



# CULTURAL DIVERSITY SERVICES AND OPPORTUNITIES FOR WESTERN AUSTRALIAN PUBLIC LIBRARIES: BACKGROUND PAPER

public libraries  
WESTERN AUSTRALIA



Government of **Western Australia**  
Department of Local Government and Communities  
Office of Multicultural Interests

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### Public Libraries WA

is a membership organization of Western Australia's 226 public libraries aimed at providing collaborative leadership, strategic and operational advice, development of professional practice and realising opportunities to strengthen and extend public library services across the state.

### Office of Multicultural Interests

is a division of the Department of Local Government and Communities providing information, advice, funding, training and support to communities and community organisations to help build strong communities that maintain and share their diverse cultures and participate actively in all aspects of Western Australian life.

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### Photo Sources - Front Cover

1. City of Belmont, Ruth Faulkner Library
2. City of Wanneroo Libraries
3. City of Stirling Libraries

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# EXECUTIVE SUMMARY

An extensive desktop review and consultations have been undertaken with public library and state library staff, community development local government officers, representatives of government and non-government organisations and culturally and linguistically diverse (CaLD) users and non-users to identify themes and opportunities regarding current and future service delivery to CaLD individuals and communities in Western Australia.

This paper documents the desktop review and consultations conducted in the first phase of the project by

- examining recent research in cultural diversity library services nationally and internationally
- identifying current library initiatives which build social cohesion in diverse communities at the local level
- identifying Australian and international resources designed to support multicultural services and programming for libraries
- considering implications for a toolkit and online resource to be developed in the second phase of the project

The paper concludes with recommendations to Public Libraries WA Inc to assist in the development of a strategy to guide and facilitate multicultural library services in Western Australia.



Photo source: City of Cockburn Libraries



# ACRONYMS

ABS	Australian Bureau of Statistics
ALIA	Australian Library and Information Association
AMEP	Adult Migrant Education Programme
AMES	Australian Migrant Education Services
APLA	Australian Public Libraries Alliance
CaLD	Culturally and linguistically diverse
EAL	English as an Additional Language
FECCA	Federation of Ethnic Communities Council of Australia
ICT	Information and Communications Technology
IELTS	International English Language Testing System
IFLA	International Federation of Library Associations
ISO	International Standard Organisation
LETS	Learning English Through Storytime
LOTE	Languages other than English
NESB	Non-English Speaking Backgrounds
OMI	Office of Multicultural Interests
PLVN	Public Libraries Victoria Network
PLWA	Public Libraries WA
SLQ	State Library of Queensland
SLWA	State Library of WA
UNESCO	United Nations Educational Scientific and Cultural Organisation
WALGA	Western Australian Local Government Association



Photo source: City of Belmont Ruth Faulkner Library

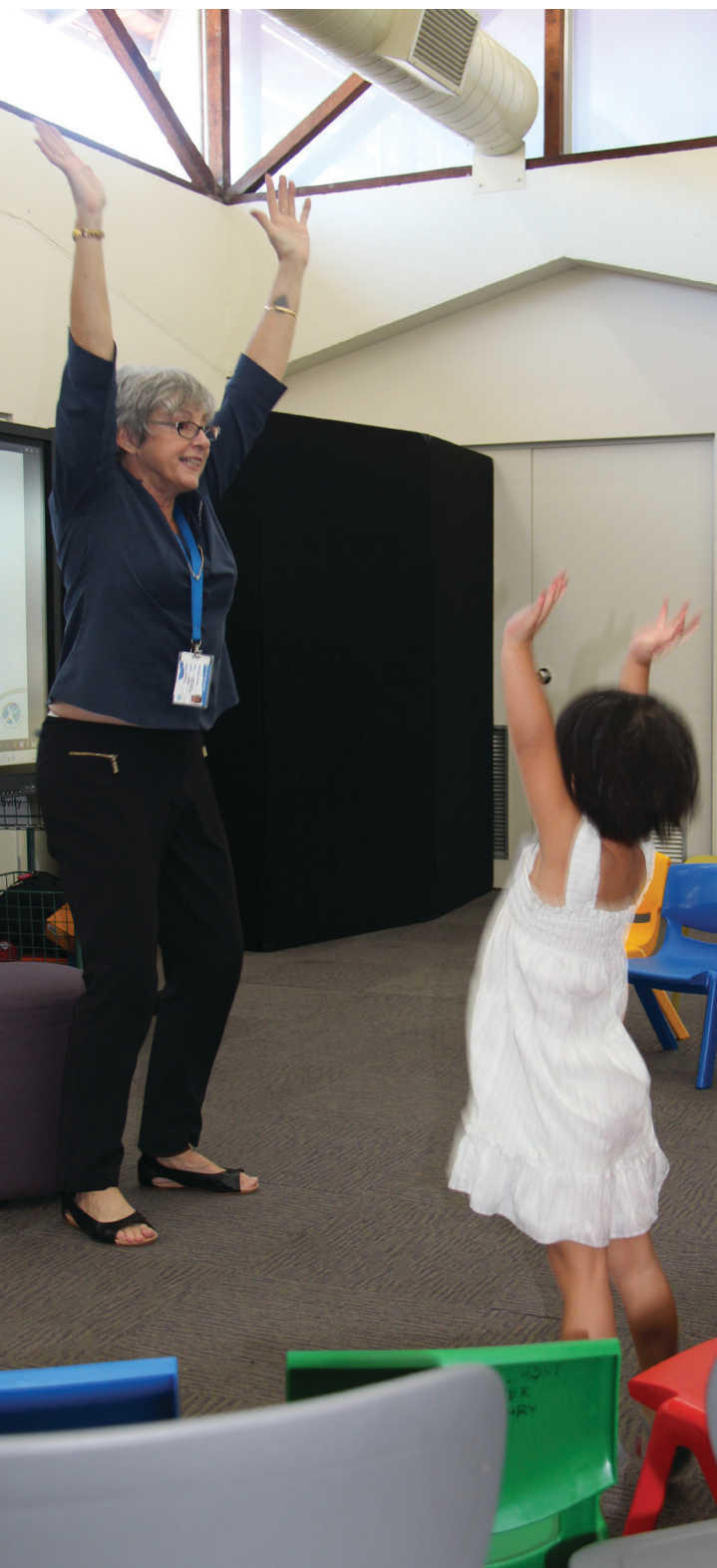


Photo source: City of Belmont Ruth Faulkner Library

## **Culture**

Should be regarded as the set of distinctive spiritual, material, intellectual and emotional features of society or a social group; and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs (IFLA, 2012)

## **Cultural Diversity or Multiculturalism**

Refers to the harmonious co-existence and interaction of different cultures (IFLA, 2012)

## **Newcomer/New Arrival**

Those newly arrived to a place; In contrast to terms such as migrants, asylum seeker, refugee the term newcomer assumes membership of the community. Use of the term allows the discourse of settlement and integration to be separated out from ethnicity, documented or undocumented status or mode of arrival. (Janali, 2015)

## **Social Cohesion**

A cohesive society is one which “works towards the well-being of all its members, fights exclusion and marginalisation, creates a sense of belonging, promotes trust, and offers its members the opportunity of upward social mobility. (OECD, 2016)

# 1. INTRODUCTION

***“As libraries serve diverse interests and communities, they function as learning, cultural, and information centres. In addressing cultural and linguistic diversity, library services are driven by their commitment to the principles of fundamental freedoms and equity of access to information and knowledge for all, in the respect of cultural identity and values.”***

(IFLA, 2012, p.4)

Libraries are places of life-long learning and can play an important role in a culturally diverse society. They enable different groups to enjoy their cultural heritage, practise their home language, learn the new country's language, find their way in the new society, celebrate cultural activities and educate and inform all new community members. Public Libraries WA, with the assistance of funding through the Office of Multicultural Interests, State Government of Western Australia, has commissioned a project to investigate multicultural library service provision and identify opportunities to increase public library engagement with culturally diverse individuals and communities.

The aims of this project are to:

- Support libraries to better understand the needs and aspirations of culturally and linguistically diverse (CaLD) communities
- Identify opportunities to build CaLD involvement in libraries through collaborative programming and volunteering
- Extend library engagement with CaLD communities to improve access to facilities, resources, services and opportunities for participation

- Articulate a state-wide strategic commitment by public libraries to establish new services and further develop existing services to CaLD communities and individuals
- Document and showcase best practice examples of CaLD library services and programming
- Facilitate library service development and build capacity of library staff through creating a community of practice and resource sharing

The main outcomes of the project include:

- The development of practical tools and support for libraries to implement leading practice
- Increased knowledge and understanding within libraries through the provision of real-world examples of library services that build social cohesion and engage with diverse communities
- Greater understanding of the frameworks required to develop positive working relationships between libraries, stakeholders and the communities in which they operate.



## 1. INTRODUCTION

This report with resulting recommendations has been developed by an extensive desktop review and consultations with library practitioners and stakeholders. The process is outlined as follows:-

- Desktop review and analysis of current research, best practice and policy environment including library policies, guidelines, toolkits from local, state and national library organisations relating to the provision of services and resources for CaLD communities including documentation from the International Federation of Library Associations (IFLA), Australian Library and Information Association (ALIA), Australian Public Libraries Alliance (APLA), Public Libraries WA (PLWA), State Library of WA (SLWA), Public Libraries Victoria Network (PLVN), State Library of Queensland (SLQ), library services and organisations in the UK, USA and Canada.
- Policy environment, guidelines and protocols for consultation provided by lead government and non-government organisations including the Office of Multicultural Interests (OMI) and the Western Australian Local Government Association (WALGA)
- Consultations as face-to-face and phone interviews, with public library practitioners, representatives from local government and key state government representatives including Office of Multicultural Interests (OMI) and the State Library of Western Australia. A full list of consultations is listed in the appendices.



Photo source: City of Belmont Ruth Faulkner Library

## 2. PUBLIC LIBRARIES AND CULTURAL DIVERSITY

***“The quality and value of the library is defined by the way in which it understands and strategically responds to the particular information and service needs of its community, and by the extent to which the services it provides have an impact on users’ knowledge, skills, attitudes and behaviours and enable communities to be more inclusive, productive and creative.”***

(APLA, 2016, p.16)

### 2.1 What is Culture and Cultural Diversity?

Culture “should be regarded as the set of distinctive spiritual, material, intellectual and emotional features of society or a social group; and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs”. “Cultural Diversity” or “Multiculturalism” refers to the harmonious co-existence and interaction of different cultures. (IFLA, 2012 p.5)

Culture is dynamic; it is constantly changing and evolving. People learn to communicate and understand the world through the context of their cultures, languages, traditions, behaviours, beliefs and values. Cultural experiences and values shape the way people see themselves as individuals and how they identify themselves as belonging to a community. While people share characteristics that identify them as being part of a particular cultural group, they are not all one homogenous group. There are many different cultural and ethnic groups, and considerable diversity within each of these groups, as well as other factors such as age, gender and education that affect an individual’s identity.

Western Australia is one of the most culturally diverse of all the states and territories in the country with the largest proportion of people born overseas (30.7%); and, Perth had the highest proportion of overseas-born (35%) of all capital cities. Western Australians come from over 200 countries, speak around 270 different languages and follow over 100 faiths. Over 14.5% of the population speaks a language other than English at home and 52% of WA’s population has one or more parents born overseas. The main language groups in Western Australia, in order of dominance are: English, Chinese and Italian. The top ten countries of birth of overseas-born in Western Australia were: United Kingdom, New Zealand, South Africa, India, Malaysia, Italy, Philippines, China, Ireland, Singapore. (OMI website ABS 2011) The major countries of birth for humanitarian entrants settling into Western Australia over the period 2007-2011 were: Burma/Myanmar, Afghanistan, Sudan, Thailand, Iraq, The Democratic Republic of Congo, Liberia, Ethiopia, Iran and Sri Lanka. (Fozdar & Hartley, 2012, p.12)



Photo source: City of Stirling Libraries



## 2. PUBLIC LIBRARIES AND CULTURAL DIVERSITY

The Scanlon Monash Index of Social Cohesion (2014), reports that while Australia remains highly cohesive there is also evidence of a deteriorating rather than improving situation where:-

- In 2013 and 2014, all five domains of social cohesion were recorded as significantly lower than the 2007 benchmark level
- The domain of acceptance/rejection has declined most consistently with a marked increase in the reported experience of discrimination, especially amongst Australians of non-English speaking backgrounds (NESB) (UTS:ACELG, 2014, p.26)

Western Australian public libraries can make a significant contribution to building social cohesion and increasing cultural knowledge and understanding by engaging with and identifying the diverse needs of the communities they serve. *"There are few differences between those who have been in Australia for longer periods compared to those who arrived more recently. The main differences have to do with language ability, confidence in negotiating the system, and for some, levels of disillusionment about what is possible in terms of employment and connection with mainstream Australians."* (Fozdar & Hartley, 2012, p.4) Drivers for social cohesion that are relatable and applicable to a library context include:

- equality of access to resources drives social inclusion
- frequent, positive intercultural contact
- being able to communicate confidently with other community members
- access to community activities and social spaces (UTS:ACELG, 2014, p.30; Dandy and Pe-Pau, 2013 vi-vii)

Exciting opportunities exist for libraries to redefine and consolidate their place in their communities as agencies of learning, creativity and collaboration for all.

### 2.2 Library Standards, Policies and Guidelines: International, Australian and Western Australian

The development of a strategy for Western Australian public library services for CaLD communities should take into account and aim to align, where appropriate, with relevant standards and policies that have been formulated at an international, national and state level. In 2004, the State Government endorsed the **WA Charter of Multiculturalism** to explicitly recognise that the people of WA are *"of different linguistic, religious, racial and ethnic backgrounds and to promote their participation in democratic governance within an inclusive society"* (ACELG, 2014, p45).

Within the strategic and policy context of Western Australia, PLWA and WALGA have published **Public Library Services in Western Australia in 2025: Research & Consultation Findings June 2015** and SLWA has released for consideration its literacy strategy for 2017-2027, **Literacy Matters**. Both documents acknowledge the importance of inclusivity and accessibility in the provision of library services. A number of recommended strategies and actions relate directly to multicultural library services including the building of cohesive communities, the development of community needs data and community engagement frameworks, the fostering of collaborative partnerships, the exploration of opportunities for the delivery of community development, literacy and learning programs and measurement and demonstration of the intrinsic value of public libraries.



## 2. PUBLIC LIBRARIES AND CULTURAL DIVERSITY

In 2012, IFLA launched **Multicultural Communities: Guidelines for Library Services**, 3rd edition along with resources designed to support libraries in planning services and programs for culturally diverse communities. Supporting documents include the IFLA/UNESCO Multicultural Library Manifesto and Implementation Kit (2012) which outline the principles, missions, management and core actions to be undertaken by “the multicultural library”; and a toolkit to give practical approaches on how libraries can apply the concepts addressed in the manifesto. The Manifesto identifies over-arching principles addressing cultural and linguistic diversity where libraries should:-

- serve all members of the community without discrimination based on cultural and linguistic heritage
- provide information in appropriate languages and scripts
- give access to a broad range of materials and services reflecting all communities and needs
- employ staff to reflect the diversity of the community who are trained to work with and serve diverse communities (IFLA, 2012, p.6)

These principles will inform the development of a WA-specific toolkit to guide and support public libraries.

To remain relevant in today's ever-changing world, libraries need to be “innovative, nimble [and] collaborative”. (McEntyre, 2012) The **APLA/ALIA Guidelines, Standards and Outcome Measures for Australian Public Libraries (July 2016)** identifies a range of societal trends influencing and impacting public library services including:-

- access to technology and digital literacy skills [which are] integral to effective participation in society, access to government services and information, and engagement with learning and community activities
- demographic transformation which is seeing increasing cultural and ethnic diversity and a greater number of languages spoken across communities
- the quest for local identity and culture in a globalised world, and the need for communities to find places where they can come together, reflect, learn, share, create and grow. (APLA, 2016, p.16)

Recent research conducted by PLVN reflects international trends in library service delivery and points to libraries making a “*transition from passive, product-based environments to ones that deliver active, service based experiences.*” (State Library of Victoria & Public Libraries Victoria Network, 2013, pp.3-5). The work of Chelliah (2014), Janali (2015) and Sullivan (2015) has also been particularly valuable in linking the research to the Western Australian context.

Libraries provide a mainstream service that is welcoming and inclusive to members of diverse communities. It is important that CaLD community members are made aware of and understand that libraries offer services and resources that are relevant to their needs and the needs of their families. Libraries offer an avenue for social inclusion and an opportunity for individuals to interact with the wider community.

## 3. EMERGING THEMES

### 3.1 Know Your Community: A Community-Led Approach, Community Profiling and Consultation

***"It's all about developing relationships...People new to the community usually come into the library first asking about local information."***

(Library staff consultation, 2016)

For libraries to serve their community they must know their community. The way to achieve this is through regular community analysis that identifies what parts of the community are growing, what activities are most popular, what interests exist and what problems are being experienced. Information collected should involve non-users and specific cohorts in the community that make limited use of the library to enable the library to identify service and collection gaps and opportunities.

By conducting a community analysis and needs assessment, libraries are able to identify the characteristics of their community, the environment in which they live and their library and information needs. A number of WA libraries utilise various tools in developing community profiles including Australian Bureau of Census (ABS) 2011 data, Profile ID, library management system and community information databases and the Australian Early Development Census (AEDC). Other data sources cited by OMI includes the Department of Social Services Settlement Reporting Facility which is utilised by community development staff to run reports on different regions to identify migration trends, newcomer communities, and English language proficiency.

In an effort to build a picture of emerging CaLD groups within their communities, South Perth and Manning libraries survey library users about home languages and purchase book stock in top ten languages while Midland Library staff analyse citizenship data. The City of Joondalup libraries conduct a biennial library survey and while the response rate is low (approximately 3%) it is seen as providing a statistically significant result pool. The survey is directed at library users but does not include questions that would identify CaLD members of the community. A survey of non-users is currently under consideration.

A 2014 research study with forty-two metropolitan Perth libraries, found that

- 28% of respondents did not complete community profiles
- 69% did not engage with local ethnic organisations
- 48% indicated that English as an Additional Language (EAL) service delivery was not regarded as a priority for the library. (Chelliah, 2014, p.152)

Consultation, in its many and varied forms, from focus group interviews to surveys to one-on-one communications, is an essential step in identifying the needs of users and non-users. In a recent interview, OMI staff made the point that it was important that libraries consult directly with CaLD members of the community, both users and non-users of the library service, and not only through CaLD agencies or service providers who are often seen as once-removed from clients.

Chelliah (2014, p.191) notes that the challenge for libraries is to recognise that there is no one CaLD community but that it comprises various individuals and sub-groups with diverse cultural, social, ethnic, language, education backgrounds and experiences and diverse needs including:-

- Skilled migrants - employment, access to information, support to deal with socio-cultural stressors and language support
- Humanitarian entrants – housing, employment, language (English language and access to interpreters), health, integration, settlement services, education, family support, transport
- International students – social inclusion (accessing support networks and services, interaction with the wider community), housing, finance, life skills, English language skills, support both during and after studies
- People on protection visas and in community detention
- Second and Third Generation and Established CaLD Communities (Government of Western Australia, OMI, 2013, pp.5-18)

For libraries operating under local governments that have prioritised services to CaLD communities, there are opportunities to work with and utilize the expertise and networks of their own council's community development teams. Localised cultural competency training developed by the City of Stirling's Community Services' staff has been delivered to library staff. Belmont library staff work closely with the City's Community Development team and Cultural Diversity Engagement Officer and are represented on the Council's Cultural

Diversity Focus Group. The City of Belmont is one of the few local governments in WA who have developed a Multicultural Action Plan (MAP).

**Western Australia, Belmont.** Belmont library plays a key role in achieving several priority areas outlined in the City of Belmont's Multicultural Action Plan including building resilient families through the library's literacy programs and literature collections for diverse communities, developing and promoting the New Arrivals Library Support program and assisting with the facilitation of non-English language classes to encourage longevity of these languages and cultures. (City of Belmont, 2016)

To reach new or under-served audiences, libraries could also consider investigating innovative and creative approaches currently being explored and utilised by libraries internationally. In seeking new ways of planning and rethinking programs and services, some US libraries are using IDEO's Design Thinking for Libraries toolkit, a free online resource with a strong focus on the library user and non-user experience. (Sullivan, 2015, p.10-11) In Canada, Halifax Libraries, as part of the Working Together Project, have been involved in the development of a community-led service model based on asset and social mapping. This approach adopts a strengths-based perspective "by shifting the focus from community needs to identifying and utilizing existing community assets, skills, abilities and talents" and documenting local resources from individuals and groups to buildings and spaces. Asset and social mapping can help shift service planning from a primarily internal activity to one that includes and involves community members throughout the entire service planning process. (Williment & Jones-Grant, 2012)



**Canada, Halifax.** After observing an increasing number of immigrants visiting local library branches, staff at Halifax Public Libraries utilised asset mapping as a tool to understand community identified needs, determine existing community strengths and understand the library's role in developing services in response to these needs. (Williment & Jones-Grant, 2012)

- ENASC Welfare and Cultural Office
- Confucius Institute, University of Western Australia

#### 3.2 Working Together is the Key: Partnerships and Collaborations

Collaboration is the key to successful, relevant and responsive library programming and services for CaLD individuals and groups. Increasingly, public libraries are collaborating and forming alliances with educational institutions, community service organisations, not-for-profits and the business sector and participating in networks to foster community engagement, improve efficiency and avoid duplication of services. In the development and delivery of literacy and life-long learning initiatives, many WA libraries have forged formal and informal partnerships with groups including:-

- Read, Write, Now
- Early Years Networks
- Adult Migrant Education Program, various Polytechnics and TAFEs
- Metropolitan Migrant Resource Centre, Mirrabooka
- Fremantle Multicultural Centre
- Mandurah Multicultural Network
- Northern Suburbs Multicultural Network
- Brockman Community House, Beechboro
- Ishar Multicultural Women's Health Centre, Mirrabooka
- BJL Connecting Communities, Girrawheen
- Bentley Community Focus

**Western Australia, Katanning, Midland, Belmont and various locations.** Read, Write, Now. In many WA libraries Read Write Now tutors are supported with free use of the libraries' facilities to conduct one on one sessions with clients. Read, Write, Now has taken up residence in new premises in Katanning public library to establish a Language Learning Centre in a tranformed room with a classroom set up, resources, computers and internet access.

**Western Australia, Girrawheen, Mandurah and Midland.** Library staff work with local organisations, visiting Migrant Resource Centres or speaking to students attending Adult Migrant Education Programs (AMEP) at TAFEs and Polytechnics to promote services such as English Social Conversation sessions or promote and provide resources such as Job Seeker information packages (see 3.4) Collaboration with service providers has enabled libraries to access current demographic information on changing settlement patterns to identify emerging CaLD groups within the community. Participating on local multicultural networks has enabled library staff to offer and promote tours of the library for CaLD students attending AMEP classes.

By creating connections with local agencies, libraries are exposed to different ways of thinking and working which, in turn, facilitate innovation and creativity. In Australia, Canada and the United States, many libraries are pushing the boundaries of what a library can be through mutually beneficial partnerships and collaborations.

#### Western Australia, Cockburn.

Spearwood Library collaborates with Fremantle Multicultural Centre to offer Inspire Me: Computer Skills for Job Search & Career Guidance, a free computer course for people with English as a second language; and with ENASC (Welfare and Cultural Office) a not for profit organization, funded by the Italian Government, to provide services to native born Italians including Justice of the Peace, general advice on Italian law, immigration and visa matters related to the Italian Consulate.



Photo source: City of Wanneroo Libraries

#### Western Australia, Claremont.

Claremont Library has developed a successful partnership with The Confucius Society, University of Western Australia whereby volunteer trainee teachers conduct weekly Mandarin conversation sessions at the library. Other events conducted by the society include calligraphy and Chinese paper-cutting sessions. This mutually beneficial collaboration has resulted in the promotion of Chinese language and culture, a key goal of The Confucius Society, and the engagement of new audiences for the library.

**Victoria, Hume** Globa Learning Village is an innovative partnership that links learning providers from across Hume City including five libraries and the mobile library, local schools, neighbourhood houses and learning centres. Working with the council, community groups, educational institutions, government departments and community members has fostered a learning village philosophy that guides strategies and programs for Hume's culturally diverse community including bilingual story times, homework clubs for teens, and programs to help elderly migrants use Skype to stay in contact with family and friends in their countries of origin. (Rance, 2014 )

**Canada, Ontario.** Library Settlement Partnership Project. Toronto Public Library hosts settlement workers who provide multilingual one-on-one information and referral services, as well as group information sessions to new immigrants on a range of topics, health insurance and driver's licences, school enrolment, job search help. Settlement workers also connect clients to library staff for assistance with library programs and special services.

([http://citiesofmigration.ca/good\\_idea/the-great-equalizer-toronto-public-library/](http://citiesofmigration.ca/good_idea/the-great-equalizer-toronto-public-library/))

**United States, Los Angeles.** Los Angeles Public Library service has Citizenship Corners in all 73 library locations. The City of Los Angeles entered into a Memorandum of Agreement with USCIS to provide citizenship outreach services while at the same time, immigrants are getting connected to the vast array

of library services available to their families. ([http://www.urbanlibraries.org/your-path-to-citizenship-starts-at-the-los-angeles-public-library-innovation-848.php?page\\_id=167](http://www.urbanlibraries.org/your-path-to-citizenship-starts-at-the-los-angeles-public-library-innovation-848.php?page_id=167))

#### 3.3 Responsive and Relevant: Libraries Building Capacity and Fostering Social Cohesion

***“Libraries are one of those places that people from all different backgrounds come and ask all sorts of questions...the library isn’t just a building with books anymore.”***

(Library staff consultation, 2016)

By prioritising services in response to community needs, libraries adopt a community-led approach to service planning and delivery. Public libraries in their role in “bridging the digital access divide” can assist people to use technology effectively by providing support and training to build confidence and subscribing to multilingual software for clients wishing to access non-English language material.

Opportunities for libraries to engage with and serve CaLD community members relate directly to access to information and skill development requirements. A report by the Australian Federation of Ethnic Communities Councils of Australia on Digital Access and Equity for Multicultural Communities (FECCA 2015) noted the importance of providing multiple ways for community members to interact with government service delivery through the utilisation of pop-up information and assistance shops in high traffic areas such as shopping centres and libraries. (FECCA 2015, p.14)

With over 50 nationalities represented in a population of around 4,000, Katanning is one of WA’s most culturally diverse

regional areas. From the first Cocos-Malay migrants in the early 1970s who came to work at the local abattoirs, Katanning continues to receive migrants, mainly refugees from around the world including Myanmar, Burundi and Afghanistan. When interviewed about the use of the library by Katanning’s diverse community, the library manager regards the library as a positive interface between the council and the community and encourages staff to spend time with clients who need assistance to use the free access computers to complete government forms. “[Assisting with digital literacy] should be seen as a service and a way that libraries can help clients.”

For many who are new to a country and community, navigating the everyday can be a challenge. Understanding the complexities of citizenry, tenancy rights, service provision of different tiers of government are just a few areas that need to be navigated by newcomers to begin to participate in social, economic, cultural and civic life. Libraries can capitalise on their information skill expertise – collating, updating and organizing data and making it easily accessible – to assist newcomers to engage with their community, negotiate the everyday and feel included.

**Canada, Richmond.** Richmond public library websites have Newcomer pages with digital settlement stories featuring newcomers sharing their settlement experience, links to government services, listings of local shops with Google maps locator, multilingual resources, links to newspapers in other languages (Janali, 2015, p.37).



**Western Australia, Belmont.** New Arrivals Library Support. In addressing priorities set out in its City's Multicultural Action Plan, Belmont Library's website features information for New Arrivals which includes links to English Conversation sessions, community languages collections, Learning English Through Story time sessions and courses offered at South Metropolitan TAFE.

**Digital Literacy.** Through these programs, the library has collections relevant to the needs of newcomers i.e. How to find a job, how to write a resume, ESL collections, and citizenship information. (Janali, 2015, p.34-35)

**Canada, Vancouver.** British Columbia New to BC Initiative. Consortium of ten metropolitan library systems developed a number of integrated initiatives including a web-portal providing digital resources for both library users and library staff including information on LOTE collections; information and resources relating to immigrant serving agencies, ESL classes, training, employment (Janali, 2015, p.36)

**Canada, Richmond.** Richmond Public Library website with tab for newcomers portal features YouTube videos of settlement stories by newcomers relating their experiences and challenges. (Janali, 2015, p.37)

**United Kingdom, London.** Welcome to Your Library (2003-2004) pilot project aimed at connecting libraries with refugees and asylum seekers. Activities included mapping refugee communities and support organisations, identifying library barriers and ways to overcome them, awareness training for library staff on issues affecting refugees, development of partnerships with service providers, structured taster visits and ICT sessions, simplifying library membership procedures, library volunteering and work placements for refugees (IFLA, 2009, p.26)

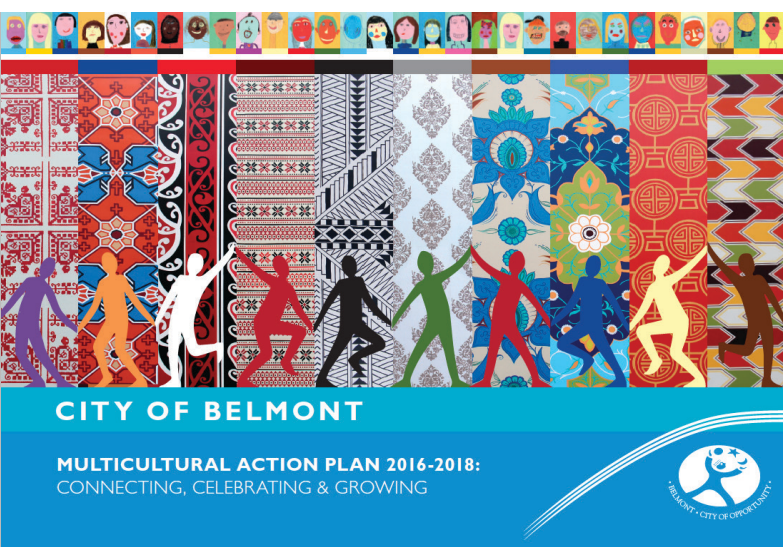


Photo source: City of Belmont

Providing current information and links to relevant and useful community and government services on library and local government websites is an effective and important way in which libraries can serve CaLD community members. A research study on the role of local governments in fostering social cohesion and supporting cultural diversity highlighted a number of examples where libraries had taken a lead role in service and program provision for CaLD communities. (Janali, 2015)

**United States, New York.** Queens Library staff attend community events with bilingual volunteers to promote services at churches and markets. The library has a New American program which includes Coping Skills on topics including immigration law, tenant's rights, education, health and

### 3. EMERGING THEMES

**United States, Omaha.** Omaha Public Library, Welcome to the Library video. An introduction to the library for newcomers, explaining the concept of libraries as places of learning, leisure and information. (Omaha Library Website, 2011)

Research carried out by Edith Cowan University in the Mirrabooka and Balga areas identified several factors that were seen to enhance social cohesion including programming related to arts, sport, employment, English language and community capacity and the provision of these programs in accessible public spaces. (ACELG, 2014, p.17)

Many WA libraries conduct formal and informal programs designed to support the development of English literacy and language conversation skills of adults, young people and children from CaLD backgrounds. The Learning English Through Story time (LETS) program for example with its “multi-pronged approach” engages both parents and young children in improving their English language learning (Library consultation, 2016). Significant expertise, experience and quality resources have been developed to support an array of programs that are run by library staff and volunteers including long-term resident community members with CaLD backgrounds interested in supporting newcomers.

***“These classes encourage CaLD communities to make their first step of getting involved with other communities. After attending a few sessions, they interact with each other and join in other programs offered by the library e.g. craft, knitting, language groups etc. Participants often request mock interviews at these conversation classes and many of the participants have succeeded in employment.”***  
(Library staff consultation, 2016)

**Western Australia, various locations including Girrawheen, Belmont, Cockburn, Midland, Melville, Joondalup, Mandurah and Gosnells.** Social English Conversation Sessions for Adults. These sessions vary from informal get-togethers where a few individuals meet with a volunteer or library staff member to practise their English language fluency and build confidence to formal English language classes with class outlines, resources and hand-outs. Sessions are usually conducted weekly, sometimes twice weekly depending upon demand and library staff or volunteer capacity. Many libraries have high quality resources including handbooks, guides, session outlines and conversation topic outlines to support these sessions.



Photo source: City of Cockburn Libraries

**Victoria, Brimbank.** Brimbank Libraries sought to provide learning opportunities to EAL community members and established Conversation Classes. When the classes were not as popular as expected they were renamed “Practise Your English” and participation jumped. (Burkey et al, 2014, p.6)

**Western Australia, Belmont, Melville, Midland.** Libraries provide free access to English language resources to support adults wanting to sit the International English Language



### 3. EMERGING THEMES

Testing System (IELTS) designed to assess the language ability of people who need to study or work where English is the language of communication. Belmont, Midland libraries provide access to IELTS physical and online resources. While AHBracks and Willagee libraries offer AMES Learn English Online (NSW Government) an equivalent to IELTS course comprised of three courses - World Wide English, Living in Australia, Workplace Communication Skills.



Photo source: City of Cockburn Libraries

**Western Australia, various locations including Midland, Belmont, Wanneroo.** Learning English Through Story time (LETS) Initially developed by Belmont Library and based on similar programs conducted in Victoria, LETS is currently being offered by an increasing number of metropolitan and regional libraries. A comprehensive handbook, program outlines and training program have been developed in conjunction with Belmont, Wanneroo and Swan libraries and the State Library of Western Australia and is available on the SLWA's Better Beginnings website. Midland Library staff conducted LETS program at a local community centre where Muslim mothers and children were attending playgroup. At the time the library

was not seen as culturally appropriate for the mothers to visit however as a result of this outreach and relationship-building, staff from the community house have encouraged families to visit the library.



Photo source: City of Belmont Ruth Faulkner Library

**Western Australia, Mandurah.** Make With Me Kits. Picture books and activities linked where the activity helps to develop English comprehension for both parent and child.

**Western Australia, South Perth.** ESL Kits backpacks with books, flash cards, toys, puppets, games for parents and children to improve English promoted to local primary schools with high CaLD population.

In a 2014 research study, interviews with EAL speakers on their information needs and perceptions of WA public libraries reaffirmed the importance of providing practical programs and resources to support English language proficiency and skills to assist with employment. *"Lack of English, we need English classes for new arrivals, English tutorials on ways of communication, for example, Australian greetings, culture, about employment services, presenting self for interviews, writing curriculum vitae, job application, editing, offer free classes, like the ESL classes in the church as fees are high in TAFE, English colleges and Universities for ESL and IELTS."* (Chelliah, 2014, p.105)

**Western Australia, Girrawheen**  
Girrawheen Library's Job Seeker Support Program. With an unemployment rate of 25% in Girrawheen, this program was driven by the library to provide one-on-one sessions and workshops to assist community members in becoming job-ready. While not targeted at CaLD clients, the majority of participants were from diverse backgrounds. Staff developed a Resume Resource Pack and worked with AMEP Mirrabooka teaching staff that introduced the resources to students.

**Western Australia, Mandurah.**  
Mandurah Library offers Digital Hub Trainer. Sessions are predominantly attended by EAL community members who are provided with assistance in setting up emails and other basic ICT skills. MyGov workshops have also been offered and well attended by CaLD clients.

**New South Wales, Fairfield.**  
Fairfield Open Libraries run a range of regular sessions from Learn English Through Art, Multicultural Film Festival, Computer Classes in Vietnamese, Spanish Book Clubs, Free Employment Help services for asylum seekers and partner visa holders. (Fairfield Open Libraries website)

***"Homework Hub is aimed at students from pre-primary to year 12. Some of the multicultural families have found that they struggle to help their children with their homework, particularly English. So this program is an opportunity for those students to get some extra help."***

(Library staff consultation, 2016)

**Western Australia, various locations including Belmont and Mandurah.**  
Homework Help Club/Homework Hub. While not targeted at CaLD families these sessions, attended in Belmont by Australian Islamic College students, provide an opportunity for students to access the library's resources and to use the library as an informal meeting place. A volunteer tutor with a CaLD background has been involved in the program. At the Homework Hub Hour in Mandurah Library, iPads with educational and maths apps are made freely available to students.

Opportunities exist for libraries to encourage and recruit volunteers from CaLD backgrounds to work in various capacities in the library from using their language skills to help with translation services or develop skills that will increase their employability.

Claremont library in partnership with the Confucius Institute of WA has volunteers deliver Mandarin conversation sessions and calligraphy classes as well as conduct Chinese paper cutting sessions as part of school holiday programming. Volunteering WA has developed an informative guide on engaging and working with volunteers from CaLD backgrounds which also includes twenty country profiles, providing information on the structure of volunteering in each country and cultural facts relevant to volunteering. Case studies reveal that many established CaLD community members view volunteering as a way of welcoming those newcomers who are experiencing many of the same issues and concerns they experienced when they first settled in their local community. There is potential for CaLD volunteers to become library champions amongst their own communities, in turn, promoting the library's service and resources.



**Canada, Richmond.** Library Champions Project provides newcomers to gain work experience through volunteering with their Library, provided training in public speaking skills. Library champions promote the library to their communities e.g. through churches (Janali, 2015, p.36)

broader community. The collection provides a model for public libraries to further build and enhance their own LOTE collections.

#### 3.4 Libraries for All: Equity And Access

From e-magazines and e-newspapers in community languages to foreign language films and world music to bilingual picture books, public library collections appear to be as diverse as the communities they serve. In recognising the diversity within CaLD communities, from the very young to seniors, libraries strive to address access and inequality issues through the provision of a wide array of resources in various formats. Building and promoting collections in languages other than English (LOTE) enables libraries to contribute towards a societal shift *“from a multilingual society (many language groups coexisting) to a plurilingual society (many language groups interacting with each other) [which brings with it] greater social cohesion, improved intercultural understanding and improved language and literacy skills among citizens.”* (Gregory, 2016, p.3)

**Western Australia, Perth** State Library of Western Australia. Community Languages Collection comprises language learning materials in over 40 languages for language teachers, students and community members, promoting languages and cultures of WA communities. Part of the “Languages in the Mainstream” project (OMI/Modern Language Teachers’ Association WA) SLWA promotes “Languages Week” 7-14 August 2017) aimed at showcasing the benefits of language learning in the

Collections of books in languages other than English (LOTE) are traditionally available through the majority of libraries. Mandurah library bases its selection on borrowing statistics and user requests and aims to regularly refresh and build its LOTE collection to “ensure that we are offering a collection relevant to people from a variety of backgrounds.” (Library Consultation, 2016) Some libraries have sought collaborations with library services in neighbouring local government areas serving similar CaLD communities to build and share multilingual collections. While, anecdotally, there has been a reported decrease in the use of physical LOTE collections by some libraries, the use of online resources such as E-magazines in other languages is increasing. (SLWA Annual report 2015-16, p.28) A critical factor in the use of any library service or collection is effective marketing to a targeted audience. Libraries offer free internet access and computer access to those without access to the internet. For EAL speakers, the provision of online services such as multilingual virtual keyboards can improve access. Libraries need to promote free resources through state wide and local advertising via social media and CaLD networks.

**Western Australia, Perth, various locations.** State Library of Western Australia provides free access to PressReader an online collection of nearly 6,000 newspapers and magazines from all over the world; over 1,000 newspapers in over 60 languages. Public library eResources available from home include Zinio and Transparent Languages Online.

#### Western Australia, Cockburn.

Cockburn Libraries' website features a Languages Collection page where readers can open links to books and magazines in over 25 different languages; and access to GCF a free online learning tool that offers tutorials on English language learning and basic computer skills.

**Canada, Toronto.** Toronto Public Library provides free access to over 1,400 computers in its branches, all of which have improved multilingual support through multi-language virtual keyboards e.g. Gate2Home. Through NewsConnect, a web portal, access is provided to newspapers and magazines from around the world in 85 languages and 147 fonts, enabling Newcomers to stay in touch with news from home. (IFLA, 2012, p.22)

**United States, Florida.** Jacksonville Public Library shifted its approach from marketing an online language learning tool to offering a full cultural immersion experience, Est Bien Meilleur, which included interactive classes on local cuisine, travel tips, currency conversion, and conversational use of the language followed by practice sessions using the database, which resulted in a significant increase in both customer participation in interactive classes and use of the Transparent Language Online database.

Access, both physical and online, is a challenge for many libraries aiming to engage CaLD communities. Well-signposted libraries with signage in the languages of the main user groups or, where appropriate, international symbols are inviting and welcoming to EAL speakers, particularly those unfamiliar with the purpose or concept of a public library. Joondalup Library had library membership conditions translated into various languages and found the cost of translation to be expensive for the relative limited use of brochures. The SLWA's and City of Wanneroo's websites offer Google Translate options allowing for multilingual computer access to the libraries' services.

**New South Wales, Sydney.** State Library of NSW. The Multilingual Glossary database is a professionally generated signage tool designed for libraries. The glossary contains common library phrases in 49 languages. Other services offered through the SLNSW website include a Multicultural portal with links to public libraries throughout the state, a Your Public Library Welcomes You pamphlet in over 50 languages available for free download.



Photo source: City of Stirling Libraries

STATE LIBRARY  
NEW SOUTH WALES

SEARCH PUBLIC LIBRARIES SECTION

The State Library provides multicultural advisory services to NSW public libraries. Other services include bulk loans of books in community languages and English large print and audiobooks. We also provide online resources and newspapers in community languages to NSW residents and visitors to the State Library.

Multicultural services for public libraries

A guide to multicultural services available through the State Library for NSW public libraries

Multicultural services for NSW residents

A guide to multicultural services and information available online, at the State Library and NSW public libraries for NSW residents.

Bulk loans service

The State Library has collections in community languages, and English large print and audiobooks, available for bulk loan. These are loaned free of charge to the people of NSW through this mobile library network.

Multicultural Collection Distributed Model

A new model for distributing the State Library's multicultural collections is coming

Multicultural pamphlets

The "Your public library welcomes you" pamphlet has information about core library services offered to communities by NSW public libraries. It is available in over

Community languages collection directory

The Community Languages Collection directory will help you locate community language materials held in NSW public libraries.

Hayka forsträrelse 情報  
Educación informac  
Sport informac  
Learning  
Health

Multicultural glossary

The multilingual glossary database is a signage tool for libraries. The glossary contains common library phrases in 60 languages.

Tech Savvy Seniors

Tech Savvy Seniors in NSW public libraries

Cultural Diversity Services and Opportunities for Western Australian Public Libraries: Background Paper 2017

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### 3. EMERGING THEMES

#### **New South Wales, Fairfield.**

Fairfield Open Libraries launched a multilingual library smartphone app which will provide all readers with 24/7 access to library services, allow search and list items in Vietnamese and Chinese; the accompanying web version can be used to view upcoming events, access accounts, contact library staff.

(Civica Library Solutions, 2016)

With a scarcity of published resources in many minority languages, libraries face challenges to provide library materials to the same standards as those in English. (IFLA, 2009, p.4) South Perth and Manning libraries make a concerted effort to build picture book collections representative of the culturally-diverse families attending rhyme time and story time sessions including the acquisition of a self-published series of children's picture books in Somali by a local author and library user. When CaLD community members see themselves and their families represented in the collections of their local libraries, they see wider social recognition and affirmation of the importance of their language, culture and way of life. These collections also, equally importantly, serve to foster greater cultural awareness and understanding within families in the mainstream culture.

#### **Western Australia, Claremont.**

Italian, French, German and Mandarin language conversation sessions are regularly held at Claremont Library. Initiated in response to community requests, the sessions are run by volunteers and mainly attended by senior members of the community. Participants utilize the library's online and physical collections including Transparent Languages Online and the foreign language DVD collection. Involving minimal staff-time, these low-cost sessions promote and support multilingualism and offer libraries a key way to engage with CaLD groups and the wider community.

**Western Australia, Belmont.** Chinese Story time (to be offered in 2017) In partnership with the local Chinese Language School, Belmont Library will host story times in Chinese on Saturday mornings which will be conducted by a teacher.

**Toronto, Canada.** Toronto Public Library Bilingual Story times in local branches in English and French and other languages, such as Bengali, Russian, Persian, Cantonese, Polish, Urdu and Tamil. English Can Be Fun, a conversational language program for Newcomer children; and Dial-a-Story, a storytelling service provided in 10 languages that builds oral literacy and comprehension skills

**United States.** Dia! Children's Day/ Book Day. Libraries connect children to culturally and linguistic diverse books. Libraries reinforce multilingualism by offering programs introducing children to a variety of languages by sharing books and other materials about diverse cultures and introducing children to diverse languages through read-alouds in multiple languages, or songs designed to teach language learning. (Campbell Naidoo, 2014, pp5-8)

**United States, Missouri.** St Louis County Library partners with We Stories, an initiative that offers a literature-based program to help parents initiate discussions with their children about race and racism. The We Stories collection consists of "core" titles that directly address a monthly theme and "companion" titles that build on the theme. The library supports this initiative by offering multiple copies of all of the titles in the collection. (Urban Libraries Council, 2016)



### 3.5 Connecting with the Community and Awareness Raising

***“Connection with others with similar circumstances is likely in the library. The library needs to engage the community, reach out to the people in the suburb, informing, promoting and advertising about public library programmes with the aim to remove cultural barriers”***

(Chelliah, 2014, p.143)

Locally and abroad, libraries have utilised targeted marketing through EAL associations, churches and mosques and broader awareness raising campaigns via social media or ambient advertising in shopping centres and on public transport to raise greater awareness amongst CaLD communities. Free online tools and resources developed by libraries around the world and closer to home such as the State Library of New South Wales Your Library Welcomes You brochure in over 50 languages provide a starting point for libraries to develop marketing and outreach materials in appropriate media and languages to attract different groups to the library. By working with local CaLD groups or individuals these materials could be refined further to relate to specific library services or local government areas.

**Western Australia, City of Swan Libraries.** Library staff liaise with community development staff to promote local events through email listing of 6,000 church and social groups including CaLD groups

Many WA libraries participate in community wide events that see the library extending beyond its walls and reaching out to new audiences. Harmony Week (15-21 March) is a State Government of Western Australia

Government of Western Australia  
Department of Local Government and Communities  
Office of Multicultural Interests

# Harmony Week

15–21 March 2017

こんにちは السلام عليكم chào Halo Aloha Cześć Kamusta Guten Tag Olá Здраво สวัสดี Ciao Bonjour नमस्ते 안녕하세요 Здравствуй Hola Hallå

## Hello!

Saluton 你好

### Celebrate WA's diversity

Western Australians share a diverse heritage that originates from every part of the world and builds upon our rich Indigenous culture.

Harmony Week is a time to celebrate our unique community and reflect on the many social, cultural and economic benefits that diversity brings to every Western Australian.

Take time out this Harmony Week to join in celebrations with your friends, your family, your workplace, and our remarkable multicultural community!

Visit [www.omi.wa.gov.au](http://www.omi.wa.gov.au) to find out what's happening in your area.

#HarmonyWeek Celebrate WA's diversity

Photo source: Office of Multicultural Interests, State Government of Western Australia

multicultural community relations initiative supported by resources and community events calendar on the OMI website. Several WA libraries have conducted innovative programs to celebrate their community's diversity during Harmony Week. A growing focus both at a state and national level on the importance of language learning will also create opportunities for libraries to link their services and resources to initiatives such as Languages Week 7-14 August and Early Learning Languages Apps



**Western Australia, Albany.** Albany Library in conjunction with Colourfest holds the Colourfest Film Screening during Harmony Week. Colourfest partners with over 30 local government organisations across Australia to hold screenings of family friendly Australian short films that showcase the successes, challenges and nuances of migrant communities in Australian and the world.

**Western Australia, Bentley.** Bentley Library in partnership with Bentley Primary School, Bentley Community Focus and with funding from The Housing Authority, State Government of Western Australia conducted a community publishing project with the resulting children's book, *My Place, Your Place, Our Place; Growing Up and Growing Gardens in Bentley* reflecting the cultural diversity within and regeneration of Bentley as part of the Bentley Regeneration Project.

**Denmark, Copenhagen.** Human Library/Living Library. Volunteers from different backgrounds who may have experienced discrimination or prejudice, put themselves forward as "living books" to be loaned in the form of a conversation in the library for a fixed period of time with anyone who wishes to borrow them. (Carpenter, 2007)

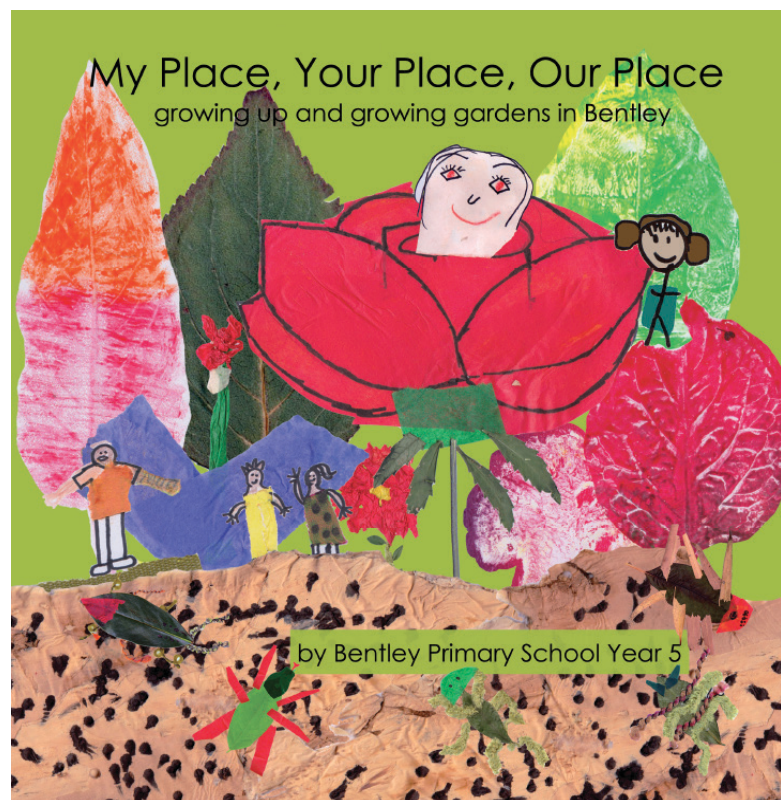


Photo source: City of Canning Libraries

## 4. CHALLENGES, ENABLERS AND BARRIERS

Libraries utilise various strategies, from traditional LOTE collection development to creating online information portals for newcomers, to engage CaLD individuals and groups. From these documented experiences and extensive research, challenges, enablers and barriers to the development and provision of multicultural library services have been identified. While these barriers present challenges to WA libraries, there also exist opportunities to develop new ways of thinking and working, to engage new client groups, to demonstrate value and to build and strengthen services through collaboration.

Key findings in a research study by Chelliah (2014) noted the following perceived barriers that hindered engagement by EAL speakers with their local library:-

- Library centred vs client centred approach
- Lack of English language proficiency [of EAL speakers]
- Complexity of EAL speakers in that CaLD groups are not one cohesive entity
- Lack of digital literacy [and] difficulty in accessing library catalogue and digital resources due to lack of English proficiency
- Negative cultural experiences with and attitudes to government services
- No experience of a library culture [and] lack of awareness of library services where a library is seen as a place for English educated community members.  
(Chelliah, 2014, pp.184-199)

### 4.1 Library Leadership, Library Staff and Volunteers

***“The difference that completing cultural competency training makes to customer services skills is enormous.”***

(Library Staff Consultation 2016)

In order to succeed, it is vital that library staff engage with and take ownership of any new directions in public library services and programming. Library managers should be aware of their role in leading on social inclusion and recognise the skill development and training needs of staff to effectively work and collaborate with CaLD organisations, groups and individuals. Supporting library staff to fulfil their role as connectors, bringing resources and people together can be achieved in a number of ways including providing the opportunity for all library staff to attend cultural competency training.

Everyone has a cultural identity and, for some, culture is seen as *“just the way we are and the way we do things.”* Developing cultural awareness or a self-awareness about one’s own culture and associated values and assumption is the first step to developing cultural competence. For some, acknowledging diversity can be challenging and over-whelming. APLA Standards, Guidelines recommend that *“Library staff receive diversity and ability awareness training for communicating with their colleagues and with library customers, including persons with physical and mental disabilities, those from diverse cultural backgrounds, adult new readers and individuals speaking languages other than English.”* (APLA, 2016, p.45)

## 4. CHALLENGES, ENABLERS AND BARRIERS

**Western Australia.** Diverse WA, OMI Free online cultural competency self-paced training available for all public sector and local government workers with course content including developing cultural awareness and building cross-communication skills. Course duration is approximately 3 hours.

Some case studies highlight libraries that proactively seek to employ staff that reflect the communities they serve. IFLA's Multicultural Communities' Guidelines state "Library authorities should encourage the employment of people with relevant linguistic and cultural knowledge, skills and abilities." (IFLA, 2009, p18)

### 4.2 The Image of the Public Library

***"Marketing is something that libraries still don't do well...people don't know what libraries have to offer."***

(Library Staff Consultation 2016)

How do CaLD individuals, groups and service providers perceive libraries? For many, the image of the public library as an antiquated institution still persists and, for those individuals who have no experience of using a library, the relevance and usefulness of this community facility would appear far removed from their daily lives. In developing any multicultural programs or services, WA public libraries need to explore all available avenues, from large scale marketing and advocacy campaigns to the production of printed brochures in main LOTE languages, to promote their services to the CaLD

***"I am unaware of services of the library. There is no source of information on public library services, yes there is abundant advertising about sales in shops in letterboxes, these letter drops, but none on public library, there is no information about library events. No one talks about the public library."***

(Chelliah, 2014, p.141)

Public libraries could embrace the notion of the library as "the third space" a place after home and work/school where people can feel comfortable and safe in a communal environment. (APLA, 2016, p.45) The library as a meeting place plays a substantial role in equalizing the possibilities of being an active citizen across social and economic differences. (Aabø et al, 2010, pp 16-26)

Libraries could explore different avenues to market and promote their services through the use of ethnic media in the community, such as local ethnic newspapers or radio broadcasts, to publicise library services. The OMI website provides links to various multicultural media outlets and organisations including Chung Wah Magazine, Gujarati Samaj of WA Newsletter and "World Radio" 6EBA-FM 95.3 (Perth's only community owned multilingual radio station). Web 2.0/Library 2.0 technologies may provide opportunities for libraries to raise their profile amongst particular cohorts e.g. youth or for those multicultural communities that lack printed publications/ audio visual resources or web content in their own languages. Alongside a host of processes that promote social inclusion, information and communication technologies (ICTs) and social media tools have been identified as some of the new instruments that could be used. (Noorhidawati et al, 2015).



## 4. CHALLENGES, ENABLERS AND BARRIERS

**United States, New York.** Queens Library. YouTube Testimonials from English Language Learners including Elif, a student enrolled in Queens Library's Adult Learner program, explains how libraries have helped her with her English and socially through participating in the library's programs.

### 4.3 Measuring Success

How do library staff know if a program or service is successful? Increasingly libraries are required to demonstrate their value and the impact of their services on their communities. The importance of evaluation cannot be underestimated and should be considered from the initial planning stage of a program. One of the main goals of the State Library of WA's literacy strategy, Literacy Matters, is that All Western Australians have access to literacy learning programs. To achieve this goal the strategy recognizes the need to *"work with EAL/D speakers and communities to provide meaningful and engaging literacy services for all ages."* Alongside clearly outlined goals, libraries are provided with specific key measures such as the number of literacy services reaching EAL/D communities and number of partnerships established with service providers to deliver collaborative literacy initiatives. (SLWA, 2015, p.5-6)

While measuring the inputs or resources of a library is straightforward, evaluating how a library service or program affects its users is far more challenging. The International Organization for Standardization (ISO) has published Methods and Procedures for assessing the impact of libraries (2014) and APLA has developed Guidelines, Standards and Outcome Measures for Australian Public Libraries (2016) to assist libraries with evaluating the work they do. Both documents provide key performance indicators relating to social inclusion, community cohesion and community engagement targets that relate to the evaluation of library services to CaLD groups.

### 4.4 Knowledge and Resource Sharing: Creating a Community of Practice

Reflecting on the work currently being done by WA libraries to engage CaLD groups it could be suggested that this is an area of service that is *"program rich but policy and coordination poor"*, a description applied to other government sectors work in this field. (ACELG, 2014, p.17). Commenting on the WA public library sector in Community Building, Multiculturalism and the Suburban Public Library, Chelliah identified *"a lack of collaboration amongst libraries on EAL programming"* as one of several barriers in the sustainable and ongoing provision of library services to EAL speakers in metropolitan Perth. (2014, p.36).

Creating an infrastructure for sharing information and providing access to resources that will assist in planning and delivering community engagement services and programming is critical. By developing local government library alliances and facilitating an online community of practice, WA libraries can share their knowledge, learning and expertise. This research project has begun to identify where resource- and information-sharing could reduce duplication of effort.

A ready opportunity for resource sharing exists for the many libraries around the state that conduct English Conversations Sessions. Either run by volunteers or staff, these sessions range from formal classes to casual drop-in sessions with different weekly conversation topics. Many libraries that have developed extensive programming tools and handbooks have indicated a strong willingness to share and pool their collective experience and resources. The Adult, Community and Education Services (ACES) network of public librarians has developed a blog that could be used as a forum to share these resources. While the group has mooted this, little practical resource sharing has taken place, to date. Public Librarians Online (PLO) or the PLWA website present other online forums that could be considered.

## 5. RECOMMENDATIONS

### Connect - Consult - Collaborate - Communicate - Contemplate - Contribute

The following recommendations, based on research and current best practice, are proposed to PLWA Inc for consideration in developing a strategy for appropriate, responsive and relevant service delivery by WA public libraries to CaLD users and non-users. It is recommended that libraries should:-

- Adopt the IFLA/UNESCO Multicultural Manifesto's principles within business plans and policies
- Consult directly with target groups in the community representative of the diversity across cultural, linguistic, socio-economic, age, educational and technological skill levels
- Adopt innovative approaches in designing services to meet the unique needs of their communities and embrace a community-led development approach to service-planning and programming
- Develop and maintain current community profiles, undertake regular community needs and asset-mapping analyses
- Build links with community development within local government to develop local partnerships and engage with CaLD networks
- Collaborate with CaLD organisations and service providers to develop and enhance services and programs
- Collaborate with neighbouring local government library services serving similar CaLD communities to develop regional approaches to advocacy, staff training, collection and service development
- Provide ongoing professional development and training for library staff to build cultural competence and other relevant skills
- Recruit bilingual staff and volunteers reflective of cultural diversity in the community
- Investigate and improve accessibility of physical and virtual collections for EAL speakers
- Examine and amend policies and procedures to remove real or perceived barriers for CaLD clients
- Raise awareness of services and collections through a wide range of avenues including advocacy and marketing campaigns and via ethnic media, social media, multilingual online and print materials
- Evaluate and measure the impact of programs and services by adopting APLA and ISO standards
- Establish, contribute to and utilize an online community of practice to share resources and expertise relating to CaLD services and programming

## 6. WHERE TO NEXT?

### 6.1 Developing a Toolkit and Best Practice Guide

The second phase of this project will entail the development of a practical toolkit to support WA public libraries in developing multicultural services and programs. The toolkit will reflect the above recommendations and be based on the research and best practice in this report.

### 6.2 Ongoing Consultation

In order to capture a wider representation of CaLD individuals and groups within WA, an online survey was conducted with the assistance of OMI with families of children attending community language schools in the Perth Metropolitan area as part of the Languages in the Mainstream Project. Families were surveyed on their perceptions of libraries, awareness of services including school holiday, rhyme time and story time activities and accessibility. In addition to the survey further consultations with staff and members of several CaLD organisations were also conducted. (See Appendice 9.2)



Photo source: City of Belmont Ruth Faulkner Library



## 7. CONCLUSION

***Each individual in our global society has the right to a full range of library and information services. In addressing cultural and linguistic diversity, libraries should:***

- ***serve all members of the community without discrimination based on cultural and linguistic heritage;***
- ***provide information in appropriate languages and scripts;***
- ***give access to a broad range of materials and services reflecting all communities and needs;***
- ***employ staff to reflect the diversity of the community, who are trained to work with and serve diverse communities.***

(IFLA, 2012, p.2)

Libraries' services and programs should be developed, provided and evaluated in collaboration with their communities. Ultimately current policy development internationally points to the central concept that services and programs for culturally and linguistically diverse library users and non-users should be core to a library's priorities, and not seen as additional.

International and national best practice provides countless examples of the role libraries are playing in serving marginalized individuals and groups within the community. It is important for local governments themselves to "recognise the potential of libraries to be sites for newcomer engagement and identify opportunities for

developing library programs and collections that are relevant to the needs of newcomers." (2015, p.54)

Integration allows for an individual to embrace a new way of life without losing one's cultural identity. Multiple identities can be supported through:-

- Civic education and participation
- Individual and institutional cultural awareness
- Promotion and celebration of cultural diversity  
(OMI Strategic Plan 2014 - 2018)

WA public libraries can actively support this process through ongoing community consultation, proactive partnerships and delivering relevant and responsive services and programs.

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## 9. APPENDICES

### 9.1 Consultations

Consultations were conducted with identified local government Library Managers, Library Staff, Access and Inclusion officers, Community Development staff in WA metropolitan and regional areas, relevant State Library of Western Australia personnel via phone and face-to-face interviews, email correspondence.

Ongoing consultations are being conducted with representatives of several CaLD associations and via an online survey to be facilitated by OMI in early 2017. Results from these consultations and survey will be provided as an appendix to this paper.

LGA/Organisation	Contact
African HACC	Caroline Gunmede
Albany	Soraya Majidi, Library Special Projects and Grant Coordinator
Belmont	Shayde Douglas, Special Services Librarian
	Clare Ferreira-Garel, City of Belmont, Cultural Diversity/Engagement Officer
	Edith Lauk, Collections Development Librarian
Canning	Sarah McQuade, Manager: Learning Communities
	Alison Smyth, Branch Librarian Bentley
Claremont	Sarah Liddiard, Librarian
Cockburn	Linda Seymour, Library Manager
Fremantle	Julie Caddy, Lifelong Learning Manager
	Margaret Robson Kett, Young People's Services Librarian
Gosnells	Lizanne Fernandez, Librarian Knowledge Centre
Joondalup	Lynley Stapleton, Library Services Manager
Katanning	Jess Hagley, Manager, Katanning Library
Mandurah	Chantay Mallett, Literacy Development Officer
Melville	Jennifer Bawden, Learning and Outreach
Office of Multicultural Interests	Catherine Colvin, Senior Grants Officer James Jegasothy, Community Engagement Officer
South Perth	Megan Sullivan, Librarian, Manning
State Library of WA	Jane Jones, Coordinator: Community Literacy & Learning
Stirling	Viv Barton, Manager, City of Stirling Libraries
	Anne Boyland, Branch Librarian Mirrabooka
	Karena Higgs, Librarian, Mirrabooka
	Sarah Janali, City of Stirling, Team Leader: Cultural Diversity and Community
Swan	Clara Lukin, Assistant Library Manager, Midland
	Aniek Ragan, YPS Librarian, Midland
Thrive WA	Tendai Magadza
Wanneroo	Angela Gibbs, Learning and Literacy
	Sue North, Manager Cultural Development
	Shandra O'Connor, Librarian Girrawheen
	Wendy Robyn, Branch Librarian Girrawheen

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### 9.2 Feedback from Interviews with Representatives of CaLD agencies and Community Language Schools' Survey

Interviews were conducted with representatives of CaLD agencies and a survey was circulated via OMI to parents of children attending community language schools in Western Australia between January – April 2017.

Participants in this consultative process were asked about library membership and usage, barriers and enablers, gaps in collections and services, client needs, awareness of library services and partnership opportunities. Sixty-one responses to the survey were received. The following feedback reflects responses, comments and suggestions from interviews and the survey.

#### Summary of Feedback

The vast majority of respondents (98.36%) used their public library with just over half (50.85%) visiting on a weekly basis. Over sixty percent of respondents found out about the library from another person. Several respondents praised their library's facilities and staff however some also described negative customer service experiences and reported feeling fearful of approaching staff for assistance.

While almost all respondents (91.38%) borrowed library materials on their visits, almost half (44.83%) visited the library to borrow materials in LOTE. Other reasons for visiting the library that were highly-ranked included:- to bring children to school holiday activities (39.66%), read magazines and newspapers (36.21%), use computers (31.03%), study (31.03%) and sit and relax (31.03%).

Many respondents highlighted the need for library materials in LOTE and collections for children to reflect the cultural diversity and settings of the local community.

Identified barriers to library use by CaLD community members include limited linguistic confidence, social isolation and a lack of awareness of services. Restricted opening hours, unhelpful staff attitudes, non-representative collections and lengthy library processes are also listed as discouraging library use. Suggestions to increase engagement include raising awareness through targeted advertising or promoting library tours on relevant LOTE collections and services.

#### Library Use

- 98.36% of survey respondents use their public library
- 83.05% visit the library at least once a month
- Need to extend opening hours – "Week end full time open."

#### Library Collections

- 91.38% borrow books, CDs, DVDs and other items
- 44.83% visit the library to borrow books in LOTE
- 36.21% visit the library to read magazines and newspapers
- "Gaps in library resources in languages."



- “Families looking for language and culture retention in lower primary/ early years [and want to] maintain home language.”
- “Children don’t see themselves reflected in the collection.”
- “Need children’s books reflecting children’s backgrounds and regional/ rural country settings.”
- “Need more multicultural resources bilingual books, culturally appropriate toys.”
- “Continue to provide relevant educational books and references for the growing community of diverse background. Some young and new migrant families may like books in other languages or in their mother tongue for their children to read as cultural heritage.”

### Customer Service

- “The library staff are very welcoming.”
- “I’m too scared to go to front desk they can come to me and ask if I need help.”
- “Some staff need to improve their service attitude... it was their terrible attitude that ruined your reputation of so-called friendly service.”

### Library Services

- 31.03% use the library’s computers to access the internet
- 31.03% come to the library to sit and relax
- 39.66% bring their child to school holiday activities

- 22.41% attend classes or special activities
- 20.69% bring their child to rhyme and story time sessions
- “Potential connections for grandparents who care for grandchildren to go to the library [rhymetime] but they would probably only visit if they went with their children [and] not be confident enough to go on their own with grandchildren.”
- “Could bring group to go on an excursion to the library and have guided tour of library to see what’s available.”

### Promotion and Awareness Raising

- 64.41% heard about the library from someone they know
- 13.56% read about the library in the local community paper
- Promotion – “More community advertising of what is available in the library; perhaps more advertising and free workshops/activities.”
- “Only found out about library service over time and through word of mouth.”
- “Run tour of library for new arrivals; it could be coordinated through local Migrant Resource Centre.”
- “Ensure the library has a high profile within its own council i.e. local council talks about the events it supports but it doesn’t talk about the library.”

- "Use OMI's mailing list to promote library activities more widely."
- "Library could send information to groups on events/activities that coordinator would promote to clients and their families."

### Barriers

- "Small CaLD groups don't see themselves as having any influence i.e. requesting books in LOTE from library, long-winded process."
- "While skilled workers have high education attainment, their spouse may not and may be socially isolated, lacking social and linguistic confidence."
- "Depending on nationality some CaLD groups have low participation rates in community services/social activities; feel as if they don't fit in."
- "I can't see any connections for libraries because majority of clients don't speak English with many not literate in their home language."
- "Not confident and fear going to places on their own due to lack of English skills."
- "It takes time for elderly to feel comfortable with anything new."
- "Children don't see themselves reflected in the collection."
- "Need children's books reflecting children's backgrounds and regional/rural country settings."

### Other Comments

- "The only area to improve will be to expedite the inter-library transfers, which I understand it is slow (slower) because of the funding cut, as I have been waiting for books to come from other libraries for more than 5weeks!"
- "Other language rhyme time and story time for kids."
- "Older child activities... there are so many things available for young children, but once your child hits end of primary school there is less."
- "School holiday programmes and adult courses/book clubs are also interesting. I lived and worked in London for over 10 years - there the libraries were called, The Idea Store. Essentially, it was a library (books, study, computers and Wi-Fi) but it was also a meeting place, they leased out meeting rooms to facilitate courses from antenatal classes, weight loss groups to foreign language courses. It was a hub of activity than spanned age groups and interests. In close vicinity there was a cafe for people to relax, chow down and socialise."

### Survey respondents' Country of Birth

Australia	Japan
Azerbaijan	Kazakhstan
Bangladesh	Malaysia
Bulgaria	Portugal
Canada	Russia
China	Singapore
DR Congo	South Africa
England	Sri Lanka
Greece	Sudan
India	Taiwan
Indonesia	Thailand
Iran	Uganda
Iraq	USA

### Survey respondents' Languages Spoken Other Than English

Arabic	Kiswahili
Afrikaans	Lingala
Bangla	Malay
Bengali	Malayalam
Bulgarian	Mandarin
Cantonese	Portuguese
Dutch	Punjabi
Farsi	Russian
French	Sinhala/ Singhala
German	Spanish
Greek	Swahili
Hebrew	Tamil
Hindi	Tatar
Italian	Thai
Japanese	Vietnamese
Kazakh	Zande

### Survey Respondents' Postcodes

6000	6061
6004	6062
6007	6065
6009	6069
6010	6103
6014	6110
6018	6112
6021	6147
6023	6149
6024	6152
6025	6153
6030	6155
6031	6156
6050	6169
6051	6171
6059	6714
6060	

### Survey Questions

Do you know where your local public library is located?

Do you or does anyone in your family use the local public library?

If, why not?

- Too far from where I live
- the library doesn't have anything that my family or I would be interested in
- I don't know where the library is located

If yes, how often do you or does anyone in your family use the library?

- Weekly
- Monthly
- 4 times/year
- 1 time/year

Why do you or does anyone in your family use the library?

- Use computers with internet access
- Free Wi-Fi
- To study
- Read magazines and newspaper
- Borrow books, CDs, DVDs, magazines
- Attend classes or special activities
- Bring child to rhyme and story time sessions
- Bring child to school holiday activities
- Borrow books in languages other than English
- Use the library website to read eBooks, emagazines or enewspaper



- Find out about community information, events or activities
- Meet friends
- Sit and relax
- Other

What is your age?

How many children under the age of 18 live in your house?

What is your country of birth?

What language or languages other than English do you or does anyone in your family mainly speak?

What is your postcode?

Do you have any other comments about the local public library?

### 9.3 Organisations, Libraries and Programs of Interest

African HACC Contact: Caroline Gunmede

Australian Bureau of Statistics Community Profiles <http://www.abs.gov.au/websitedbs/census-home.nsf/home/communityprofiles?opendocument&navpos=230>

Australian Early Development Census <https://www.aedc.gov.au/data>

Confucius Institute, University of Western Australia <http://www.confuciusinstitute.uwa.edu.au/>

Colourfest <http://colourfest.com.au/>

Department of Social Services Settlement Reporting Facility <https://www.dss.gov.au/our-responsibilities/settlement-and-multicultural-affairs/programs-policy/settlement-services/settlement-reporting-facility>

Dia! Children's Day/Book Day (US) <http://dia.ala.org/content/about-d%C3%ADa>

Diverse WA <http://www.diversewa.omi.wa.gov.au/>

ELLA Family App – Early Learning Languages Australia Program <https://itunes.apple.com/au/app/ella-family-app-french/id1131141551?mt=8>

Gate2Home on-screen virtual keyboard emulator <http://gate2home.com/>

Government of Western Australia Office of Multicultural Interests <http://www.omi.wa.gov.au/>

Government of Western Australia Office of Multicultural Interests Charter of Multiculturalism November 2004  
[http://www.omi.wa.gov.au/resources/publications/charter/wa\\_charter\\_multiculturalism.pdf](http://www.omi.wa.gov.au/resources/publications/charter/wa_charter_multiculturalism.pdf)

Halifax Public Libraries <http://www.halifaxpubliclibraries.ca/services.html>

Harmony Week [http://www.omi.wa.gov.au/omi\\_harmony\\_week.cfm](http://www.omi.wa.gov.au/omi_harmony_week.cfm)

Harmony Day <http://www.harmony.gov.au/>

Hartford Public Library <http://www.hplct.org/library-services/immigration-citizenship/community-civic-participation>

Human Library <http://humanlibrary.org/>

IDEO. Design Thinking in a Day: An at-a-glance guide for advancing your library. Retrieved from Design Thinking for Libraries: <http://www.designthinkingforlibraries.com>

International Federation of Libraries Association Library Services to Multicultural Populations Section <http://www.ifla.org/mcultp>

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Languages in the Mainstream Project Modern Language Teacher's Association/ Languages Week <http://mltawa.asn.au/litm/about/>

Libraries for All <http://librariesforall.eu/en/best-practices>

NewToBC <http://newtobc.ca/bc-libraries/>

Omaha Public Library Welcome to the Library [https://www.youtube.com/watch?v=bOAAq8D\\_CZY](https://www.youtube.com/watch?v=bOAAq8D_CZY)

Profile ID <http://profile.id.com.au/>

Public Libraries Victoria Network <https://www.publiclibrariesvictoria.net.au/>

Queens Library <http://www.queenslibrary.org/services/new-americans-program>  
[https://www.youtube.com/watch?v=cdnt7rZlxRg -](https://www.youtube.com/watch?v=cdnt7rZlxRg-)

Read Write Now [http://rea004.test.yourasp.com/index.php?page\\_id=14](http://rea004.test.yourasp.com/index.php?page_id=14)

Refugee Week <http://www.refugeeweek.org.au/> <http://www.refugeecouncil.org.au/>

Richmond Library <http://rpl.yourlibrary.ca/newcomers>

State Library of NSW Public Library Services Multicultural Services  
<http://www.sl.nsw.gov.au/public-library-services/multicultural-services>

State Library of Queensland Multicultural Resources <http://www.plconnect.slq.qld.gov.au/resources/multicultural/multicultural-resources#multi-strat>

The Network : Tackling social exclusion in libraries, museums, archives and galleries (UK)  
<http://www.seapn.org.uk/topics/migration>

Thrive WA contact: Ms Tendai Magadza Kalgoorlie 08 9022 8438 0424 719 936 creative.kulcha@gmail.com

Toronto Public Library <http://www.torontopubliclibrary.ca/new-to-canada/>

Volunteering WA <https://volunteeringwa.s3.amazonaws.com/Assets/docs/A%20Common%20Purpose.pdf>

Working Together <http://www.librariesincommunities.ca/>