

## **CHAPTER THREE**

# **GUIDELINES FOR THE DEVELOPMENT OF MULTICULTURAL LIBRARY SERVICES**

### **1. INTRODUCTION**

As noted in Chapter Two, national library organisations in the United States, Canada and Australia have developed guidelines for multicultural library services. Although these guidelines have been developed in a different environment, they are relevant to the South African context as they provide a basis for determining what types of services and collections are necessary to meet the needs of culturally diverse societies. The guidelines reviewed in this chapter also include those of IFLA (1998: 5) which maintains that theirs are international and are intended to be applied in a variety of situations. Although the literature review in the previous chapter also examined multicultural services in the UK, the literature did not reveal any comprehensive multicultural library guidelines for that country. Therefore, the UK is not included in the following discussion.

In this chapter a matrix will be developed - based on the sets of guidelines for multicultural library services, as discussed by the various library organisations and associations. The matrix aims to identify components that are similar in all guidelines, but also those which are unique. From the matrix, a checklist will be compiled that covers the different components of existing guidelines. This checklist will form the basis for the questions that are asked in the interviews at the CJILS, Region Eight.

This chapter focuses on those guidelines which have been adopted by the above mentioned countries as their national guidelines or as the most significant

guidelines for multicultural library services in these countries. It also includes the international guidelines recommended by IFLA (1998). The guidelines are:

- The Australian guidelines, *Standards for multicultural public library services* (Working Group on Multicultural Library Services, 1982)
- The American Library Association's *Guidelines for Multilingual Materials Collection and Development and Library Services* (American Library Association, 1990)
- The Canadian guidelines, *A World of Information: Creating Multicultural Collections and Programs in Canadian Public Libraries* (National Library of Canada, 1994)
- The guidelines of IFLA, *Multicultural Communities: Guidelines for Library Services* (IFLA, 1998)
- The revised Australian guidelines, *Responding to Our Diversity* (Library Board of Victoria, 2001).

The guidelines for multicultural library services described in these documents are discussed in detail in the following section.

## **2. GUIDELINES FOR MULTICULTURAL PUBLIC LIBRARY SERVICES**

The earliest document to set guidelines on multicultural library services was the *Standards for multicultural public library services*, published in Australia in 1982.

## **2.1 Standards for Multicultural Public Library Services (1982)**

No guidelines or standards for the provision of library materials and services to multicultural populations existed in any country until 1982. According to the Working Group on Multicultural Library Services (1982: 1), "only IFLA had rudimentary standards in this field since 1973." The need for standards and/or guidelines in this area was, therefore, recognised. The National Conference Committee (Multiculturalism and Libraries, 1981:193) recommended that "the conference recognises the urgent need for standards for the provision of multicultural materials and services." In 1982 the Working Group on Multicultural Library Services (1982) completed the set of standards. They were published jointly by the Working Group and the Library Council of Victoria.

According to the preface to the standards,

awareness of the diverse nature of Australian society has increased greatly, and governments and society in general have come to a growing commitment to a multicultural response to this diversity (Working Group, 1982: v).

The principle goal of these early standards was to create fair and equitable services by public libraries for all groups. Specific aims included the following:

- To provide a basis for the planning of equitable library services for all groups within the community.
- To provide a basis for library services and programmes which meet the needs of all groups within the community.
- To provide an equitable basis for the purchase of materials for library services.

- To encourage mutual understanding and interest in all cultures and languages represented in the Australian community (Working Group, 1982: 3).

The Working Group pointed out that although the standards were originally developed by the state of Victoria, they were designed for use throughout Australia. They reported a number of major problems that they encountered in preparing the standards. These included the identification of the various cultural and linguistic groups; statistical problems; and the issue of equality of provision - because of the lack of publications in certain languages (Working Group, 1982:7).

The standards were adopted by Australian libraries and public libraries in other countries. They were also used as a basis for the guidelines developed by IFLA and those developed by other nations, such as Canada and the United States. The standards included a section defining multicultural library related terms, and presented 34 standards. These standards were grouped as follows:

**Table 3.1: Standards for multicultural public library services, 1982**

<b>GUIDELINE/STANDARD</b>	<b>DESCRIPTION</b>
<b>Responsibility of provision</b>	The standards suggest that the funding and provision of multicultural library services is a joint responsibility of central and local government. This is necessary because of the dispersed and fragmented nature of cultural and linguistic communities and, therefore, according to the standards provision of library services for culturally diverse communities needs to be the responsibility of all authorities.
<b>Statistics</b>	The provision of library materials and services for these communities should be based on the best statistical evidence available.
<b>Planning</b>	Each public library service should clearly state goals and

	<p>objectives related to its multicultural services and these should be allocated a place within its overall system of priorities.</p>
<b>Library materials</b>	<p>Library materials should be provided for all in their preferred language, and an effective, balanced and substantial collection should be maintained for each cultural and linguistic group. The standards also recommend that the provision of library materials for members of linguistic groups should be related to the numbers of persons who use the language of that group. The standards go as far as recommending the number of a book stock according to the number of the population of a language group.</p> <p>The standards also make mention of non-book materials. According to the standards, periodicals and newspapers for cultural groups should be provided at least at the same level as the standard for the general population. The standards point out that sound recordings are also an integral part of any multicultural library service.</p>
<b>Standards for local provision of materials</b>	<p>Public libraries with significant numbers of people belonging to a cultural or linguistic group should make provision for that group of users from their own resources.</p>
<b>Cross-cultural materials and services</b>	<p>Public libraries should acquire materials in English which reflects the ethnic background of their public, both for those from the ethnic majority who wish to understand other Australian cultures, and for those of ethnic minorities who are unable - or unwilling - to read in their ancestral languages. The standards also recommend that public libraries should participate in the life of the community through their involvement and initiative in local events, such as cultural activities, festivals and commemorations of the various ethnic groups in the</p>

	area.
<b>Reference and information</b>	Libraries should provide a reference and information service in those languages most commonly used by their communities.
<b>Cataloguing</b>	The cataloguing of non-English materials should be at the same standard as that of English-language materials, and the cataloguing of all library materials should be in the original language and script.
<b>Resources development</b>	The standards suggest that to make the best use of scarce abilities; to prevent duplication; and to use financial resources economically, selection and acquisition of non-English language material should also be carried out centrally or cooperatively where appropriate.
<b>Extension services</b>	The promotion, encouragement and support of literacy and of literacy programmes is an appropriate function for public libraries. This should include both literacy in English and literacy in other languages. They also recommend that extension activities of public libraries should be conducted in the preferred languages of users.
<b>Staffing</b>	Public libraries should encourage the employment of persons with relevant linguistic and cultural skills and abilities. They also suggest that public libraries should institute continuing education programmes designed to enrich the cultural awareness of their staff and improve their abilities in dealing with their tasks in a multicultural situation.

As with the general focus of Australian multicultural services, these guidelines focused on minority groups within Australia - including immigrant groups, linguistic minorities, longstanding national minority cultures and the Aborigine

community. Other cultural groups, such as religious communities are not mentioned.

These standards were updated in 2001 and are now referred to as *Responding to Our Diversity: Multicultural Service Guidelines for Victoria Public Libraries* (Library Board of Victoria, 2001). These are reviewed in Section 2.5 of this chapter.

## **2.2 Guidelines for Multilingual Materials Collection and Development and Library Services (1990, revised in 2002)**

The American Library Association (ALA) compiled guidelines to promote the development and maintenance of multilingual library services and collections. Although the title of these guidelines refers to multilingualism and not multiculturalism, they are intended for "libraries to provide an equitable level of service to all members of their communities regardless of *ethnic, cultural or linguistic* background" (ALA, 1990:1).

A principle pointed to in the ALA guidelines document which is not mentioned in the 1982 Australian Guidelines is that library materials and services for these groups are not seen as "additional" or "extra", but as an integral part of every library's service provision responsibility (1990:1).

The guidelines focus on the following:

**Table: 3.2: Guidelines for multilingual materials collection, 1990**

<b>GUIDELINE</b>	<b>DESCRIPTION</b>
<b>Collection and selection of materials</b>	The guidelines suggest that libraries should provide an effective, balanced, and substantial collection for each ethnic, cultural or linguistic group in the community, and that the provision of materials should be related primarily to the size of the group. They point out that materials should be acquired in a variety of formats,

	<p>including print, audio-visual and computer software.</p> <p>The ALA guidelines suggest - as do the 1982 Australian standards - that in the case of small or widely scattered groups, a central or cooperative library effort is the best means to provide materials and services in order to maximize efficiency and reduce costs, and still provide adequate materials and services.</p>
<p><b>Programmes, services, and community relations</b></p>	<p>This section recommends that libraries should provide and actively promote multilingual services as well as programming for the various ethnic groups in the community. It also states that</p> <ul style="list-style-type: none"> <li>• each specific culture must be considered in the development of programming and services.</li> <li>• the marketing and publicity of these services should be in the preferred languages of the ethnic groups.</li> <li>• libraries should be involved in outreach services - emphasising that libraries should cooperate with ethnic organisations.</li> <li>• libraries should provide reference and information services in the most commonly used languages.</li> </ul> <p>The guidelines also recommend that libraries should provide bibliographic instruction in appropriate languages, when necessary. This is not mentioned in the earlier Australian standards.</p>
<p><b>Staffing and training</b></p>	<p>This section of the guidelines recommends that library staff working with multilingual patrons should be multilingual in order to provide effective services. It also recommends that libraries should offer staff development programmes that promote cultural, ethnic and linguistic awareness.</p> <p>Finally, the guidelines suggest that schools of library science should advertise the need for multicultural and multilingual</p>

	librarians and actively recruit people from linguistic and ethnic minorities. The guidelines also suggest that these schools should offer courses that deal with issues involved in serving an ethnically, culturally and linguistically diverse society. The need for multicultural training to be part of LIS programmes was not mentioned in the 1982 Australian guidelines.
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Similar to the focus of the Australian guidelines, these guidelines also focus on minority groups within the United States. However, they note that this needs to be understood within the context of cultural diversity, and that all cultures must be considered in the development of collections and services.

### **2.3 A World of Information: Creating Multicultural Collections and Programs in Canadian Public Libraries (National Library of Canada, 1994)**

Of all the guidelines, these are the most detailed and are presented in the form of a handbook. The guidelines focus on the following:

**Table 3.3: A world of information, 1994**

<b>GUIDELINE</b>	<b>DESCRIPTION</b>
<b>Multilingual collections</b>	<p>The handbook does not provide detailed information on the actual development of a multilingual collection for a public library. It rather focuses on introducing multiculturalism in Canada, and provides advice on how to initiate contact with diverse cultural and linguistic communities. It also explains how to market a multilingual collection.</p> <p>The handbook suggests that representatives of the different ethnic communities should assist in the development of collections, by advising on subjects of interest, popular authors and publications and on particular community needs.</p>

<p><b>Developing a profile of a multicultural community/ statistical information</b></p>	<p>The handbook states that each cultural community has particular needs and wants and that these are unique. A multicultural service must, therefore, be based on a thorough understanding of the background, make-up, needs and wants of each group in the community. According to the handbook this can be accomplished through a needs assessment that should include identifying the main cultural communities in the library's jurisdiction and examining statistics on these groups.</p>
<p><b>Reaching out to the community</b></p>	<p>The handbook suggests that some groups might come from a non public library culture, or they may come from countries where libraries - or the availability of books for public use - do not exist. It also recommends that the library should use community networks to reach out to these communities. It recommends that staff should be trained for outreach and multicultural services, and that library staff should visit cultural and social clubs, church groups, etc., to introduce library services to people who may not be familiar with the range of services available.</p> <p>It further recommends that the library should meet with representatives from local ethnic media, such as the press, television and radio stations, in order to use the media to promote the library in these communities.</p>
<p><b>Bibliographic instruction</b></p>	<p>The handbook touches on bibliographic instruction under the heading "How to orient new patrons to the library". It points out the importance of improving cross-cultural communication and gives a number of tips on communicating with people from other cultures.</p>
<p><b>Promotional services</b></p>	<p>These include services and multicultural library programmes which may attract these communities. It maintains that the library should be made a welcoming place for members of cultural communities by offering programmes and handouts that describe library services in community languages. It also suggests that promotional flyers, directional signs, brochures, bookmarks and booklists should be presented in the languages of these groups</p>

	<p>and should be representative of their cultures.</p> <p>Other recommendations to bring the community to the library include library programmes that celebrate the heritage and customs of cultural communities; story-times representative of different cultures and in relevant languages; and displays highlighting the cultural heritages of local communities.</p>
<b>Multicultural staff training</b>	<p>The handbook deals with multicultural staff training, especially multicultural, in-house, workplace workshops. It recommends that workshops should include sensitivity training. It suggests that staff training should focus on cultural diversity training as this can "help library staff become more sensitised to their clients and develop a degree of empathy with various cultural norms." The handbook, however, does not mention the need for multicultural training in LIS departments.</p>

Similar to Australia and the USA, Canada's guidelines also focus on minority communities - or as described in the handbook, "ethnocultural minority groups". The handbook often only refers to *multilingual* collections and services. However, this is seen in the broader context of accepting and promoting cultural diversity in Canadian society (1994: 2).

#### **2.4 Multicultural Communities: Guidelines for Library Services (IFLA, 2nd edition - revised, 1996/1998)**

According to IFLA (1998: 4), "these guidelines are based on Standards for multicultural public library services compiled by the Working Group on Multicultural Library Services (Victoria) and published in August 1982."

The IFLA guidelines were produced to promote standards of fairness and equity in library service to ethnic, linguistic and cultural minorities. IFLA (1998: 5) believes that the implementation of the guidelines will encourage mutual

understanding and tolerance among ethnic, linguistic and cultural groups represented in all societies. IFLA (1998: 6) also points out that as these are international guidelines - they are not intended as stand alone guidelines, but should be used together with whatever other national or local standards, policies or strategic plans for library development are in effect within a library's jurisdiction.

As with the ALA Guidelines, IFLA (1998: 5) notes that library services to ethnic, linguistic and cultural minorities should not be seen in isolation or as additional to normal services, but rather as integral to any library service.

IFLA (1998: 5) points out that although the guidelines are international, the ethnic, linguistic and cultural composition of countries around the world varies greatly, and this should be taken into account when following these guidelines. As with the guidelines of individual countries, the IFLA guidelines also refer to minority groups, such as immigrant minorities, refugees, migrant workers and national minorities. They do, however, emphasise that in a global society we are all part of cultural minorities and that all cultures must be represented in the global information infrastructure.

As a general principle, IFLA (1998: 6) emphasises the fact that "these guidelines have maintained the belief that library service should be provided to all ethnic, linguistic and cultural groups at the same level, and according to the same standards." They also urge that - on an equitable basis - all ethnic, linguistic and cultural communities be offered library materials and access to networked information services in their preferred languages and reflecting their own cultures.

As the guidelines were based on the Australian standards (Working Group, 1982), they are structured in a similar way, and include the following:

**Table 3.4 Multicultural communities - IFLA, 1998**

GUIDELINE	DESCRIPTION
<p><b>The responsibility for provision</b></p>	<p>The funding and provision of library services to ethnic, linguistic and cultural communities is a responsibility of all library authorities, both central and local. The guidelines recommend that certain functions are appropriate for individual libraries and local library authorities. These include individual library goals, objectives and policies regarding these services; assessment of the needs of its community; and libraries serving people belonging to an ethnic, linguistic or cultural group should make local provision for that group of users.</p>
<p><b>Library materials</b></p>	<p>This section provides basic principles and general directions for the development of multicultural library collections. The guidelines state that library materials should be provided for all, in their preferred languages and relating to their own cultures. The IFLA guidelines suggest - as do the ALA guidelines - that in the case of small or widely scattered groups, a central or cooperative library effort is the best means to provide materials.</p> <p>The IFLA guidelines suggest that such provision should be at the same <i>per capita</i> level as the population, in general. It also recommends the collection of other materials, such as periodicals, newspapers and sound recordings. IFLA states that in a community with a low reading level - or a significant level of illiteracy - non-print materials, in particular sound and video recordings, should be emphasised.</p> <p>These are the first multicultural guidelines which emphasise digital information materials. They recommend that libraries with networked databases or web sites should make sure that these cater for all ethnic, linguistic and cultural groups within the community, and that libraries assure global access to these services. The IFLA guidelines represent an early Internet and Web</p>

	perspective and serve as an introduction to multicultural library services for any library considering developing such services.
<b>Cross-cultural materials and services</b>	<p>Libraries should aim to acquire materials that reflect the ethnic, linguistic and cultural composition of society in order to foster racial harmony and equality. It is recommended that library materials acquired should assist groups in understanding each other's different cultures and backgrounds.</p> <p>Libraries should participate in the life of the community by becoming involved in local events, such as cultural activities, festivals, and the commemorations of the various ethnic, linguistic and cultural groups in an area.</p>
<b>Information and reference services</b>	Libraries should provide a reference and information service in those languages most commonly used. The guidelines point out that it is particularly important that community information - involving data for everyday decision-making - should, where possible, be provided in the language of the user. IFLA also suggests that sign posting, enrolment forms, overdue notices, rules and promotional materials should be provided in the languages of - and should reflect the interests of - members of ethnic, linguistic and cultural groups.
<b>Technical services</b>	The guidelines suggest that for financial reasons cataloguing of materials in community languages should be carried out centrally or cooperatively, whenever possible. They suggest that the cataloguing of materials in all languages should be at the same standard as that for the main language(s) of the country and, where possible, cataloguing should be in the original language and script.
<b>Extension services</b>	<p>IFLA recommends that libraries should support literacy and literacy programmes in the national language(s) and in other languages.</p> <p>It further recommends that social and cultural community activities organised by the library, such as story telling, concerts, drama and</p>

	exhibitions, should be directed towards all ethnic, linguistic and cultural groups, and that extension activities should be conducted in the preferred language of the users.
<b>Staffing</b>	<p>Libraries should reflect multicultural societies in the staff they employ. Staffing should truly reflect the different ethnic, cultural and linguistic groups that the library serves. It is recommended that library authorities should encourage the employment of people with relevant linguistic and cultural knowledge, skills and abilities. The guidelines also recommend that libraries should institute continuing education programmes designed to enrich the cultural and ethnic awareness of their staff.</p> <p>According to IFLA, library schools should encourage people of different ethnic, linguistic and cultural backgrounds to enrol for courses in librarianship, and that such courses include the ethnically, linguistically or culturally diverse issues that library staff are required to deal with.</p>

As can be seen from the above review, IFLA based many of its guidelines on the Australian Standards of 1982 (Working Group, 1982). However, the IFLA guidelines are clearer, more up-to-date, and also include basic guidelines on digital, multicultural services. Furthermore, it allows for their application in different countries.

## **2.5 Responding to Our Diversity: Multicultural Service Guidelines for Victoria Public Libraries (July 2001)**

The earlier set of Australian Standards (Working Group, 1982) forms the basis for these updated Australian guidelines. The reasons for developing these guidelines - the document explains - is that they contribute to the planning, delivery and evaluation of specific areas of service provision, and that they have been developed to ensure access and equity in library services (2001: 2).

The guidelines were based on a formal research project and included three areas of investigation: a literature search; best practice in the delivery of multicultural library services; and consultation with key stakeholders. According to the document, the aim of the guidelines is to "provide practical assistance to public library staff for establishing and maintaining relevant multicultural library services and promoting best practice" (2001:4).

The Working Group recognises that the approach of these guidelines is consistent with that taken by IFLA. The first part of the Victoria guidelines presents a summary of the current state of multicultural library services and a framework within which multicultural library services can be developed. They emphasise the basic - but important - concept that "having a multicultural collection does not, in itself, constitute a multicultural service" (2001:2).

These guidelines also present a clear review of definitions and terminology and they emphasise the need for sensitivity in developing multicultural library services, as well as the importance of the consultation process. They suggest that communication with community organisations should be sought very early in the design and planning process for library services delivery, particularly with regard to collection development and service delivery (2001:12).

An important aspect not mentioned in the other guidelines is that of evaluation. According to the guidelines (2001:13), formal evaluation is crucial in determining the effectiveness of service delivery and collection provision and must be conducted on a regular basis. They recommend that in all cases it should include a measure of user satisfaction with the design and delivery of services.

Another important new development in the Victoria guidelines is the format in which they are presented, i.e. as a matrix. According to the Working Group (2001:14), the matrix has been developed as an aid for helping and providing

options for Australian libraries in planning and delivering multicultural library services. The matrix – given on the next page - is divided into four main stages. At each stage the library needs to identify aims, strategies, tasks and tools.

**Table 3.5: Responding to our diversity, 2001**

<b>STAGES RECOMMENDED</b>	<b>DESCRIPTION</b>
<b>Stage One - Needs Identification</b>	The first stage outlines the preparatory work required. According to the matrix, the target market needs to be defined and a profile of the community should be drawn up - using statistical data. An example of an aim for this stage would be to develop and maintain a profile of the multicultural community being served. The strategy would be that of collecting statistical data for the service area, and tasks and tools would include contacting local government for census publications.
<b>Stage Two - Service Planning</b>	The document refers to the IFLA guidelines which state that each individual library should clearly record goals, objectives and policies relating to its services to ethnic, linguistic and cultural minorities.  According to the matrix, having identified the range of resources and service needs, this stage is the preparation of a plan to meet those needs. It also notes that consideration will need to be given to both providing access to appropriate resources combined with appropriate activities to ensure the most effective use of the public library by these communities.
<b>Stage Three - Service Plan Implementation</b>	Once the overall plan with outcomes, objectives, performance measures and budget has been drawn up and finalised, the implementation may begin. This will include further elaboration of tasks and refinement of resources so that management can ensure that outcomes are realised. According to the matrix, the implementation stage covers the provision of equitable access to suitable library resources, services and staff assistance.

	<p>The resources mentioned in the matrix include electronic information, such as relevant Internet access to specific communities. It states that "the Internet offers resources for culturally diverse communities that may not be otherwise available. It also offers opportunities to maintain cultural links and heritage by research and using email."</p> <p>The matrix notes that at this stage the roles of staff should be determined by the objectives of the multicultural service plan. This includes having staff with language skills that mirror those spoken by the community. An example of one of the aims of this stage would be to provide a range of multicultural resources in formats appropriate to the community being served. The strategy would be that of acquiring materials and promoting these materials across the community. The tasks and tools include a purchasing plan with a time and financial framework and promotional media in the language(s) of the communities.</p>
<p><b>Stage Four - Service Evaluation</b></p>	<p>According to the matrix the final stage completes the process and feeds back into the next planning cycle. The guidelines state that the multicultural services delivered by the library to the community should be assessed by selected performance criteria which should include both internal and external evaluation. The matrix also notes that libraries should ensure accountability to their multicultural communities.</p> <p>Finally, the matrix suggests that a brief report, particularly noting successful programmes, should be prepared and circulated to key stakeholders.</p>

The Australian 2001 guidelines are more practically oriented and provide a clear step-by-step approach to planning, implementing and evaluating a multicultural

library service. Furthermore, these guidelines - which are the most recently published of the guidelines - represent more current thinking on multicultural library services. They also reflect the present state of planning for multicultural library services in Australia in that they are intended to reflect the current climate in public library services; and they incorporate changes in information technology, increased diversity and changing community expectations in that society.

As with all the other guidelines reviewed here, these also take into account the needs of minorities when referring to multicultural services. However, as in Canada and the United States, this is viewed within Australia's concern for the growing diversity evident among the communities served by public libraries. The ultimate goal of the guidelines is the establishment of a fair and equitable service by public libraries to all cultural and linguistic groups in the community (2001:1).

### **3. COMPARISON MATRIX OF THE DIFFERENT GUIDELINES**

This matrix is based on the components of each of the five multicultural library guidelines discussed above. The matrix aims to identify components that are similar in all guidelines, but also those which are unique to certain sets of guidelines. Based on the matrix, a checklist has been compiled which form the basis for the interview guide for this research.

Guidelines on multicultural library services and their inclusion in each document include the following:

**Table 3.6: Comparison matrix of the Five Sets of Guidelines**

<b>GUIDELINE ON</b>	<b>Victoria 1982 Guidelines</b>	<b>ALA 1990 Guidelines (Revised 2002)</b>	<b>Canadian Guidelines 1994</b>	<b>IFLA Guidelines 1998</b>	<b>Australian Guidelines 2001</b>
<b>Planning</b>	✓		✓	✓	✓
<b>Responsibility of provision/ Funding</b>	✓	✓		✓	
<b>Needs assessment/ Profiling the community</b>	✓		✓	✓	✓
<b>Consultation</b>			✓		✓
<b>Multicultural library committee</b>					✓
<b>Training</b>	✓	✓	✓	✓	✓
<b>Staffing</b>	✓	✓	✓	✓	✓
<b>Development of multicultural collections</b>	✓	✓	✓	✓	✓
<b>Cross-cultural materials and services</b>	✓	✓	✓	✓	✓
<b>Programmes and services</b>	✓	✓	✓	✓	✓
<b>Information and reference</b>	✓	✓	✓	✓	✓

<b>services</b>					
<b>Technical services/ cataloguing</b>	✓	✓		✓	✓
<b>Collaboration and networking</b>		✓	✓	✓	✓
<b>Technology</b>		✓		✓	✓
<b>Archival/ heritage collections</b>		✓	✓		✓
<b>User education</b>		✓	✓	✓	✓
<b>Physical access</b>	✓	✓	✓	✓	✓
<b>Marketing and promotion</b>		✓	✓	✓	✓
<b>Outreach services</b>	✓	✓		✓	✓
<b>Evaluation and feedback</b>					✓

#### **4. A CHECKLIST OF NECESSARY COLLECTIONS AND SERVICES FOR A MULTICULTURAL LIBRARY**

The checklist outlines the types of services and materials that are necessary for public libraries in a culturally diverse society. This checklist - which is based on each set of guidelines reviewed above - forms the basis for the questions of the interview guide for the public librarians interviewed at the CJLIS, Region Eight.

## **4.1 Planning**

Although the various sets of guidelines are structured differently - especially the Australian guidelines (Library Board of Victoria, 2001), they all emphasise the need for libraries to plan services for culturally diverse communities. This planning includes stating the goals, the objectives and the policies related to services to these communities.

## **4.2 Responsibility of provision**

Other than providing collections locally, public libraries should also rely on cooperative arrangements for the provision of multicultural stock - especially small libraries, or libraries that have a small number of individuals in a specific community. These libraries may rely on the collections of their respective state or national libraries.

When examining the responsibility of provision, libraries also need to determine the funding for multicultural services that are going to be provided. A detailed budget should be compiled.

## **4.3 Needs assessment/profiling the community**

Other than the American guidelines (ALA, 1990), all the guidelines reviewed emphasise the importance of conducting a needs assessment which should be based on a profile of the diverse cultural communities served by the library. The profile of these communities should be drawn up, using the most recent and reliable statistics available - including census information and data from membership records. The guidelines also emphasise that the needs assessment should be done in consultation with the communities.

#### **4.4 Multicultural library committee**

The need to set up a committee to deal with multicultural library services and materials is only noted in the Australian guidelines (Library Board of Victoria, 2001:27). These guidelines suggest that the committee should focus on multicultural issues, specifically, and that it should monitor the progress of services provided. The committee should be made up of staff members and users representing the diverse communities.

#### **4.5 Multicultural library collections**

Olden (1996: 13) notes that the provision of material for multicultural populations has received more attention than any other multicultural library service, and this is often mentioned by libraries reporting in the literature on their multicultural services. This facet includes the selection and acquisition of suitable material and cooperative schemes for the provision of the material. Olden (1996) finds that collections that are representative of the different cultures ensure that the services of the library are relevant to the communities being served.

According to the guidelines reviewed, the provision of a multicultural collection should be on a fair and equitable *per capita* basis for all communities in their preferred languages and relating to their own cultures.

All the guidelines recommend that collections should include:

- Book material in the language(s) of the different communities
- Non-book, multicultural materials, such as community newspapers, periodicals, audio tapes, and CDs.

The guidelines also emphasise the need for the maintenance of multicultural collections, i.e. ensuring that these collections are as current and relevant as possible.

#### **4.6 Cross-cultural materials**

The provision by public libraries of materials which reflect the experiences of diverse communities - or which provide information of interest to these communities - is also recommended. According to all the guidelines, these cross-cultural materials that reflect the interests and people from all ethnic, linguistic and cultural backgrounds should be in both the language(s) of minority communities and the majority or official language(s). Olden (1996:17) suggests that these materials are important as they promote understanding and harmony across cultural communities.

#### **4.7 Other multicultural library programmes and services**

Although the provision of multicultural collections for diverse communities is the most common multicultural resource offered by public libraries, it is, however, important to remember the basic concept that "having a multicultural collection does not in itself constitute a multicultural service" (Library Board of Victoria, 2001:2). All the guidelines emphasise the importance of other services.

The study conducted by the Library Board of Victoria (2001) identified best practice multicultural library services that focused on other services as well (other than the provision of multicultural collections). Their list includes activities, programmes and events drawn from a literature search, and consultation with 'best practice' libraries. The Library Board (2001:33) maintains that the list is neither exhaustive nor prescriptive, but offers examples of what is being done to meet the needs of the different cultural and linguistic communities. According to the research project conducted by the Library Board, services offered in public libraries include:

- Library participation in ethnic community activities, such as national days, fêtes, festivals, dances, musical events

- The promotion of national days and cultural events through displays of resources in appropriate community languages
- Story time sessions for children in appropriate languages - held either in the library and/or out in the community
- Multicultural arts programmes and exhibitions
- Writing competitions - to promote cultural heritage preservation
- Library services to ethnic people who are housebound in homes/institutions
- Library orientation sessions in community languages
- Basic introduction to computers in community languages
- Basic and advanced Internet and email classes in community languages
- Talks on community health issues in community languages
- English conversation groups
- 'Open learning' classes, conducted in the library by adult learning staff
- New resources promotions in community languages
- Family and local history programmes in community languages (Library Board, 2001:33).

#### **4.8 Archival/heritage collections**

Building an archive of the histories of the different cultural communities served by the library is recommended in the guidelines of ALA, (1990), the National Library of Canada (1994) and the Library Board of Victoria (2001). The guidelines suggest that libraries provide storage facilities for local, cultural heritages/archives.

#### **4.9 Information and reference services**

Libraries should provide a reference and information service in those languages most commonly used. Cross-cultural issues during reference interviews also need to be considered in a multicultural society. These include the

communication barriers which may be encountered during a cross-cultural reference interview, such as poor cultural and social interaction, verbal communication problems, and non-verbal communication differences. The Working Group (1982:17) points out that it is particularly important that community information - involving data for everyday decision-making – should, where possible, be provided in the language of the user. The Canadian guidelines recommend (1994:22) that sign posting, enrolment forms, overdue notices, rules and promotional materials be provided in the languages of - and should reflect the interests of - members of ethnic, linguistic and cultural groups.

#### **4.10 Staff and staff training**

Libraries should reflect multicultural societies in the staff they employ, ensuring that the staff reflects the different ethnic, cultural and linguistic groups that the library serves (IFLA, 1998:11). All the guidelines recommend that libraries should encourage the employment of people with relevant linguistic and cultural knowledge, skills and abilities. They also recommend that libraries have in-house training programmes for the cultural awareness of their staff.

The IFLA guidelines also recommend that library schools should ensure that courses deal with the issues of libraries in ethnically, linguistically and/or culturally diverse societies (1998:11).

#### **4.11 User education**

All the guidelines emphasise the importance of offering user education - specifically, library orientation - in the languages of the cultural and linguistic groups served by the library. This includes any user education materials, such as handouts and pamphlets that have been developed.

#### **4.12 Technical services/cataloguing**

All the guidelines - except the Canadian guidelines - suggest that for financial reasons the cataloguing of materials in community languages should be carried out centrally or cooperatively, whenever possible. They suggest that the cataloguing of materials in all languages should be to the same standards as those of the main language(s) of the country and, where possible, cataloguing should be in the original language and script - to facilitate access.

#### **4.13 Physical access**

The importance of providing sign posting in different languages is recognised by all the sets of guidelines. This includes multilingual directional signs, shelf labels and signs indicating opening hours.

#### **4.14 Collaboration and networking**

All the guidelines suggest that libraries should interact with local cultural and linguistic organisations. This includes networking with local religious and cultural organisations to help libraries better understand the communities and their needs. It will also promote services to these communities and may lead to community organisations sponsoring multicultural library services for these communities.

#### **4.15 Extension services and outreach**

Besides the Canadian guidelines (1994), all the sets of guidelines recommend that libraries should support literacy and literacy programmes in the national language(s) as well as in other community languages. They also recommend that multicultural materials and services should be provided to the housebound; to hospitals; and to correctional services.

#### **4.16 Technology**

Chapter Two, section 2, describes the impact that globalisation and technology have had on the delivery of multicultural services. As a result of globalisation, nations have become more diverse and "in our global society, all cultures must be represented in the global information infrastructure" (IFLA, 1998:5). IFLA further suggests that public libraries can facilitate access to diverse linguistic and cultural information services through their global, networked library systems (1998:6).

In its guidelines the Library Board of Victoria (2001:5) says that the introduction of information technology has impacted on multicultural service delivery in that "it has expanded the range of information available in community languages and has provided access to global networks." These guidelines (2001:22) go on to explain that information technology, such as the Internet, offers resources for culturally diverse communities that may not be otherwise available, and that it also offers opportunities to maintain cultural links and heritages through research and through the use of email.

The Library Board (2001:24) recommends that the library web site be in the main languages of the communities served by the library, and that it be representative of the different cultures present in the community. It suggests that links to other web sites of interest to the diverse communities be available from the library's web site.

#### **4.17 Promotion of multicultural materials and services**

Other than the early Victoria Guidelines (1982), all the guidelines recommend that when promoting multicultural services key community contacts and all media formats should be used - including community radio stations, local newspapers,

community organisations, local churches, and community web pages. The guidelines further suggest that promotional media should be provided in the languages of - and reflect the interests of - members of ethnic, linguistic and cultural groups served by the library.

#### **4.18 Evaluation and feedback**

Only the guidelines of the Library Board (2001:13) mention the importance of evaluating the multicultural library services offered by the library. This is considered essential, as it tells the library whether it is meeting the needs of its multicultural communities. These guidelines recommend that the various communities be provided with feedback on how successful the services have been and what progress has been made (Library Board, 2001:28).

## **5. CONCLUSION**

This chapter has reviewed existing guidelines for the development of multicultural library services in various countries abroad - including those of IFLA (1998). The sets of guidelines examined refer to multiculturalism in the context of minorities, especially ethnic minorities and immigrant groups. This is in line with the description of multiculturalism, given in Chapter Two. However, these guidelines may be relevant to any multicultural society as they offer libraries suggestions on the types of services and products necessary to meet the needs of culturally diverse communities. From the existing guidelines, a matrix and a checklist were compiled and used as a basis for the questions in the Interview Guide (see Appendix 1).

The next chapter presents an overview of the multicultural nature of South Africa, particularly the City of Johannesburg, and it investigates South African library and information literature that has a bearing on multicultural library services.