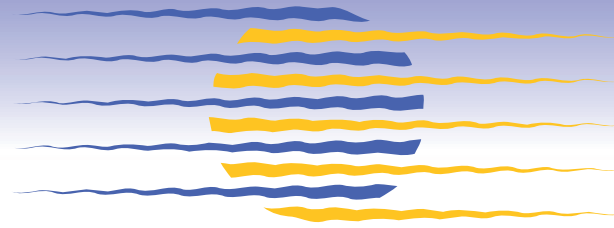


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challenging ideas

Cultural Diversity
How Public Libraries Can Serve The Diversity In The Community

International Network Of Public Libraries

Bertelsmann Foundation

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Table Of Contents

	Page
Preface	3
Executive Summary	3
Introduction	4
From All Ages	4
Cultural Diversity, General Opinions and Politics	4
Getting to Know Your Community	5
The Role Libraries Can Play in a Culturally Diverse Society ..	5
Focus of This Paper	5
Organization and Management	6
Context.....	6
Getting Started and Organized	6
Conclusion	7
Staffing	8
Staff Recruitment and Composition	8
Staff Training	8
Project Staff Versus Long-Term Program Staff	9
Use of Volunteers.....	9
Cultural Sensitivity	9
Pay	9
Recommendations, Opportunities and Thoughts for the Future	10
Financing	11
Funding Models	11
Foundations and Endowments	12
Role of Business.....	12
Recommendations, Opportunities and Thoughts for the Future	12
Collections, Acquisitions and Cataloguing	13
Pre-selection Studies.....	13
Materials Selection Process	13
Acquisition	14
Multi-cultural Multi-media.....	14
Cataloging.....	15
Budget Difficulties	15
Recommendations, Opportunities and Thoughts for the Future	15
Library Services and Programming	17
Understanding Demographics	17
Partnerships.....	17
Promoting the Library	18
Recommendations, Opportunities and Thoughts for the Future	18
Communication and Marketing; Reaching Out to Users	20
Translation.....	20
Outreach Specialists Within the Library	21
Foreign Language Press.....	21
Community Profiling.....	21
Recommendations, Opportunities and Thoughts for the Future	21
Networks and Consortial Arrangements	22
Joint Financing of Core Institutions.....	22
Joint Acquisition and Cataloging Programs	22
Interlibrary Loans	23
Cross Training of Staff.....	23
Collaborative Internet Resources for Patrons and Staff.....	23
Recommendations, Opportunities and Thoughts for the Future	23
Facility Design	24
Architecture.....	24
Signage.....	24
Placement of Collections, Interior Design and Color	24
Art Work.....	25
Recommendations, Opportunities and Thoughts for the Future	25
Collaboration and Outreach to Other Community Groups and Organizations	26
Recommendations, Opportunities and Thoughts for the Future	26
Conclusion	27
Why Bother at All...?.....	27
Society Influence	27
New Technologies and New Media	27
Collaboration and Networking.....	27
Local Perspective.....	28
Checklist for Action-Planning	28
Three Golden Rules.....	28
Appendices	29
1. Good Practices	29
Århus (Denmark).....	29
Brisbane (Australia).....	29
Brooklyn (USA)	29
Frankfurt (am Main) (Germany)	29
Greve (Denmark).....	29
Den Haag (Netherlands)	29
Helsinki (Finland)	30
New York (USA).....	30
Odense (Denmark).....	30
Queens (USA).....	30
Seattle (USA)	30
Sno-Isle (USA)	31
Stockholm (Sweden)	31
Toronto (Canada)	31
Utrecht (Netherlands).....	31
2. Networks and Consortial Arrangements	32
3. Checklist: How Multicultural is Your Library?	32
4. Ten Reasons Why Libraries Must Engage in Cultural Diversity.....	33
5. List of Literature, Guidelines and Background Information	33
6. More Information on Greve Public Library's Policy	34
7. URL's of Sources, Libraries and Institutions.....	34
8. About the Authors	35

Preface

Cultural diversity is a rapidly growing aspect of society all around the world. It also creates a great challenge for libraries needing to adjust their service to meet the changing customer groups and demands. This was why the International Network of Public Libraries of the Bertelsmann Foundation chose to research this topic.

The authors were motivated to work on this subject because of their strong belief that libraries should serve all members of society as well as by their conviction that there is a considerable amount to learn from other libraries to improve services for their communities.

As a by-product of this research, the authors were able to taste one of the benefits from cultural diversity: from Danish herring in Odense to Ethiopian food in Seattle and Moroccan dishes in Utrecht. And that's only a taste of what was tasted. This could have made an interesting report too!

The authors would sincerely like to thank their colleagues from all the libraries and institutions who contributed to this report for their hospitality and willingness to share their vision and experience. We would also like to thank the colleagues from the International Network of Public Libraries for their critical comments on the first draft, as well as the staff of the Bertelsmann Foundation. All of these friends and colleagues helped improve the result in a substantial way.

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We thank the Bertelsmann Foundation for the opportunity to work on this project and this unique chance to learn from others and to share this knowledge with libraries around the world.

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Executive Summary

Libraries can play an important role in a culturally diverse society. They enable different groups to enjoy their cultural heritage, keep in touch with their homelands, practice their mother tongue, learn the new country's language, find their way in the new society, celebrate cultural activities and educate and inform all new community members.

In order to be successful, the director of the library has to have a vision and commitment to serving their culturally diverse community. Without that vision and commitment there will be no political approval sought, no goals set, no community engagement, no staff encouragement, and finally no money dedicated to these services.

Staff needs to be trained to work in a culturally diverse community. A code of conduct can help to create the desired performance. But also staff from different backgrounds need to be recruited. Cultural sensitivity and respect are important aspects in the interaction between staff and patrons.

Staff from different backgrounds can also play an important role in processes like acquisition and cataloguing even if they are not (yet) trained librarians. Additional payment for these additional tasks is sometimes needed. It is important to have the work on cultural diversity spread among many staff-members and that it becomes part of all of their day-to-day work. In too many libraries, working with the different groups in the community is the work of one or two devoted staff-members; if they leave, the work they are doing might simply cease. Although many activities in libraries have started based on project-money, long-term work on cultural diversity will only become integral if the money becomes permanent and ongoing.

Libraries have found a variety of ways to acquire materials for different language groups, but difficulties like lack of knowledge of the language, limitations in cataloguing in different languages, reliable vendors, copyright-issues, and limitations in budgets have made this task one beyond the reach of many libraries. National and international cooperation between libraries and consortia is needed to improve these processes and make them both more effective and efficient. Many examples illustrate the opportunities in this area.

For libraries to succeed they must both understand the community demographics and have an absolute commitment to collaborating with other agencies and organizations in the community. When target groups and possible partners are identified, the library can more easily reach out. The needs of the groups can be more thoroughly met in an appropriate way when cooperation takes place based on the motto "Nothing over them without them". Collaboration also enables the library to promote the library and its services in a more synthesized manner to new groups. Here, again, staff members speaking the language can play a role, as well as translation of the library's Internet services, local newspapers in various languages, or radio and television stations in foreign languages.

Not many libraries have the possibility to adjust the architecture of their buildings as cultural groups change. Good results, however, can be achieved by adjusting coloring, signage, and art in the library reflective of groups using it. A visible and inviting placement of collections is also very helpful.

Ideally, all libraries throughout the world would have a thorough strategic plan to serve their rich multi-cultural communities. This is ideal. However, even taking an incremental approach is a good beginning. Without ongoing commitment all results are at risk of slipping away.



Introduction

"If immigration is to be a success, institutions like libraries have to make it work."

Jane Pyper, Toronto Public Library

From All Ages

Cultural diversity in society must be as old as mankind itself. From the prehistoric tribes conquering new territories to the great streams of refugees and immigrants of the twentieth century, the questions and challenges when different ethnic and cultural groups come in contact with each other must have been more or less the same. Little do we know about the way groups from different cultures reacted to each other in the days of Alexander the Great or Attila the Hun; the latter being held responsible for a great movement of peoples from as far as Mongolia to the Atlantic coasts of Europe in the middle of the first millennium. Although official policy often states that cultural diversity is enriching society, history has shown that newcomers or minority-groups were not always looked upon in this positive way. The recent wars in Africa and on the Balkan and the continuous problems in the Middle East show how difficult it continues to be for mankind to cope with cultural diversity.

Cultural Diversity, General Opinions and Politics

The diversity in countries has different origins, and countries differ in the way their diversity is perceived. Also many governments' political views on diversity differ. And many countries, notably the United States since September 11, are seeing sharp swings in political tolerance of immigrants and minorities. Looked at in a more general way, it can be said that cultural diversity comes about in a variety of ways.

- a. Diversity exists due to a population of indigenous people, as in Northern America, Australia and New Zealand.
- b. Diversity was created historically due to migration of different peoples, as is the case in many European countries.
- c. Diversity is created currently due to immigration, as again shown in Northern America, Australia, New Zealand, and frankly, all over the world.
- d. There is an influx of refugees seeking shelter and asylum, as in almost all-western countries.
- e. A mix of the all of the above.

Thus there is no such thing as a culturally homogeneous country. Still the person in the street may think differently about this. In the Netherlands, some people tend to forget the influx of Huguenots in the 16th century, of Jews in any century, of people from the former Dutch colonies in the 20th century, or the presence of Roma-people wandering through the country. They consider themselves as the inhabitants and owners of the land. The same applies in many other countries where you hear opinions as if it was one homogeneous culture, but when you take a closer look you find rich differences all over.

This chauvinism and arrogance provide the fuel for political parties to move towards positions where foreigners are perceived as a problem that should be solved by lowering the number of immigrants and by working on assimilation as soon and as hard as possible.

In countries with a long history of openness and tolerance like Denmark and the Netherlands, for instance, you see recently more emphasis on creating barriers to enter the country and on formal demands for knowledge of the language and culture of the country. Libraries have to deal with these changes in the political climate. And like in some cities in France where the right wing party has won the local elections, it is not only a change in climate. There is, in some instances, direct interference by the City Council in the acquisition of books and magazines in non-French language. In the United States, some cities and states have held elections to overturn bi-lingual education. And it is believed that this is only the tip of the iceberg, especially in the post September 11th environment.

When refugees are seen as temporary guests who don't justify great efforts, there is also within the library quite a different approach than when general opinion is that guests should be made to feel at home and that they probably will be remaining. In Australia and New Zealand in the last decades there has been a revaluation of the aboriginals rights. This also influences the work of the libraries, as for example in New Zealand, which is now an official bi-lingual country. Libraries played a leading role in accepting this positive change.

Getting To Know Your Community

The activities of libraries should not only be influenced by politics or the general mood of the community. The activities also need to be based on facts and on a good knowledge of the demands of the population that is being served.

First you need to know which groups are represented in the community and in which numbers. The availability of good demographic information from a recent census or from the register of population is of great importance. In Toronto, for example, the census information is rich and very useful in the planning processes of the library. In Utrecht, every few years, comparisons are made between the information out of the "register of population" and the information gained from the library-system and visitor's questionnaires.

In many places there is discussion about the number of people belonging to a language group that is needed in order to create a special collection or service. But, as always, this is also a matter of the available means – funding, staffing, translated materials.

However, it is not only a matter of numbers; libraries have to know more about the behavior of the different groups to get into contact with them and to learn more about their needs. In the Netherlands the four largest libraries conducted research in which all available knowledge of the groups present in their cities was accumulated. This created a rich source of information such as language spoken at home, language in which the children were raised, television channels that are watched, the reading of newspapers, reading ability at all, school results, etc. This not only provides information on how to advertise library services to these groups but also on which kinds of service will probably meet their needs and skills. In the 1970's, for instance, many Dutch libraries started acquiring books in Arabic for their Moroccan immigrants only to find out later that a large percentage of them came from rural areas where illiteracy was high and the language spoken at home was Tamazight, a scarcely written language. Thus, a good attempt, but frustrating end results due to not truly understanding an immigrant's needs.

Next to statistical and demographic knowledge of the immigrants and refugees, contact with the groups is of great importance. By developing services collaboratively with the immigrants, libraries learn more about their needs, mobilize their participation, and are able to effectively reach out with library services to them. At this point the question of library staff is important: do libraries need to employ staff members of different origins and with different language abilities? With all of this in place, will libraries be able to adjust their services and roles towards the community?

The Role Libraries Can Play in a Culturally Diverse Society

Libraries have a myriad of roles in society and basically all these roles apply to the topic of cultural diversity. And as libraries attempt to serve all people in their community and make the community feel a sense of "ownership", it should be basic that the library should reach out to all diverse groups in equal measure.

Libraries enable:

- a. Cultural groups to enjoy the cultural heritage as it is written in their language or available on CD, video or DVD;
- b. Members of these groups to keep in touch with what is going on in their (former) homeland by means of newspapers, magazines and the web;
- c. Young members of these groups to learn and practice the

mother tongue of their parents by means of the available media;

- d. Learning the new country's language as a second language;
- e. Newcomers to find their way in society by providing community information, guiding them to it and helping them have access to the resources they need, as well as participate in naturalization courses;
- f. The celebration of the culture of the groups by providing the library as a stage for festivities and (non-religious) rituals;
- g. All groups in society to become informed about the background and meaning of different cultural aspect of the different groups.

By doing all this, the libraries play an important role in formal and informal learning, supporting newcomers in finding their way around, making people feel at home and creating a basis for understanding between different groups. For this latter aspect, the library can be of great importance by adding to the awareness of cultural diversity, creating curiosity and providing information to understand differences.

With a good functioning library-system the individual benefits and society benefits.

The value of these benefits is hard to prove but shouldn't be underestimated. The library is not only a safe haven but contributes in a substantial way in supporting immigrants and refugees in full-fledged participation in society.

Focus of This Paper

It is the goal of this paper to assist libraries by showing that serving multi-cultural communities is important not just for the library, but for the health of the entire community, and well worth the investment.

This publication wants to inspire libraries to take action and employ activities to meet the cultural diversity in their communities. It wants to inform library managers of both big library systems as well as small town libraries, libraries just contemplating starting with efforts in this area as well as libraries who are long on their way. It will give an overview of the state of the art on four continents, examples of best practices and an analysis of how libraries, both as individual bodies and acting in cooperative consortiums can do better.

Finally, it wants to demonstrate that it is important that these services and activities are not an "add on," but part of the regular work of a library in a holistic approach.

The following areas are included:

1. Organization and Management
2. Staffing
3. Finance
4. Library Collections, Acquisition and Cataloging
5. Library Services and Programming
6. Communication and Marketing/Reaching Out to Users
7. Networks and Consortial Arrangements
8. Facility Design
9. Collaboration and Outreach to Other Community Groups and Organizations



CHAPTER 1 Organization And Management

Context

To be able to be responsive to a culturally diverse society the library must adjust its organization. This demands an individual taking initiative, a policy that is accepted within the library and preferably embedded in the opinions in the community and local and state policies, ways to communicate with different groups within society, an organized task force that enables the library to do what it intends to do, a support structure or cooperation with other libraries to deal with tasks that have to be dealt with on a higher level, a way of steering all these activities and a way to evaluate.

Thus there are different aspects that need to be dealt with in a holistic manner. If one of the elements is missing, the result will be only partial success or even lack of success.

We can put this into scheme to see the importance of each element and the possible result.

Scheme 1

Aspects					Result
Vision/ Policy	Initiative/ Incentives	Leadership/ Steering	Planning/ Organization	Means	
X	X	X	X	X	Success/ change
	X	X	X	X	Confusion
X		X	X	X	Stagnation
X	X		X	X	Apathy
X	X	X		X	Chaos
X	X	X	X		Frustration

In this section of the paper however, only parts of these aspects will be discussed. The focus is on organization and management. Other aspects will be addressed in later chapters.

Getting Started and Organized

National politics influence or support the initiative in libraries to become more culturally diverse. In some countries, like in Canada, the official policies are genuinely based on a history of immigration and the notion that the country is a melting pot of nations.

This provides a climate, which is favorable for accepting all cultures and languages as equal and for stressing the multicultural aspects in the library.

In other countries, like Denmark and the Netherlands, there is a reaction to cultural diversity stressing the need of a common language and a good understanding by newcomers of the cultural heritage and rituals of the receiving country. In this situation the acceptance of special efforts in translating information, materials acquisition or cultural activities is less.

In Singapore the official policy of a multicultural society is so evident that the National Library Board provides culturally diverse libraries to the Singaporeans without even calling them that. (www.nlb.gov.sg) Sometimes local policies favor multicultural activities in libraries and bring governmental approval to enable and support the service. For example, in Brisbane (Australia) the city has an explicit policy on cultural diversity. There is a mission formulated positioning the city as a culturally diverse city. The policy is a major item on the city's website. (www.brisbane.qld.gov.au; see Supporting Diversity.)

Not only are the official governing bodies and their policies important, but also the position taken by the library association in a country can make a difference. Most library associations have an official document stating this position. But more important is the actual support provided by the association in organizing discussions and conferences, creating cooperation between libraries, organizing learning processes between libraries in the country as well as abroad and providing support and facilities.

Within the framework of these national and local differences, libraries can undertake their activities. They can, because policy demands initiative and organization to become more than only words.

The initiative to take action towards cultural diversity may come from different angles:

- Sometimes it is the community itself that demands the library pays more or special attention to a group. In Utrecht, for instance, the creation of "cadre" within the Turkish population by training parents to participate in parent-committees at school led to an interaction between these Turkish parent committees and the library towards better support of the Turkish community by the library.
- Sometimes it is the director of the library who makes it her or his special assignment to make the library more responsive to the demands of the culturally diverse community. In Seattle and The Hague, to mention only a couple, this is the case.
- More often however it seems that some devoted member of library staff will be the actor to start thinking and organizing

on this subject. Sometimes because of their own background, sometimes because of contacts or family members and sometimes just because of humanitarian or political engagement.

In many libraries, thanks to the never-ending energy put into process by individual staff members, a lot is achieved to broaden the library's services to the community and make it more diverse. The positive side of this is that other staff members might get experienced and engaged too, that groups within the community start to respond to the library and have higher expectations for the future and that political acknowledgement for the role the library can play might rise. The risk however is that all this is not a feature of the library as an organization but solely built on the effort of this individual staff member. This makes it very vulnerable. In many libraries we asked ourselves –and the directors- what would happen if this specific staff member would leave.

As a matter of fact, this is the important question to ask: is the initiative taken in a way that it will become part of everyday library life and work? It is our view that leadership is the key-factor towards success. Without leadership from the highest levels of management, the risk of policy remaining just words on paper or activities of just the work of one engaged, passionate staff member is too high. Leadership is needed to add vision, authority and power. To spread this kind of passion and vision, the desire to address the diversity in the community must be part of the library's mission statement. It should pass into the veins of the organization; everyone asked about the library's "reason for being" should include within their answer "a commitment to serving the entire community."

This also demands that the leadership in the library demonstrate the importance of these services, is interested in progress, celebrates results and makes it a checkpoint in almost any issue in the library from budgeting to staffing, from publicity to furnishing and signage and so on. Only in that way can a mono-cultural oriented library become gradually a multi-cultural library.

A common way to organize activities is to create a special team or taskforce. At the Seattle Public Library and Toronto Public Library, for instance, a multicultural activities committee was created. This enables the library to demonstrate the priority of the subject, to involve different departments and staff members, to bring energy and enthusiasm to the topic, to accumulate knowledge and experience, and to guide and evaluate the results.

In Greve, Denmark a special statement on the position of the library towards the multicultural society was composed to communicate the vision of the library and to support staff in conduct.

Other libraries have in their library rules specific phrases to address the respect for different cultures. In Frankfurt (Main), Germany for example, the manager responsible for branch library services went on a study trip for four weeks to New York (Queens Borough Public Library) in order to learn "best practices." Upon return to Frankfurt, she implemented a new specialized service towards immigrants focusing on "German as second language" in a branch library – an interesting example of how world-wide exchange of ideas and best practices can enhance the development of new services.

Another important instrument is of course the allocation of budget. At the Toronto Public Library, 10% of the collection budget is reserved for materials in non-English languages and another 2 % is

reserved for English-as-a-second-language. In this way the library is sure that cultural diversity will be reflected in the collection.

Another instrument is the "planning checklist" used by departments of libraries. If special attention is asked for multicultural activities this will steer the planning in the desired direction.

In Utrecht there is formulated staffing policy stating that the library staff should reflect the community it serves. There are targets for percentages of staff members of non-Dutch origin. The public library of The Hague, in a clever way, uses the presence of embassies and consulates of different countries in the city. In this way the library creates, with minimal effort, a vast program of culturally diverse activities in the library. By creating a special annual report on these activities the library demonstrates the focus it has on cultural diversity, and thus receives more support.

To create a basis for the allocation of staff, money and time to this topic the accumulation of knowledge is important. Without good knowledge of the different groups, their needs and demands and the level of outreach needed by the library into the community, it is much more difficult to empower the organization and get it moving.

Conclusion

We found different measures taken by libraries to engage in serving culturally diverse populations. They include:

1. Policy by local or national government
2. Explicit vision and mission statement including this topic
3. Leadership by director and management on this subject
4. Team of staff members/ task force
5. Statement of conduct/ library rules adjusted to cultural diversity
6. Rules for allocation of budget for this topic
7. Rules for planning and evaluation including this topic
8. Multidisciplinary team with partners from outside the library
9. Policy for staffing according to cultural diversity
10. Special activities report on this subject
11. Accumulating knowledge

As more of these measures are incorporated into the structure of a given library, the firmer will be the foundation for on-going support for strong multi-cultural library services. And if strong leadership is provided by the library director and other library management, then the future is bright for quality services to immigrant and refugee communities in libraries throughout the world.



CHAPTER 2 Staffing

In every library observed, studied and researched, it is clear that a strong, committed and well-trained staff with absolute commitment from library administration is core to successful provision of library services to multi-cultural communities. Of course, as noted throughout this paper, visionary leadership, strong collections, healthy funding, excellent programming and every other component are key factors. But library service that makes a difference in the lives of immigrants and refugees is impossible without a committed staff.

In the Introduction and Chapter 1 we addressed the organizational structure and the need for vision and passion. In this chapter we'll focus on staff recruitment and composition, staff training, project staff vs. long-term program staff, the use of volunteers, cultural sensitivity and pay for staff serving multicultural communities.

Staff Recruitment and Composition

Almost every library has staff that can perform customer service and collection development in some of the community's languages. In an ideal library setting each library would meet standards established by ALA and IFLA. Those standards suggest "Library staff working with multilingual patrons should be multilingual in order to provide effective service." (ALA RUSA) The reality – even in libraries considered among the best models: Toronto Public Library and the Queens-Borough Public Library – is that no library studied in the world has staff that adequately and proportionately reflect the cultural and linguistic make-up of the community. Perhaps an exception is Singapore where the whole concept of cultural diversity is no longer considered to be an issue.

This problem is made worse by the inability of our library schools to attract enough students from linguistic and ethnic minorities. Again, the ALA RUSA standards suggest that library schools should "offer courses that deal with issues involved in serving an ethnically, culturally, and linguistically diverse society." It is clear however that the library-schools are not the only problem. The career possibilities and the salaries paid to librarians add to the situation.

In spite of this difficulty, there are many examples of creative solutions that libraries and library schools have found to both recruit and to ease the difficulties of serving multi-cultural communities.

Obviously some of the larger public libraries are able to recruit nationally and internationally at library conferences and at library schools. Other libraries "grow their own" by providing scholarships and release time to send staff to library school. This has been greatly assisted in recent years by a surge in funding

in the United States by not only the ALA Spectrum Scholarships but through federal funding and funding from the Bill and Melinda Gates Foundation.

Also some library schools are creating undergraduate degree programs, such as the University of Washington Information School, to bring people into the field that are intimidated by the idea of needing a masters degree to work as a librarian. Clearly libraries in the United States will need to consider their own standards in hiring these graduates.

Seattle Public Library has a "Student Assistant" Program that provides after-school jobs for youth at their neighborhood libraries. It is these youths who most reflect the ethnic and cultural background of their communities and provide a sense of welcoming and assistance with translation, in addition to their other support duties.

To assist with language difficulties where staff is not diverse, many libraries use translated materials to allow for some form of communication with patrons. Some libraries are considering using pictograms to ease communication. A wonderful service used by the Toronto Public Library and others is a "Language Line," an AT&T commercial service that helps with customer interpretation. These libraries have found that this enables a much greater ease of communication at the service desks.

At the Odense Centralbibliotek in Odense, Denmark, the library has hired "Bridge Builders" from local non-Danish communities to encourage residents to come to the library. This project was established by the library together with the city's unemployment agency and financed by funding from the social department. In this project eight persons of non-Danish origin were offered a one-year training course where real library work was combined with training sessions in order to enhance the qualifications of each participant. The participants were guaranteed a job after finishing the one-year course – either in the library or somewhere else in the city administration.

At Rinkeby, a library branch in a very diverse part of Stockholm (Sweden) staff actually cover more than ten immigrant languages and it is considered of great importance when recruiting new staff members that further competence is added to staff so that all major languages spoken by patrons in the neighborhood can be understood. This is considered important both in order to serve patrons at the library and to be able to conduct the selection process for new library materials in a proper way.

Staff Training

Every library, regardless of size or composition of staff, has the ability to provide for on-going staff training and continuing education to assist staff in serving their ethnically and culturally

diverse patrons. It is important to note that most libraries providing on-going training are clear that training staff in serving multi-cultural communities is in addition to any diversity training they provide.

Libraries such as the Sno-Isle Regional Library System in Washington and the Augsburg Park Library in Minnesota have applied for and received grants to train the entire staff in serving their diverse community. The Sno-Isle Library did this by first holding focus groups with their two predominant immigrant groups – Russians and Spanish speaking immigrants from around the world. The information gathered has been key to designing the success of their program.

Libraries provide training through on going speaker series for staff, during in-service days, as part of new employee orientation and as required training for all staff. Curricula from these can be attained from any of the libraries studied as part of this project, as well as many other libraries throughout the world. In some libraries staff provides training in-house. Many other libraries make use of local agencies and organizations serving immigrants and refugees and local educators from schools and universities to provide the training sessions.

In Denmark the librarian's union organized themselves to tell library staff in the country about the importance of providing strong ethnic services. Two librarians with long-time experience in serving multi-ethnic communities made visits to all parts of the country. The general interest from library management around the country was however relatively low. Since that time the Danish National Library Authority (Biblioteksstyrelsen, www.bs.dk) has launched a two-year development program with the aim of creating a common library foundation for serving ethnic minorities. The program is based on a network of four regionally based consultants and consists of library services to the well-integrated citizen with a non-Danish ethnic background as well as the newly arrived refugee or immigrant. The program will be in effect from August 2002 until August 2004. It involves public libraries in four network regions, covering most of the country together with the Danish Central Library of Immigrant Literature (www.indvandrerbiblioteket.dk), the latter being in charge of the program and responsible for its coordination.

Project Staff vs. Long-Term Program Staff

Many libraries have started their formal services to multicultural communities through a special program or grant. Obviously one of the purposes of most special projects or grants is to measure the long-term value and demand as well as fiscal viability.

In some cases, once the program or grant cycle ended, the staff disappeared. In others, such as the New Americans Program at the Queens-Borough Public Library, the success of the program demonstrated and justified the long-term need. This program now serves as an excellent and replicable model.

Use of Volunteers

Volunteers can assist in filling language gaps, making connections with particular communities, and assist staff with programming. At the Brooklyn Public Library international high school students and students from local universities and colleges assist with cataloging work. They are teamed up with a catalog librarian. At the Seattle Public Library the successful "Talk Time" program is handled almost entirely with volunteers.

Libraries throughout the world are finding use of their computer services is extremely valuable in immigrant and refugee communities. These services everywhere are enhanced by use of volunteers in computer labs or in computer training. In King County, Washington "Somali youth working with the Techno Teen program were able to help the library connect with area Somali families and share important assimilation information about American customs and practices while staffing after-school tutoring services." (Urban Libraries Council report – Public Library Services to New Americans, www.urbanlibraries.org)

Each library has different limitations and opportunities for using volunteers, depending on their local agreements with labor unions. Wherever possible, use of volunteers enhances the ability to provide more culturally diverse services.

Cultural Sensitivity

Cultural sensitivity of staff is mandatory in serving multicultural communities. Library staff everywhere discussed, with some shame and chagrin, the problems of patrons, community members and staff who aren't afraid to question, "why are resources going to serve *these* people." This problem has worsened with the recent flow of refugees, as well as the events surrounding September 11th.

In Toronto, where 44% of the city's population was born on foreign soil, the library and the city have core competencies about serving immigrants and refugees. In fact, there are expectations for all staff and patrons through a citywide code of ethics and human rights initiatives. If patrons show insensitive behavior, it is treated as violating the city code. If staff shows insensitive behavior, it is treated as a performance issue. The city's code is based on a provincial code for the whole of Ontario.

Then there are cultural issues you only discover with experience. In Seattle a public art project chosen for its cultural sensitivity brought outcry from a community worrying that sacred text would be walked upon. In Toronto staff have learned that the Koran cannot be placed on the bottom shelf, only on the top shelf. Other concerns regarding whether books can touch others, whether they need to be covered and whether they need to be in a separate room bring their own sensitivity and response.

In Montgomery County staff are reminded to learn about how libraries are used in patrons' home countries or if there even are public libraries since that's a stereotype they'll have to deal with. In some cultures there is a huge distrust of government and thus, the library, as a part of government needs to work on that. People remember a new bookmobile looking too much like an immigration van and no one using it!

In some cultures girls aren't allowed out of the family home except on rare occasions. In Denmark at the Laeringscenter-Vollsmose Bibliotek, the library has a good name and a good reputation with the community and with parents. The library is considered a buffer - a clean and safe space. Therefore to encourage the girls, the library has created a special computer program just for them, which is very successful. Seeing these girls giggling and playful and learning was truly an awe-inspiring experience.

Pay

Most libraries do not provide premium pay to library staff for multi-lingual abilities. In some cases this is because this skill is expected of employees when they are hired. In other libraries, there are special classifications created leading to increased pay

or even specific agreements with labor unions for remuneration for working out of job scope. However, as noted above, it is often staff at the lowest support staff level that have the most thorough language skills reflecting the service area of each library. It is an issue for some libraries as they plan for the future.

Recommendations, Opportunities and Thoughts for the Future

In every part of the world the numbers of foreign-born community members is growing. Once this was true only in major metropolitan areas in a few regions. That is no longer the case. In the United States, according to Michael Fix of the Urban Institute, what use to be a five state "issue" is now a 50 state "issue" and not just in urban areas. Michael Fix also notes the problems caused by public attitudes toward immigrants: "Public attitudes have always been somewhat negative; the negativity is just a matter of degree. We are a nation of immigrants that have created foreigners." (Speech to Urban Library Council, May 2002, Washington D.C.)

This attitude will impact our staff and our ability to provide leadership to libraries around the world, especially in times of dwindling budgets and resources. As noted in the introduction to this paper, there is often a staff "catalyst" that inspires the creation of services to multi-cultural communities. Often this person or group will be the on-going inspiration, seeker of funding and provider of service. It is important that all libraries be cautious that the program or services don't die when this staff member leaves the organizations, but that the service becomes institutionalized.

The needs for training on issues of cultural sensitivity are key if one considers the comments made by libraries. First, it is important in our efforts to be culturally welcoming and accommodating that we not only encourage immigrants and refugees, but that we have them follow the same rules and codes of conduct that we expect of others. At the same time, many newly arrived immigrants need even more conversation and welcoming than other patrons at the public service desks. These patrons simply desire seeing friendly people on the front line and it is suggested asking them questions like "what can you tell me about your country" or "can you show me your country on a map." However, with other cultures and refugee groups, asking questions might create fear and keep them from coming back. It is a true balancing act, but one that can be resolved through good training.

As with every other area of library life, it is important that libraries do not "re-invent" the wheel. As each of us decide to implement a method of recruiting staff, training staff, making use of volunteers or any of the areas covered, we should look to libraries mentioned in this report, in the report of the Urban Libraries Council (see appendix) or resources from the American Library Association, State Libraries, IFLA and all other groups attempting to provide more and better trained staff to serve our growing diverse library audiences.



CHAPTER 3 Financing

This paper is being written during a period of global fiscal decline. Although some libraries and cities are not being impacted to the same degree, there is a general sense of less funding at a time of increased need and increased demand for a variety of library services. In spite of this, many libraries remain committed to dedicating funding to creating and enhancing library service to multi-cultural communities.

In this section we will explore different funding models from the use of general operating budgets to grants and endowments. We will also explore discussions held with members of the business community on why business should support strong multi-cultural library services. Finally we will touch on advocacy in funding.

Funding Models

Recently the Urban Libraries Council surveyed 73 American libraries and found that 82% reported funding services to multi-cultural communities (materials, programs) from their general operating budget. They assumed this meant the services were fully integrated into the overall work of the library. They also report that 57% of the libraries report that some of the services and materials are grant funded. We would suspect that a survey of other libraries around the world would find a similar mix.

Whether the services are integrated or not is simply not an indicator of the adequacy of funding. Gary Strong, formerly of the Queens Borough Library has talked about the "old" and "new" Queens library model. The characteristics are indicated below, showing a great difference between the new and old situation in how integrated and structural services are.

"Old" Queens Model	"New" Queens Model
Soft money funding	Permanent funding
One location	Dedicated staff representing community
One collection	Collections located in communities as needs expressed
Temporary staff	Structural staff
Limited programming	Extensive programming and courses

For Queens, where 56% of the population didn't live in the United States ten years ago, serving multi-cultural communities is part of everything they do. The situation is similar at the Toronto Public Library. However, staff and directors at both libraries will say that there isn't enough money to adequately serve this population.

The Urban Institute reports that in the United States 66% of all children of immigrants who are US born are "Limited English Proficient" (LEP). These children are attending schools that are linguistically isolated and the schools aren't able or successful in teaching these children. Thus, even libraries doing a good job, with well-integrated programs, services and budgets are going to need to do more to help with this serious problem.

Many libraries initiating programs to serve immigrants and refugees or desiring to enhance current programs are seeking various grants and sources of funding. Many libraries are using soft money to fund programming, facilities, training programs, staff, computers and even collections. This soft money is used as a way to start a new effort. Once the demand and need for these services is demonstrated, libraries may choose to use general operating money (if it is there) to maintain the programs.

Project money from state or national funding may help libraries get started with developing good services towards multi-ethnic communities. In Sweden, central funding has helped to establish services of Rinkeby Bibliotek, a library branch in Stockholm. Most of the library's collection for Somali patrons was bought with funding from a specific national Somali integration project. But as both this and other project funding to the library has ceased this year and sufficient alternative funding from normal operation budgets is not available at moment, the library has actually almost no funding for buying new books.

In Finland, the Helsinki Public Library (www.lib.hel.fi) has developed its widespread services for immigrants by combining state funds with money from the city of Helsinki. Now, the library's Central Multilingual Library Service is functioning as the national resource center in this field.

National grants can also be used to develop new widespread models for serving ethnic minorities. In Denmark, The Danish National Library Authority (Biblioteksstyrelsen, www.bs.dk) has launched a two-year development project with the aim of national model building and creation of a common library platform for serving ethnic minorities. The program is based on a network

of four regionally based consultants and is coordinated by the Danish Central Library of Immigrant Literature (www.indvandrerbiblioteket.dk).

The Utrecht Public Library acquired extra money from the European Union budget for revitalization of inner cities for a -moderately successful- three-year project to create more access for culturally diverse groups to the library.

Foundations and Endowments

Many libraries look to their local library or community foundations to assist with establishing or endowing services to multi-cultural library communities. In Des Moines, Iowa and San Antonio, Texas the library foundations are leading special community campaigns for cultural materials and services (Urban Libraries Council Report; <http://www.urbanlibraries.org>). In Hartford, Connecticut the community foundation is funding an implementation of new library services.

In Seattle, Washington the library foundation is creating an endowment for serving multi-cultural library communities. This endowment will be in addition to funding held within the general operating budget. Thus far, initial funding has been provided to send four staff members to New York to study the Brooklyn, New York and Queensborough Public Libraries and one staff member to the Toronto Public Library to study best practices. This has been reinforced by a large grant from the friends of the library to hire a temporary staff member to develop culturally relevant programming and outreach protocols as well as create a language lab within a new branch library. In Seattle it is the belief of library staff that in order to provide excellence in services to multi-cultural communities that more funding will always be necessary. While a few million dollars (US) have already been raised, Foundation staff and the Library Cultural Communities Task Force are building a case for a full-fledged endowment campaign.

A recent survey by the Urban Institute of public libraries, art museums, public radio stations and public television stations in the United States showed that museums, radio and television all are seen as having "shallow support in minority, non-European cultural communities". Only the library is seen as having strong support with multi-cultural communities. Clearly this fact allows for great leverage and leadership in creating programming, looking for enhanced funding and for using our position of honor in applying for grants and gifts.

Role of Business

In every community, the newly arrived immigrants and refugees understand how important it is to use the library as a first step to a better future. In fact, as all research shows, for immigrants and refugees, the library is known as an invaluable resource for building a new life in their new community. Or as it was stated in the opening-sentence of the interview in a Utrecht newspaper with an Iraqi medical student, elected to be the best surgeon-trainee ever: "He taught himself Dutch language in the library ..."
(Utrechts Nieuwsblad, April 4 2002).

In an interview with business leaders in Seattle, Washington they talked about why it serves the business community to fund strong multi-cultural library services. Leaders from the financial community talked about how they reach out to local libraries to get help both for some of their customers and for some of their staff. A local banker talked about how, before he loaned money to a large business, he told them to go to the library to better understand the

culture of their employees and their customers. He asked them to think about how their new employees, many of whom were new immigrants, could be most effective in the workplace. Due to this banker, other banks began asking businesses to visit their library and understand resources available.

In Queens, New York, as in many communities, immigrants start 80% of all new businesses. Thanks to the public library, information on starting up business is available on the web site in four languages, in collaboration with the community's Economic Development Council.

While not seen as "traditional" business, in Sno-Isle, Washington, the library was approached by a local Indian tribe who offered a one-time \$10,000 gift to the library. The library used the money wisely as a matching fund with their Friends of the Library to provide multi-cultural library programming. That one time money has now turned into a yearly contribution and with the \$10,000 match they've been able to enhance programming by \$20,000 a year. The tribal leaders know the importance of the library for their population.

Smart businesses know they can depend on their library. Smart libraries will find a way to get those businesses to enhance library services for all, including the growing multi-cultural community.

Recommendations, Opportunities and Thoughts for the Future

As stated in the introduction, it is the goal of this project to assist libraries in helping build a case for why serving multi-cultural communities is important not just for the library, but for the entire community to invest in. Also – it is important that these services are not an "add on," but rather, part of the regular work of a library.

How or where funding is found in a library is less important than there being a permanent commitment and source of funds. Whether libraries are funding services from current operating budgets, from gifts and grants or from endowments, increased funding is generally necessary. As in the example of the astute banker, if you help make the case with community and business leaders, you can probably touch an important nerve. It is important to advocate strongly and with as many voices for enhanced funding to serve the immigrant and refugee communities. Starting projects with "soft" or grant funds is great if it leads to permanent funding for the effort once the demand and need are demonstrated.

The wave of newly arrived immigrants and refugees continues to grow. At the same time their language skills are not sufficient to successfully navigate in our communities or as employees in our businesses. Libraries can and will make a difference, especially as we continue learning to make the case for adequate funding from all sources.



CHAPTER 4 Collections, Acquisition And Cataloging

At the heart of any public library in the world is the collection of books and materials it offers to the people it serves. From this it follows that developing collections both useful and attractive to multi-cultural populations must be a primary consideration in planning services to these populations. This may appear both obvious and easy. After all, for many years libraries have been selecting, purchasing, and cataloging print and non-print materials for public use. But building relevant multi-cultural collections has presented libraries across the world with many unforeseen problems. It is not always easy to provide useful and attractive materials to groups with wants and needs that differ from the majority -- and also from each other.

As this problem is more or less the same around the world we mainly zoom in on the North American example. To help public libraries in this task by giving them a clear standard of excellence, in 1990 the Multilingual Materials Subcommittee of the American Library Association issued *Guidelines for Multilingual Materials Collection and Development and Library Services*. These Guidelines state that "libraries should provide an effective, balanced, and substantial collection for each ethnic, cultural or linguistic group in the community", and that these "collections should represent a cross-section of subjects, literary genres, and time periods". The Guidelines also stress that "access to library materials for ethnic, cultural, and linguistic groups should not be seen as 'additional' or extra services, but as an integral part of every library's services". Implementing these guidelines requires more than occasional, sporadic purchases of miscellaneous material by staff members or individual volunteers as time permits or in response to scattered individual requests.

Pre-Selection Studies

A serious attempt to follow the above guidelines generally begins by finding out which ethnic, cultural, or linguistic groups [hereafter called ECL groups] are in the library's service area, and how many people there are in each. After that, the demographic and social characteristics of each group must be determined in order to determine the scope and focus of an appropriate collection. Are there young working families with young children? Extended families including the elderly? Scattered survivors of all ages?

Are there many educated and fluent speakers and readers of their own language, or are most poorly educated or illiterate? Have they come to the United States after serious thought, or as an act of desperation? Voluntarily or involuntarily? For a temporary refuge, or to start a new life? For individual enrichment or to escape social and political persecution as a group? Answers to these and many other similar questions are needed to create an appropriate collection for each ECL group. Newly arrived refugees, for example, require different materials than those needed by more established immigrant communities. The former will want information on survival and citizenship while the latter may want basic ESL [English as a Second Language] training and materials that help them keep their culture alive in this new country, or keep them current with events and changes in their home country.

In every case, performing a detailed analysis of local demographics is an essential first step. The 2000 Census of the United States provides a wealth of detailed information about populations including ethnic groups, native languages, age, and by census tract. As is proven by the joint effort of the Dutch libraries, it can be beneficial to combine all knowledge of different groups even when they live in different cities.

After identifying significant ECL groups within a library's service area, census data may be used for further analysis of each group. At this point further social characteristics may be determined by local studies and outreach. Schools, churches, social services, police, welfare, and other community agencies can often provide relevant data about cultural communities in their areas, including changes and trends. If a library's service area includes non-urban areas, it can be important to contact organizations serving rural areas, such as county agencies.

Materials Selection Process

Even after the pre-selection studies outlined above are completed, problems will arise as the library tries to use this new information in its materials selection process. Libraries may not have staff with the appropriate language skills to perform materials selection. Or staff with the language skills may not be at the appropriate classification to perform selection. Reputable reviews may be difficult to find, although Web resources are helping to alleviate this problem. Donations from ethnic and immigrant communities may be helpful, but can also be vexing. Although sometimes useful in beginning a collection, donated

material may not be adequate for community needs or may not match the actual needs of the target community. Also, relying heavily on donations may send a signal that the library is not willing to make these collections an integral part of their community service. On the other hand, refusing a donation without insulting the would-be donor requires tact, careful diplomacy and an understanding of the culture.

Another potential problem when relying on donations in languages which staff members are not able to read, is that it can be difficult to determine if the donation expresses a certain political view or in other ways is not acceptable according to the library's standards. In the Netherlands, for instance, the Utrecht Public Library and some others became almost a battleground over a donation which turned into a competition between the Turkish embassy and Kurdish groups in the community. Both wanted to have their interpretation of the history of the Kurdish represented in the library's collection.

As an example of how some public libraries are dealing with these problems, Toronto Public Library does not require its selectors to be professional librarians. The Library's union contract provides that paraprofessional staff will be paid at the librarian rate for time spent on selection. Toronto Public Library also uses external sources such as retired teachers for languages not found internally. Over the past 30 years, Queensborough Public Library in New York City has built a core of knowledgeable and trustworthy selectors, relying on staff that speak the language and come from the culture.

The Public Library of The Hague (Netherlands) provides all libraries in the country with Acquisition Information-forms. These AI-forms, which are distributed by the Dutch Library Service NBD, contain reviews of recent publications in Turkish and Moroccan language; the biggest language-groups in the country. On this information libraries can decide to acquire the publication and can order it right away, online and shelf-ready at the NBD. In 2002 more than 1300 titles, including title information for cataloging, were offered in these languages.

Acquisition

Materials acquisition may often be as difficult as materials selection, and costly as well, since major distributors for many languages do not exist. When purchasing materials overseas, the exchange rates and shipping costs can be financial obstacles as well as causing delays in delivery. In some cases, material in a given language is simply not available; either the language has not been in printed form long enough for a publishing industry to coalesce, or a recent war or other disaster has limited the output from a particular country. Magazines and newspapers are sometimes used as a relatively inexpensive way to provide access to materials in a language with distribution problems. Other common problems include items going out of print quickly due to low publishing runs, and some vendors taking an unusually long time to complete orders. Blanket orders to overseas vendors remain problematic, with libraries receiving damaged and even insect infested items. There was a time when most language material acquired from abroad required binding upon receipt; this situation, although improved, has not been fully eliminated.

Both Toronto Public Library and Queensborough Public Library buy directly from local vendors, bookstores and distributors. Toronto Public Library purchases most materials locally, and also maintains approval plans for some languages from local vendors.

Nonetheless, staff from Toronto has attended the Guadalajara Book Fair to purchase material in Spanish. Queensborough Public Library staff regularly attends international fairs to make selections; actual purchasing is done through local bookstores that handle the details of exchange rates, customs and shipping. Responding to the continued increase of the Spanish language market in the United States, Ingram and Baker & Taylor, the two largest book jobbers in the country, have significantly expanded their distribution of print and non-print materials. The Seattle Public Library participates in the OCLC Language Sets Program and currently receives shelf-ready collections for both adults and children in Chinese, Japanese, Korean, Vietnamese, Russian, and Spanish. In New Jersey, a "Multi-Lingual Materials Acquisition Center" performs collective purchasing for public libraries within the state.

In Denmark, the Central Library for Immigrant Literature operates a joint acquisition and cataloguing program together with Copenhagen Public Libraries. It is open to all Danish public libraries and has been in action since 1998. The program includes acquisition and cataloguing of items in 10 languages – books for both adults and children and music on cassettes or CD's. The program was initiated because many libraries faced difficulties in maintaining collections for ethnic minorities. Access to adequate selection tools was limited or not available at all and often no suppliers of the actual books or other media could be found in Denmark. Proper cataloguing of foreign languages, often in non-Roman scripts was found almost impossible for most public libraries and the total process was so difficult and time consuming that something had to be done to encourage public libraries to build up and maintain local collections.

Multi-Cultural Multi-Media

The *Guidelines* prepared by the Multilingual Materials Subcommittee include providing materials in "a variety of formats, including print, audio-visual, and computer software." Videotapes and music compact discs in many languages from almost all areas of the world are in high demand everywhere, but availability and copyright issues remain major obstacles. Both Toronto Public Library and Queensborough Public Library purchase videos, DVDs, cassettes, and CDs from local sources. Toronto Public Library asks all vendors to sign contracts affirming that they have the legal right to distribute copyrighted

material. Queensborough Public Library cautions that following this practice is not foolproof, as they have had an injunction filed against them involving material purchased from a reputable vendor. *Fotonovelas* (Fotonovelas are a genre of graphics-based popular fiction with wide popularity in Mexico and Latin America. They are presented through a series of pictures, often photographs, and are accompanied by simple dialog as in comic strips. In fact, they most closely resemble small comic books) and other non-English mass-market paperbacks are often distributed outside the regular book trade despite their paper and print format, but their continued popularity assures them a major role in almost all public library multi-lingual collections.

To help cultural communities stay connected with their home countries or with other groups speaking their language, Toronto Public Library, Queensborough Public Library, and Seattle Public Library join many other public libraries in the world in using the Web as a partial substitute for the absence of any available printed material. When available, commercial

subscription databases can be used to supplement books and other printed material. Electronic resources provided at Toronto Public Library include *NewsConnect*, a newspaper gateway to many international newspapers (<http://newsconnect.tpl.toronto.on.ca/>), *Multi-cultural Connections*, a Web based resource with links to external resources including search engines and international directories, and *Termium*, a translation database (http://www.termium.gc.ca/site/accueil_home_e.html). Networked electronic resources at Queensborough Public Library include *Informe*, *Cumbre Online*, and *Artefact*, a Russian database. *WorldLinQ*, a tool developed by Queensborough Public Library staff, provides links to Web sites in a variety of languages. (<http://www.worldlinq.org/nonflash.html>)

In Denmark, the website www.finfo.dk presents a very extensive link-guide to web-based magazines, newspapers and other society information from relevant countries, language groups and continents.

Cataloging

The *Guidelines for Multilingual Materials Collection and Development and Library Services* state that "libraries should catalog all materials in the original language and script. They should provide subject access in both English and in the original language. Bibliographic information must be transliterated for staff use." However some libraries do not have cataloging staff with language skills matching the materials acquired, and may not be able to find vendors offering such cataloging. Although recognizing the importance of providing full access to collections, some libraries are able to provide only very brief catalog records, or even uncataloged collections. Both Seattle Public Library and Queensborough Public Library are members of OCLC and obtain MARC records through the shared catalog. OCLC's TechPro Program provides cataloging service for approximately 40 languages, but the cost and minimum item requirements put this out of reach for many libraries. Other membership cooperatives such as BCR provide cataloging services in select foreign languages.

Some vendors provide transliteration to assist in cataloging with orders for materials in languages with non-Roman characteristics. At the Toronto Public Library, selectors occasionally provide transliteration services when no one on the cataloging staff has the required expertise. Although the Queensborough Public Library cataloging department includes staff with expertise in most languages collected, it is still necessary to draw on public services staff to assist with some languages. The Seattle Public Library is extending cataloging activities to selection librarians with language expertise; catalog librarians will add subject headings and classification when not included in the OCLC bibliographic record, and complete transliterated workforms. Because languages may have multiple transliteration schemes it is important that staff be trained to use the appropriate scheme for bibliographic records. Libraries in the United States use the *ALA-LC Romanization Tables* that are now available on the Web.

Currently the online catalogs of many integrated library systems do not provide the ability to display and search in the vernacular, although recent developments promise improvements. OCLC has developed programs to support Chinese, Japanese, and Korean (CJK) and Arabic. The Seattle Public Library is now able to display CJK in the vernacular on its Dynix system. The Queensborough Public Library's DRA system supports CJK in the vernacular but not Cyrillic. The Toronto Public Library has

developed a PC-based system with custom software for Chinese language materials.

Providing subject access in the original language, as specified in the *Guidelines*, brings up other difficulties mostly concerning authority lists. Authority files or controlled vocabularies are available for some languages such as Spanish and French. For languages with no established authority files, libraries must translate the subject headings for each language locally, developing their own controlled vocabulary procedures. As authority files for more languages become available, this situation will be alleviated. As an example of current development in this area, Queensborough Public Library hopes to work with OCLC to add headings from *Bilindex* to its Spanish language records. In the future, the ability to link authority records could provide a way for machines to translate headings from one language to another.

Budget Difficulties

Although not a totally new challenge, low budgets and budget reductions are currently very much a factor in developing library collections in the United States. Unlike Canada with two official languages, there is no Federal mandate for multi-culturalism in the United States. Public libraries in the United States are funded locally with little or no Federal oversight, and occasionally local citizens have expressed resentment over using limited budgets for non-English language materials. Demand, low circulation figures, and lack of space are occasionally cited by libraries as constraints in providing or expanding multilingual collections. Lack of expressed demand may be a result of previous inadequate service and collection levels, or a perception on the part of multilingual communities that the library has nothing to offer.

Implementing and promoting an effective multi-cultural collection requires skillful public relations work and thoughtful outreach to both the majority and other English-speaking minority communities. However, once a library establishes itself as a significant source of assistance to non-English speaking communities, it is sometimes possible to obtain grants from funding agencies or local community groups to assist with special needs or emergency situations such as a sudden unexpected influx of immigrants.

Queensborough Public Library runs a successful "New Americans" program that offers programs, services, and collections designed to reach individuals speaking more than 100 different languages through personal contacts by phone and in-person to local community agencies. QPL also offers a "Mail-a-Book" program, which offers annotated lists of titles in seven languages. This program not only provides the ability to receive books and other material from the library without a personal visit, but also serves as an excellent public relations tool.

Recommendations, Opportunities and Thoughts for the Future

Looking into the future, it would seem that many models already being used or experimented with in libraries will continue. Libraries will continue to purchase directly from local sources and attend international fairs. Cooperative activities in providing multi-cultural material to ECL groups will keep expanding. For example, a greater number of libraries may join in sharing or exchanging language expertise among themselves, as demand grows for more materials in languages based on non-Roman characters, or languages previously considered rare or "exotic." Queensborough Public Library recently expressed its willingness

to share lists of magazines and newspapers and bestsellers in non-English languages. In return, other libraries could contribute to their *WorldLinQ* service. Multiple libraries may jointly purchase multi-cultural collections with items to be rotated among members or shared in various other arrangements. More libraries will contract with outside vendors to provide shelf-ready collections, such as OCLC's Language Sets program. When they do, costs will come down, more languages will be included, the ability to set useful profiles will be enhanced, and in a "virtuous circle" more libraries will participate.

Advances in technology will undoubtedly continue to aid and assist our ability to select, acquire, catalog and retrieve multilingual materials in all formats. New communication technologies with greater speed and greater bandwidth will spur the growth of consortia and specialized library networks, such as OCLC which is committed to expanding its global presence. OCLC presently supports CJK and Arabic; support for Cyrillic and Hebrew will certainly follow, and others a little later. The Internet, especially the World Wide Web, will continue to provide ever-improving tools for finding information or inspiration in any language anywhere in the world. As more Web sites in more languages appear, the ability to input and retrieve material in the vernacular will improve, as will the ability to learn a new language on the Web. The new generation of librarians coming out of our Library and Information Schools will find new ways to use an ever-expanding Internet to facilitate cooperative services such as shared cataloging, online selection and acquisition tools, and possibly even shared content. The clear trend for the future is more coverage of more languages and more cooperative activity between more networks.

The importance of providing collections to multi-cultural communities is supported by the *Guidelines for Multilingual Materials Collection and Development* and *Library Services* published by the American Library Association as well as the *Multi-cultural Communities Guidelines for Library Services* published by the International Federation of Library Associations. Public libraries have a long tradition of sharing collections, ideas, and expertise. Working with each other, and with outside partners and local groups and individuals, we can develop and maintain relevant collections to meet the needs of our multilingual populations. The continued relevance of public libraries to contemporary and future societies depends upon our success.



CHAPTER 5 Library Services And Programming

Library programming attracts, welcomes, and provides basic service to cultural communities. As experiential activities, library programs offer opportunities for libraries to make connections with individuals and whole communities on a personal level. They also create ways to transcend the language requirements of normal library activities, such as searching for, selecting, and checking out library materials. Finally, they provide a means of introducing patrons to a library's offerings, and of creating connections among patrons.

Library programming can be defined quite broadly. For purposes of this paper, we define it as events or instruction opportunities hosted by a library. Programs can be conducted in library buildings or in the community. We particularly differentiate it from outreach efforts that do not necessarily involve hosting events; nonetheless, programming can be an important element of a library's outreach activities.

Programs for cultural communities can be roughly divided into three categories: performing arts or cultural programming, educational programming, and informational programming. Performing arts programs are intended to welcome and celebrate the cultures of a library's patrons. They might include author readings, films, concerts, folk arts, and holiday celebrations. Educational programs are intended to help patrons with learning the language of their adopted country. Conversation roundtables, lectures and discussion groups are among the educational offerings of libraries. Informational programs are intended to help newly arrived immigrants adjust to life in their adopted country. These include lectures, seminars and workshops on such topics as immigration, social services, real estate and citizenship.

Libraries that produce effective and successful programming make good use of demographic information, engage in partnerships, and use every opportunity to promote the library's other services whenever possible.

Understanding Demographics

Understanding a city's cultural communities often begins with good data. The Queensborough Public Library in New York hired an information and data analyst librarian in 1994 to conduct community analyses on a full-time basis. These analyses have

allowed the Library to identify new immigrant groups and pinpoint their particular needs.

Good analysis will use information produced by many different government agencies. While Census data provides much basic information, the Queens analyst acquires important information from New York City agencies and uses mapping software to create visual images of the service area's population. A recent Queensborough analysis showed that 60% of mothers with children aged 0 to 3 are immigrants, of which the majority is Mexican. As a result, the Library created parenting programs and offered their Toddler Learning Center (a five-session series that combines a play group for the children with a special learning opportunity for the parents) in Spanish.

The Toronto Public Library purchases maps from the Canadian census that help visually pinpoint the populations in branch service areas. Toronto analyzes this information and provides it to branch staff as a matter of course. Branches can develop programs specifically for their particular patrons. In a city where 44% of the population was born on foreign soil, this type of specialization ensures that TPL provides targeted services.

The Utrecht Public Library uses the questionnaires sent out by the Research Bureau of the City Administration by adding relevant questions to this "vehicle." This way the library gets useful information at low costs. For example, it turned out that 48% of the Moroccan immigrants stated that they don't have good access to information on laws, education and jobs. This created a new target for the library.

Partnerships

Partnerships underlie programming produced by libraries at the forefront of service for cultural communities. Libraries partner with community-based organizations and agencies that serve the immigrant communities. However, they don't stop there. Less formal encounters with individuals and groups can also form the basis of collaborations. A New York Times article on the emerging Turkish community, led the Queensborough Public Library to contact individuals quoted in the article and resulted in a buying trip to Turkey for library materials.

Partnerships also involve other government agencies. Libraries thereby become conduits for communicating important information to cultural communities. The Brooklyn Public Library's Multilingual Center participates in a Health Awareness Project,

for example, which provides community-specific health care information to cultural communities in various languages.

In Gellerup, Aarhus (Denmark), the library collaborates with the local health care center. The library is providing an introduction to library use for groups of young mothers, supplies books and other materials about health care items etc., and among the activities in 2002 was a special “health week” with various events focusing on health subjects for different target groups.

Partnerships can also be of a more informal kind as evidenced by Seattle Public Library’s “Talk Time” program. “Talk Time” provides immigrant adults a weekly opportunity to practice their English-speaking skills in a low-pressure environment. The program’s success depends heavily on word-of-mouth referrals by staff from immigrant and refugee service agencies as well as “Talk Time” participants and the many committed volunteers working under the leadership of part-time staff.

The program’s part-time coordinator maintains regular, strong connections with these agencies to ensure these referrals continue. In turn, she refers people who need assistance to the relevant agencies. Finally, she also keeps in good contact with the English as a Second Language provider community as Talk Time is intended to complement formal language learning.

At Rinkeby Library, in Stockholm, Sweden, a substantial amount of programming is arranged in collaboration with people from the neighborhood, such as writer’s workshops, dual-lingual children’s fairy tales etc., thus relying on resources already present.

The same approach can be found in Gellerup, Aarhus (Denmark), where regular series of events (music, showing of films, concerts etc.) are arranged in collaboration with young people from the neighborhood who are active partners both during the planning process and when the events are taking place. This initiative has proved that many young people are interested in participating in this sort of activity and now tend to describe the library in more positive ways than before.

Another approach can be found at the International Library in Stockholm, where most programming activities aim to present “ethnic culture and literature” to a Swedish audience.

In The Hague (Netherlands), the library uses contacts with the cultural affairs officers of embassies in the city to create a vast program of cultural activities. The embassies are eager to cooperate in these activities to promote understanding of their country’s culture.

Promoting the Library

Library programming must first and foremost respond to the needs of patrons. The most successful libraries, however, go beyond responding to the patron’s initial needs – like learning how to become a citizen – by taking the time to introduce them to the myriad resources available at the library, so that they can find a job, read about what is happening in their home country, and find a good book. This can be done in several ways.

Staff at the New Americans Program at the Queensborough Public Library note that if you bring people into the library for a program, they’ll come back. They bring people in by offering free programs – survival skills or arts-related – and then taking the opportunity as part of the programs to introduce patrons to related library resources and information on how to use the library in their own language. A performance by an Indian sitar player

would be followed by a brief discussion of the books, web links and other resources available on sitar playing, India and other Indian art forms. Handouts would include information on how to sign up for a library card in Gujarati, Hindi, Urdu and other Indic languages. Arts-related programs include literary, performing and folk arts. Today, artists clamor to perform at the Library for free because they know that the Library can deliver an audience.

Seattle’s “Talk Time” program includes a scavenger hunt conducted in the library with the assistance of library staff. These sessions provide lively opportunities for program participants to search for relevant information – how to get a driver’s license, selecting children’s books and other topics – while physically touring the library. It also gives staff a chance to interact with patrons who have limited English proficiency in a relaxed setting.

In Rinkeby, Sweden, the library actively promotes to children the necessity of reading and library use in close cooperation with local schools. All school classes are invited to visit the library a number of times, and after nine years of primary school each child can expect to visit the library more than 40 times on institutionalized visits. All children receive free library cards and are encouraged to use them.

In the Netherlands, special pre-schools are created with national government funding to minimize the arrears of immigrant children when entering primary school. The Utrecht Public Library, like many others, conducts a special program for these children and their parents to get to know the libraries, how to use them, and the benefits for their school career.

Recommendations, Opportunities and Thoughts for the Future

Providing excellent programs for cultural communities involves challenges. Finding the right performers or speakers, marketing the events, and making sure that library collections include relevant materials can be difficult, particularly when libraries wish to produce programs targeted at emerging immigrant communities about which little is known or for whom little is available. Demographic research, making connections and partnerships with other service agencies, and taking steps to build up collections in the relevant areas will help in overcoming these challenges. Additionally, creating programs targeted at a particular community, expanding on successful national-language programming, and making connections with the media who serve these communities can help in overcoming the challenges. As libraries determine their priorities for service to multi-cultural communities, decisions will need to be made about their ability to provide space available for programming and on-going commitment to these services.

Cultural programming specifically targeted at a particular cultural community is an effective way of making those patrons feel welcome in the library, offering them a venue to celebrate something from their homeland, introducing them to the library and the resources available to serve their needs, and also for sharing something from their culture with other patrons. Libraries should use existing partnerships with agencies or organizations that serve the target community to discover what programming is relevant or might be particularly attractive. This type of programming can be used to reach out to communities who already use the library and to those who could benefit from the library’s services and resources but have not yet availed themselves.

Libraries already produce significant literary programs for patrons who speak the national language; for example, Seattle's "What if All Seattle Read the Same Book?" involves author readings, toolkits for discussions by book groups, and library-hosted interactions among patrons who have never met before.

This particular program, invented in Seattle, draws large audiences, attracts press attention which helps in publicizing the available events, and results in interesting and meaningful involvement of patrons that brings them back for other library programs. In 2002, the library added a related program focused on a kids' book. They made translated versions of the book available and offered events in other languages for school-age kids. With assistance from the National Endowment for the Humanities, the Seattle Public Library is producing a second series of "What if" programs focused on the Asian American, Latino, and African-American communities over the course of three years beginning in 2003. These programs will involve discussions in other languages, purchase of the books in other languages, and arts and cultural programming, as possible. Extending successful national-language programming to cultural communities builds on what the library already does well.

Seeking out and working with the different media sources that serve cultural communities will create opportunities for learning about these communities and determining how the library can best assist. In Seattle, a Spanish-speaking staff member made a connection with a local Spanish-language radio station and now provides a weekly "Ask the Librarian" spot on Wednesday mornings. Not only does this activity provide her with insight into what the Spanish-speaking community needs to know, but also gives listeners the opportunity to follow up with her and others at the library.



CHAPTER 6 Communication And Marketing; Reaching Out To Users

"When I first come to the library, I was very shy and couldn't express my feeling very much. I don't know how many times I cried on the way home. Here you listen to my words very carefully even though my English was broken. Sometimes I feel very sad and lonely when I think about my friends and family I left in my home country. Yet, I come here and feel I have many friends."

--Talk Time participant from Somalia at Seattle Public Library

The concept of a free public library is foreign to many immigrants and refugees, especially those who come from third world countries. For those who came from countries with libraries, the libraries might be used in totally different ways. In some cases, the act of even entering the library is intimidating; they have no idea that it might hold anything relevant to their lives. To assist in overcoming those fears, staff at libraries around the world reaches out to these populations and works closely with the many social service organizations that help immigrant and refugee families in their communities. These connections have proven to be so strong that the common advice to new arrivals in America is, "Get your green card, then be sure and get your library card."

Newly arrived immigrants and refugees will need very different materials than those needed by a more established immigrant community. The former will want information on survival and citizenship while the later may want basic language learning resources and materials that help them keep their culture alive or connect them to what's going on in their home country.

For the library, reaching out to newcomers and to people from different origins can be beneficial too. In Toronto, for example, in 2001 the use of the library by people born outside of Canada was more than double the rate (in percentage) of those born in Canada. (Library Journal, June 1, 2003).

In reaching out to the different communities respect is the basis in communication and contact. In New Zealand efforts to reach out to the Maori-community were hardly successful until a restart was made from the perspective that both cultures -Maori and western-were equal. As stated by Allison Dobbie of Auckland Public

Library, the process was long and sometimes confrontational but it proved that it was the only way to move onward.

In addition to good collaboration with other agencies and organizations which will be covered in a separate section, the other areas assisting with communication, marketing and reaching out to users are use of translation, outreach specialists within the library, use of foreign language press and good community profiling.

Translation

Most libraries try to translate library information materials. For libraries of all sizes, but especially for all but the largest systems, translation is a very expensive service. Finding good translators that you can depend on can be a frustrating experience.

Because of the cost and the difficulty of finding good translators, libraries must be very selective in what they translate; which informational brochures or signs are the most important? In spite of the common belief by some policymakers, there is no computer software that you can depend on. Just a few of the issues to keep in mind - Are the majority of speakers in your key language groups literate in their native language? Can you succinctly translate into various languages concepts such as overdue library materials, intellectual freedom or why the book drops are closed? Or, as a staff member at the Monroe, Washington library said - "A defining moment for me was when I couldn't translate or explain our summer reading program!" Finally, do you have someone on staff who can proof read copy that's returned from the translator and then the printer?

Common documents that are translated in libraries include library card application forms, directory of libraries in the system and open hours, rules or "codes" of conduct and policies on length of time items can be borrowed and any overdue fines and parenting brochures and book lists. Flyers promoting programs to different language groups are also often translated for placement within their neighborhoods. At the Queens Borough library these flyers have the translation on one side and English on the other so staff can know which program is being promoted.

Some libraries find that collaborating with other agencies that need or require translation services is helpful. Some agencies include school districts and universities, agencies serving

immigrant and refugee populations, immigrant housing projects and other municipal departments.

It is important to also make sure to have translators at important community meetings and public programs. In communities that might have five, ten or twenty language groups attending, chaos can ensure if you haven't adjusted the "normal way of doing business!"

Outreach Specialists Within the Library

Many libraries, even smaller libraries, have an individual or a library department responsible for community outreach. In some systems outreach to special populations including immigrants and refugees is handled by staff in a branch or neighborhood library. Regardless of how or where, it must be someone's job to make the connections to the immigrant and refugee communities.

Communicating with cultural community groups is the most effective way of identifying what they need, providing respectful services, and drawing them into what the library has to offer. It is also the easiest way to reach out to groups whose language is not spoken by your own staff. Some communities have been very successful using focus groups to determine service needs. Sno-Isle Library System in Washington intends to do two separate focus groups with the same people. The first will be to hear issues and concerns. The second is a follow up a year later to measure just how well they've done and adjust from there.

Having said this, however, it is wise to research whether the people who claim to represent the cultural community in fact do so. At Rinkeby Library, Sweden, the librarians have realized that 16 different groups – who in practice do not communicate with each other – are represented alone within the Somali community in the neighborhood.

In some libraries the person developing and implementing the outreach program also does the marketing. In other libraries there are marketing departments that handle all aspects of publicity. In addition to brochures and flyers within the library and placed in businesses in the communities and housing areas, some libraries budget to mail flyers to residents and cardholders.

At the Seattle Public Library there is a full-time outreach specialist, funded by the endowment and a grant from the Starbucks Foundation, who attends every community fair and event that might attract immigrants and refugees. In addition to translated brochures and library card applications he takes books and materials appropriate to that group and fun playful hand outs ("give-aways") that are paid for by the Friends of the Library. For some community events he takes a staff member or volunteer who speaks the language of the group/s.

In Sweden, many public libraries give away a children's book for free to parents of young children in order market the library and persuade the parents to use the library to borrow books for their kids. At Rinkeby Library, in Stockholm, where more than 90% of all children in the area have parents of whom both or at least one is not born in Sweden, the library decided to give away a book that reflected the multi-ethnic character of the neighborhood. So the library decided to initiate the production of a book with verses in 65 languages, so that all parents would be able to find at least one children's verse in the book written in their original mother tongue. In the book, all verses are presented in Swedish as well, so a direct connection between the mother tongue and the Swedish language can be established while the book is read.

Foreign Language Press

In many cities there are various newspapers, community newsletters and even radio stations serving cultural communities. In some cases the publication or radio station might be housed in a larger city some distance away, but immigrants and refugees depend on them to get their information. Most libraries researched depend heavily on these publications and media outlets to communicate with users.

In the Netherlands, in the bigger cities, an E-television program has been launched on local public television-channels which offers a variety of informational programs especially for newly arrived immigrants and refugees. It includes programs on the local library, how to use it, and the importance of story telling and reading to children. Through this E-television program, an additional method of communication is added, reaching out to those families and women at home.

In some libraries staff members actually write columns for the newspapers or even have short radio programs. A staff member in Seattle recently began doing "quick survival information" on a radio station. This very short program has already brought many people into the library who have never been in before.

Anytime a press release is sent to media outlets it should be sent to ethnic media even if it isn't local. Some libraries invite the media to events and encourage them to bring a photographer. For people who can't read in their native language, a picture makes a huge impact.

Community Profiling

Getting to know the community through gathering demographic information is quite important. Knowing whom, what ages, and from which countries will help staff provide the right services. Equally important is having a way to assess quickly changes in population groups. In a short period of time it is possible for an entire immigrant or refugee group to move out of the library's service area and another group to move in.

Obviously having access to a demographer is invaluable, but few libraries or even cities have someone working at this level. Staying closely aligned with school districts can help considerably, as can having relationships with other agencies, organizations and the resettlement agents.

While libraries in many countries have to work hard to get reliable statistical information, in other countries the situation is easier. In the Netherlands and in Nordic countries like Denmark and Sweden, very detailed and reliable census statistics are collected and published every year, or even more often, so a very accurate picture of the actual demographic situation in a neighborhood can be established.

Recommendations, Opportunities and Thoughts for the Future

The most successful outreach and marketing effort will fail if libraries don't have quality services designed for the public you're trying to bring into the library. If the staff aren't trained in cultural sensitivity or are simply unwelcoming, if there aren't materials in the language of the users, if the computers are never available then even the most successful marketing and outreach efforts will fail. Patrons will never come back. So it's important to make sure you have something to market to each immigrant and refugee group. As soon as you do, the initial marketing and outreach efforts will reap untold benefits with users flocking to the library.



CHAPTER 7 Networks And Consortial Arrangements

Collaboration and networking between library systems (regional / nationwide / international) is increasingly becoming both a necessity and the obvious choice as well, when libraries face the complex problems of serving multi-cultural populations in an appropriate and cost-efficient way. On one hand, only networks of libraries can cope with acquisition, cataloging and weeding of collections in dozens of languages. On the other hand, new technology makes it easier and more efficient to collaborate and share some of the workload with colleagues in other libraries.

A good example can be found in Canada where the National Library of Canada and National Archives of Canada made the decision to consider all cultures present in Canada as part of the cultural heritage to be covered by this national institution. As a result of this, a very useful "toolkit" was developed to assist public libraries in acquiring more culturally diverse holdings. (<http://www.nlc-bnc.ca/8/25/r25-300-e.html>)

Joint financing of core institutions, joint acquisition and cataloging, interlibrary loans, cross training of staff and collaborative Internet resources for both patrons and staff are areas where networking is possible.

Joint Financing of Core Institutions

The Nordic countries have developed core institutions largely financed by state money in order to provide the public libraries with tools to serve multi-ethnic populations. One example is the Danish Central Library for Immigrant Literature (DCLIL) (www.indvanderbiblioteket.dk), which is the national resource center for books and other media in foreign languages for ethnic minorities in Denmark. The collection includes 120,000 items. Nearly 50 languages are represented. Collections are maintained in 30 languages.

The largest languages are in Albanian, Arabic, Bosnian/Croatian/Serbian, Kurdish, Persian, Polish, Tamil, Turkish, Urdu and Vietnamese. The collections consist primarily of books, but include also some music on CD's and cassettes and books on tape. In Arabic, Persian and Urdu video collections are also available.

DCLIL is not open to the general public – all lending is through the public libraries. Everybody with residence in Denmark can borrow from DCLIL.

DCLIL provides Danish public libraries with access to items in many different languages, initiates joint acquisition and cataloguing programs and various projects in order to serve the ethnic minorities in Denmark and inspire the local public libraries to overcome the difficulties encountered when they want to build up library services for this part of the population.

In Finland, the Helsinki Public Library (www.lib.hel.fi) and its Central Multilingual Library Service has developed widespread services for immigrants by combining state funds with money from the city of Helsinki. Now the library is functioning as the national resource center in this field. The aim of the Central Multilingual Library Service is to enhance library services for foreigners, for instance by purchasing materials in rare languages, which local libraries all over Finland can borrow through interlibrary loan to serve their local patrons. Local municipalities still are responsible for providing library services to immigrants in their respective communities, but they can make good use of the expertise and collections of the Central Multilingual Library Service. Municipal libraries also purchase materials in rare languages based on local population statistics. The acquisition of newspapers and periodicals are considered the responsibility of local libraries. Central Multilingual Library Service supports this activity nationwide.

In Sweden, the local and regional authorities have established the International Library, which is a resource for both the Swedish public libraries and for the public.

Joint Acquisition and Cataloging Programs

In Sweden, The International Library and the regional libraries have constructed a matrix to establish which immigrant language collections each regional library should focus on. The matrix is based partly on where various immigrant groups live in the country. This has only been partly successful, as interlibrary loan requests from many regional libraries show that not all of them are buying the items they committed to acquire.

In the United States, libraries cooperate on a wide range of library services through OCLC Online Computer Library Center, Inc. In terms of multi-lingual services, the OCLC Language Sets Program provides shelf-ready collections of books and videos for adults and children in twelve languages (Bengali, Chinese, Gujarati, Hindi, Japanese, Korean, Punjabi, Russian, Spanish, Tamil, Urdu, and Vietnamese.) OCLC's TechPro Program provides cataloging service for materials in approximately 40

languages. For more detailed information about OCLC, see Appendix 1.2.6.

In the appendix is more information about the Danish Central Library for Immigrants Literature (DCLIL) and the NA&T Nordic database for newspapers and periodicals.

Interlibrary Loans

Agreements on interlibrary loans (ILL) are another possible way of sharing multi-lingual materials among libraries. While ILL in Denmark is stated as compulsory for public libraries according to the Library Act, public libraries in many countries find it almost impossible or at least very costly to provide patrons with materials from other libraries. Un-equal use of collections, different cataloguing standards and different acquisition policies can make agreements difficult and time-consuming.

In the Netherlands, the National Library Service offers collections for libraries to borrow in 45 different languages. More than 550 libraries in the country use this service.

(NBD; http://www.nbd.nl/pls/prod/aid_sse_0000.home). In the United Kingdom Brightbooks also offers the possibility to borrow books in different languages for a small fee per month (<http://www.brightbooks.co.uk/FFrentals.htmh>).

Cross Training of Staff

The Danish National Library Authority (Biblioteksstyrelsen, www.bs.dk) has launched a two-year development project with the aim of creating a common library platform for serving ethnic minorities. The project is based on a network of four regionally based consultants for library service to ethnic minorities and comprises library services to the well-integrated citizen with a non-Danish ethnic background as well as the newly arrived refugee or immigrant. The project will be in effect from August 2002 until August 2004. It involves public libraries in four network regions, covering most of the country together with the Danish Central Library for Immigrant Literature (DCLIL) (www.indvandrerbiblioteket.dk), the latter being in charge of the project and responsible for its coordination. More about consultants for library service to ethnic minorities: see fact sheet in Appendix.

Collaborative Internet Resources For Patrons and Staff

In Denmark, The Danish Central Library for Immigrant Literature (DCLIL) (www.indvandrerbiblioteket.dk) is responsible for collaborative Internet resources towards patrons. Established more than 5 years ago, FINFO- www.finfo.dk is the core example: FINFO is an Internet-based service to library patrons with two main objectives:

1. To provide citizens from ethnic or language minorities access to general information about Danish society and inform them about their individual rights and obligations
2. To offer a global link index to information about relevant nations, language groups and continents.

FINFO is to some extent compiling information which is also available from other sources, but the main advantage is that relevant information is collected and easily available within one website. A disadvantage, however, is that many of the web pages are only in Danish, thus making it difficult for many potential users to obtain full value of the site. On the other hand, one reason that much of the information is only available in Danish is the national information policy and strategy, which focuses on the importance of being able to read and understand Danish. Today, about 60% of

the total use of FINFO is on the first part; accordingly, 40% of the total use is registered on the second part of the homepage.

Another example of a collaborative Internet resource is Kvinde.finfo.dk, which is a special Internet-service for women aged 20-35 with a minority group background. (The word "kvinde" means woman in Danish).

This new development project can be seen as a further development of the existing FINFO website. The project aims to contribute to the integration of women in the Danish society. Within the target group, this new website tries to reach out to so-called "mediators" – meaning women in this group who can function as role models for other women in terms of integration and social ability.

This new service was launched in March 2003.

NA&T Nordic database for newspapers and periodicals is an example of a collaborative Internet portal for library staff.

In the Netherlands similar portals have been created, like the database on multi-lingual materials (Databank Meertalig Materiaal: <http://www.meertalen.nl/>) and a website for newcomers on language and citizenship (Anderstaligen Informatiepunt: <http://www.ainp.nl/>). The Netherlands Public Library Association is the driving force behind these developments.

Recommendations, Opportunities and Thoughts for the Future

In some places networking activities are part of everyday library work, but in other places, lots of obstacles can be found. For instance, different cataloguing standards are a serious problem if you want to share the burden of cataloguing. Different political approaches to the development of library services and lack of knowledge of possible networking arrangements across state or national borders present other difficulties.

Networking can often be a difficult task, as each and every library participating in a consortial arrangement or network of any kind has to give up some of its independence and decision-making authority. But by doing so, the library can benefit from the collective knowledge and competence of the network. To the author's point of view, there is no alternative for libraries facing the complex task of serving multicultural populations than to take active part in networking activities. This process can be speeded up if core institutions like the national library organizations and IFLA both at the national and international level take leadership to initiate activities to enhance networking activities.



CHAPTER 8 Facility Design

Creating, designing and implementing services to serve cultural communities can also include issues around the physical facility itself. In addition to the actual architecture, areas to consider include signage, placement of collections, interior design and color and artwork.

There are two key issues to consider when looking at the physical facility. One is maintaining flexibility and relevance as demographics change and new immigrant or refugee communities move into a city or neighborhood. The other is to make sure and not stereotype some well-meaning individual's vision of what is artistically or architecturally appropriate to a cultural community.

Architecture

When thinking of creating welcoming facility design, the actual architecture of the library is probably the hardest to facilitate since so many cities have major population shifts of immigrant and refugee communities. The Queensborough Library states they have turnover in population in most neighborhoods every three years. The other issue, of course, is that many community libraries might be serving five or twenty different immigrant and refugee populations. In some areas, however, the immigrant population has remained stable for long periods of time. This is true in larger cities having Chinatowns or in areas such as San Antonio with a large and consistent Hispanic population. At the San Antonio central library the Mexican architect has designed the building to reflect a modern Hispanic aesthetic. That building, called "The Red Enchilada" by many, is loved by residents including more than one taxi cab driver who have said when hearing a visitor is a librarian: "Have you seen our wonderful new library yet!?"

In New Zealand, in cities like Auckland and Christchurch, some library buildings reflect the Maori culture or the culture from the Polynesian inhabitants from the South Sea. The New Brighton Library in Christchurch for example is constructed on the shore and the sails in the façade reproduce those of the original sailors in this part of the world.

Signage

Issues around signage, while important to assist immigrants and refugees in finding services and collections, have not been

resolved in most libraries. In many libraries the formal signage is in the actual country's language only, but the staff attempt to improvise with "home made" signs. This often reflects well-meaning staff, but a sense of impermanence or lack of respect. In some libraries where there is more professional signage, a patron would need to know location in order to find the book and materials. Once there, the signage would assist.

Of course the biggest issues are having the flexibility to professionally change signs, finding a translator to assist with proper translation and the proliferation of signs in any one library. By the time you post "Welcome" or "Open Hours" in all the necessary languages, you might, literally, have difficulty seeing into the library. Therefore in Brisbane (Australia), as well as many other libraries, signage is only in the dominant language of users of a specific library branch.

Some libraries are said to be working on pictograms that can help avoid some of the difficulties identified. As yet we have not seen any models applied, but it is something to look for in the future.

Placement of Collections, Interior Design and Color

Some of the difficulties around signage can be mitigated by placement of collections. As Gary Strong has said: "Let collections be the architect."

Placement of collections is the most successful way to adapt a facility to serve multi-cultural communities. At the Monroe Library in Washington the large Hispanic community has been drawn into their new library building through displaying the Spanish language collections by the doors and windows. Then, whether the library is open or not, passersby see materials of interest.

For some libraries the placement of computers close to the door or opening has the same impact as having the collections in a clearly visible location. The thought is that once the public come in and begin using the computers, they will see their collections. This has proven to a success at Gellerup Library, a branch in Aarhus, Denmark, where computers with free Internet access and word processing opportunities are situated right next to the entrance area.

Every library with self-service features has said that self-service works extremely well with multi-cultural communities. Thus, placing it in a visible and convenient place creates a sense of welcoming and ownership in the building. However, it may cause a problem that many vendors may not be able to provide self-

service equipment with sufficient possibilities for translation of online instructions. Again, the example of Singapore shows that when multi-language instruction is accepted as normal, this can easily be overcome.

At the newly opened New Holly Library in Seattle, the colors reflect the headaddresses and clothing of the largely African communities who have lived there for a long time. People flock to the library, which is designed in an open environment with many lounge seats surrounding the perimeter. Use of that library has tripled since the new building opened three years ago. At the San Antonio library the bright primary colors inside and outside the building reflect the Mexican heritage of many community residents. In Coventry (United Kingdom) a similar approach for the interior in neighborhood libraries design is used.

In San Francisco the library created 'affinity centers'. As a fundraising strategy, all groups in the community were invited to create their own room or area in the library. For example, affinity centers for the Hispanic and Philippine communities as well as for the gay and lesbian community were created. You could argue, however, that the need for funding was, in this case, a higher priority than the desire to create a new way to serve these communities.

Instead of making the library reflect the cultural heritage of the patrons, a different approach is seen where the library is intended to reflect the general heritage of modern society in the actual country, as can be seen in the Rinkeby Library in Stockholm. This library's interior is typical of a modern Swedish library with light colors and shelves made from light colored wood. The intention is to reflect an open public institution like so many others in Sweden in order to give patrons a positive impression of public service institutions.

Art Work

Most libraries attempt to place art works that reflect the community and help patrons feel welcome. In some newer libraries the creation of professional artwork has been solicited from the community or with a specific multi-cultural target. In larger libraries with art galleries, artworks are rotated related to specific cultures and their art and traditions.

Recommendations, Opportunities and Thoughts for the Future

As noted above, there are some key issues related to facility design. However, even in older libraries, strategic placement of collections, artwork and attempts at clear signage and self-service features can go a long way to making multi-cultural patrons feel safe and welcome in library buildings.

As Georgios Skouros from the Vollsrose Bibliotek in Odense, Denmark says, "Keep your building or space welcoming, clean and de-institutionalized!"



CHAPTER 9 Collaboration And Outreach To Other Community Groups And Organizations

Partnerships and collaborations seem to be at the heart of every public library's multi-cultural services. Working with agencies that serve or are run by cultural communities is necessary to ensure that library services meet the needs of each community. It is also important for getting the word out, for assistance with funding and for quality of service.

Quite a bit of information on community partnerships in the United States was gathered recently by the Urban Libraries Council (<http://www.urbanlibraries.org>). ULC's survey gives information on partnerships with schools, institutes of higher education, hospitals and health care corporations, legal rights agencies, immigration/refugee agencies, social service agencies and business/merchant associations for 73 cities ranging in population from 75,000 to 3.7 million residents. In addition to the data collected, many good examples of best practices can be found in the report.

When asked how newly arrived immigrant and refugee families get their information the key sources include family, friends, neighbors, word of mouth, faith based organizations, schools and community organizations. For libraries serving refugees it is important to establish relationships with resettlement agents who start orienting people in the camps.

In Montgomery County, Maryland there is an agency, Linkages to Learning, which has a "Linkages to Libraries" program. They work closely with their public library, as do all the other social service agencies serving immigrants and refugees in the area. More information about this program can be found at: <http://www.montgomerycountymd.gov/content/linkages1>.

Many libraries depend on volunteers from social service organizations to help with translation services, orientation tours and even computer training. In Seattle the Horn of Africa keeps library card applications in their offices and then walks newly arrived immigrants to the local library to get them their cards and their new beginnings. In San Antonio, Texas the public library works with the local Mexican consulate and now accepts the Matricula Consular issued by the consulate as valid identification for getting a library card. In Toronto the library works closely with local hospitals to provide wellness programs.

Recently a hospital realized the need to educate Tamil women on breast cancer but knew the women would never go to the

hospital. However, they knew the women regularly used the public library; thus the hospital came to the library!

All programs and services are enhanced through consulting with the actual library users. In Auckland, New Zealand the library regularly consults with their multi-cultural communities. At the Sno-Isle, Washington library they are holding scientific focus groups. In Aarhus, Denmark the Arabic community has volunteered to help design programs that are relevant to their needs.

In Aarhus, all of the library programs developed to serve immigrants and refugees, from Homework Help to the Job Center to the health services and referral, are based on planning and design in collaboration with other community agencies and organizations. As library director Rolf Hapel says – "It's a prime example of pure community and library collaboration." In Gellerup Library, a branch in Aarhus, a part of the library building is used for the "Job-corner" – a collaborative project combining people and resources from the local unemployment agency, the municipality social welfare department and the library where patrons are offered assistance to search for vacant positions, write applications and prepare for job interviews. A local health care center project is also placed on the library's premises.

In Greve, Denmark, the library has created a special position as facilitator. The librarian in charge focuses on outreach activities and works as a facilitator and mediator in contact with local authorities in a broad sense – for instance town hall administration, social workers, schools and daycare facilities.

Recommendations, Opportunities and Thoughts for the Future

Every library around the world that has success with truly serving multi-cultural communities works closely with immigrant and refugee's organizations and other institutions.

The need to collaborate is not only ours in the library community, but it is a two-way street. In the spirit of true collaboration – agencies and organizations need us as much as we need them. Libraries are seen as neutral, well-positioned and safe places, as shown in the example of the hospital and the Toronto Public Library.

There are myriad examples of wonderful collaborations that can be found throughout this report, at libraries studied and at the many libraries referenced in the appendices and published studies.



Conclusion

Why Bother At All...?

Public libraries are not islands but integrated parts of local societies all over the world. Any public library will, by definition, try to meet the needs of its patrons and of the society it serves.

Therefore, if you are responsible for managing public libraries in culturally diverse cities and neighborhoods, it is worthwhile to focus on how to create the best service possible for everyone, including immigrants and refugees because:

- Local society will profit from a better educated and enlightened population.
- Local democracy will benefit, if all groups in society are offered free and equal access to knowledge and information.
- If the public library uses its potential, it can act as a free and accessible public institution which generates community spirit among its patrons.
- The library itself can generate more new ideas and enhance development if staff reflects the multiethnic character of the local community.
- Everywhere, local communities are facing the complex task of developing and maintaining safe and good living possibilities for all people. If the public library uses its potential and offers activities and programs that help to integrate and educate various ethnic groups in local society, it may well be seen as an even more vital institution and part of local society than ever before.
- The library itself will benefit as it will be able to serve more of the population.

Society Influence

The research for this paper has led the authors to visit good libraries on four continents. Everywhere it has been apparent that government policies and the general attitude toward cultural minorities, immigrants and refugees in the particular country heavily influence how libraries deal with the subject of serving multi-cultural communities. Library directors and decision-makers should not underestimate the importance of this fact. Both the decision to undertake a dedicated effort in this field, and how it may be carried out in practice, will be influenced by the political

priorities and the way societies – and library staff members – think of cultural minorities and immigrants.

Do they represent a potential enrichment of society both in the cultural and economic sense or are they considered a burden for regular taxpayers and a stress for welfare programs? The answers to such questions will to a large extent determine if the library focuses on activities which enhance assimilation or activities which display the cultural diversity of the local society – or even decide not to focus on cultural minorities, immigrants and refugees at all!

New Technologies and New Media

Traditional core library activities such as acquisition, cataloguing and weeding the collection are still of greatest importance. The developments of the last decades, with the broad scale introduction of new digital media, the Internet and the transition from physical media to online access, which has followed, present libraries with new possibilities for outreach and cheap supply, but also with new difficult tasks. Digital media are easy to copy, and copyright-issues must be addressed properly. On the other hand, with the Internet and the distribution of broadband connections, libraries have a new and cheap opportunity to offer patrons a time transparent access to newspapers and other sources of information from their (former) homelands.

Collaboration and Networking

Many libraries have learned that serving multi-cultural populations in a proper and cost-efficient way is quite a complex task. Not very many libraries are by themselves able to cover the vast number of specialized functions, nor do they all have staff with the language skills needed. This is why collaboration and networking between library systems is already quite widespread in serving multi-cultural communities. New technology makes it easier and more efficient to collaborate and to share the workload with colleagues in other libraries.

Networking can often be a difficult task, - as each and every library participating in a consortial arrangement or network of any kind has to give up some parts of its self-reliance and decision-making which is normally not questioned. But by doing so, the library can benefit from the collective knowledge and competence

of the network. To the authors' point of view, there is no alternative for libraries facing the complex task of serving multicultural neighborhoods than to take active part in networking activities.

Local Perspective

On the local level the authors have identified a number of core decisions and activities that must be addressed properly if a library wants to introduce and sustain an adequate level of service for multi-cultural neighborhoods in the community. These decisions and activities are presented below in a "to-do" checklist, which hopefully can be of good value for libraries both well under way with multicultural services and for libraries still in the contemplation process.

We have identified that the key factor on the organizational level and to successful multi-cultural services is the "institutionalizing" of these services – in other words, making these services everyone's responsibility and making them part of the core mission of the library. In many libraries, services for multicultural communities are carried out by one, or a few, active and dedicated staff members. These dedicated staff members might be in situations where there isn't a lot of support from colleagues or even management.

The important step is to get beyond this individual stage and make these services a part of everyday work. The services are too vulnerable and will be stopped if only one or a few staff members care, and inevitably will be looked upon as something "extra" that is not so important and which may be dispensed of if resources are lacking.

Check-List For Action Planning

Take leadership

First of all, the library management must decide to take action. If services for multicultural patrons and neighborhoods are not considered important by the senior management level, they will never be developed in an adequate way and will get a less than even share of resources. If the management does not care, why should staff?

Define clear and measurable goals – strategic plan

Library management must advocate why it is necessary to take action in this field. Activities must be shown as being in coherence with the library's strategic planning and as actions that support its fulfillment. The next important step would be to define which actions that should be taken and which goals are to be met.

Seek political approval

Activities in this field may be controversial to certain groups in society and library management must be prepared to explain why it is important to deliver attractive services to multicultural users. The library board or an equivalent local political body should approve or, even better, advocate actions.

Support dedicated staff

Often one can find staff members who, for many reasons, find services for multicultural communities important. Such staff-members should be identified and supported by the management.

Information on local society

The actual mix of different language and culture groups in the local area will evidently change, sometimes even very rapidly because of the ongoing migration of people and actual developments in various parts of the world. So active use of census data and other relevant statistical information and collaboration with other parts

of local jurisdictions is very important to get a good, updated knowledge of the actual mix in the population.

Seek collaboration with user groups

Many immigrant communities and language groups have established their own organizations have more or less official spokespeople, etc. Such persons and organizations can function as focus groups and thereby help the library better understand the needs of the different groups and learn how they react on the various initiatives from the library.

Learn from others

This paper should demonstrate that libraries could learn a lot from colleagues all over the world. Many libraries face similar expectations, needs and problems in the field of services towards multicultural groups and you will always be able to find someone who can help you somewhere in the national or international library environment.

Identify possible network partners

In this paper we have analyzed various consortial arrangements and networks between libraries that learn from each other and share the workload. It is very wise to seek such cooperation wherever possible, as each participating library will be able to expand services further with less effort, compared to the situation where a library would have to take care of all parts of the process on its own. No library, regardless of how excellent or well funded they are, should go it alone.

Focus areas

Depending on the actual needs of the local community, the actual level of existing library services, the resources available etc., the library must decide which activities should have the priority. For instance, the strategic plan may contain more steps – from basics to more advanced. In one community the top priority may be community information or library programming, in other communities it may be collection development and Internet resources.

Follow up – and review plan

Like all development projects, enhancing library services for cultural minorities is a constant learning process. It is very important to follow up on goals – which targets were met and which not – in order to keep the business plan coherent with actual needs. It is also important to be flexible – to respond to changing needs, changing populations and the changing political environment.

Institutionalizing of services - part of every day work

As mentioned earlier, the key factor on the organizational level is the institutionalizing of services. At the time when services have matured to an extent where they are integrated in the normal way of operations, it is much more likely that cultural minority group users are offered their fair share of service.

Three Golden Rules

If you want your library to be successful in serving the diversity in the community you should keep three golden rules in mind:

- 1) It depends on leadership if anything is going to happen. Without leadership there will be no lasting result
- 2) Respect is the key factor in communication and cooperation between persons and groups with different languages and cultural background. In any planning the motto should be "Nothing over them and without them!"
- 3) You need a holistic approach. When all aspects are taken care of in a coherent way, the result will be much more than the sum of the different parts.

Appendices

Appendix 1. “Good Practice”

Libraries Studied

As we have discussed in this paper, serving multi-cultural populations is an important matter for public libraries worldwide and many examples of good practice can be found in various parts of the world.

The following examples of good practice are not an “exclusive” list. Worldwide it is possible to find many more excellent libraries with carefully planned and very well functioning services towards multi-cultural populations.

The mentioned libraries have (except Frankfurt, Main) been visited in 2002/03 by one or more of the authors. The authors are responsible for any mistakes that occur in these descriptions.

In each description, the authors have chosen to highlight a few core elements of the actual library’s services to multicultural populations. Our intention is not to describe all aspects of each library’s services but to stress outstanding competencies.

1.1. Århus (Denmark) (www.aakb.dk) – Gellerup

Gellerup branch library is an example of a library focusing very much on outreach activities, collaboration and networking with neighborhood institutions, organizations and user groups. The library has established regular series of events (music, showing of films, concerts etc.) where young people from the area are active partners both during the planning process and when the events are taking place.

A part of the library space is used for the so-called “Job-corner” – a collaborative project combining people and resources from the local unemployment agency, the municipality social welfare department and the library where patrons are offered assistance to search for vacant positions, write applications and prepare for job interviews. A local health care center project is also placed on the library’s premises. A coordination group is established where public institutions within each school district coordinate activities. The library is seen as a cheap integration agent, where for instance free Internet access is a magnet for many young people and different user groups see the library as a “neutral” meeting place.

1.2. Brisbane (Australia) (<http://www.brisbane.qld.gov.au>)

In Brisbane, Queensland, the library is governed by the city council and has 32 branches. The city council has a clear policy on supporting people from culturally diverse backgrounds. The library is a participant in this policy and in a citywide taskforce on this topic. The library is seen as an agent to help immigrants find their way in society and to support learning. In this way the library is engaged in different programs including education and cultural activities. In branches in regions with large communities from a specific language group, collections and signage is adjusted. For smaller language-groups the library uses rotating collections provided by the state library. The library itself does not do the collection acquisition process. Based on a tender, a commercial firm will do this for the library based on a set of rules and instructions. The circulation increased by 8 % in the first year this was introduced. Also the library uses a “floating collection”, which means a large part of the collection is not based in a library branch but items go wherever they are requested and stay there

until needed elsewhere. In this way the collection adjusts itself to the demand of the public.

1.3. Brooklyn (USA) (www.brooklynpubliclibrary.org)

Brooklyn Public Library’s Multilingual Center (MLC) serves as its gateway for the borough’s immigrants. The Center evolved from thoughtful study of the borough’s changing populations and their needs and through the use of demographic analyses, telephone surveys and focus groups. The MLC sets system wide standards for foreign language collections and programming and services.

The MLC is unique in its focus on all language learning. Seventy languages can be studied on the Center’s computers and the collection includes 400s, 800s and the English as a Second Language collection. The MLC’s collections in 35 languages support existing routing collections, which are in turn supplements for permanent collections in the branches. The MLC has also set up links from the BPL website to websites of world language interest in six languages – Chinese, French, Kreyol, German, Russian and Spanish.

Community surveys, branch profile surveys, and community events have helped MLC staff establish regular communication with the community. MLC and branch staff are expected to know their respective communities and perform consistent outreach as part of their jobs. Branch staff attends local community board meetings and “walk” their communities on a regular basis, visiting senior centers and markets among other places. Through the Willendorf Division, the MLC provides cultural, informational and educational programs for immigrants.

1.4. Frankfurt (am Main) (Germany) (www.frankfurt.de/sis/fr_stadtbuecherei.html) – Gallus

In 2002, the manager responsible for branch library services went on a study trip for four weeks to New York (Queens Borough Public Library) in order to learn from best practice internationally and upon return, she implemented a new specialized service towards immigrants focusing on “German as second language” in Gallus branch library. The service almost immediately received lots of public interest and is very well used. A full report about the project is available (in German only) for free download from (www.bertelsmann-stiftung.de/documents/Lotz_Endfassung_uw021220.pdf)

1.5. Greve (Denmark) (www.grevebib.dk)

Greve Library is a library system in the greater Copenhagen area, serving a population of about 50.000 inhabitants in the municipality of Greve. Greve Library is an example of a relatively small library system, which actively has focused on developing guidelines and services towards ethnic minorities.

A librarian is appointed to a dedicated facilitator job function. In her job she focuses on outreach activities and works as a facilitator and mediator in contact with local authorities in a broad sense – for instance town hall administration, social workers, schools and day-care facilities.

Greve Library has developed a specific policy towards ethnic minority groups as can be seen below (Appendixes, section 4)

1.6. Den Haag (The Netherlands) (www.dobdenhaag.nl)

The Public library of The Hague, Netherlands started six years ago with “Telematicentra”. These computer labs were introduced in neighborhoods with a high percentage of immigrants. Courses for immigrants on learning to surf the web were developed here.

The Public Library of The Hague operates the review-part of the Acquisition Information on Turkish and Moroccan publications that is distributed by the National Library service NBD to all Dutch libraries. Based on this information they can order the new titles shelf/ready by the NBD. Between the bigger libraries in the country there is an agreement on the acquiring of 'exotic' languages. By means of interlibrary loans, these are available to all library users.

The library is very active in creating the library as a cultural meeting point. In many branches and the central library there are exhibitions, discussions and music performances. The library makes use in clever ways of the presence of embassies and consulates in the city that are often very eager to cooperate. The library creates a special annual report to demonstrate their effort on cultural diversity and to show the importance of these services.

1.7 Helsinki (Finland) (www.lib.hel.fi)

Helsinki Public Library with its Central Multilingual Library Service has developed its widespread services for immigrants by combining state funds with money from the city of Helsinki. Now the library is functioning as the national resource center in this field. The aim of the Central Multilingual Library Service is to enhance library services for foreigners, for instance by purchasing materials in rare languages, which local libraries all over Finland can borrow through interlibrary loan to serve their local patrons.

1.8. New York (USA) (www.nypl.org)

The New York Public Library coordinates services for non-English speaking patrons primarily through its Office of Community Outreach Services (COS). COS works closely with borough community outreach specialists and coordinates activities at eight Centers for Reading and Writing (which provide English as a Second Language and literacy services), the Aguilar Library's Language Learning Center, and age-level selection committees for foreign language materials. The Donnell World Languages Collection includes permanent print materials in more than 80 languages. Their collection goal is to develop a parallel Dewey decimal collection in other languages, with the exception of scientific and technical materials and manuals. Donnell also coordinates the circuit collections, which provides materials to branches for three-month intervals.

NYPL uses an annual statistical matrix for each branch to determine material allocations for permanent collections. This matrix includes Census data, community needs information, and ESL registration statistics. COS works with community boards, community-based organizations, local news media, the NYC Department of City Planning and advocacy groups to gather information on the community for outreach purposes.

1.9. Odense (Denmark) (www.odensebib.dk) - Vollsmose

Vollsmose branch library is a part of the public library system of the city of Odense and serves a population of about 15,000 inhabitants. Vollsmose library is an example of a library where traditional library services are integrated with new learning activities as part of an urban redevelopment program. The library system in Odense is an example of how immigrants can be integrated with public service jobs.

The Learning Centre is a part of Vollsmose Library. The learning center can be defined as an electronic reading room where information and communication technology as well as competent personnel is available in order to help users solve actual information and communication problems. The main target

group is adult refugees and immigrants, both as individuals or participants in integration projects.

1.10. Queens (USA) (www.queenslibrary.org)

Queensborough Public Library is a national model in the United States for providing services to immigrant communities. Former director Gary Strong's philosophy that "immigrant service is customer service" indicates the level to which the library integrates services for immigrants in basic library services. Begun as a project in 1977, the New Americans Program (NAP) has evolved into a permanent element of the Programs and Services Department. NAP provides all foreign-language services and programs. The Adult Learner Program (ALP), which provides English as a Second Language and literacy programming, rounds out the broad spectrum of services provided by the library.

NAP's programming philosophy involves attracting immigrants to the library with programming that celebrates their cultures and giving them an introduction to the library and its resources in an effort to encourage them to return for other services. NAP staff demonstrates the library's value by displaying materials in the patrons' native language, providing information in translation, helping them obtain library cards, and highlighting other programs targeted at their particular needs. NAP's success depends in large part on excellent community analyses conducted by a dedicated analyst librarian, and significant outreach efforts, which include an annual branch profiling effort to examine the patron base and how the branch collections are used. NAP's efforts include development and management of print and non-print collections in 22 foreign languages, a Mail-A-Book program for residents who speak Chinese, French, Greek, Italian, Korean, Russian and Spanish, WorldLinQ which makes non-English Internet-based resources readily available and interactive, free programs in the most widely spoken immigrant languages on topics essential to new immigrants' acculturation, and free programs that celebrate the literary, performing, and folk arts of immigrants.

In addition to the permanent collections selected by NAP, branch libraries can access a rotating collection of materials in 47 languages. This collection is managed by the Central Library's Literature and Languages Division, which has its own large foreign language collection. QPL's collections benefit from staff attendance at major foreign book fairs as well as some direct buying by branch staff from local foreign language bookstores.

1.11. Seattle (USA) (www.spl.org/)

In the last 10 years, the City of Seattle has experienced significant increases in the numbers of immigrants and refugees settling in the area. The Seattle Public Library's strong connections with agencies that serve these populations as well as community-based organizations that serve particular cultural communities allow the library to provide services that complement those of other agencies.

The Library's innovative Talk Time program provides patrons with the opportunity to practice speaking English while learning about the library and other important survival tools in a low-stress environment. Patrons learn how to read a bus schedule, information about national holidays, and register for library cards and learn about the library. The program's coordinator regularly meets with refugee service agencies and successfully relies on word-of-mouth referrals to fill up the four Talk Time classes.

SPL is in the midst of a major capital improvement program that will replace, add to or renovate every branch in the system. As building improvements are planned, library staff engages the community in “hopes and dreams” meetings to find out what they want and need in their new libraries. These meetings in conjunction with creative ideas from staff and hired consultants help to create new buildings that recognize, celebrate and welcome cultural communities. The New Holly branch located within a large East African community has brightly painted walls and furniture that reflect the beautifully colored garments worn by residents. The Beacon Hill branch in a strongly multi-cultural community will feature a Language Learning Center to assist residents with language learning, particularly English. The new Central Library will feature an artwork by nationally known artist, Ann Hamilton, which includes first lines from materials found in the world languages collection.

A newly formed Cultural Communities Task Force is heavily involved in setting goals for the entire library system. Work is progressing on many fronts, including collection development and programming.

1.12. Sno-Isle (USA) (<http://www.sno-isle.org>) – Monroe

The Sno-Isle Regional Library System is a multi-community library district serving 579,000 residents. The library district has made a serious commitment to addressing service gaps in serving its growing ethnic minority communities. In addition to the work within the district to develop stronger collections, staff training and outreach, the library recently opened the Monroe Library, which serves a large and growing Hispanic community. In spite of being part of a much larger system, the Monroe Library can be considered as a model of a smaller library successfully reaching out to its community. The managing librarian, Betsy Lewis, would be available to answer questions. (blewis@sno-isle.org)

1.13. Stockholm (Sweden) (www.ssb.stockholm.se) – Rinkeby

Rinkeby Branch Library serves a very multicultural suburb of Stockholm, where the large majority of inhabitants are of non-Swedish origin. It is an example of a library that has made a great effort to establish adequate services to its patrons originating from many countries. It maintains collections in about 20 languages, runs an extensive programming activity and has even initiated production of children’s books in relevant languages, if no supply was available from other sources.

The library is trying very hard to have a multilingual staff; both to be able to serve patrons in their own language in the library and also because it enables them to collect, acquire and catalogue items from any particular language if a staff member is able to read and understand and maybe even speak the actual language. Staff is hired on this language ability and if needed trained in library-skills.

The Stockholm Public Library also has the International Library in an annex to the Central Library. See appendix 2, 2.2.

1.14. Toronto (Canada) (<http://www.tpl.toronto.on.ca/>)

The Toronto Public Library’s services for cultural communities are integrated into the work they do for English- and French-speaking populations. A Multicultural Services Committee provides cross-divisional coordination at TPL, but all collections development, planning and citywide services are directed through the Service Planning and Support Division.

Serving the most diverse city in North America, TPL provides significant services through electronic resources. NewsConnect

provides a gateway to many international newspapers, some of which are in original ethnic languages. Multicultural Connections, a web-based resource, promotes the library’s multi-lingual collections, services and programs, and provides links to external resources including international directories and search engines. The Termium database translates words, phrases and sentences. Collections cover 100 languages, of which 40 are actively developed.

Demographics, settlement patterns, availability of materials, demand, use and cost of materials help determine which languages TPL will include in the world languages collection and how to allocate money among them. A recently implemented resource/deposit model provides a means for circulating additional language materials to branches. Deposit collections can include up to 700 items and are rotated on a 6-month basis.

1.15. Utrecht (The Netherlands) (www.utrecht.nl/bibliotheek)

The Public Library of Utrecht has had no need for big collections in foreign languages. For the larger language groups, from the Dutch Antilles and Surinam, people all read in Dutch. And for the first generation of the Turkish and Moroccan community illiteracy was a big problem for many newcomers. As many new immigrants want to raise their children in the language of their forefathers and also there is a great influx of new wedding partners from the home countries there is a new demand for collections in different languages the library has to respond to.

With funding of the European Community, the library created in one of the branches a center on the cultural roots of the different groups in the city. It was a success as a computer center where many different ethnic groups were introduced to searching on the web and mailing and chatting with family members in Surinam, China or the Molucas. This library is also frequently used for cultural programming. The objective to make this library a center of information on the different cultures, however, was not entirely successful. Partly because younger -second generation- people do want to learn about their roots and origins, but prefer to learn in Dutch as the language they master best.

The library is a stage for different cultural activities. In collaboration with groups of volunteers from the different communities, activities like writer-evenings are organized for groups from Turkey, Surinam, Morocco and China. Due to the intensive cooperation with almost all primary schools in the city, the library succeeded in raising the percentage of youth members in the different cultural groups to the same high level. To attract more adults from these groups, a marketing plan was executed including special commercials on the local television network and cooperation with mosques and groups of volunteers.

The library now, more and more, plays an important role in the learning of Dutch as a second language and in citizenship; for example by means of special tutorials on the library’s computers. It developed special “kidscorners” with educational programs for three- to six-year-old children who cannot yet read.

Appendix 2. Networks and Consortial Arrangements Studied

2.1. Indvandrerbiblioteket (Danish Central Library for Immigrant Literature (DCLIL) (www.indvandrerbiblioteket.dk))

DCLIL is a national resource center for books and other media in foreign languages for ethnic minorities in Denmark. The collection includes 120.000 items. Nearly 50 languages are represented. Collections are maintained in 30 languages. The collections consist primarily of books, but include also some music on CD's and cassettes and books on tape. In Arabic, Persian and Urdu video collections are also available. DCLIL is not open to the general public, - all lending is through the public libraries. Everybody with residence in Denmark can borrow from DCLIL.

DCLIL is organizing a joint acquisition and cataloguing project, which is open to all Danish public libraries. The project includes acquisition and cataloguing of items in 10 languages – books for both adults and children and music on cassettes or CD's.

DCLIL is responsible for the collaborative net portal FINFO (www.finfo.dk) **which has two main objectives: To provide citizens from ethnic or language minorities with access to general information about the Danish society and inform them about their individual rights and obligations and to offer a global link index to information about relevant nations, language groups and continents. FINFO is a collaborative project, where libraries all over Denmark are providing specific information for ethnic minorities in all parts of the country.**

The Danish National Library Authority (Biblioteksstyrelsen, www.bs.dk) has launched a two-year development project with the aim of creating a common library platform for servicing ethnic minorities. DCLIL is responsible for the project that is based on a network of four regionally based consultants and comprises library services to the well-integrated citizen with a non-Danish ethnic background as well as the newly arrived refugee or immigrant. Focus is on model building and actions towards smaller library systems.

2.2. Internationella Biblioteket (International Library) (www.ssb.stockholm.se)

The International Library in Stockholm is an example of a joint financed national resource center, which also is accessible for users. It is a part of the public library system in Stockholm and joint financed by the city, the region and the state. It offers about 200.000 volumes in more than 100 languages and is both a library open to the general public and a depository library that is used by all Swedish public libraries.

The International Library is situated very close to the main library in Stockholm. Patrons are offered primarily books, magazines and newspapers, but also to some extent videos and Music-CD's.

2.3. OCLC Online Computer Center, Inc. (www.oclc.org)

OCLC is a non-profit membership organization serving 43,599 libraries in 86 countries. It offers a full range of services including cataloging, reference and resource sharing tools and preservation services. The WorldCat database, including more than 4 million cataloging records, is cooperatively produced and maintained by OCLC and its member libraries. OCLC conducts research and provides training for the benefit of its membership.

Appendix 3: Checklist : How multicultural is your library?

Does this apply to your library?

1. Your library's mission statement reflects the will to reach out to and serve all diverse groups in the community.
2. Your library has set clear and measurable goals to realize this mission and evaluates the results.
3. Your library communicates this mission and goals to the community and governing bodies, tries to get approval for this or shows how the library's goals line up with the goals of local or national policies.
4. The leader of your library has an outspoken, strong belief and personal involvement in achieving results on these goals.
5. The heads of departments in your library are accountable for their contribution towards these goals and evaluated on that.
6. Your library evaluates demographic developments in the community served based on census or other statistics and uses them as a basis for decision-making.
7. In your library there is a policy to attract and include staff members reflecting the demographic composition of the community.
8. In your library the main languages spoken in the community are spoken by some staff members, used in information from the library or in the library's OPAC or signage.
9. Your library cooperates and reaches out to different groups in the community; both patrons and non-patrons.
10. Your library has a program of cultural activities and meetings targeted and adjusted to the needs of different groups in the community as part of the normal day to day program.
11. In your library's acquisition budget there is a fixed percentage for buying multi-cultural materials including materials assisting in learning your country's language as a second language, materials introducing immigrants to your country's culture, and items to support citizenship.
12. In your library's acquisition budget there is a fixed percentage for buying materials – physical and digital – in the languages of the different groups in your community.
13. Your library cooperates with other institutions in your community to better serve the cultural diversity.
14. In your library there are written rules of conduct on how to respect diverse cultural backgrounds and customs in the interaction between visitors and staff.
15. The staff in your library are trained to serve visitors and patrons from different cultural backgrounds as part of their day-to-day job.
16. The cost of activities aimed at the different cultural groups and the staff members engaged in this are covered by regular, permanent library funding.

Appendix 4: Ten Reasons Why Libraries Must Engage in Cultural Diversity

- 1) Libraries have to serve the whole population in the community and cannot leave out some groups.
- 2) Libraries will be better used – better value for money – if they reach out to all groups.
- 3) The library's core business is to provide information to (new) community members to enable them to participate in society and to become new citizens as desired.
- 4) The library is the institution in the community, which attracts the most visitors, has no thresholds, and is known to most newcomers as a neutral institution with a positive image.
- 5) Libraries can provide most of what is needed for informal learning, and support formal learning as a way to success in society and as a contribution to the economy.
- 6) Both the special collections on second language learning as well as the whole of the library's collection support the learning of the second language.
- 7) The Library, as a place where all people, male and female, young and old, and from all backgrounds meet, is one of the few institutions that can contribute to better understanding and social coherence.
- 8) The library has no financial barriers to any income group.
- 9) Libraries are widespread throughout the community and within reach of every (new) community member.
- 10) The library can bridge the gap between the knowledge and interests of new community members with one leg in the country of origin and one leg in the new country as libraries provide information and materials on both aspects.

Appendix 5: List of background literature, guidelines and background information

Literature

Berger, Ågot: Usability Studies and Focus Groups as Methods for Developing Digital Public Library Services in a Multiethnic Society. (In: New Frontiers in Public Library Research. – Lanham, Md.: Scarecrow Press, 2003)

Berger, Ågot: Recent trends in library services for ethnic minorities – Danish experiences (In. Library management, vol. 23, Number1/2, 2002).

Language Diversity in multicultural Europe: Extra, Guus and Yagmur, Kutlay, Unesco Paris 2003, <http://www.unesco.org/most/dp63extra.pdf>

Lotz, Birgit: Die Internationale Bibliothek – von New York nach Frankfurt. – Gütersloh: Bertelsmann Stiftung, 2002. (www.bertelsmann-stiftung.de/documents/Lotz_Endfassung_uw021220.pdf)

Refuge for Integration, A study on how the Ethnic Minorities in Denmark use the Libraries, march 2001, <http://www.aakb.dk/graphics/pub/refuge.pdf>

Voogd, Lourina: Immigranten Informeren, NBLC, The Hague , 2002 (Summary in English: Reading Behavior in a multicultural perspective, on www.indvandrerbiblioteket.dk/voogd.htm)

Guidelines

IFLA guidelines. (Multicultural Communities. Guidelines for Library Services. 2nd edition, revised (1998)) (<http://www.ifla.org/VII/s32/pub/guide-e.htm>).

ALA guidelines (Guidelines for Multilingual Materials Collection and Development and Library Services) (http://www.ala.org/rusa/stdn_multiling.html).

Background information

Urban Libraries Council. Public Library Services to New Americans. – 2003. (<http://www.urbanlibraries.org/>) In May 2003 the ULC held a two-day workshop in Washington, D.C. on this topic.

In August 2003 an IFLA satellite meeting on “Public Libraries and Multilingual Collections” was held in Utrecht, the Netherlands. The different presentations, also giving an overview of the state of the art in different countries can be found on <http://sitegenerator.bibliotheek.nl/iflautrecht/home/>.

Appendix 6: More information on The Greve Libraries' Policy on non-Danish ethnic groups (extract; translation by the library):

Objectives

- A The library is considered a vital instrument in the integration of ethnic minorities in local society and lifestyle.
- B Ethnic minorities, as library users, are considered as being on equal footing with all other groups.

In order to achieve these objectives, effort is concentrated on the following areas:

Staffing Policy

The composition of library staff is a direct reflection of the population within the local community. Our aim is to engage bilingual employees, in permanent positions, on the condition that their qualifications meet our requirements. We intend to give priority to bilingual applicants, when employing students on a part-time basis, to re-shelf books.

Job-training, work-trial candidates are, as often as possible, bilingual employees.

Competence

The development of the staffs' competence, in being able to afford all user groups a

professional level of service, is joint, not individual, responsibility. Knowledge and attitude cultivation, can be achieved by:

- Staff meetings with relevant introductory speakers.
- Coaching/supervision of one another, or from external sources.
- Library staff is given the means to achieve competencies in solving whatever problem might arise from the meeting between different cultures.
- Educational courses/seminars in co-operation with other colleagues, within the local community, national or international.

Material selection

Through its selection of materials, the library also supports ethnic minorities in their efforts to learn the Danish language. At the same time, we are also able to offer relevant material in original languages. A blending of Danish and foreign-language materials has resulted in a more attractive and accessible placement and promotion. A broader perspective is also achieved through the placement of children's literature in the adult department. We have purchased Danish language easy readers, language courses, simple dictionaries, books on Danish culture, and electronic media. The younger generation of ethnic users borrow Danish magazines, music, videos, CD-ROM and books, in much the same quantities as Danish children do. Music is an important angle of approach in regard to children and teenagers. We purchase up-to-date foreign language material, including magazines, newspapers and music.

Co-operation

We are working on establishing regular co-operation with native-language teachers, district health-officers/maternal groups and interpreters, in addition to language schools, integration advisers and other active cross-cultural organizations. Contact is made

to occupant groups and advisers. The library nominates the responsible contact persons.

Activities

Library-orientation, including training in library culture, is arranged for both state schools and language schools.

- Cultural days
- Debate evenings
- IT-introduction, in foreign languages, with a presentation of Finfo
- Homework and study groups have been mentioned on several occasions. The library has promoted the idea to all relevant co-operative partners.

Appendix 7: URL's of sources, libraries and institutions

American Library Association; guidelines:
http://www.ala.org/rusa/stnd_multiling.html

Århus Kommunes Biblioteker (Denmark):
www.aakb.dk

Brightbooks (United Kingdom):
<http://www.brightbooks.co.uk/FFrentals.htmh>

Brisbane City Council(Australia):
<http://www.brisbane.qld.gov.au>

Brisbane Public Library (Australia):
http://www.brisbane.qld.gov.au/library_learning/libraries/index.shtml

Brooklyn Public Library (USA):
www.brooklynpubliclibrary.org

Indvandrerbiblioteket (Danish Central Library for Immigrant Literature (DCLIL):
www.indvandrerbiblioteket.dk

Danish Internet-service for women:
Kvinde.finfo.dk

Danish National Library Authority (Biblioteksstyrelsen):
www.bs.dk

Dienst Openbare Bibliotheek Den Haag (Netherlands):
www.dobdenhaag.nl

Databank Meertalige materialen (Multilingual information; Netherlands):
<http://www.meertalen.nl/>

FINFO (Information for Ethnic Minorities in Denmark):
www.finfo.dk

Fotonovela
<http://www.pbs.org/itvs/fotonovelas/intro.html>

Stadtbücherei Frankfurt (Main) (Germany):
www.frankfurt.de/sis/fr_stadtbuecherei.html

Greve Bibliotek (Denmark):
www.grevebib.dk

Helsinki Public Library(Finland):
www.lib.hel.fi

IFLA guidelines on Multicultural Communities:
<http://www.ifla.org/VII/s32/pub/guide-e.htm>

IFLA, reports of "Public Libraries and Multilingual Collections":
<http://sitegenerator.bibliotheek.nl/ifla utrecht/home/>

Informatiepunt Anderstaligen (Information for Ethnic Minorities in the Netherlands):
<http://www.ainp.nl/>

Internationella Biblioteket (International Library Stockholm):
www.ssb.stockholm.se

Herning Centralbiblioteket (Herning Public Library):
www.herningbib.dk

Lotz, Birgit; Report for the Bertelsmann Stiftung:
www.bertelsmann-stiftung.de/documents/Lotz_Endfassung_uw021220.pdf

National Library Board of Singapore:
www.nlb.gov.sg

National Library of Canada:
<http://www.nlc-bnc.ca/8/25/r25-300-e.html>

Nederlandse Bibliotheek Dienst (Dutch Library Service):
http://www.nbd.nl/pls/prod/aid_sse_0000.home

New York Public Library(USA):
www.nypl.org

NewsConnect:
<http://newsconnect.tpl.toronto.on.ca/>

OCLC Online Computer Center, Inc.:
www.oclc.org

Odense Centralbibliotek (Denmark):
www.odensebib.dk

Queens Borough Public Library (USA):
www.queenslibrary.org

Seattle Public Library (USA):
www.spl.org/

Sno-Isle Regional Library System (USA):
<http://www.sno-isle.org>

Stockholm Stadsbibliotek (Sweden):
www.ssb.stockholm.se

Termium (Translationservice; Canada):
http://www.termium.gc.ca/site/accueil_home_e.html

Toronto Public Library (Canada):
<http://www.tpl.toronto.on.ca/>

Urban Libraries Council (USA):
<http://www.urbanlibraries.org>

Gemeentebibliotheek Utrecht (The Netherlands):
www.utrecht.nl/bibliotheek

WorldLinQ (Multilingual Informationsite; Queens PL):
<http://www.worldlinq.org/nonflash.html>

Appendix 8: About the authors

Jens Ingemann Larsen, 43, Library Director at Herning Central Library (www.herningbib.dk), Denmark since 1996, graduated from the Royal School of Library and Information Science, Denmark in 1982 and from the Copenhagen Business School in 1991. Active career as a librarian since 1983, Deputy Library Director at Ballerup Bibliotek (a Copenhagen suburb) 1990-1996. He is member of the Danish National Library Board and has been active member of Bertelsmann INPL since 2001.

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Deborah L. Jacobs, 51, City Librarian at Seattle Public Library (<http://www.spl.org/>), US, since 1997. Graduated from Mills College in 1974 and received a Master of Library Science from the University of Oregon in 1976. Active career as a librarian since 1976 when she began as a children's librarian in rural Oregon. Prior to coming to Seattle, she was a library director in a small Oregon city (Corvallis) for nine years. She is actively involved in local, state and national politics and library issues, and has been an active member of Bertelsmann INPL since 2002.

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