consideration benchmarks and research and studies concerned with the impact on libraries by the digital environment and issues of digital literacy and related inclusion.

The contextual review identified a series of key considerations for the overall Review. These were:

- ▶ The nature and breadth of ethnicity data collection undertaken by libraries to be able to provide demographic profiling that is inclusive of either digital literacy itself, or at least the indicators of digital literacy.
- ▶ Issues around digital literacy and access for CALD communities in their interaction with public libraries, both through an understanding of libraries' capacity to discern the needs of CALD groups, as well as the nature of service capacity and resources needed to meet the new challenges presented by social media and digital engagement.
- ▶ Understanding how public libraries perceive themselves within the consideration of fostering positive community relations and social cohesion.
- ▶ The extent to which repurposing of library spaces and revised means of interacting with local communities is part of how NSW public libraries are developing and whether any such change is inclusive of the cultural and linguistic diversity of the local area.
- ▶ The extent to which cohort groups across CALD communities can be approached in a 'like' manner and where cultural or language differences will need to be addressed. A needs-basis method as opposed to a numerical dominance basis is the most appropriate approach to considering the diverse needs of people across and within CALD communities.

These considerations then formed the basis of the development of the online survey questions as well as the questions put to the consultation groups.

Analysis of Existing Data

An analysis was conducted using existing data from a 2015 NSW State Library survey in conjunction with demographic data from the ABS 2016 Census. The comparison yielded a series of correlations or divergences between the State Library's *Culturally and Linguistically Diverse (CALD) and Language other than English (LOTE)* survey which assessed the circulation of community language literature (LOTE), ESL literature, CALD events and CALD attendees 2014-2015, with ABS population data in Local Government Areas (LGAs).

For example, there was less correlation in the top ten LGAs with large LOTE populations between the number of library events for a CALD audience and the circulation of LOTE and ESL literature. In LGAs with smaller LOTE populations (below 100,000) there is a notable correlation between libraries offering fewer CALD events and lower total circulation of LOTE literature.

Several LGAs were statistically under-served respective to their total population of LOTE speakers. However, there were also many LGAs with libraries that did not report any targeted CALD events across this time, despite other LGAs with similar sized LOTE populations having many events. However, the lack of targeted CALD events run by libraries in a particular LGA did not equate to a lack of CALD community engagement. As libraries are a service provided by Local Government, they also participate in local community events.

Online Library Staff Survey

A comprehensive online survey was distributed to the managers of all public libraries in NSW – in both metropolitan and rural/regional areas and across both Regional Library Services and Standalone Library Services, with an 84 per cent response rate. This very high response rate meant the survey provided a detailed picture of multicultural services in NSW libraries.

The survey identified several key points. The significant proportion of “don’t know” or “neither agree nor disagree” responses suggested the potential for a lack of institutional knowledge across Standalone Library Services staff regarding the provision of multicultural library services. For Regional Library Services, this could be due to a lack of familiarity managers may have with CALD community needs and service provision outside their own LGA, indicating a need for collaborative planning at a local level within Regional Library Services.

Many respondents from both Regional and Standalone Library Services felt the impact of their services and activities promote a sense of togetherness and allow CALD individuals and groups to engage in the broader community. There is a trend amongst many library services to engage the community through activities that promote social cohesion such as English conversation classes for community members

with low English language proficiency and events that promote community such as Harmony day and culturally significant events.

Established migrant communities consistently make up the largest proportion of CALD library users, however there are emerging international student and refugee communities in regional areas. As limited research has been conducted with CALD communities across both Regional and Standalone library services, and there is limited collection of local CALD histories. This suggests a gap in knowledge around CALD focussed research.

Although digital literacy workshops and classes are commonplace in almost all library services, there are gaps in the capacity for libraries to respond to the demand for digital service or assistance for CALD communities.

Regarding the *Living Learning Libraries* guidelines, most respondents in both Standalone Library Services and Regional Library Services either meet or exceed the multicultural collections requirements however, there are identifiable gaps in meeting the per capita guidelines (staff) in half of Standalone Library Services and 40% of Regional Library Services.

A majority of libraries meet the guidelines for using CALD demographic data to inform library service planning, particularly for multicultural services. There were gaps identified in developing staff skills and capacity to develop and implement services for a CALD customer base with a majority of libraries in both Standalone and Regional Library Services having not undergone cultural competency training.

There is a significant correlation between the responses from Regional Library Services and the responses from Standalone Library Services in rural and regional areas. This may suggest that geography and the low CALD community density in rural and regional areas of NSW is a barrier for successful multicultural service provision rather than the total number of LGAs being serviced by a single Regional Library Service.

Many library services currently operate on the assumption that building an environment that includes all groups, or promoting services to the broader community is enough to attract CALD communities. The survey results highlighted a gap in understanding of the significance of having targeted promotions or services aimed at local CALD communities in both Standalone and Regional Library Services.

Consultations and Interviews

Three separate focus group consultations were conducted with distinct cohorts as follows:

- ▶ Public library staff from Greater Metropolitan Sydney LGAs who have a focus on multicultural library services in their roles;
- ▶ Existing CALD library users at Blacktown Library; and

- ▶ Future CALD library users at Western Sydney Migrant Resource Centre (WSMRC) in Liverpool.

A fourth group were included in the Review consultations as face to face interviews with NSW country libraries. Participants were from Coffs Harbour City Library and two Regional Library Services: Wagga Wagga City Library which is part of Riverina Regional Library and Richmond Tweed Regional Library. A series of questions were presented on the following areas:

- Measuring the spread of multicultural library services;
- Current multicultural library services;
- Gaps in multicultural library service provision;
- The role of public libraries; and
- Engaging with CALD communities.

Key common points were identified across the consultation and interview groups. The libraries offer services that reach beyond traditional library book collections to engage with their local CALD communities. English classes and group activities for adults and children were important across all groups, as well as digital literacy. Issues with regularity of English classes and access to digital literacy training, out-of-date LOTE collections, library technology and internet facilities were common gaps.

Language was identified as the major barrier for CALD community members, in particular for older and more newly arrived migrants. The need for bilingual staff in libraries to support local communities was a common theme.

A lack of access to culturally and linguistically appropriate information about local library services was identified. Difficulty finding information about collections, resources, services and programs from local councils and libraries and limited accessibility to information for people with low English proficiency were key barriers to access and participation from CALD communities.

Financial constraints were identified as a significant barrier for library services across NSW in servicing the needs of their local CALD communities.

It was felt that library services often operate on the assumption that building an environment that includes all groups, or promoting services to the broader community is enough to attract CALD communities. This highlighted a gap in understanding of the significance of having targeted promotions or services aimed at local CALD communities.

Community engagement was acknowledged as key to appropriate service planning. Libraries are undertaking community engagement on a wide scale but cultural competency and genuine community

engagement are vital tools for library staff to reach into local CALD communities to both bring them into the library, and to identify their needs.

Libraries play a key role in social cohesion and positive community relations as welcoming places for more established communities, and for newly arrived communities. The local library is a place for education and somewhere the community seeks assistance.

There is uncertainty and major gaps in understanding around CALD local history collections. Some work is undertaken in some library services but there is currently gaps in migration history collections. It is important to record history of migrant stories and experiences as part of local history.

Gaps exist in the provision of in-language books, bilingual support books for adults and children to improve English, access to regular English classes, technology support and digital literacy classes across public library services in NSW.

All libraries have an existing and key role in digital literacy, and most CALD people accessing their local library had done so to use computer and/or printing facilities and internet access. This was spread across the demographic range of CALD individuals.

Regarding the NSW Multicultural Library Service Benchmarks (Benchmark 1: Planning for Relevant Library Services; Benchmark 2: Organisational capacity to develop and deliver Service/Collections; Benchmark 3: Quality of Service/Collections; Benchmark 4: Promotions and Delivery; Benchmark 5: Evaluation) (Attachment F), not all best practice standards are being met across the library services in NSW. This is particularly evident in relation to comprehensive planning mechanisms being inclusive of diversity issues and which allocate staffing, resourcing and planning (Benchmark Area 1). In both metropolitan and country libraries, findings indicate that there are barriers to meeting CALD community need as well as capacity issues around staffing. This is particularly the case for smaller language groups, who can often be neglected and unable to access collections easily (Benchmark Areas 2 and 3).

Issues Specific to Regional Library Services

Across the Regional Library Services there were consistent themes for consideration. Some of these were in line with those key points identified above across all the consultation groups. Other issues were specific to 'Regional Library Services' in NSW as defined in the *Library Act*. As with the survey outcomes, geographic spread and low CALD community density in rural and regional areas of NSW is a barrier for successful multicultural service provision. There does not appear to be a correlation to the total number of LGAs being serviced by a single Regional Library Service.

All Regional Library Services interviewed indicated a lack of capacity to meet the needs of local CALD community due to CALD communities being small and fragmented as opposed to those in metropolitan areas and as such, is difficult for regional libraries to meet the needs of its CALD communities. This consideration was also highlighted through the responses received through the online staff survey –

library services often operate on the assumption that building an environment that includes all groups, or promoting services to the broader community is enough to attract CALD communities. This highlighted a gap in understanding of the significance of having targeted promotions or services aimed at local CALD communities.

The Regional Library Services all indicated they engage with CALD communities or local CALD organisations to better understand their communities and meet their needs, where they have capacity. Partnership approaches with CALD community organisations are key for Regional Library Services as they facilitate greater capacity to meet community needs and promote inclusivity. This, not only assists with capacity issues around a lack of bilingual staffing, as organisations can help bridge that gap, but is also key for engagement with new and emerging communities.

Regional Libraries were identified as playing an important role in facilitating access to technology and digital literacy, yet all staff interviewed felt they lacked capacity. This lack of capacity was cited in two ways - lack of computers and lack of time to offer dedicated programs in CALD community members. Staff indicated they assisted community members where possible, but much more could be done in this space. All Regional Library Services indicated that technology and digital literacy were increasingly important as there is increasing demand in the community and they play a key role in meeting this need.

With regards to the NSW Multicultural Library Services Benchmarks, Regional Library Services have increased difficulty in meeting best practice standards as there are smaller populations dispersed across several LGAs, less staff capacity and service provision and program development to meet the needs of CALD community members can be ad hoc. It was evident from the staff survey that Standalone Library Services in rural and regional areas face similar challenges, particularly around servicing small dispersed CALD populations and relying on State Library multicultural collection resources to meet LOTE collection needs.

By undertaking this formal review of NSW public library service delivery to CALD communities, an updated baseline of evidence has been established that measures the level of capacity in public libraries to meet the needs of their local CALD communities.

This report builds on previous State Library work reviewing multicultural library services, identifying user needs and mapping opportunities for wider CALD engagement, and responds to overarching guidelines for the revision of inclusive service provision.

This review determines the extent to which public library services in NSW are evolving to meet the changes in local demographics, service expectations, community needs and access to technology for non-English speaking members of their local communities. There was commonality in the responses across the Review phases and the consultations built on and reinforced the outcomes of the online staff survey.

The Review findings also offer an updated and comprehensive measure against the *Living Learning Libraries Guidelines* and the NSW Multicultural Library Service Benchmarks.

Review findings and recommendations

An overall analysis of the findings in this project indicates the following outcomes and recommendations:

The role of libraries in fostering positive community relations and building social cohesion:

Consistently throughout the project, social cohesion was identified as a pillar of NSW public libraries, where staff feel it is their role, as well as that of the libraries generally, to make the community feel welcome. Libraries are generally seen as a place of trust and acceptance of all people.

Many of the library staff across NSW who took part in this Review believe the impact of their services and activities promotes a sense of togetherness and allows CALD individuals and groups to engage in the broader community. However, many NSW library services continue to operate with the assumption that through building an environment that includes all groups, or promotes services to the broader community, people from CALD backgrounds will be included. This approach highlights a gap in understanding, that inclusivity is promoted through general promotion, service delivery and community engagement, without tailored approaches to specifically engage CALD communities through programs, access to resources or activities.

Recommendations:

- ▶ Position public libraries as places to foster positive community relations and build social cohesion. Promote public libraries as a CALD safe space through in-language signage and information about library program, services and community engagement events.
- ▶ Design and implement strategies that promote CALD community inclusion to attract these groups to the library. CALD communities require tailored approaches to ensure equity of access and inclusivity. These include:
 - Culturally appropriate marketing and promoting of the library and library services;
 - Genuine engagement with local CALD communities to identify their needs; and
 - Appropriate services and programs that meet the needs of local CALD communities;

Working across CALD communities and with cohort groups within CALD communities:

Access to library services

Improving access to library services to support CALD communities is something to be considered in detail. Bilingual staff can assist, but where they are not available alternate mechanisms such as sign-posting in language and translated instructions for common services are highly recommended.

Multicultural collections were identified by both library users and staff as an important service but these collections do not always meet the needs of the community and there is a limited range of languages available. Meeting the needs of newly arrived and emerging language groups is a current challenge. Migration patterns can also influence levels of literacy in home languages and political upheaval can mean that some languages do not have a vibrant publishing industry.

Newly arrived migrants or CALD people with low English proficiency may be unfamiliar with Australian culture, infrastructure and processes. Libraries can reach out to potential and current library users with low English proficiency to address this barrier for engagement.

There was consensus throughout the Review that there are gaps in provision of English language learning resources and access to English learning services. English language classes may be run sporadically and CALD communities seek more opportunities to practice and learn. Additionally, access to these services was difficult for many people working or studying as the classes are run on week days, not outside of regular business hours or on weekends.

The Review has identified that many people from CALD communities, particularly new arrivals, are using library services to access to technology services. The success or otherwise of these services is determined by several factors including – the level of resourcing and facilities available, the level of support available for accessing government online services, the provision of computer programs that meet community needs, opening hours of libraries that encourage access for those who work full time, the level of capacity of staff, and linguistically appropriate supports.

Up to date local demographic profiling is an important aspect of service planning for libraries. Councils should not limit this to the four yearly ABS Census data (most recently released for 2016) as this may not be reflective of emerging and shifting communities. In areas with CALD populations, local community services may have a working group or interagency that the library could approach to either be part of, create strong partnerships with the local community sector through, and gain access to and advice on the most recent demographic data.

Access to library collections in LOTE is vital to many people in CALD communities. Small communities in non-metropolitan areas rely heavily on these collections, accessing them via the public library network and the State Library's multicultural bulk loan collections.

Recommendations:

- ▶ When recruiting library staff, consider language skills that meet local CALD community needs to ensure a component of staff are appropriately bilingual, where possible. Additionally, skills in outreach and community engagement should be prioritised.
- ▶ Consider the changing demographics and languages of need/priority when communicating with local CALD communities.
- ▶ Increase connectivity through existing networks, such as a shared library management system across public libraries beyond their LGA boundaries may allow libraries with smaller CALD populations to share materials and resources.
- ▶ Standardise RFID tags and barcodes used by library services together with catalogue records existing for all LOTE resources to facilitate sharing and exchange of books between libraries more easily.
- ▶ Develop specific events and programs to accommodate the increase in these services. Running specific seminars in language as well as ensuring staff possess appropriate skills to assist CALD library users is recommended.
- ▶ Involve CALD community members in planning English language services and classes to determine the most appropriate and effective time for participation and access.
- ▶ Review LOTE books in the multicultural collections held by public libraries (age, condition, relevance) to ensure people to have access to varied and new books.
- ▶ Approach local CALD interagency or working groups to further relationships with the local community service sector to identify potential partnerships or areas the library can act as a support for existing services, and gain access to the most recent demographic data if the local council is unable to provide this for planning purposes.

Community engagement

The importance of community engagement has increased for modern libraries. The Review has found that working with communities to identify and meet their needs is central to successfully engaging CALD communities. It was also evident that there is a strong desire from staff to address and meet community needs and preferences. Providing training, resources and support for library staff to explore this is key to successfully building library services that meet community needs.

Recommendations:

- ▶ Develop a state-wide set of community engagement principles for working with CALD communities
The principles should be based on:

- attitude;
 - knowledge;
 - consistency; and
 - skills
- ▶ Providing an online community engagement resources toolkit will support library staff to genuinely engage with local CALD communities in a sensitive and successful way.
 - ▶ Commit to cultural awareness/competency training for all levels of library staff in NSW libraries that equips staff with a 'cultural responsiveness toolbox' of skills and capacities to engage and work with CALD communities on a deeper and more effective level.
 - ▶ Create opportunities for CALD community members to volunteer with their local library service to provide additional culturally appropriate resources, take advantage of the professional skills that migrate with people and increase community knowledge and reach for the library.

Issues specific to digital literacy:

The role of modern libraries has changed. Libraries in Australia and internationally play a significant local role in supporting digital inclusion by providing community access to technology and fostering digital literacy. Technology was raised throughout the Review as a major issue and community members are increasingly requesting online services and support. Consultations revealed that library staff see digital literacy as a new role for them in supporting their communities, yet they are not adequately resourced or supported in this area. It is vital that libraries, local government as the primary funding body and other jurisdictions relying on online community services recognise the reality of the reliance of sections of the community on local libraries for technology access and digital literacy supports (older people, those on low incomes and some CALD cohorts with lower English proficiency) and appropriate support and resource public libraries in adapting to community need and demand, and their increasing digital role.

CALD communities would like to access online magazines and publications in language, but current budget restrictions mean that there is limited capacity to accommodate this on an individual library by library basis, particularly in the smaller library services.

Recommendations:

- ▶ Consider the development of a business case for increased support for libraries across NSW to provide appropriate technology and digital literacy supports and services to meet the needs of their local CALD communities.

- ▶ The State Library provide online guides to accessing resources in community languages and promote these guides through the public library network to the CALD communities such as the “How to guides” available in the NSW State Library’s website under research and collections.
- ▶ Libraries document the increased use of technology to access government services (such as Centrelink and Medicare) as a starting point to address a perceived devolution of responsibility for technology access from other jurisdictions onto local government and libraries.
- ▶ Explore the development of a digital literacy program for staff training to enhance services to CALD and other local communities.
- ▶ Expand state-wide consortia for online publication subscriptions in English to include LOTE resources where possible, to increase access and share costs.

Issues specific to country library services

There are substantial differences between metropolitan and country multicultural library services. As country LGAs have smaller populations of CALD communities and less diversity, it can be more challenging to meet the needs of CALD community members. Country library services include both standalone services and Regional Library Services as defined in the *Library Act 1939* where multiple LGAs collaborate to deliver a service to their communities.

In non-metropolitan areas, there appears to be limited staff capacity to adequately deliver multicultural services. Providing guidance and support to these services around how to effectively engage and work with CALD communities to support their library service use and experience is a role for the State Library to explore.

Recommendations:

- ▶ Provide country library services with opportunities to increase their staff capacity and enable them to increase engagement with CALD communities and library users. This is particularly the case in relation to technology and digital literacy, as well as improving staff cultural competency.
- ▶ Revise recruitment policies that open opportunities for people with language skills other than English.

Monitoring and evaluating CALD service delivery in libraries

Evaluation practices are limited across all library services, regardless of location. Without monitoring and evaluation mechanisms in place, there is no way to appropriately measure the success of any program, service, event or activity.

Recommendations:

- ▶ Collect baseline data and develop key performance indicators or structured evaluation mechanisms to improve multicultural library service provision.
- ▶ Review the LOTE and CALD data sets collected by the State Library in the annual public library statistics.

The repurposing of library spaces, revised means of community interaction and inclusivity

Many libraries are successfully using their spaces to interact with local CALD communities through innovative ways that increase inclusivity. These include linking libraries into local festivals, offering library space for partnered language programs or other services and using the library as a meeting point for groups who engage in non-traditional library use such as knitting groups or conversation classes.

Recommendations:

- ▶ The State Library collect, collate and make available good practice examples that all libraries can access as inspiration in their planning.

Possible Future CALD Services

In addition to the points raised above for potential future CALD services, the collection of local migrant history was a common theme in the Review. No specific example could be given across the online survey or the consultation phase that identified a library service that is actively and successfully collecting their local migrant histories as part of their local history collection. The importance of ensuring these stories and experiences are collected for future generations was common across all responses and is a clear existing gap. As older CALD community members age the ability to collect their stories will disappear.

Recommendations:

- ▶ Consider projects to work with local CALD communities to collect, collate and exhibit local migrant history to ensure that local history collections reflect local communities. The collection of local migrant history should consider the various cohorts across and within CALD communities – older, established communities, newly arrived and emerging communities, women, older and younger people.
- ▶ Use a broad range of data available to local councils beyond the four-yearly ABS Census data to ensure that statistics used to support program planning capture the most recent changes in CALD communities.

Measuring the findings against existing benchmarks

Several conclusions can be drawn from the Review to measure the findings against the *Living Learning Libraries* guidelines and the NSW Multicultural Library Service Benchmarks.

These are as follows:

- ▶ Most public libraries in NSW (both Standalone and Regional Library Services) either meet or exceed per capita requirements for multicultural collections under the *Living Learning Libraries* guidelines;
- ▶ There are gaps in meeting staffing levels per CALD population levels with half of Standalone Library Services and 40 per cent of Regional Library Services not meeting staffing standards under the Guidelines;
- ▶ NSW Multicultural Library Service Benchmarks best practice standards are not all being met across NSW library services, with particular emphasis on issues around diversity inclusion in comprehensive planning mechanisms, staffing allocations, resourcing and planning;
- ▶ In metropolitan, country and Regional Library Services there remain barriers to meeting CALD community needs;
- ▶ Staff capacity issues have been highlighted;
- ▶ Benchmark Areas 2 and 3 are not being met with regard to smaller language groups, with focus remaining on the top language populations in an LGA regardless of levels of need; and,
- ▶ Budgeting issues are compounded the inability of library services to meet Benchmark Areas 3, 4 and 5 with particular regard to catering to the needs of smaller language groups, a lack of multicultural communications strategies or formal evaluation processes to determine needs and whether they are being met.

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1 . INTRODUCTION

1.1 Background

The State Library of NSW (State Library) can be traced back to the Australian Subscription Library in 1826. The State Library's collection contains over 5 million items, including more than 2 million books, 1.2 million microforms, 1.1 million photographs, as well as newspapers, maps, architectural plans, manuscripts and other items. The State Library offers a range of services including the provision of multicultural advisory services to NSW public libraries, and online resources and newspapers in community languages to NSW residents and visitors.

All NSW local government authorities (councils) have adopted the Library Act 1939, and all but one provide public library services to their communities. In 2017 there are 89 library services across NSW, including 14 regional library services where multiple councils collaborate in a formal agreement to deliver a service to their communities.

There is a legislative requirement for libraries in NSW to be responsive to the many diverse communities that reside across the state. As with other government entities, libraries are responsible for maintaining equity of access to information for people in NSW, which has significant and unique characteristics for people from culturally and linguistically diverse (CALD) backgrounds. The *Library Act 1939* specifically mandates the promotion, provision and maintenance of library services and information services for the people of NSW as a responsibility of the Library Council (s.4A Objects of Council). Further to this, the NSW Government recognises and values the different linguistic, religious and ethnic backgrounds of all the people of NSW, and through the *Multicultural NSW Act 2000*, promotes the equal rights and responsibilities of all the people of the state.

The State Library provides a lending collection of approximately 65,000 items across 42 languages and ESL for circulation to NSW public libraries for use by local communities. This service is known as the 'multicultural bulk loans' service. A recent review of this service has seen changes to the bulk loans service which are under consideration at the time of writing this report.

Multicultural services for public libraries

The State Library provides:

- ▶ state-wide consultancy and advice on delivering library services to culturally and linguistically diverse communities to public and community libraries;
- ▶ training for library staff on cross-cultural awareness and access and equity strategies;
- ▶ tools to help deliver services to culturally and linguistically diverse communities; and

- ▶ community language collections.

1.2 Review of NSW Multicultural Public Library Services 2017

The State Library of NSW (State Library) and NSW public libraries are undertaking a formal review of service delivery to establish the level of capacity in public libraries in meeting the needs of their local CALD communities.

This builds on previous work commissioned by the State Library to review multicultural library services, to identify user needs and map opportunities for wider CALD engagement, as well as producing overarching guidelines for the revision of inclusive service provision.

The current project aims to determine the extent to which public library services in NSW are evolving to meet the changes in local demographics, service expectations, community needs and access to technology for non-English speaking members of their local communities. The project reviewed multicultural library services provided by NSW public libraries including identifying client needs, canvassed opinions on existing multicultural services already provided by public libraries, and identified the gaps in service provision and identified potential future multicultural services.

DiverseWerks was engaged by the State Library to assist them by conducting the review in a manner that was both relevant and meaningful to the NSW public libraries and the State Library, but also to members of the many CALD communities across the state. DiverseWerks collaborated closely with State Library Multicultural Service staff, public libraries staff and CALD communities to provide a review that considers current practice and potential future practice to ensure inclusion and access to public libraries is as broad as possible.

Equitable access to technology through public libraries was also an important component of the contextual understanding for this project. The growing demands for e-books, e-lending and access to other forms of technology present challenges for all libraries, particularly in terms of providing equity of access to information. It is essential that public libraries establish a lead role in supporting digital inclusion for all communities in NSW.

1.3 Methodology

Contextual and data scoping was used to ensure an understanding of both the legislative framework within which the State Library and public libraries are operating, and the needs of CALD communities in NSW for library services. The methodological approach also allowed various key stakeholder groups to have input. The *NSW Multicultural Library Services Benchmarks 2016* and the *Living Learning Libraries –*

Standards and Guidelines for New South Wales Public Libraries (6th ed.) (where appropriate for multicultural library services) were used to establish baseline measurements for analysis of each project phase.

The project consisted of five phases:

- **Phase 1: Contextual scoping**

A contextual understanding was developed through desktop research of the following:

- the current library services environment in NSW and elsewhere in relation to the provision of CALD services;
- historic policy and program narratives designed to build in accessibility and diversity considerations, and consider the impacts of the fundamental changes that are occurring in the library space;
- greater individual access to digital resources;
- the evolving role of libraries in the building of communities and facilitation of civic participation; and
- the increasing role of libraries as an equaliser in the evolution of digital literacy through which libraries are increasingly supporting their constituents in accessing online information and services.

This contextual study was also important in setting both the structural parameters of the review as well as identifying the key review questions.

Report 1: Understanding the context for multicultural library services & defining review questions was delivered in May 2017. A copy is attached at Appendix A. The key considerations from the review formed the basis of the Phase 2 online survey of NSW public library stakeholders.

- **Phase 2: Online state-wide survey of public library stakeholders**

Prior to face to face consultations, a state-wide online survey for public library managers was conducted to ensure the widest possible participation in the review for public library stakeholders. The survey provided an opportunity to gather detailed information about the provision of existing CALD library services and how the public libraries are interacting with their local CALD communities. The survey questions were developed with the State Library Multicultural Services team and are included at Appendix B.

- **Phase 3: Data Identification and Analysis**

Analysis was undertaken of internal State Library data sets to measure the use of multicultural library services, as well as external ethnicity data collected from the 2016 ABS Census and DIBP Settlement Data to May 2017.

- **Phase 4: Consultations**

A series of face to face group consultations with public library staff, CALD library users and future CALD library users were conducted to further explore the themes raised in the online survey as follows:

- A Sydney-based group for public library staff from the greater metropolitan catchment, including the Illawarra and Central Coast/Newcastle areas; and
 - Depth interviews with public library staff in Wagga Wagga, Richmond-Tweed and Coffs Harbour public libraries.
 - Existing CALD library clients based in the Blacktown Library area; and
 - Future CALD library clients based in the Liverpool Library area.
- **Phase 5: Analysis and reporting**

This final project report includes:

- Understanding the context for multicultural library services in NSW;
- A full analysis of the findings of the contextual review and data analysis and the online stakeholder survey;
- The outcomes of the focus groups and depth interview consultations;
- Recommendations arising from the project findings.

2. CONTEXTUAL REVIEW

2.1 Purpose

The purpose and importance of this preliminary work to the overarching *Review of Multicultural Library Services in NSW Public Libraries* is to gain a contextual understanding of the library services environment in the state and elsewhere in relation to the provision of culturally and linguistically diverse (CALD) services. It is also important to understand this is both an historic policy and program narrative with associated documents and processes designed to build in accessibility and diversity considerations.

Equally, there is a need to acknowledge and consider the impacts of the fundamental changes that are occurring in the library space; greater individual access to digital resources; the evolving role of libraries in the building of communities and facilitation of civic participation; the increasing role of libraries as an equaliser in the evolution of digital inclusion through which libraries are increasingly supporting their constituents in accessing online information and services.

This contextual study is also important in setting both the structural limits of the Review and identifying the key review questions. In doing so the available literature will be used to identify consensus around the categories of activity required to deliver access, a definition around best practice in the specific activity category and, more recently, capacity building.

2.2 Approach

The contextual analysis was predominantly carried out using desktop research methods. This has been focused around the following types of information:

- ▶ NSW government policy documents that are either specific to or that impact on how NSW public libraries operate
 - *Library Act 1939 and Library Regulation 2010*
 - *Living Learning Libraries: Standards and Guidelines for NSW Public Libraries* (6th ed.)
 - *State Library NSW Cultural Diversity Strategy 2013 – 2015*
 - *NSW Multicultural Library Services Benchmarks* (2016)
 - *Multicultural NSW's Multicultural Planning Framework.*
 - *NSW Ageing Strategy 2016 – 2020*
- ▶ Policies and program guidelines covering other Australian jurisdictions;

- State Library of Queensland, Multicultural Engagement Framework 2014 – 17
- ▶ Relevant NSW, Australian and international work around multicultural libraries and related service and consideration benchmarks
 - *Multicultural Communities: Guidelines for Library Services*, IFLA 2009 (3rd ed.)
 - *Cultural Diverse Communities and The Public Library: A Review Of NSW Public Library Multicultural Services* (2003)
 - *Multicultural Library Services in New South Wales Public Libraries* (2001)
 - *Co-Operating for Our Heritage: Community Languages in New South Wales Public Libraries* report (1992)
- ▶ Research and studies concerned with the impact on libraries by the digital environment and issues of digital literacy and related inclusion:
 - *Settlement in the Digital Age*, Centre for Multicultural Youth (2016)
 - *Measuring Australia's Digital Divide: the Australian Digital Inclusion Index* (2016)
 - *The impact of libraries as creative spaces*, Queensland University of Technology (2016)

The purpose of the desktop research was not to undertake a definitive literature review on the topic of multicultural libraries but rather to be able to position the current activities of both the State Library of NSW and individual public libraries within the context of standards guidelines and best practice.

The documents reviewed constitute the current thinking around multicultural libraries both in Australia and internationally.

2.3 Key Considerations

The analysis of the relevant literature has been important in shaping the considerations of this review as well as delivering a substantive validation of the ongoing worth of the NSW Multicultural Library Services Benchmarks.

Substantively the reading indicates that there is a need to have a fresh look at the area of library services, their nature and their purpose. There is also need for a broader discussion about the potential role of libraries as creative spaces as well as a mechanism that is positioned to be able to contribute to social cohesion and the creation of active citizenry.

While there is a need to reconsider the evolving set of library services from the perspective of CALD audiences and library users, the literature reinforces the current benchmarks as being reflective of the

key architecture in any consideration of 'the multicultural library'. As such they remain in the broadest sense both relevant and robust.

There were several considerations for this review which related to digital literacy and digital access, public libraries and their role in the community and acknowledging diversity within and across CALD communities. These were considerations were as follows:

- ▶ There is a need to consider the nature and breadth of ethnicity data collection that is undertaken by libraries to be able to provide demographic profiling that is inclusive of either digital literacy itself, or at least the indicators of digital literacy.
- ▶ There is a need to consider the issues around digital literacy and access for CALD communities in their interaction with public libraries. This needs to occur both through an understanding of libraries' capacity to discern the needs of CALD groups, as well as the nature of service capacity and resources needed to meet the new challenges presented by social media and digital engagement. It will be important to identify examples of innovation or present practice which are successfully bridging this digital divide.
- ▶ There is a need to understand how public libraries perceive themselves within the consideration of issues around fostering positive community relations and social cohesion. This would include the extent to which these issues are dominant in needs assessments, community engagement, program design and delivery. Unless there is evidence throughout the activity sets, any objective in this regard would be difficult to achieve.
- ▶ The review will need to consider the extent to which this repurposing of library spaces and this revised means of interacting with local communities is part of how NSW public libraries are developing and more importantly whether any such change is inclusive of the cultural and linguistic diversity of the local area.
- ▶ The review will need to consider the extent to which cohort groups across CALD communities can be approached in a 'like' manner and where cultural or language differences will need to be addressed. A needs-basis method as opposed to a numerical dominance basis is the most appropriate approach to considering the diverse needs of people across and within CALD communities.

3. ANALYSIS OF EXISTING DATA

An analysis was conducted using existing data from the annual *NSW Public Library Statistics 2014/15* as conducted by the NSW State Library together with demographic data from the *ABS 2016 Census*.

The Culturally and Linguistically Diverse (CALD) and Language other than English (LOTE) survey run by the NSW State Library was used to assess the circulation of community language literature (LOTE), ESL literature, CALD events and CALD attendees 2014-2015. For this analysis, the data from the LOTE survey was reorganised to align with current LGAs and Library Services after council merging.

Below is a table showing the top 30 LGAs by population of people that identify as speaking a language other than English at home (from the 2016 Census), with the data from the 2014-2015. A list of all current library services and LGAs can be found in Appendices C and D.

Table 1: Top 30 LGAs by population that speak LOTE at home and their corresponding library service data

	TOTAL Population	LOTE Population	CALD Events	CALD Attendees	LOTE Stock	LOTE items per capita LOTE pop	LOTE Circulation	LOTE Circ per capita LOTE pop	ESL Circulation
Cumberland	216,079	140,811	271	6,482	22,363	0.16	123,530	0.88	13,570
Blacktown	336,962	136,834	201	3,327	20,514	0.15	62,498	0.46	9,441
Liverpool	204,326	105,271	120	796	29,125	0.28	71,438	0.68	16,002
Sydney	208,374	74,898	0	0	43,128	0.58	110,384	1.47	4,178
Ryde	116,302	55,474	69	1,150	14,526	0.26	95,894	1.73	6,348
The Hills Shire	157,243	49,671	104	1,350	7,656	0.15	32,875	0.66	3,353
Randwick	142,666	44,768	216	1,813	14,273	0.32	61,100	1.36	3,259
Northern Beaches	88,015	37,753	93	12,070	436	0.01	3,056	0.08	20,989
Wollongong	118,053	33,860	0	0	5,337	0.16	12,966	0.38	3,136

	TOTAL Population	LOTE Population	CALD Events	CALD Attendees	LOTE Stock	LOTE items per capita LOTE pop	LOTE Circulation	LOTE Circ per capita LOTE pop	ESL Circulation
Penrith	196,064	32,386	0	0	2,496	0.08	1,154	0.04	0
Sutherland Shire	218,465	27,955	0	0	7,441	0.27	16,660	0.60	1,611
Burwood	36,810	23,308	29	834	11,586	0.50	52,316	2.24	2,229
Central Coast	327,736	18,469	0	0	0	0.00	0	0.00	832
North Sydney	67,655	14,891	3	222	0	0.00	0	0.00	4,051
Camden	78,220	11,068	0	0	0	0.00	0	0.00	123

Source: ABS 2016 Census Data and NSW Public Library Statistics 2014/15.

Although there is not definitive evidence for causation, in LGAs with large LOTE populations (top 10) there is less of a correlation between the number of CALD events and the circulation of LOTE and ESL literature. This could be because events are programmed to be inclusive and are not limited to CALD target audiences, libraries may not collect language and ethnicity data for participants at events, LOTE community members may borrow English language materials. Library use also includes visits to the library and Wi-Fi access without necessarily having a library card or borrowing any material or attending an event during a visit.

Across the LGAs there is a notable correlation between LGAs with fewer CALD events and low total circulation of LOTE literature per capita. This is best illustrated by the Inner West LGA with a total of $n=515$ CALD events in the 2014/2015 financial year, correlating with a LOTE circulation per capita of $n=1.89$ versus an LGA with a similar LOTE population such as the Hills Shire which had $n=104$ events in the same financial year to a LOTE circulation per capita of $n=0.66$. While there are exceptions to this, there is a significant enough correlation to link CALD events with LOTE circulation per capita to some extent.

Several LGAs have been identified that are statistically under-serviced respective to their population of LOTE speakers. The Central Coast and Camden LGAs are the only ones in this list that have reported zero events and zero LOTE collections. They also have reported zero LOTE literature circulation which suggests that they are also not asking for bulk loans to service their high LOTE speaking populations. A comprehensive list of the top five most spoken languages other than English in each LGA, as well as the level of low English language proficiency can be found in Appendix D.

There are also many LGAs with libraries that did not report any targeted CALD events across this time, despite other LGAs with similar sized LOTE populations having many events. The LGAs with no reported events included: Wollongong, Penrith, Sutherland Shire, Strathfield, Botany Bay, Waverley and Sydney.

It should be noted that the lack of targeted CALD events run by libraries in a particular LGA does not equate to a lack of CALD community engagement. As libraries are a service provided by Local Government, they also participate in local community events. As such, it can be assumed that the Sydney Library Service engages with City of Sydney CALD events such as the Lunar New Year and so consequently staff do not organise their own events. In the metropolitan library staff focus group it was also mentioned that the Wollongong library does not currently run any CALD specific events, but rather focusses on engaging with the local council events.

4. ONLINE LIBRARY STAFF SURVEY

A comprehensive online survey was distributed to the managers of all public libraries (in NSW – in both metropolitan and rural/regional areas). This in-depth survey included a series of 62 questions. Total participants numbered 75 of the 89 public library services, representing an 84% response rate.

The NSW public library cohort was separated into:

- ▶ Regional Library Services - libraries services that cover more than one LGA; and
- ▶ Standalone Library Services - library services that only cover a single LGA.

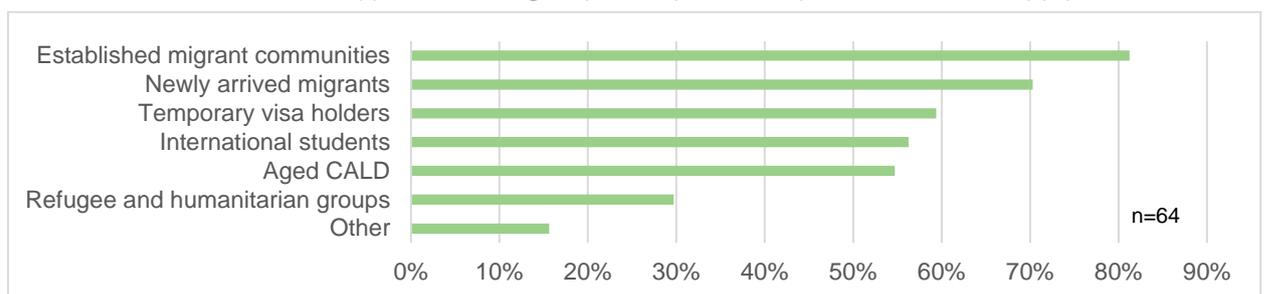
This very high response rate meant the survey provided a detailed picture of multicultural services in NSW libraries. The key insights are discussed below.

4.1 Analysis: Standalone Library Service Responses

CALD communities in their LGAs

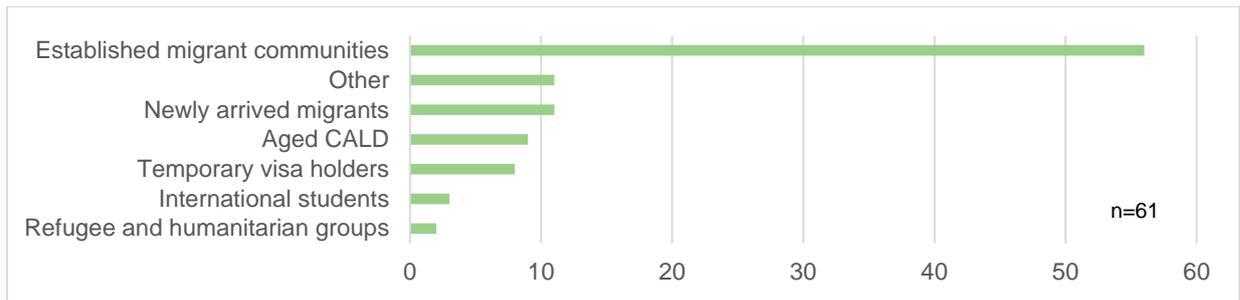
Of the 64 respondents, the main CALD groups visiting NSW libraries identified are established migrant communities, followed by newly arrived migrants, and temporary visa holders. When asked to prioritise the groups according to the frequency of their visiting the libraries, respondents indicated that established migrant communities were significantly the largest user group of libraries. This is detailed in the following two charts.

Chart 1: Q8. Which of these types of CALD groups visit your library? (Select all that apply)



Other: Short-term overseas residents and visitors (5%) CALD individuals (5%), Indicated as not applicable (3%), CALD Children (3%).

Chart 2: Q9. Which ONE of these is the MAIN type of CALD groups that visits your library?



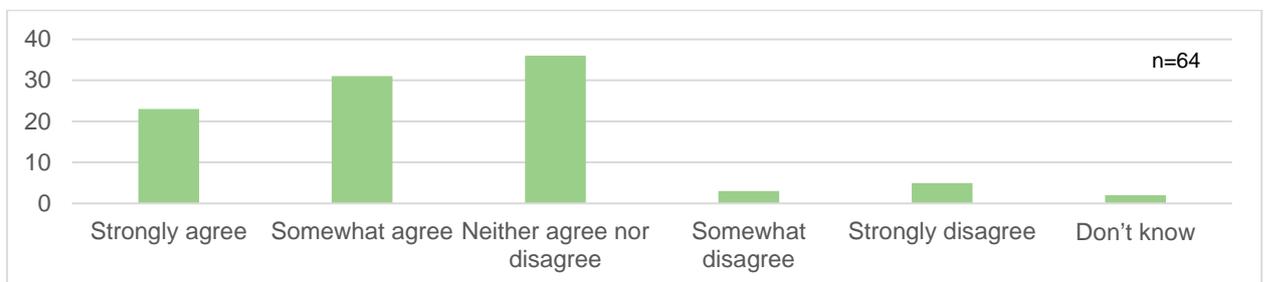
Other: CALD individuals (5%), Not applicable (5%), Migrant families (1%).

The data highlights that the needs of established migrant communities need to be continually reviewed and met based on their comparatively high use of libraries. As well, additional support may be required to better support the needs of other CALD groups. Feedback from the library staff consultation will need to be coupled with this data to assess the existing support of local councils in engaging CALD groups.

Supporting and servicing CALD communities

Most respondents agreed or strongly agreed (n=54) that there is need for better support for CALD communities through NSW libraries.

Chart 3: Q10. Would you agree or disagree there is a need to better support the CALD community in your library?



Regarding planning for services, 73 % of respondents felt that when developing or planning services for their library, that information about the CALD community in the LGA is considered. The demographic data collected includes:

- language (72%);
- age (52%);
- gender (23%); and
- postcode (22%).

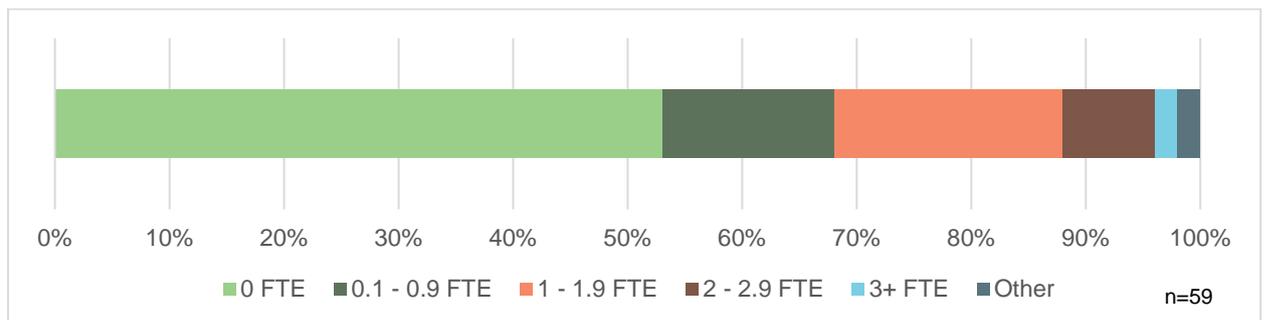
Additionally, 39% of respondents considered CALD community information through stand-alone activities conducted by the library itself and 31% as part of broader LGA-wide planning with their council.

Over half (53%) of respondents indicated that it is part of their council’s requirements under the NSW Government’s *Integrated Planning and Reporting Framework* (IP&R) to consider such information in planning processes. Significantly 35% indicated that they did not know, suggesting a lack of institutional knowledge around CALD inclusion and integrated planning.

The data suggests that most NSW libraries are placing importance on including and accommodating services for CALD communities in their planning processes. There is, however, a need for further support from local councils to assist libraries in planning to meet the needs of CALD communities.

When asked whether they partner with CALD communities or organisations, more respondents said they did not currently (54%), but believed it was possible to develop new relationships and partnerships with CALD community organisations (66%). Most respondents (56%) said that there are local CALD communities in their area that they could work with. This positive response illustrates the potential for libraries to create and build relationships with local CALD organisations and communities.

Chart 4: Q26. How many library staff positions do you have allocated to support CALD services (report Full Time Equivalent FTE)?



Most respondents do not have any staff positions dedicated to support CALD services. As seen in the chart above, the FTE staffing levels ranged between FTE (53%) and 4 FTE staff (2%), with the median being 0.63 FTE. Half of the respondents indicated they believed their staffing levels are adequate for the demand for CALD services within their library service. A further 27% feel that staffing levels do not meet CALD needs. A majority of this cohort are servicing metropolitan LGAs. This suggests a greater need for more CALD service staffing in metropolitan library services, with a majority of rural and regional areas having adequate staff time allocated to CALD services.

Additionally, only 50% of respondents indicated they met the *Living Learning Libraries* guidelines for best practice within the guidelines for specialised staff (of a sample of 38). Of this group of respondents 70% said they met or exceeded the requirements of the *Living Learning Libraries* guidelines regarding their collections.

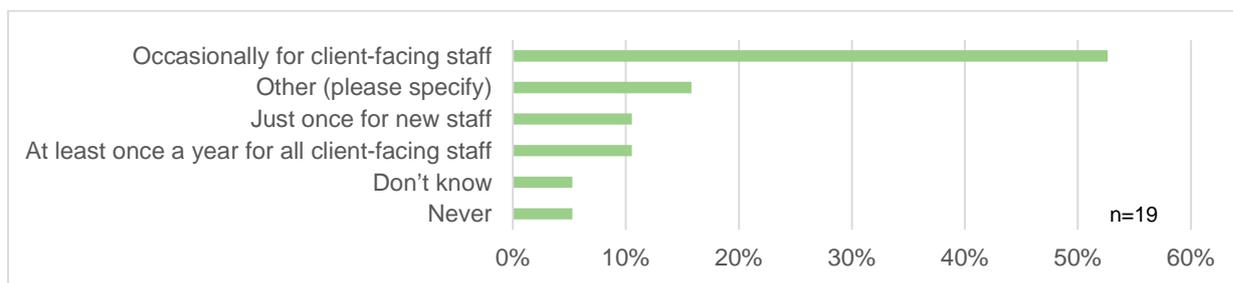
When asked about language skills (other than English) of library staff, 63% of respondents said they did not have staff with language skills that match the needs of the CALD population in their LGA. The

majority or 64% of respondents indicated they did not offer cultural competency training for their staff, further creating barriers to meeting the needs of CALD communities accessing their services.

The majority of respondents (69%) either did not have or did not know of cultural competency training for staff. Most of this training is done face to face, and the majority of respondents indicated that this was useful to them, and that cultural competency training helps staff feel more confident in their interactions with CALD library users. Of the 30% of respondents that do provide cultural competency training, most is done only occasionally for client facing staff, as highlighted in the following chart. Of the libraries that have training, 89% conduct face-to-face training, and 21% offer online training to staff.

This suggests that not only is there a lack of training support for library staff to support CALD library users, it also indicates that cultural competency training is something to explore rolling out across NSW libraries. Where there is a perceived need, the survey responses support that such training can develop the confidence of staff interacting with library users from CALD communities. More extensive use of cultural competence training for library staff across NSW could create further opportunities for engagement with CALD communities as well as creating supportive environments for staff and CALD library users by helping to bridge communication gaps and building more substantial rapport.

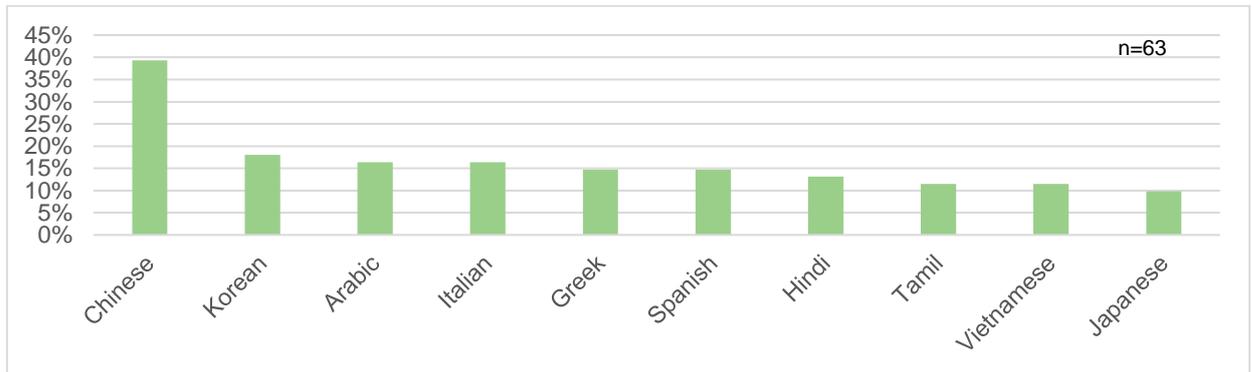
Chart 5: Q32. How often do staff undertake cultural competency training? (Select one answer)



Regarding LOTE collections, most respondents (46%) purchase no LOTE collections in their library. A majority (61%) of respondents either did not know or did not think that their collections currently met the needs of their respective CALD communities. Given the significant proportion of CALD community members in the NSW population, and the rise in migration from countries such as China, India and the Philippines as well as the recent increase in new refugees and humanitarian entrants from Arabic speaking countries, LOTE collections appropriate to local CALD cohorts in their LGAs is an issue for further consideration by libraries.

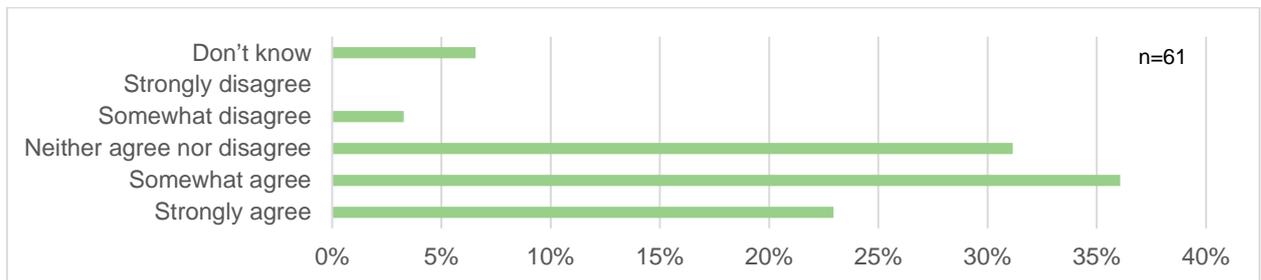
There was a proportion of libraries who have LOTE collections in key languages, reflecting some of the larger, more established and newer migrant CALD communities in NSW. These include Chinese (35%), Arabic (16%), Italian (16%), Korean (15%), Spanish (13%), Hindi (12%) and Greek (12%). Further percentages are detailed in the following table.

Chart 6: Q37. Thinking now about your collection of LOTE (languages other than English) items. What LOTE language groups does your library purchase collections for? (Select all that apply)



When asked whether the collections meet local needs, the responses were divided equally between yes, no and don't know responses. This indicates that there is a need for NSW libraries to better understand and engage with CALD communities in their local LGAs to understand and meet their needs through LOTE collections and other library services.

Chart 7: Q41. Would you agree or disagree that services provided to the CALD community by your library help those communities feel more engaged in the local community?



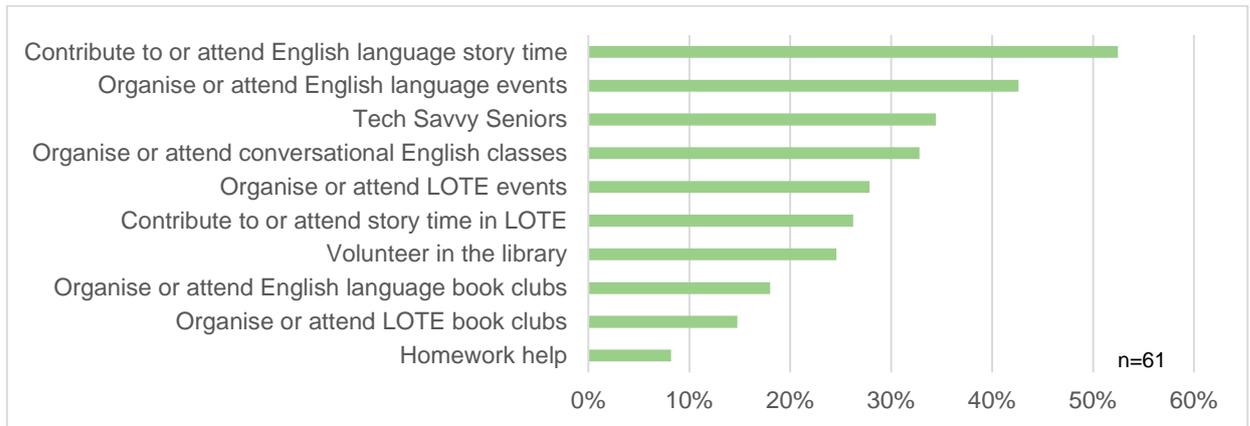
The most common types of services offered by libraries to CALD communities are as follows:

- *Storytime in LOTE* (31%);
- *Tech Savvy Seniors* (30%)
- Conversational English classes (30%); and
- Events in LOTE.

A further 11% of respondents offer book clubs in LOTE and other activities including multicultural storytelling events, homework help and CALD friendship groups.

The chart below illustrates CALD community participations in the services offered by libraries.

Chart 8: Q45. Which of these types of services do the CALD community participate with in your library?
(Select all that apply)



The most common languages that these services are offered in are:

- Chinese (42%);
- Arabic (18%);
- Korean (18%);
- Greek (18%);
- Hindi (11%);
- Vietnamese (11%);
- Japanese (9%)
- Spanish (9%);
- Italian (7%)
- French (4%) and;
- German (4%).

Only 34% of 61 respondents felt that these services are well attended, with 38% nominating that they are not well attended and 28% not knowing. Participants of the survey also indicated that their local CALD community members participate in other events at the library including knitting groups, job search services, visa support services, a multicultural choir and cultural events.

The majority of participants (65%) believe the impact of these library services to be positive on CALD community members. Creating a sense of community and inclusivity was a common theme among respondents, with emphasis on reducing isolation for newly arrived migrants, assistance with English learning for migrants to better engage with the broader society and breaking down barriers through cultural awareness for CALD community members participating in the activities.

While just under half of participants (44%) indicated that the demand from CALD library users for help accessing digital information does not exceed current capacity to help, almost one third (28%) indicated that demand is outstripping current capacity. A further 28% were unsure. This means that while many

libraries currently have the capacity to meet the digital needs of CALD communities, the majority (n= 56) either do not have the capacity to meet CALD demands or do not know.

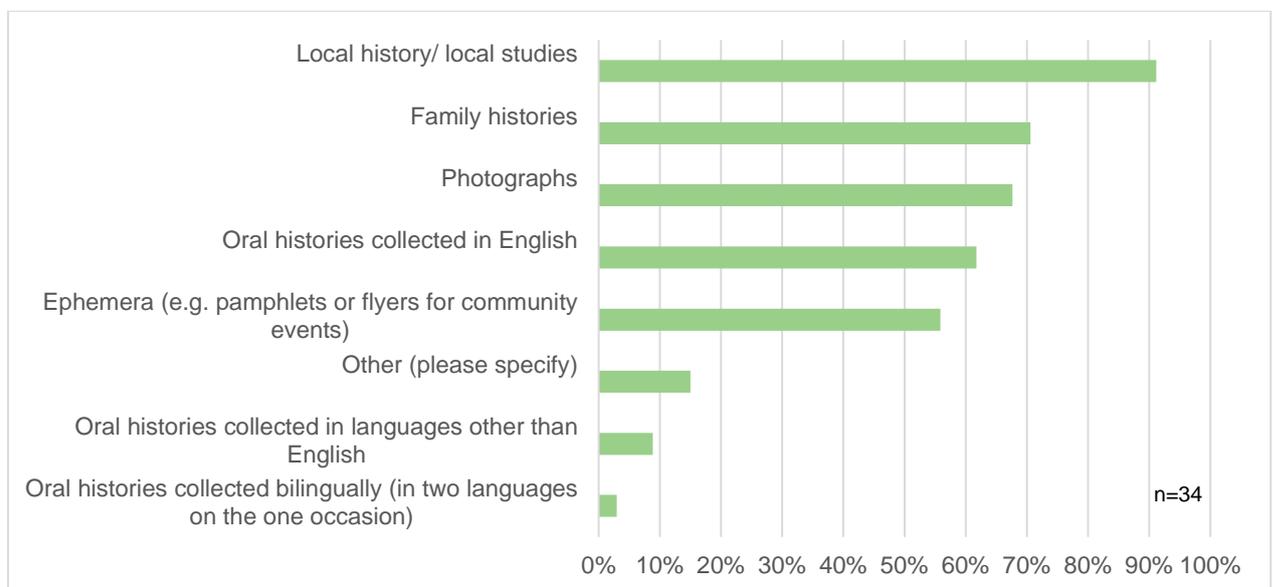
Some of the services respondents listed as being currently provided to CALD communities to enhance their digital literacy include Tech Savvy Senior classes which make up most of the services as well as “Digital Discoveries” workshops and one-on-one staff assistance and general computer and Wi-Fi access.

Local CALD histories and data collection

The online survey also focused on current library service practices and capacity to collect local histories. At 56%, most respondents indicated that they collect the local history and heritage of CALD communities within their LGAs, while 34% did not and 10% didn't know.

The table below shows the methods for collecting materials for local histories.

Chart 9: Q50. Which of these do you collect? (Select all that apply)



The largest number of respondents collect from the broader CALD community rather than a specific language group. However, the most prominent languages that library services are currently collecting for are established migrant communities as follows: Italian (32%), Chinese (23%), Greek (13%), Dutch (10%), Maltese (10%) and Vietnamese (6%).

A majority of library services have this information available as follows:

- Books(74%)
- Sound recordings (e.g. digital, CD or audio tape) (38%);
- Video recordings (e.g. YouTube, film, video tape) (21%);
- Social media (e.g. Facebook, Instagram) (9%); and
- Archives (e.g. records from CALD community organisations) (59%).

Of the library services who participated in the survey, 80% do not currently have any partnerships with CALD groups to collect the local history and heritage of CALD communities. Only 10% not have any such partnerships. This illustrates a significant gap and a potential for capacity building for many library services to collect local CALD histories.

There were a number of themes in responses about the ways that their library services and library spaces visually engage and appeal to CALD audiences. Many of the methods involve ensuring library signage, notices, materials, flyers and information is available in community languages. Some library services provide multilingual book displays and make community language newspapers accessible.

Respondents also use visually and physically welcoming spaces, including furniture, open spaces, light and colour to engage community members. Inclusive cultural events, activities and practices were also used by some libraries to promote a welcoming space.

Some participants also used online methods including multilingual electronic signage, digital posters and digital promotional materials to appeal to CALD communities.

In terms of promotion of services to CALD communities, 27% of respondents are not promoting services to CALD communities, while 17% promoted their services to CALD communities only through general promotion materials.

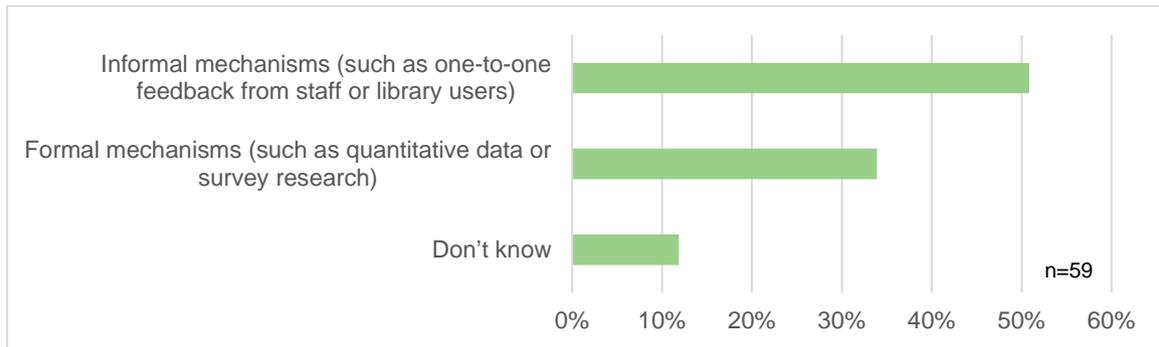
Of the 57% who did indicate they promote services to CALD communities, their methods included:

- Bilingual promotional material (flyers, posters, banners, notice boards etc.);
- Through local multicultural or ethno-specific LOTE newspapers;
- Through networks with local CALD organisations;
- Radio;
- Word of mouth;
- Using links with their local governments; and
- Through local Migrant Resource Centres.

A majority (71%) of respondents do not use social media to engage with CALD communities in their respective LGAs, with only 17% indicating that they do.

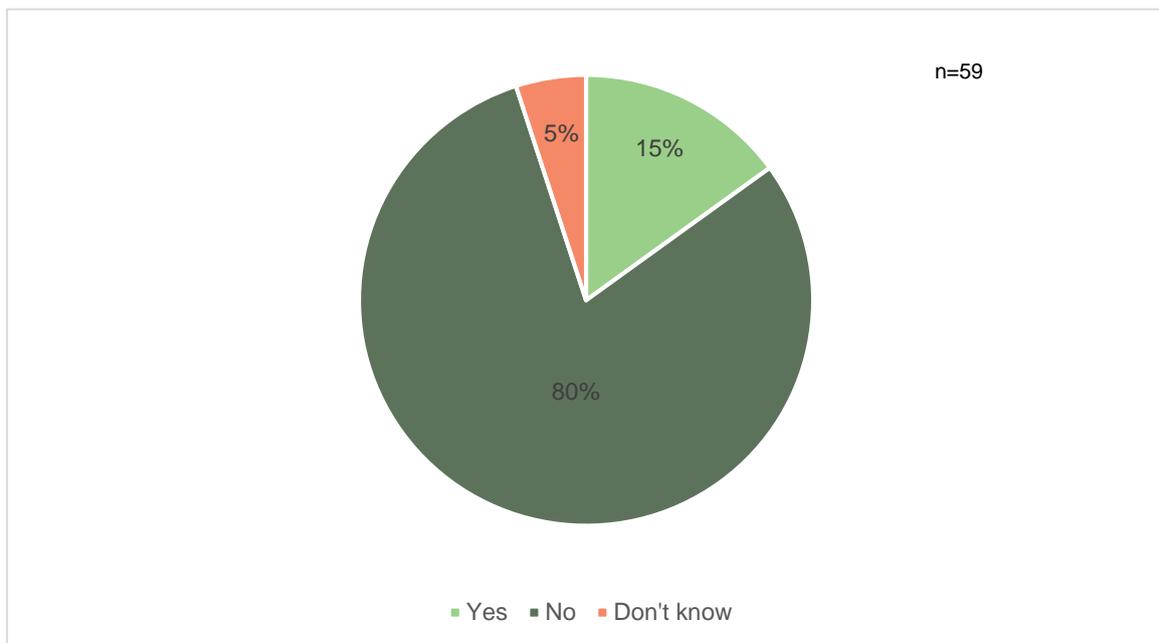
When respondents were asked about how they measure the effectiveness of these promotional and marketing activities to CALD communities, most indicated that they do not have any measure for evaluation, if they even have promotional or marketing activities on offer. The majority of those who do use a numerical attendance measure as a key measurement for effectiveness. Other common methods of evaluation were through formal evaluation procedures (surveys, evaluation forms), direct feedback from CALD community members and through usage data.

Chart 1: Q58. How does your library monitor its success in delivering services to CALD communities? (Select all that apply)



As seen in the table below, an overwhelming majority of respondents have not conducted any formal research with CALD library users, with only 15% indicating that they have.

Chart 1: Q59. Has your library conducted any formal research with CALD library users?



Of the respondents (n=9) undertaking formal research, four conducted this in the last 12 months, with the remaining categories (1 to 2 years ago, 3 to 5 years ago, 6 to 10 years ago, more than 10 years ago and Don't know) each had one response (n=5).

The existing research has been used to develop collections, develop and implement library strategies and to review existing programs and services as well as plan new ones.

4.2 Analysis: Regional Library Service Responses

There was n=11 responses to the regional variation of the library services survey, yielding comparable results to the standalone library service survey. The types of CALD groups visiting the library were similar to the standalone survey respondents, with established migrant communities (82%), newly arrived migrants (55%), and international students (55%) being the largest cohorts. It is interesting to note, however, that refugee and humanitarian groups are a larger cohort in regional responses (45% versus 30% in the standalone survey response). Unsurprisingly, established migrant communities were the most common type of CALD group visiting the library at 37%.

Supporting and servicing CALD communities

The majority of respondents (65%) either somewhat agreed or strongly agreed that there is a need to better support the CALD community in their library and 55% already consider information about CALD communities when developing or planning services for their library. This compares to the standalone library survey response of 74% yes, which shows a disparity between the regional and non-regional planning practices.

As with the standalone library service survey, respondents indicated that language and age (100%) are the most commonly used demographic data about the CALD community used to inform library planning, with gender being slightly more used (50% versus 33% in the standalone survey).

Additionally, a majority of respondents use CALD community information for predominantly stand-alone activities conducted by the library itself (83%) with half using it as part of broader LGA-wide planning with their council (67% of whom indicated that this activity is part of their council's requirement under the *Integrated Planning and Reporting Framework*).

Some of the activities and ways in which CALD community information is considered in library planning are:

- collection develop and budget allocation;
- program develop (for activities such as Tech Savvy Seniors), and
- when creating a library branch profile.

The types of information that respondents collect about their CALD community in relation to digital literacy includes:

- feedback from digital literacy programs;
- digital inclusion index;
- census data; and
- monitoring computer activity.

One respondent said that not enough information is collected in their library (Richmond-Tweed Library Service).

Just under half or 45% of regional library service respondents have local CALD community organisations in their area and are currently working with them. They also believe it would be possible to develop new partnerships with CALD community organisations. However, 10 percent indicated they do not have any CALD community organisations in their areas (45% do not know) and 55% do not know if it is possible to build new partnerships.

The organisations listed that respondents consult with to understand CALD community needs were:

- ▶ Northern Settlement Services;
- ▶ Multicultural Tamworth Inc.;
- ▶ Multicultural NSW;
- ▶ Multicultural Council;
- ▶ Ethnic Communities Council;
- ▶ Confucius Institute;
- ▶ Southern Cross University;
- ▶ TAFE;
- ▶ Migrant Support Workers;
- ▶ Community members and leaders.

These were also the CALD organisations identified by respondents in their respective areas. The relationship between libraries where there are CALD organisations has improved over time, particularly with the growing number of refugee relocation in these regions.

Some of the partnerships involved shared spaces, such as Central West Libraries, who provide space and facilities for Council's Migrant Worker to coordinate the delivery of a mentoring program for new migrants. Additionally, Central Northern Regional library offers rent free office space on the floor of the library to Multicultural Tamworth Inc.

A majority (82%) of respondents do not have any staff positions allocated to support CALD services in their libraries. Newcastle Regional Library and Central Northern Regional Library were the only services with staff, at 0.4FTE and 0.25FTE respectively. However, 73% of respondents still believe that this is adequate.

Currently, Western Riverina is the only regional library service that has staff with language skills that match the language needs of the CALD population in their LGAs.

Of the n=5 respondents that the Living Learning Libraries guidelines apply to, 60% meet the requirement for the required number of specialist librarians, and 80% meet the number required number of LOTE collections.

Similar to the standalone library service survey respondents, only 27% of regional respondents have cultural competency training which is completed mostly online (67%) and either just once for new staff or occasionally. Training primarily focused on indigenous culture and most (67%) felt that training helped staff feel more confident in their interactions with CALD library users.

To assist library staff to deliver CALD services, participants provided the following responses:

- greater funding for staffing and programming;
- assistance with training (more training opportunities);
- partnerships with local CALD community groups and organisations; and
- more staff time.

A majority (64%) of regional libraries that participated in the survey do not purchase any LOTE collections. Of those that do, Arabic, Chinese, French, German, Indonesian and Italian were the most common (n=2 responses respectively) and with Dutch, Tagalog, Hindi, Japanese, Punjabi and Spanish second (n=1 response each). However, 64% also believe that their LOTE collection meets CALD community needs.

When asked if library services provided to the CALD community help those communities feel more engaged with the local community, 46% said they neither agreed nor disagreed (45% and 9% disagreed), suggesting that there is a lack of knowledge amongst library services of the level of impact that they can make.

Some of the types of services that respondents currently offer include:

- events in LOTE (9%);
- Conversational English classes (18%);
- Tech Savvy Seniors (27%),
- bilingual storytime (18%); and
- multicultural book-group (9%).

Of these services, 50% are available in Chinese and Punjabi, 33% in Arabic, Bengali, Hindi, Italian, Persian, Tamil, Urdu and Vietnamese, and 17% in Dutch, French, German, Greek, Hungarian, Indonesian, Japanese, Korean, Nepalese, Portuguese, Russian, Samoan, Tagalog Thai and Turkish.

The types of services that the CALD community participate in are:

- Tech Savvy Seniors (46%);
- English language events and conversational classes (18%);
- LOTE and English book clubs;
- LOTE and English storytimes;
- multicultural knitting groups; and
- homework help (9%).

Most respondents indicated that services for CALD communities are not well attended or did not know (73%). The impact of these classes is unknown to a majority of participants (64%). However, some participants feel that the impact has been positive, allowing them to include and connect with CALD community members.

Currently, the demand for help accessing digital information from CALD library users is not exceeding the capacity of 46% of Regional Library Services. However, 45% do not know, which does show that there could be a gap in service provision in many branches. Specific to CALD communities, most (56%) participants have services including computer lessons, one-on-one assistance and support and CALD specific Tech Savvy Seniors.

Local CALD histories and data collection

Almost half of participating regional libraries collect the local history and heritage of CALD communities within their LGAs (46%) (with an even split amongst 'no' and 'don't know'). Of the total of five respondents, four collect using local history/local studies, three use photographs, two use family histories and/or ephemera and one regional library service uses oral histories collected in English.

In relation to local history and heritage, Newcastle Regional Library collects for the Chinese, Greek and Italian communities and Western Riverina Libraries collect for the Italian and Indian communities, while the remainder do not collect for any specific language/cultural groups. Books are the most popular format this information is available in (60%), followed by video recordings (40%) and photographs, sound recordings and archives (20%).

There are no Regional Library Services that partner with local CALD groups to collect the local history and heritage of CALD communities.

Only two regional library services (Central Northern Regional Library and Western Riverina Libraries) have ways of visually engaging and appealing to CALD audiences, using some multilingual signage and posters and CALD exhibitions. The remaining 82% did not indicate any methods of visual engagement. Currently only 30% use social media to engage with CALD communities in the LGA. 82% of participants do not measure the effectiveness of these promotions.

Similarly, few library services promote their services to CALD communities, with 55% having no promotions. Those that do promote to CALD communities do so with website links to multicultural services, through local CALD networks, word of mouth and multilingual signage and web design. Of the

two participants that do (again, Newcastle Regional and Western Riverina Libraries), attendance of CALD events and services is the primary method of evaluation. Regarding monitoring success in CALD community service delivery, 40% use informal mechanism while 10% (n=1 respondent, Clarence Regional Library Services) use formal mechanisms.

All respondents indicated that their library service has not conducted any formal research with CALD library users.

4.3 Key points

The online survey identified several key points that were taken into consideration and incorporated into this Review. Many questions had a significant proportion of “don’t know” or “neither agree nor disagree” responses which suggests either participants did not fully comprehend the question at hand, or there is a lack of institutional knowledge present across Standalone Library Services staff regarding the provision of multicultural library services. For Regional Library Services it could be due to a lack of familiarity managers may have with service provision outside their own LGA, indicating a need for collaborative planning at a local level community consultation information sharing that can feed into the strategy driving the Regional library service.

As we do not know the total number of staff from each library service that participated in the completion of the survey (the survey was addressed to library managers and designed allow them to forward to key staff within a library service to contribute). In many libraries, this could have included staff who focus on collection development, others who focus on public programs and others who focus on local studies. It must be considered that some responses may not reflect the views or attitudes towards library CALD services. These points must be taken into consideration when considering the survey responses.

Many respondents from both Regional and Standalone Library Services believe the impact of their services and activities promotes a sense of togetherness and allows CALD individuals and groups to engage in the broader community. There is a trend amongst many library services to engage the community through activities that promote social cohesion such as English conversation classes for community members with low English language proficiency and participate in events that promote community such as Harmony day and culturally significant events.

Established migrant communities consistently make up the largest proportion of CALD library users, however there are emerging international student and refugee communities in regional areas. However, there is little to no research conducted with CALD communities across both Regional and Standalone Library Services, and there is limited collection of local CALD histories. This suggests there is a gap in knowledge surrounding CALD focussed research.

Although digital literacy workshops and classes are commonplace in almost all library services, there are gaps in the capacity for libraries to respond to the demand for digital service or assistance for CALD communities.

Regarding the *Living Learning Libraries* guidelines, a majority of respondents in both Standalone and Regional Library Services either meet or exceed the per capita collections requirements (70% and 80% respectively). The guidelines around staffing are related to the total number of staff, total number of qualified staff and specialist staff roles in a Regional library structure. However, there is an identifiable gap in meeting the per capita guidelines in half of Standalone Library Services and 40% of Regional Library Services.

Additionally, from the data presented in the survey, it can be identified that a majority of libraries meet the guidelines for using CALD demographic data to inform library service planning, particularly for multicultural services (73% and 55% of Standalone and Regional Library Services respectively). There were gaps identified in developing staff skills and capacity to develop and implement services for a CALD customer base with a majority of libraries in both Standalone and Regional Library Services having not undergone cultural competency training (31% and 27% respectively).

There is a significant correlation between the responses from Regional Library Services and the responses from Standalone Library Services in rural and regional areas. This suggests that geographic spread and low CALD community density in rural and regional areas of NSW is a barrier for successful multicultural service provision. There does not appear to be a correlation to the total number of LGAs being serviced by a single Regional Library Service. Many library services operate on the assumption that building an environment that includes all groups, or promoting services to the broader community is enough to attract CALD communities. The survey results highlighted a gap in understanding of the significance of having targeted promotions or services aimed at local CALD communities in both Standalone and Regional Library Services.

CONSULTATIONS

Three separate focus group consultations were conducted with distinct cohorts:

- ▶ Public library staff from Greater Metropolitan Sydney LGAs who have a focus on multicultural library services in their roles;
- ▶ Existing CALD library users at Blacktown Library; and
- ▶ Future CALD library users at Western Sydney Migrant Resource Centre (WSMRC) in Liverpool.

4.4 Public library staff

Greater Metropolitan Sydney libraries

4.4.1 Measuring the spread of multicultural library services across NSW

Participants were first asked to assess how well they thought multicultural library services are currently spread across NSW libraries. Several participants feel that the Sydney-metro region has a wide spread of services – this area included the outer western, southern and northern suburbs outside the inner city (Blacktown, Liverpool, North Shore).

One participant mentioned the support of Wollongong Council when asked about libraries that service CALD communities. The council promotes multiculturalism by running numerous cultural events and a multicultural forum, as well as providing information brochures in Arabic, Chinese, Macedonian and other languages. As a result, the library has seen much higher requests for bulk loans in languages other than English, with 99 requests in the past year compared to approximately 10 in 2002. Wollongong Library are trying to build their ESL collection because they have an influx of refugees and new arrivals though the process of building their collection is very slow.

Blacktown Library was raised as an example of library services that are used by people from CALD backgrounds. One participant from Blacktown Library said that resources are put into servicing the 5 languages other than English most spoken in the area, but this left the numerous smaller populations of diverse languages neglected. Participants also felt that the library was inaccessible for people without a higher level of English language proficiency. The challenge of servicing languages in an area with many communities with small populations of diverse languages was a common theme among participants and raised as a challenge for local libraries. Problems for library services meeting Benchmark Areas 2 (Organisational capacity to develop and deliver Services/Collections) and 3 (Quality of Service/Collections) of the *NSW Multicultural Library Service Benchmarks*.



It's not just about the book collection. I think we've got to stop thinking about (it). It's just a collection of books. It's all the other added services... bilingual Storytime, homework help, having laptops available for people from CALD communities.



Common among all the participants was the view that library services offered beyond the traditional book collections were what most engages the community. It was also agreed on by all participants that having a supportive library manager is essential. Bilingual staff are important advocates for CALD accessible services.

There were a number of barriers to accessibility identified by participants. These included:

- ▶ The difficulty of finding information about collections and resources available from local councils (identified by most participants);
- ▶ Limited accessibility to information about library collections and resources for people with low English proficiency because instructions to download and access resources in Languages other than English (LOTE) are in English;
- ▶ Difficulty for staff to explain how to download resources and collections to people with low English proficiency and literacy as well as people with low computer literacy; and
- ▶ Financial barriers restraining library staff being able to provide more CALD services in their libraries due to budget constraints.

4.4.2 Current multicultural library services

When asked if there were any model examples of multicultural library services or local libraries, the majority of participants agreed that model examples were not uncommon in public libraries in NSW. The library services in Blacktown, Fairfield and (the former) Auburn LGAs were named as good examples of libraries with multicultural services.

In the discussion, participants listed several characteristic components that make up a library with model multicultural services. These included:

- ▶ Diverse language collections and resources;

- ▶ Culturally and linguistically diverse programs and activities – homework help, story time, conversation classes, English classes;
- ▶ A supportive manager. As previously mentioned, participants raised this unanimously as a key component;
- ▶ Bilingual and CALD staff;
- ▶ Professional translators/translations;
- ▶ Links and relationships with local CALD community groups;
- ▶ Culturally competent, empathetic and enthusiastic staff. All participants agreed that staff who are passionate and dedicated to multicultural services are equally or more important than bilingual/CALD staff.

When asked about NSW libraries that are not currently serving their CALD communities well, participants listed the following:

- ▶ Wollongong Library – is developing but it is a slow process;
- ▶ Penrith Library – is very stationary. There is no engagement with the local CALD communities. The reason given for the lack of multicultural or multilingual services is the many small populations of diverse language speakers in the LGA;
- ▶ Camden Library – has no multicultural or multilingual services despite having large CALD communities in their area;
- ▶ Newcastle Library – previously had one committed and passionate staff member, but has had no recent activity since they left;
- ▶ Waverley Library – stood out to participants as having a diverse population but no recent activity.

It was raised by participants that the often fluid movement of newly arrived refugees, asylum seekers and emerging CALD communities beginning their life in Australia is a challenge for library responsiveness as they move from place to place. Reliance on Census and ABS population data to build programming means a delay in recognising emerging communities locally. Once the Census data is published some emerging groups have come and gone from an LGA before the library can properly resource themselves to respond to immediate needs. While the survey results indicate that most libraries meet the guidelines for using CALD demographic data to inform library service planning, consideration should be given for the promotion of data collection beyond the five-yearly ABS Census data.

Participants believed that many libraries with limited multicultural services or diverse language collections use a lack of physical space as a barrier. However, among the majority of participants, it was

believed that library collections should represent their local communities and that an equitable proportion of space should be given to CALD resources and collections.

4.4.3 Identifying gaps in multicultural library service provision

A lack of funding, specialist staffing and resources was a common theme in the discussion of gaps in multicultural service provision. This is identified as a significant barrier for many libraries in servicing the needs of their respective communities.

Additionally, a lack of consistency in the administrative and library management systems used by libraries in NSW was seen by all participants to be a gap in servicing existing and emerging community needs. According to a majority of participants, this is creating barriers to service provision in libraries with systems that cannot be translated into other languages. Participants raised a need for a single library management system across NSW to add and improve access mechanisms.

There is also a gap in knowledge sharing. Participants discussed the need for information and experience sharing between libraries and librarians to build and improve existing services and help with the facilitated creation of new ones.

It was agreed by most participants that there are gaps that cannot be identified until the local library engages with the community, something which was agreed is currently limited by resources.



I would like to see that we are reaching the community. We don't have the staff and we don't have the resources to be able to go and see where the community is. They don't know where the services are at all.



4.4.4 Role of public libraries

Participants believe libraries naturally play a role in social cohesion, describing them as welcoming places that are free to the public to use.

An example of these services was described by one participant from Rockdale Library as the library being a 'life learning centre'. In addition to activities including morning teas, settlement services and workshops, Rockdale Library run a 'toddler time' in Wollli Creek where many elderly CALD people take care of their grandchildren. The 'toddler time' session supports English learning for children and

grandparents through books and activities. This was considered a model example of a library reaching out to the community by traveling to the area where a service or activity is needed.

There was the common view from participants that libraries are often reactive to the needs of the community – a lot of other federal and state government agencies send people to the local library for information and resources. Most participants believe the responsibility to meet the needs of new arrived CALD people are pushed from other government agencies and jurisdictions onto libraries that do not have the financial support required to meet these needs.

4.4.5 Engaging with CALD communities

There was uncertainty from participants when discussing the work of libraries in collecting and documenting local migrant histories. One participant mentioned that their library was involved to a certain extent in migrant history collection for the Chinese community. Another stating that there is a huge catch-up for migrant history collections considering libraries have been recording local history generally for approximately 40 years.



I recently heard when visiting a heritage listed house if they were interested in the history of this house. And they said, 'how old is the house? 200 years? It's not history'... When you approach certain groups, the concept of heritage is very different.



Participants expressed a gap in historical materials in migrant communities being collected. This was in part attributed to the countries where these migrants are coming from, where the notion of heritage and history is considered older than recorded migrant history in Australia.

Collecting local migrant histories, and engaging CALD communities in this process, is a significant gap for a majority of libraries. This was agreed by all participants, noting that there was a need for cultural change so that staff and councils see collecting migrant histories as the responsibility of library staff.

4.5 Existing CALD library users

A focus group of n=17 existing CALD library users was conducted at Blacktown Library. The participant group represented a broad range of ages and included people from: India, China, Kashmir, Philippines, Malta, Sri Lanka, Japan, Pakistan and Vietnam.

The sign in sheet each participant was asked to fill in asked which library services the participants use to help identify and understand library service usage in CALD communities. Almost all participants used the free English language classes and some attended other miscellaneous classes and seminars.

4.5.1 Measuring multicultural library services in Blacktown

When discussing existing services at Blacktown Library, the majority of participants were satisfied and felt that the existing services are meeting the current needs of the community. The services that participants specifically used and enjoyed were:

- ▶ Bilingual books – one participant found the bilingual Hindi/English very useful to read with her child who hasn't yet learned Hindi;
- ▶ Knitting for charity – an activity for the general community;
- ▶ Children's craft classes – an activity for the general community;
- ▶ Tagalog classes – one participant volunteers to teach Tagalog though does not have any relevant/up-to-date resources to use.



(Books in different languages) can help people who are coming from different areas because they have their kids who are born here, they don't know (their) origins. So, kids should be linked to... where their parents are (from). (It should) be mandatory that the (LOTE) scripts are there (in translated books) so that if even the parent would like to teach their kid that this is the script where we originated from.



4.5.2 Current multicultural library services

English language classes were identified as a service that all participants valued at Blacktown library – these classes link together CALD people from diverse backgrounds and teach them about each other's respective cultures while also learning conversational English. People found they improved their confidence and skill with the English language. It is particularly useful for understanding culture as expressed in English as it is something participants found difficult to understand before the classes.

Overall, most participants believe Blacktown Library is a good library to visit and that it is meeting their needs as part of the CALD communities in Blacktown.

Parramatta Library was mentioned by one participant for its English language classes in comparison to those at Blacktown Library. The issues this participant raised was that they lack the physical space and facilities for it to be as accessible as the classes in Blacktown Library. Another participant said they have similar cultural groups in Parramatta and Blacktown and as such believed they should have similar services in their libraries.

4.5.3 Identifying gaps in multicultural library service provision

While participants were satisfied with the existing services offered at Blacktown Library, there were gaps identified throughout the overall discussion of the focus group. These included:

- ▶ Books that teach language scripts and cultures for children (Hindi was specifically mentioned) – it was unanimously felt by the group that these services would be helpful in retaining links to culture;
- ▶ Servicing a greater number of languages – for example, one participant said there are currently no books in Urdu despite it being a commonly spoken language in the community. There are computer classes in Hindi and other languages but not Urdu which is inaccessible for some Indian and Pakistani users in the area;
- ▶ Participants identified a lack of textbooks in different languages and books about culture and history for children;



The scripts (in other languages) should be there so that the parent (that has moved from overseas) can teach their kids that this is the script from where we have originated from.



- ▶ Accessible categorisation of books in languages other than English – It would be helpful to have the bilingual and multilingual books in their own categories, particularly for children's books, so it is easier to find and access existing materials. One participant talked about children wanting to know the culture of their parents including cultural festivals and history;
- ▶ There is a lack of classes and workshops in languages other than English, particularly for computer literacy – this was a significant gap for some participants;

- ▶ Assistance with job seeking – a number of participants wanted to see a more proactive approach to helping CALD people acquire the knowledge to search for employment;
- ▶ A greater number of English language classes – there are currently only seven classes per term so some participants would prefer more as they find great practical value in them;
- ▶ One participant suggested having workshops for self-help with medical emergencies for the elderly to assist with preventing and recovering from in-home injuries such as falls and slips.

When asked if there were any particular cultural gaps, there were none that the participants felt existed. However, one participant mentioned that there were many new immigrants from Bhutan with very low English proficiency that she had met in the community but had not seen any in the library.

4.5.4 Role of public libraries

A majority of participants believe that libraries plays a significant role in the integration of new arrivals into Australian society. The universal sentiment in the group was that the library is a place for education and a place that is there to help the community.

Many participants spoke of the importance of computer literacy classes and believed that the library played an important role in educating the community in digital literacy.

One participant spoke of their personal life experience with Blacktown Library – the library to this participant was a place where they could learn and rehabilitate after surviving a life-threatening illness. The library was seen a place where they could be productive and help others while also self-helping.

4.5.5 Engaging with CALD communities

When discussing the approachability of the library, participants felt that they were comfortable to ask for assistance and engage with library staff. However, some participants noted that newly arrived migrants or CALD people with low English proficiency tend to be more difficult to engage as they are shy. This was an opportunity for the library to reach out to potential and current library users with low English proficiency to address this barrier for engagement.

Although participants were not aware of any partnerships that Blacktown Library has with specific CALD community groups, they did talk about an annual event where the library works with Blacktown City Council and local CALD community leaders and groups. This event involved having guest speakers address the community along with cultural dancing and food.

There were gaps in understanding when participants were asked about local history collections. Participants did not fully understand the question and when prompted, did not know of any local CALD history collections.

4.6 Future CALD library users

A focus group of (n=12) participants was conducted at the Western Sydney Migrant Resource Centre (WSMRC), formerly known as Liverpool MRC. The group represented very recently arrived refugee and humanitarian arrivals from Iraq and Syria who had been in Australia from 6 months to 5 years. This group provided a good illustration of the experiences of newly settled migrants in Australia.

A majority of participants currently live in central Liverpool, with a smaller number from connecting suburbs Lurnea and Busby and some from Fairfield and Horningsea Park.

4.6.1 Measuring multicultural library services in NSW

Many participants have used their local library at one point, with the majority of use being the computer, printing and internet services. Some participants used the library's services and programs aimed at children, but did not engage with the library themselves.

One participant had used the library space a couple of times to study for TAFE, but had not used the available services.

Some older participants had different expectations of the library collections, stating that the libraries in Syria had much older collections of books over a thousand years old.

People don't know about local library services other than book borrowing. The common experience was a lack of more detailed information about library services on offer locally.

4.6.2 Current multicultural library services

Some participants were aware of English speaking classes available at the library but most did not know that there were services for the CALD and migrant communities even if they were already using the facilities for their children.

Of all services available, the most well-known were those for children, computer/printing services and English conversation classes, however, no participants could identify any other activities, programs or services available to them in the library.

Although participants did not know about the services available at the library, they did feel that it is important that migrant and CALD communities know about and engage with them.

4.6.3 Identifying gaps in multicultural library service provision

There was consensus amongst participants that English resources and accessibility to English learning services were gaps in their local multicultural library service provision. Currently the English-speaking classes are monthly, but participants would like to have more opportunities to practice and learn.

Additionally, accessibility to these services was an issue for many working and studying participants as they currently do not run on weekends or evenings when they would be in position to access the classes.

More activities for children during peak periods in summer would be useful. Activities that take children away from using technology/screens was noted as ideal.

There were some technical limits of the computers identified, with there being programs and applications that CALD users are wanting to use that are not available. This is the case for those in the group who are currently studying.

The front-door closes at 7pm on week nights at Liverpool library making it not accessible for many working parents as they struggle to get to the library after work and child care although would like to use the library service.



For people that are studying or working and have kids, they come home, prepare meals and do everything for their kids, then after that they want to go to (the) library but they don't have time... I can't leave my work, I can't leave my kids, I have many responsibilities.



Language was identified as the biggest barrier for older people. Currently there are no Arabic speaking staff or volunteers at Liverpool Library which makes it harder for new arrivals who are learning English, as well as older migrants from more established communities, to access the library service. Gaps in staffing numbers, skills and capacity to develop and implement services for a CALD customer base was also raised in the online survey.

4.6.4 Role of public libraries

All participants felt that the library could play a part in assisting social cohesion. They have found the staff very helpful and friendly whenever they have needed assistance, but also found there to be limited accessible information about the library services.



(Libraries) need (to) improve the programs, there are new (computer) programs that people use but they do not have them.



They see it as a valuable service for accessing the internet both through Wi-Fi and computer access. However, most participants would go to Centrelink when needing to access the internet to fill in forms, or use the phone interpreting services.

4.6.5 Engaging with CALD communities

When it comes to staff interaction, most participants felt that Liverpool Library staff are helpful and friendly and have had positive experiences with them. Some participants showed interest in volunteering at the library to build work experience in Australia, however one participant was told they needed more experience to work in these volunteer positions. This was a deterrent from engaging with the library in the long term for that participant, and others readily agreed. There were also limitations for some participants who wanted to volunteer for a shorter period (2 months) than the library wanted (6 months). There is the potential to engage the CALD community by creating short term volunteer opportunities, particularly for newly arrived migrants.

No participants knew that the library service collected local history, though all felt that it was important to keep a record of migrant experiences and histories.

One participant talked about the importance of recording migrant stories and several other participants agreed – this participant believes there are many migrant stories which are the same or similar, and that many have experienced hardship that the participant feels should be recorded to share. Sharing stories of the success of migrants in Australia was seen as very important, particular for the newly arrived.



We all have the same thing... we all have the same problems, we all came here, we all had different bad experiences, we all have the same thing. But... (in Australia) what did you do? Did you achieve something?



4.7 Country libraries and regional communities

A series of interviews were conducted with staff with responsibility for multicultural library services across three country library services – Coffs Harbour City Library, Wagga Wagga City Library (a large branch of Riverina Regional Library) and Richmond-Tweed Regional Library.

Coffs Harbour City Library

4.7.1 Measuring the spread of multicultural library services across NSW

The staff interviewed from Coffs Harbour City Library believe they are providing a good service given the modest LOTE collection and lack of staffing. They have had positive feedback from library users and are monitoring what LOTE books are being borrowed to determine what works and meets the needs of the local CALD community. They are flexible in their multicultural bulk loans from the State Library to meet community demands.

The staff from Coffs Harbour raised Clarence Valley Regional Library Service as a regional library service as having more capacity than their library to deliver CALD services. Clarence Valley Regional Library Service covers Bellingen, Dorrigo, Grafton, Iluka, Maclean, Urunga and Yamba plus a Mobile Library service with funding that supports the delivery of larger LOTE collections.

There is much more the library staff feel they could be doing – for example, the staff are interested in running English education classes but do not even have the capacity to use volunteers for such a program due to a lack of library resourcing or the staff to manage a volunteer English program.

Staffing is very important in any delivery of multicultural library services. Where libraries have more resourcing and staffing, they are better placed to meet the needs of CALD communities.



Having diverse staff that reflects the local community is a wonderful thing and I don't think enough care has been taken to changing the position descriptions when recruiting to make this happen.



It was felt that the smaller size of CALD communities in regional areas was not a barrier to having the resources to meet the needs of the community, because the people who want to use the library will, regardless of the size of the population and there will be a way to help them.

4.7.2 Current multicultural library services

Coffs Harbour City Library ensure that the needs of the local CALD community are being met in area through feedback processes from library users. The library listens to the CALD library users and adjusts services and LOTE collections where possible.

The library offers a variety of services for CALD users including:

- ▶ Providing videos with English sub-titles;
- ▶ Running Story time for young mothers (in English), which are attended by members of the CALD community. This is supported by the survey findings from regional libraries, which identify story time as a key library service attended by CALD communities. It was acknowledged though, that these could be run in languages other than English, but the library does not have capacity to do so. This is a missed opportunity for new library users as it is a pivotal point where life changes and staff felt they could assist them with learning English for themselves and their children;
- ▶ Delivering orientation programs of the LOTE collection to CALD library users; and
- ▶ Having signage in English and Punjabi to cater for the high local Indian population in the area.

The LOTE collection is meeting the needs of older CALD library users. Library staff cite older migrants as the largest group accessing the LOTE collection, although the collection is accessed by all cohorts. This is also supported by survey findings, that established migrant communities are the main users of library services. Younger and the more newly arrived are more interested in internet access and they use the library when they have recently arrived, but then as they become more settled, they frequent the library less. The significant movement of refugees' post-arrival was cited as one reason for this drop off in library use in the local area, with people relocating to other areas.

Technology access is very important for temporary workers in the Coffs Harbour area, particularly around visas and documentation and preparing to apply for longer stays in Australia.

4.7.3 Gaps in multicultural library service provision

Coffs Harbour City Library has limited staffing, including a lack of bilingual staff. Due to this lack of staffing there is no dedicated staff member to arrange ongoing CALD programming or digital literacy training in other languages. This supports findings from the online survey around regional libraries not having any staff positions allocated to support CALD services.

Resourcing to employ more staff and to be able to provide additional services, particularly in the mentoring and volunteering space, is another gap. There is evidence of CALD community members wanting to volunteer at the library, but there is a lack of resourcing and capacity to be able to take them on and spend time developing and supporting them.

A lack of commitment and resourcing from the local council amplifies the difficulties in meeting the needs of the CALD community, as well as library services more generally. This has resulted in modest LOTE collections that can be exhausted by users frequently and needs cannot be met. For example, there is an identified need for Dari language resources, but these are not available.

There is also a gap in digital literacy, particularly supporting women in digital literacy. The library believes this is an opportunity that is currently being missed.

Another key gap in the Coffs Harbour City Library are newspapers in languages other than English. There is a lack of funding to subscribe to these on a daily basis. It was believed that the easiest way to address this is through an in-media press display, but this is \$12k/year which the library does not have. It would be a key resource that they would love to be able to provide but cannot afford.

There is also an insufficient quantity of bilingual picture books, which are a key tool for English language learning.



If people cannot master English they are going to be marginalised.



4.7.4 Role of public libraries

The library plays a significant role in social cohesion, as a trusted local facility. The concept of trust is in their business model. Staff recognised that people have different needs and the library believes it is their responsibility to pay for resources where they can to meet those.



We don't profile or exclude anyone.



Coffs Harbour City Library is situated centrally, and has been able to link with other services to assist newly arrived migrants. Staff believe that they play a role in integrating newly arrived migrants. Government agencies are also using libraries as access points for newly arrived migrants, particularly using digital technology.

Libraries have an increasing role to play in improving digital literacy and there is a role to help CALD communities show discernment of what they see online, the same way as through the media, for example being able to assess the truth and reliability of what is being communicated. Libraries provide assistance in helping people improve digital literacy and because they have internet access free of charge, it is felt that there is a responsibility to help community members with accessing digital government information and services.

As council funding is low per capita, any improvement in government funding would support libraries bridging digital literacy gaps in the CALD community. There would be appetite for grants to match government targets supporting CALD communities in addition to current funding.

4.7.5 Engaging with CALD communities

Coffs Harbour City Library has a close relationship with Anglicare because the building each service operates from is shared. Anglicare bring newly arrived migrants and refugees into the library to use the services, specifically around free internet access. Difficulties can arise when there is no interpreter and the library does not have bilingual staff to support the library users.

There are other examples in other places of more formal partnerships such as English language classes using library meeting rooms, however in Coffs Harbour City Library there are no meeting rooms, preventing them from developing these partnerships further with CALD organisations.

It was noted that the library wants to engage with women aged between 29-45 years as it is believed that young mothers and older women are the core demographic. This includes engaging with women from CALD backgrounds. The library has reach into the Coffs Harbour community and is trusted, making library staff ideally situated to explore further engagement with women migrants.

There is currently no outreach with CALD communities to understand their needs due to lack of resources and capacity. The Punjabi community is well established in Coffs Harbour but a lack of resourcing limits the library staff's ability to engage more fully with the community to identify their needs. The Coffs Harbour City Library collects and collates migration history of the local CALD community as gaps were previously identified. There is a dedicated staff member responsible for the collection. This has not been identified for support by the local council, but through the personal interest of the staff member herself, who also works in the local museum. The project is being driven by one individual (staff member) not by the CALD community or the council. The key materials being collected are photographs and digitisation is required in this process, as well as adding the metadata to Trove, which makes records available online.

Wagga Wagga

4.7.6 Measuring the spread of multicultural library services across NSW

As highlighted through the online survey data, smaller LGA libraries within the Riverina Regional Library do not run many services for CALD communities because they are particularly small in population, but they do use the State Library services. There are very small CALD population numbers in the outlying areas of Riverina Regional Library, so the multicultural collections borrowed from the State library are very effective and a valuable resource in smaller regional areas in NSW. As this is so, there are no opportunities to focus on specific languages, however some areas have small collections of donated books in different languages. There is also sometimes the provision of digital services for temporary workers. Often there is just one staff member in the smaller branches. Resourcing is difficult and staff feel that they are not doing a great deal but also there is not a great deal for them to do due to smaller CALD population numbers. Therefore, there is a heavy reliance on the State Library to provide resources for CALD communities.

In Wagga Wagga, the largest LGA in Riverina Regional Library, there are approximately 1,500 books in the multicultural collection that have been provided by the State Library that will remain with the local library service. However, there was concern about what would happen to smaller branches if the multicultural bulk loans did not continue to be provided. Questions around whether the multicultural service would continue were raised. In Wagga Wagga there was an understanding that the 1,500 books will stay in the Library for a year then be returned in exchange for new or different books. However, the smaller branches in the library service, make separate requests directly for smaller language collections from the Multicultural bulk loan service.

There are 97 language groups in the Wagga Wagga area, however only five main language groups are being catered for and this is problematic. Again, confirming the findings in the online survey, that there is a need to better support the CALD community through library services. The new approach by the State Library has created a significant reduction in the number of languages and services that Wagga Wagga City Library can provide to the CALD community. However, the Library aims to be inclusive. Newly arrived migrants and refugees come in and use library services and staff can assist them and meet their needs outside of providing books in language. The Library has a focus on inclusivity when considering services.



CALD communities feel welcome here, they know it's a safe space and are happy to be here.



Capacity can become an issue, which was a common concern highlighted in the online survey (82%). The funding that Wagga Wagga City Library does have to resource multicultural services comes from local council and is minimal at approximately \$4,000 every two years.

Opportunities that exist in a metropolitan environment are much more diverse than in regional areas. There is greater access to library resources because of the higher population of CALD communities and the proximity of services to geographic living location. Whereas, the Polynesian community living in Wagga Wagga, for example, would need to drive 2.5 hours to access the existing Polynesian collection in Griffith. There is no cross-council library access which communities in metropolitan libraries have access to. Opportunities to access resources are easier in metropolitan areas because the infrastructure is there – transport, proximity, accessibility and internal systems and processes.



I feel like distance isn't taken into account, that people have to travel to access the collections and it is a barrier to their use.



It was felt that the needs of the CALD community are being met by Wagga Wagga City Library because they link with service providers who provide information about the communities and presentations for service support. The Library has consulted with local service providers to identify the key languages. Staff acknowledge that the alternative is choosing the top 25 languages to cater for, but agree that this will not meet the needs of their community. This model of consultation meets community needs for people from other cultures. Wagga Wagga City Library, as part of the Riverina Regional Library is one of the 45% of regional library services that has partnerships with local CALD organisations to better meet community need.

The library service provides a Language Café which has been created and run by a bilingual staff member originally from Iran. This has been a significant benefit to the Library in meeting the needs of the CALD communities. Staff feel they provide the best services they can with the resources available to them and within their available capacity, and that they prioritise matching services and programs with community needs. Staff address what they can without getting overwhelmed.

It was felt that this is the case for the majority of public libraries in NSW. Regional NSW was noted as a challenging environment for libraries to meet the needs of multicultural communities. Despite this the staff from Wagga Wagga City Library believe that over of the past five years the library has come a long way. There is increased engagement and programming specifically for CALD communities. Wagga Wagga is a refugee welcome zone and there is a strong commitment from the local council to support CALD communities.

Perceived barriers, however, are the perception that the library is not considered somewhere for people to have fun, and the need for multicultural library staff so that local people from CALD backgrounds can 'see themselves' in the library, and relate to it. The discrepancy between jurisdictional funding was raised as a further barrier, with 93% of funding coming from local council, and 7% from the State Government.

4.7.7 Current multicultural library services

As with other areas in regional NSW, the total population of Wagga Wagga LGA is small at 64,000. This highlights the challenges of the Guidelines. Wagga Wagga City Library offers a range of multicultural services, majority of which were the most highly identified services that CALD communities use, as indicated by the online survey. These include:

- ▶ Having a range of children's books available in languages other than English, including many in Arabic;
- ▶ Running the 'Language Café', which is a program of English conversation classes. This has been an initiative of the library and mainly serves Kurdish, Persian, Pashtu, Khmer, Chinese and Farsi language groups. The Language Café assists people with improving English language skills, as well as promoting inclusion and connection between the people attending and with the library itself;
- ▶ Delivering in-language story time for children;
- ▶ A sizeable literacy collection - Wagga Wagga City Library buys a lot of books to support people undertaking the IELTS and visa requirements, which is a heavily used collection;
- ▶ Mentoring volunteers from CALD backgrounds to assist library services and support CALD communities;
- ▶ Participating in the Fusion Festival, run through the council where 10,000 people attend on a single day every year. The library worked with TAFE at the last festival and had students read children's books in different languages;
- ▶ Facilitating Drumming Nation – a multicultural drumming workshop over six weeks where African children performed at the Fusion Festival. The theme was drumming for resilience for disadvantaged youth;
- ▶ Engaging community volunteers to come help new migrants settle in through the library, informal learning to facilitate resettlement;
- ▶ Offering knitting classes for older cohorts, largely non-CALD but there is an awareness that they would like to do more with older CALD communities. For example, identifying an interest in a particular local CALD community such as Iranian miniature drawing from Iran the library could offer that the activity;

- ▶ Running pasta making classes and social events over food to celebrate culture;
- ▶ Developing resources with multicultural images, of people from different cultures. An example of this is the baby book given to new mothers which has been developed to appeal to a range of different cultures, to be meaningful to more people and to allow more mothers to 'see themselves' and relate to the resource;
- ▶ Offering technology and digital services - iPad and WIFI that can be accessed, and allows people to use their own phones for translating information; and
- ▶ Running Living Libraries (now called Human Libraries) for Refugee Week, where people came into the library and told their stories. People could borrow a person to hear their stories. This broke down barriers and created connections within the community.

4.7.8 Gaps in multicultural library service provision

The libraries in smaller LGAs that are also part of the Riverina Regional Library do not have the capacity or resources to provide specific multicultural programming, such as those that have only a mobile library service. This lack of capacity is also demonstrated in an inability to meet the needs of smaller CALD populations/language groups. Staff felt that at times CALD communities are not aware of needs that the library can meet, particularly in the smaller regions.

There is also a lack of multicultural staff in libraries and limited ability of non-CALD staff to assist CALD communities to the degree that they would like to. Not dissimilar to other services, funding was raised as a key barrier to providing adequate services to CALD library users and the wider community.

Gaps in technology were also highlighted, which is consistent with the online survey findings. Participating staff felt that this is a key gap for their library service that needs to be addressed as technology could be capitalised on to support people practising English. Libraries do not currently have the capacity to buy such resources. The staff at Wagga Wagga would like to provide a lifelong learning program, with increased resources to support CALD communities with digital literacy.

Having the Tech Savvy Seniors program formalised, so that it is part of regular programming to support lifelong learning and digital literacy was also noted as a gap. The program is provided in approximately six languages but there is a greater need locally. Tech Savvy Seniors is considered a good program and the staff envisage that it could be further rolled out.

Upfront government investment, to avoid 'band-aid' solutions and quick fixes was also identified as a gap within the library service. Staff see a need for funding for educational programs to compound existing issues. An example is additional English language support for migrants.

There is also a fear that NSW government funding for multicultural collections is being stopped. It was flagged that this collection offers a lot to communities and is very important.

4.7.9 Role of public libraries

Libraries are seen as having an important local role in social cohesion and bringing people together. Wagga Wagga City Library aims to break down barriers between local communities and promote social inclusion. Their ethos is that everyone is welcome and that everyone is 'in this together'. Their library is a place people know they can access help.

It was believed that it is the role of libraries to help people and that this includes digital literacy.



We have a role to bridge digital literacy gaps for all people.



In the smaller regional libraries and more remote library locations, internet connectivity can be very poor, so the library plays a pivotal role for digital access for local communities. Poor connectivity cannot be underestimated in regional areas. This can be compounded for CALD communities, particularly the newly arrived as lack of paid employment means internet accounts are not a financial priority. The library helps meet this need.

The council provides 25 computers for Wagga Wagga City Library, which supports connectivity and digital literacy. This means that CALD communities can connect with people overseas, access resources and read newspapers in language online.

While there is local council support, there is also a greater push to find additional funding to run programs, so partnership development is very important.

It was also highlighted that libraries play a role engaging with community organisations to provide information to local CALD communities and provide supports accessing available resources and meeting their needs. While community information is made available through the library, it was strongly felt that it is the responsibility of the library to promote inclusion and the clear message that everyone is welcome. This is demonstrated as people want to work with libraries because they are trusted. They are there to serve the community.

When considering support from other jurisdictions, staff felt that the State Library support 'makes everything work'. The State Library provides assistance to local library staff with planning and applying for grants. The staff at Wagga Wagga highlighted the support provided by the State Library to local public libraries with the flow of books within the multicultural collections.



We couldn't do what we do without the State library, working with passionate colleagues has helped a lot over the years and that connection and support cannot be underestimated.



4.7.10 Engaging with CALD communities

Locally engagement with CALD communities starts through direct interactions with individuals and then they bring their friends and family into the library. Word of mouth is a key factor in engaging with communities.

Wagga Wagga City Library is working with CentreCare to help new migrants and refugees to get settled, including providing tours of the library. A specific program is using grocery catalogues and helping people with low English language proficiency to understand how to shop locally and buy food for their families. This was developed as a result of research through Charles Sturt University and run in partnership with TAFE.



We use personal connections to increase the reach of support, if one person has a good experience, they will bring others in too.



Wagga Wagga City Library also partners with Red Cross, CentreCare, St Vincent de Paul, and the Multicultural Council because they want to be partnered with organisations working with CALD communities in a similar way. The ethos is that it is better to work together and help each other and the community. These partnerships were built on relationships formed through community meetings and through local volunteer networks.

Most of the library's partnerships are with the larger community organisations who then connect them with relevant ethno-specific organisations or connect them with the communities directly to understand their needs and run appropriate engagement events and programs. Wafrica is an ethno-specific organisation the library works with to engage with the local African community. A result of this partnership is the drumming workshops offered in-house at the library and within the community. They also work directly with SEEMs, the South Asian community organisation.

There is no local studies section on migration history around the local CALD community at present in the Wagga Wagga City Library nor in the smaller LGAs that form part of the Riverina Regional Library. There

is, however, acknowledgement that this is a gap and the Wagga Wagga City library see value in collecting local CALD histories, particularly around photographs and documents. This finding is consistent with the online survey data, where almost half of regional libraries do not collect this information. Film of people's stories was raised as an example popular with staff. It was noted that older historical booklets on the CALD community would be ideal to collect as well. It was believed that it was something that libraries should be collecting. The library does already work closely with the rest of the local council and community organisations, so there is an awareness when there are local exhibitions which the library actively promotes. The exhibition of *98 faces from 98 places* would be ideal to document digitally. The images were taken as part of a previous council program ahead of the Fusion festival. The images were recorded in the library as part of their work with *Wagga Works*.

Wagga Wagga City Library partners with Red Cross to run the Language Café. Previously they had run conversation classes and wanted to start something similar again. The involvement of Red Cross supported the library to start the Language Café program. The library wanted to compliment the work Red Cross was already doing, not compete or duplicate the service. The partnership allowed the library to translate the Language Café flyers into 10 languages to promote in the CALD community, with Red Cross responsible for translations and the library developing the content.

The small regional library branches do not have the capacity or need to partner with community or ethno-specific organisations, as they deal with people more on a family by family basis or through individual interaction with CALD communities. However, they are making available a Conversation Café program for their branches to run. This program has slightly less learning elements and focussed more at bringing people together to interact and support any other language learning that they are doing, for example through TAFE. Conversation Café is based on Darebin library's model in Victoria.

Richmond Tweed

4.7.11 Measuring the spread of multicultural library services across NSW

Lismore, Richmond, Tweed, and Ballina library services run through Richmond Tweed Regional Library. Each area contributes to the collaborative library service delivery which includes the mobile library service, administration, and engagement activities. Tweed has the biggest population and Byron the smallest. As a part of the Regional library structure and as defined under the Act, the Board is responsible for governance and the strategic plan between the 12 branches.

The service is well run, but the team indicated that they can always do more in regard to multicultural services. This finding, again consistent with the online survey data around staff capacity to meet CALD community need. Services are created around the needs of the local multicultural community. For example, specific story time sessions for the African community are held as there is a large population living in the area.



Generally, the community tells us what they want and we do that, we try to accommodate what they want.



Consensus is that the local CALD communities knows their own needs, and the library engages with them to identify what library services they want.

It was felt that the library multicultural services are currently meeting the needs of the CALD community, however, the various community cohorts are spread across the region which creates difficulties. There is not a numerically large population located in any specific area across the region making it difficult to plan activities to meet the needs of everyone in the community. That is why the book collection from the State Library are considered so important for the regional library. It is seen as an excellent service that supports Richmond Tweed to do well in providing multicultural library services to their regional communities. However, staff acknowledged that they can only do the best they can with their available resources.

In terms of other regional library services, it was noted that Tamworth is consistently providing effective multicultural library services. The point was made that this is linked to whether there is funding available. There might be a service that is achieving successful outcomes with the CALD community, but funding ends and those programs cease. It was described as sad that effective programs might not continue, but at least a connection is made between the community and the library staff and they can build on this basis.



Lismore Council had a funding cut, including 5% cut to libraries and that is not good for libraries as we're trying to cover all of these areas beyond the traditional library service.



Richmond Tweed and Riverina's use of the multicultural bulk loan collections is very high, whereas some smaller regional areas do not have the capacity to engage with very small CALD populations. That is why the multicultural bulk loan collections are important because they provide the only services these smaller communities will receive.

Having a staff member who has been in the library service for a long time and has established relationships with the community is a huge strength. Also, one or more staff members with a passion for what they do allows more engagement to be made and relationships strengthened with the community.

It was felt that it was the library's job to educate councils about the benefits to the community beyond the traditional service.

4.7.12 Current multicultural library services

Several multicultural library services are being delivered through the Lismore LGA, a part of the Richmond Tweed Regional Library Service. They also run an early literacy program called 'Lismore Let's Read' which includes a book pack with a DVD, some information about what children like and a book. This is available at 4 months, 12 months, 18 months and 3.5 years to encourage the love of reading in children. The pack gives people free membership to the library as well. This program is in addition to the types of services identified in the online survey and appears to be specific to this regional library service.

There is another pack available which is called '10 minutes a day' – this has other resources like poems that are age appropriate. The library encourages people with English as a second language to use these resources and attend story time sessions. The library has also introduced English as a second language books aimed at adults, housed in the non-fiction section as opposed to the 'let's read' books when people are starting to read. This ensures resources targeted at a mature audience are available. These resources were made available through the State Library, and the library developed them.

Lismore Library held an event in October 2017 with Sydney-based lawyer and refugee advocate Deng Adut. This has created much increased engagement with the African community. The community actively supported the event and their support was one of the main reasons the library staff pursued the idea. A soccer match was also held after the library event with Mr Adut taking part. When discussing these events aimed at the local African community the library staff participants questioned whether they run enough of these kinds of events.

A year of funding from a Northern Rivers charitable foundation was received to teach English through the library. The program ran weekly, with alternate weekly one to one and then group sessions. At the end of the 12 months the funding ended and the program had to cease. The demand for support from the library continued after the program ceased and people began presenting at the library for support to fill out government forms or get a driver's licence.



There are lots of little pockets that need to be filled, but aren't and that's where you need to go out into the community to find out what that need is.



Lismore Library started the 'Human Libraries' program, where people from different walks of life share their personal stories with others. It has had great feedback and is a continually run program.

Richmond Tweed Regional Library has a community engagement team. The team was established in recognition of the changing role of libraries and the requirement for libraries to engage locally to identify needs to be met. This team however, is not focussed on CALD specific activities, confirming findings in the online survey that 82% of regional library services do not have any staff positions allocated to support CALD services.

During Child Protection Week, a pop-up library operates at community events to make connections face to face with the community. It is a picnic day, with a relaxed atmosphere to engage with people and welcome them to the library. As there is a large African community in the area, Lismore Library organises African games and badge making with pictures of African animals for inclusivity. Lismore Library also has a big hippo statue added to its collection of Australian animals on display to include and relate to the African community.

Richmond Tweed Regional Library Service also works with local nursing homes, providing them with books. There is a large cohort of older Italian women residents with low level English language proficiency (many of whom never learnt English). The Service provides Italian magazines for them and a staff member who speaks Italian delivers the books and talks with them.

Within the Richmond Tweed Regional Library Service, staff speak Italian, Swedish, French and Dinka which is viewed as a significant contribution in directly engaging with CALD communities.

Additionally, there is a high level of CALD activities in Lismore, but not as many in the other areas/libraries within the Richmond Tweed library service. It was indicated that this was because they have smaller and have less diverse populations. However, it was noted that Ballina Library promotes the citizenship ceremonies. The Ballina service also runs the Tech Savvy Seniors program, supported by Telstra and funded through the State Library for the past year. The Richmond Tweed Regional Library Service has recently applied for new funding to continue this program.

4.7.13 Gaps in multicultural library service provision

The following gaps were identified within the Richmond Tweed Regional Library, which correspond with those identified in the online survey:

- ▶ Resources and capacity make it difficult to meet even the core needs of the community and to go beyond this is even harder;
- ▶ Without self-check-out technology, many staff hours are spent doing transactions, but if the grant funding is approved for these, there more time for staff will be made available to dedicate to other activities;
- ▶ Limited budget to provide multicultural specific library services and staff to run CALD specific programs and activities;

- ▶ Limited staff capacity and time to respond to CALD specific engagement and programming, as mainstream library services take priority;
- ▶ There are no resources or books available in Dinka, so library staff develop relationships with the Sudanese community in other ways, so they feel safe and welcome in the library;
- ▶ The physical design of the library is seen as a barrier to engagement. The building does not have a big or comfortable space to hold engagement events. Suitable meeting rooms are important. Coming into the library environment can make people uncomfortable. Lismore is well set up, but other libraries are not;
- ▶ Lack of accessible resources for CALD communities. As a result, there is a need to work on information about the library in more simple language to improve engagement; and
- ▶ Technology is a gap that grows exponentially. Staff shared that they must understand that when starting something, it grows momentum across the community. There is a demand for coding classes amongst seniors because it is offered to the younger community members -the Tech Savvy Seniors class now want access as well. The library is going to offer it because the community identified a need, but that means something else will not be able to be delivered.

4.7.14 Role of public libraries



We serve the community. We find out what they want and deliver it the best we can.



As with other interviews, the staff at Lismore, Richmond, Tweed, and Ballina library services believe that public libraries have a significant role to play in local social cohesion. They participate in harmony and create strong relationships with community, particularly the local Aboriginal and Torres Strait Islander community. Building relationships is viewed as extremely important. Lismore Library perceives itself to be lucky because they have a long-standing staff member who makes community engagement and relationship building a priority.

Word of mouth is the most effective way of building support for the library, which means there is a role and responsibility for libraries to be active in the community, engaging with people. It is through relationships and connection that people then feel safe and trusting of the library. Promotion alone cannot achieve this, it has to come from the library and people's experience of it.

Again, as with other regional libraries, staff see libraries as playing a key role is digital literacy. Richmond Tweed Regional Library offers a digital program - Transparent Language Online Program - through which

people can learn another language as well as learning English. It is based on ongoing learning and people can work through the online program at their own pace. Richmond Tweed area have very high usage of this program and have been advised that they are the highest accessed Transparent Language Online Program in Australia.

The library does play a role in developing confidence with using technology. A mix of one on one support and training is offered. Staff go out to the nursing homes to teach older people how to use iPhones and iPads. This includes older people from CALD backgrounds.

State Library funding supports the library service's community programs and education. It allows them to do more and if there was more funding available, this would gladly be received, especially in relation to the Tech Savvy Seniors Program. Technology is considered a core service now, so staff themselves need to be supportive and capable.

4.7.15 Engaging with CALD communities

It was felt that libraries need to go out in the community. "People will not come to you." It is important to find connection with the community through clubs, schools or organisations to build those relationships.

Richmond Tweed Library Service forms relationships with members in the community, particularly strong voices/leaders or within community organisations and through that are able to identify CALD community need and better meet those needs. However, if that person leaves or moves on, unless there is someone else passionate about certain issues and building connections with the library, it is hard to keep things going. It comes down to personalities and what they want to do within the community.



You feel like you're giving to the community, like your job is worthwhile.



The library service has a strong local relationship with Southern Cross University Library, and St Vincent de Paul with whom they worked during Refugee Week, holding a function at the library.

As with the other library services Richmond Tweed Regional Library has existing relationships with local nursing homes. Nursing homes advise the library of what they need and the library tries to best meet that need. Similar to other community engagement, this starts with a connection with one person and through word of mouth expands across the nursing home community. Again, this demonstrates the effectiveness of word of mouth promotion, on which the library service is reliant.

Richmond Tweed Regional Library Service acknowledged issues for the local studies section in trying to balance protection of delicate materials and providing public access. Materials collected include:

- ▶ Photographs;
- ▶ journals; and
- ▶ collections of historical photographs.

It was believed that collecting local history information is a role of libraries, in partnership with the historical society, however, as supported by survey data, form the majority of libraries who currently do not collect this information. Trove was identified as being very useful for bridging this gap.

4.8 Key points

The stakeholders who participated in these consultations included specialist multicultural library staff, current CALD library users, potential future CALD library users, and staff from regional library services in locations around NSW. Key common points were identified across the consultations as follows:

- ▶ Libraries offer services that reach beyond traditional library book collections to engage CALD communities. The importance of English classes and group activities for adults and children were raised across all groups, as well as digital literacy. Issues with regularity of English classes and access to digital literacy training, out-of-date LOTE collections, library technology and internet facilities were common gaps.
- ▶ Language was identified as major barrier for CALD community members, in particular older and more newly arrived migrants. The need for bilingual staff in libraries to support local communities was raised across the groups.
- ▶ A lack of access to culturally and linguistically appropriate information about local library services was identified. Difficulty finding information about collections, resources, services and programs from local councils and libraries and limited accessibility to information for people with low English proficiency were key barriers to access and participation of CALD communities.
- ▶ Financial constraints were identified as a significant barrier for library services across NSW in servicing the needs of their local CALD communities.
- ▶ Supportive management that avoids a minimalist internal culture was seen as key to providing appropriate CALD services that meet local community needs. It was felt that library services often operate on the assumption that building an environment that includes all groups, or promoting services to the broader community is enough to attract CALD communities. This highlighted a gap in understanding of the significance of having targeted promotions or services aimed at local CALD communities.

- ▶ Community engagement was acknowledged as key to appropriate service planning. Libraries are undertaking community engagement on a wide scale but cultural competency and genuine community engagement were seen as vital tools for library staff to reach into local CALD communities to both bring them into the library, and to identify their needs.
- ▶ It was agreed across the groups that libraries play role in social cohesion and positive community relations, as welcoming places for more established communities, and for newly arrived communities. The local library was seen very much as a place for education and as somewhere the community seeks assistance.
- ▶ There is uncertainty and major gaps in understanding around CALD local history collections – some work undertaken but huge catch up and gaps in migration history collections. Important to record history of migrant stories and experiences as part of local history
- ▶ Gaps exist across public library services in NSW – in the provision of in-language books, bilingual support books for adults and children to improve English, access to regular English classes, technology supports, digital literacy classes.
- ▶ All libraries have an existing and key role in digital literacy, and most CALD people accessing their local library had done so to use computer and/or printing facilities and internet access. This was spread across the demographic range of CALD individuals – older and younger, students and workers, men and women, parents and children, older more established migrants and the newly arrived and emerging communities.
- ▶ Regarding the NSW Multicultural Library Service Benchmarks, not all best practice standards being met across the library services in NSW. This is particularly evident in relation to comprehensive planning mechanisms being inclusive of diversity issues and which allocate staffing, resourcing and planning (Benchmark Area 1). In both metropolitan and regional library services, findings indicate that there are barriers to meeting CALD community need as well as capacity issues around staffing. This is particularly the case for smaller language groups, who can often be neglected and unable to access collections easily (Benchmark Areas 2 and 3).
- ▶ Benchmark Areas 3, 4 and 5 are also not being met to best practice standards. This is particularly around libraries not having the budget available to cater to the needs of smaller language groups, and not having multicultural communications strategies or formal evaluation processes in place to determine needs and whether these are being met.
- ▶ As indicated through the online survey data, consultations supported the findings that there are gaps in staff skills and capacity to develop and implement services for a CALD customer base due to lack of cultural competence training.
- ▶ Servicing smaller communities – immediate need vs population numbers

Issues Specific to Regional Library Services

As demonstrated through the online survey data, there is a significant correlation between the responses from Regional Library Services and the responses from Standalone Library Services in rural and regional areas. This may suggest that geography and the low CALD community density in rural and regional geographic areas is more of a barrier for CALD community engagement and successful multicultural services than the number of LGAs being serviced by a single Regional library service.

Across the Regional Library Services there are consistent themes for consideration. Some of these were in line with those key points identified above across all the consultation groups. Other issues were specific to 'Regional library services' in NSW as defined in the *Library Act*.

Regional Library Services agreed that they play a key role in social cohesion and providing positive community relations. The regional library services interviewed demonstrated their commitment to providing a safe, trusted and non-threatening environment. Regional library staff also indicated they pursue opportunities to strengthen this through community engagement and interaction with CALD communities wherever possible. The passion and commitment of staff in these Regional Library Services was evident, however, all services indicated a lack of capacity to meet the needs of the CALD community at large. This is, for the most part, because populations of CALD communities are small and fragmented as opposed to those in metropolitan areas and as such, is difficult for regional libraries to meet the needs of its CALD communities.

Another key consideration raised was the lack of resourcing and staff capacity to dedicate time to engaging CALD communities. Regional library staff would like to provide increased services and programs for local CALD communities, however, due to resource and funding restrictions, they are limited in what that they can provide. Particularly as CALD communities are smaller and less densely populated in these areas compared to metropolitan libraries in NSW, staff time is often dedicated to broader community engagement than CALD specific engagement. This consideration was also highlighted through the responses received through the online staff survey – library services often operate on the assumption that building an environment that includes all groups, or promoting services to the broader community is enough to attract CALD communities. This highlighted a gap in understanding of the significance of having targeted promotions or services aimed at local CALD communities.

The Regional Library Services all indicated they engage with CALD communities or local CALD organisations to better understand their communities and meet their needs, where they have capacity. Partnership approaches with CALD community organisations are key for Regional Library Services as they facilitate greater capacity to meet community needs and promote inclusivity. This, not only assists with capacity issues around a lack of bilingual staffing, as organisations can help bridge that gap, but also key for engagement with new and emerging communities.

Building on findings in the online survey, technology and digital literacy were identified as areas regional libraries are playing an important role in facilitating access, yet all those interviewed felt that they lacked capacity. This lack of capacity was cited in a number of ways - lack of computers and lack of time to offer dedicated programs in CALD community members. Staff indicated they assisted community members where possible, but much more could be done in this space. All Regional Library Services indicated that technology and digital literacy was increasingly important as there is increasing demand in the community and they play a key role in meeting this need.

With regards to the NSW Multicultural Library Services Benchmarks, Regional Library Services have increased difficulty in meeting best practice standards as there are smaller populations dispersed across several LGAs, less staff capacity and service provision and program development to meet the needs of CALD community members is more ad hoc. It was evident from the staff survey that Standalone Library Services in rural and regional areas face similar challenges, particularly around servicing small dispersed CALD populations and relying on state resources to meet LOTE collection needs.

4.9 Country libraries and regional communities

A series of interviews were conducted with staff with responsibility for multicultural library services across three country library services – Coffs Harbour City Library, Wagga Wagga City Library (a large branch of Riverina Regional Library) and Richmond-Tweed Regional Library.

Coffs Harbour City Library

4.9.1 Measuring the spread of multicultural library services across NSW

The staff interviewed from Coffs Harbour City Library believe they are providing a good service given the modest LOTE collection and lack of staffing. They have had positive feedback from library users and are monitoring what LOTE books are being borrowed to determine what works and meets the needs of the local CALD community. They are flexible in their multicultural bulk loans from the State Library to meet community demands.

The staff from Coffs Harbour raised Clarence Valley Regional Library Service as a regional library service as having more capacity than their library to deliver CALD services. Clarence Valley Regional Library Service covers Bellingen, Dorrigo, Grafton, Iluka, Maclean, Urunga and Yamba plus a Mobile Library service with funding that supports the delivery of larger LOTE collections.

There is much more the library staff feel they could be doing – for example, the staff are interested in running English education classes but do not even have the capacity to use volunteers for such a program due to a lack of library resourcing or the staff to manage a volunteer English program.

Staffing is very important in any delivery of multicultural library services. Where libraries have more resourcing and staffing, they are better placed to meet the needs of CALD communities.



Having diverse staff that reflects the local community is a wonderful thing and I don't think enough care has been taken to changing the position descriptions when recruiting to make this happen.



It was felt that the smaller size of CALD communities in regional areas was not a barrier to having the resources to meet the needs of the community, because the people who want to use the library will, regardless of the size of the population and there will be a way to help them.

4.9.2 Current multicultural library services

The needs of the local CALD community are being met in the Coffs Harbour area. This has been determined by the library through feedback processes from library users. The library always listens to the CALD library users and adjusts services and LOTE collections where possible.

The library offers a variety of services for CALD y users including:

- ▶ Providing videos with English sub-titles;
- ▶ Running Story time for young mothers (in English), which are attended by members of the CALD community. This is supported by the survey findings from regional libraries, which story time is a key library service attended by CALD communities. It was acknowledged though, that these could be run in languages other than English, but the library does not have capacity to do so. This is a missed opportunity for new library users as it is a pivotal point where life changes and staff felt they could assist them with learning English for themselves and their children;
- ▶ Delivering orientation programs of the LOTE collection to CALD library users; and
- ▶ Having signage in English and Punjabi to cater for the high local Indian population in the area.

The LOTE collection is meeting the needs of older CALD library users. Library staff cite older migrants as the largest group accessing the LOTE collection, although the collection is accessed by all cohorts. This is also supported by survey findings, that established migrant communities are the main users of library services. Younger and the more newly arrived are more interested in internet access and they use the library when they have recently arrived, but then as they become more settled, they frequent the library less. of the significant movement of refugees' post-arrival was cited as one reason for this drop off in library use in the local area, with people relocating to other areas.

Technology access is very important for temporary workers in the Coffs Harbour area, particularly around visas and documentation and preparing to apply for longer stays in Australia.

4.9.3 Gaps in multicultural library service provision

Coffs Harbour City Library has limited staffing, including a lack of bilingual staff. Due to this lack of staffing there is no dedicated staff member to arrange ongoing CALD programming or digital literacy training in other languages. This supports findings from the online survey around regional libraries not having any staff positions allocated to support CALD services.

Resourcing to employ more staff and to be able to provide additional services, particularly in the mentoring and volunteering space, is another gap. There is evidence of CALD community members wanting to volunteer at the library, but there is a lack of resourcing and capacity to be able to take them on and spend time developing and supporting them.

A lack of commitment and resourcing from the local council amplifies the difficulties in meeting the needs of the CALD community, as well as library services more generally. This has resulted in modest LOTE collections that can be exhausted by users frequently and needs cannot be met. For example, there is an identified need for Dari language resources, but these are not available.

There is also a gap in digital literacy, particularly supporting women in digital literacy. The library believes this is an opportunity that is currently being missed.

Another key gap in the Coffs Harbour City Library are newspapers in languages other than English. There is a lack of funding to subscribe to these on a daily basis. It was believed that the easiest way to address this is through an in-media press display, but this is \$12k/year which the library does not have. It would be a key resource that they would love to be able to provide but cannot afford.

There is also an insufficient quantity of bilingual picture books, which are a key tool for English language learning.



If people cannot master English they are going to be marginalised.



4.9.4 Role of public libraries

The library plays a significant role in social cohesion, as a trusted local facility. The concept of trust is in their business model. Staff recognised that people have different needs and the library believes it is their responsibility to pay for resources where they can to meet those.



We don't profile or exclude anyone.



Coffs Harbour City Library is situated centrally, and has could link with other services to assist newly arrived migrants. Staff believe that they play a role in integrating newly arrived migrants. Government agencies are also using libraries as access points for newly arrived migrants, particularly using digital technology.

Libraries have an increasing role to play in improving digital literacy and there is a role to help CALD communities show discernment of what they see online, the same way as through the media, for example being able to assess the truth and reliability of what is being communicated. Libraries provide assistance in helping people improve digital literacy and because they have internet access free of charge, it is felt that there is a responsibility to help community members with accessing digital government information and services.

As council funding is low, any improvement in government funding would support libraries bridging digital literacy gaps in the CALD community. There would be appetite for grants to match government targets supporting CALD communities in addition to current funding.

4.9.5 Engaging with CALD communities

Coffs Harbour City Library has a close relationship with Anglicare because the building each service operates from is shared. Anglicare bring newly arrived migrants and refugees into the library to use the services, specifically around free internet access. Difficulties can arise when there is no interpreter and the library does not have bilingual staff to support the library users.

There are other examples in other places of more formal partnerships such as English language classes using library meeting rooms, however in Coffs Harbour City Library there are no meeting rooms, preventing them from developing these partnerships further with CALD organisations.

It was noted that the library wants to engage with women aged between 29-45 years as it is believed that young mothers and older women are the core demographic. This includes engaging with women from CALD backgrounds. The library has reach into the Coffs Harbour community and are trusted, making them ideally situated to explore further engagement with women migrants.

There is currently no outreach with CALD communities to understand their needs due to lack of resources and capacity. The Punjabi community is well established in Coffs Harbour but a lack of resourcing limits the library staff's ability to engage more fully with the community to identify their needs. The Coffs Harbour City Library collects and collates migration history of the local CALD community as gaps were previously identified. There is a dedicated staff member responsible for the collection. This has not been identified for support by the local council, but through the personal interest of the staff member herself, who also works in the local museum. The project is being driven by one individual (staff member) not by

the CALD community or the council. The key materials being collected are photographs and digitisation is key in this process, as well as using library specific program Trove, which makes records accessible.

Wagga Wagga

4.9.6 Measuring the spread of multicultural library services across NSW

As highlighted through the online survey data, smaller LGA libraries within the Riverina Regional Library do not run many services for CALD communities because they are particularly small in population, but they do use the State Library services. There are very small CALD population numbers in the outlying areas of Riverina Regional Library, so the multicultural collections borrowed from the State library are very effective and a valuable resource in smaller regional areas in NSW. As this is so, there are no opportunities to focus on specific languages, however some areas have small collections of donated books in different languages. There is also sometimes the provision of digital services for temporary workers. Often there is just one staff member in the smaller branches. Resourcing is difficult and staff feel that they are not doing a great deal but also there is not a great deal for them to do due to smaller CALD population numbers. Therefore, there is a heavy reliance on the State Library to provide resources for CALD communities.

In Wagga Wagga, the largest LGA in Riverina Regional Library, there are approximately 1,500 books in the multicultural collection that have been provided by the State Library that will remain with the local library service. However, there was concern about what would happen to smaller branches if the multicultural bulk loans did not continue to be provided. Questions around whether the multicultural service would continue were raised. In Wagga Wagga there was an understanding that the 1,500 books will stay in the Library for a year then be returned in exchange for new or different books. However, the smaller branches in the library service, make separate requests directly for smaller language collections from the Multicultural bulk loan service.

There are 97 language groups in the Wagga Wagga area, however only five main language groups are being catered for and this is problematic. Again, confirming the findings in the online survey, that there is a need to better support the CALD community through library services. The new approach by the State Library has created a significant reduction for the number of languages and services that Wagga Wagga City Library can provide to the CALD community. However, the Library aims to be inclusive. Newly arrived migrants and refugees come in and use library services and staff can assist them and meet their needs outside of providing books in language. The Library has a focus on inclusivity when considering services.



CALD communities feel welcome here, they know it's a safe space and are happy to be here.



Capacity can become an issue, which was a common concern highlighted in the online survey (82%). The funding that Wagga Wagga City Library does have to resource multicultural services comes from local council and is minimal at approximately \$4,000 every two years.

Opportunities that exist in a metropolitan environment are much more diverse than in regional areas. There is greater access to library resources because of the higher population of CALD communities and the proximity of services to geographic living location. Whereas, the Polynesian community living in Wagga Wagga, for example, would need to drive 2.5 hours to access the existing Polynesian collection in Griffith. There is no cross-council library access which communities in metropolitan libraries have access to. Opportunities to access resources are easier in metropolitan areas because the infrastructure is there – transport, proximity, accessibility and internal systems and processes.



I feel like distance isn't taken into account, that people have to travel to access the collections and it is a barrier to their use.



It was felt that the needs of the CALD community are being met by Wagga Wagga City Library because they link with service providers who provide information about the communities and presentations for service support. The Library has consulted with local service providers to identify the key languages are. Staff acknowledge that the alternative is choosing the top 25 languages to cater for, but agree that this will not meet the needs of their community. This model of consultation meets community needs for people from other cultures. Wagga Wagga City Library, as part of the Riverina Regional Library is one of the 45% of regional library services that has partnerships with local CALD organisations to better meet community need.

The library service provides a Language Café which has been created and run by a bilingual staff member originally from Iran. This has been a significant benefit to the Library in meeting the needs of the CALD communities. Staff feel they provide the best services they can with the resources available to them and within their available capacity, and that they prioritise matching services and programs with community needs. Staff address what they can without getting overwhelmed.

It was felt that this is the case for the majority of public libraries in NSW. Regional NSW was noted as a challenging environment for libraries to meet the needs of multicultural communities. Despite this the staff from Wagga Wagga City Library believe that over of the past five years the library has come a long way. There is increased engagement and programming specifically for CALD communities. Wagga Wagga is a refugee welcome zone and there is a strong commitment from the local council to support CALD communities.

Perceived barriers, however, are the perception that the library is not considered somewhere for people to have fun, and the need for multicultural library staff so that local people from CALD backgrounds can 'see themselves' in the library, and relate to it. The discrepancy between jurisdictional funding was raised as a further barrier, with 93% of funding coming from local council, and 7% from the State Government.

4.9.7 Current multicultural library services

As with other areas in regional NSW, the total population of Wagga Wagga is small at 64,000. This highlights the challenges of the Guidelines. Wagga Wagga City Library offers a range of multicultural services, majority of which were the most highly identified services that CALD communities use, as indicated by the online survey. These include:

- ▶ Having a range of children's books available in languages other than English, including many in Arabic;
- ▶ Running the 'Language Café', which is a program of English conversation classes. This has been an initiative of the library and mainly serves Kurdish, Persian, Pashtu, Khmer, Chinese and Farsi language groups. The Language Café assists people with improving English language skills, as well as promoting inclusion and connection between the people attending and with the library itself;
- ▶ Delivering in-language story time for children;
- ▶ A sizeable literacy collection - Wagga Wagga City Library buys a lot of books to support people undertaking the IELTS and visa requirements, which is a heavily used collection;
- ▶ Mentoring volunteers from CALD backgrounds to assist library services and support CALD communities;
- ▶ Participating in the Fusion Festival, run through the council where 10,000 people attend on a single day every year. The library worked with TAFE at the last festival and had students read children's books in different languages;
- ▶ Facilitating Drumming Nation – a multicultural drumming workshop over six weeks where African children performed at the Fusion Festival. The theme was drumming for resilience for disadvantaged youth;
- ▶ Engaging community volunteers to come help new migrants settle in through the library, informal learning to facilitate resettlement;
- ▶ Offering knitting classes for older cohorts, largely non-CALD but there is an awareness that they would like to do more with older CALD communities. For example, identifying an interest in a particular local CALD community such as Iranian miniature drawing from Iran the library could offer that the activity;

- ▶ Running pasta making classes and social events over food to celebrate culture;
- ▶ Developing resources with multicultural images, of people from different cultures. An example of this is the baby book given to new mothers which has been developed to appeal to a range of different cultures, to be meaningful to more people and to allow more mothers to 'see themselves' and relate to the resource;
- ▶ Offering technology and digital services - iPad and WIFI that can be accessed, and allows people to use their own phones for translating information; and
- ▶ Running Living Libraries (now called Human Libraries) for Refugee Week, where people came into the library and told their stories. People could borrow a person to hear their stories. This broke down barriers and created connections within the community.

4.9.8 Gaps in multicultural library service provision

The libraries in smaller LGAs do not have the capacity or resources to provide specific multicultural programming, such as the mobile library service. This lack of capacity is also demonstrated in an inability to meet the needs of smaller CALD populations/language groups. Staff felt that at times CALD communities are not aware of needs that the library can meet, particularly in the smaller regions.

There is also a lack of multicultural staff in libraries and limited ability of non-CALD staff to assist CALD communities to the degree that they would like to. Not dissimilar to other services, funding was raised as a key barrier to providing adequate services to CALD library users and the wider community.

Gaps in technology were also highlighted, which is consistent with the online survey findings. Participating staff felt that this is a key gap for their library service that needs to be addressed as technology could be capitalised on to support people practising English. Libraries do not currently have the capacity to buy such resources. The staff at Wagga Wagga would like to provide a lifelong learning program, with increased resources to support CALD communities with digital literacy.

Having the Tech Savvy Seniors program formalised, so that it is part of regular programming to support lifelong learning and digital literacy was also noted as a gap. The program is provided in approximately six languages but there is a greater need locally. Tech Savvy Seniors is considered a good program and the staff envisage that it could be further rolled out.

Upfront government investment, to avoid 'band-aid' solutions and quick fixes was also identified as a gap within the library service. Staff see a need for funding for educational programs to compound existing issues. An example is additional English language support for migrants.

There is also a fear that NSW government funding for multicultural collections is being stopped. It was flagged that this collection offers a lot to communities and is very important.

4.9.9 Role of public libraries

Libraries are seen as having an important local role in social cohesion and bringing people together. Wagga Wagga City Library aims to break down barriers between local communities and promote social inclusion. Their ethos is that everyone is welcome and that everyone is 'in this together'. Their library is a place people know they can access help.

It was believed that it is the role of libraries to help people and that this includes digital literacy.



We have a role to bridge digital literacy gaps for all people.



In the smaller regional libraries and more remote library locations, internet connectivity can be very poor, so the library plays a pivotal role for digital access for local communities. Poor connectivity cannot be underestimated in regional areas. This can be compounded for CALD communities, particularly the newly arrived as lack of paid employment means internet accounts are not a financial priority. The library helps meet this need.

The council provides 25 computers for Wagga Wagga City Library, which supports connectivity and digital literacy. This means that CALD communities can connect with people overseas, access resources and read newspapers in language online.

While there is local council support, there is also a greater push to find additional funding to run programs, so partnership development is very important.

It was also highlighted that libraries play a role engaging with community organisations to provide information to local CALD communities and provide supports accessing available resources and meeting their needs. While community information is made available through the library, it was strongly felt that it is the responsibility of the library to promote inclusion and the clear message that everyone is welcome. This is demonstrated as people want to work with libraries because they are trusted. They are there to serve the community.

When considering support from other jurisdictions, staff felt that the NSW State Library support 'makes everything work'. The State Library provides assistance to local library staff with planning and applying for grants. The staff at Wagga Wagga highlighted the support provided by the State Library to local public libraries with the flow of books within the multicultural collections.



We couldn't do what we do without the State library, working with passionate colleagues has helped a lot over the years and that connection and support cannot be underestimated.



4.9.10 Engaging with CALD communities

Locally engagement with CALD communities starts through direct interactions with individuals and then they bring their friends and family into the library. Word of mouth is a key factor in engaging with communities.

Wagga Wagga City Library is working with CentreCare to help new migrants and refugees to get settled, including providing tours of the library. A specific program is using grocery catalogues and helping people with low English language proficiency to understand how to shop locally and buy food for their families. This was developed as a result of research through Charles Sturt University and run in partnership with TAFE.



We use personal connections to increase the reach of support, if one person has a good experience, they will bring others in too.



Wagga Wagga City Library also partners with Red Cross, CentreCare, St Vincent de Paul, and the Multicultural Council because they want to be partnered with organisations working with CALD communities, in a similar way. The ethos is that it is better to work together and help each other and the community. These partnerships were built on relationships formed through community meetings and through local volunteer networks.

Most of the library's partnerships are with the larger community organisations who then connect them with relevant ethno-specific organisations or connect them with the communities directly to understand their needs and run appropriate engagement events and programs. Wafrica is an ethno-specific organisation the library works with to engage with the local African community. A result of this partnership is the drumming workshops offered in-house at the library and within the community. They also work directly with SEEMs, the South Asian community organisation.

There is no local studies section on migration history around the local CALD community at present in the Wagga Wagga City Library nor in the smaller LGAs that form part of the Riverina Regional Library. There

is, however, acknowledgement that this is a gap and the Wagga Wagga City library see value in collecting local CALD histories, particularly around photographs and documents. This finding is consistent with the online survey data, where almost half of regional libraries do not collect this information. Film of people's stories was raised as an example popular with staff. It was noted that older historical booklets on the CALD community would be ideal to collect as well. It was believed that it was something that libraries should be collecting. The library does already work closely with the rest of the local council and community organisations, so there is an awareness when there are local exhibitions which the library actively promotes. The exhibition of *98 faces from 98 places* would be ideal to document digitally. The images were taken as part of a previous council program ahead of the Fusion festival. The images were recorded in the library as part of their work with *Wagga Works*.

Wagga Wagga City Library partners with Red Cross to run the Language Café. Previously they had run conversation classes and wanted to start something similar again. The involvement of Red Cross supported the library to start the Language Café program. The library wanted to compliment the work Red Cross was already doing, not compete or duplicate the service. The partnership allowed the library to translate the Language Café flyers into 10 languages to promote in the CALD community, with Red Cross responsible for translations and the library developing the content.

The small regional library branches do not have the capacity or need to partner with community or ethno-specific organisations, as they deal with people more on a family by family basis or through individual interaction with CALD communities. However, they are making available a Conversation Café program for their branches to run. This program has slightly less learning elements and focussed more at bringing people together to interact and support any other language learning that they are doing, for example through TAFE. Conversation Café is based on Darebin library's model in Victoria.

Richmond Tweed

4.9.11 Measuring the spread of multicultural library services across NSW

Lismore, Richmond, Tweed, and Ballina library services run through Richmond Tweed Regional Library. Each area contributes to the collaborative library service delivery which includes the mobile library service, administration, and engagement activities. Tweed has the biggest population and Byron the smallest. As a part of the Regional library structure, the Board is responsible for governance and the strategic plan between the 12 branches.

The service is well run, but the team indicated that they can always do more in regard to multicultural services. This finding, again consistent with the online survey data around staff capacity to meet CALD community need. Services are created around the needs of the local multicultural community. For example, specific story time sessions for the African community are held as there is a large population living in the area.



Generally, the community tells us what they want and we do that, we try to accommodate what they want.



Consensus is that the local CALD communities know their own needs, and the library engages with them to identify what library services they want.

It was felt that the library multicultural services are currently meeting the needs of the CALD community, however, the various community cohorts are spread across the region which creates difficulties. There is not a numerically large population located in any specific area across the region making it difficult to plan activities to meet the needs of everyone in the community. That is why the book collection from the State Library are considered so important for the regional library. It is seen as an excellent service that supports Richmond Tweed to do well in providing multicultural library services to their regional communities. However, staff acknowledged that they can only do the best they can with their available resources.

In terms of other regional library services, it was noted that Tamworth is consistently providing effective multicultural library services. The point was made that this is linked to whether there is funding available. There might be a service that is achieving successful outcomes with the CALD community, but if funding ends and those programs cease. It was described as sad that effective programs might not continue, but at least a connection is made between the community and the library staff and they can build on this basis.



Lismore Council had a funding cut, including 5% cut to libraries and that is not good for libraries as we're trying to cover all of these areas beyond the traditional library service.



Richmond Tweed and Riverina's use of the multicultural bulk loan collections is very high, whereas some smaller regional areas do not have the capacity to engage with very small CALD populations. That is why the multicultural bulk loan collections are important because they provide the only services these smaller communities will receive.

Having a staff member who has been in the library service for a long time and has established relationships with the community is a huge strength. Also, one or more staff members with a passion for what they do allows more engagement to be made and relationships strengthened with the community.

It was felt that it was the library's job to educate councils about the benefits to the community beyond the traditional service.

4.9.12 Current multicultural library services

A number of multicultural library services are being delivered through the Lismore LGA, a part of the Richmond Tweed Regional Library Service. They run a program called 'Lismore Let's Read' which includes a book pack with a DVD, some information about what children like and a book. This is available at 4 months, 12 months, 18 months and 3.5 years to encourage the love of reading in children. The pack gives people free membership to the library as well. This program is in addition to the types of services identified in the online survey and appears to be specific to this regional library service.

There is another pack available which is called '10 minutes a day' – this has other resources like poems that are age appropriate. The library encourages people with English as a second language to use these resources and attend story time sessions. The library has also introduced English as a second language books aimed at adults, housed in the non-fiction section as opposed to the 'let's read' books when people are starting to read. This ensures resources targeted at a mature audience are available. These resources were made available through the State Library, and the library developed them.

Lismore Library held an event in October 2017 with Sydney-based lawyer and refugee advocate Deng Adut. This has created much increased engagement with the African community. The community actively supported the event and their support was one of the main reasons the library staff pursued the idea. A soccer match was also held after the library event with Mr Adut taking part. When discussing these events aimed at the local African community the library staff participants questioned whether they run enough of these kinds of events.

A year of funding from a Northern Rivers charitable foundation was received to teach English through the library. The program ran weekly, with alternate weekly one to one and then group sessions. At the end of the 12 months the funding wended and the program had to cease. The demand for support from the library continued after the program ceased and people began presenting at the library for support to fill out government forms or get a driver's licence.



There are lots of little pockets that need to be filled, but aren't and that's where you need to go out into the community to find out what that need is.



Lismore Library started the 'Human Libraries' program, where people from different walks of life share their personal stories with others. It has had great feedback and is a continually run program.

Richmond Tweed Regional Library has a community engagement team. The team was established in recognition of the changing role of libraries and the requirement for libraries to engage locally to identify needs to be met. This team however, is not focussed on CALD specific activities, confirming findings in the online survey that 82% of regional library services do not have any staff positions allocated to support CALD services.

During Child Protection Week, a pop-up library operates at community events to make connections face to face with the community. It is a picnic day, with a relaxed atmosphere to engage with people and welcome them to the library. As there is a large African community in the area, Lismore Library organises African games and badge making with African animals for inclusivity. Lismore Library also has a big hippo statue added to its collection of Australian animals on display to include and relate to the African community.

Richmond Tweed Regional Library Service also works with local nursing homes, providing them with books. There is a large cohort of older Italian women residents with English language proficiency (many of whom never learnt English). The Service provides Italian magazines for them and a staff member who speaks Italian delivers the books and talks with them.

Within the Richmond Tweed Regional Library Service, staff speak Italian, Swedish, French and Dinka which is viewed as a significant contribution in directly engaging with CALD communities.

Additionally, there is a high level of CALD activities in Lismore, but not as many in the other areas/libraries within the Richmond Tweed library service. It was indicated that this was because they have smaller and have less diverse populations. However, it was noted that Ballina Library promotes the citizenship ceremonies. The Ballina service also runs the Tech Savvy Seniors program, supported by Telstra and funded through the State Library for the past year. The Richmond Tweed Regional Library Service has recently applied for new funding to continue this program.

4.9.13 Gaps in multicultural library service provision

The following gaps were identified within the Richmond Tweed Regional Library, which correspond with those identified in the online survey:

- ▶ Resources and capacity make it difficult to meet even the core needs of the community and to go beyond this is even harder;
- ▶ Without self-check-out technology, many staff hours are spent doing transactions, but if the grant funding is approved for these, there more time for staff will be made available to dedicate to other activities;
- ▶ Limited budget to provide multicultural specific library services and staff to run CALD specific programs and activities;

- ▶ Limited staff capacity and time to respond to CALD specific engagement and programming, as mainstream library services take priority;
- ▶ There are no resources or books available in Dinka, so library staff must develop relationships with the Sudanese community in other ways, so they feel safe and welcome in the library;
- ▶ The physical design of the library is seen as a barrier to engagement. The building does not have a big or comfortable space to hold engagement events. Rooms are important. Coming into the library environment can make people uncomfortable. Lismore is well set up, but other libraries are not;
- ▶ Lack of accessible resources for CALD communities. As a result, there is a need to work on information about the library in more simple language to improve engagement; and
- ▶ Technology is a gap. It grows exponentially. Staff shared that they must understand that when starting something, it grows momentum across the community. There is a demand for coding classes amongst seniors because it is offered to the younger community members -the Tech Savvy Seniors class now want access as well. The library is going to offer it because the community identified a need, but that means something else will not be able to be delivered.

4.9.14 Role of public libraries



We serve the community. We find out what they want and deliver it the best we can.



As with other interviews, the staff Lismore, Richmond, Tweed, and Ballina library services believe that public libraries have a significant role to play in local social cohesion. They participate in harmony and create strong relationships with community, particularly the local Aboriginal and Torres Strait Islander community. Building relationships is viewed as extremely important. Lismore Library perceives itself to be lucky because they have a long-standing staff member who makes community engagement and relationship building a priority.

Word of mouth is the most effective way of building support for the library, which means there is a role and responsibility for libraries to be active in the community, engaging with people. It is through relationships and connection that people then feel safe and trusting of the library. Promotion alone cannot achieve this, it has to come from the library and people's experience of it.

Again, as with other regional libraries, staff see libraries as playing a key role is digital literacy. Richmond Tweed Regional Library offers a digital program - Transparent Language Online Program - through which people can learn another language as well as learning English. It is based on ongoing learning and people

can work through the online program at their own pace. Richmond Tweed area have very high usage of this program and have been advised that they are the highest accessed Transparent Language Online Program in Australia.

The library does play a role in developing confidence with using technology. A mix of one on one support and training is offered. Staff go out to the nursing homes to teach older people how to use iPhones and iPads. This includes older people from CALD backgrounds.

State Library funding supports the library service's community programs and education. It allows them to do more and if there was more funding available, this would gladly be received, especially in relation to the Tech Savvy Seniors Program. Technology is considered a core service now, so staff themselves need to be supportive and capable.

4.9.15 Engaging with CALD communities

It was felt that libraries need to go out in the community. "People will not come to you." It is important to find connection with the community through clubs, schools or organisations to build those relationships.

Richmond Tweed Library Service forms relationships with members in the community, particularly strong voices/leaders or within community organisations and through that are able to identify CALD community need and better meet those needs. However, if that person leaves or moves on, unless there is someone else passionate about certain issues and building connections with the library, it is hard to keep things going. It comes down to personalities and what they want to do within the community.



You feel like you're giving to the community, like your job is worthwhile.



The library service has a strong local relationship with Southern Cross University Library, and St Vincent de Paul with whom they worked during Refugee Week, holding a function at the library.

As with the other library services Richmond Tweed Regional Library has existing relationships with local nursing homes. Nursing homes advise the library of what they need and the library tries to best meet that need. Similar to other community engagement, this starts with a connection with one person and through word of mouth expands across the nursing home community. Again, this demonstrates the effectiveness of word of mouth promotion, on which the library service is reliant.

Richmond Tweed Regional Library Service acknowledged issues for the local studies section in trying to balance protection of delicate materials and providing public access. Materials collected include:

- ▶ Photographs;
- ▶ journals; and
- ▶ collections of historical photographs.

It was believed that collecting local histories data is a role of libraries, in partnership with the historical society, however, as supported by survey data, form the majority of libraries who currently do not collect this information. Trove was identified as being very useful for bridging this gap.

4.10 Key points

The stakeholders who participated in these consultations included specialist multicultural library staff, current CALD library users, potential future CALD library users, and staff from regional library services in locations around NSW. Key common points were identified across the consultations as follows:

- ▶ Libraries offer services that reach beyond traditional library book collections to engage CALD communities. The importance of English classes and group activities for adults and children were raised across all groups, as well as digital literacy. Issues with regularity of English classes and access to digital literacy training, out-of-date LOTE collections, library technology and internet facilities were common gaps.
- ▶ Language was identified as major barrier for CALD community members, in particular older and more newly arrived migrants. The need for bilingual staff in libraries to support local communities was raised across the groups.
- ▶ A lack of access to culturally and linguistically appropriate information about local library services was identified. Difficulty finding information about collections, resources, services and programs from local councils and libraries and limited accessibility to information for people with low English proficiency were key barriers to access and participation of CALD communities.
- ▶ Financial constraints were identified as a significant barrier for library services across NSW in servicing the needs of their local CALD communities.
- ▶ Supportive management that avoids a minimalist internal culture was seen as key to providing appropriate CALD services that meet local community needs. It was felt that library services often operate on the assumption that building an environment that includes all groups, or promoting services to the broader community is enough to attract CALD communities. This highlighted a gap in understanding of the significance of having targeted promotions or services aimed at local CALD communities.
- ▶ Community engagement was acknowledged as key to appropriate service planning. Libraries are undertaking community engagement on a wide scale but cultural competency and genuine

community engagement were seen as vital tools for library staff to reach into local CALD communities to both bring them into the library, and to identify their needs.

- ▶ It was agreed across the groups that libraries play role in social cohesion and positive community relations, as welcoming places for more established communities, and for newly arrived communities. The local library was seen very much as a place for education and as somewhere the community seeks assistance.
- ▶ There is uncertainty and major gaps in understanding around CALD local history collections – some work undertaken but huge catch up and gaps in migration history collections. Important to record history of migrant stories and experiences as part of local history
- ▶ Gaps exist across public library services in NSW – in the provision of in-language books, bilingual support books for adults and children to improve English, access to regular English classes, technology supports, digital literacy classes.
- ▶ All libraries have an existing and key role in digital literacy, and most CALD people accessing their local library had done so to use computer and/or printing facilities and internet access. This was spread across the demographic range of CALD individuals – older and younger, students and workers, men and women, parents and children, older more established migrants and the newly arrived and emerging communities.
- ▶ Regarding the NSW Multicultural Library Service Benchmarks, not all best practice standards being met across the library services in NSW. This is particularly evident in relation to comprehensive planning mechanisms being inclusive of diversity issues and which allocate staffing, resourcing and planning (Benchmark Area 1). In both metropolitan and regional library services, findings indicate that there are barriers to meeting CALD community need as well as capacity issues around staffing. This is particularly the case for smaller language groups, who can often be neglected and unable to access collections easily (Benchmark Areas 2 and 3).
- ▶ Benchmark Areas 3, 4 and 5 are also not being met to best practice standards. This is particularly around libraries not having the budget available to cater to the needs of smaller language groups, and not having multicultural communications strategies or formal evaluation processes in place to determine needs and whether these are being met.
- ▶ As indicated through the online survey data, consultations supported the findings that there are gaps in staff skills and capacity to develop and implement services for a CALD customer base due to lack of cultural competence training.
- ▶ Servicing smaller communities – immediate need vs population numbers

Issues Specific to Regional Library Services

As demonstrated through the online survey data, there is a significant correlation between the responses from Regional library services and the responses from Standalone Library Services in rural and regional areas. This may suggest that geography and the low CALD community density in rural and regional geographic areas is a barrier for CALD community engagement and successful multicultural services more than the number of LGAs being serviced by a single Regional library service.

Across the Regional library services there are consistent themes for consideration. Some of these were in line with those key points identified above across all the consultation groups. Other issues were specific to 'Regional library services' in NSW as defined in the Library Act.

Regional library services agreed that they play a key role in social cohesion and providing positive community relations. The regional library services interviewed demonstrated their commitment to providing a safe, trusted and non-threatening environment. Regional library staff also indicated they pursue opportunities to strengthen this through community engagement and interaction with CALD communities wherever possible. The passion and commitment of staff in these Regional library services was evident, however, all services indicated a lack of capacity to meet the needs of the CALD community at large. This is, for the most part, because populations of CALD communities are small and fragmented as opposed to those in metropolitan areas and as such, is difficult for regional libraries to meet the needs of its CALD communities.

Another key consideration raised was the lack of resourcing and staff capacity to dedicate time to engaging CALD communities. Regional library staff would like to provide increased services and programs for local CALD communities, however, due to resource and funding restrictions, they are limited in what that they can provide. Particularly as CALD communities are smaller and less densely populated in these areas compared to metropolitan libraries in NSW, staff time is often dedicated to broader community engagement than CALD specific engagement. This consideration was also highlighted through the responses received through the online staff survey – library services often operate on the assumption that building an environment that includes all groups, or promoting services to the broader community is enough to attract CALD communities. This highlighted a gap in understanding of the significance of having targeted promotions or services aimed at local CALD communities.

The regional libraries all indicated they engage with CALD communities or local CALD organisations to better understand their communities and meet their needs, where they have capacity. Partnership approaches with CALD community organisations are key for regional library services as they facilitate greater capacity to meet community needs and promote inclusivity. This, not only assists with capacity issues around a lack of bilingual staffing, as organisations can help bridge that gap, but also key for engagement with new and emerging communities.

Building on findings in the online survey, technology and digital literacy were identified as areas regional libraries are playing an important role in facilitating access, yet all those interviewed felt that they lacked capacity. This lack of capacity was cited in a number of ways - lack of computers and lack of time to offer dedicated programs in CALD community members. Staff indicated they assisted community members where possible, but much more could be done in this space. All regional library services indicated that technology and digital literacy was increasingly important as there is increasing demand in the community and they play a key role in meeting this need.

With regards to the NSW Multicultural Library Services Benchmarks, Regional Library Services have increased difficulty in meeting best practice standards as there are smaller populations dispersed across several LGAs, less staff capacity and service provision and program development to meet the needs of CALD community members is more ad hoc. It was evident from the staff survey that Standalone Library Services in rural and regional areas face similar challenges, particularly around servicing small dispersed CALD populations and relying on state resources to meet LOTE collection needs.

5. MULTICULTURAL GOOD PRACTICE CASE STUDIES

There are many examples of multicultural services good practice being delivered through libraries in NSW Australia, and internationally. Multicultural good practice looks at a library's ability to meet the needs of CALD communities through inclusion, engagement and equity of access to information.

The following case studies are examples of specific services or practices that make a library service more accessible and inclusive of CALD communities. This does not necessarily reflect the library service as a whole, but as a measure specifically of multicultural library services.

New South Wales

Case Study 1: Blacktown Library – English Conversation Classes

Blacktown Library Service has English Conversation Classes through the year, broken into four terms of three weeks. The classes are offered at a beginner and intermediate level. The beginner level focuses on simple reading and speaking skills with content specifically on Australian English. Intermediate classes, aimed at those who have skills in speaking English, focusses on refining skills to become a more fluent speaker. In these classes participants learn more about Australian culture, slang and idioms and operate as a pathway to further education or employment searches.

The classes also provide an opportunity for intercultural dialogue, assisting with social cohesion and are a popular service with participants.

English language classes are an opportunity for libraries to engage with both existing and emerging CALD communities, offering a service that further empowers CALD community members to participate in the broader local community. This is both by the personal accounts of the Blacktown CALD library users focus group and in consultation with the new migrants who are not currently accessing NSW libraries held as part of this project.

Case Study 2: Blacktown Library – LOTE children's book collections

The Blacktown LGA has significant population levels of CALD communities in Blacktown, in particular first-generation families raising children the Library saw a need for in-language and multilingual story books and storytime aimed at children and parents.

Blacktown Library Service stocks bilingual and LOTE children's collections offering children the opportunity to read books in their parents' languages alongside English. As a CALD service, this allows parents to participate in childhood library services, as well providing an opportunity for children to engage with the language and culture of their parents.

The parallel approach of teaching a first language and English is popular with parents.

Additionally, there is a multicultural storytime for pre-schoolers that occurs weekly in the two large libraries in the Blacktown Library Service (Max Webb and the Mount Druitt Hub) and monthly in the three smaller libraries (Denis Johnson, Lalor Park and Riverstone Libraries). These sessions feature songs and stories from a different country each week.

Case Study 3: Bayside Library Service – In-language/multilingual story time

Wolli Creek is one of Bayside LGA's most culturally and linguistically suburbs. Approximately 62.9% of its population speaking a language other than English at home and representing over 50 languages with the most spoken being Mandarin, Cantonese, Mongolian, Portuguese, Indonesian and Spanish. Bayside Library Service identified that in areas with proportionally large CALD population density, it is common that care for pre-school aged children is left with their grandparents who are more often from a CALD background.

Understanding that distance can act as a barrier to elderly community members, particularly for those caring for children, Bayside Library Service began their storytime for CALD children in the Wolli Creek area on a weekly basis. Bayside Library Service staff travel out into the community to deliver this service, addressing the need in the places where it has been identified.

This is a good practice example of a Library Service identifying a potential need in the community and reaching out with their services to engage with people. A mobile service allows staff to travel into the public spaces of their LGA, helping them to be able to better understand the community needs as well as real-time demographic changes that are not visible in existing data. A library service is also better able to engage with CALD communities in their LGA, resulting in more relevant and targeted resources and services.

Case Study 4: Wagga Wagga City Library – Language Café

In Wagga Wagga, Riverina Regional Library hosts the Language Café as an opportunity for people from non-English speaking backgrounds to come together and improve their English language skills in a casual environment.

This service is offered several times throughout the week making it accessible to more people in the community than other English language classes that are not run frequently.

This initiative has created a supportive environment for various new community members to come together and form relationships and social networks. Not only does it improve their language skills, but it promotes inclusivity and reduces social isolation.

There is also a bilingual worker who speaks Arabic, which helps those with Arabic language skills, but also brings her own migration experience. Her lived experience creates further trust and rapport among participants.

The Language Café has also added to the library's reputation of being a trusted, safe and open service that does not discriminate, but rather support those in the community, particularly newly arrive migrants and those from CALD communities with low English language proficiency.

Victoria

Case Study 5: Darebin Library (VIC) – In-language resources

The Darebin Library service, which services the Darebin LGA in northern suburbs of Melbourne, has made its website easily accessible in Greek, Italian, Chinese, Arabic and Vietnamese. The in-language options are made easily accessible on the homepage of the website.

The Darebin LGA has a high density of culturally diverse community, with approximately 37% of its population speaking a language other than English at home. Greek, Italian, Chinese (Mandarin and Cantonese), Arabic and Vietnamese are the most spoken languages in the LGA. This simple task is very effective at making the online library presence accessible to 62.5% of the culturally and linguistically diverse community members

The website can be viewed here: www.darebinlibraries.vic.gov.au.

International

Case Study 6: International Federation of Library Associations and Institutions – Multicultural Library Manifesto

The International Federation of Library Associations and Institutions (IFLA) and UNESCO released a Multicultural Library Manifesto in 2012 detailing how libraries have a role serving the diverse communities. In addressing cultural and linguistic diversity, there are many principles to follow to ensure library services can commit to equity of access and knowledge for all. The manifesto also includes guidelines for the provision of Multicultural Services which reads as follows:

- *promoting awareness of the positive value of cultural diversity and fostering cultural dialogue;*
- *encouraging linguistic diversity and respect for the mother tongue;*
- *facilitating the harmonious coexistence of several languages, including learning of several languages from an early age;*
- *safeguarding linguistic and cultural heritage and giving support to expression, creation and dissemination in all relevant languages;*
- *supporting the preservation of oral tradition and intangible cultural heritage;*
- *supporting inclusion and participation of persons and groups from all diverse cultural backgrounds;*

- *encouraging information literacy in the digital age, and the mastering of information and communication technologies;*
- *promoting linguistic diversity in cyberspace;*
- *encouraging universal access to cyberspace; supporting the exchange of knowledge and best practices with regard to cultural pluralism.*

This document is a useful resource that can assist NSW library services with the provision of multicultural services. Additionally, manifesto provides insights into the role of libraries worldwide and their responsibilities to the community.

The full manifesto can be found on the IFLA website: https://www.ifla.org/files/assets/library-services-to-multicultural-populations/publications/multicultural_library_manifesto-en.pdf.

6. REVIEW FINDINGS AND RECOMMENDATIONS

By undertaking this formal review of NSW public library service delivery to CALD communities an updated baseline of evidence has been established that measures the level of capacity in public libraries to meet the needs of their local CALD communities.

The report builds on previous State Library work reviewing multicultural library services, identifying user needs and mapping opportunities for wider CALD engagement, and responds to overarching guidelines for the revision of inclusive service provision.

This review determines the extent to which public library services in NSW are evolving to meet the changes in local demographics, service expectations, community needs and access to technology for non-English speaking members of their local communities. There was commonality in the responses across the Review phases and the consultations built on and reinforced the outcomes of the online staff survey.

The Review findings also offer an updated and comprehensive measure against the *Living Learning Libraries Guidelines* and the *NSW Multicultural Library Service Benchmarks*.

An overall analysis of the findings in this project indicates the following outcomes and recommendations:

The role of libraries in fostering positive community relations and building social cohesion:

Consistently throughout the project, social cohesion was identified as a pillar of NSW public libraries, where staff feel it is their role, as well as that of the libraries generally, to make the community feel welcome. Libraries are generally seen as a place of trust and acceptance of all people.

Many of the library staff across NSW who took part in this Review believe the impact of their services and activities promotes a sense of togetherness and allows CALD individuals and groups to engage in the broader community. However, many NSW library services continue to operate with the assumption that through building an environment that includes all groups, or promotes services to the broader community, people from CALD backgrounds will be included. This approach highlights a gap in understanding, that inclusivity is promoted through general promotion, service delivery and community engagement, without tailored approaches to specifically engage CALD communities through programs, access to resources or activities.

Recommendations:

- ▶ Position public libraries as places to foster positive community relations and build social cohesion. Promote public libraries as a CALD safe space through in-language signage and information about library program, services and community engagement events.
- ▶ Design and implement strategies that promote CALD community inclusion to attract these groups to the library. CALD communities require tailored approaches to ensure equity of access and inclusivity. These include:
 - Culturally appropriate marketing and promoting of the library and library services;
 - Genuine engagement with local CALD communities to identify their needs; and
 - Appropriate services and programs that meet the needs of local CALD communities;

Working across CALD communities and with cohort groups within CALD communities:

Accessibility

How libraries can increase access to services and collections to support CALD communities is something to be considered in detail. Bilingual staff were identified as important advocates for CALD accessible services. Bilingual staff who have language skills that match community needs is one such strategy, however, this is not always possible and as such alternate mechanisms need to be in place. Sign-posting in language and the availability of translated instructions for common services are highly recommended.

Multicultural collections were identified by both library users and staff as an important service for CALD communities. However, it was identified that these collections do not always meet the needs of the community and there are limited languages that the books are available in. Meeting the needs of newly arrived and emerging language groups is a current challenge. Migration patterns can also influence levels of literacy in home languages and political upheaval can mean that some languages do not have a vibrant publishing industry.

Newly arrived migrants or CALD people with low English proficiency were identified as tending to be more difficult to engage with as they are unfamiliar with Australian culture, infrastructure and processes. This provides an opportunity for libraries to reach out to potential and current library users with low English proficiency to address this barrier for engagement.

There was consensus throughout the Review that English language learning resources (including ESL) and accessibility to English learning services were gaps in multicultural library service provision. English language classes were seen to be run sporadically and CALD communities seek more opportunities to practice and learn. Additionally, accessibility to these services was an issue for many people working or studying as the classes are run on week days, not outside of regular business hours or on weekends.

The Review has identified that many people from CALD communities, particularly new arrivals, are using library services for access to technology services. The success or otherwise of these services is determined by a number of factors including – the level of resourcing and facilities available, the level of support from federal and state government agencies to support community need in accessing government online services, the provision of computer programs that meet community needs, opening hours of libraries that encourage access for those who work full time, the level of capacity of staff, and linguistically appropriate supports.

Research and ethnicity data collection to collate and produce up to date local demographic profiling is an important aspect of service planning for libraries. If the local council in question is not considering data other than the four yearly ABS Census data (most recently released for 2016) this means that for some areas the information used for planning purposes will not be reflective of emerging and shifting communities. In areas with CALD populations, local community services may have a working group or interagency that the library could approach to either be part of, create strong partnerships with the local community sector through, and gain access to and advice on the most recent demographic data.

Access to library collections in LOTE is vital to many people in CALD communities. Small communities in non-metropolitan areas rely heavily on these collections and accessing them via the public library network and the State Library's multicultural bulk loan collections.

Recommendations:

- ▶ When recruiting library staff, consider language skills that meet local CALD community needs to ensure a component of staff are appropriately bilingual, where possible. Additionally, skills in outreach and community engagement should be prioritised.
- ▶ Consider the changing demographics and languages of need/priority when communicating with local CALD communities.
- ▶ Increase connectivity through existing networks, such as a shared library management system across public libraries beyond their LGA boundaries may allow libraries with smaller CALD populations to share materials and resources.
- ▶ Standardise RFID tags and barcodes used by library services together with catalogue records existing for all LOTE resources to facilitate sharing and exchange of books between libraries more easily.
- ▶ Develop specific events and programs to accommodate the increase in these services. Running specific seminars in language as well as ensuring staff possess appropriate skills to assist CALD library users is recommended.
- ▶ Involve CALD community members in planning English language services and classes to determine the most appropriate and effective time for participation and access.

- ▶ Review LOTE books in the multicultural collections held by public libraries (age, condition, relevance) to ensure people to have access to varied and new books.
- ▶ Approach local CALD interagency or working groups to further relationships with the local community service sector to identify potential partnerships or areas the library can act as a support for existing services, and gain access to the most recent demographic data if the local council is unable to provide this for planning purposes.

Community engagement

The importance of community engagement to the role of modern libraries has increased. The Review has found that that working with communities to identifies their needs and meet them is central to successfully engaging CALD communities. It was also evident that there is a strong desire from staff to address and meet community needs and preferences. Providing training, resources and support for library staff to explore this is key to successfully building library services that meet community needs.

Recommendations:

- ▶ Develop a state-wide set of community engagement principles for working with CALD communities
The principles should be based on:
 - attitude;
 - knowledge;
 - consistency; and
 - skills
- ▶ Providing an online community engagement resources toolkit will support library staff to genuinely engage with local CALD communities in a sensitive and successful way.
- ▶ Commit to cultural awareness/competency training for all levels of library staff in NSW libraries that equips staff with a 'cultural responsiveness toolbox' of skills and capacities to engage and work with CALD communities on a deeper and more effective level.
- ▶ Create opportunities for CALD community members to volunteer with their local library service to provide additional culturally appropriate resources, take advantage of the professional skills that migrate with people and increase community knowledge and reach for the library.

Issues specific to digital literacy:

The role of modern libraries has changed. Libraries in Australia and internationally play a significant local role in supporting digital inclusion by providing community access to technology and fostering digital

literacy. Technology was raised throughout the Review as a fundamental gap in demand and community members are increasingly requesting online services and support. Consultations revealed that library staff see digital literacy as a new role for them in supporting their communities, yet they are not adequately resourced or supported in this area. It is vital that libraries, local government as the primary funding body and other jurisdictions relying on online community services recognise the reality of the reliance of sections of the community on local libraries for technology access and digital literacy supports (older people, those on low incomes and some CALD cohorts with lower English proficiency) and appropriate support and resource public libraries in adapting to community need and demand, and their increasing digital role.

CALD communities would like to access online magazines and publications in language, but current budget restrictions mean that there is limited capacity to accommodate this on an individual library by library basis, particularly in the regional library services.

Recommendations:

- ▶ Consider the development of a business case for increased support for libraries across NSW to provide appropriate technology and digital literacy supports and services to meet the needs of their local CALD communities.
- ▶ The State Library provide online guides to accessing resources in community languages and promote these guides through the public library network to the CALD communities such as the “How to guides” available in the NSW State Library’s website under research and collections.
- ▶ Libraries document the increased use of technology to access government services (such as Centrelink and Medicare) as a starting point to address a perceived devolution of responsibility for technology access from other jurisdictions onto local government and libraries.
- ▶ Explore the development of a digital literacy program for staff training to enhance services to CALD and other local communities.
- ▶ Expand state-wide consortia for online publication subscriptions in English to include LOTE resources where possible, to increase access and share costs.

Issues specific to country library services

There are substantial differences between metropolitan and country multicultural library services. As country LGAs have smaller populations of CALD communities and less diversity, it can be more challenging to meet the needs of CALD community members. Country library services include both stand-alone services and Regional Libraries as defined in the Library Act 1939 where multiple LGAs collaborate to deliver a service to their communities.

In non-metropolitan areas, there appears to be limited staff capacity to adequately deliver multicultural services. Providing guidance and support to these services around how to effectively engage and work with CALD communities to support their library service use and experience is a role for the State Library to explore.

Recommendations:

- ▶ Provide country library services with opportunities to increase their staff capacity and enable them to increase engagement with CALD communities and library users. This is particularly the case in relation to technology and digital literacy, as well as improving staff cultural competency.
- ▶ Revise recruitment policies that open opportunities for people with language skills other than English.

Monitoring and evaluating CALD service delivery in libraries

Evaluation practices are limited across all library services, regardless of location. Without monitoring and evaluation mechanisms in place, there is no way to appropriately measure the success of any program, service, event or activity.

Recommendations:

- ▶ Collect baseline data and develop key performance indicators or structured evaluation mechanisms to improve multicultural library service provision.
- ▶ Review the LOTE and CALD data sets collected by the State Library in the annual public library statistics.

The repurposing of library spaces, revised means of community interaction and inclusivity

Many libraries are successfully using their spaces to interact with local CALD communities through innovative ways that increase inclusivity. These include linking libraries into local festivals, offering library space for partnered language programs or other services and using the library as a meeting point for groups who engage in non-traditional library use such as knitting groups or conversation classes.

Recommendations:

- ▶ The State Library collect, collate and make available good practice examples that all libraries can access as inspiration in their planning.

Possible Future CALD Services

In addition to the points raised above for potential future CALD services, the collection of local migrant history was a common theme in the Review. No specific example could be given across the online survey or the consultation phase that identified a library service that is actively and successfully collecting their

local migrant histories as part of their local history collection. The importance of ensuring these stories and experiences are collected for future generations was common across all responses and is a clear existing gap. As older CALD community members age the ability to collect their stories will disappear.

Recommendations:

- ▶ Consider projects to work with local CALD communities to collect, collate and exhibit local migrant history to ensure that local history collections reflect local communities. The collection of local migrant history should consider the various cohorts across and within CALD communities – older, established communities, newly arrived and emerging communities, women, older and younger people.
- ▶ Use a broad range of data available to local councils beyond the four-yearly ABS Census data to ensure that statistics used to support program planning capture the most recent changes in CALD communities.

6.1 Measuring the findings against existing benchmarks

A number of conclusions can be drawn from the Review to measure the findings against the *Living Learning Libraries* guidelines and the *NSW Multicultural Library Service Benchmarks*.

These are as follows:

- ▶ Most public libraries in NSW (both Standalone and Regional Library Services) either meet or exceed per capita requirements for multicultural collections under the *Living Learning Libraries* guidelines;
- ▶ There are gaps in meeting staffing levels per CALD population levels with half of Standalone Library Services and 40 per cent of Regional Library Services not meeting staffing standards under the Guidelines;
- ▶ NSW Multicultural Library Service Benchmarks best practice standards are not all being met across NSW library services, with particular emphasis on issues around diversity inclusion in comprehensive planning mechanisms, staffing allocations, resourcing and planning;
- ▶ In metropolitan, country and Regional Library Services there remain barriers to meeting CALD community needs;
- ▶ Staff capacity issues have been highlighted;
- ▶ Benchmark Areas 2 and 3 are not being met with regard to smaller language groups, with focus remaining on the top language populations in an LGA regardless of levels of need; and,

- ▶ Budgeting issues are compounded the inability of library services to meet Benchmark Areas 3, 4 and 5 with particular regard to catering to the needs of smaller language groups, a lack of multicultural communications strategies or formal evaluation processes to determine needs and whether they are being met.
- ▶ Regional library services have increased difficulty in meeting best practice under the *NSW Multicultural Library Service Benchmarks* due to smaller populations, less staff capacity and service provision and program development to meet the needs of local CALD communities.

7. APPENDICES

Appendix A: Online Survey Questions and Cover Letter for Standalone Library Services

2017 Multicultural services in NSW public libraries – Questionnaire

STANDALONE LGA VERSION

EMAIL INVITE

Dear [Name]

The State Library of NSW is interested in learning more about the different services provided by your library to CALD (culturally and linguistically diverse) communities in your LGA (local government area). State Library of NSW has engaged research agency DiverseWerks to conduct this research project.

This research forms part of a wider research project *Multicultural Library Services in NSW Public Libraries*, approved by the NSW public library Strategic Network Committee on 6 April 2016. By providing information about your library, you will help form a more complete picture of the services provided to CALD communities across NSW by public libraries.

Questions will cover various topics including:

- CALD communities in your LGA
- Planning services for CALD communities
- Organisational capacity
- Collections and services for CALD communities
- Local history and heritage of CALD communities
- Marketing, publicity and promotions

We would appreciate your feedback by Friday 11 August 2017.

The survey will take about 15 minutes to complete. It would be best to complete this survey using a computer or tablet (rather than a smart-phone).

Please click the BEGIN SURVEY button below to commence the survey.

IMPORTANT NOTE:

If different people at your library are mainly responsible for these different service areas, we would suggest you print out a hard copy of the questionnaire, and ask those different people to complete the portion of the questionnaire that corresponds with the area they are responsible for.

(A pdf of the questionnaire will be sent in a separate email soon.)

Once the hard copy questionnaire has been filled in, return to this email and click the "Begin Survey" button below which will take you to the Feedback Survey online. You will then need to manually enter the data into the respective questions in the online survey.

We are hoping to collect a completed survey for public libraries in every LGA in NSW. Data will be aggregated and presented in table form – no individual responses will be identifiable.

If you have any questions about this survey, please contact oriana.acevedo@sl.nsw.gov.au

Yours sincerely

Oriana Acevedo, State Library of NSW

Standalone Library Survey Questions

THIS PAGE IS THE FIRST PAGE OF THE QUESTIONNAIRE (AFTER THE RESPONDENT CLICKS THE LINK TO THE SURVEY)

In this questionnaire we would like you to think about services provided to the CALD community by **your** library in **your** local government area (LGA).

If you are in a regional area, and the libraries in your LGA are connected to libraries in **other** LGAs as part of one larger "library service", then we would like to keep your attention focused just on the library branches in **your LGA**.

Definitions:

CALD is short for "culturally and linguistically diverse" community groups.

Some define this as community groups that speak languages other than English, and in particular people who mainly speak languages other than English in their home.

Another definition might be people who were born in non-English speaking countries.

A more sophisticated definition might be people who are not just speaking diverse languages, but also people of different ethnic backgrounds, different nationalities, traditions, dress, food, societal structures, art or religion.

LOTE is short for "languages other than English".

LGA is short for "local government area".

We are interested in the different services provided to CALD communities by NSW public libraries, and so will be collecting the name of your library branch and LGA served by that branch.

Your library service and library branch

1. Name of Library Service

2. If you are in a regional library, how many LGAs are served by your Library Service?

3. Name of Library Branch where you are located

4. Name of Local Government Area (LGA) served by your library branch

5. Thinking just about the LGA served by your library, in total how many locations does this include (including central and branches)?

CALD community in your LGA

6. What is the size of the CALD population in total, as a percent of your LGA?

7. What are the main language groups (other than English) in your LGA? (Please list up to ten language groups)

8. Which of these types of CALD groups visit your library? (Select all that apply)

- Newly arrived migrants
- Refugee and humanitarian groups
- Established migrant communities
- International students
- Temporary visa holders
- Aged CALD
- Other (please specify)

9. Which ONE of these is the MAIN type of CALD groups that visits your library? (Select one response only)

- Newly arrived migrants
- Refugee and humanitarian groups
- Established migrant communities
- International students
- Temporary visa holders
- Aged CALD
- Other (please specify)

10. Would you agree or disagree there is a need to better support the CALD community in your library?

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Don't know

11. IF AGREE Please describe in what ways you would like your library to better support the CALD community?
-

Planning

12. When developing or planning services for your library, does your library consider information about the CALD community in your LGA?
- Yes
 - No
 - Don't know

FILTER IF CONSIDER CALD INFO IN Q12 ASK Q13-16. OTHERS SKIP TO Q17

13. Which of these types of demographic data about the CALD community are used to inform your library's planning? (Select all that apply)
- Language
 - Gender
 - Age
 - Postcode
 - Other (please specify)
14. Please describe some of the activities or ways in which this CALD community information is considered in your planning.
-

15. In which of these ways is CALD community information considered in your planning process? (Select all that apply)
- As part of broader LGA-wide planning with your council
 - Through stand-alone activities conducted by the library itself
 - Other (please specify)
16. IF PLANNING PART OF BROADER LGA-WIDE PLANNING IN Q15
Is this activity part of your council's requirements under the *Integrated Planning and Reporting Framework* (IP&R)?
- Yes
 - No
 - Don't know

FILTER ASK ALL

17. What types of information do you collect about your CALD community in relation to digital literacy (e.g. ability to use a computer, to use the internet, to use smart devices)?
-

18. What groups or organisations do you consult with to understand CALD community needs, wants and preferences (e.g. such as Migrant Resource Centres, local community workers or organisations)?

19. Has this changed over time and what are the reasons for this?

20. Are there local CALD community organisations in your area that your library could work together with?

- Yes
- No
- Don't know

21. IF YES Please list some of these organisations.

22. Do you work in PARTNERSHIP with CALD community organisations or CALD community members?

- Yes
- No
- Don't know

23. IF YES Please describe some of these partnerships.

24. Would it be possible to develop NEW partnerships with CALD community organisations?

- Yes
- No
- Don't know

FILTER IF NO IN Q24 ASK Q25. OTHERS SKIP TO Q26 (I PUT THIS ON A SEPARATE PAGE IN ORDER TO REQUIRE THIS QUESTION BE ANSWERED BY THE APPROPRIATE PEOPLE)

25. IF NO What is preventing you from developing new partnerships with CALD community organisations?

Organisational capacity

26. How many library staff positions do you have allocated to support CALD services (report Full Time Equivalent FTE)?

27. Do you feel this is adequate?

- Yes
- No
- Don't know

28. IF NO Why is this not adequate?

29. Do you have staff with language skills that match the language needs of the CALD population in your LGA?
- Yes
 - No
 - Don't know

30. *Living Learning Libraries* provides guidelines for best practice. Small libraries may be exempt from such guidelines, while larger LGAs and libraries would be guided as follows:

The *Living Learning Libraries* guidelines suggest having:

- one specialist librarian where more than 20 percent of the population speak a language other than English, or
- two specialist librarians where more than 40 percent of the population speak a language other than English.

Does your library meet or exceed these guidelines?

- Yes
 - No
 - Don't know
 - Not applicable
31. Thinking now about training for staff. Do you have cultural competency training for staff?
- Yes
 - No
 - Don't know

FILTER IF HAVE CULTURAL COMPETENCY TRAINING IN Q31 ASK Q32-35. OTHERS SKIP TO Q36

32. How often do staff undertake cultural competency training? (Select one answer)

- At least once a year for all client-facing staff
- Occasionally for client-facing staff
- Just once for new staff
- Never
- Don't know
- Other (please specify)

33. Is this training held...? (Select all that apply)

- Face-to-face
- Online
- Other (please specify)

34. Please describe the content or topics covered by the cultural competency training.
-

35. Would you say the cultural competency training helps staff feel more confident in their interactions with CALD library users?

- Yes
- No
- Don't know

FILTER ASK ALL

36. What other types of support would help library staff deliver CALD services?

Collections and Services

37. Thinking now about your collection of LOTE (languages other than English) items. What LOTE language groups does your library purchase collections for? (Select all that apply)

- Arabic
- Bengali
- Chinese
- Croatian
- Dutch
- French
- Filipino/Tagalog
- German
- Greek
- Gujurati
- Hindi
- Hungarian
- Indonesian
- Italian
- Japanese
- Khmer
- Korean
- Macedonian
- Maltese
- Persian
- Polish
- Portuguese
- Punjabi
- Russian
- Samoan
- Serbian
- Sinhalese
- Spanish
- Tamil
- Thai
- Turkish
- Urdu
- Vietnamese
- None
- Other (please specify)

38. Does the LOTE collection in your library meet your CALD community needs?
- Yes
 - No
 - Don't know

39. IF NO Why not?
-

40. *Living Learning Libraries* provides guidelines for best practice. Small libraries may be exempt, while larger LGAs and libraries would be guided as follows:

The *Living Learning Libraries* guidelines suggest:

- developing a collection for a particular language group where more than 1000 residents speak that language, or
- for LGAs with more than 100,000 residents to develop a collection for each language group that is at least 2% of that population.

Does your library meet or exceed these guidelines?

- Yes
 - No
 - Don't know
 - Not applicable
41. Would you agree or disagree that services provided to the CALD community by your library help those communities feel more engaged in the local community?
- Strongly agree
 - Somewhat agree
 - Neither agree nor disagree
 - Somewhat disagree
 - Strongly disagree
 - Don't know
42. Which of these types of services does your library offer to the CALD community? (Select all that apply)
- Events in LOTE
 - Book clubs in LOTE
 - Conversational English classes
 - Story time in LOTE
 - Tech Savvy Seniors
 - Other (please specify)

43. IF SELECT ANY IN Q42 In what languages do you offer these services? (Select all that apply)

- Arabic
- Bengali
- Chinese
- Croatian
- Dutch
- French
- Filipino/Tagalog
- German
- Greek
- Gujurati
- Hindi
- Hungarian
- Indonesian
- Italian
- Japanese
- Khmer
- Korean
- Macedonian
- Maltese
- Persian
- Polish
- Portuguese
- Punjabi
- Russian
- Samoan
- Serbian
- Sinhalese
- Spanish
- Tamil
- Thai
- Turkish
- Urdu
- Vietnamese
- Other (please specify)

44. Would you say the library services for CALD communities are well attended?

- Yes
- No
- Don't know

45. Which of these types of services do the CALD community participate with in your library? (Select all that apply)

- Organise or attend LOTE events
- Organise or attend English language events
- Organise or attend LOTE book clubs
- Organise or attend English language book clubs
- Organise or attend conversational English classes
- Contribute to or attend story time in LOTE
- Contribute to or attend English language story time
- Volunteer in the library
- Tech Savvy Seniors
- Homework help
- Other (please specify)

46. What is the impact of these library services on CALD community members (e.g. story time, homework help, Tech Savvy Seniors)?

47. From your CALD library users, would you say the demand for help accessing digital information exceeds your library's current capacity to help?

- Yes (demand exceeds library's capacity)
- No
- Don't know

48. What services does your library provide to CALD communities to enhance their digital literacy?

Local history and heritage of CALD communities

49. Does your library collect the local history and heritage of CALD communities within your LGA?

- Yes
- No
- Don't know

FILTER IF YES IN Q49 ASK Q50-52. OTHERS SKIP TO Q53

50. Which of these do you collect? (Select all that apply)

- Oral histories collected in English
- Oral histories collected in languages other than English
- Oral histories collected bilingually (in two languages on the one occasion)
- Family histories
- Local history/ local studies
- Photographs
- Ephemera (e.g. pamphlets or flyers for community events)
- Other (please specify)

51. Which CALD communities or language groups do you collect for in relation to local history and heritage?

52. In what format is this information available? (Select all that apply)
- Books
 - Sound recordings (e.g. digital, CD or audio tape)
 - Video recordings (e.g. YouTube, film, video tape)
 - Social media (e.g. Facebook, Instagram)
 - Archives (e.g. records from CALD community organisations)
 - Other (please specify)

FILTER ASK ALL

53. Does your library have partnerships with local CALD groups to collect the local history and heritage of CALD communities?
- Yes
 - No
 - Don't know

Marketing, publicity and promotions

54. In what ways are your library services and library spaces visually engaging and appealing to CALD audiences? (Please provide some examples)
-

55. How does your library promote its services to CALD communities?
-

56. Does your library use social media to engage with CALD communities in your LGA?
- Yes
 - No
 - Don't know

57. How does your library measure the effectiveness of these promotions and marketing activities to CALD communities?
-

Evaluation

58. How does your library monitor its success in delivering services to CALD communities? (Select all that apply)
- Formal mechanisms (such as quantitative data or survey research)
 - Informal mechanisms (such as one-to-one feedback from staff or library users)
 - Other (please specify)
 - Don't know
59. Has your library conducted any formal research with CALD library users?
- Yes
 - No
 - Don't know

FILTER IF YES IN Q59 ASK Q60-61. OTHERS SKIP TO Q62

60. When was the last time formal research with CALD library users was conducted?

- In the last 12 months
- 1 to 2 years ago
- 3 to 5 years ago
- 6 to 10 years ago
- More than 10 years ago
- Don't know

61. How have the research results been used?

FILTER ASK ALL

62. If you have any other comments, please write them here.

63. Thank you for taking time to complete this survey. Your help is much appreciated!
If you are ready to submit your final answers, please select the "DONE" button below.
Otherwise if you wish to review your answers to any questions, please select the "PREV" button.

Appendix B: Online Survey Questions and Cover Letter for Regional Library Services

2017 Multicultural services in NSW public libraries – Questionnaire

EMAIL INVITE

Dear [Name]

The State Library of NSW is interested in learning more about the different services provided by your library to CALD (culturally and linguistically diverse) communities in **the LGAs (local government areas) within your Library Service area**. State Library of NSW has engaged research agency DiverseWerks to conduct this research project.

This research forms part of a wider research project *Multicultural Library Services in NSW Public Libraries*, approved by the NSW public library Strategic Network Committee on 6 April 2016. By providing information about your library, you will help form a more complete picture of the services provided to CALD communities across NSW by public libraries.

Questions will cover various topics including:

- CALD communities in your **Library Service area**
- Planning services for CALD communities
- Organisational capacity
- Collections and services for CALD communities
- Local history and heritage of CALD communities
- Marketing, publicity and promotions

We would appreciate your feedback by Friday 11 August 2017.

The survey will take about 15 minutes to complete. It would be best to complete this survey using a computer or tablet (rather than a smart-phone).

Please click the BEGIN SURVEY button below to commence the survey.

IMPORTANT NOTE:

We are interested in the viewpoint you provide of your Library Service overall, and the totality of the LGAs covered by your Library Service.

(We will also be sending a separate survey to a representative in each LGA within your Library Service to provide a more close-up view of just that LGA).

We understand some people would like to see the list of questions in hard copy to see what types of information is being requested in the survey, and so a pdf of the questionnaire will be sent to you in a separate email soon. However please note you will need to manually enter the data into the respective questions in the online survey.

We are hoping to collect a completed survey for public libraries in every LGA in NSW. Data will be aggregated and presented in table form – no individual responses will be identifiable.

If you have any questions about this survey, please contact oriana.acevedo@sl.nsw.gov.au

Yours sincerely

Oriana Acevedo, State Library of NSW

THIS PAGE IS THE FIRST PAGE OF THE QUESTIONNAIRE (AFTER THE RESPONDENT CLICKS THE LINK TO THE SURVEY)

In this questionnaire we would like you to think about services provided to the CALD community by **your Library Service in totality, for the local government areas (LGAs) covered by your Library Service.**

Definitions:

CALD is short for “culturally and linguistically diverse” community groups.

Some define this as community groups that speak languages other than English, and in particular people who mainly speak languages other than English in their home.

Another definition might be people who were born in non-English speaking countries.

A more sophisticated definition might be people who are not just speaking diverse languages, but also people of different ethnic backgrounds, different nationalities, traditions, dress, food, societal structures, art or religion.

LOTE is short for “languages other than English”.

LGA is short for “local government area”.

We are interested in the different services provided to CALD communities by NSW public libraries, and so will be collecting the name of **your Library Service, library branch and LGAs** served by **your Library Service.**

Your ~~Library Service and library branch~~

64. Name of Library Service

65. **How** many LGAs are served by your Library Service?

66. Name of Library Branch **or Admin Centre where you are located**

67. **Names** of Local Government **Areas (LGAs)** served by your **Library Service**

68. **Thinking about all of the LGAs** served by your **Library Service**, in total how many **library** locations does this include (including central and branches)?

CALD community in your Library Service area

69. What is the size of the CALD population in total, as a percent of the population in your LGAs overall?

70. What are the main language groups (other than English) in the LGAs in your Library Service? (Please list up to ten language groups)

71. Which of these types of CALD groups visit your Library Service? (Select all that apply)

- Newly arrived migrants
- Refugee and humanitarian groups
- Established migrant communities
- International students
- Temporary visa holders
- Aged CALD
- Other (please specify)

72. Which ONE of these is the MAIN type of CALD groups that visits your Library Service? (Select one response only)

- Newly arrived migrants
- Refugee and humanitarian groups
- Established migrant communities
- International students
- Temporary visa holders
- Aged CALD
- Other (please specify)

73. Would you agree or disagree there is a need to better support the CALD community in your Library Service?

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Don't know

74. IF AGREE Please describe in what ways you would like your **Library Service** to better support the CALD community?
-

Planning

75. When developing or planning services for your **Library Service**, does your library consider information about the CALD community in your **LGAs**?
- Yes
 - No
 - Don't know

FILTER IF CONSIDER CALD INFO IN Q12 ASK Q13-16. OTHERS SKIP TO Q17

76. Which of these types of demographic data about the CALD community are used to inform your **Library Service's** planning? (Select all that apply)
- Language
 - Gender
 - Age
 - Postcode
 - Other (please specify)

77. Please describe some of the activities or ways in which this CALD community information is considered in your planning.
-

78. In which of these ways is CALD community information considered in your planning process? (Select all that apply)
- As part of broader LGA-wide planning with **particular** councils
 - Through stand-alone activities conducted by the **Library Service** itself
 - Other (please specify)

79. IF PLANNING PART OF BROADER LGA-WIDE PLANNING IN Q15
As far as you are aware, is this activity part of **the** council's requirements under the *Integrated Planning and Reporting Framework* (IP&R)?
- Yes
 - No
 - Don't know

FILTER ASK ALL

80. What types of information do you collect about your CALD community in relation to digital literacy (e.g. ability to use a computer, to use the internet, to use smart devices)?
-

81. What groups or organisations do you consult with to understand CALD community needs, wants and preferences (e.g. such as Migrant Resource Centres, local community workers or organisations)?

82. Has this changed over time and what are the reasons for this?

83. Are there local CALD community organisations in your area that your **Library Service** could work together with?

- Yes
- No
- Don't know

84. IF YES Please list some of these organisations.

85. Do you work in PARTNERSHIP with CALD community organisations or CALD community members?

- Yes
- No
- Don't know

86. IF YES Please describe some of these partnerships.

87. Would it be possible to develop NEW partnerships with CALD community organisations?

- Yes
- No
- Don't know

FILTER IF NO IN Q24 ASK Q25. OTHERS SKIP TO Q26 (I PUT THIS ON A SEPARATE PAGE IN ORDER TO REQUIRE THIS QUESTION BE ANSWERED BY THE APPROPRIATE PEOPLE)

88. IF NO What is preventing you from developing new partnerships with CALD community organisations?

Organisational capacity

89. How many library staff positions do you have allocated to support CALD services **in your Library Service?** (Report Full Time Equivalent FTE)

90. Do you feel this is adequate?

- Yes
- No
- Don't know

91. IF NO Why is this not adequate?

92. Do you have staff with language skills that match the language needs of the CALD population in **the LGAs in your Library Service?**
- Yes
 - No
 - Don't know

93. *Living Learning Libraries* provides guidelines for best practice. Small libraries may be exempt from such guidelines, while larger LGAs and libraries would be guided as follows:

The *Living Learning Libraries* guidelines suggest having:

- one specialist librarian where more than 20 percent of the population speak a language other than English, or
- two specialist librarians where more than 40 percent of the population speak a language other than English.

Does your **Library Service** meet or exceed these guidelines?

- Yes
 - No
 - Don't know
 - Not applicable
94. Thinking now about training for staff. Do you have cultural competency training for staff?
- Yes
 - No
 - Don't know

FILTER IF HAVE CULTURAL COMPETENCY TRAINING IN Q31 ASK Q32-35. OTHERS SKIP TO Q36

95. How often do staff undertake cultural competency training? (Select one answer)

- At least once a year for all client-facing staff
- Occasionally for client-facing staff
- Just once for new staff
- Never
- Don't know
- Other (please specify)

96. Is this training held...? (Select all that apply)

- Face-to-face
- Online
- Other (please specify)

97. Please describe the content or topics covered by the cultural competency training.
-

98. Would you say the cultural competency training helps staff feel more confident in their interactions with CALD library users?

- Yes
- No
- Don't know

FILTER ASK ALL

99. What other types of support would help library staff deliver CALD services?

Collections and Services

100. Thinking now about your collection of LOTE (languages other than English) items **in your Library Service**. What LOTE language groups does your **Library Service** purchase collections for? (Select all that apply)

- Arabic
- Bengali
- Chinese
- Croatian
- Dutch
- French
- Filipino/Tagalog
- German
- Greek
- Gujurati
- Hindi
- Hungarian
- Indonesian
- Italian
- Japanese
- Khmer
- Korean
- Macedonian
- Maltese
- Persian
- Polish
- Portuguese
- Punjabi
- Russian
- Samoan
- Serbian
- Sinhalese
- Spanish
- Tamil
- Thai
- Turkish
- Urdu
- Vietnamese
- None
- Other (please specify)

101. Does the LOTE collection in your **Library Service** meet your CALD community needs?

- Yes
- No
- Don't know

102. IF NO Why not?

103. *Living Learning Libraries* provides guidelines for best practice.

Small libraries may be exempt, while larger LGAs and libraries would be guided as follows:

The *Living Learning Libraries* guidelines suggest:

- developing a collection for a particular language group where more than 1000 residents speak that language, or
- for LGAs with more than 100,000 residents to develop a collection for each language group that is at least 2% of that population.

Does your **Library Service** meet or exceed these guidelines?

- Yes
- No
- Don't know
- Not applicable

104. Would you agree or disagree that services provided to the CALD community by your **Library Service** help those communities feel more engaged in the local community?

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
- Don't know

105. Which of these types of services does your **Library Service** offer to the CALD community? (Select all that apply)

- Events in LOTE
- Book clubs in LOTE
- Conversational English classes
- Story time in LOTE
- Tech Savvy Seniors
- Other (please specify)

106. IF SELECT ANY IN Q42 In what languages do you offer these services? (Select all that apply)

- Arabic
- Bengali
- Chinese
- Croatian
- Dutch
- French
- Filipino/Tagalog
- German
- Greek
- Gujurati
- Hindi
- Hungarian
- Indonesian
- Italian
- Japanese
- Khmer
- Korean
- Macedonian
- Maltese
- Persian
- Polish
- Portuguese
- Punjabi
- Russian
- Samoan
- Serbian
- Sinhalese
- Spanish
- Tamil
- Thai
- Turkish
- Urdu
- Vietnamese
- Other (please specify)

107. Would you say the library services for CALD communities are well attended?

- Yes
- No
- Don't know

108. Which of these types of services do the CALD community participate with in your **Library Service**?

(Select all that apply)

- Organise or attend LOTE events
- Organise or attend English language events
- Organise or attend LOTE book clubs
- Organise or attend English language book clubs
- Organise or attend conversational English classes
- Contribute to or attend story time in LOTE
- Contribute to or attend English language story time
- Volunteer in the library
- Tech Savvy Seniors
- Homework help
- Other (please specify)

109. What is the impact of these library services on CALD community members (e.g. story time, homework help, Tech Savvy Seniors)?

110. From your CALD library users, would you say the demand for help accessing digital information exceeds your **Library Service's** current capacity to help?

- Yes (demand exceeds library's capacity)
- No
- Don't know

111. What services does your library provide to CALD communities to enhance their digital literacy?

Local history and heritage of CALD communities

112. **Do any of the LGAs** in your **Library Service** collect the local history and heritage of CALD communities within your **LGAs**?

- Yes
- No
- Don't know

FILTER IF YES IN Q49 ASK Q50-52. OTHERS SKIP TO Q53

113. Which of these do you collect? (Select all that apply)

- Oral histories collected in English
- Oral histories collected in languages other than English
- Oral histories collected bilingually (in two languages on the one occasion)
- Family histories
- Local history/ local studies
- Photographs
- Ephemera (e.g. pamphlets or flyers for community events)
- Other (please specify)

114. Which CALD communities or language groups do you collect for in relation to local history and heritage?

115. In what format is this information available? (Select all that apply)

- Books
- Sound recordings (e.g. digital, CD or audio tape)
- Video recordings (e.g. YouTube, film, video tape)
- Social media (e.g. Facebook, Instagram)
- Archives (e.g. records from CALD community organisations)
- Other (please specify)

FILTER ASK ALL

116. As far as you are aware, do any of the libraries within your Library Service have partnerships with local CALD groups to collect the local history and heritage of CALD communities?

- Yes
- No
- Don't know

Marketing, publicity and promotions

117. In what ways are your library services and library spaces visually engaging and appealing to CALD audiences? (Please provide some examples)

118. How does your Library Service promote its services to CALD communities?

119. Do any of the libraries in your Library Service use social media to engage with CALD communities in your LGAs?

- Yes
- No
- Don't know

120. How does your Library Service measure the effectiveness of these promotions and marketing activities to CALD communities?

Evaluation

121. How does your Library Service monitor its success in delivering services to CALD communities? (Select all that apply)

- Formal mechanisms (such as quantitative data or survey research)
- Informal mechanisms (such as one-to-one feedback from staff or library users)
- Other (please specify)
- Don't know

122. Has your Library Service conducted any formal research with CALD library users?

- Yes
- No
- Don't know

FILTER IF YES IN Q59 ASK Q60-61. OTHERS SKIP TO Q62

123. When was the last time formal research with CALD library users was conducted?

- In the last 12 months
- 1 to 2 years ago
- 3 to 5 years ago
- 6 to 10 years ago
- More than 10 years ago
- Don't know

124. How have the research results been used?

FILTER ASK ALL

125. If you have any other comments, please write them here.

126. Thank you for taking time to complete this survey. Your help is much appreciated!
If you are ready to submit your final answers, please select the "DONE" button below.
Otherwise if you wish to review your answers to any questions, please select the "PREV" button.

Appendix C: Library Services

Table 1: NSW Public Libraries

Library Service		
Albury City Libraries	Goulburn Mulwaree Library Service	Liverpool Library
Armidale Regional	Grenfell Library	Macquarie Library
Balranald Library Service	Gunnedah Library Service	Maitland Library
Bathurst Regional	Hawkesbury City Libraries	Mid-Coast Libraries
Bayside Library Service	Hilltops Libraries	Mid-Western
Bega Valley	Hornsby Libraries	Monaro Regional
Berrigan	Inner West Libraries	Mosman Libraries
Big Sky Libraries	Inverell Library Service	Nambucca Libraries
Blacktown Library Service	Kempsey Library Service	Newcastle City
Blue Mountains City Library	Kiama Library Service	North Sydney
Bourke Library Service	Ku-Ring-Gai Library Service	North Western
Broken Hill Library Service	Lachlan Library Service	Northern Beaches
Burwood Library Service	Lake Macquarie City Libraries	Oberon Council
Camden Library Service	Lane Cove Library Service	Parkes Shire Library
Campbelltown Library Service	Leeton Library Service	Penrith City Library
Canada Bay Library Service	Lithgow Library Service	Port Macquarie-
Canterbury Bankstown	Liverpool Library Service	Queanbeyan-
Central Coast Libraries	Macquarie Library Service	Randwick City
Central Murray Regional	Maitland Library Service	Richmond Tweed
Central Northern Regional Library	Mid-Coast Libraries	Richmond Upper
Central West Libraries	Mid-Western Regional Council Library	Riverina Regional
Cessnock City Libraries	Monaro Regional Libraries	Ryde City Libraries
City of Parramatta Libraries	Mosman Libraries	Shellharbour City
Clarence Valley Regional Library	Nambucca Libraries	Shoalhaven Libraries
Cobar Library Service	Newcastle City Libraries	Singleton Public
Coffs Harbour City Library	North Sydney (Stanton) Library	Strathfield Libraries
Cumberland Libraries	North Western Regional Library	Sutherland Shire
Eurobodalla Library Service	Northern Beaches Libraries	Sydney City Libraries
Fairfield Library Service	Oberon Council Library	Tenterfield Public
Georges River Libraries	Goulburn Mulwaree Library Service	The Hills Shire
Canterbury Bankstown	Grenfell Library	Upper Hunter -
Central Coast Libraries	Gunnedah Library Service	Upper Hunter Shire

Central Murray Regional	Hawkesbury City Libraries	Upper Lachlan Library
Central Northern Regional Library	Hilltops Libraries	Wakool Library
Central West Libraries	Hornsby Libraries	Waverley Library
Cessnock City Libraries	Inner West Libraries	Wentworth Library
City of Parramatta Libraries	Inverell Library Service	Western Riverina
Clarence Valley Regional Library	Kempsey Library Service	Willoughby Library
Cobar Library Service	Kiama Library Service	Wingecarribee Library
Coffs Harbour City Library	Ku-Ring-Gai Library Service	Wollondilly Library
Cumberland Libraries	Lachlan Library Service	Wollongong Library
Eurobodalla Library Service	Lake Macquarie City Libraries	Woollahra Library
Fairfield Library Service	Lane Cove Library Service	Yass Valley Library
Georges River Libraries	Leeton Library Service	
Glen Innes Severn Library Service	Lithgow Library Service	

Source: NSW State Library

REGIONAL LIBRARY MEMBERSHIP BY LOCAL GOVERNMENT AUTHORITY

(Executive/Administering Council in *italics*)

Big Sky Libraries

Moree Plains Shire Council
Brewarrina Shire Council
Walgett Shire Council

Central Murray Regional Library

Edward River Council
Murray River Council

Central Northern Regional Library

Tamworth Regional Council
Gwydir Shire Council
Liverpool Plains Shire Council
Narrabri Shire Council
Uralla Shire Council
Walcha Council

Central West Libraries

Orange City Council
Blayney Shire Council
Cabonne Shire Council
Cowra Shire Council
Forbes Shire Council

Clarence Regional Library

Clarence Valley Council
Bellingen Shire Council

Macquarie Regional Library

Dubbo Regional Council
Narromine Shire Council
Warrumbungle Shire Council

Newcastle Region Library

Newcastle City Council
Dungog Shire Council
Port Stephens Council

North Western Library

Warren Shire Council
Bogan Shire Council
Coonamble Shire Council
Gilgandra Shire Council

Richmond-Tweed Regional Library

Lismore City Council
Ballina Shire Council
Byron Shire Council
Tweed Shire Council

Richmond-Upper Clarence Regional Library

Richmond Valley Council
Kyogle Council

Riverina Regional Library

Wagga Wagga City Council
Bland Shire Council
Coolamon Shire Council
Cootamundra-Gundagai Regional
Council
Federation Council
Greater Hume Shire Council
Junee Shire Council
Lockhart Shire Council
Temora Shire Council
Snowy Valleys Council

Upper Hunter Library Network

Muswellbrook Shire Council
Upper Hunter Shire Council

Western Riverina Libraries

Griffith City Council
Carrathool Shire Council
Hay Shire Council
Murrumbidgee Council
Narrandera Shire Council

Ryde Library Service

Ryde City Council
Municipality of Hunters Hill

Appendix D: Language demographic data by LGA

Table 2: LGAs with LOTE populations over 100 and Top 5 Languages

100-500					
LGA	Language 1	Language 2	Language 3	Language 4	Language 5
Ballina	German	Italian	Spanish	French	Dutch
Balranald	Italian	Mandarin	Fijian	Tongan	Thai
Bathurst Regional	Arabic	Mandarin	Cantonese	Tagalog	Punjabi
Bega Valley	German	Dutch	Italian	French	Thai
Bellingen	German	Dutch	Spanish	French	Italian
Broken Hill	Italian	Filipino	Tagalog	Malayalam	Maltese
Cabonne	German	Afrikaans	Italian	Tagalog	Thai
Cessnock	Thai	German	Spanish	Italian	Tagalog
Clarence Valley	German	Cantonese	Mandarin	Dutch	Spanish
Cowra	Mandarin	Greek	Italian	Arabic	Tagalog
Eurobodalla	German	Italian	Croatian	Spanish	Greek
Gunnedah	Mandarin	Afrikaans	Tagalog	German	Portuguese
Hilltops	Arabic	Italian	Mandarin	Serbian	Tagalog
Inverell	Tagalog	Filipino	German	Italian	Portuguese
Junee	Mandarin/Chinese nfd	Korean	Punjabi	Filipino	Spanish
Kempsey	German	Mandarin	Tagalog	Spanish	Thai
Kiama	Italian	German	Spanish	Greek	French
Lithgow	Italian	Cantonese	Arabic	German	Vietnamese

Moree Plains	Afrikaans	Fijian	Serbian	Tagalog	Hindi
Murray River	Italian	Filipino	Tagalog	Mandarin	Thai
Muswellbrook	Tagalog	Mandarin	Filipino	Malayalam	Punjabi
Nambucca	French	German	Spanish	Italian	Thai
Parkes	Afrikaans	Mandarin/Cantonese	Indonesian	Arabic	Tagalog
Shoalhaven	Italian	Greek	German	Spanish	Mandarin
Singleton	Afrikaans	Mandarin/Cantonese	Filipino	Tagalog	German
Snowy-Monaro Regional	German	Italian	Mandarin	French +Arabic	Dutch
Snowy Valleys	Afrikaans	Mandarin	German	Finnish	Dutch
Upper Hunter Shire	Mandarin/Cantonese	Vietnamese	Filipino	Tagalog	Portuguese
Walgett	Serbian	German	Croatian	Tagalog	Urdu
Wentworth	Italian	Greek	Mandarin	Turkish	French
Yass Valley	Croatian	German	Mandarin	Dutch	Italian
500-2000					
Albury	Nepali	Punjabi	Mandarin	Greek	Hindi
Armidale Regional	Mandarin/Cantonese	Arabic	Nepali	German	French
Blue Mountains	German	Spanish	Italian	Mandarin	French
Byron	German	French	Italian	Hebrew	Spanish
Hawkesbury	Maltese	Italian	Cantonese	Arabic	German
Hunters Hill	Mandarin/Cantonese	Italian	Greek	Arabic	Spanish
Leeton	Italian	Punjabi	Filipino	Hazaraghi	Tagalog
Maitland	Mandarin/Cantonese	Tagalog	Afrikaans	Malayalam	German
Mid-Coast	German	Italian	Dutch	Spanish	Mandarin
Mid-Western	German	Spanish	Italian	Tagalog	Mandarin

Mosman	Mandarin/Cantonese	Spanish	French	Italian	German
Orange	Malayalam	Mandarin	Italian	Nepali	Cantonese
Port Macquarie Hastings	German	Spanish	French	Italian	Mandarin
Port Stephens	Italian	Spanish	German	Greek	French
Shoalhaven	Italian	Greek	German	Spanish	Mandarin
Tamworth Regional	Mandarin/Cantonese	Tagalog	Korean	Hindi	Punjabi
Western Plains Regional	Nepali	Mandarin	Malayalam	Tagalog	Arabic
Wingecarribee	Italian	Mandarin	German	Greek	Nepali
Wollondilly	Italian	Arabic	Spanish	Maltese	Greek
Over 2,000					
Botany Bay	Mandarin/Cantonese	Greek	Indonesian	Bengali	Spanish
Burwood	Mandarin	Cantonese	Italian	Korean	Arabic
Camden	Arabic	Italian	Spanish	Hindi	Mandarin/Cantonese
Campbelltown	Arabic	Italian	Spanish	Hindi	Mandarin/Cantonese
Canada Bay	Mandarin/Cantonese	Italian	Korean	Greek	Arabic
Canterbury-Bankstown	Arabic	Vietnamese	Greek	Mandarin/Cantonese	Bengali
Central Coast	Spanish	Mandarin/Cantonese	Italian	German	Greek
Cumberland	Arabic	Mandarin/Cantonese	Tamil	Turkish	Nepali
Fairfield	Vietnamese	Arabic	Assyrian Neo-Aramaic	Cantonese	Khmer
Georges River	Mandarin/Cantonese	Greek	Arabic	Nepali	Macedonian
Griffith	Italian	Punjabi	Samoan	Gujarati	Mandarin
Hornsby	Mandarin/Cantonese	Korean	Hindi	Persian (excl Dari)	Arabic
Inner West	Mandarin/Cantonese	Greek	Italian	Vietnamese	Spanish
Ku-ing-gai	Mandarin/Cantonese	Korean	Persian (excl Dari)	Japanese	Hindi

Lake Macquarie	Mandarin/Cantonese	Italian	Macedonian	German	Spanish
Lane Cove	Mandarin/Cantonese	Spanish	Japanese	Persian (excl Dari)	Hindi
Liverpool	Arabic	Vietnamese	Hindi	Spanish	Serbian
Newcastle	Mandarin/Cantonese	Macedonian	Italian	Greek	Arabic
North Sydney	Mandarin/Cantonese	Japanese	Spanish	French	Hindi
Northern Beaches	Italian	Mandarin	Portuguese	German	French
Penrith	Arabic	Tagalog	Hindi	Punjabi	Maltese
Queanbeyan-Palerang Regional	Macedonian	Italian	Punjabi	Serbian	Mandarin
Randwick	Mandarin/Cantonese	Greek	Indonesian	Spanish	French
Rockdale	Greek	Arabic	Mandarin/Cantonese	Macedonian	Nepali
Ryde	Mandarin/Cantonese	Korean	Italian	Arabic	Armenian
Shellharbour	Macedonian	Spanish	Italian	German	Turkish
Strathfield	Mandarin/Cantonese	Korean	Tamil	Arabic	Hindi
Sutherland Shire	Greek	Mandarin/Cantonese	Arabic	Italian	Spanish
Sydney	Mandarin/Cantonese	Thai	Indonesian	Spanish	Korean
The Hills Shire	Mandarin/Cantonese	Korean	Hindi	Arabic	Persian (excl Dari)
Waverley	Russian	Spanish	Portuguese	French	Italian
Willoughby	Mandarin/Cantonese	Korean	Japanese	Hindi	Arabic
Wollongong	Macedonian	Italian	Mandarin	Arabic	Greek
Woollahra	Mandarin	French	Greek	Spanish	Italian

Source: ABS Census 2016

Under 100

Berrigan, Bland, Blayney, Bogan, Bourke, Brewarrina, Carrathool, Central Darling, Cobar, Coolamon, Coonamble, Dungog, Edward River, Federation, Forbes, Gilgandra, Glen Innes Severn, Greater Hume Shire, Gundagai, Gwydir, Hay, Lachlan, Liverpool Plains, Lockhart, Murrumbidgee, Narrabri, Narrandera, Narromine, Oberon, Temora, Tenterfield, Upper Lachlan Shire, Uralla, Walcha, Warren, Warrumbungle Shire, Weddin

Table 3: NSW LGAs English Language Proficiency

Local Government Area	Not well	Not at all	Total
Canterbury-Bankstown (A)	34982	10249	45231
Fairfield (C)	32805	10168	42970
Cumberland (A)	24070	7733	31807
Parramatta (C)	15644	5790	21430
Liverpool (C)	14554	4592	19141
Blacktown (C)	12811	4354	17162
Georges River (A)	11758	4513	16275
Sydney (C)	10749	2185	12929
Inner West (A)	8078	2037	10121
Rockdale (C)	7964	1981	9942
Ryde (C)	7416	2490	9905
The Hills Shire (A)	4690	1905	6598
Hornsby (A)	4637	1814	6452
Canada Bay (A)	4895	1373	6272
Wollongong (C)	5014	1107	6121
Campbelltown (C) (NSW)	4629	1347	5976
Randwick (C)	4663	1029	5690
Willoughby (C)	4286	1369	5653
Burwood (A)	4026	1109	5127
Strathfield (A)	3823	1150	4977
Ku-ring-gai (A)	3554	1357	4909
Northern Beaches (A)	3195	993	4189
Penrith (C)	2840	965	3803
Sutherland Shire (A)	2464	899	3360
Botany Bay (C)	2635	609	3243
Newcastle (C)	1958	555	2517
Central Coast (C) (NSW)	1872	602	2471
North Sydney (A)	1146	356	1503
Camden (A)	919	369	1285
Waverley (A)	967	279	1243
Lane Cove (A)	850	329	1179
Griffith (C)	903	243	1144
Coffs Harbour (C)	793	284	1075
Shellharbour (C)	850	212	1063

Lake Macquarie (C)	772	276	1048
Queanbeyan-Palerang Regional (A)	601	182	786
Wagga Wagga (C)	486	170	654
Albury (C)	434	217	646
Woollahra (A)	443	176	621
Shoalhaven (C)	369	129	494
Hunters Hill (A)	348	115	465
Tamworth Regional (A)	339	104	444
Hawkesbury (C)	332	102	435
Blue Mountains (C)	309	117	424
Maitland (C)	279	132	414
Tweed (A)	293	119	412
Mosman (A)	303	99	403
Orange (C)	238	120	355
Armidale Regional (A)	259	72	328
No usual address (NSW)	246	72	319
Wingecarribee (A)	261	61	318
Wollondilly (A)	222	65	289
Western Plains Regional (A)	191	77	264
Port Stephens (A)	202	56	259
Lismore (C)	169	70	240
Port Macquarie-Hastings (A)	173	59	234
Goulburn Mulwaree (A)	180	47	230
Mid-Coast (A)	172	44	217
Bathurst Regional (A)	151	53	212
Eurobodalla (A)	113	40	156
Cessnock (C)	85	51	132
Byron (A)	85	34	125
Leeton (A)	111	14	124
Ballina (A)	86	31	120
Snowy Monaro Regional (A)	105	13	113
Clarence Valley (A)	82	29	106
Kempsey (A)	77	23	103
Singleton (A)	68	32	101
Lithgow (C)	84	13	100
Kiama (A)	65	25	93
Bega Valley (A)	64	27	89

Upper Hunter Shire (A)	67	17	85
Hilltops (A)	61	18	84
Mid-Western Regional (A)	68	15	82
Junee (A)	65	15	81
Edward River (A)	54	10	71
Inverell (A)	52	15	70
Snowy Valleys (A)	58	12	68
Moree Plains (A)	44	22	58
Muswellbrook (A)	39	19	55
Richmond Valley (A)	40	12	55
Parkes (A)	34	12	53
Broken Hill (C)	32	10	47
Cowra (A)	31	16	46
Yass Valley (A)	33	10	46
Gunnedah (A)	27	10	40
Murray River (A)	30	7	39
Gundagai (A)	26	7	37
Cabonne (A)	27	7	36
Glen Innes Severn (A)	26	12	35
Nambucca (A)	23	8	35
Carrathool (A)	22	4	34
Walgett (A)	30	4	30
Federation (A)	19	4	28
Forbes (A)	22	6	28
Greater Hume Shire (A)	21	6	28
Narrabri (A)	23	10	28
Cobar (A)	19	4	23
Warrumbungle Shire (A)	14	5	23
Temora (A)	13	4	22
Berrigan (A)	17	7	21
Lachlan (A)	13	0	21
Balranald (A)	17	0	20
Kyogle (A)	18	5	20
Bellingen (A)	14	6	19
Narrandera (A)	15	8	19
Oberon (A)	16	4	19
Wentworth (A)	19	0	19

Bland (A)	13	3	17
Murrumbidgee (A)	16	0	17
Hay (A)	11	3	15
Narromine (A)	8	7	15
Tenterfield (A)	13	0	15
Lockhart (A)	6	3	13
Bourke (A)	3	9	12
Gwydir (A)	9	0	10
Blayney (A)	6	0	9
Bogan (A)	0	0	9
Dungog (A)	8	0	8
Upper Lachlan Shire (A)	5	0	8
Coolamon (A)	7	3	7
Gilgandra (A)	0	4	6
Liverpool Plains (A)	0	0	6
Uralla (A)	6	0	6
Weddin (A)	8	0	6
Brewarrina (A)	4	0	4
Unincorporated NSW	3	0	4
Central Darling (A)	0	0	3
Coonamble (A)	4	0	3
Walcha (A)	0	0	0
Warren (A)	0	0	0
Total	256,531	79,832	336,368

Source: ABS Census 2016

8 . ATTACHMENTS

Attachment 1: Living Learning Libraries: Standards and Guidelines for New South Wales Public Libraries, 2016

S8. Staff members – special responsibilities for targeted services

Population	Assign responsibility to a suitably qualified staff member for:
20–40% speaking language other than English at home	Multicultural services specialist (1 full time equivalent)
>40% speaking language other than English at home	Multicultural services specialists (2 full time equivalent)

G14. SERVICES FOR CULTURALLY DIVERSE COMMUNITIES

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 library services.

Mechanisms exist for multicultural communities to identify their library service needs, wants and preferences
Comprehensive community data is used to inform library service planning for multicultural services
Comprehensive library planning mechanisms exist which are inclusive of diversity issues and which allocate appropriate staffing, resourcing and planning
A multicultural policy exists and is integrated into the overall library policy structure
Multicultural skill sets are identified as part of overall service delivery planning and reflected in position descriptions and recruitment procedures
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.
Resource allocation for multilingual collections and services exists to meet CALD customer needs

<p>Based on knowledge of particular cultural needs and trends:</p> <ul style="list-style-type: none"> • 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.
<p>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</p>
<p>An English as Second Language collection is established where the CALD population is greater than 1% of the total LGA population.</p>
<p>Services and collections reflect community profiles and respond to needs identified in community consultations</p>
<p>Collections are easily accessible by CALD library users –for example, bilingual staff, cataloguing in first language, and signage</p>
<p>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</p>
<p>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</p>
<p>Formal audience research is carried out at least biennially to assess the relevant success of libraries in meeting customer needs</p>
<p>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.</p>

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.

Points 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.

Attachment 2: NSW Multicultural Library Service Benchmarks, revised 2016

	<u>Benchmark 1</u>	<u>Benchmark 2</u>	<u>Benchmark 3</u>	<u>Benchmark 4</u>	<u>Benchmark 5</u>	<u>OUTCOME</u>
	Planning for Relevant Library Services	Organisational capacity to develop and deliver Service/Collections	Quality of Service/Collections	Promotions and Delivery	Evaluation	
<p>Best Practice</p> <p>5</p>	<ul style="list-style-type: none"> Mechanisms exist which allow participation of diverse community representatives to identify their library service needs, wants and preferences. Comprehensive community data is used to inform library service planning. Data covering key demographic considerations such as English language proficiency (ELP), recency of arrival, immigration category and age. Comprehensive library planning mechanisms exist which are inclusive of diversity issues and which allocate staffing, resourcing and planning. 	<ul style="list-style-type: none"> Multicultural policy exists and is integrated into the overall library policy structure. Staff have the skills and capacity to develop and implement services for a NESB client base, which is developed through training, performance appraisal and organisational support. The library demonstrates a strong relationship with local community and government organisations. Resource allocation for multilingual library collections and services exists to meet NESB client needs. 	<ul style="list-style-type: none"> Comprehensive range of up-to-date materials that reflected community profiles. Services reflect community profiles and responds to needs identified in community consultations. Collections easily accessed by NESB library users. 	<ul style="list-style-type: none"> Have a fully developed multicultural communication strategy which is:- <ul style="list-style-type: none"> Informed by language targeting and library service relevance. Integrated into the overall library or council communications program with a level of resources reflective of multicultural services. Matching relevance, message, and recipient using the most appropriate medium. Serviced by appropriate language resources to meet client LOTE needs 	<ul style="list-style-type: none"> Formal audience research is carried out at least biennially to assess the relevant success of libraries in meeting client needs. 	<ul style="list-style-type: none"> Libraries have fully integrated the needs of the NESB population into their ongoing planning and operation. Activities specific to NESB users are clearly identified, measurable and form part of the mainstream activity of the library service.

	<u>Benchmark 1</u>	<u>Benchmark 2</u>	<u>Benchmark 3</u>	<u>Benchmark 4</u>	<u>Benchmark 5</u>	<u>OUTCOME</u>
	Planning for Relevant Library Services	Organisational capacity to develop and deliver Service/Collections	Quality of Service/Collections	Promotions and Delivery	Evaluation	
4	<ul style="list-style-type: none"> Libraries utilise consultative activities to inform library services to which NESB input is invited. Demographic data is utilised as a planning tool, though the ethnicity data is not integrated with other data. Planning mechanisms exist for library and for multicultural collection development policies, but are not integrated. 	<ul style="list-style-type: none"> Collection development policy exists but is not integrated into overall library policy structure. Staff cross cultural skills training is compulsory Purchased LOTE resources are monitored and funding is protected The library demonstrates a relationship with local community and government organisations. 	<ul style="list-style-type: none"> Minimum collection standards are identified for a range of language groups. Services are reflective of identified community diversity but implementation is ad hoc and variable. Some degree of language cataloguing exists and computer catalogue advice and training is provided for and promoted to NESB clients. 	<ul style="list-style-type: none"> Communication decisions and language targeting are based on client group analysis and relevance to multicultural service(s). Non-English communication strategies are developed as part of mainstream communications. Library undertakes translation of information documents in priority languages. Some consideration has been given to the needs of diverse groups such as location, service points, etc. 	<ul style="list-style-type: none"> Feedback mechanisms exist and responses are specifically requested from all library users. Comprehensive library user research is undertaken to include NESB participants but is ad hoc and irregular. 	<ul style="list-style-type: none"> Libraries have a well-developed planning program and related promotional activities for NESB audience. These activities do not form a part of overall library activities, but are still evaluated by management.

	<u>Benchmark 1</u>	<u>Benchmark 2</u>	<u>Benchmark 3</u>	<u>Benchmark 4</u>	<u>Benchmark 5</u>	<u>OUTCOME</u>
	Planning for Relevant Library Services	Organisational capacity to develop and deliver Service/Collections	Quality of Service/Collections	Promotions and Delivery	Evaluation	
3	<ul style="list-style-type: none"> Limited consultative mechanisms exist Planning mechanisms exist to identify NESB issues but are not clearly linked to resource allocation. Limited demographic data is utilised as a planning tool (eg. Language spoken at home only). 	<ul style="list-style-type: none"> Library collection development policy exists with a specific mention of multicultural collection and service which is not detailed. Cross cultural training exists but is not compulsory. Identified resources are allocated but are not monitored. The library demonstrates a limited relationship with local community and government organisations. 	<ul style="list-style-type: none"> Quality of collection varies across language groups, or is limited to a dominant language group. Services reflect the needs of the dominant language group and not other NESB groups. Computer catalogue advice and training provided for NESB clients, but not promoted to them. 	<ul style="list-style-type: none"> A range of information media is used and based on client research. Publicity materials are screened and tested for cultural appropriateness prior to placement in ethnic media. Undertakes translation of information documents in languages based on collected client data. 	<ul style="list-style-type: none"> Feedback mechanisms exist which have a capacity to meet NESB needs and are made available to library users. Client research is undertaken with provision for English and other main non-English language groups. 	<ul style="list-style-type: none"> Libraries undertake a range of collections/services planning, promotion and access activities. Limited evaluation of these services exist and therefore there is limited capacity to input into ongoing planning.

	<u>Benchmark 1</u>	<u>Benchmark 2</u>	<u>Benchmark 3</u>	<u>Benchmark 4</u>	<u>Benchmark 5</u>	<u>OUTCOME</u>
	Planning for Relevant Library Services	Organisational capacity to develop and deliver Service/Collections	Quality of Service/Collections	Promotions and Delivery	Evaluation	
2	<ul style="list-style-type: none"> • Consultation and feedback mechanisms are limited to complaints and service feedback. • Demographic data exists but is not utilised in planning. • Formal planning mechanisms exist but only includes NESB issues as part of Council's community development goals. 	<ul style="list-style-type: none"> • No formal identification of multicultural collection development policy. • No formal cross-cultural training. • No identified multicultural resource allocation in response to community need. • The library demonstrates an ad hoc relationship with local community and government organisations. • 	<ul style="list-style-type: none"> • Collection contains multilingual material though does not match current community profile. • NESB library users are offered library services in English only. • LOTE resources are not promoted. 	<ul style="list-style-type: none"> • No planned multilingual promotions exist. • Translated information documents are not supported by demographic data. • Flexible approaches to service delivery exist but are not used to meet NESB client needs. 	<ul style="list-style-type: none"> • Feedback mechanisms available but promoted only in English. • Some client research is undertaken, but only in English. 	<ul style="list-style-type: none"> • Libraries allocate limited resources to the area of multicultural service provision.

	<u>Benchmark 1</u>	<u>Benchmark 2</u>	<u>Benchmark 3</u>	<u>Benchmark 4</u>	<u>Benchmark 5</u>	<u>OUTCOME</u>
	Planning for Relevant Library Services	Organisational capacity to develop and deliver Service/Collections	Quality of Service/Collections	Promotions and Delivery	Evaluation	
<p>1</p> <p>Lowest Practice</p>	<ul style="list-style-type: none"> No allowance for NESB community involvement. There is limited use of community population data. Planning mechanisms for multicultural services are informal and ad hoc. 	<ul style="list-style-type: none"> No multicultural collection development policy exists. No cross cultural training. No identified resource allocation for NESB needs. The library does not have a relationship with local community and government organisations. 	<ul style="list-style-type: none"> Limited range of materials and out-of-date materials. No specific multilingual services offered. No multilingual cataloguing exists. 	<ul style="list-style-type: none"> There is no promotion of multicultural services. There is no advertising in ethnic media. Produces all formal documents in English only. Operational aspects are standard with little provision for flexibility. 	<ul style="list-style-type: none"> Feedback mechanisms available only in English and based on complaints. No research is carried out to assess the relevant success of libraries in meeting NESB client needs. 	<ul style="list-style-type: none"> Libraries undertake a low level of activities relevant to the needs of NESB clients. These tend to be unplanned and ad hoc.



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