

Social Inclusion Audit

a toolkit



Canadian **Urban** Libraries Council
Conseil des Bibliothèques **Urbaines** du Canada

CULC/CBUC MEMBERS

Barrie Public Library
Bibliothèque et Archives Nationales du Québec
Brampton Public Library
Burlington Public Library
Burnaby Public Library
Calgary Public Library
Cambridge Public Library
Coquitlam Public Library
Edmonton Public Library
Fraser Valley Regional Library
Bibliothèque de Gatineau
Greater Victoria Public Library
Halifax Regional Library
Hamilton Public Library
Kitchener Public Library
Bibliothèque Ville de Laval
London Public Library
Markham Public Libraries
Mississauga Library System
Bibliothèque de Montréal
Oakville Public Library
Oshawa Public Library
Ottawa Public Library
Bibliothèques de la Ville de Québec
Regina Public Library
Richmond Hill Public Library
Richmond Public Library
Saskatoon Public Library
St. Catharines Public Library
Surrey Public Library
Thunder Bay Public Library
Toronto Public Library
Vancouver Island Regional Library
Vancouver Public Library
Vaughan Public Library
Whitby Public Library
Windsor Public Library
Winnipeg Public Library

CULC/CBUC



The Canadian Urban Libraries Council (CULC) / Conseil des Bibliothèques Urbaines du Canada (CBUC) is committed to the strengthening of vibrant urban communities through building the capacity of Canada's urban libraries. CULC/CBUC members come from all regions of Canada. Collectively they serve more than 7.5 million active users who annually make more than 384 million uses of our 522 locations and virtual services. In 2008 CULC/CBUC libraries loaned more than 171,000,000 items and expended \$86 million on collections. More than 12,000 library workers are employed by CULC/CBUC member libraries.

www.culc.ca

Hardcopies

If you would like to order hard-copies of the Social Inclusion Audit Toolkit please contact CULC/CBUC at 416-699-1938 or info@culc.ca. Copies are available to CULC/CBUC members for \$79 each, Non-members for \$109 each. Plus applicable taxes. Visit: www.siatoolkit.com

© Canadian Urban Libraries Council (CULC) / Conseil des Bibliothèques Urbaines du Canada (CBUC), February 2010

ISBN: 978-0-98655-620-3

Contents

Figures and Exercises	2	
Acknowledgements	4	
Outline	7	
Section I – What is social inclusion?	9	
Section II – What is the social inclusion audit?	17	
Section III – Indicators of openness	23	
Question One	25	
Audit Tool Interpretation	36	
Question Two		38
Audit Tool Interpretation	44	
Indicators of intentionality	45	
Question Three	47	
Audit Tool Interpretation	51	
Question Four	52	
Audit Tool Interpretation	55	
Question Five		56
Audit Tool Interpretation	66	
Question Six		67
Audit Tool Interpretation	73	
Question Seven	74	
Audit Tool Interpretation	78	
Question Eight	79	
Audit Tool Interpretation	83	
Question Nine	84	
Audit Tool Interpretation	87	
Indicators of inclusion	89	
Question Ten		91
Audit Tool Interpretation	95	
Question Eleven	96	
Audit Tool Interpretation	104	
Question Twelve	105	
Audit Tool Interpretation	108	
Section IV – Appendices	109	
CULC/CBUC Social Inclusion Audit Tool	110	
Survey and Focus Group Analysis and Recommendations	115	
Appendix A – Exhibits	122	

Figures and Exercises

Section III – Indicators of openness	23	Question Five	56
Audit Tool: Social inclusion indicator matrix	24	Exercise 5.0 Steps to successfully develop a community partnership	56
Question One	25	Question Six	67
Exercise 1.1 Plan of action – community profile, needs, and gaps	26	Exercise 6.1 Needs and gaps results	67
Exercise 1.2 Determine the community group(s) of focus	27	Exercise 6.2 Social Inclusion Audit results	68
Pilot Project: Demographic Profile	27	Exercise 6.3 Strategy development	68
Exercise 1.3a Gathering information	27	Question Seven	74
Exercise 1.3b Develop your plan to collect information on the community	28	Exercise 7.0 Develop your inclusion training plan	75
Exercise 1.3c Understanding the community	30	Question Eight	79
Exercise 1.3d Community profile template	32	Pilot Project: Reasons for not attending library programming and length of time in Canada	79
Exercise 1.4 Understand library use – how well do we know the target group?	33	Exercise 8.0a Institutional barriers	80
Pilot Project: Preferred programs and the number of years spent in Canada	34	Exercise 8.0b Personal and social barriers	81
Exercise 1.5 Understanding the needs of the community and the gaps in library programs and services	34	Exercise 8.0c Perceptions and awareness barriers	82
Question Two	38	Exercise 8.0d Environmental barriers	82
Exercise 2.0a Assessing the diversity of the board of directors	39	Question Nine	84
Exercise 2.0b Assessing the diversity of the staff team	40	Pilot Project: Budget allocations for Pilot Libraries for the CULC/CBUC Social Inclusion Audit project	84
Exercise 2.0c Assessing the diversity of library volunteers	41	Exercise 9.0 Sample budget	85
Exercise 2.1 Evaluate the impact of numeric diversity goals	42	Exercise 9.1 Types of programs and their costs	86
Exercise 2.2 Evaluate the development and implementation of diversity strategies	43	Section III – Indicators of inclusion	89
Section III – Indicators of intentionality	45	Indicators of inclusion	90
Indicators of intentionality	46	Audit Tool: Social inclusion indicator matrix	90
Question Three	47	Question Ten	91
Exercise 3.0 Strategic infrastructure thought-starters	49	Exercise 10.1 Evaluate the impact of numeric diversity goals	91
Exercise 3.1 Reviewing and amending strategic infrastructure plan	50	Exercise 10.2 Evaluate the development and implementation of diversity strategies	91
Question Four	52	Exercise 10.3a Assessing the diversity of the board of directors	92
Exercise 4.0 Assessing progress on staff engagement	53	Exercise 10.3b Assessing the diversity of the staff team	93
Exercise 4.1 Inspiring fair access	54	Exercise 10.3c Assessing the diversity of library volunteers	94
Exercise 4.2 Fair access planning	54		

Question Eleven	96	Appendix A – Exhibits	122
Exercise 11.1 Needs and gaps results	96	Exhibit A: Program suggestions from the Vancouver focus group	122
Exercise 11.2 Assessment of change in library use	97	Exhibit B: Program suggestions from the Brampton focus group and survey comments	122
Exercise 11.3a Institutional barriers	98	Exhibit C: Program suggestions from the Hamilton focus group	122
Exercise 11.3b Personal and social barriers	99	Exhibit D: Degree of comfort for each library based on a 5 point scale. 1 is not Comfortable and 5 is Very Comfortable	122
Exercise 11.3c Perceptions and awareness barriers	99		
Exercise 11.3d Environmental barriers	100		
Exercise 11.4 Strategy development	101		
Question Twelve	105		
Exercise 12.1 Assessment of change in community engagement and partnerships	105		
Exercise 12.2 Steps to successfully develop a community partnership	106		
Exercise 12.3 Inspiring fair access	106		
Exercise 12.4 Fair access planning	107		
Section IV – Appendices	109		
CULC/CBUC Social Inclusion Audit Tool	110		
Audit Tool: How do I use it?	111		
Audit Tool: Scoring “status” questions	111		
Audit Tool: Scoring “progress” questions	111		
Audit Tool: Indicators of openness	112		
Audit Tool: Indicators of intentionality	112		
Audit Tool: Indicators of inclusion	113		
Audit Tool: Tally of indicators	114		
Audit Tool: Indicator score interpretation	114		
Audit Tool: Overall score interpretation	114		
Survey and Focus Group Analysis and Recommendations	115		
Chart A: Average year of immigration for each library	115		
Chart B: Importance of multilingual signage	116		
Chart C: Percentage of youth who say library hours are convenient	116		
Chart D: Percentage of youth who want longer library hours	116		
Chart E: Preferred collections	117		
Chart F: Average number of programs attended per youth	117		
Chart G: Reasons for not attending library programs	117		
Chart H: Preferred programs	118		
Chart I: Interest in volunteering	118		
Chart J: Importance of diverse staff members	119		
Chart K: Increased comfort from artwork and furniture	120		

Acknowledgements

CULC/CBUC would like to thank The Wellesley Institute and The Laidlaw Foundation for their sponsorship of the development of this toolkit and the pilot social inclusion project for new immigrant youth.



The Wellesley Institute

The Wellesley Institute is a non-partisan, non-profit urban health think tank. Our policy work revolves around building health equity through the social determinants of health. Our four areas of concentration include affordable housing/homelessness, health care reform, community innovation, and immigrant health.

www.wellesleyinstitute.com



The Laidlaw Foundation

The Laidlaw Foundation's current work promotes positive youth development through inclusive youth engagement in the arts, environment, and community.

www.laidlawfdn.org

The Canadian Urban Libraries Council (CULC) / Conseil des Bibliothèques Urbaines du Canada (CBUC) acknowledges with appreciation the support shown by the organizations who have given permission to include their inclusion tools and exercises in this Social Inclusion Audit Toolkit. Specifically we would like to thank:

- The Denver Foundation for use of their *Inclusiveness at Work: How to Build Inclusive Non-profit Organizations*
- The Working Together Project for use of their *Community-Led Libraries Toolkit*
- The Urban Libraries Council for use of their *Welcome, Stranger Tool Kit*
- The UK Department for Culture, Media, and Sport for use of their *Libraries for All*, 1999.

The CULC/CBUC further acknowledges the contributions of the following people:

- Principal investigator, writer, and editor Betty Ferreira, Restructure Non-Profit Consulting
- Researchers, writers, and editors:
 - Nadia Caidi, University of Toronto
 - Lisa Quirke, University of Toronto
 - Danielle Allard, University of Toronto
 - Nyaradzo Madzongwe, ReStructure Non-Profit Consulting
 - Lauren Calder, ReStructure Non-Profit Consulting
 - Lori Knowles
 - Jennifer Marriott

Furthermore, CULC/CBUC would like to thank the four libraries that participated in the trial and their staff, partners, and youth committees.



The Toronto Public Library acknowledges the support and participation of our community partners Ali Abdullah, Youth Worker, The Somali Youth Association of Toronto, and youth from the Albion neighbourhood who contributed their time, energy and ideas.



The Brampton Public Library acknowledges the South Asian Youth (from India, Pakistan, and Sri Lanka) who participated on the committee; Judy Hyland, Manager, Information Services as the lead contact for Brampton Library; Sarala Uttangi, Co-ordinator, Multicultural Services; Surita Dey, Co-ordinator, Youth Services; and Kalpana Karkee and Zahid Khurshid, settlement workers from Brampton Multicultural Community Centre, who took on the role of advisors and helped recruit non-library user youth.



Vancouver Public Library

The Vancouver Public Library acknowledges the six youth committee members from the Filipino immigrant youth community; Diana Guinn, Director of Neighbourhoods and Children and Youth Services who oversaw the project in Vancouver; Annette DeFaveri, Manager, Children and Youth Services who directed and supervised the project; Erie Maestro who recruited the youth, built relationships with each of them, and earned their respect and trust; and Paul Whitney, Vancouver City Librarian, who made this project possible by recognizing the importance of the project and allocating funding.



Hamilton Public Library is grateful to the staff of the Settlement and Integration Services Organization (SISO) who recruited the six new immigrant youth to participate in our SIA project pilot group. SISO, in partnership with the Hamilton Public Library and Citizenship and Immigration Canada, provides year-round settlement services at selected Hamilton Public Library branches.

In particular, the Hamilton Public Library would like to thank Lina El-Ahmed and Ousmane Hamay, the SISO staff who assisted library staff and our youth participants throughout the pilot process. Steering the project for the Library were Jane Lindsay, Manager of Children's Services; Jennifer Gal, Teen Librarian; and Maureen Sawa, Director of Public Service and Community Development. We are indebted to our youth participants, all of whom participated with enthusiasm and energy.

The Social Inclusion Audit and Toolkit is broken into six sections. All sections are available as a PDF.

Outline

Section One

What is social inclusion and why is it important?

Social audits are evaluation tools used in a variety of settings as a means of formalizing, informing, and guiding the process of removing barriers to inclusion in a comprehensive and structured manner.

Section Two

The Audit Tool

The Audit Tool is comprised of 12 questions stated as outcome statements. By answering these questions, an institution will receive a score (0 – 4) that will provide an assessment of the library's capacity to meet the requirements stated within the 12 social inclusion outcomes.

Section Three

How to further the work of social inclusion

This section of the Social Inclusion Audit Toolkit is designed to provide supporting information and tools to help libraries develop or refine their inclusionary practices. This section is divided into 12 chapters based on the 12 outcome statements in the Audit Tool.

Indicators of Openness

As a first course of action, social inclusion work requires that libraries be open to understanding their community and engaging with them. They should also challenge the various barriers, values, and behaviours that lead to exclusion. This work is reflected in the questions in the audit that focus on "Indicators of Openness."

Indicators of Intentionality

The second level of work required to remove barriers to inclusion includes continued engagement with the community, as well as the development, implementation, and evaluation of systems, programs, policies, and procedures. It also requires the provision of equitable access to services and decision-making opportunities. This work is reflected in the questions in the audit and toolkit that focus on the "Indicator of Intentionality."

The concept of "intentionality" is critical to removing barriers to inclusion, CULC/CBUC's social inclusion audit places emphasis on intentionality. A library's ability to keep the topic of inclusion "on the table" by consistently integrating it into the strategic and operational framework of the organization is extremely important. It is also necessary to keep this work constantly on the minds of the board of trustees, staff members, and volunteers. Both will strengthen the library's ability to effectively remove barriers to inclusion.

Indicators of Inclusion

The research that supports the development of the CULC/CBUC Social Inclusion Audit Tool asserts that if the library is effective at addressing the areas of focus in the indicators of openness and intentionality, then it will be better able to demonstrate inclusion through tangible, measurable outcomes.

Section Four

Audit Tool and Survey Results

This section contains the audit tool and the survey and focus group results with analysis and suggestions. A full literature review can be found online: www.siatoolkit.com.



Section I – What is social inclusion?

What is social inclusion and why is it important?

What is social inclusion?

The Canadian Urban Libraries Council (CULC) / Conseil des Bibliothèques Urbaines du Canada (CBUC) defines social inclusion as the participatory, authentic, and accountable manner in which institutions uphold and reinforce the principles of access, equity and, as a result, social inclusion for all.

Social inclusion is the manner in which institutions understand and engage their communities, as well as how they explore, view, and challenge barriers, values, and behaviours. Social inclusion is also defined by how institutions develop, implement, and evaluate policies and procedures, how they provide equitable access to services, and finally, how they demonstrate the level of inclusion through tangible outcomes.

According to Fourie (2007), social inclusion refers to all efforts and policies to promote equality of opportunity to people from all circumstances and from all socially-excluded categories. The circumstances and the categories of people mostly linked to social exclusion are therefore the circumstances and categories to be addressed by efforts to enhance inclusion.

Finally, in Canada, social inclusion is understood as a multi-dimensional concept that facilitates inclusion from a variety of fronts that include:

- increase of employment;
- elimination of poverty;
- enablement of civic engagement;
- elimination of discrimination and racism;
- promotion of access to a variety of public resources and institutions.

Based on the concept of social inclusion, projects that engage in social inclusion work should therefore be informed by the perspectives and worldviews of those to be included.

Why is social inclusion important to Canadians?

Today's immigrants face multiple barriers in Canadian society. Many are characterized as socially excluded because they face economic exclusion upon arrival to Canada. Adults struggle because of different language and culture; youth face particular challenges "belonging" to their new communities and incorporating new and old ways.

According to a 2006 study that examines Statistics Canada's Canadian Ethnic Diversity Survey (EDS), Canadian immigrants face many additional difficulties. They experience challenges having foreign credentials recognized, they lack Canadian job experience, and they are often subject to discrimination in labour markets. Other studies identify learning a new language, making friends, finding affordable housing – even coping with the Canadian weather – as common difficulties.

Without mechanisms in place to ensure newcomers are adequately included in their newly adopted society, these groups may be at greater risk of being at the margin of the democratic process, feeling isolated, or being socially excluded.

What is the library's role in removing barriers to social inclusion?

Libraries have a role to play in breaking down barriers for new immigrants. In addition to offering a safe play and safe learning environment, libraries can provide free information and services.

Access to government, health, and community resources, for example, count among the services libraries can provide immigrants. Libraries can also offer free access to computers, information on local communities, plus updates on job opportunities. Libraries are also well positioned to provide exposure to ways to overcome settlement and language difficulties, including the ability to provide exposure to conversational English and English-language instruction

In short, public libraries can help resolve social exclusion and promote social inclusion.

Social Inclusion and Access to Meaningful Information

As pointed out by Caidi and Allard (2005), access to necessary information is a fundamental component to achieving social inclusion for immigrants. Without it, immigrants cannot make informed choices and decisions.

This has become known as "information poverty" (Chatman's 1996), a theory that identifies groups that have difficulty obtaining information to solve everyday life problems. The theory suggests a class of "information poor" exists whose members lack access to information and who are characterized by their inability to obtain useful information from people they know, from outsiders, or even from mainstream sources of information such as the media

(Chatman, 1985, 1987, 1996; Dervin, 1983; Savolainen, 1995; Sligo and Jameson, 2000).

Immigrants are at risk of being information poor because they are unfamiliar with the Canadian information environment. Plus, they have small social networks from which to acquire information.

Social Inclusion, ICTs, and Information Literacy

Hendry (2000) estimated that in 2000, the sum of information available to the human race was doubling every 16 months. This means only those who are information literate and possess information and communication technology (ICT) skills have access to the plethora of information sources available. As the information revolution continues in the 21st century, it is irrefutably creating a new kind of inequality: the information rich vs. the information poor.

The ways in which newcomers and immigrant communities locate and access content in forms that are understandable and usable to them is essential to their integration into society. The digital divide literature suggests that those who are significantly more at risk to be socially excluded include people living with challenges such as low incomes, family conflict, or problems in school. It also includes those living in deprived neighbourhoods in both rural and urban areas (Cabinet Office, 2001, p. 11). Risk factors are compounded for new immigrants because they are often visible minorities, live in low-income neighbourhoods, have lower incomes, and may have children at higher risk of schooling problems.

This poses a challenge for public libraries to increase their efforts in promoting social inclusion.

New iterations of the digital divide stress that access must be combined with an understanding of how to effectively make use of ICTs – in other words, information and ICT literacy.

The social inclusion framework fits well in this new understanding of digital divide perspective because it highlights the complexity of the marginalization process; i.e., the digital divide is connected to other systems of marginalization and exclusion.

TIP:

Communications and information are the lifeblood of sustainable communities, and public services such as libraries are often important conduits for information and knowledge.

TIP:

Used properly, information technology can empower ordinary people and their communities, putting them in control of their working lives, allowing them a fuller exercise of their rights and an outlet for their creativity.

The European Commission in
Networks for the People and their Communities: Making the Most of the Information Society in the EU (1996)

Addressing social inclusion through technological initiatives has become a strategy of policy making within various organizations including libraries (Council of Administrators of Large Urban Public Libraries of Canada – Canadian Urban Libraries Council, 2004). But it is not limited to that. If we conceive of the digital divide simply in terms of haves and have-nots, social inclusion policies would only require us to increase access to ICTs among marginalized communities. In fact, it is not only that individuals do not have access to ICTs, it is that they do not possess the literacy (technological and otherwise) to use these technologies effectively. Warschauer (2002) refers to these skills as “meaningful social practices” (Models of Access section, para. 4).

Similarly, Schuler (2001) talks about “civic intelligence” which includes access to relevant and usable content, skills in utilizing libraries and ICTs, a supportive environment, and attitudes as to the appropriateness, usefulness, and relevance of libraries and ICTs to one’s purposes.

In their research on the role of public libraries as public community spaces, Leckie and Hopkins established that libraries acted as a space where new immigrants were able to acclimatize themselves to Canadian culture.

Participants from their study found the library a non-intimidating and quiet space to go to “observe” Canadian social practices. Hicken highlights the potential of libraries to support excluded groups, describing the library as a “refuge” which provides “a warm, unthreatening environment.”

Libraries are a crucial community resource where residents may access essential everyday information, public ICTs, literacy training, leisure material, settlement information, and community programming that they may be unable to find or afford elsewhere. According to Hicken (2004), the library is often the only place some excluded groups can access information and learning.

KEY LEARNINGS: LIBRARIES AND SOCIAL INCLUSION

- Public libraries have a fundamental role to promote social inclusion by bridging the gap between the Information Poor and the Information Rich.
- Access to information is imperative for social inclusion, but simply putting multilingual books in libraries will not foster social inclusion for new immigrants.
- Librarians have an opportunity to make libraries a place where immigrants feel included by making them relevant and meaningful. They must also provide the information literacy skills that will make library programs and collections accessible.
- Librarians and information managers should view themselves as mentors and gatekeepers for those deprived of access to ICTs and meaningful information.
- Libraries, through the provision of resources, public space, and ICT access and training, have a key role to play in the promotion of social inclusion.
- A myriad of barriers, including institutional factors such as library membership policies, must be examined and assessed in partnership with the communities libraries serve.

FROM THE UK DEPARTMENT FOR CULTURE, MEDIA, AND SPORT (1999)

- Social inclusion should be mainstreamed as a policy priority for library and information services.
- Library authorities should consider what specific services need to be tailored to meet the needs of minority groups.
- Library authorities should consult and involve socially excluded groups in order to ascertain their needs and aspirations.
- Library authorities should consider the possibilities of co-locating their facilities with other services provided by the local authority.
- Libraries should be a major vehicle for providing affordable or preferably free access to ICT at local level.
- A culturally competent library is able to provide services to people with diverse values, beliefs and behaviours, including tailoring delivery to meet new immigrants' social, cultural, and linguistic needs.
- Cultural competent libraries are equipped to devise strategies that identify and address cultural barriers to accessing urban library services.
- Cultural competence is achieved by incorporating one's understanding of individuals and groups of people into practices and policies used in appropriate cultural settings.

Additional research conducted by Fisher, Durrance, and Bouch Hinton (2004) identified four building blocks in immigrants' constructs of the public library:

1. **Awareness** of the resources available and acquisition of library skills.
2. **Discovery** of the library and experience of its safe and accommodating environment.
3. **Telling** family and friends about how libraries can help them.
4. **Learning** to trust library staff (p. 760).

New Immigrant Youth

Little research exists on immigrant youth. It is critical to understand what socially excluded communities, in particular new immigrant youth, want and need from public libraries. This would be a significant step toward building relevant and inclusive libraries that respond to the needs of all community members.

According to Citizenship and Immigration Canada (CIC), more than 60% of immigrants and 70% of recent immigrants live in Toronto, Montreal, and Vancouver. Both first and second generation immigrant youth – those born outside Canada and those born in Canada to foreign-born parents, respectively – live primarily in urban centres (Anisef et al, 2005). More than one-third of immigrant youth aged 15 to 29 are first generation Canadians residing in Toronto and Vancouver (Anisef et al, 2005).

More specifically, the CIC reports nearly three-quarters of a million newcomer children and youth have settled in Canada over the past decade. Approximately 50% came from Asia and the Pacific, 20% from Africa and the Middle East,

FEATURES OF A FLOURISHING COMMUNITY INFORMATION ENVIRONMENT

- A culture of participation, collaboration, information sharing and diversity.
- Available skills – communications, information handling, and processing skills.
- Responsible gatekeepers – key local activists or professionals who are links between information.
- “Occasions” – informal social opportunities where information is exchanged and refined in a social setting.
- An appropriate administrative and physical infrastructure which encourages community development.
- Relevant, accessible content.

(UK Department for Culture, Media, and Sport 1999)

15% from Europe and the UK, 10% from South and Central America, and less than 5% from the United States (CIC, 2007). Ontario receives the greatest share of these immigrant youth, with more than half of all newcomers settling in the province. Ontario is followed by British Columbia, which receives just under 20% (Anisef et al, 2005).

Urban public libraries serve a large percentage of immigrants and immigrant youth, and are committed to providing them with relevant services.

Community-Based Research (CBR)

The following case study explores the information practices of Sudanese youth in London, Ontario. It was devised through community-based research (CBR), a practice that can be used to enhance social inclusion. Defined as collaborative research undertaken within communities to instigate community level change, CBR initiatives are generally action-oriented and intent on effecting real change through policies and practices at local and regional levels (Wellesley Institute, 2007).

Case Study

Silvio (2006)

Silvio (2006) explores the information practices of Sudanese youth in London, Ontario and concludes that their most commonly cited needs include information on education, health, employment, politics and how to deal with racism (2006, p. 263).

According to Silvio, most Sudanese youth prefer easily accessible informal sources such as trusted friends, relatives, and co-workers. In general, “they are very sceptical of information they receive from the radio, television, Internet, and other mass media.” (2006, p. 263). They are also suspicious of government agencies, although this mistrust tends to diminish over time. Although Silvio does not explain why, one can speculate that the political climate of civil war may have led Sudanese youth to be suspicious of people and organizations with whom they are not familiar.

This finding illustrates that social and cultural context play an important role in how an individual finds and evaluates information. It also illustrates the role that the library can play, and points to the fact that youth have specific information and social inclusion needs.

Barriers Faced by Newcomer Youth in Canada

Here are some of the barriers faced by youth immigrants to Canada:

Immigration, Settlement, and Adolescence

- Youth do not adapt as easily as assumed. Problems they encounter include, “disappointment with life, low self-esteem, dysfunction, tension and a sense that they are not accepted by and are isolated from mainstream Canadian society,” (Seat, 2003, p.163).
- They must cope with many new demands: to meet new academic challenges, deal with new expectations from teachers and parents, gain acceptance into new peer groups, and develop new kinds of social competence.
- Throughout this process, they are obliged to negotiate the differences between the cultures of their countries of origin and their new home, (Seat, 2003, p. 164).
- Desai and Subramanian (2003), in a study of South Asian immigrant youth in the Greater Toronto Area noted, “Youth are confronted not only with the developmental challenges of adolescence, but also with adjustment problems because of intercultural conflicts between the values of the host culture and their culture of origin,” (p. 130).
- Immigration requires youth to reassess and renegotiate their identities and sense of belonging. This can be a delicate balance, as they may struggle to reconcile the values of their traditional background with those of their new peers.
- Janzen and Ochocka (2003) found, “immigrant youth wanted to feel accepted by others and conform to mainstream expectations and practices. On the other hand, youth wants to maintain and affirm their own personal identity; an identity stemming from their cultural background,” (p. 49).
- For newcomer youth, learning English can be “a major personal challenge” that should be overcome in order to secure acceptance by those around them, (Janzen and Ochocka, 2003, p. 47).
- For newcomer youth, the many challenges of settlement, including learning English, finding employment and coping with the stress of adaptation, are combined with the unique pressures of adolescence. Youth must navigate the sometimes conflicting values of family and peers, grapple with issues of identity formation, and adjust to different roles shaped by shifting family dynamics.
- Seat (2003) refers to the “process of settlement, adaptation, and integration” among immigrant and refugee youth as “a complex and multifaceted experience,” a process “that in many cases can be extraordinarily intense and stressful,” (p. 162).

- Experiences of poverty faced by new immigrant youth complicate the already challenging process of settlement. Peera (2003) notes that issues related to poverty and social housing include a “lack of aspirations for the youth and lower performance in school, as well as violence, criminal activity, and substance abuse,” (p. 72).

Role change

- The exchange of roles between parents and youth is necessary for new immigrant families, and this leads to a shift in the families’ power dynamics as youth are called on to act as “interpreters of language and culture for their parents,” (Janzen and Ochocka, 2003, p. 52–53).
- In a study of youth in Waterloo, newcomer youth described how their parents worried about money and employment and the limited family time. “Observing their parents’ struggle in these new ways was hard for them,” (Janzen and Ochocka, 2003, p. 53). This experience can add to the stress of the youth’s own adjustment.

Refugees

- The settlement challenges faced by newcomer youth are acutely felt by refugees. Refugees represent a significant proportion of the newcomers arriving in some Canadian cities, “...approximately one-third of the newcomers arriving in Waterloo and Ottawa are refugees,” (Janzen and Ochocka, 2003; Peera, 2003).
- Peera (2003) notes that refugees need to deal with other issues, in addition to acquiring English, as they have likely experienced emotional trauma. Other barriers include literacy problems and racism.

Lack of community supports and information

- Examining formal settlement services in Waterloo, Janzen and Ochocka (2003) came to the same conclusion as Desai and Subramanian (2003), whose focus was on services in the Greater Toronto Area (GTA), “...mainstream agencies are not offering adequate, appropriate, or accessible services for newcomer youth.”
- The few services offered to newcomer youth in Waterloo region “...that did exist were sometimes inaccessible because of language, financial, or various cultural barriers,” (Janzen and Ochocka, 2003, p. 63).
- Desai and Subramanian (2003) noted barriers to the provision of services to South Asians in the GTA, “...mainstream agencies are unable to provide culturally appropriate and sensitive services because of systemic racism and language barriers,” (p. 126).
 - According to Seat’s (2000) results of a study of 300 immigrant youth, participants did not have access to necessary information regarding settlement

services. As a result, many youth were unaware of supports and services that were available to them.

Difficulties in asking

- It can be difficult for youth to state their needs by asking for help or accessing services, “The general disorientation that came with being an immigrant also made it hard for newcomer youth to know how and where to reach out for help, let alone articulate their concerns to service providers,” (Janzen and Ochocka, 2003, p. 62).
- Researchers found some reluctance among youth to admit that they need help, “Some youth said it was hard to ask for help because they felt ashamed of their circumstances. Or if they did ask for help, they were not understood,” (Janzen and Ochocka, 2003, p. 63).

Obstacles and challenges to creating an inclusive workplace

Following are five impediments a public library may encounter while striving to create an inclusive workplace.

5. It isn’t a priority

The emphasis and priority the CEO or Chief Librarian places on social inclusion is critical to its success.

Research suggests that the degree in which an organization is inclusive is often directly related to the priority that the leadership team places on this work. The authors of *Inside Inclusiveness: Race, Ethnicity, and Non-profit Organizations* (2003) state that the “CEO of the organization almost always establishes the level of commitment, the attitude, the pace, and the behaviours related to an organization’s overall inclusiveness practices.”

The CEO must be an internal champion

6. The community isn’t consulted

Highly inclusive and accessible organizations are committed to the proactive engagement and integration of the community in the development, implementation, and evaluation of programs, services, collections, and strategies.

The information received from the community provides necessary information and feedback so that the library can adapt its strategies and practices to remove barriers to inclusion that have been experienced by the local community group.

The community needs to be a partner

7. Inclusion is “owned” by a select few

When the focus of the work to remove barriers to inclusion is “owned” by a select few, these efforts are more subject to fail than when both management and non-management staff members and board trustees feel a sense of ownership over the success of creating a more inclusive organization.

Social inclusion requires the participation and ownership of all staff – management and non-management as well as the board of trustees

8. Insufficient financial or human resources

Becoming an inclusive organization requires dedicated resources. Initiatives such as training, professional development, targeted community outreach and marketing initiatives, require that sufficient financial and human resources are allocated to the effective implementation of the initiatives to remove barriers to inclusion.

If social inclusion is a priority, the resources to support this work will be properly allocated

9. The audit tool is seen as the “heart” and not the “pulse”

Upon completion of a social inclusion audit tool, library and other non-profit organizations should use the results of the audit tool to enhance the capacity of the library to remove barriers to inclusion. Often times an organization views the audit tool as the heart of social inclusion work instead of viewing the audit as the pulse.

Social inclusion is both a process and an outcome. The audit tool captures the status and progress, it does not do the rest of the work for you!



Section II – What is the social inclusion audit?

What is the social inclusion audit?

Why should a library use a social inclusion audit?

Social audits are evaluation tools used in a variety of settings as a means of formalizing, informing and guiding the process of removing barriers to inclusion in a comprehensive and structured manner.

The audit tool itself is a means to an end, by providing an analysis of the degree to which barriers to inclusion have been removed.

The Canadian Urban Libraries Council (CULC) / Conseil des Bibliothèques Urbaines du Canada (CBUC) has expanded its commitment to social inclusion through the development of this Social Inclusion Audit and Toolkit and through the development of a social inclusion and diversity manifesto that binds Canada's urban libraries together in their efforts to remove barriers to inclusion.

Critical elements of the social inclusion audit

CULC/CBUC launched an intensive research project in 2008 to develop a Social Inclusion Audit Toolkit using the following methods:

- Reviewed existing literature to gather information on and perform a critical analysis of social inclusion, social inclusion audits, and social inclusion in both organizational and library contexts.

CULC/CBUC STATEMENT ON DIVERSITY AND INCLUSION

Canada's urban public libraries recognize that a diverse and pluralistic society is central to our country's identity. Public institutions, including public libraries, have a responsibility to contribute to a culture that recognizes and celebrates this diversity.

Libraries can help to encourage an attitude of inclusion by ensuring that all residents of Canada receive public library service that is respectful. Canada's large urban public libraries recognize and will energetically affirm the dignity of those they serve, regardless of capabilities, or personal wealth. All Canadian residents should be able to seek information and engage in personal discovery free from any attempt by others to impose values, customs, or beliefs.

- Solicited information and feedback from four pilot library locations using community-based research and participatory methods.
- Assessed the framework used in the development of other social inclusion audits and cultural competency assessment worldwide.
- Interviewed authors of other social inclusion audits to assess the methods used in the development of the audit tools.
- Assessed the information gained by the users of existing audit and assessment tools to assess the efficacy and use of these tools.
- Developed a definition of social inclusion that reflects the library context and reality as an organization and as a community centre.

Upon careful analysis of the information received using the research methods described above, it was determined that the CULC/CBUC Social Inclusion Audit Tool should:

- 1. Be inclusive** – Use community-based participatory methods that engage the community in relevant and meaningful ways in the development, implementation, and evaluation of the social inclusion audit tool.
- 2. Be brief** – Use fewer macro-outcomes based questions in the audit tool to prevent audit burnout. Many of the survey tools we assessed were extremely lengthy and use of the tool by community organizations was limited as a result.
- 3. Be engaging** – Provide an easy point of entry for libraries who are new to the work of social inclusion while providing latitude for libraries who excel in this area to further refine their work. The audit tool must engage libraries with different and diverse skills, expertise, and exposure to social inclusion.
- 4. Be smart** – Focus on what is important. We determined that the concepts of “openness,” “intentionality,” and “inclusion” are the key indicators to guide the development, implementation, and evaluation of social inclusion work.

In particular, and of utmost importance to the success of removing barriers to inclusion, is the degree in which an organization demonstrates its ongoing commitment to remove barriers to social inclusion at every level.

As this was seen to be an integral part of effectively removing the barriers to inclusion, the audit tool emphasizes and assesses this commitment – or level of intentionality in a variety of ways:

- ensure that the tool captures the library's current status of the implementation of measures to remove

barriers to inclusion – and ensure the tool captures progress as a marker that emphasizes intentionality as well as openness and inclusion

- provide a toolkit that supports the commitment to social inclusion, and also supports the development, implementation, and evaluation of a wide range of strategic and operational infrastructure that supports inclusion.

5. Be realistic – Provide a context for the results of the audit by providing each library with the ability to compare their performance over consecutive years and to compare their performance to peer libraries through CULC/CBUC.

6. Be timely – complete the audit on an annual basis and compare the results with peer libraries, and with your library's previous audit results.

Introduction to the CULC/CBUC Social Inclusion Audit

The following represents the definition of social inclusion used in this toolkit. This definition formed the basis for the development of the three indicators of inclusion and the outcome-based “questions” used in the social inclusion audit. The CULC/CBUC Social Inclusion Audit Tool can be found in Section IV.

What is social inclusion?

Social inclusion is the participatory, authentic, and accountable manner in which institutions uphold and reinforce the principles of access, equity and thus, social inclusion for all.

In particular, social inclusion is the manner in which institutions:

- are open to understanding and engaging in their communities
- explore, view, and challenge barriers, values, and behaviours
- develop, implement, and evaluate systems, programs, policies, and procedures;
- provide equitable access to services and decision making opportunities;
- demonstrate the level of inclusion through tangible outcomes.

What are the Social Inclusion Indicators?

Our research into social inclusion has suggested inclusion is best measured when an organization assesses the degree

in which it is open to engage with the community in a meaningful way, and intentional about removing barriers to inclusion.

As such, CULC/CBUC's social inclusion audit includes indicators that assess openness, intentionality, and inclusion.

1. Indicator of Openness – How well the library knows the community

The degree in which an organization is “open” can be assessed by understanding how well the library knows its community. A library is open when it understands its community as well as its community's needs.

– *The social inclusion audit questions 1 and 2 relate to this indicator.*

2. Indicator of Intentionality – How well the library reinforces the principles of social inclusion

The degree in which an organization is intentional about removing the barriers to inclusion is also dependent upon how the library reinforces the principles of social inclusion in the short- and long-term. Removing barriers to inclusion is a long-term process that requires commitment and ongoing attention.

– *The social inclusion audit questions 3 to 9 relate to this indicator.*

3. Indicator of Inclusion – How well the library is the community

The degree in which the library is open and intentional about the work of social inclusion will determine the degree in which it successfully removes barriers to inclusion. A library is inclusive when it collaborates with the community and when the community is reflective in the library's strategies, operations, human resources, programming, and collections.

– *The social inclusion audit questions 10 to 12 relate to this indicator.*

To facilitate ease of use, the 12 outcome statements – audit “questions” – are all brief and clearly stated, easily assessed, flexible so that libraries can adapt the outcomes to specific groups, have some depth to allow for variation, and include status and progress assessments.

Who Should Use the Social Inclusion Audit Tool?

Members of a library's working committee on social inclusion should likely complete the audit, or provide assistance to a small group of library staff members. The

community advisory committee should not participate in the completion of the audit itself. Please share the results of the audit tool with the community advisory committee to receive their input and feedback on the ratings. This will help you learn more about the library's progress in removing barriers to inclusion.

What Are the Benefits of Using this Tool?

The social inclusion audit can be used to track an organization's status and progress on the work. Section III should be used in conjunction with the implementation of the audit tool to raise awareness of the ways an organization can work to remove barriers to inclusion.

The Framework

The CULC/CBUC Social Inclusion Audit:

TIP: KEY POINTS TO REMEMBER

- Careful consideration should be taken when deciding who is the best person or group of people to complete the CULC/CBUC Social Inclusion Audit Tool.
- Be as honest and accurate as possible when scoring the outcome statements – this will ensure the library gets the most value out of the Audit Tool.
- Follow up – using the Social Inclusion Audit Tool should become part of the library's evaluation process.

- Includes 12 questions stated as outcome statements
- Provides a scoring scale from 0 – 4 based on the number of achieving items in each outcome statement.
- Requires that each question is scored twice:
 1. To assess current status in meeting that outcome, and
 2. To assess progress in meeting the outcome over time.

Below is an annotated description of the question structure.

The Scale

As mentioned above, both status and progress are scored using a scale from 0 – 4. The description of each score is outlined on the following page.

Status scoring scale per question

0. Not in place / not started / organization does not meet requirements
1. Organization meets minimal requirements
2. Organization meets partial requirements
3. Organization meets substantial requirements
4. Organization meets all or most

Outcome Statements

Insert score for Current Status

Insert score for Progress

INDICATORS OF OPENNESS Questions – Based on Outcome Statements	Status Score	Progress Score
1. The library, in consultation with the community ¹ , has assessed the demographic profile ² of the community; it understands the needs of the community/cultural group(s) ³ , and understands gaps ³ in programs/services and collections for these community/cultural group(s).		
2. The library has assessed full-time ¹ , part-time ² and volunteer ³ diversity and has developed ⁴ , implemented ⁵ and evaluated ⁶ strategies to increase diversity.		
Status Score (Questions 1 & 2)	/8	
Progress Score (Questions 1 – 4)		/8
Indicator of Openness – Status + Progress =		/16

Sum Status Scores

Sum Progress Scores

Sum Status + Progress Scores

Progress scoring scale per question

Assess progress over time ranked on a scale 0 – 4 per question.

- 0. Not in place / not started / absent / stopped
- 1. Declining
- 2. Improving
- 3. Stable performance
- 4. Exceptional gains

The Scores

As each of the 12 questions is scored for both status and progress, the “auditor” will tally the total score for both status and progress.

Aggregated Status Score Scale

The summary status score provides an assessment on the library’s capacity to meet the requirements stated within the 12 social inclusion outcomes.

Aggregated Status Scores	Result
0	Not in place – not started yet – does not meet requirements
<12	Meets minimal requirements
13 – 24	Meets partial requirements
25 – 36	Meets substantial requirements
37 – 48	Meets all or most requirements

Aggregated Progress Score Scale

The summary progress score demonstrates the direction of growth of the work to remove barriers to inclusion within the 12 social inclusion outcomes outlined in the social inclusion audit.

Aggregated Progress Scores	Result
0	Not in place – not started yet – does not meet requirements
<12	Declining
13 – 24	Improving
25 – 36	Stable performance
37 – 48	Exceptional gains

The final summary score – Social Inclusion Status and Progress Scores

As mentioned earlier, there are three main indicators for social inclusion – openness, intentionality, and inclusion.

The 12 questions contain two questions that audit “openness,” seven that audit “intentionality,” and three that audit “inclusion.”

The scores in the outcome-based questions for each indicator are tallied so that there is a score for each indicator of inclusion and a total score.

Indicator	Number of questions in the audit tool	Total Score
Openness	2	/ 16
Intentionality	7	/ 56
Inclusion	3	/ 24
TOTAL	12	/ 96

The Interpretation

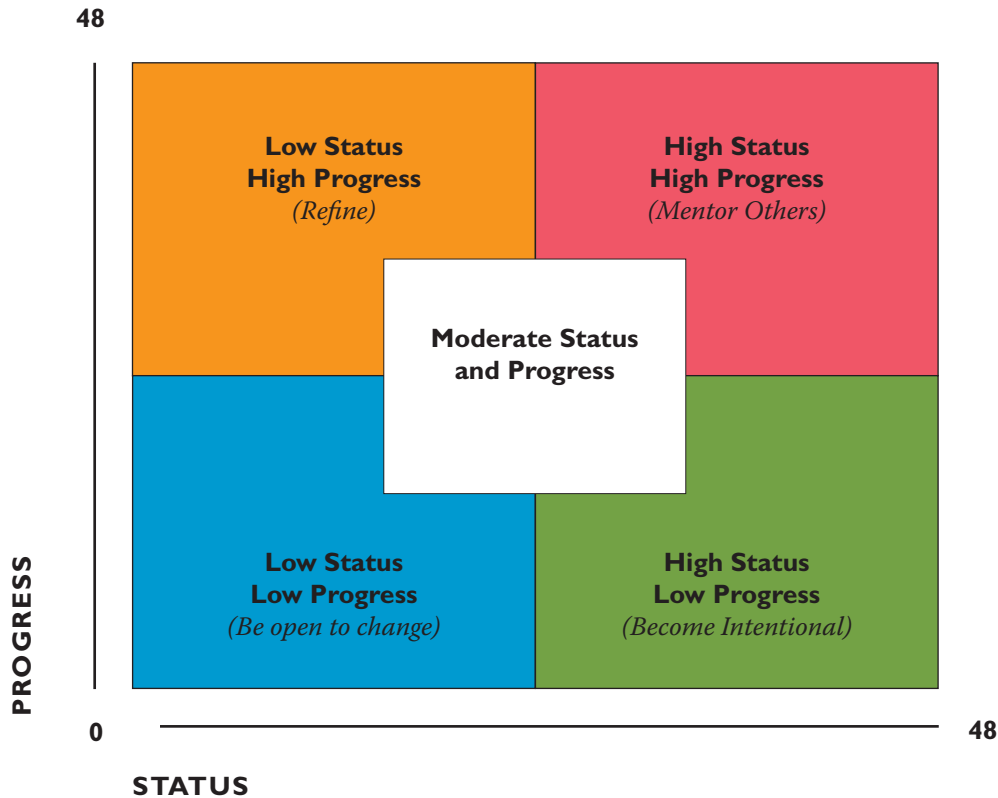
Total Scores – Interpretation

The total score will be between 0 – 96. The following table is a guide to what the library ought to do next based upon the social inclusion status and progress score.

Status and Progress Scores	Interpretation and Recommendations
0 – 26	Be Open to Change
27 – 48	Become Intentional
49 – 70	Refine Your Work
71 – 96	Mentor Others

Assessing the Combined Scores

To get a more detailed interpretation of the library’s score, the Status and Progress scores can be separated and plotted on the chart below. This chart is modelled on the SWOT (strengths, weaknesses, opportunities, threats) analysis.

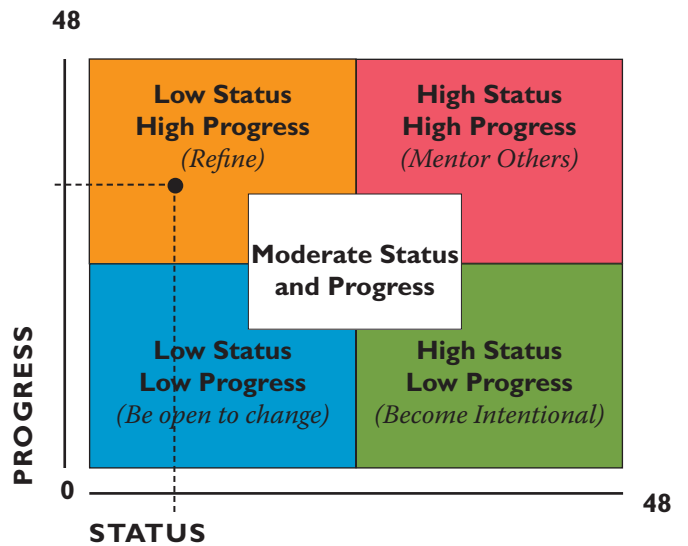


Sample Total Score Interpretation

The following example shows how you would plot the results where the total Status score was 10 and the total Progress score was 34. This combination of scores reflects Low Status and High Progress.

In this scenario it is recommended that the library refine the social inclusion plan as its intentions are strong but it is lacking the momentum necessary for implementing actual change.

The CULC/CBUC Social Inclusion Audit Tool can be found in the Appendices.





Section III – Indicators of openness

Indicators of Openness

How well the library knows the community

In order to effectively remove barriers to inclusion, the CULC/CBUC Social Inclusion Audit asserts that a library will use participatory, strategies to uphold and reinforce the principles of access, equity, and thus social inclusion for all.

As a first course of action, social inclusion work requires that the library is open to understanding and engaging with their community, and challenging the various barriers, values and behaviours that lead to exclusion. This work is reflected in the questions in the audit and in this toolkit that focus on the “Indicator of Openness.”

Social inclusion indicator matrix

The matrix below demonstrates:

- the connection between the indicators and the criteria for the removal of barriers to inclusion, and
- the scope and priority of the work required to effectively assess – and ensure – inclusion.

As evidenced by the chart, it is critical to ensure that the areas covered by the Indicator of Openness are examined and implemented effectively so that effort to remove barriers to inclusion start with the careful examination of how well the library knows, engages, and consults with the target community group(s).

Audit Tool: Social inclusion indicator matrix

Social inclusion criteria	Indicator
Social Inclusion is the manner in which institutions:	
• are open to understanding and engaging in their communities	• Openness • Intentionality
• explore, view, and challenge barriers, values, and behaviours	• Openness • Intentionality
• develop, implement, and evaluate systems, programs, policies, and procedures	• Intentionality
• provide equitable access to services and decision making opportunities	• Intentionality • Inclusion
• demonstrate the level of inclusion through tangible outcomes	• Inclusion

Question One

The library, in consultation with the community, assessed the demographic profile of the community – it understands the needs of the community's different cultural groups, it understands the gaps in programs and services and it understands collections relevant to these groups.

What is it and why is it important?

As we learned in the opening section of this toolkit, the definition of social inclusion is the participatory, authentic and accountable manner in which organizations uphold and reinforce the principles of access, equity and thus social inclusion for all. In particular, social inclusion is the manner in which organizations: are open to understanding and engaging in their communities; explore, view and challenge barriers, values and behaviours; develop, implement and evaluate systems, programs, policies and procedures; and provide equitable access to services and decision making opportunities. Social inclusion is also determined by the way organizations demonstrate the level of inclusion through tangible outcomes.

Simply stated, projects that engage in social inclusion work must be informed by the perspectives and worldviews of those to be included.

In order for the library to reinforce the principles of access, equity and thus social inclusion for all, it is no surprise that the first step – and the first question in this social inclusion audit – requires that the library become familiar with the groups in the community that are currently facing barriers to inclusion. Who are these groups? Do they represent new immigrants from a particular country or region of the world? What is the average size of this new immigrant family? And how many family members are children, youth, or seniors?

This indicator of openness, includes two questions from the social inclusion audit. Both assess the degree in which the library knows the community and its needs.

The first step in getting to understand the needs of the community is to establish the group the library wishes to investigate. It is possible that the social inclusion audit – as

well as the process to better understand the needs of the community – is based on research encompassing the whole geographic community served by the library. This is an important macro perspective of social inclusion; removing barriers to inclusion often requires targeted and customized efforts.

Both the Principal Investigator of this project and the toolkit recommend the library target a particular group – perhaps a new immigrant group representing a large percentage of the library's population. This way a library can come to understand the unique needs and gaps in service particular to this community. This information will provide the library with the knowledge required to remove barriers to inclusion for this particular group.

Some of the groups the library might consider building or strengthening relationships with include:

- new immigrants from a particular country or region of the world,
- youth,
- seniors,
- the economically disadvantaged,
- single mothers,
- aboriginal Canadians,
- the top-three multicultural groups that reside in the library's community,
- the library's full geographic region.

First step to inclusion – knowledge of the community

Gathering knowledge of the community is a significant step toward building a relevant and inclusive library that responds to the needs of all community members.

Before inclusion initiatives are implemented, a library should analyze its community's needs. This research should focus on the inequities of the system, as well as the changes needed to be made to the library's practices. This will help close the distance between excluded groups and the greater community.

The *Community-Led Libraries Toolkit* (Working Together Project, 2008) effectively provides a cautionary note for libraries to reconsider the traditional methods used to collect data, including comment cards or polls. These methods serve to capture data from existing library users. They are not as effective in capturing data from non-library users – those who are likely to feel socially excluded from the community and Canadian society.

[www.librariesincommunities.ca/
resources/Community-Led_Libraries_Toolkit.pdf](http://www.librariesincommunities.ca/resources/Community-Led_Libraries_Toolkit.pdf)

To gain better understanding, a library should commit to gathering information on its community’s demographics and needs, and on its gaps in programs, services, and collections. The library should also commit to communicating that new information to its staff in planning meetings and training sessions. To be able to offer effective service, management and staff require the ability to effectively communicate and build relationships with diverse, often excluded, groups.

In order to have a mutual understanding of the community, a library should use participatory and community-based research approaches, which will help it develop high-quality services that are accessible, relevant, and responsive.

What does it look like and how do you do it?

To gain a better understanding of a community, follow these steps. They will help you create demographic profiles, as well as identify the needs and gaps in library programs, services and collections.

There are six steps to successfully gain an understanding of the community:

- 1. Develop a plan of action.
- 2. Determine the community group on which the library will focus.
- 3. Assess the demographic profile of the group(s).
- 4. Understand the use of the library and its services by the target group(s).
- 5. Understand the needs of the target group(s). Know the gaps in programs, services, and collections.

1. Develop a plan of action.

Developing a plan of action is crucial to ensure all relevant aspects are covered and all key resources used. It will help to build an understanding of the target community group, as well as accurately assess their needs and the gaps in services. Careful planning during this first step will help establish the approach to the remaining five steps. It will also help you set deadlines and identify those responsible for each task. The following exercise (Exercise 1.1) is a template that will help identify these steps and roles.

Exercise 1.1 *Plan of action – community profile, needs, and gaps*

Step	How	Who	When	See Exercise #
2. Determine the community group of focus.				
3. Assess demographic profile of target community.				
4. Understand use of the library and its services by this community.				
5. Understand needs of the community.				
6. Understand gaps in programs, services, and collections.				

2. Determine the community group of focus.

It is important for a library to determine whether it wants to assess the geographic community that it serves or, alternatively, a sub-sector of the community (for example: new immigrants, youth, seniors, or an established multicultural group in the community).

Exercise 1.2 Determine the community group(s) of focus

Action item	Specify
Define the target group about which to gather information	We will gather information about the following community group(s): 1. 2.

The pilot social inclusion audit project focused on new immigrant youth from four different cultural and regional communities across Canada:

We have included the summary report of this research project with the four pilot libraries in the appendix section to provide a practical example of the research and results of this community-based research project. We hope that this real example inspires your library to consider the implementation of a similar project.

3. Assess demographic profile of the target community.

Identify the information the library deems important and relevant to better understand the target community. To help stay on track:

- prepare a plan that will establish the information to be sought;
- name the person(s) who will collect the data;
- establish a timeline for each activity.

The exercise templates below will assist you in identifying the type of data needed and will suggest data resources.

Pilot Project: Demographic profile

Library community	New immigrant youth group	Average age	Male Female %	Born in Canada	Languages spoken at home	Library users to non-users
Brampton	Asian	17	50%	0%	50% Punjabi 50% English	4:1
Toronto	Somali	17	58% female	58%	75% Somali 83% English	10:2
Vancouver	Filipino	18	83% female	0%	100% Tagalog 67% English	3:3
Hamilton	French Speaking from Middle East	15	60% female	0%	60% Arabic, 40% English	4:1

Exercise 1.3a Gathering information

This exercise has been adapted from *Inclusiveness at Work: How to Build Inclusive Non-profit Organizations*.

Action item	Responsibility	Date completed	Notes
Select facts to collect about the community			
Define the fields to research			
Select facts to collect about each field			
Select facts to collect about the library			
Create a work plan for gathering community facts			
Create a work plan for gathering field facts			
Create a work plan for gathering organizational facts			

Exercise 1.3b Develop your plan to collect information on the community

This exercise has been adapted from *Inclusiveness at Work: How to Build Inclusive Non-profit Organizations*.

Information to collect	Internal or external information	Facts and sources select those to collect	Tick if high priority	Responsibility to collect	Date of completion
TYPE OF COMMUNITY GROUP					
What is the complete cultural/ethnic breakdown of the geographic community served?		<ul style="list-style-type: none"> • Census • City Planning • Strategic plan • Marketing plans • CIC 			
The community group represents ___% of the geographic community the library serves?		<ul style="list-style-type: none"> • Census • City Planning • Strategic plan • Marketing plans • CIC 			
Is this a new immigrant or refugee group?		<ul style="list-style-type: none"> • Yes • No 			
Is this an established multi-cultural group?		<ul style="list-style-type: none"> • Yes • No 			
Other?					
CHANGES IN DEMOGRAPHIC PROFILES					
Has this community increased/decreased in population since the last census?		<ul style="list-style-type: none"> • Census • City Planning • Strategic plan • Marketing plans • CIC • Others: 			
How new is this community group to the community?					
What are the projected demographic changes by the next census?					
Other					

Information to collect	Internal or external information	Facts and sources select those to collect	Tick if high priority	Responsibility to collect	Date of completion
AGE					
Is the library investigating a particular age group?		<ul style="list-style-type: none"> • Yes • No 			
Seniors		<ul style="list-style-type: none"> • Census • City Planning • Strategic plan • Marketing plans • CIC • Other? 			
Youth					
Other?					
LANGUAGE					
Is the library investigating a group that speak a particular language(s)?		<ul style="list-style-type: none"> • Yes • No 			
Non-English speaking		<ul style="list-style-type: none"> • Census • City Planning • Strategic plan • Marketing plans • CIC • Other? 			
English only					
Bilingual/multilingual					
First languages of non-English speakers and bilingual speakers					
Other?					
INCOME LEVEL					
Is the library investigating a group within a particular income level?					
Which income level?					
OTHER?					

Exercise 1.3c Understanding the community

This exercise has been adapted from *Inclusiveness at Work: How to Build Inclusive Non-profit Organizations*.

Information to collect	Conduct or review existing data?	Facts and sources select those to collect	Tick if high priority	Responsibility to collect	Date of completion
Survey the community group					
Focus groups					
Surveys					
Stakeholder interviews					
EXTERNAL SERVICES PROVIDED TO THE COMMUNITY GROUP					
What other organizations provide services to this community group?		<ul style="list-style-type: none"> • Immigration and Settlement agencies • Women's groups • Children & youth groups • Seniors groups • others? 			
Community needs and gaps assessments					
Asset and inventory map of services provided to this group					
Completed community surveys					

DO! Look internally first!

- Look for census data, demographics, and community profiles.
- Carry out internal assessments of programs, services, and collections.
- Assess partnerships with non-profit organizations (as an indicator and also to receive additional information about the target group).

Review...

- The library's internal marketing strategy that documents outreach and awareness plans – it might include demographic information about the community the library is assessing.
- Immigrant and refugee data.
- Focus groups.
- Community profiles.
- Targeted outreach initiatives.
- Current library users.

- The variety of programs and services used or attended by particular groups.
- The languages represented in the library collections.

TIP FROM INCLUSIVENESS AT WORK: HOW TO BUILD INCLUSIVE NON-PROFIT ORGANIZATIONS:

"If you are worried that staff are too busy to spend time collecting the data, consider other resources that may be available to assist. For example, graduate students are often looking for engaging projects for their coursework. You may also have volunteers who would be excited by the opportunity to engage in an interesting research project such as this."

(Pease, K. 2005. p. 15.)

Now look externally...

Search for external information that will help the library understand the demographic profile of the target community, including:

- Demographic profiles through census and city planning and economic development data.
- Community needs assessments developed by community organizations.

Search for information from...

- School boards.
- Local non-profit organizations for seniors, youth and culture.
- Immigrant/settlement and refugee serving organizations.
- Citizenship and Immigration Canada (CIC), “Permanent Residents destined to Selected Communities in Ontario by Calendar Year.”

Lessons From The Toronto Public Library:**Assessment of Demographic and Socio-Economic Profiles of Multicultural Groups within Toronto**

The Toronto Public Library strives to maintain a comprehensive and current understanding of demographic and social issues in Toronto. The library views these through a number of lenses and from various political perspectives, including that of government, agencies, advocacy groups, and residents. Every four years the library completes a strategic planning process informed by an extensive environmental scan and through public consultation. This research is updated on an ongoing basis to reflect emerging social issues, including the impacts of the economic downturns on residents.

Results of Public Consultation:

- The library conducts frequent public consultation and results are analyzed to understand both perception, awareness, and usage of public library service, including focus groups for all capital projects.
- Ongoing formal and informal user feedback is analyzed.
- Ongoing communication with front line staff members.
- Front-line staff members provide current information on community trends, issues, and service requirements.

Questions:

1. What was learned about this group?
2. How different is this community compared to the other communities the library serves?

EXAMPLES OF PUBLISHED SOURCES OF INFORMATION:

- Census Data – Toronto Public Library partners with the Toronto Data Consortium to purchase cross tabulation of census results at the neighbourhood level, including age, education, ethnicity, poverty and labour market trends. The Consortium is a partner in the Canada Social Data Strategy (www.ccsd.ca/csf/2009).
- Projected population information derived from a number of sources, including Toronto’s economic profiles published by the Planning Department of the City.
- Census Daily, which provides daily online updates and reports on Canadian social-economic trends.
- Research reports from the university community on issues of poverty and outcomes for specific community groups (e.g. Centre for Urban and Community Studies and University of Toronto).
- Research reports from community agencies (e.g. the United Way of Greater Toronto and the Community Social Planning Council.)
- Reports on the status of public education (e.g. Fraser Institute and People for Education, which analyze school performance in benchmarking initiatives.)
- Canadian Urban Institute research reports and data.
- Daily newspapers, including the ethnic press are scanned for information on employers, employment, and community issues.

EXAMPLES OF UNPUBLISHED DATA SOURCES INCLUDE:

- Analysis of library card holder data by age and postal code to understand usage patterns to ensure broad participation.
- Information on settlement trends and patterns through the Library Settlement Partnership from Citizenship and Immigration Canada and settlement agencies.
- School board enrollment data gained through ongoing partnerships, including results for standard tests and indices such as the Educational Development Index.
- Information on the needs of at-risk students through the library’s partnership with the Toronto Catholic School Board in the Transitional Intervention Program for Suspended Students.
- Information from community agencies and stakeholders (e.g. Public Health, Social Services).
- Toronto Public Library participates on Neighbourhood Action Teams in support of the city’s 13 priority neighbourhoods.
- Informal interactions with community partners are a good source of information on community needs.
- Through the Working Together Projects and CULC/CBUC Social Inclusion Audit, the library deepened community contacts.

Exercise 1.3d *Community profile template*

Use this template to summarize the demographic information you have collected on this community group.

Category	Answer
DEFINING CHARACTERISTICS OF THE COMMUNITY/COMMUNITY GROUP:	
Income	
Immigrant/refugee	
Literacy level	
Is English second language?	
Top languages spoken	
Age or age range	
Gender or gender mix	
Disability	
Government / charity partners that service this group	
Does the library have collections targeted to this group? Explain	
Are programs and services provided to this group? Explain	

4. Understand the use of the library and its services by this community group

After the community's profile has been developed, the library should conduct an in-depth analysis of the use of the library and its services by this community group. This analysis can be further enhanced by comparing library usage of the target community group with that of the general community or other groups the library serves.

TIP:

Gathering quantitative information such as library use and collections will provide some understanding of how the target community group uses the library and its services. To fully understand how it uses the library and the barriers it faces, consider the following:

- Implement a series of focus groups, stakeholder interviews and surveys;
- Ensure that community-based research (e.g. focus groups) is used when the library embarks upon the development of a new strategic plan.

Begin by assessing whether or not the following issues are inclusive and/or representative of the target group:

- library collections,
- library use,
- active/issued library cards,
- programs and services,
- marketing and outreach campaigns,
- committee advisory groups,
- community partnerships.

The exercise template 1.4 provides a method to assess the use of the library and its services by the target community group.

Lessons Learned from the CULC/CBUC Social Inclusion Pilot Project with New Immigrant Youth

It is important to remember that the needs of a particular group can change. Feedback from the new immigrant youth who participated in the CULC/CBUC pilot project, for example, indicates their suggestions for types of programs they would like to see in libraries vary depending on the length of time spent in Canada.

Exercise 1.4 Understand library use – how well do we know the target group?

This exercise has been adapted from *Inclusiveness at Work: How to Build Inclusive Non-profit Organizations*.

Information to collect	Internal or external information	Facts and sources select those to collect	Tick if high priority	Responsibility to collect	Date of completion
PROGRAM INCLUSION					
Does the library have programs and services that promote the inclusion of this community group? If yes, which ones?					
Is inclusion mentioned in the program and service policies or plans?					
Are issues of inclusiveness addressed in client-related policies?					
Other					
MARKETING AND OUTREACH INCLUSION					
Do library outreach campaigns include this group?					
Do library marketing campaigns include this group: in the objective of the campaign, and/or in marketing collateral materials?					
Does the library dedicate financial resources to develop and implement targeted marketing and outreach?					
Does the library work collaboratively with organizations that serve this community group?					
Other?					

As the number of years spent in Canada decreases, the percentage of program suggestions for age-related programs decreases and ethnic- or newcomer-related program suggestions increases.

Therefore, the newer the youth are to Canada, the more they require assistance with integrating into society; the longer the youth are in Canada, the more they require age-related programs. Naturally, age-related programs, services, and collections will continue to include and

integrate these youth into the community and into Canadian society.

Pilot Project: Preferred programs and the number of years spent in Canada

Library	Suggestions for Age-Related Programs	Suggestions for Ethnic/Newcomer Related Programs	Number of Years Spent in Canada
Toronto	N/A	N/A	15 years
Vancouver	89%	11%	4 years
Brampton	40%	60%	2 years
Hamilton	25%	75%	1 year

5. Understand needs of the community

If the previous steps in this chapter have been followed, the library will have determined the community group of focus and assessed its demographic profile. It will also have compiled its profile library and library services usage information.

Now the library is tasked with understanding how it can develop or adapt existing collections, services and programs. It will also have to research and understand the needs of this target community group.

There are several ways to assess the needs of the target community group:

1. Analyze how other non-profit organizations and government bodies service the target community group. This will help the library gain knowledge and avoid duplication of services.
2. Ask other non-profit organizations and government agencies that provide services to this group to share information that will provide an insight into the

needs of the community, including the existing needs and gaps in services identified.

3. Inquire about services that will assist this community group with integration and inclusion in library services and the community in general.

Using what has been learned about the target community group so far, it is now time for the library to assess current library programs, services, and collections to determine the extent to which it meets the target group's needs.

The following lessons from the *Welcome, Stranger: Public Libraries Build the Global Village Tool Kit* provide examples of some key issues for consideration, as well as appropriate questions to ask.

The *Welcome, Stranger Tool Kit* suggests that you ask the following questions:

What services would assist with integrating this group into your community?

Exercise 1.5 Understanding the needs of the community and the gaps in library programs and services

Needs?	Ideas on how to be more inclusive	How will this help to better know and/or service this community group?
New programs and/or services		
New or diversified collections		
New community advisory groups		
New or increased representation from the community on: <ul style="list-style-type: none"> • community advisory committees, • board of directors, • other committees, etc. 		

What are the priorities for serving the target community group?

- In the community?
- In the library?
- What barriers are keeping immigrants from getting the assistance they need?
- Community Barriers:
- Sense of physical isolation
- Transportation
- Safety
- Others
- Library Barriers:
- Library card registration
- Signage
- Marketing
- Others

The questions above are from the *Welcome, Stranger: Public Libraries Build the Global Village Tool Kit* (Urban Libraries Council, Chicago, 2008). Used by permission of the Urban Libraries Council. The Urban Libraries Council (ULC) is an alliance of more than 150 metropolitan libraries and corporations in the United States and Canada. ULC works with strategic partners to build better neighborhoods, create more capable cities and strengthen the public library as an essential part of urban life. For more information or to order the publication please visit: www.urbanlibraries.org.

Now that the data and information about the target community group is collected and the gaps in current library programs and services assessed, the library is ready to draft a profile that outlines the ways in which it can be more inclusive of this group. The library will also determine how it can develop and adapt its programs and services to meet the various needs of the group.

TIP:

It might be best to work with other non-profit organizations to develop an asset inventory map of the services the community group receives from other organizations. Invite a representative from each of these organizations to form an ad hoc collaborative network that will develop the asset inventory map. The map will help with understanding the ways in which the target community group is serviced by other organizations.

Libraries can leverage their work by participating in inclusion efforts that are integrated to services offered by other NPOs. The mapping results will allow the collaborative network to develop a plan that focuses on the inclusion of the target group into the community, and will hopefully prompt collaborative initiatives between the library and these community partners.

Integrate surveying the community group as part of the strategic planning process.

Audit Tool Interpretation

HOW TO ASSESS STATUS AND POWER

The Social Inclusion Audit Tool is designed to help the library assess its current status and level of progress in removing barriers to social inclusion. This box contains some examples to help when using the Audit Tool for Question 1.

Low Status/Low Progress

This may be the case when the library has not yet begun, or only recently started, to collect information about the community and identify the groups that may be socially excluded. The library may not have had the opportunity to gather data in order to understand the needs and gaps in service, or the library may have only recently started this work.

What should you do? *Be Open to Change.*

Start to collect information about this community group. Follow the steps found in this chapter to assist with the development of a plan.

Low Status/High Progress

This may be the case when the library has not had the opportunity to collect the information required to identify needs and gaps in service of the target community. The library may have identified the target group and even started a plan of action that requires further consultation.

What should you do? *Refine.*

Develop and implement the plan of action. Ensure that initiatives have been allocated resources (human and financial), and don't forget to set target dates for the completion of specific tasks. Refine the plan if it's not working. Perhaps additional consultation with the target group is required to fully understand their needs and gaps in services. Use the steps in this chapter as a guide for refining this plan of action.

High Status/Low Progress

This may be the case when the library has identified its socially excluded groups and may even have identified their needs. But it may not have had the opportunity to develop a plan for continuing consultation and further information collection.

What should you do? *Become Intentional.*

The library should ensure that it will collect new and relevant information on this community group on a regular basis. The library should likely consider further consultation with the community group to ensure implementation programs and initiatives, as well as to show marked progress. The library and the working groups responsible for the social inclusion plans will be required to monitor the plan of action and ensure target deadlines are met. Use the steps in this chapter as a guide.

High Status/High Progress

This may be the case when the library consistently updates and refines its community consultation plan, actively seeks up-to-date information about the community, and reports on the achievement of milestones to the board and to the community.

What should you do? *Mentor Others.*

The library is demonstrating a high capacity to consult with the community and to understand its needs. No doubt there will have been some great successes along the way and some failures. Sharing these experiences with other libraries will help everyone on the way to become more inclusive.

What to do if the library's audit scores are not improving year to year

The library has committed to completing the Social Inclusion Audit annually, and now that additional years have come around it is apparent that the scores are not improving. What should the library do?

Status scores are stagnant:

This indicates that the approach should likely be amended. The members of the working groups responsible for this work should use these thought-starter questions as part of the process that will jump start efforts:

- Did we thoroughly and effectively consult with the community groups to receive the information we require?
- Are we making progress towards achieving what we said we would? If not, why?
- Have we dedicated enough staff to inclusion initiatives? Why or Why not?
- Did we dedicate sufficient financial resources to inclusion initiatives? Why or Why not?
- Did we follow through on the tips, exercises and suggestions made in this chapter?

Progress scores are stagnant:

This indicates there may not be enough motivation amongst staff, or insufficient support from the board and management staff. Have the members of the working groups responsible ask themselves:

- Are staff members motivated to remove barriers to inclusion?
- Have we discussed the inclusion strategy at staff meetings? What do staff have to say about it? Are they having any problems?
- Has the library provided sufficient diversity training for staff?

Always go back to the relevant chapter and review the exercises!

Question Two

The library has assessed full-time, part-time, and volunteer diversity and has developed, implemented and evaluated strategies to increase diversity.

What is it and why is it important?

For a library to be truly socially inclusive, it ought to be reflected in the diversity of the staff and volunteer teams.

Is the target community group represented in the library's staff and volunteers?

Community groups often gauge whether they are welcome or not in an organization by the presence or absence of staff members and volunteers who represent those like them. Naturally, people of particular groups (e.g. ethnic, gender, age) tend to be drawn to organizations that have staff or a volunteer team with whom they can identify.

The CULC/CBUC Social Inclusion Audit pilot project established that older new immigrant youth noticed the absence of library staff members who belonged to their ethnic group.

The youth concluded that the library did not place any value on social inclusion if they did not practice it internally.

- 91% of new immigrant youth in Toronto and 100% in Vancouver want to see more staff members from their own ethno-cultural groups; compared to 50% in Brampton and 60% in Hamilton. These numbers indicate that youth who have been in Canada longer (Toronto and Vancouver libraries) want to see more staff from their ethnic groups, than newly immigrated youth from Brampton and Hamilton.
- 43% of youth from Toronto and 50% from Brampton stated that seeing more diverse staff members will help them feel more comfortable and understood. What's more, 29% in Toronto and 33% in Brampton indicated it would make it easier to communicate in their own language.

What are some of the additional advantages to recruiting diverse staff and volunteer teams?

Inclusiveness at Work: How to Build Inclusive Non-profit Organizations, provides several reasons why it is important to build a stronger partnership with the community and to ensure that human resources recruitment policies and practices place a focus on staff diversity. The study indicates that staff members who represent the diversity of the community are more likely to:

- recognize changing needs in various population groups as demographics in most communities are changing, diverse staff is more likely to have an impact on an organization's continued relevance;
- be effective at developing communication strategies to help an organization communicate effectively with diverse audiences (e.g., diverse donors, community leaders, and strategic partners);
- understand the assets and needs of diverse clients or constituents and, therefore, more likely to design and execute programs that meet the needs of diverse constituents;
- provide culturally appropriate customer service.

As well, organizations which proactively address issues of inclusiveness and that include diverse staff team members have been shown to be more effective at problem solving. Specifically, when an organization values minority viewpoints, the organization usually develops a larger number of alternative solutions to problems and more thoroughly examines the assumptions and implications of alternative scenarios.

How do you do it?

There are several specific questions the library inclusion team should address in order to understand the extent of the inclusionary practices, including staff diversity. The questions found in the exercise template below are based on those developed in *Inclusiveness at Work: How to Build Inclusive Non-profit Organizations*. They have been amended to reflect the Canadian and library-specific context.

The following steps are the suggested method for assessing diversity within a library:

1. Assess diversity
2. Develop and implement strategies to increase diversity
3. Evaluate strategies to increase diversity

Libraries are requested to follow these three steps for the board of directors, full-time and part-time staff, and volunteer teams. The tools and exercises in this chapter have been split into three sections – one exercise per team.

1. Assess diversity of board, staff, and volunteers

The library may wish to use its community profile information to help identify which community groups should be represented on the library board, on staff and within its volunteer service. This data can be used to create everything from numeric goals or ratios to

policies and goals for board, staff and volunteer diversity. It will also serve as a useful indicator for the strategic development process.

The following tables will allow libraries to gain a more in-depth analysis of the current practices, policies and diversity of team members. They will also provide critical thought-starter questions meant to provoke discussion, which could refine or develop new policies to support increased diversity.

Exercise 2.0a Assessing the diversity of the board of directors

Based on the “Selecting Facts About Your Organization” exercise from *Inclusiveness at Work: How to Build Inclusive Non-profit Organizations*

Assessing the diversity of the board of directors	Answer
What is the library's process for recruiting diverse people to serve as directors? Is the process formal or informal? How effective is the process?	
Does the library have a policy to guide diversity in the workplace? If yes, what effect does the plan have on recruiting board members?	
How diverse is the board of trustees? Does the diversity of the board reflect the diversity of the community?	
How is the current level of diversity on the board different from or similar to its level of diversity in past years? Is the board more or less diverse than in the past? When and why did changes occur?	
What is the annual turnover of board positions? Is the board comfortable with setting a numeric goal to ensure that upcoming vacant positions are filled by a qualified member of a targeted community group? If so, please set this numeric goal.	
What is the board's opinion about requiring directors to support the library financially? Has this opinion, or could this opinion, influence the library's ability to recruit and retain people from various community groups as directors?	
What do people of this community group report about their experience serving as members of the board of directors? What has been their comfort level in serving the library in this capacity?	
How does the tenure of people of this specific community group compare with the tenure of people serving on the board of directors?	
To what extent does the board of directors consider issues relating to inclusion of people from various community groups when it sets policies and makes decisions for the library?	

Assessing the diversity of the board of directors	Answer
What formal and informal mechanisms are in place to guarantee that the operating policies of the library are sensitive to issues regarding inclusion?	
Does the library have any advisory committees to provide feedback and guidance about programs, services, or initiatives to reach people from diverse communities? If yes, describe the impact that the advisory committees have on inclusiveness practices.	
Has the board recently undergone inclusiveness and/or diversity training or education? If yes, describe the effect training had on inclusiveness practices?	
What could the board of directors do differently to become more inclusive?	
What could the board of directors do differently to address the needs of the various community groups it serves?	

Exercise 2.0b Assessing the diversity of the staff team

Based on the “Selecting Facts About Your Organization” exercise from *Inclusiveness at Work: How to Build Inclusive Non-profit Organizations*

Assessing the diversity of the staff team	Answer
Does the library have a formal or informal process for recruiting people from various community groups for the staff? If yes, is it effective? Please explain.	
How diverse are the full-time and part-time teams? Has this assessment been completed?	
Are explicit or strategic efforts made to hire staff who possess knowledge of and experience with diverse communities/ issues? Please describe.	
Describe how well the library has been able to retain diverse staff members, considering successes and challenges related to retention. Are there differences in the library's past success in retaining staff members versus staff members that represent various community groups?	
How frequently does the staff openly discuss benefits and barriers to working across cultures?	
To what extent does the library provide training to help staff work with people from diverse backgrounds? Please describe.	
What improvements could be made, if any, in staffing and/ or staff training to help the library work with people from different communities?	
What is the library's history in recruiting and promoting diverse people with similar professional backgrounds and skills equally	

Assessing the diversity of the staff team	Answer
To what extent does the human resources department take an active role in recruiting diverse people? Please describe.	
What is the annual turnover of full- and part-time positions? Is it appropriate to set a numeric goal to ensure that upcoming vacant or new positions are filled by a qualified member of a targeted community group? If so, please set this numeric goal.	
Does the library make inclusiveness trainers/consultants available to help staff understand and operate more effectively within a diverse cultural context? If yes, please describe.	

Exercise 2.0c Assessing the diversity of library volunteers

Based on the “Selecting Facts About Your Organization” exercise from *Inclusiveness at Work: How to Build Inclusive Non-profit Organizations*

Assessing the diversity of volunteers	Answers
What is the library's process for recruiting diverse people for volunteer positions? Is the process formal or informal? How effective is the process?	
Does the library have an action plan that upholds inclusion? Does the plan provide direction on recruiting diverse volunteers?	
How is the current level of diversity of the volunteers different from or similar to its level of diversity in past years? Are volunteer teams or volunteers on committee's more or less diverse than in the past? When and why did changes occur?	
What do people of this community group report about their experience serving as volunteers with your library? What has been their comfort level in serving the library in this capacity?	
What is the annual turnover of non-board related volunteer positions? Is it appropriate to set a numeric goal to ensure that upcoming vacant or new positions are filled by a member of a targeted community group? If so, please set this numeric goal.	
How does the tenure of people of this specific community group compare with the general tenure of people serving as volunteers?	
To what extent does the board of directors and staff consider issues relating to inclusion of people from various community groups when it sets policies regarding volunteer recruitment?	
What formal and informal mechanisms are in place to guarantee that the operating policies of the library are sensitive of volunteers?	

Exercise 2.1 Evaluate the impact of numeric diversity goals

	Current diversity ratio	Annual turnover rate	Goal – diversity numeric goal or ratio	Progress as of _____ date?
Board				
Full-time staff				
Part-time / contract staff				
Volunteers				

2. Develop and implement strategies to increase staff and volunteer diversity

Once the library has answered these questions and assessed the breakdown of the board, staff, and volunteers, it may be apparent that there is a need to increase diversity. The following examples provide some suggestions for developing and implementing strategies to do this.

Some libraries that have minimal annual staff and volunteer turnover will find it difficult to establish numeric goals; they may feel that new or revised policies and procedures are the best frameworks to guide diverse recruitment and hiring practices and results.

Here are some additional resources to assist with diversity recruitment:

The Maytree Foundation publication *Diversity Matters: Changing the Face of Public Boards* www.maytree.com/PDF_Files/DiversityMatters.pdf includes sample action plans by cities and agencies to increase the diversity of their boards including the City of Toronto.

The City of Toronto's application process, which the library uses, www.toronto.ca/public-appointments/application-process.htm#diversity includes a voluntary diversity questionnaire to track achievements. The library participates in recruitment sessions outlining the commitment to diversity.

How to go about creating a diverse staff – Setting Goals: from *Inclusiveness at Work: How to Build Inclusive Non-profit Organizations*

Before taking action to recruit diverse staff, give some consideration to the extent to which the library wants to set concrete numeric goals regarding the composition of the staff. Some organizations choose to deliberately establish diversity goals regarding staff composition.

There are other advantages of establishing concrete goals. First, organizations are simply more likely to focus on an issue if an official goal or policy exists to remind staff what the organization wants to achieve. Second, in the process of building consensus, the board and staff will develop a shared commitment about the importance of reaching the goal, which will increase everyone's involvement in the effort to recruit and retain diverse staff.

On the other hand, there are potential drawbacks to establishing numeric diversity goals, especially for libraries that experience minimal annual turnover. Some individuals that represent diverse communities may come to feel that they are being treated like tokens.

Toronto Public Library – Human Resources Practices

The library has a practice of recruiting volunteers and youth page hires from local communities with emphasis on priority neighbourhoods. More than 1,000 youth volunteer at the library for pre-employment experience. As well, requirements for some capital projects the library is undertaking include youth employment. The library supports many student placements, including a job shadowing program for aboriginal students at its Spadina Road Branch.

In addition, with Toronto Region Immigrant Employment Council (TRIEC) and 12 community agencies, the library is entering into a mentoring partnership. Library managers will be matched with newcomer mentees to provide coaching, career guidance, and information about the Canadian work environment.

Finally, one position on the board is reserved for the position of youth advocate. To remove barriers to participation, board policies include provisions for accommodations for persons with disabilities, and for those claiming daycare expenses.

Exercise 2.2 Evaluate the development and implementation of diversity strategies

New or revised strategy	Please specify List or describe the new or revised diversity policies, procedures, practices...	Preliminary assessment Describe the perceived changes in diversity attributed to each strategy
Policies and procedures		
Human resources practices		
Training		
Other(s)		

Lessons from the CULC/CBUC Social Inclusion Pilot Project

The new immigrant youth participating in the pilot social inclusion audit project pointed out that annual turnover of part-time positions exceeds the turnover for full-time staff members, and that individuals with part-time experience may be more likely to accumulate experience required for upcoming full-time position opportunities. As a result, libraries should consider targeting the recruitment of part-time staff positions to specific community groups as means to leverage succession and turnover to create more diversity within their teams.

3. How to evaluate your strategies

The questions in the exercises above likely prompted discussion and introspective analysis on the diversity of your board and staff teams. The results of these discussions likely yielded a numeric analysis of the current annual turnover rate and quantitative analysis of the current ratio of representatives from diverse community groups. The table below will assist you in capturing information on the current level of diversity and turnover, as well as on numeric goals. It will also help you track your progress in meeting the diversity goal.

If the library was encouraged to develop policies and procedures to guide and inform recruitment and hiring from diverse communities in place of numeric goals.

Audit Tool Interpretation

HOW TO ASSESS STATUS AND POWER

The Social Inclusion Audit Tool is designed to help a library assess its current status and level of progress in removing barriers to social inclusion. This box contains some examples to help when using the Audit Tool for Question 2.

Low Status/Low Progress

This may be the case when the library has not yet begun to assess staff, board, and volunteer diversity and there is not a clearly defined approach for increasing diversity. It is possible the library is not fully aware of the demographic profile of the community (See Question 1).

What should you do? *Be Open to Change.*

Recognizing the benefits/importance of having a diverse staff that is representative of the local community is crucial for becoming open to change. The examples and exercises in this chapter are useful to help the library start to make decisions about how to work towards staff and volunteer diversity.

Low Status/High Progress

This may be the case when library staff, board, and volunteers are not representative of the diversity in the local community, but the library recognizes this and is taking steps to improve.

What should you do? *Refine.*

The exercises in this chapter can be used to help refine the library's plan and recruitment and training practices for increasing diversity.

High Status/Low Progress

This may be the case when library staff, board, and volunteer composition reflects the diversity in the local community, or is close to it, but the library does not have a clearly articulated diversity recruitment plan.

What should you do? *Become Intentional.*

To ensure the library's recruitment practices are done to a high level to attract the appropriate people, the library will want to develop a plan – that is regularly evaluated – that helps achieve an inclusive library and retain staff and volunteers from diverse backgrounds. Follow the examples and exercises in this chapter for guidance.

High Status/High Progress

This may be the case when the library has a staff, board, and volunteers who reflect the diversity in the local community. The library makes diversity a high priority in recruitment and provides training for staff, board, and volunteers and has clear indicators for monitoring the level of diversity amongst library staff.

What should you do? *Mentor Others.*

The library is demonstrating high capacity in recruiting and retaining staff, board, and volunteers from diverse backgrounds. No doubt there will have been some great successes along the way and some failures. Sharing these experiences with other libraries will help everyone on the way to become more inclusive libraries.



Section III – Indicators of intentionality

Indicators of intentionality

How well the library reinforces the principles of social inclusion

Several of the social inclusion and cultural competency assessments researched for this project included references to “Indicators of Openness” and “Indicators of Inclusion.” However, none included an indicator that focused on consistency – keeping the work of removing barriers to inclusion as a constant priority.

A library’s ability to keep the topic of inclusion “on the table” by consistently integrating it into the strategic and operational framework of the organization is extremely important. It is also necessary to keep this work constantly on the minds of the board of trustees, staff members, and volunteers. Both will strengthen the library’s ability to effectively remove barriers to inclusion.

As the concept of “intentionality” is critical to removing barriers to inclusion, CULC/CBUC’s Social Inclusion Audit places emphasis on intentionality in the following ways:

The Social Inclusion Audit includes an “Indicator of Intentionality.”

The majority of the questions in the social inclusion audit (7/12) are focused on intentionality.

The audit includes an assessment of the library’s status and progress in developing, implementing, and refining the necessary elements of the library’s social inclusion work. Assessing both status and progress will demonstrate the degree to which the organization is intentional about its work to remove barriers to inclusion.

Exploring, viewing, and challenging values and behaviours takes time, as does developing policies and procedures. Staff and volunteer members will require time to understand the purpose and requirements of these new behaviours and policies. They’ll also need time to accept and integrate these new behaviours and approaches into their work.

In 2003, George Candell and his team of researchers found there are five levels of consciousness for individuals receiving training to integrate new culturally competent behaviours. Although the research was conducted on the ability of medical practitioners to integrate new culturally competent behaviours, Candell’s findings highlight the importance of ensuring that the work required to remove barriers to

inclusion is intentional and consistent.

Five Levels of Consciousness

Developmental phases of models of cultural competency (Candell, S.J. George, G., Marian, GS..., & Davies, S. (2003). Applying Theory to the Design of Cultural Competency Training for Medical Students: A Case Study. *Academic Medicine*, 78(6).

- 1. Unconscious incompetence** – No insight about the influence of culture on medical care.
- 2. Conscious incompetence** – Minimal emphasis on culture in medical setting
- 3. Conscious competence** – Acceptance of the roles of cultural beliefs, values and behaviours on health disease and treatments
- 4. Unconscious competence** – Incorporation of cultural awareness into daily medical practice
- 5. Unconscious supercompetence** – Integration of attention to culture into all areas of professional life.

It is important for libraries to fully commit to removing barriers to inclusion and to understand that the work will permeate all levels and practices of the organization. This will require frequent communication, coaching, and training of staff members and volunteers to ensure that individuals automatically develop, implement, and evaluate all policies, programs, and practices, including the perspective of removing barriers to social inclusion.

Question Three

Removing barriers to inclusion is made explicit in the library's strategic plan, goals, policies, planning documents and are articulated in the mission/vision statement.

What is it and why is it important?

As this toolkit suggests, social inclusion is the participatory, authentic and accountable manner in which institutions uphold and reinforce the principles of access, equity and thus social inclusion.

In particular, social inclusion is the way in which organizations:

- are open to understanding and engaging in their communities;
- explore, view, and challenge barriers, values, and behaviours;
- develop, implement, and evaluate systems, programs, policies, and procedures;
- provide equitable access to services and decision making opportunities;
- demonstrate the level of inclusion through tangible outcomes.

In order to demonstrate its commitment to social inclusion, a library must reflect the principles of access and equity in its mission and vision statements.

As the library's activities stem from the mission, strategic objectives and goals, it is vital that this "strategic infrastructure" reflects and directs the organization to focus on social inclusion.

What does it look like and how do you do it?

There are many ways that inclusion can be integrated into the library's strategic infrastructure. Below are examples of values, mission statements, social inclusion manifestos, strategic directions and organizational goals from Toronto Public Library, Hamilton Public Library and CULC/CBUC. Feel free to use these examples as inspiration in customizing the strategic infrastructure.

Note that the principles of access, diversity, and equity are often used to communicate the focus of the inclusion-related work.

CULC/CBUC Statement on Diversity and Inclusion

"Canada's urban public libraries recognize that a diverse and pluralistic society is central to our country's identity. Public institutions, including public libraries, have a responsibility to contribute to a culture that recognizes and celebrates this diversity.

Libraries can help to encourage an attitude of inclusion by ensuring that all residents of Canada receive public library service that is respectful. Canada's large urban public libraries recognize and will energetically affirm the dignity of those they serve, regardless of capabilities or personal wealth. All Canadian residents should be able to seek information and engage in personal discovery free from any attempt by others to impose values, customs or beliefs."

THE HAMILTON PUBLIC LIBRARY

Hamilton Public Library: 2007 – 2011 Strategic Plan

Mission Statement:

Freedom to Discover

Values:

Intellectual Freedom

- Providing access to all expressions of knowledge and creativity.

Inclusiveness

- Connecting with diverse communities.

Innovation

- Anticipating and responding to changing needs.

Respect

- Embracing a diversity of opinions and protecting the dignity of individuals.

Accountability

- Ensuring that library services are vital and relevant.

Strategic Priorities 2008–2011:

Strengthening the community

The Hamilton Public Library will be a source of civic pride. We will offer welcoming public spaces where ideas are freely explored, events take place and people of diverse backgrounds feel equally at home. The library will make

a positive social and economic impact. The library will preserve Hamilton's historic past and help community members to shape our future.

Strengthening individuals

The Hamilton Public Library will serve people in ways that are relevant to their unique circumstances. The library will make it easy for the user to find what they are looking for and to delight in the discovery of things that are new. We will unite people, information and ideas using technology and personal service. The library will search for exciting ways for community members to become engaged in the development of library services.

Strengthening our organization

The Hamilton Public Library will be a global leader, helping to ensure that public libraries remain relevant institutions. With a strong culture of leadership, the Hamilton Public Library will be both dynamic and resourceful. The library will embrace change to ensure that we are both relevant and effective. Staff will be encouraged to think, to contribute and to grow as knowledge workers.

THE TORONTO PUBLIC LIBRARY

Toronto Public Library: Strategic and Service Directions

Vision/Mission/Service Values:

www.torontopubliclibrary.ca/abo_mission.jsp

The TPL's vision is to provide services for people of all ages and backgrounds, beginning with the very young. The term "people" is deliberately broad without reference to a requirement for citizenship; different cultural, social and economic backgrounds are included and the importance of service to all ages, including children and youth, is highlighted.

The mission speaks to the library's role in providing free and equitable access to public library services that meet the changing needs of the people of Toronto. The mission acknowledges that library service must evolve as the population changes.

The values identify equity and respect for diversity as important service drivers. Support for intellectual freedom and encouragement of the free exchange of ideas are fundamental to library service. Participatory decision making is also referenced.

Toronto Public Library Strategic Plan:

www.torontopubliclibrary.ca/strategicplan

The strategic plan highlights the importance of encouraging participation in both the life of the city, as well as in its neighbourhoods and in the library. Concepts of social inclusion are embedded throughout the strategic plan.

Social inclusion is supported through:

- service development in consultation with local communities, partners and residents
- creating awareness of available services and programs through deep community connections
- reducing barriers to access by offering extensive and convenient service hours and reducing fines and fees

Examples of specific goals and actions include:

1. Engaging toronto's diverse communities

Offer resources and programs to engage and encourage discussion in civic and social issues important to the city and neighbourhoods.

2. Addressing the growing income gap

Strengthen literacy and employment related programs and services to address the needs of ESL learners, early school leavers, adult learners and job seekers.

3. Expanding access to technology and online services

- Expand access to technology in library branches including laptops, wireless and collaborative learning spaces.
- Use technology to engage communities in library services and programs through social networking sites, in-branch gaming, and with other emerging technologies.

4. Supporting creativity and culture

Enable libraries to be venues for accessible cultural, literary, and arts events, and cultural hubs for local artists, authors, and performers.

Policy framework:

Key public service policies support social inclusion. The policy framework:

- promotes public participation and engagement in service development
- ensures services address broad community needs
- ensures that there is equitable access to both communities and individuals.

Policies nest under the Ontario Human Rights Code that is posted in all library branches. The following is an example of one of the policies:

Public Consultation Policy

This policy outlines the library's commitment to creating opportunities for participation by residents and stakeholders in the decision-making process, and outlines specific areas in which public consultation is required. Translation, child care or accommodations for persons with disabilities is available at public meetings and upon request. Web surveys are available in a number of languages. Public feedback is welcomed in a variety of formats, including in person, by phone, via email, etc.

THE BRAMPTON PUBLIC LIBRARY

Brampton Public Library Strategic Plan

Mission Statement

Brampton Library enriches the lives of Brampton residents by promoting literacy, and by providing access to recreational materials and information in a welcoming environment that fosters connections with others and with the community

Values

The Values describe what is important for the library and sets out key principles to guide service delivery:

- focus on community needs;
- customer service, respect, and sensitivity;

TIPS:

- Ensure that community groups and a cross-section of staff are included in the process to develop and amend the strategic infrastructure.
- Obtain input from community groups through focus groups, surveys, and community advisory meetings.
- Use examples of various mission and vision statements such as those provided by Hamilton and Toronto Public Libraries.
- Ensure that the removal of barriers to inclusion is part of the policies for every program and administrative unit, including management and human resources.
- Encourage ongoing discussions about removal of barriers among staff members.
- Solicit staff suggestions on how the removal of barriers to inclusion can be reflected in the library's policies, practices, strategies, and plans.

- social inclusion;
- fiscal responsibility;
- partnerships with other service providers;
- innovation, creativity, and best practices.

Become a more inclusive library

One of the underlying values of public library systems is the concept of inclusion. Being an inclusive library is about making sure that the library is welcoming and accessible

Exercise 3.0 Strategic infrastructure thought-starters

Thought-starter questions	Responses	What are our next steps here?	Who is responsible?	When shall we act on our next steps?
1. Do the mission and or vision statements reflect the focus on social inclusion?				
2. Does the library's values reflect its commitment to social inclusion?				
3. Has the library tested its mission and or vision statements with the community groups it serves before it is finalized?				
4. What policies should be amended or developed to reflect inclusiveness?				
5. What are the benefits the library will realize if it becomes more inclusive?				

for everyone. It is also about providing library services that recognize and respect the diversity of the population served.

Brampton is a rapidly growing and increasingly diverse municipality. It is diverse along many dimensions – culture, language, age, etc. In addition, library customers vary considerably in their information needs, reading interests, and know-how in using technology. While the library cannot be all things to all people, it must strive to reflect the community and provide a place where people feel welcome and can connect. It must maintain its values as a public library in being accessible to those with the greatest need.

- To track this goal, the library will need to develop new success indicators. It is currently testing a number of different approaches for monitoring and assessing inclusion, and these will provide a good starting point.

- The library uses the tools from its Core Service Review to measure attendance of programs and to track increased use for the target groups and communities.

Below are a few thought-starter questions to start the library’s work in this area.

The following exercise will guide the process of reviewing and amending the strategic infrastructure to ensure that the focus on inclusion is developed or refined.

Exercise 3.1 *Reviewing and amending strategic infrastructure plan*

Item	Inclusion referenced? Y/N	Agreement to amend/develop?	Responsibility	Timeframe	Notes and details
Mission/vision statement					
Strategic objectives of goals of the library					
Policies					
Planning documents					
Strategic plan					
Other(s)?					

Audit Tool Interpretation

HOW TO ASSESS STATUS AND POWER

The Social Inclusion Audit Tool is designed to help the library assess its current status and level of progress in removing barriers to social inclusion. This box contains some examples to help when using the Audit Tool for Question 3.

Low Status/Low Progress

This may be the case when removing barriers to inclusion are not clearly expressed in the library's strategic infrastructure.

What should you do? *Be Open to Change.*

Making social inclusion a priority and formulating a plan will help libraries be open to change. Use the examples, tips, and exercises in this chapter to learn how the library can integrate inclusion into its mission/vision, goals, policies, and planning documents.

Low Status/High Progress

This may be the case when the library recognizes the importance of inclusion, and is making plans but hasn't yet implemented them throughout its strategic infrastructure.

What should you do? *Refine.*

Use the examples, tips, and exercises in this chapter to refine the library's mission/vision, goals, policies, and planning documents so that removing the barriers to inclusion are clearly defined and prioritized. Setting targets and deadlines, and assigning responsibilities to staff will ensure the library's good intentions become reality.

High Status/Low Progress

This may be the case when the library has some level of inclusion in the strategic infrastructure – perhaps in the mission and vision but not in the strategic plan – but it may not be explicitly defined or consistent.

What should you do? *Become Intentional.*

Removing barriers to inclusion requires that intentions be clearly defined, regularly evaluated and consistent throughout the library's strategic infrastructure. Use the examples, tips, and exercises in this chapter to ensure the library's inclusion intentions are explicitly identified. Developing a plan that includes evaluation at regular intervals will help ensure continued relevance.

High Status/High Progress

This may be the case when the library's mission and vision reflect the principles of access and equity. Social inclusion is integrated into all aspects of the library's strategic infrastructure, including clearly articulated goals, objectives, policies, and planning documents.

What should you do? *Mentor Others.*

The library is demonstrating a high capacity to remove the barriers to social inclusion by explicitly detailing them in the library's strategic infrastructure. No doubt there will have been some great successes along the way and some failures. Sharing these experiences with other libraries will help everyone on the way to become more inclusive.

Question Four

The library has an active joint team of managers and non-managers dedicated to assessing and addressing barriers to inclusion. It has also incorporated removing barriers to inclusion into policy and service planning structures within the organization.

What is it and why is it important?

This question assesses whether the removal of barriers to inclusion is a shared commitment by staff members across the board. It also determines whether both members of management and non-management staff contributed to the development or amendment of policies and service planning structures of the library to ensure the policies are inclusive.

As indicated earlier, most of the work to remove barriers to inclusion require a participatory, authentic, and accountable approach, not only with the community, but with all members of staff, board, and volunteers. In order to truly explore and challenge existing beliefs, all concerned parties must participate in this dialogue.

This will help change management efforts to be tangibly realized by all staff, volunteers, and board members. Organizational change management principles dictate that change in practices and behaviours are effectively developed and more rapidly integrated into practice when all staff members are included in the discussion, formulation, and application of policies. Commitment to practices associated with removal of barriers to inclusion are thus retained, even when there is a turnover of staff.

The involvement of all members of staff in the development of operational policies aimed at removing barriers to inclusion inspires the following:

- a richer discussion;
- more ideas shared;
- unity of staff members to create a framework for discussions and implementation of policies;
- acceptance of new policies prior to their implementation;
- quicker application of these policies.

Understandably, it may not be possible to include all staff members in all the discussions and development of policies.

Still, it is critical that the process permits a cross-section of staff is included in the various stages of policy development, including discussion, formulation, promotion, and implementation of any new or amended policies.

What does it look like and how do you do it?

The following exercise will help assess the library's progress engaging staff in the development, implementation, and evaluation of policies and practices to remove barriers to social inclusion.

Assessing the degree of a staff and board's engagement is critical. It is likely discussions held by both will, at some point, touch on the notion of "fair access." In order for a library to be inclusive, many will state that the library needs to be accessible in a fair manner by the community.

But what does fair access really mean? How can a library begin to assess the components of fair access? In a report on social inclusion by Help the Hospices titled "Widening Access to Hospice Care" (2006), Yasmin Gunaratnam outlines four components of fair access that can be applied to non-profits that serve the community, including libraries.

The four components of fair access include:

1. Service availability
2. Service use and relevance
3. Responsiveness
4. Quality

LESSONS FROM INCLUSIVENESS AT WORK: HOW TO BUILD INCLUSIVE NON-PROFIT ORGANIZATIONS

- Inclusiveness initiatives are most successful when the board and executive director/CEO fully participate and support the development, implementation, and evaluation of these efforts.
- When the executive director/CEO places a high priority on removing barriers to inclusion, staff and volunteers are more likely to participate in the development and implementation of initiatives.
- Senior managers have an important role in the development, implementation, and monitoring of initiatives that lead to the removal of barriers to inclusion.
- Direct service/program staff, "have valuable perspectives and insights that all organizations should tap into throughout their inclusiveness initiatives."

Exercise 4.0 *Assessing progress on staff engagement*

Questions	Responses	What are the required actions?	When are these actions due?
Are the staff, board, and volunteer teams aware that the library is considering ways to become more inclusive? If the answer is no, then the inclusiveness team needs to provide suggestions on how the staff, volunteer, and board teams can remove barriers to inclusion in their work.			
Are staff included in discussions to develop a demographic profile of the community group the library is investigating?			
Are staff encouraged to ask questions, provide suggestions and feedback on the various elements of the library's plan to remove barriers to inclusion?			
Has the board and staff developed a shared vision on what inclusion means to the library and to the community it serves?			
Have staff and board members been asked to generate or discuss a list of benefits to removing barriers to inclusion?			
Has "removing barriers to inclusion" been added as a standing item on the staff and board meeting agendas?			
Have staff teams integrated monthly, quarterly, and yearly reporting by management staff, program, and other operational teams to include a section dedicated to the progress of integrating policies and practices that focus on the removal of barriers to inclusion?			

Exercise 4.1 Inspiring fair access – thought stimulating questions for both board and staff teams

Questions	Responses
Service availability: How can the library eliminate obstacles so that programs, services, and collections are provided to the community in an adequate and timely manner?	
Service use: How can the library increase the use of services by improving the level of awareness of available services and collections, and eliminate organizational and social barriers that prohibit access?	
Service relevance and responsiveness: How can the library provide culturally responsive and relevant services? How can the library adapt programs and services to various groups within your community?	
Quality: How can the library evaluate its services to ensure that service users are able to “derive equal benefit” appropriate to their needs?	

The information in exercise 4.1 can be used to structure dialogue between staff, volunteers, and board members on removing barriers to access to ensure fair access of the library and its services.

After the inclusion team has responded to the questions above, using the template exercise below (4.2), they should document and prioritize implementation of the new, expanded, or revised practices, policies, programs, services, and collections.

This brief exercise 4.2 will assist staff and board members who are leading the development of inclusive initiatives to:

- track various insights and thoughts on how to remove barriers;
- provide a structure to capture next steps;
- identify who is accountable and who is participating in the development of these initiatives;
- capture a timeline for this development and a method in which each team can track the progress of their efforts.

Exercise 4.2 Fair access planning

Fair access principle	Thoughts on new and revised practices, policies, programs/ services, and collections	Next steps	Responsibility	Timelines	Update on progress
Service availability					
Service use					
Service relevance and responsiveness					
Quality					

Audit Tool Interpretation

HOW TO ASSESS STATUS AND POWER

The Social Inclusion Audit Tool is designed to help the library assess its current status and level of progress in removing barriers to social inclusion. This box contains some examples to help when using the Audit Tool for Question 4.

Low Status/Low Progress

This may be the case when the library staff is not actively trying to remove barriers to inclusion. The ED may not be promoting inclusion to staff. As a result, a clear direction towards inclusiveness does not exist.

What should you do? *Be Open to Change.*

A key element to the success of inclusion initiatives is the ED taking a leadership role by making inclusion a priority. Begin with the thought-starter questions below and the other exercises in this chapter to identify the best ways for the library to incorporate inclusion into its day-to-day planning and operations.

Low Status/High Progress

This may be the case when barriers to inclusion still exist in some (or all) of the library's programs and services, but the impetus for change has begun. Perhaps the ED is onboard and staff are being trained on inclusion principles. Maybe some planning and community consultation is underway.

What should you do? *Refine.*

Ensuring all staff have a thorough understanding of inclusion and its importance in a library setting is critical. Use the exercises in this chapter to help ensure the library's plans cover all aspects of removing barriers to inclusion in both policy and service planning documents. Adding discussions about inclusion and progress made to staff meetings is also helpful.

High Status/Low Progress

This may be the case when library staff have knowledge of inclusion principles, and when programs and services requiring improvement have been identified. Inclusion is being discussed but progress towards removing those barriers is slow.

What should you do? *Become Intentional.*

Use the exercises in this chapter to focus the library's efforts. It is important to ensure that all the steps required in removing barriers are identified and that responsibility is assigned and deadlines are set. Developing some indicators to help monitor the progress towards inclusion, and making changes to the library's approach when falling behind is also helpful.

High Status/High Progress

This may be the case when the executive director actively supports removing barriers to inclusion, all library programs and services are assessed and the library has consulted with the community and has made changes to make it more inclusive. The entire library staff considers inclusion when making decisions. Inclusion is discussed at staff meetings, and progress is reported to the board.

What should you do? *Mentor Others.*

The library is demonstrating a high capacity to support all staff in becoming dedicated to assessing and addressing barriers to inclusion. No doubt there will have been some great successes along the way and some failures. Sharing these experiences with other libraries will help everyone on the way to becoming more inclusive.

Question Five

An internal team has developed and now works with a group representative from its target community for guidance in its efforts to remove barriers to inclusion.

What is it and why is it important?

Removing barriers to inclusion requires the development of authentic relationships with community groups to facilitate the community's input in the library's efforts to remove barriers to inclusion. The social inclusion definition states that an organization will operate in a participatory manner to view, challenge and explore its values and beliefs – all as part of its efforts to remove barriers to inclusion.

Dialogue with target community groups will help the library to:

- gather the community members' insights on the library
- source feedback on existing or new collections and programs
- receive recommendations on how to make the library more inclusive.

What does it look like and how do you do it?

It is important that the community advisory committee is facilitated and overseen by staff members and that the majority of the membership be representatives of the target community. It is important to clarify the roles of all involved.

There are two types of advisory committees:

1. Ad hoc
2. Permanent

Develop a community advisory plan of action. Recommended are the following steps extracted from the *Community-Led Libraries Toolkit* (Working Together

Exercise 5.0 Steps to successfully develop a community partnership

From *Community-Led Libraries Toolkit* – (pages referenced are pages in the *Community-Led Libraries Toolkit*)

Step	Example	Your input
Determine the purpose of partnerships	Broaden the library's community involvement, operating with funding that is earmarked for a specific purpose such as literacy for certain neighbourhoods, of single parents, for Aboriginal communities or for other target community needs, (p. 77)..	
Conduct community mapping to identify potential partners		
Approach potential partners		
Determine nature of partnership – formal partnership agreement of informal partnership agreement	"A formal partnership involves a signed agreement, while an informal partnership needs only a verbal agreement....An informal arrangement is equally professional and is as important as a formal partnership would be," (p. 78)..	
Finalize content of partnership agreement	When the details are worked out with the community partners, try to include, but not limit the discussion to: purpose, objectives, parameters, administration, communication, change..	
Establish and build relationships		
Evaluate the partnership(s)		

Project, 2008), which have been re-formatted into an exercise table for easy use.

For effective removal of barriers to inclusion, always remember to recruit advisory council members with majority representation from the targeted community. If the library is not familiar with this community group, it may choose to seek the assistance and participation of non-profit organizations that provide programs and services for this group.

Steps to successful community outreach/engagement:

1. Community entry

The *Community-Led Libraries Toolkit* (Working Together Project, 2008) defines Community Entry as: “the process by which library staff enter community spaces intending to meet people where community members are most comfortable. Reaching socially excluded community members means leaving the library and being willing to accept that this might create an initial degree of discomfort and anxiety for library staff” (p. 36)

Types of community entry include:

- **Third-party facilitated approach**

The library will seek out service providers who are in constant interaction with socially excluded and marginalized groups and individuals.

- **Door-to-door and neighbourhood walkabout**

This is an up-close approach in which library staff visit individuals in the community they serve in order to get to know them personally and vice versa. Once the ice is broken, community members are more likely to open up and to freely share their needs. This approach helps staff members get to know their community members and therefore be enabled to provide relevant services. It is imperative for staff members to listen to community members’ stories, complaints and praises about the library, especially to those of community members who shy away from use of the library’s services.

TIP:

If the library is looking to focus on a new immigrant group, contact local Immigrant and Settlement agencies for assistance.

- **Word-of-mouth**

Make use of existing resources such as the community members in staff members’ social networks. These contacts can introduce staff to their own family members and circles of friends.

- **Community events**

The library could keep track of community events and try to have staff attend as many as possible. Remember to keep the focus on getting to empathetically know members of the community and not on educating and informing them about the library.

- **Outreach activity**

“This approach involves using a traditional outreach service as a way to enter the community,” (p. 46). It is important to be careful to avoid establishing a teacher-learner relationship with traditional outreach activities, as the desired relationship is one that is equal and collaborative.

2. Orienting the advisory committee

Provide an opportunity for the members of the new advisory committee to get to know each other and to become familiar with the concept of inclusion and the purpose of the project.

The CULC/CBUC Social Inclusion Audit pilot used several techniques to orient the advisory committee. This box presents the agenda and associated exercises that were undertaken in the pilot. Libraries may choose to follow this format or use some of the techniques with their own inclusion advisory committees.

CULC/CBUC SIA Local Pilot Meeting #1

Agenda Overview – 2 hour meeting

Agenda	Details
1. Welcome and brief introductions (5 min approx)	<ul style="list-style-type: none"> • Librarians and settlement staff will introduce themselves and mention their title <u>and</u> describe their position. • Librarian ask the youth to introduce themselves by name and if they are a library user or non-user, and how they heard about this project. • Affirm the values of this project: <ul style="list-style-type: none"> • Honesty – “Please be honest with your opinions and suggestions, and please do not tell us what you think we may want to hear. We want to learn from you.” • Respect – “We respect your thoughts and opinions.” • Solution-Focused – “We need to hear your opinions about what we can do better.”
2. Brief project introduction and terms (30 min approx)	<ul style="list-style-type: none"> • Librarians and Immigration/Settlement (I/S) staff will outline the project and the terms used, remember to: <ul style="list-style-type: none"> • take time to entertain questions, clarify any areas of confusion; • ask them to share their thoughts on this project,. • tell youth committee members that you will get into more detail about the project and their roles after the “Conocimiento/Getting To Know You” exercise.
3. Conocimiento Exercise: full introductions ,warm-up exercise (60 minutes – includes a break)	<ul style="list-style-type: none"> • Introduce and implement the Conocimiento Exercise <ul style="list-style-type: none"> • Please take time to entertain questions, clarify any areas of confusion.
4. Mapping the process (10 minutes)	<ul style="list-style-type: none"> • Outline the project – map it out on a chalk board or white erase board to show the evolution of the project. The act of visually unfolding the exercise will allow visual learners to understand the process more fully. <ul style="list-style-type: none"> • Please take time to entertain questions, clarify any areas of confusion. • Please entertain any suggestions or alterations to the plan. These suggestions can be taken to the National Advisory Committee for consideration.
5. Q & A	<ul style="list-style-type: none"> • Facilitate a Q&A session that will allow the youth committee members to share: <ul style="list-style-type: none"> • any personal experiences, opinions of exclusion/inclusion, • what they hope will be included in this project, • what they are looking to have changed as a result of this project. • Ask the questions outlined in the left column below and track the committee’s response. Someone – the librarian or I/S staff person – should be taking minutes.
6. Self-guided tour of the library	<p>As the group will be conducting the “Clipboard walk-about survey” in the next meeting, it is important for them to familiarize themselves with the library.</p> <p>*IMPORTANT: It is important that the Librarians or I/S staff allow the youth to tour the library on their own, without a tour conducted by adults.</p> <p>It is important that Librarians or I/S staff refrain from trying to make youth feel comfortable in the library, or to provide them with any context or explanation for any programs and services (including the non-library user) – at this point in the process. If this occurs, it can sway the opinions of the group and that data will not be reflective of their true impressions of the library. You will be provided with an opportunity to make the youth feel comfortable in the library – AFTER the clipboard walkabout survey is complete!</p>

Agenda	Details
7. Outline next steps	<ul style="list-style-type: none"> • Revisit the process map for this project and review the purpose of the next meeting. • Answer any questions that the committee might have and clarify any confusion about the process. • Address attendance – the need to have all members present. Ask the youth to suggest ways in which the group can work towards a 100% attendance at each meeting.
8. Next meeting?	Date: _____ Time: _____ Location: _____
9. Honorariums and bus fare	Please provide honorariums and bus tickets at the end of the meeting not the beginning.
10. Informal Q & A	Please be available to answer questions from youth committee members post-meeting.

Project and terms (agenda item #2)

Social inclusion/exclusion

- This project is about social inclusion and social exclusion – and the library.
- Does anyone know or think they know what social inclusion or social exclusion mean?

Notes for librarian leading the session:

- Solicit input from the youth members. You or the I/S staff member may have to prompt or probe a little here to help the members to feel comfortable with sharing their opinion.
- Summarize the points they make on easel paper. Please make a record of these points and share them with me as part of the minutes/overview from this meeting.
- Summarize the various points/suggestions from the youth committee
- Reinforce comments that are made that are directly applicable to social inclusion and social exclusion
- Please clarify comments that are not clearly made.

Project

This project is about social inclusion in libraries. We are studying how we can make this library (its programs, services, collections, staff, and physical environment) more socially inclusive for youth from _____ (the Philippines, South Asia, Somalia, Middle East, and Africa).

Conocimiento Exercise (agenda item #3)

Background – for the facilitator

Conocimiento is based on pre-Columbian Meso-American tradition of educating the future leadership. A group of young men would be identified from the warrior, priestly, merchant, and royal family castes. Those of the peasant

or artisan caste could be included if they showed promise. These young men would attend a “calmeacac”, a kind of academy.

One of the operating principles of the calmeacac was that destiny was a very strong force in one’s life and the date of your birth had strong portents for one’s future. Also, and more relevant to us, is a strong belief that your family’s history has a great impact on who you would become. This Aztec practice also helped to build community by building cross-societal relationships.

Conocimiento now is a psychosocial historical process where one holistically develops insight into who one’s fellow participants are. This exercise is useful for teambuilding, identifying and honouring both commonalities and differences, and clarifying key cultural competent values. This helps build bonds with others by creating greater understanding among the participants. Conocimiento can be useful in repairing relationships because it helps people understand where others are coming from.

Introduction

Paraphrase the above three paragraphs and provide this condensed background to the youth committee as an introduction to this exercise.

Required resources

- Masking tape, flip chart paper and markers (multiple colours) for all members of the committee including librarians and I/S staff.

Ground rules

- Participants don’t have to answer all questions
- Participants don’t have to tell us why
- Everything is confidential
- The responses are accepted for what they are.

Process

The actual process is conducted in the following manner:

- Conocimiento means “getting to know you/someone/something”. Ask the youth for a word or phrase in their native language and write it on a blackboard or white-erase board.
- sheets of flip chart paper and coloured markers are distributed to all of the participants
- all are encouraged to write or draw (depict) their answers in large enough script to be legible
- the facilitator presents the first set of three to five questions, reads them aloud and explains them as necessary
- when all the question are answered, there is a break, where all are invited to read their colleagues’ answers/ responses
- after the break, the facilitator asks everyone to read all or part of their responses to the whole group, youth can choose to do this in pairs – this may make them feel more comfortable.
- After all have spoken, the facilitator or the youth committee members will summarize some of the lessons learned in Conocimiento (re commonalities and differences)
- Respondents are invited to take their easel sheet home with them if they like, or to keep their responses for use in future meetings.

Questions

Personal history/identity

1. What is your name (your official name and your nick names)? Is there a story to your name or are you named after someone?
2. What city and country were you born in?
3. How long have you lived in Canada?
4. Have you ever been in a place where you felt totally foreign? What was that like?
5. Where do you feel most comfortable? Why? (at home, at school...) NOTE: please do not add “in a library” as this can sway youth to tell you something you want to hear.

Facilitators – when summarizing this exercise...

Summarize common experiences such as:

- Number of years in Canada
- The feelings associated with feeling “foreign” or “excluded”
- The feelings associated with feeling “comfortable” or “included”

Summarize the differences:

- perhaps the librarians in attendance have been in Canada for multiple-generations

- differences in age between the librarians and the youth
- differences in perception of feeling “excluded” or “included”
 - Note: It is very important, to the authenticity of this exercise and the project, that library staff state (where this is true) that because of their own ethnicity/colour, age, Canadian heritage, and ancestry, etc., that they acknowledge that they do not feel excluded, and that they feel that it is important to develop library programs and services that make everyone feel the same way (included).

See the next page for an example of my Conocimiento exercise.

Note: All library and immigration/settlement staff are to complete this exercise as well!!

Example Conocimiento easel page – Betty Ferreira



I drew the seven images on the easel paper, wrote my name on it and described the images above.

My profile description:

- I was born and live in Toronto, Ontario, Canada.
- I am a first-generation Canadian of Portuguese descent.
- My mother named me Elizabeth – an Anglo name (very Anglo – I was named after the Queen). She wanted my name to be familiar and easy to read to help minimize any perceived prejudices based on my ethnicity that I may face as a first-generation Canadian. She wanted to ensure that I was able to access and be included in all of the opportunities this country had to offer. I do not identify myself with Elizabeth; I have been referred to as “Betty” since Jr. Kindergarten.
- I have traveled extensively around the world. In my early 30s I spent six months in Asia, where I found it difficult to communicate with people, to get directions, to order food, etc. The language was so different from the languages that I am familiar with (Portuguese,

French, Spanish, and English). Our Canadian customs and traditions are so different from those in Asia. I was fascinated by them, but it took me time to adjust to the various cultures and mannerisms. I felt like I was an outsider looking in... as if there was a barrier between me and the people of the 10 countries I visited.

Map the process (agenda item #4)

Do: Draw this process (or one that is similar) out on a chalk board, white-erase board or on easel paper. The act of drawing out each phase (starting from the Youth Committee box at the bottom) will increase comprehension of this process. Many of us are visual learners, especially those of us who have limited comprehension of English.

The boxes highlighted in yellow are the youth committee meetings.

Q & A (agenda item #5)

The purpose of this exercise is to:

- show social exclusion in a personal context that youth members can relate to (grounding),
- help them understand we want them to both tell us their concerns regarding social inclusion/exclusion and work with us to help us improve (empowering).

Background

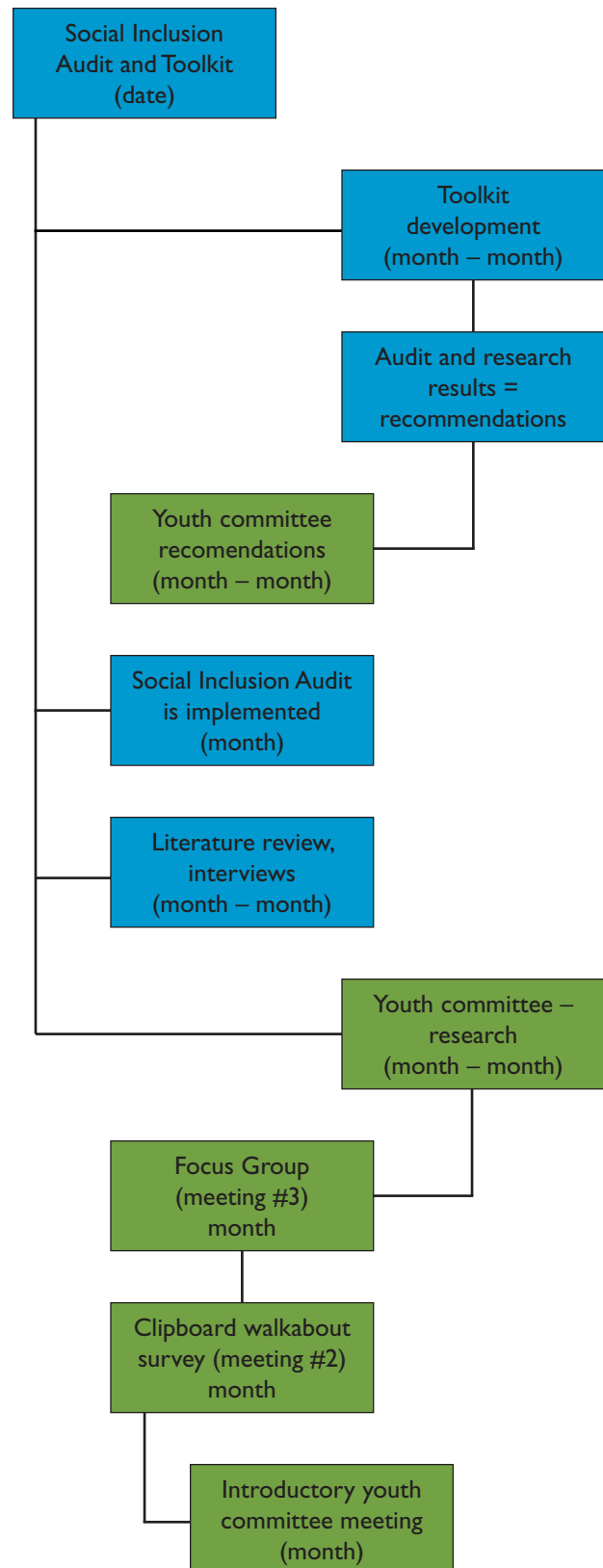
Facilitate a Q & A session that will allow youth committee members to:

- share personal experiences, opinions of exclusion/inclusion,
- express what they hope will be included in this project,
- explain what they are looking to have changed as a result of this project.

The roots of social exclusion often include racism, prejudices, discrimination, and/or oppression.

- Please allow youth the opportunity to speak about their experience using these terms.
 - * 1–2 experiences are necessary for this exercise – others can share their experiences as well.
- Connect the behaviour (racism, discrimination, oppression...) to the outcome: social exclusion. This will allow youth to understand the concept of social inclusion/exclusion.

If personal experiences of exclusion are shared, ensure you ask them the sub-question.



- It's very important the individual be provided with the opportunity to explain how the experience made them feel (if they want to share).
- Acknowledge their experiences of social exclusion.
- Even if the youth does not want to share their feelings, it is vital that you conclude by asking the youth the last question.

Ask the questions outlined in the left column below and track the committee's response. Someone – the librarian or I/S staff person should be taking minutes.

Please connect their answer in the last question with our project and in particular the opportunity that youth will have to name the issues and concerns and be in control of identifying solutions.

Questions

The objectives of posing these questions are to:

- focus the youth committee members on social inclusion and exclusion with respect to the library. (Grounding)
- allow them to begin thinking about areas within the library that they would like to change or address.
 1. Have any of you ever had an experience where you felt you didn't belong – where you felt excluded?
 - Do you wish that you had an opportunity to change the way that person thought about you or what they did?
 2. You will have an opportunity to recommend changes for the library as part of this project. What areas do you hope you can change at the end of this project?

Clipboard walkabout survey (agenda item #6)

One key component of the Pilot Social Inclusion Audit was the Clipboard Walkabout Survey undertaken by the new immigrant youth participating in the project. This exercise helped to acquaint them with the library and gain insight into how well they could navigate the library as low level or non-users.

A little information about you...

1. What is your age?
2. What is your gender?
3. Were you born in Canada?
4. If no, where were you born?
5. If no, what year did you arrive to Canada?
6. What languages do you speak at home?
7. In what languages do you prefer to access information?
8. Is there a library branch close to your home?
9. Do you use it?

Signage

1. Are there enough signs in the library? *Yes / No / Not sure*
2. Are the signs visible and easy to find? *Yes / No / Not sure*
3. Do you use the signs to help you find your way around this library? *Yes / No / Not sure*

4. How important to you is it for the library to have signs with pictures on them (like the symbols used for the ladies and men's washrooms)? *Very Important / Somewhat Important / Not Important / Not Sure*
5. How important to you is it for the library to have signs in x languages? *Very Important / Somewhat Important / Not Important / Not Sure*

The library in your community

1. Have you ever heard or seen advertising for the library in a location outside of the library?
 - Where did you see this?
 - What did it say?
 - How did it make you feel about using the library?
2. Where did you first hear about the library?

Infrastructure

1. Do you think the library's hours are convenient or inconvenient? *Convenient / Inconvenient*
 - If you think they're inconvenient, tell us what would make them better:
 - Open more hours during the week *Y / N*
 - Open more hours on the weekend *Y / N*
 - Open more hours in the evenings *Y / N*
 - Other (specify)
2. How easy is it for you to get to this library from:
 - Home *Easy / Difficult (Rank 1–5)*
 - School *Easy / Difficult (Rank 1–5)*
 - What makes it easy or difficult to get to the library?
3. Do you have a library card? *Y / N*
 - If you answered yes, How easy was it to find information about library membership? *Easy / Difficult (Rank 1–5)*
 - Was the information easy to understand? *Easy / Difficult (Rank 1–5)*
4. Have you used the library's computers? *Y / N*
 - If you answered yes, what have you used them for?
 - Doing homework
 - Writing emails
 - Playing games online
 - Chatting (i.e. MSN)
 - Social networking sites (i.e. Facebook, MySpace)
 - Searching the library website
 - Searching the library catalogue
 - Looking for information on jobs
 - Other (please specify)
5. Have you used the library's website before? *Y / N*
 - If you answered yes, How easy was it to use? *Easy / Difficult (Rank 1–5)*
 - Did you find the information you wanted? *Y / N*
 - If not, how did you find the information you needed?
 - If you answered no, why haven't you used the website? *I didn't know about it / I knew about it, but I prefer to get my information from: (specify)*
 - Could you look at the website now and tell us if you think it is:

- Easy to use
Strongly Disagree / Strongly Agree (Rank 1–5)
- Relevant to your needs
Strongly Disagree / Strongly Agree (Rank 1–5)
- Relevant to your interests
Strongly Disagree / Strongly Agree (Rank 1–5)

Catalogue and collections

1. Have you used the library's online catalogue before? Y/N
 - If you answered yes, how easy was it to use?
Easy / Difficult (Rank 1–5)
 - Did you find the information you wanted? Y/N
 - If not, how did you find the information you needed? (*specify*)
 - If you answered no, why haven't you used the online catalogue? *I didn't know about it / I knew about it, but I prefer to get my information from: (specify)*
 - Could you use it now and tell us if it is:
 - Easy to use
Strongly Disagree / Strongly Agree (Rank 1–5)
2. Have you used the library's collections? Y/N
 - If you answered yes, what materials have you used?
 - Books
 - Magazines
 - Newspapers
 - DVDs
 - CDs
 - English-as-a-Second-Language resources
 - Digital collections
 - Other (please specify)
3. What do you think of the library's collections? Please rate the following:
 - The collections are interesting
Strongly Disagree / Strongly Agree (Rank 1–5)
4. The collections meet my needs for information about:
 - Homework/assignments
Strongly Disagree / Strongly Agree (Rank 1–5)
 - Finding a job
Strongly Disagree / Strongly Agree (Rank 1–5)
 - Hobbies
Strongly Disagree / Strongly Agree (Rank 1–5)
 - There are enough materials
Strongly Disagree / Strongly Agree (Rank 1–5)
 - They are easy to find
Strongly Disagree / Strongly Agree (Rank 1–5)
5. Is there anything the library could do to improve its collections?
6. If you don't use the collections, is there a reason why?

Programs and Services

1. Have you attended any programs at the library? Y/N
 - If you answered yes, which one(s):
 - Conversation Circle
 - Homework Help
 - Book Clubs
 - Computer Courses
 - Author Visits
 - Employment Workshops

- Other (*Specify*)

2. How did you hear about the programs?
3. Are there any changes you would like the library to make to its programs?
4. If you haven't attended any programs, why not?
5. Are there any new programs you would like the library to offer?

Engagement

1. Did you know about part-time or summer job opportunities at the library for youth? Y/N
 - If you answered yes, how did you hear about these opportunities?
2. Would you be interested in working at the library? Y/N
 - Why / Why not?
3. Did you know about volunteer opportunities at the library for youth? Y/N
 - If you answered yes, how did you hear about these opportunities?
4. Would you be interested in volunteering at the library? Y/N
 - Why / Why not?
5. Did you know that the library offers a telephone interpretation service? (This service gives people who don't feel comfortable speaking English the option of phoning an interpreter to help them communicate with library staff) Y/N
 - If yes, how did you hear about the service?
6. Have you ever used the interpretation service? Y/N
 - If you answered yes, was the service:
 - Easy to use
Strongly Disagree / Strongly Agree (Rank 1–5)
 - Helpful
Strongly Disagree / Strongly Agree (Rank 1–5)

Physical environment

1. Do you feel that the staff team reflects the diversity of people, cultures, ethnicity, religion of the community? Y/N
2. Would you like to see more people of different cultures and ethnicities in the staff team? Y/N
3. Would you like to see staff members from your own ethno-cultural group (enter ethnicity here – Filipino, Somalian, etc) Y/N
 - Please explain why or why not
4. How important is it to see staff members who are from diverse ethnicities, cultures and religions?
 - Please explain why you would like to see more people from different cultures or why you would not
5. Do you feel that the art work, displays, furniture and materials used for the furniture are culturally diverse? Y/N
6. How diverse do you feel the art work, displays, furniture, etc. are? *Not Diverse / Very Diverse (Rank 1–5)*
7. Would you feel more comfortable in the library if you could see more culturally diverse art work, displays, furniture, materials? Y/N

8. How comfortable do you find the library generally?
Not Comfortable / Very Comfortable (Rank 1–5)
9. How comfortable and appropriate do you find the youth section of the library?
Not Comfortable / Very Comfortable (Rank 1–5)
10. How comfortable do you feel approaching a librarian for help?
Not Comfortable / Very Comfortable (Rank 1–5)

Lessons from the Community-Led Libraries Toolkit (Working Together Project, 2008)

Below are more tips to help build relationships with the community advisory group members. They have been extracted from the *Community-Led Libraries Toolkit*:

1. Hanging out

“This technique involves regularly visiting a community space to meet and talk with people. The immediate purpose of hanging out is to have conversations with people about themselves, their lives, their community, and their experiences or perceptions of the library,” (p. 63).

“Relationship building occurs in places where community members feel most comfortable,” (p. 63).

2. Group discussions

“In this technique, library staff participates in group discussions with community members in a community setting. A group discussion creates a comfortable environment for people who feel more at ease talking in a group than they do to an individual,” (p. 69).

TIP:

Timeliness is critical!

In the CULC/CBUC pilot study there were several unfortunate actions that extended the timeline of the project. As a result, it was difficult to reconvene the pilot library committees to receive their input on the social inclusion audits completed by each library. Also, as many of the youth members had moved on to post-secondary school or moved out of the community, it was impossible to reconvene. CULC/CBUC would have liked to hold a celebration in appreciation of their contributions, and shared the knowledge their participation provided.

3. Attending regular meetings and events

“This can be an effective way to meet people who are not connected with service providers or with other community groups where you hang out,” (p. 71)

4. Important facets of relationship building

- Confidence
- Self awareness and self evaluation
- Stress management
- Setting boundaries
- Listening
- Humility
- Professional relationships
- Relationships have depth
- Role of staff
- Cultural protocols
- Being proactive
- Engaging community interest
- Library experience
- Research fatigue
- Trust and respect (see p. 73–74)

5. Feedback

Develop methods to obtain feedback, input and recommendations for removing barriers of inclusion that are targeted to their level of English fluency, age, ability to access computers, and interest.

CULC/CBUC Social Inclusion Audit

Focus Group Questions – New Immigrant Youth

1. Do you use any public libraries? If so, which ones and why?
2. What do you use the public library for? (What do you do while you're there?)
 - Prompt: homework, computers (to do what?), reading, clubs (what kinds?), programs (what kinds?), tutoring, talk to friends, meet people, find information (what kinds?)
3. What do you like about the libraries you use? What don't you like?
4. As we talked about at our last meeting, sometimes people may not feel comfortable or may not want to use the services at an organization. For example, some people don't use public swimming pools because they don't like to wear bathing suits in public. Are there any reasons that prevent you from using the library or any library services?
5. Do you know of any reasons that your friends or other youth don't want to use the library?

6. At our last meeting, we walked around the library together and you were asked to write down how inclusive you thought different parts of the library are. Today, we are going to revisit that list and talk about things you think the library can do become more inclusive? [reproduce main headings in walk about list and add here]
7. Do you have any other advice or recommendations for us to consider in making the library more welcoming or inclusive for youth?
8. Do you think the social inclusion audit project we have outlined will help new immigrant youth to feel more included at the library? Do you have any more advice for us?
 - Review the research results with the group to obtain their input and feedback on how the library can become more inclusive.
 - Review results of the work with this community group with the appropriate program or operational team in order to develop or amend the policies and practices identified in this process.

Tips from the Vancouver Public Library

The following are tips from the Vancouver Public Library for leading successful community-based advisory groups:

TEENS:

- For a community advisory group to be truly community-led it should not involve “stand-ins” or “gatekeepers” such as service providers, politicians (MLAs, City Council members), people who study the community/ community issues, etc. The group ought to be constituted by members of the community as well as those socially excluded community members who may not normally be comfortable or welcome in such a setting.
- Community Advisory Group procedures and meetings should be developed by committee members and do not have to fit into a formal structure. The group may want to use Robert’s Rules, but they could choose a less formal structure.
- Meetings may need to be chaired by the library staff member at the beginning but, as soon as the group gains confidence in their task, should be handed over to the group members.
- Community-led advisory groups may not take the form library staff members are accustomed to. Different groups may need to be established in different ways. Plus, it may be preferable to hold meetings in spaces where community members gather rather than at the library.
- Proper support must be provided to encourage community members’ active involvement in the advisory group. At a minimum, provide:
 - substantial food (a meal if the meeting is held anywhere near meal time),
 - transportation (bus tickets),
 - childcare (ideally community members should be welcome to bring their children, or provided with an honorarium to hire a baby-sitter),
 - a stipend or honorarium is a good idea.
- Advisory group activities should result in tangible changes. Group members will lose interest if they feel their ideas are not being taken seriously, or if they sense they are serving merely as “window dressing.”

Audit Tool Interpretation

HOW TO ASSESS STATUS AND POWER

The Social Inclusion Audit Tool is designed to help the library assess its current status and level of progress in removing barriers to social inclusion. This box contains some examples to help when using the Audit Tool for Question 5.

Low Status/Low Progress

This may be the case when the library does not consistently use representatives from the target community to provide input on library programs, services, collections or promotion initiatives. The library does not have a plan to develop an advisory committee to assist with removing barriers to inclusion.

What should you do? *Be Open to Change.*

Refer back to Question One for a refresher on the value and importance of using community members to inform library and inclusion initiatives. The exercises in this chapter will assist with selecting an approach for engagement.

Low Status/High Progress

This may be the case when the library has not yet used community advisory committees to help inform library initiatives and promotion, but it recognizes the importance of this and has developed a plan. Maybe library staff have even started to make contact with community members or groups they think may be able to help.

What should you do? *Refine.*

The exercises in this chapter are useful to ensure the library has thoroughly covered all aspects to successfully engage with the community. It is helpful to take time to think about which staff should be responsible for specific sections of the outreach initiative and assign deadlines. Initiating engagement with the community, however informally, will keep momentum moving forward.

High Status/Low Progress

This may be the case when the library already engages in community outreach and consultation with the community on library initiatives. Perhaps there are focus groups and surveys conducted. This information is used when developing new strategies, but there isn't a formal approach or a way of evaluating the success of these engagement actions.

What should you do? *Become Intentional.*

Developing a method of evaluating the success of outreach initiatives is important. Ensuring the library has an advisory committee and using the exercises in this chapter to ensure the right people are on the committee is crucial, as is developing a strategy to use community connections more effectively.

High Status/High Progress

This may be the case when the library has advisory committees from the target communities that work with library staff by contributing their opinions, insights, and knowledge to improve library programs, services, collections, and attendance for their group.

What should you do? *Mentor Others.*

The library is demonstrating a high capacity by reaching out to the target community and getting them actively involved in removing the barriers to social inclusion. No doubt there will have been some great successes along the way and some failures. Sharing these experiences with other libraries will help everyone on the way to becoming more inclusive.

Question Six

A plan of action has been developed which includes: analysis of community needs and gaps in service; annual social inclusion audit results; targeted strategies for governance, human resources, and training/learning, plus programs/services, collections development, implementation, and evaluation.

What is it and why is it important?

Intentionality has been rated as critical to removing barriers to inclusion, which is why the audit tool and toolkit focus on the intentionality of this work.

What does it look like and how do you do it?

Review the analysis of community needs and gaps in service

If a Community Needs and Gaps Assessment has not been completed, refer to Question One in this toolkit for suggestions on how to carry out the assessment.

If it has, please review results of the assessment and add them to the table below:

Complete the Social Inclusion Audit

We recommend that a library complete the social inclusion audit even if it has not developed a social inclusion plan. It will help establish areas of strengths, weaknesses, and opportunities, and will help determine areas to focus the social inclusion work. It will also acknowledge a library's areas of strength.

After the library has completed the social inclusion audit, have a small working committee review results to assess status and progress. Use the exercise below to gain a quick visual of the areas of strengths and weaknesses.

Exercise 6.1 Needs and gaps results

Community needs and gaps assessment	Results
What needs, gaps, and recommendations were provided in the analysis	
Which project(s) were developed to meet which needs and gaps?	
<ul style="list-style-type: none"> • which projects or initiatives were put on hold? • which needs do these projects meet? (for example: expanded collections, increased representation of this community group on the board, staff, or volunteer teams) Why?	
<ul style="list-style-type: none"> • which projects or initiatives need further input? • is the community's help required to better understand its needs or to assist the library with outreach and communications? If so, who should be contacted to get started? 	
Which projects were implemented but did not realize the expected impact? Did the planning group assess why the initiative was not successful?	
What are some suggestions for improvement?	

Exercise 6.2 Social Inclusion Audit results

Exercise questions	Audit questions and indicators											
	Openess		Intentionality							Inclusion		
	1	2	3	4	5	6	7	8	9	10	11	12
	Assess Community	Assess diversity	Joint teams	Community-based approach	Internal team planning	Use plan	Training	Outreach	Budget	Diverse teams	Increased use	Collaborative
Which questions show no change in status and progress?												
Which questions show a negative change in progress?												
Which questions show a positive change in status and progress?												

Develop strategies

The plan should include strategies for all of the following areas detailed in Exercise 6.3. Lessons From The Toronto Public Library

Exercise 6.3 Strategy development

Strategy includes:	Preliminary assessment of policies, strategies, and practices	Changes required	Responsibilities and timelines
GOVERNANCE			
Your board representatives assess board candidates' interest, availability, and potential contribution to the board of trustees.			

Strategy includes:	Preliminary assessment of policies, strategies, and practices	Changes required	Responsibilities and timelines
In addition to traditional recruitment criteria, the board encourages applications from members of the community by promoting the library and the volunteer opportunity among the target community members through: <ul style="list-style-type: none"> • ethnic newspapers, • ethnic radio stations, • associations, • local clubs, • non-profit organizations that provide services to this community group. 			
When assessing applications for board positions, the board reviews applications to assess if any of the candidates: <ul style="list-style-type: none"> • are representatives of target community groups; • have any knowledge or training in cultural competency, social inclusion, anti-racism, or anti-oppression; • understand the importance of the library being social inclusive. 			
Consider asking board candidates to explain how a library can act as an important vehicle for social inclusion for new immigrants, members of particular ethnic/religious groups, youth, seniors, etc.			
HUMAN RESOURCES			
Address the following questions to assess the library's human resources diversity practices			
Are formal or informal staff recruitment process inclusive of target community group members?			
Are hiring strategies recruiting potential staff members who have knowledge and experience to work with diverse communities			
Does the library provide training to help staff effectively work with people from different backgrounds?			

Strategy includes:	Preliminary assessment of policies, strategies, and practices	Changes required	Responsibilities and timelines
What is the library's history with equal opportunities for recruitment and promotion for diverse and qualified professionals?			
Has the library set a policy or numeric goal to hire target community groups?			
Does the library have community development staff members that are responsible for community outreach, and/or diverse communities?			
TRAINING/LEARNING			
Has social inclusion training been included in the current training and development plans for all staff?			
What types of training programs have been selected? Does this type of training best fit the library culture and budget?			
Which staff members are responsible for developing the social inclusion training and learning initiatives plan?			
Which staff members are responsible for researching various training programs?			
PROGRAMS/SERVICES			
Does the library have programs that facilitate inclusion of new immigrants, youth, Aboriginals, seniors, and the top ethnic/cultural groups in the community where the library is located?			
Does the library collaborate with immigrant and refugee agencies to facilitate inclusion of new immigrants through programs such as ESL, settlement assistance, citizenship training, and reading circles			
Does the library provide programs that encourage members of the target community to visit at the library and engage in its offerings?			

Strategy includes:	Preliminary assessment of policies, strategies, and practices	Changes required	Responsibilities and timelines
COLLECTIONS			
Does the library have collections (books, newspapers, periodicals, and audiovisuals) that represent the target community's culture and/or language?			
Does the library know if these materials are of interest to the target community?			
Are the target community members asked for their input before and/or after sourcing the materials?			

Lessons from the Toronto Public Library

The Toronto Public Library states that meeting the needs of all of Toronto's population is fundamental to service development at Toronto Public Library.

Governance

- The Ontario Public Libraries Act
This Act enshrines the principles of governance by a board with a majority of citizen representatives, and maintains that core library services need to be free. As these principles are included in the Act, they are not specifically referenced by Toronto Public Library in its policy framework. But these principles are acknowledged as being fundamental to promoting social inclusion. (www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90p44_e.htm)
- Toronto Public Library Board Bylaws outline practices to encourage participation and transparency in decision making processes. There is advance public notice of meetings and agendas. Meetings are open to the public and the public have the right to discuss topics of interest.

Materials Selection Policy

This policy outlines the library's commitment to intellectual freedom. It also delineates the library's role in collecting materials that inform and increase an individual's ability to function effectively as a member of society and which reflect the diverse and linguistic or cultural heritage of the Toronto community.

Circulation Policy

The library's circulation policy sets out conditions to promote equitable access to library services. A fine-exempt

status is available for special needs for persons with disabilities who find it difficult to access library service. As well, targeted initiatives remove barriers for specific groups. For example, a teen fine-forgiveness program has been run periodically. There are also accommodations for those without permanent address, including residents living in hostels. A task group is currently exploring other initiatives to remove the barriers of fines and fees.

Translation Policy

The library's translation policy outlines the commitment to translating important information about library collections, services and programs into select languages to ensure library services are widely accessible.

Programming Policy

Library programs are free and open to everyone. Accommodations for persons with disabilities are available on request.

Room Booking Policy

Lower rates are offered for non-profit groups.

Library Settlement Program

The Library Settlement Program offered in 19 library locations is open to all residents without proof of status under the terms of the partnership with Citizenship and Immigration Canada.

Lessons from the Hamilton Public Library

HPL Materials Selection Policy

The ultimate responsibility for the selection of materials lies with the chief librarian, who acts in accordance with the

general policies established by the library board. In practice, this authority is delegated to professional staff.

The Hamilton Public Library endorses the Statement on Intellectual Freedom adopted by the Canadian Library Association in 1985 and the Statement on the Intellectual Rights of the Individual adopted by the Ontario Library Association in 1998.

The Library Board, in establishing a Materials Selection Policy, was cognizant of the Constitution Act, 1982, Part 1, Canadian Charter of Rights and Freedoms, Section 2b, which guarantees everyone the following fundamental freedoms: “b) freedom of thought, belief, opinion, and expression, including freedom of the press and other media of communication.”

Partnership/Project Agreements

In addition to formal policies, HPL has developed specific partnership/project agreements with key stakeholders. These provide staff with benchmarking and assessment tools for services to newcomers. Partnerships are crucial to all library projects, but especially to programs intended to reach newcomers. An ongoing partnership with the Settlement and Integration Services Organization (SISO) has made many of these innovative programs and services possible.

Staff Diversity

In addition to HPL’s commitment to numerous partnership agreements, special projects and programs, a full-time Diverse Communities Librarian position was created in 2004. This librarian works with public services, community development, collections staff, and management to monitor and assesses diversity/inclusion of programs, services, and collections.

TIP:

Intentionality requires a library to objectively assess the relevance of programs and services to the target community. At this point, we recommend a library complete the social inclusion audit. The process is key to determining both the strong and the weak areas of its social inclusion efforts. It also helps identify opportunities for improvement.

Use the resources, tools, and information in this section to develop strategies for the development, implementation, and evaluation of the library’s governance, human resources, training, programs, and collections initiatives.

Audit Tool Interpretation

HOW TO ASSESS STATUS AND POWER

The Social Inclusion Audit Tool is designed to help the library assess its current status and level of progress in removing barriers to social inclusion. This box contains some examples to help use the Audit Tool for Question 6.

Low Status/Low Progress

This may be the case when the library has not developed a plan of action and/or has not made significant modifications to improve the level of inclusion.

What should you do? *Be Open to Change.*

This is a good time to complete the Social Inclusion Audit in order to gain knowledge on where the library stands. If the library does not have a thorough understanding of the community and its needs, refer back to Question One, as these exercises will assist. The exercises in this chapter are useful to help develop a plan of action for inclusion, and to start implementing changes.

Low Status/High Progress

This may be the case when the library may not have made great strides towards inclusion yet, but there is a plan to modify strategies. Preparatory work is complete and, most importantly, the library is engaged with the target community.

What should you do? *Refine.*

The exercises in this chapter will help refine library plans and enable the implementation of the new strategies. Assigning responsibility and setting deadlines will help ensure inclusion strategies are implemented. Planning to do the Social Inclusion Audit annually, as well as setting up methods for evaluating the library's progress, will also help increase future status.

High Status/Low Progress

This may be the case when the library has profiled and consulted with the target community but hasn't yet established an advisory committee. The library has developed and implemented inclusion strategies for some areas but not all, and there is not a clear plan for where to go next.

What should you do? *Become Intentional.*

The exercises in this chapter will help the library to become intentional. The library is on the right track, yet still in danger of losing momentum. It is important to cover every area, from governance, HR, training, and programs to services and collections. It is also important to follow a clear plan from implementation to evaluation. Setting deadlines and ensuring there is an inclusion project leader will also improve progress.

High Status/High Progress

This may be the case when the library has an active community advisory committee, knows what the community needs, has completed the SI Audit and is continually developing and modifying organizational strategies to remove the barriers to inclusion. There is also regular evaluation of strategies, programs, services, collections, and training programs using an inclusion lens.

What should you do? *Mentor Others.*

The library is demonstrating a high capacity by developing and following a plan of action towards inclusion. No doubt there will have been some great successes along the way and some failures. Sharing these experiences with other libraries will help everyone on the way to becoming more inclusive.

Question Seven

The library has regular training and learning initiatives and discussions with the staff team(s) and external stakeholders on methods to remove barriers to inclusion and to increase the degree of cultural competency and inclusionary practices internally

What is it and why is it important?

In Question 6, we suggested ways to develop a plan of action to remove barriers to inclusion. The plan includes:

- governance;
- human resources;
- training/learning;
- communication/outreach;
- programs, services, and collections.

In this question, we are assessing if the library has implemented training and learning initiatives with staff and external stakeholders. These initiatives should actively explore and challenge beliefs, and most importantly, enhance behaviours and practices that lead to inclusion.

Research has demonstrated that cultural competence and inclusion training enhances culturally competent behaviours among staff and volunteers (Schim, Zwyghuizen, Borse 2006). By continuing the dialogue with staff, presenting them with learning initiatives and training to fortify practices that lead to inclusion, an organization is solidifying its intent to remove barriers to inclusion.

“Inclusiveness training and the inclusiveness blueprint interact and are woven together to create a more successful inclusiveness initiative.”

(Inclusiveness at Work: How to Build Inclusive Non-profit Organizations, p.16)

What does it look like and how do you do it?

There are several in-house and public training opportunities available for consideration. There are quite a few training

resources that focus on creating inclusive workplaces. They are often referred to as social inclusion, cultural competency, anti-oppression, and anti-racism training.

Below are brief descriptions of these areas:

Social Inclusion

Social inclusion is a multi-dimensional, over-arching concept that focuses on facilitating inclusion into the community and into the greater society on a number of fronts.

Social inclusion works to:

- increase employment with under-employed, marginalized people;
- eliminate poverty;
- enable civic engagement;
- eliminate oppression, discrimination, and racism;
- enable fair access to a variety of public resources and institutions.

Removing barriers to social inclusion represents an organization's efforts to promote integration into Canadian society.

Cultural competency:

According to the Government of British Columbia, cultural competence refers to an organization's ability to function effectively in a variety of cultural settings. Cultural competence requires an understanding of the communities being served, as well as the cultural influences on individual beliefs and behaviours. An organization can achieve cultural competence by incorporating one's understanding of individuals and groups of people into practices and policies used in appropriate cultural settings.

A culturally competent library is able to provide services to people with diverse values, beliefs and behaviours, including tailoring delivery to meet the target community groups' social, cultural, and linguistic needs. A culturally competent library effectively responds to Canada's changing demographics – an increasingly multicultural population.

Anti-oppression:

City of Toronto Website: InvolveYouth 2: A guide to meaningful youth engagement
www.toronto.ca/involveyouth/chapter5.htm

- “What does it mean to work from an anti-oppression framework?”

- Actively working to acknowledge and shift power towards inclusiveness, accessibility, equity, and social justice.
- Ensuring that anti-oppression is embedded in everything that you do by examining attitudes and actions through the lens of access, equity, and social justice.
- Being conscious and active in the process of learning and recognizing that the process as well as the product is important.
- Creating a space where people are safe, but can also be challenged."

An anti-oppression workshop "will help to familiarize participants with the concepts and language of anti-oppression. It provides the basic tools for naming and analyzing oppression" and understanding of the various degrees of privilege provided to included groups in our society and thus provides context for learners to understand the types of privilege experienced.

Anti-racism:

In the guide titled *Training for Racial Equality and Inclusion: A guide to Selected Programs*, Ilana Shapiro describes anti-racism training as the "type of training approach

[that] is designed to incorporate training at all three levels (individual, intergroup, and systemic). However, its ultimate purpose is to help people understand the systemic nature of racism. Though anti-racism trainings often start with individuals identifying their own cultural identity (similar to an intercultural/valuing differences approach), training will usually move quickly into understanding how cultural identities have been strongly influenced by historical and systemic factors (e.g., white male privilege was given institutional legitimacy in the U.S. Constitution, which only allowed men who owned land to vote.) As training expert Patti DeRosa writes, "anti-racism holds that the core culture and institutional structures must fundamentally change, while recognizing that changes in our personal attitudes are also essential." (Shapiro, 2002.)

When selecting a training session for the board, staff, or volunteer team, it is important to ensure the type of training is aligned with the library culture, and that there is acceptance of the type of training selected.

1. Determine if social inclusion training has been included in the current training and development plans for all staff.

Exercise 7.0 Develop your inclusion training plan

Questions to assist with development of a training plan	Response	What next steps are required?	Who is responsible?	What is the timeline?	What is the progress update?
1. Has social inclusion training been included in the current training and development plans for all staff?					
2. What type of training program or initiative best fits the library's culture and budget? For example, should a train-the-trainer type program be considered, in-house or public program?					
3. Who is responsible for developing or refining the social inclusion training and learning initiatives plan?					
4. Who is responsible for researching various training programs?					
5. When should the training program be developed by?					

2. Determine the type of training that best fits the library culture and budget.
3. Develop or amend social inclusion training and learning initiatives for staff to increase the degree of cultural competency and knowledge of internal inclusionary practices.
4. Thread the discussion of the importance of inclusion and the integration of inclusion (as well as removing barriers to inclusion for the community) into the discussions regarding planning.

If assistance with sourcing information about training initiatives is required, please see the list below. Please note that this is not an exhaustive list, and that neither the CULC/CBUC nor the investigator or researchers of this toolkit are affiliated and do not endorse the quality and calibre of training offered by the organizations below. When considering contracting with an external consultant or firm, it is important to learn about the training program and receive references to confirm the quality of training. Also, please note that this list was compiled in the summer of 2009. Links and the type of training offered may have since changed:

Nationwide

Centre for Organizational Cultural Competence – www.culturetraining.ca/products.htm

- Cultural Competence Assessment Tools, Trainer toolkits, programs for recruitment, hiring and transitioning new immigrants into the workplace.

Alberta

Calgary Multicultural Centre – www.calgarymulti.com/index.php?id=19

Services include:

- Cultural Competency Audits for companies and organizations that want to determine how well they are managing cultural differences
- Cultural Awareness Training for companies and organizations that want to understand and manage the way culture affects behaviour (at work, in negotiations, during interviews, when shopping, etc.)
- Cross-Cultural Communication Workshops that develop skills and strategies for communicating with clients, employees, and co-workers from different cultures
- Conflict Intervention for groups that are experiencing conflict rooted in cultural misunderstanding
- Pre-departure Cultural Briefings for individuals or groups travelling to other countries on business

- On-arrival Orientations to Canadian culture for individuals or groups arriving in Canada on business or study tours

Ontario

KW Counselling Services (Kitchener-Waterloo) – www.kwcounselling.com/diversity

- Offers diversity and cultural competency training that seeks to provide participants with an insight into how people and cultures differ while creating an environment of empathy and unity.

Harmony Movement (North York) – www.harmony.ca/diversity-education

- IDEAS (Integrated Diversity and Equity Action Strategies) are anti-oppression and anti-discriminatory workshops that introduces an integrated approach to promoting safe learning and working environments. IDEAS is designed for teachers who are seeking professional development in areas of diversity and equity as well as organizations seeking solutions to inequitable situations within the workplace, while creating an open forum to discuss uncomfortable matters.

Competence Consultants and Associates (Toronto) – www.competenceconsultants.com

- Provides Anti-oppression/ Anti-racism Anti-oppression (ARAO), Cultural Competence, Diversity, Inclusion, Equity. Also provides training and organizational development that creates common language and frameworks between individuals, teams and levels of an organization. Introduces basic principles of anti-oppression, equity, power, privilege, and cultural competence. Workshops available.

Pluri Vox Media Corporation (Ottawa) – www.plurivox.ca/diversity.html

- Diversity Training – Working in multicultural contexts requires cross-cultural knowledge and awareness. Pluri Vox Media Corp. provides training to clients in diversity issues. Pluri Vox will develop site specific diversity awareness strategies and training to develop diversity knowledge.

Manitoba

Centre for Anti-Oppression Studies – www.anti-oppressioncentre.org

The Centre for Anti-Oppression Studies was formed in order to:

- develop resources to support the development of a network of individuals and organizations to provide

ongoing leadership to promote anti-oppression education, action, and practice;

- provide ongoing training to assist individuals, human service agencies, and communities to engage in anti-oppressive work and practice;
- produce learning materials on anti-oppressive work and practice;
- engage in research regarding best practices in anti-oppressive work and practice;
- promote policy development and engage in advocacy regarding issues of social justice;
- sponsor community conferences, forums, and events.

and increase functional capacity; analyze workplace situations or barriers to cultural competence; and discover how individuals can promote positive change in any setting or group.

New Brunswick

The New Brunswick Multicultural Council, Inc – www.nb-mc.ca

- They have developed a Cultural Competency Training program which will assist managers and team members in public and private sector workplaces and educational institutions to build their capacity to manage diversity and create welcoming workplaces where all team members can reach their fullest potential.

Comprecultures – www.comprecultures.com

- Offers a variety of fast-paced, highly interactive, half- and full-day workshops, carefully tailored to the needs of the client and to the working environment of participants.

Diversis – www.diversis.ca

- Offers on-demand and personalized cross-cultural training to governments, employers, community organizations, and to newcomers as well.

Nova Scotia

Multicultural Association of Nova Scotia – www.culturalcompetence.org/about.htm

- Their program offers training in three modules. Module one focuses on what cultural competence means and why it is needed; how to identify gaps in your cultural knowledge and skills; and how values, beliefs, and attitudes affect your ability to relate to others.
- In module two, participants will develop skills that include: how to analyze types of cultural behaviour; how to prevent misunderstandings; how to gain awareness of body language; how to learn better ways to communicate with ESL speakers; and where to find resources to help build cultural competence.
- In module three, participants will put their skills into action using workplace situations. They will examine issues where cultural competence will solve problems

Audit Tool Interpretation

HOW TO ASSESS STATUS AND POWER

The Social Inclusion Audit Tool is designed to help the library assess the library's current status and level of progress in removing barriers to social inclusion. This box contains some examples to help when using the Audit Tool for Question 7.

Low Status/Low Progress

This may be the case when the library has not implemented any, or very few, elements of the inclusion plan, including strategies for improving inclusiveness training for staff and external stakeholders.

What should you do? *Be Open to Change.*

The introductory and subsequent chapters of this book are useful for reminding library board and staff why social inclusion is important. The exercises in Question 6 are important to guide planning, and the exercises in this chapter will help with the development of an inclusion and cultural competency training plan for staff and stakeholders.

Low Status/High Progress

This may be the case when library staff and stakeholders are not yet trained but there is recognition that inclusion and cultural competency training is important. The training type and the trainer have been identified.

What should you do? *Refine.*

It is important to stay motivated and review the inclusion training plan. What are the barriers holding back implementation? The exercises in this chapter will help to refine the plan and make informed choices. Setting deadlines and assigning responsibility for implementing the training strategy is also critical.

High Status/Low Progress

This may be the case when some kind of diversity training is included in staff training programs, but it has not been evaluated to determine if it is sufficient, or whether it is the right kind of diversity training for the library's needs.

What should you do? *Become Intentional.*

The exercises in this chapter will support the library to think critically about the kind of training the staff needs. It is important to evaluate current training/learning effectiveness. Adding inclusion / cultural competency training as a topic for discussion at staff meetings may encourage participation and motivation. Again, assigning responsibility to someone and setting deadlines for implementation will improve progress.

High Status/High Progress

This may be the case when the library has a training and learning strategy for inclusion and ensures that all staff, new and existing, get regular training and updates as required. Cultural competency training has been extended to key external stakeholders, and the effectiveness of the training is regularly reviewed and evaluated to meet the changing needs of staff and community alike.

What should you do? *Mentor Others.*

The library is demonstrating a high capacity by developing and holding regular inclusiveness and cultural competency training and learning for staff. No doubt there will have been some great successes along the way and some failures. Sharing these experiences with other libraries will help everyone on the way to become more inclusive.

Question Eight

With community input and participation the library has developed and implemented various targeted community outreach and communications plans to introduce and promote the library and its services to the community/groups.

What is it and why is it important?

“Just build it and they will come.” As we have come to know, this saying is not necessarily true. Research has determined that many groups – including new immigrants – that are not familiar with a library environment are unlikely to become library-users without additional encouragement through targeted outreach. This outreach must promote the library’s various collections, programs, and services that meet the group’s needs and reflect its interests.

Libraries can play an important role in breaking down barriers for socially excluded members of the community – especially new immigrants – by providing a wealth of free information that will help them integrate into Canadian culture and society.

Free information and services provided by libraries include:

- government, health, community, and educational resources;
- free computer and Internet use;
- information on Canada and local communities;
- exposure to the English language.

Because access to information is a fundamental component of social inclusion, libraries should be aware of key barriers to library use by socially excluded groups. These barriers should be considered in the development of the library’s outreach and communication plans.

Lessons from the CULC/CBUC Social Inclusion Pilot Project

In the pilot, focus groups with new immigrant youth produced some helpful suggestions about how to promote the library. Youth from Vancouver and Hamilton suggested that posters and advertisements should be distributed widely at schools, malls, community centres, neighbourhood houses, and specific targeted ethnic and youth community newspapers. They also commented that advertising in adult newspapers is not an effective way of targeting youth.

What does it look like and how do you do it?

The development of targeted outreach and communication plans should:

- use design and language that is age appropriate;
- focus promotion and outreach efforts in areas where the target community resides or congregates;
- include information that is translated into relevant languages if the focus is a new immigrant group where English is a second language.

In addition to the above, the library’s marketing plan must address the elements that lead to exclusion.

Key Barriers to Creating an Inclusive Library

The UK Department for Culture, Media, and Sport 1999 document *Libraries for All* (© Queen’s Printer of Controller

Pilot Project: Reasons for not attending library programming and length of time in Canada

Library	Reason for not attending library programs	Number of years spent in Canada
Toronto	40% – lack of time 20% – lack of interest 20% – lack of interest and time 20% – lack of knowledge	15 years
Vancouver	No percentage: no time, lack of knowledge	4 years
Brampton	100% – lack of knowledge	2 years
Hamilton	100% – lack of knowledge	1 year

of HMSO) provides a succinct overview of the key barriers to creating an inclusive library.

The document outlines four key barriers:

1. Institutional
2. Personal and social
3. Perceptions and awareness
4. Environmental

The barriers have been placed in a table format below to facilitate analysis. Questions are included to help assess and address each barrier. The library's responses to these questions will help customize a marketing, outreach, and communications plan that considers the elements relating to removing barriers to inclusion.

Review these in meetings with joint teams of managers and non-management staff, as well as with members of

Exercise 8.0a Institutional barriers

From *Libraries for All*, UK Department for Culture, Media, and Sport.

These are barriers that authorities, libraries, and library staff may create an which may discourage or restrict usage by certain people of the community.

Institutional barriers	Does this barrier apply to our library	How shall we address this?	How have we (or how shall we) addressed this barrier in our outreach and communications initiatives to this community?
1. Unsuitable or unduly restrictive opening hours, or restriction upon the availability of library services			
2. Inappropriate staff attitudes and behaviour			
3. Inappropriate rules and regulations			
4. Charging policies which disadvantage those on low incomes			
5. Book stock policies which do not reflect the needs of the community or are not in suitable formats			
6. Lack of signage in building, so that people cannot easily find their way around			
7. Lack of a sense of ownership and involvement by the community			
8. Lack of integration of government services and a focal point for delivering them			
9. Lack of adequate provision of services of facilities for people with disabilities			

the focus community group. This will also help determine how to address these barriers in the library's outreach and communications plans.

Lessons from the CULC/CBUC Social Inclusion Pilot Project – Issues to Consider

There are many reasons why various groups do not attend the library. Below is a chart that shows why youth have not attended library programs, as well as the length of time spent

in Canada. These are important issues to consider when developing your library's outreach and communications plan.

Exercise 8.0b Personal and social barriers

From *Libraries for All*, UK Department for Culture, Media, and Sport.

These barriers exist either in personal terms, or because of cultural or community circumstances:

Personal and social barriers	Does this barrier apply to the target community group?	What outreach, promotional and communication strategies have we developed and implemented to minimize these barriers?	What other strategies and tactics may assist to address these barriers?
Lack of basic skills in reading, writing and communication			
Low income and poverty			
Direct and indirect discrimination			
Lack of social contact			
Low self-esteem			
Lack of permanent fixed address			

Exercise 8.0c Perceptions and awareness barriers

From *Libraries for All*, UK Department for Culture, Media, and Sport 1999.
(© Queen's Printer of Controller of HMSO)

Perceptions that “libraries are not for us” exist both in individual and community terms. This perception causes difficulties for:

Perceptions and awareness barriers	Does this barrier apply to the target community group?	What outreach, promotional and communication strategies have we developed and implemented to minimize these barriers?	What other strategies and tactics may assist to address these barriers?
People who are educationally disadvantaged			
People who live in isolation from wider society			
People who don't think libraries are relevant to their lives or needs			
People with a lack of knowledge of facilities and services and how to use them			

Exercise 8.0d Environmental barriers

From *Libraries for All*, UK Department for Culture, Media, and Sport 1999.
(© Queen's Printer of Controller of HMSO)

Perceptions that “libraries are not for us” exist both in individual and community terms. This perception causes difficulties for:

Perceptions and awareness barriers	Does this barrier apply?	What outreach, promotional and communication strategies have we developed and implemented to minimize these barriers?	What other strategies and tactics may assist to address these barriers?
Difficult physical access into and within buildings			
Problem estates and urban decay			
The isolation problems experienced by rural communities			
Poor transport links			

Audit Tool Interpretation

HOW TO ASSESS STATUS AND POWER

The Social Inclusion Audit Tool is designed to help the library assess the library's current status and level of progress in removing barriers to social inclusion. This box contains some examples to help when using the Audit Tool for Question 8.

Low Status/Low Progress

This may be the case when the library does not have an effective participatory relationship with the target community and is not actively engaging in successful outreach campaigns to reach them.

What should you do? *Be Open to Change.*

Refer back to chapters one and five for a reminder of how important it is to work with the target group to remove the barriers to inclusion. The exercises and examples in this chapter will help to identify all the issues that need consideration and will help ensure they are incorporated into the outreach and communications plan.

Low Status/High Progress

This may be the case when the library has not done extensive outreach with the community but it recognizes its importance and has developed a plan to refine the library's outreach and communications strategy.

What should you do? *Refine.*

The exercises in this chapter are an excellent guide to the elements that a successful plan should include. Getting the target community involved as soon as possible and taking full advantage of their knowledge and views are both important for success. Setting deadlines for implementation of the plans will also help improve future status.

High Status/Low Progress

This may be the case when the library has conducted community outreach and has active relationships with target groups. The library holds focus groups as needed and uses that information to amend programs, collections, and promotion of the library.

What should you do? *Become Intentional.*

The library is doing a lot of things right but needs to develop a clear strategy and a plan of action that ensures it is always evolving to meet the communities' changing needs. Covering all aspects is important – the exercises in this chapter will help, as will regular evaluation of the initiatives.

High Status/High Progress

This may be the case when the library's communications strategy was developed with input from the target community and it is evaluated regularly. Information about the library and its programs and services are getting out to the targeted community groups and they are starting to come to the library.

What should you do? *Mentor Others.*

The library is demonstrating a high capacity by working with the community to reach out to socially excluded groups and is successfully promoting the library and its programs and services in a method that effectively reaches those groups. There is a well-thought-out communications plan that is reviewed regularly and input is sought from the community. No doubt there will have been some great successes along the way and some failures. Sharing these experiences with other libraries will help everyone on the way to become more inclusive.

Question Nine

The library has established financial resources within this year's fiscal budget to implement the action plan – in particular, the library has set budget for training/learning, communications/outreach, programs/services, and collections development.

What is it and why is it important?

Libraries, through the provision of programs, services, resources, specialized collections, and ICT access and training, have a key role to play in the promotion of social inclusion of newcomers. In order to effectively deliver programs and services, libraries must allocate an adequate budget for social inclusion initiatives. Staff training, recruitment, translation, and professional development will also require a budget.

As we saw in the pilot library case study, participants were provided with refreshments and an honorarium to compensate them for their time and transportation expenses. The use of a participatory, community-based approach to gather input and feedback from the target community group requires a strategic budget.

Libraries provide information, programs, services, and also provide a venue where individuals can meet each other, collaborate, and share their stories and perspectives (Report

on Community Technology Centres as Catalysts for Change, USA).

In addition to funding the development and implementation of information resources, customized collections, and other programs and services, libraries can also provide in-kind support through the provision of donated public space to aid community groups seeking support with integration and settlement into Canadian society.

The Laidlaw Foundation characterizes social inclusion as both a process and a goal. As a process it “reflects a proactive, human development approach to social well-being that calls for more than the removal of barriers or risks. It requires investments and action to bring about the conditions for inclusion” (Luxton, 2002 p. viii). That is, social inclusion is conceived as a method of achieving social change. Social inclusion must be strategically addressed; it is not simply the opposite condition of social exclusion.

It is clear that libraries have to commit substantial resources to ensure successful implementation of social inclusion initiatives.

What does it look like and how do you do it?

We have assembled a list of budget lines below to assist you with brainstorming on costs associated with a variety of social inclusion initiatives. Your organization might be able to secure funding through foundations, service clubs, government, corporate sponsorship and through community associations to offset some of these costs. But, it is best to plan for each budget line so that you are clear about the cost and the need to secure alternate funding to help the library to achieve its social inclusion goals.

Pilot Project: Budget allocations for Pilot Libraries for the CULC/CBUC Social Inclusion Audit project

Item	Budget assumptions	Amount per library	Total Budget (all four pilot libraries)
Honorariums	<ul style="list-style-type: none"> Maximum 6 youth per pilot library committee Approximately 5 meetings Each meeting approximately 2 hours in length 	\$ 600.00	\$ 2,400.00
Transportation	<ul style="list-style-type: none"> 24 youth 5 meetings Return Transportation \$5.50 per return trip per youth 	\$ 165.00	\$ 660.00
Refreshments	<ul style="list-style-type: none"> 5 meetings \$65 for refreshments per meeting 	\$ 325.00	\$ 1300.00
Total		\$1,090.00	\$ 4,360.00

Exercise 9.0 *Sample budget*

Budget categories	Budget lines
Human resources	Conferences, workshops, training, and professional development of staff
	Recruitment (postings)
	Professional/Association Memberships
	Journals and magazines (used for staff development purposes)
	Consultant – training, HR policy review, and drafting
	Other(s):
Marketing and outreach	Design, printing, and dissemination of marketing and outreach campaign materials
	Staff – for example: time for a youth or community development librarian to implement outreach and community development activities
	Advertising (specialized print, audio, and online media)
	Other(s):
Participatory community-based approach	Honorariums (time) \$x.00 per session x # sessions x # participants
	Transportation (2 transit tickets or tokens per session x # participants) x # of sessions
	Baby-sitting (cover \$x.00 hour x number of eligible participants) x # of sessions
	Refreshments (make sure you provide some food if you are meeting during breakfast, lunch or dinner time) x # people x # sessions x cost per person
	Offices supplies – easel paper, markers, name tags, etc
	Other(s):
Collections	Immigration and settlement information and resources
	Special/ethno-lingual/cultural journals / magazines
	Special/ethno-lingual/cultural audiovisual collections
	Special/ethno-lingual/cultural books
	Other(s):
Strategic and operating infrastructure	Non-profit Consultant: implementation and analysis of the social inclusion audit, and review organizational policies and procedures for inclusionary practices
	Non-profit strategic planning consultant facilitate, implement and support the development of focus groups, surveys and other community-based research tools and aggregate and analyze results
	Other(s):

Exercise 9.1 *Types of programs and their costs*

The table below demonstrates a variety of programs and an overview of the budget lines.

Budget lines	Programs, services, and resources
<p>Please note that many of these initiatives will require the following expenditures:</p> <ul style="list-style-type: none"> • staffing • facility/meeting space rental • materials • technology • refreshments • guest-speakers • consultants 	English as a Second Language instruction
	Early literacy initiatives
	Computer training
	Employment services
	Citizenship classes
	Community Development projects/librarians
	After-school programs
	Reading circles
	Business/economic development programs (for new immigrants, etc)
	New immigrant health programs
	New immigrant parenting/early childhood programs
	New immigrant youth programs
	Other(s):

Audit Tool Interpretation

HOW TO ASSESS STATUS AND POWER

The Social Inclusion Audit Tool is designed to help the library assess the library's current status and level of progress in removing barriers to social inclusion. This box contains some examples to help when using the Audit Tool for Question 9.

Low Status/Low Progress

This may be the case when the library has not established a budget for the implementation of the inclusion action plan, or for only some components of the plan, or the library has not yet begun to seek out funding sources for this work.

What should you do? *Be Open to Change.*

It is important to make inclusion a priority by allocating resources to initiatives that remove barriers to inclusion. The exercises in this chapter guide the process of budget allocation. Undertaking an assessment of the current or planned budget and giving close consideration to the components raised in this chapter will help inclusion initiatives gather momentum.

Low Status/High Progress

This may be the case when the library does not have dedicated resources for inclusion, but it is re-examining its budget planning process to make room for it. The case may also be the library has begun to solicit funds for these initiatives.

What should you do? *Refine.*

There are many aspects to removing the barriers to inclusion to consider and the exercises in this chapter are an excellent guide to help refine the library budget. Ensuring that managers understand their role and take responsibility for developing the initiatives they have been allocated resources for is very important. Setting deadlines for implementation of the plans will also help improve future status.

High Status/Low Progress

This may be the case when the library has allocated financial resources to the current budget for social inclusion initiatives, but funding sources may not be secured for the year to come.

What should you do? *Become Intentional.*

The library is doing a lot of things right but needs to ensure that there is a long-term commitment to removing the barriers to social inclusion. It is important to research all possible avenues of funding, and to have a staff member dedicated to securing these resources. Regular review and evaluation of the library and community's changing needs is also crucial to ensuring progress towards removing the barriers.

High Status/High Progress

This may be the case when the library's annual budget includes dedicated resources to implement the plans to remove barriers to inclusion. All aspects have been considered, including securing funding sources and setting budgets for training/learning, communications/outreach, programs and services, and collections development.

What should you do? *Mentor Others.*

The library is demonstrating a high capacity by securing funding and allocating financial resources within the budget to implement the removal of barriers to inclusion. No doubt there will have been some great successes along the way and some failures. Sharing these experiences with other libraries will help everyone on the way to become more inclusive.



Section III – Indicators of inclusion

Indicators of inclusion

How well the library is the community

In order to effectively remove barriers to inclusion, the CULC/CBUC Social Inclusion Audit asserts that a library will use participatory strategies to uphold and reinforce the principles of access, equity and thus social inclusion for all.

As a first course of action, social inclusion work requires that a library is open to understanding and engaging with their community, and challenging the various barriers, values and behaviours that lead to exclusion. This work is reflected in the questions in the audit that focus on the “Indicator of Openness.”

The second level of work required to remove barriers to inclusion includes continued engagement with the community, as well as the development, implementation and evaluation of systems, programs, policies and procedures. It also requires the provision of equitable access to services and decision-making opportunities. This work is reflected in the questions in the audit and toolkit that focus on the “Indicator of Intentionality.”

The research that supports the development of the CULC/CBUC Social Inclusion Audit asserts that if the library is effective at addressing the areas of focus in the indicators of openness and intentionality, then it will be better able to demonstrate inclusion through tangible, measurable outcomes.

Social Inclusion Indicator Matrix

The matrix below demonstrates:

- the connection between the indicators and the criteria for the removal of barriers to inclusion, and
- the scope and priority of the work required to effectively assess – and ensure – inclusion.
- As evidenced by the chart, work that focuses on “openness” cannot immediately lead to “inclusion” without the focus on intentionality.

As inclusion is both a process and an outcome, it is not surprising that an indicator has been named to ensure that the requirements for removing barriers have been met and that these requirements can yield results that can be measured.

As a process, social inclusion refers to the acts associated with the development, implementation and evaluation of strategies and tactics to remove barriers to inclusion.

As an outcome, social inclusion refers to the ability of an organization to demonstrate the level of inclusion through tangible outcomes.

The social inclusion audit contains three audit questions that assess the ability of the organization to translate process into outcomes.

Audit Tool: Social inclusion indicator matrix

Social inclusion criteria:	Indicator
Social inclusion is the manner in which institutions:	
• are open to understanding and engaging in their communities;	• Openness • Intentional
• explore, view and challenge barriers, values, and behaviours;	• Openness • Intentional
• develop, implement and evaluate systems, programs, policies, and procedures;	• Intentional
• provide equitable access to services and decision making opportunities;	• Intentional • Inclusion
• demonstrate the level of inclusion through tangible outcomes.	• Inclusion

Question Ten

The implementation of strategies to remove barriers to opportunity and inclusion have resulted in increased diversity in full-time, part-time, and volunteer positions (including the board of trustees).

What is it and why is it important?

This toolkit has demonstrated the importance and complexity of creating a more inclusive library. Removing barriers to inclusion requires in-depth strategies and a multitude of tactics. These are needed in order to effectively understand and engage communities, explore and challenge barriers, develop strategic and operating infrastructure, and provide equitable access to services and decision-making opportunities.

As community groups often gauge whether they are welcome or not in an organization by the presence or absence of

staff members and/or volunteers who represent those like them, the process required to increase diversity in staff and volunteer positions must be evaluated for its ability to generate the desired outcomes.

In Section Three, Question Two of this toolkit, information and tools were provided to inform and guide the development, implementation, and evaluation of strategies to create more inclusive and diverse board, staff, and volunteer teams.

We ask you to use similar tools found in Section Three, Question Two, to evaluate the annual outcomes of the library's efforts to increase diversity.

Exercise 10.1 Evaluate the impact of numeric diversity goals

	Current diversity ratio	Annual turnover rate	Goal – diversity numeric goal or ratio	Annual result
Board				
Full-time staff				
Part-time / contract staff				
Volunteers				

Exercise 10.2 Evaluate the development and implementation of diversity strategies

New or revised strategy	Please specify List or describe the new or revised diversity policies, procedures, practices...	Annual assessment – Describe the perceived changes in diversity attributed to each strategy
Policies and procedures		
HR practices		
Training		
Other(s)		

Exercise 10.3a Assessing the diversity of the board of directors

Based on the “Selecting Facts About Your Organization” exercise from *Inclusiveness at Work: How to Build Inclusive Non-profit Organizations*

Assessing the diversity of the board of directors	Answer
1. What is the library's process for recruiting [diverse people] to serve as directors? Is the process formal or informal? How effective is the process?	
2. Does the library have a policy to guide diversity in the workplace? If yes, what effect does the plan have on recruiting board members?	
3. How diverse is the board of trustees? Does the diversity of the board reflect the diversity of the community?	
4. How is the current level of diversity on the board different from or similar to its level of diversity in past years? Is the board more or less diverse than in the past? When and why did changes occur?	
5. What is the annual turnover of board positions? Is the board comfortable with setting a numeric goal to ensure that upcoming vacant positions are filled by a qualified member of a targeted community group? If so, please set this numeric goal.	
6. What is the board's opinion about requiring directors to support the library financially? Has this opinion, or could this opinion, influence the library's ability to recruit and retain people from various community groups as directors?	
7. What do people of this community group report about their experience serving as members of the board of directors? What has been their comfort level in serving the library in this capacity?	
8. How does the tenure of people of this specific community group compare with the tenure of people serving on the board of directors?	
9. To what extent does the board of directors consider issues [relating to inclusion of people from various community groups] when it sets policies and makes decisions for the library?	
10. What formal and informal mechanisms are in place to guarantee that the operating policies of the library are sensitive to issues regarding inclusion?	
11. Does the library have any advisory committees to provide feedback and guidance about programs, services, or initiatives to reach people from diverse communities? If yes, describe the impact that the advisory committees have on inclusiveness practices.	
12. Has the board recently undergone inclusiveness and/or diversity training or education? If yes, describe the effect training had on inclusiveness practices?	
13. What could the board of directors do differently to become more inclusive?	
14. What could the board of directors do differently to address the needs of the various community groups it serves?	

Exercise 10.3b Assessing the diversity of the staff team

Based on the “Selecting Facts About Your Organization” exercise
from *Inclusiveness at Work: How to Build Inclusive Non-profit Organizations*

Assessing the diversity of the the staff team	Answer
1. Does the library have a formal or informal process for recruiting people from various community groups for the staff? If yes, is it effective? Please explain.	
2. How diverse are the full-time and part-time teams? Has this assessment been completed?	
3. Are explicit or strategic efforts made to hire staff who possess knowledge of and experience with diverse communities/issues? Please describe.	
4. Describe how well the library has been able to retain [diverse] staff members, considering successes and challenges related to retention. Are there differences in the library's past success in retaining staff members versus staff members of that represent various community groups?	
5. How frequently does the staff openly discuss benefits and barriers to working across cultures?	
6. To what extent does the library provide training to help staff work with people from diverse backgrounds? Please describe.	
7. What improvements could be made, if any, in staffing and/or staff training to help the library work with people from different communities?	
8. What is the library's history in recruiting and promoting diverse people with similar professional backgrounds and skills equally?	
9. To what extent does the human resources department take an active role in recruiting diverse people? Please describe.	
10. What is the annual turnover of full- and part-time positions? Is it appropriate to set a numeric goal to ensure that upcoming vacant or new positions are filled by a qualified member of a targeted community group? If so, please set this numeric goal.	
11. Does the library make inclusiveness trainers/consultants available to help staff understand and operate more effectively within a diverse cultural context? If yes, please describe.	

Exercise 10.3c Assessing the diversity of library volunteers

Based on the “Selecting Facts About Your Organization” exercise from *Inclusiveness at Work: How to Build Inclusive Non-profit Organizations*

Assessing the diversity of volunteers	Answer
1. What is the library's process for recruiting diverse people for volunteer positions? Is the process formal or informal? How effective is the process?	
2. Does the library have an action plan that upholds inclusion? Does the plan provide direction on recruiting diverse volunteers?	
3. How is the current level of diversity of the volunteers different from or similar to its level of diversity in past years? Are volunteer teams or volunteers on committee's more or less diverse than in the past? When and why did changes occur?	
4. What do people of this community group report about their experience serving as volunteers with your library? What has been their comfort level in serving the library in this capacity?	
5. What is the annual turnover of non-board related volunteer positions? Is it appropriate to set a numeric goal to ensure that upcoming vacant or new positions are filled by a member of a targeted community group? If so, please set this numeric goal.	
6. How does the tenure of people of this specific community group compare with the general tenure of people serving as volunteer?	
7. To what extent does the board of directors and staff consider issues relating to inclusion of people from various community groups when it sets policies regarding volunteer recruitment?	
8. What formal and informal mechanisms are in place to guarantee that the operating policies of the library are sensitive to issues regarding the inclusion of volunteers?	

Audit Tool Interpretation

HOW TO ASSESS STATUS AND POWER

The Social Inclusion Audit Tool is designed to help the library assess a library's current status and level of progress in removing barriers to social inclusion. This box contains some examples to help when using the Audit Tool for Question 10.

Low Status/Low Progress

This may be the case when the library has not yet begun to assess staff, board, and volunteer diversity and there is not a clearly defined approach for increasing diversity. It is possible the library is not fully aware of the demographic profile of the community (See Question One).

What should you do? *Be Open to Change.*

Recognizing the benefits/importance of having a diverse staff that is representative of the local community is crucial for becoming open to change. Refer back to Question Two for information and exercises to help the library start to make decisions about how to work towards staff and volunteer diversity.

Low Status/High Progress

This may be the case when library staff, board, and volunteers do not represent the diversity in the local community, but the library recognizes this and is taking steps to improve.

What should you do? *Refine.*

The information and exercises in this chapter and in Question Two can be used to help refine the library's plan, recruitment, and training practices for increasing diversity.

High Status/Low Progress

This may be the case when library staff, board, and volunteer composition reflects the diversity in the local community – or is close to it – but the library does not have a clearly articulated diversity recruitment plan.

What should you do? *Become Intentional.*

To ensure the library's recruitment practices are done to a high level to attract the appropriate people, the library should develop a regularly evaluated plan that helps achieve an inclusive library – one that retains staff and volunteers from diverse backgrounds. Follow the examples and exercises in this chapter and in Question Two for guidance.

High Status/High Progress

This may be the case when the library has a staff, board, and volunteers who reflect the diversity in the local community. The library makes diversity a high priority in recruitment and provides training for staff, board, and volunteers. It has clear indicators for monitoring the level of diversity among library staff.

What should you do? *Mentor Others.*

The library is demonstrating a high capacity for recruiting and retaining staff, board, and volunteers from diverse backgrounds. No doubt there will have been some great successes along the way and some failures. Sharing these experiences with other libraries will help everyone on the way to become more inclusive libraries.

Question Eleven

The library has developed and implemented a plan of action to remove barriers to inclusion that has resulted in an increase in: library cards issued, library use, program attendance, numbers of programs offered, additional or expanded collections, and room bookings.

What is it and why is it important?

As the indicator of inclusion focuses on the provision of equitable access to services and decision-making opportunities and the demonstration of the level of inclusion through measurable outcomes, it is vital that the library evaluate the efforts to increase the level of inclusion.

Specifically, this question looks to assess the increase in library cards issued, library use, program attendance,

numbers of programs offered, additional or expanded collections, and room bookings.

An increase in the use of the library can be attributed to the library's efforts in engaging the community and responding to their needs, feedback, and input.

What does it look like and how do you do it?

In Section Three, Questions Six and Eight of this toolkit, information and tools were provided to inform and guide the development, implementation, and evaluation of strategies to create more inclusive and diverse board, staff, and volunteer teams.

We ask you to use similar tools found in Questions Six and Eight to assess and refine your work in this area.

Review the analysis of community needs and gaps in service

Exercise 11.1 Needs and gaps results

Community needs and gaps assessment	Results
1. What needs, gaps, and recommendations were provided in the analysis?	
2. Which project(s) were developed to meet which needs and gaps?	
3. Which projects or initiatives were put on hold?	
4. Which needs do these projects meet? (for example: expanded collections, increased representation of this community group on the board, staff, or volunteer teams) Why?	
5. Which projects or initiatives need further input?	
6. Is the community's help required to better understand its needs or to assist the library with outreach and communications? If so, who should be contacted to get started?	
7. Which projects were implemented but did not realize the expected impact? Did the planning group assess why the initiative was not successful?	
8. What are some suggestions for improvement?	

Complete the Social Inclusion Audit

We recommend that the Social Inclusion Audit is completed at the end of each year prior to completing work described in this chapter. The completion of the audit will help determine the focus of social inclusion work in the future as well as acknowledge the areas of strength for the library.

After the library has completed the Social Inclusion Audit, have a small working committee review results to assess status and progress.

Use the following exercise to document the changes that have occurred this year:

- in the number of library cards issued,
- library use,
- program attendance,

- numbers of programs offered,
- additional or expanded collections,
- room bookings.

If the library has shown little to no change, or if the library would like to further refine its efforts in this area, please revisit the tools and sample policies provided in Questions Six and Eight of this toolkit.

Now revisit exercises 8.0a through 8.0d to assess the library's efforts to remove barriers to inclusion. Next, complete the exercise copied below (11.3a through 11.3d), and assess which areas the library should re-evaluate and refine in order to further increase the use of the library by the community.

Exercise 11.2 Assessment of change in library use

Exercise questions	Library use	Library cards issued	Program attendance	Number of programs offered	Additional collections	Expanded collections	Room bookings	Notes
Which questions show <u>no change</u> in status and progress?								
Which questions show a <u>negative change</u> in progress?								
Which questions show a <u>positive change</u> in status and progress?								

Exercise 11.3a Institutional barriers

From *Libraries for All*, UK Department for Culture, Media, and Sport 1999.

These are barriers that authorities, libraries, and library staff may create and which may discourage or restrict usage by certain people of the community:

Institutional barriers	Does this barrier apply to our library?	How shall we address this?	How have we (or how shall we) addressed this barrier in our outreach and communications initiatives to this community?
1. Unsuitable or unduly restrictive opening hours; or restriction upon the availability of library services			
2. Inappropriate staff attitudes and behaviour			
3. Inappropriate rules and regulations			
4. Charging policies which disadvantage those on low incomes			
5. Book stock policies which do not reflect the needs of the community or are not in suitable formats			
6. Lack of signage in building, so that people cannot easily find their way around			
7. Lack of a sense of ownership and involvement by the community			
8. Lack of integration of government services and a focal point for delivering them			
9. Lack of adequate provision of services or facilities for people with disabilities			

Exercise 11.3b *Personal and social barriers*

From *Libraries for All*, UK Department for Culture, Media, and Sport 1999.

These barriers exist either in personal terms, or because of cultural or community circumstances:

Personal and social barriers	Does this barrier apply to the target community group?	What outreach, promotional, and communication strategies have we developed and implemented to minimize these barriers?	What other strategies and tactics may assist to address these barriers?
1. Lack of basic skills in reading, writing, and communication			
2. Low income and poverty			
3. Direct and indirect discrimination			
4. Lack of social contact			
5. Low self-esteem			
6. Lack of permanent fixed address			

Exercise 11.3c *Perceptions and awareness barriers*

From *Libraries for All*, UK Department for Culture, Media, and Sport 1999.

Perceptions that “libraries are not for us” exist both in individual and community terms. This perception causes difficulties for:

Perceptions and awareness barriers	Does this barrier apply to the target community group?	What outreach, promotional, and communication strategies have we developed and implemented to minimize these barriers?	What other strategies and tactics may assist to address these barriers?
1. People who are educationally disadvantaged			
2. People who live in isolation from wider society			
3. People who don't think libraries are relevant to their lives or needs			
4. People with a lack of knowledge of facilities and services and how to use them			

Exercise 11.3d *Environmental barriers*

From *Libraries for All*, UK Department for Culture, Media, and Sport 1999.

Perceptions that “libraries are not for us” exist both in individual and community terms. This perception causes difficulties for:

Perceptions and awareness barriers	Does this barrier apply?	What outreach, promotional, and communication strategies have we developed and implemented to minimize these barriers?	What other strategies and tactics may assist to address these barriers?
1. Difficult physical access into and within buildings			
2. Problem estates and urban decay			
3. The isolation problems experienced by rural communities			
4. Poor transport links			

Review strategies: The exercise in Question Six required a brief assessment of several strategies that are currently in place, or that require drafting or amendments. Please review the same exercise again now to assess if any of the new or amended strategies require further refinement and attention.

Exercise 11.4 *Strategy development*

Strategy includes	Preliminary assessment of policies, strategies, and practices	Changes required	Responsibility and timelines
GOVERNANCE			
<ul style="list-style-type: none"> Your board representatives assess board candidates' interest, availability, and potential contribution to the board of trustees 			
<ul style="list-style-type: none"> In addition to traditional recruitment criteria, the board encourages applications from members of the community by promoting the library and the volunteer opportunity among the target community members through: <ul style="list-style-type: none"> ethnic newspapers, ethnic radio stations, associations, local clubs, non-profit organizations that provide services to this community group. 			
<ul style="list-style-type: none"> When assessing applications for board positions, the board reviews applications to assess if any of the candidates: <ul style="list-style-type: none"> are representatives of target community groups; have any knowledge or training in cultural competency, social inclusion, anti-racism, or anti-oppression; understand the importance of the library being social inclusive. 			
<ul style="list-style-type: none"> Consider asking board candidates to explain how a library can act as an important vehicle for social inclusion for new immigrants, members of particular ethnic/religious groups, youth, seniors, etc. 			

Strategy includes	Preliminary assessment of policies, strategies, and practices	Changes required	Responsibility and timelines
HUMAN RESOURCES			
• Address the following questions to assess the library's human resources diversity practices:			
• Are formal or informal staff recruitment process inclusive of target community group members?			
• Are hiring strategies recruiting potential staff members who have knowledge and experience to work with diverse communities?			
• Does the library provide training to help staff effectively work with people from different backgrounds?			
• What is the library's history with equal opportunities for recruitment and promotion for diverse and qualified professionals?			
• Has the library set a policy or numeric goal to hire target community groups?			
• Does the library have community development staff members that are responsible for community outreach, and/or diverse communities?			
TRAINING/LEARNING			
• Has social inclusion training been included in the current training and development plans for all staff?			
• What types of training programs have been selected? Does this type of training best fit the library culture and budget?			
• Which staff members are responsible for developing the social inclusion training and learning initiatives plan?			

Strategy includes	Preliminary assessment of policies, strategies, and practices	Changes required	Responsibility and timelines
<ul style="list-style-type: none"> Which staff members are responsible for researching various training programs? 			
PROGRAMS/SERVICES			
<ul style="list-style-type: none"> Does the library have programs that facilitate inclusion of new immigrants, youth,Aboriginals, seniors, and the top ethnic/ cultural groups in the community where the library is located? 			
<ul style="list-style-type: none"> Does the library collaborate with immigrant and refugee agencies to facilitate inclusion of new immigrants through programs such as ESL, settlement assistance, citizenship training, and reading circles? 			
<ul style="list-style-type: none"> Does the library provide programs that encourage members of the target community to unite at the library and engage in its offerings? 			
COLLECTIONS			
<ul style="list-style-type: none"> Does the library have collections (books, newspapers, periodicals, and audio visuals) that represent the target community's culture and/or language? 			
<ul style="list-style-type: none"> Does the library know if these materials are of interest to the target community? 			
<ul style="list-style-type: none"> Are the target community members asked for their input before and/or after sourcing the materials? 			

Audit Tool Interpretation

HOW TO ASSESS STATUS AND POWER

The Social Inclusion Audit Tool is designed to help the library assess its current status and level of progress in removing barriers to social inclusion. This box contains examples to help when using the Audit Tool for Question 11.

Low Status/Low Progress

This may be the case when the library has not developed a plan of action and/or has not made significant modifications to improve the level of inclusion.

What should you do? *Be Open to Change.*

This is a good time to complete the Social Inclusion Audit (if the library has not already done so) to indicate where the library stands. The information and exercises in this chapter and in Question Six are useful to help develop the plan of action for inclusion and to start implementing changes. Also refer back to Question Eight to ensure there is input and participation from the community in developing the plan.

Low Status/High Progress

This may be the case when the library may not have made great strides toward inclusion yet but there is a plan to modify strategies, the preparatory work is completed and, most importantly, the library is engaged with the target community.

What should you do? *Refine.*

The exercises in this chapter and in Question Six will help refine library plans and enable the implementation of new strategies. Assigning responsibility and setting deadlines will help ensure inclusion strategies are implemented. Planning to do the Social Inclusion Audit annually and setting up methods for evaluating the library's progress will also help increase future status.

High Status/Low Progress

This may be the case when the library has profiled and consulted with the target community but may not have established an advisory committee. The library has developed and implemented inclusion strategies for some areas but not all, and there is not a clear plan for where to go next.

What should you do? *Become Intentional.*

The information and exercises in this chapter and in Questions Six and Eight will both help the library become intentional, as well as ensure the target community's participation. The library is on the right track but in danger of losing momentum. It is important to cover all areas and follow a clear plan from implementation to evaluation. Setting deadlines and ensuring there is an inclusion project leader in place will also improve progress.

High Status/High Progress

This may be the case when the library has an active community advisory committee, knows what the community needs, has completed the Social Inclusion Audit and is continually developing and modifying organizational strategies to remove the barriers to inclusion. There is regular evaluation of strategies, programs, services, collections, and training programs using an inclusion lens.

What should you do? *Mentor Others.*

The library is demonstrating a high capacity by removing barriers to inclusion. It is realizing an increase in library cards issued, library use, program attendance, and programs offered. It is also witnessing improved collections and room bookings. No doubt there will have been some great successes along the way and some failures. Sharing these experiences with other libraries will help everyone on the way to become more inclusive.

Question Twelve

The library has developed and implemented a plan of action to remove barriers to inclusion that has resulted in an increase in: collaborative partnerships with community groups to develop programs/services, collaborative partnerships with community groups to deliver programs/services, and a more robust consultation process with community members and groups who do not use, or seldom use, the library.

What is it and why is it important?

As the indicator of inclusion focuses on providing equitable access to services and decision-making opportunities, as well as on the demonstration of the level of inclusion through tangible outcomes, it is vital that the efforts of the library to increase community engagement and partnerships can be measured to demonstrate tangible outcomes.

Specifically, this question looks to assess how well the library has enhanced community engagement and increased the number and scope of collaborative partnerships with community groups to develop and/or deliver programs and services for the community.

What does it look like and how do you do it?

In Section Three, Question Four and Five of this toolkit, information and tools were provided to inform and guide the development, implementation, and evaluation of strategies to engage the community and create community partnerships.

Below you will find similar exercises as those provided in Questions Four and Five, as well as new exercises to assist the library to assess and refine its community engagement and partnership efforts.

This next exercise will require that the library working committee has a good assessment of the number of community consultations and community partnerships that have been developed during the year. Prior to starting this exercise, please consult with the staff team to develop a good understanding of the information required in the exercise below.

Once that information has been assembled, complete the exercise 12.1. It will help create a visual summary assessment of the change, if any, in the number of community partnerships and consultations. Using the notes section, provide an explanation for the type of change experienced. This will provide additional context to help you understand it.

Consider using the exercise found in 12.2 to assess and further refine your work in this area. Pay attention to the information collected previously in Section Three, Question Five to assess if the information provided was used in the development of community partnerships.

- Was the information provided in the exercises in Question Five not incorporated or included in

Exercise 12.1 Assessment of change in community engagement and partnerships

Exercise questions	Community partnerships to develop programs and services	Community partnership to deliver programs and services	Community consultation	Notes
Which areas show <u>no change</u> ?				
Which areas show a <u>negative change</u> ?				
Which areas show a <u>positive change</u> ?				

Exercise 12.2 Steps to successfully develop a community partnership

From *Community-Led Libraries Toolkit* – (pages referenced are pages in the *Community-Led Libraries Toolkit*)

Step	Examples	Your Input
1. Determine purpose of partnerships		
2. Conduct community mapping to identify potential partners		
3. Approach potential partners		
4. Determine nature of partnership – formal partnership agreement or informal partnership agreement		
5. Finalize content of partnership agreement		
6. Establish and build relationships		
7. Evaluate the partnership(s)		

discussions or work leading to the development of community partnerships?

- Are there areas that can be focused on in more detail?
- Have you learned about potential new community partners since the completion of Question Five?

Consider using the exercise found in 12.3 to assess and further refine your work in inspiring fair access to the library through information received through community consultations. Pay attention to the information collected previously in Section Three, Question Five to assess if the

information provided was used in the enhancement of community engagement and community partnerships.

- Use the questions below with board and staff teams to reignite the discussion about inspiring fair access to the library by excluded groups and non-library users. How do the answers to the questions vary from the first time these questions were asked?
- Are there areas that can be focused on in more detail this year?

Exercise 12.3 Inspiring fair access – thought stimulating questions for both board and staff teams

Questions	Responses
1. Service availability: How can the library eliminate obstacles so that programs, services and collections are provided to the community in an adequate and timely manner?	
2. Service use: How can the library increase the use of services by improving the level of awareness of available services and collections, and eliminate organizational and social barriers that prohibit access?	
3. Service relevance and responsiveness: How can the library provide culturally responsive and relevant services? How can the library adapt programs and services to various groups within your community?	
4. Quality: How can the library evaluate its services to ensure that service users are able to “derive equal benefit” appropriate to their needs?	

Exercise 12.4 *Fair access planning*

This brief exercise will assist staff and board members who are leading the development of inclusive initiatives to:

- track the various insights and thoughts on how to remove barriers;
- provide a structure to capture next steps;
- identify who is accountable and who is participating in the development of these initiatives;
- capture a timeline for this development and a method in which each team can track the progress of their efforts.

Fair access principle	Thoughts on new and revised practices, policies, programs, services, and collections	Next steps	Responsibility	Timeline	Update on progress
• Service availability					
• Service use					
• Service relevance & responsiveness					
• Quality					

Consider using the exercise found in 12.4 to further refine fair access planning. Pay attention to the information collected previously in Section Three, Question Five to assess if the information provided was used in the enhancement of community engagement and community partnerships.

- Use the exercise below with both board and staff teams to keep fair access and inclusion top of mind with both teams. How does the information in this exercise vary from the first time these questions were asked in Question Five?
- Are there areas that can be focused on in more detail this year?

If the library has shown little or no change, or if the library would like to further refine its efforts in this area, please revisit the tools and sample policies provided in Questions Four and Five of this toolkit.

Audit Tool Interpretation

HOW TO ASSESS STATUS AND POWER

The Social Inclusion Audit Tool is designed to help the library assess its current status and level of progress in removing barriers to social inclusion. This box contains some examples to help when using the Audit Tool for Question 12.

Low Status/Low Progress

This may be the case when the library staff is not actively trying to remove barriers to inclusion. There has not been an increase in collaborative partnerships to develop and deliver programs and services for socially excluded groups.

What should you do? *Be Open to Change.*

A key element to the success of inclusion initiatives is the executive director taking a leadership role by making inclusion a priority. Refer back to the exercises in Questions Four and Five to identify the best ways for the library to incorporate inclusion and community engagement into its day-to-day planning and operations.

Low Status/High Progress

This may be the case when barriers to inclusion still exist in some (or all) of the library's programs and services, but the impetus for change has begun. Perhaps the executive director is onboard and staff are being trained on inclusion principles. Maybe some planning and community consultation is underway.

What should you do? *Refine.*

Ensuring all staff have a thorough understanding of inclusion and its importance in a library setting is critical. Use the exercises in this chapter and in Question Four to help ensure the library's plans cover all the aspects of removing barriers to inclusion in policy and service planning documents. Refer back to Question Five for exercises to improve community engagement.

High Status/Low Progress

This may be the case when library staff have knowledge of inclusion principles, and programs and services requiring improvement have been identified. Inclusion is being discussed and community participation is underway, but progress toward removing those barriers is slow.

What should you do? *Become Intentional.*

Use the exercises in this chapter and in Questions Four and Five to focus the library's efforts in planning and community engagement. It is important to ensure that all the steps required in removing barriers are identified and that responsibility is assigned and deadlines are set. Developing some indicators to help monitor the progress towards inclusion will be helpful, as well as making changes to the library's approach when it's falling behind.

High Status/High Progress

This may be the case when the library has an active community advisory committee, knows what the community needs, works collaboratively with the community to develop and deliver programs, and evaluates the success of programs and services. The whole library staff considers the principles of fair access when planning library services.

What should you do? *Mentor Others.*

The library is demonstrating a high capacity by enhancing community engagement and increasing the number of collaborative partnerships with community groups to develop and/or deliver programs and services. No doubt there will have been some great successes along the way and some failures. Sharing these experiences with other libraries will help everyone on the way to become more inclusive.



Section IV – Appendices

CULC/CBUC Social Inclusion Audit Tool

What is Social Inclusion?

Social inclusion is the participatory, authentic and accountable manner in which institutions uphold and reinforce the principles of access, equity and thus social inclusion for all.

In particular, social inclusion is the manner in which institutions:

- are open to understanding and engaging in their communities;
- explore, view, and challenge barriers, values, and behaviours;
- develop, implement, and evaluate systems, programs, policies, and procedures;
- provide equitable access to services and decision making opportunities;
- demonstrate the level of interculturalism through tangible outcomes.

What are the Social Inclusion Indicators?

Our research into social inclusion has suggested inclusion is best measured when an organization assesses the degree in which it is open to engage with the community in a meaningful way, and intentional about removing barriers to inclusion.

As such, CULC/CBUC's social inclusion audit includes indicators that assess openness, intentionality, and inclusion.

1. Indicator of Openness – How well the library knows the community

The degree in which an organization is “open” can be assessed by understanding how well the library knows its community. A library is open when it understands its community as well as its community's needs.

– *The social inclusion audit questions 1 and 2 relate to this indicator.*

2. Indicator of Intentionality – How well the library reinforces the principles of social inclusion

The degree in which an organization is intentional about removing the barriers to inclusion is also dependent upon how the library reinforces the principles of social inclusion in the short- and long-term. Removing barriers to inclusion is a long-term process that requires commitment and ongoing attention.

– *The social inclusion audit questions 3 to 9 relate to this indicator.*

3. Indicator of Inclusion – How well the library is the community

The degree in which the library is open and intentional about the work of social inclusion will determine the degree in which it successfully removes barriers to inclusion. A library is inclusive when it collaborates with the community and when the community is reflective in the library's strategies, operations, human resources, programming and collections.

– *The social inclusion audit questions 10 to 12 relate to this indicator.*

To facilitate ease of use, the 12 outcome statements – audit “questions” – are all brief and clearly stated, easily assessed, flexible so that libraries can adapt the outcomes to specific groups, have some depth to allow for variation, and include status and progress assessments.

Who Should Use the Social Inclusion Audit Tool?

Members of a library's working committee on social inclusion should likely complete the audit, or provide assistance to a small group of library staff members. The community advisory committee should not participate in the completion of the audit itself. Please share the results of the audit tool with the community advisory committee to receive their input and feedback on the ratings. This will help you learn more about the library's progress in removing barriers to inclusion.

What Are the Benefits of Using this Tool?

The social inclusion audit can be used to track an organization's status and progress on the work. Section III should be used in conjunction with the implementation of the audit tool to raise awareness of the ways an organization can work to remove barriers to inclusion.

Audit Tool: *How do I use it?*

Step	Action
1	Review the social inclusion audit questions and outcome statements, the scoring legend, score tally and score interpretation grid provided in this package.
2	Assess who is the best person or group of people to complete this audit.
3	Each of the social inclusion audit questions are phrased as an outcome statement. Read each outcome statement and provide a score based on the legend found on the following page. Please note that you will score the question two times, one to assess the current status and a second time to assess the progress.
4	Add up each of the scores on each page for both the “status” and “progress” questions.
5	Complete the tally page by including the scores and calculating the total for each indicator and the grand total social inclusion score.
6	Use the chart provided to interpret your score

Scoring Legends**Audit Tool:** *Scoring “status” questions*

Scoring legend for status questions	Score
Not in place / not started / organization does not meet requirements	0
Organization meets minimal requirements	1
Organization meets partial requirements	2
Organization meets substantial requirements	3
Organization meets all or most requirements	4

Audit Tool: *Scoring “progress” questions*

Scoring legend for progress questions	Score
Not in place / not started / absent / stopped	0
Declining	1
Improving	2
Stable performance	3
Exceptional gains	4

Audit Tool: Indicators of openness

INDICATORS OF OPENNESS Questions – based on outcome statements	Status score	Progress score
1. The library, in consultation with the community ¹ , has assessed the demographic profile ² of the community; it understands the needs of the community/cultural group(s) ³ , and understands gaps ³ in programs/services and collections for these community/cultural group(s).		
2. The library has assessed full-time ¹ , part-time ² and volunteer ³ diversity and has developed ⁴ , implemented ⁵ and evaluated ⁶ strategies to increase diversity.		
Status score (questions 1 – 2)	/8	
Progress score (questions 1 – 4)		/8
Indicator of openness – Status + Progress =		/16

Audit Tool: Indicators of intentionality

INDICATORS OF INTENTIONALITY Question – based on outcome statements	Status score	Progress score
1. Removing barriers to inclusion is made explicit in the library's strategic plan ¹ , goals ² , policies ³ , planning documents ⁴ and are articulated in the mission/vision statement ⁵ .		
2. The library has an active joint team of managers and non-managers ¹ that are dedicated to assessing and addressing barriers to inclusion; and has incorporated ² removing barriers to inclusion into policy and service planning structures within the organization.		
3. The internal team has developed ¹ and is currently using a group ² with majority representation ³ from the targeted community to assist with removing barriers ⁴ to inclusion by informing and guiding this work.		
4. A plan of action ¹ has been developed that includes: <ul style="list-style-type: none"> • an analysis of community needs² and gaps³ in service • results of the annual social inclusion audit⁴ • targeted strategies for governance⁵, HR⁶, training/learning⁷, communication/outreach⁸, programs/services⁹, collections development¹⁰ implementation and evaluation¹¹ 		
5. The library has regular training and learning initiatives ¹ and discussions with the staff team(s) ² and external stakeholders ³ on methods to remove barriers to inclusion for the community and to increase the degree of cultural competency ⁴ and inclusionary practices internally ⁵ .		
6. With community input and participation ¹ the library has developed ² and implemented ³ various targeted community outreach and communications plans ⁴ to introduce and promote ⁵ the library and its services to the community/groups.		
7. The library has established financial resources within this year's fiscal budget to implement the action plan – in particular, the library has set budget for training/learning ¹ , communications/outreach ² , programs/services ³ , and collections development ⁴ .		
Status score (questions 3–9)	/28	
Progress score (questions 3–9)		/28
Indicator of intentionality		35/56

Audit Tool: *Indicators of inclusion*

INDICATORS OF INCLUSION Questions – based on outcome statements		Status score	Progress score
1. The implementation of strategies to remove barriers to opportunity and inclusion have resulted in increased diversity in full-time ¹ , part-time ² , and volunteer ³ positions (including board of trustees).			
2. The library has developed and implemented a plan of action to remove barriers to inclusion that has resulted in an increase in: library cards issued ¹ , library use ² , program attendance ³ , numbers of programs offered ⁴ , additional or expanded collections ⁵ , and room bookings ⁶ .			
3. The library has developed and implemented a plan of action to remove barriers to inclusion that has resulted in an increase in: collaborative partnerships with community groups to develop programs/services ¹ , collaborative partnerships with community groups to deliver programs/services ² , and a more robust consultation process with community members and groups who do not use or seldom use the library ³ .			
Status score (questions 10–12)		/12	
Progress score (questions 10–12)			/12
Indicator of inclusion – Status + Progress =			/24

Tally Page

Audit Tool: Tally of indicators

Social audit questions	Status score	Progress score	Indicator score
Indicators of openness	/8	/8	/16 = _%
Indicators of intentionality	/28	/28	/56 = _%
Indicators of inclusion	/12	/12	/24 = _%
Status scores subtotal	/48	0	
Progress scores subtotal		/48	/96 = _%
TOTAL SOCIAL INCLUSION SCORE		Status + Progress Scores = Total _____ + _____ = _____ 48 + 48 96	

Score Interpretation

Audit Tool: Indicator score interpretation

Indicator	Your Score
Openness	/16
Intentionality	/56
Inclusion	/24
TOTAL	/96 = _%

Audit Tool: Overall score interpretation

Status and progress scores	Interpretation and recommendations	Your score Please check mark the appropriate cell
0 – 26	Be open to change	
27 – 48	Become intentional	
49 – 70	Refine your work	
71 – 96	Mentor others	

Survey and Focus Group Analysis and Recommendations

SEPTEMBER 2008

Background

Project Overview

Four libraries in Ontario and British Columbia were identified to participate in a research project designed to develop a social inclusion audit tool to evaluate the social inclusiveness of new immigrant youth in urban libraries. Participating libraries were drawn from Toronto, Vancouver, Brampton, and Hamilton. Each library targeted a different ethnic youth group of library and non-library users. Focus groups and walkabout clipboard surveys were carried out to establish youth's perceptions on several aspects of their community libraries: local presence in the community, infrastructure, signage, collections, programs, physical environment, and youth engagement.

Participant Profile

Age

- Ages of respondents range from 13 to 26.
- Average age is 17.
- Little variance between libraries.

Length of time in Canada

- The majority of respondents were new immigrant youth who immigrated to Canada between 1989 and 2007.
- Average length of time in Canada varied for each library, Chart A.

Chart A: Average year of immigration for each library

Library	Average arrival year in Canada
Toronto	1993.0
Vancouver	2003.7
Brampton	2005.2
Hamilton	2006.5

Note: For Toronto, 58% of respondents are born in Canada and 1993 is the average arrival year for the remaining 42%.

Process

- Average age and length of time in Canada is based on respondents' feedback from the walkabout surveys and focus group data.
- The qualitative data from the surveys and qualitative information from the focus groups is analyzed by region and as an aggregate.

- The report outlines conclusions from the analysis and presents recommendations.

Findings

Overview

- The following section discusses results of the findings of the research in a number of areas which include: visibility in the community, signage, infrastructure, collections, programs, engagement, physical environment, and the library in general.

Library's Visibility in the Community

Promotion

- 67% of new immigrant youth surveyed in Vancouver, 67% in Toronto, 67% in Hamilton, and 33% in Brampton had never seen any advertising of the library except inside the library.
- The Vancouver and Hamilton focus groups said they preferred exciting and attention-grabbing library posters with fewer words and more pictures.
- Several youth stated that posters should promote library teen and newly arrived youth programs. The youth pointed out that this was one strategy to attract their peers who do not go to the library because they perceive it to be boring and has nothing to offer them.
- Youth from Vancouver and Hamilton also suggest that the posters and advertisements should be distributed widely at schools, malls, community centres, neighbourhood houses, and also Filipino community newspapers.
- It is important to note that youth did not think adult newspapers like the Hamilton Spectator, are effective in targeting youths.

Signage

- 79% of youth from all libraries (83% Toronto, Vancouver and Brampton, and 60% Hamilton), concurred that there was enough signage in the libraries and that it was also easy to find.
- 79% of youth from all libraries indicated that the signs were helpful in finding their way around the library (Hamilton youth agreed 100%, 83% in Vancouver, 75% in Toronto, and 67% in Brampton).
- Clearly, pictures on signs make a significant impact as shown in the following findings: Having pictures on signs is "very important" or "somewhat important" for 100% of the youth from Brampton and Hamilton, 92% in Toronto, and 83% in Vancouver.

- Within the 100% of Hamilton youth who felt that pictures on signs was important, only 40% said that pictures were “very important,” versus 67% – 83% from the other libraries.
- Libraries with new immigrant youth who have spent more time in Canada feel it is less important to have signs in multiple languages.
- Chart B below shows that as the average amount of time spent in Canada increases, the percentage of youth who feel it is very important to have signs in multiple languages decreases.

Chart B: Importance of multilingual signage

Library	Number of years spent in Canada	Youth who feel it is “very important” to have signs in multiple languages
Toronto	15 years	8%
Vancouver	4 years	33%
Brampton	2 years	50%
Hamilton	1 year	60%

Library Access

- A total of 72% of all new immigrant youth from all libraries have a library card – 67% of them from Toronto and Vancouver, 80% in Hamilton, and 83% in Brampton.
- Using a 5-point scale where 1 is easy and 5 is difficult, youth in all libraries found information about library membership to be easy to find (2.3 points) and easy to understand (1.9 points).
- Although 64% of all youth find the library hours to be convenient, new immigrant youth want the library to be open for more hours during the week and over the weekends, the two charts below illustrate.

Chart C: Percentage of youth who say library hours are convenient

Library	Convenient	Inconvenient
Toronto	64%	36%
Vancouver	67%	33%
Brampton	67%	33%
Hamilton	60%	40%

Chart D: Percentage of youth who want longer library hours

Library	Week, weekend, evenings	Weekend only	Evenings only	Week only
Toronto	80%	20%	-	-
Vancouver	33%	33%	67%	33%
Brampton	-	100%	-	-
Hamilton	-	33%	67%	-

Library Computers

- New immigrant youth in Hamilton use the library’s computers less than youth in Toronto, Vancouver, and Brampton: 40% in Hamilton, 92% in Toronto, and 83% in Brampton and Vancouver.

Library Website

- Youth use library computers for a number of tasks, and homework was established as the major use across all libraries, 88%.
- Only 57% of new immigrant youth from all libraries use the library’s Website. The breakdown includes: 40% from Hamilton, 50% from Toronto, 67% from Brampton, and 80% from Vancouver.
- Findings indicated that youth are not using the library Website because they do not know about it, rather than difficulty in using it.
- Based on a 5-point scale, with 1 as disagree and 5 agree, youth from all libraries said the website was relevant to their needs (3.6 points) and interests (3.7 points).
- The above observation is a clear suggestion that an effective communication of the library Website would increase its usage.
- New immigrant youth from Brampton and Vancouver believe computer programs like Adobe Photoshop, Illustrator, or Dreamweaver would encourage them to use the library computers more. Also suggested tutorials for the programs.
- New immigrant youth from Hamilton who have been in Canada the shortest time out of all four libraries, since 2007, stated that tutorials to help them navigate the existing website and a computer program that helps with English lessons will be useful.
- The Hamilton and Brampton Focus groups suggested that the library website carry more pictures and brighter colours as this could attract the young people to visit it more often.
- Youth from the Brampton library also want the website to be available in multiple languages, although 83% of Brampton youth prefer to access their information in English.

Type of Collections

- 79% of all youth surveyed have used the libraries' collections at some point, and they all expressed a need for more collections, which varied from library to library.
- New immigrant youth from the Toronto library want more “interesting” and youth relevant collections.
- Hamilton youth preferred more collections related to ESL resources. Noted that they use the English-as-a-second language collections more than youth from the other libraries.
- New immigrant youth from Vancouver and Brampton have an interest in cultural and youth materials, and book displays specific to their different ethnic groups. For example:
 - Vancouver: Filipino magazines and East Asian TV dramas
 - Brampton: Tamil DVDs.
- The suggested type of collections is related to the level of integration of youth. Therefore, the type of collections preferred can be correlated with the length of time the youth have spent in Canada, as seen in Chart E

Chart E: Preferred collections

Library	Type of collections suggested	Number of years spent in Canada
Toronto	Youth-related	15 years
Vancouver	Cultural and youth	4 years
Brampton	Cultural	2 years
Hamilton	English-as-a-second language	1 year

Online Library Catalogue

- Use of the library's online catalogue varies by 63% across all four libraries: 20% of youth in Hamilton have used the catalogue before, 42% in Toronto, 67% in Brampton, and 83% in Vancouver.
- There was no relationship found between online catalogue use and the length of time spent in Canada or the average age of the new immigrant youth.
- Youth are not using the online library catalogue because 52% of youth from all libraries did not know about it; while 16% from Toronto and Hamilton libraries (8% Toronto and 40% Hamilton) prefer other search engines.

Attendance of Programs

- Between 17% and 75% of new immigrant youth have attended a library program: 17% from Vancouver, 40% from Hamilton, 50% from Brampton, and 75% from Toronto.

- For each specific program, there is no significant relationship between age and the length of time spent in Canada, and varies for each library from 0 attendees to 3.
- Youth in Hamilton have spent the least amount of time in Canada out of all four libraries, but attend more programs. Their involvement in the library can be a sign of their eagerness to be integrated in the library community. Unlike the other libraries, every youth surveyed in Hamilton has attended at least one library program, see Chart F below.

Chart F: Average number of programs attended per youth

Library	Average number of programs attended per youth	Number of years spent in Canada
Toronto	0.75	15 years
Vancouver	0	4 years
Brampton	0.67	2 years
Hamilton	2.40	1 year

- Youth from the Toronto library have been in Canada for 15 years and do not attend library programs because of a lack of interest or time, rather than a lack of knowledge.
- Whereas, the primary reason for Brampton and Hamilton youth who have been in Canada for less than 5 years, is lack of knowledge.

Chart G: Reasons for not attending library programs

Library	Reason for not attending library programs	Number of years spent in Canada
Toronto	40% – lack of time 20% – lack of interest 20% – lack of interest and time 20% – lack of knowledge	15 years
Vancouver	No percentage: No time, lack of knowledge	4 years
Brampton	100% – lack of knowledge	2 years
Hamilton	100% – lack of knowledge	1 year

Type of Programs

- While all youth committee's indicate suggestions to program changes, the type of changes vary with the length of time spent in Canada.

- As the number of years spent in Canada decreases the percentage of program suggestions for age-related programs decreases and ethnic or newcomer related program suggestions increases (see Chart H).

Chart H: Preferred programs

Library	Suggestions for age-related programs	Suggestions for ethnic/newcomer related programs	Number of years spent in Canada
Toronto	N/A	N/A	15 years
Vancouver	89%	11%	4 years
Brampton	40%	60%	2 years
Hamilton	25%	75%	1 year

Toronto

- Findings from the walkabout surveys show that new immigrant youth from the Toronto library would like job fairs/or employment workshops added to the existing programs.

Vancouver

- New immigrant youth from Vancouver feel more strongly about implementing additional programs based on their role as a teen rather than as a new immigrant.
- 8 different suggestions for age-related programs, 89%, with 1 suggestion for ethnic related programs, 11%. (See Exhibit A in the Appendix).

Brampton

- 60% of Brampton youth's suggestions for additional programs are related to the integration of newcomers, 40% of which are youth related programs. (See Exhibit B in the Appendix).

Hamilton

- New immigrant youth from the Hamilton library suggest more programs for newcomers (75%) than age-related ones (25%). (See Exhibit C in the Appendix).

Engagement**Part-Time Summer Employment**

- Survey data shows that new immigrant youth do not know of the part-time summer employment opportunities offered at libraries: 83% of youth in Toronto were not aware of part-time summer employment opportunities at the library, 50% in Vancouver, 80% in Hamilton, and no data was received from the Brampton Library.

- 83% of all respondents from Toronto, Vancouver, and Hamilton said they are interested in working at the library with their primary reason being that they believe it would be an enjoyable and good experience (50%).

Volunteer Employment

- Only 43% of new immigrant youth know about volunteer opportunities through friends, the library, and family.
- Libraries where new immigrant youth have spent less time in Canada, show less interest in volunteering than those who have been in Canada longer, see Chart I.

Chart I: Interest in volunteering

Library	Youth interested in volunteering at the library	Number of years spent in Canada
Toronto	92%	15 years
Vancouver	100%	4 years
Brampton	83%	2 years
Hamilton	60%	1 year

- Focus group and survey results suggest several reasons why youth who have spent less time in Canada lack an interest in volunteering at the library:
 - Discomfort communicating in English-
 - 75% of program suggestions from Hamilton youth were newcomer and ESL programs – more than any other library.
 - 25% more Hamilton youth use the library's ESL resources more than Toronto youth.
 - Youth from the Hamilton library suggested ESL collections over youth-related collections (Chart E).
 - Lack of knowledge of library programs-
 - 100% of new immigrant youth in Hamilton did not attend library programs because of lack of knowledge.
 - Discomfort working in the library-
 - 100% of Hamilton youth agree that they would feel more comfortable with diverse artwork, furniture, and displays in the library versus 64% in Toronto.
 - New immigrant youth in Hamilton believe that multilingual signs are very important (60% of Hamilton youth versus 8% in Toronto).
 - 40% of Hamilton youth said library hours are inconvenient, the largest percentage of all four libraries, compared to 36% of youth in Toronto.

Physical Environment

Diversity of Staff

- 69% of youth from all libraries agree that the library staff reflect the diversity of the community: 64% in Toronto, 67% in Vancouver, 83% in Brampton, 80% in Hamilton.
- 100% of youth from Vancouver and Brampton agree that they want to see more staff of different ethnicities, compared to 60% and 67% in Hamilton and Toronto, respectively.
- 91% and 100% of Toronto and Vancouver youth, respectively, want to see more staff members from their own ethno-cultural groups; compared to Brampton and Hamilton, 50% and 60% respectively.
- These numbers indicate that youth who have been in Canada longer—Toronto and Vancouver libraries—want to see more staff from their ethnic groups, than newly immigrated youth from Brampton and Hamilton.
- Youth from the Hamilton library who are newer to Canada, 1 year, feel it is less important to see diverse staff members, than youth who have been in Canada between 2 to 15 years, Chart J illustrates.

Chart J: Importance of diverse staff members

Library	Youth believing “very important” to see diverse staff members	Number of years spent in Canada
Toronto	57%	15 years
Vancouver	100%	4 years
Brampton	50%	2 years
Hamilton	33%	1 year

- Youth from Toronto and Brampton stated that seeing more diverse staff members will help them feel more comfortable and understood, 43% of youth agree in Toronto and 50% in Brampton; as well as making it easier to communicate in their own language, 29% in Toronto in agreement, and 33% in Brampton.
- Survey and focus group data suggest that youth from Hamilton did not consider it important to have diverse library staff because of:
 - Increased desire for integration:
 - 100% of youth surveyed in Hamilton have participated in at least one library program and on average participate in 1.65 more programs than Toronto youth.

It is also possible that as youth members from the Hamilton committee are the youngest of the four pilot library

committee's, and as they have been in Canada the shortest time out of all four libraries, it is possible that they have not yet been exposed, or can.

Suggestions from the Focus Group data include the development of volunteer programs to mentor new immigrant youth and peer-based tutoring programs.

Diversity of Artwork, Furniture, Displays, Materials for Furniture

- Overall, 52% of youth indicated that the artwork, displays, furniture and materials for furniture are culturally diverse, but varies by 47% across libraries.
- Youth who agree that the libraries' artwork, furniture, displays, and furniture materials are diverse:
 - 33% in Brampton
 - 40% in Toronto
 - 67% in Vancouver
 - 80% in Hamilton
- There is no relationship between how new immigrant youth feel about the diversity of artwork in libraries, and their age or length of time spent in Canada.
- 82% of all youth indicated that increasing diversity of artwork, displays, furniture and materials for furniture would make them feel more comfortable in the library.
- Almost 20% more youth from Hamilton, Brampton, and Vancouver libraries, compared to Toronto, consent that they are more comfortable in the library with more diverse artwork, see Chart K, below.
- Chart K shows that the length of time spent in Canada may impact the level of comfort derived from diverse artwork, as youth who have been in Canada for the shortest period of time suggests that they would feel more comfortable with more diverse artwork, displays, furniture, and furniture materials.

Chart K: Increased comfort from artwork and furniture

Library	Youth comfortable with more diverse artwork, displays, furniture, and furniture materials in the library	Number of years spent in Canada
Toronto	64%	15 years
Vancouver	83%	4 years
Brampton	100%	2 years
Hamilton	100%	1 year

Library in General

- Using a scale of 1(not comfortable) to 5 (very comfortable), evaluation established that generally, students feel quite comfortable in the library. The average score for all libraries was 4. See Exhibit D in the Appendix.
- New immigrant youth from all libraries feel less comfortable in the youth section of the library than they do in the library as a whole. The average score was 3.1.
- There is no significant relationship between the level of comfort youth feel in the library, and their age or length of time spent in Canada.
- Youth from Hamilton and Vancouver libraries had ideas for the physical appearance of the youth section:
 - Teenage-style seating
 - Create small study spaces
 - More “cool” looking
 - Area where teens can get together

Recommendations from Youth

Summary feedback from youth

Promotion

- Increase the effectiveness of outreach strategies by targeting new immigrant youth in schools.
- Schools can engage students by having librarians speak in classrooms (Brampton) and providing “coupons” for free books (clarification required here) and making the Hamilton Public library journal available (Hamilton).
- Increase visibility of the library in the community by placing posters in malls and community centres, distributing flyers, and free Filipino community newspapers in neighbourhoods, and advertising on the local TV station Channel M. (Vancouver).

- Brighten up posters that are designed to attract youth by making them more exciting with fewer words, more pictures, and with brighter colours. Posters should also highlight youth programs, summer employment opportunities, and unique youth collections that will communicate the library as an inclusive place for all youth.
- Introduce a community bulletin board where new immigrant youth can look up employment and housing opportunities, or other community events (Vancouver).
- Increase the number of library ambassadors (Brampton).

Staff

- Increase library staff ethnic diversity in an effort to make libraries more reflect of the communities they serve.
- Increase the number of library staff who are able to communicate in languages represented in their specific communities.
 - Increase number of Filipino staff at the Vancouver library.
 - Increase the number of staff who speak Tamil and have visible buttons which allow members to ask them questions in Tamil (Brampton).

Summary feedback from the Vancouver committee

Programs

- Increase the engagement of youth by implementing more programs for youth such as:
 - Computer workshops that teach Photoshop, Illustrator, or Dreamweaver applications
 - Visits by Filipino authors
 - Poetry readings, music, or social justice events
 - Employment workshops including résumé clinics
 - Language courses
 - Hip hop workshops
 - Aspiring youth writers’ workshops
 - Programs for newly arrived youth

Collections

- Increase the library’s ethnic collections for Filipino magazines, books, CDs, or movies, and East Asian TV dramas.
- Request youth input when purchasing books, CDs, DVDs for popular youth or Filipino titles.
- Increase the library’s displays of collections, art, and music to reflect the Filipino community.
- Increase the number of audio and video collections to include electronic video games or karaoke CDs.
- Summary Feedback from the Brampton Committee

Programs

- Implement additional programs for youth, such as:

- Reading buddies for youth
- Program for handicapped students
- Seminars with speakers like Sanjaynath
- Entertainment/motivational speakers
- Cultural events like plays or drama performances
- Offer opportunities for youth to volunteer and lead culture-specific youth programs in their library.

Collections

- Increase the number of copies for language books available for use by new immigrant youth.

Summary feedback from the Hamilton committee

Facilities

- Install colour printers for use by youth.
- Provide tutorials on how to navigate the library website.
- Modify the library catalogue to make the search similar to Google and less spelling sensitive, which will make it more user-friendly.
- Install a computer program that teaches English. For example, a program designed to repeat a word after it's keyed in.

Physical environment

- Update the youth section of the library by including small study spaces and areas where teens can get together in groups.
- Increase the diversity of artwork, furniture, displays and furniture materials to increase the comfort of new immigrant youth and attract new users who feel that the library is alien to them.

Programs

- Increase programs for new immigrant youth, including:
 - English-as-a-second-language.
 - Teen mentor volunteers.
 - One-on-one peer tutoring.
- Implement programs that are more youth related and interesting, for example employment-related programs such as job fairs.

Collections

- Maintain a stock of more current library materials and collections.

Appendix A Social Inclusion audit?

Exhibit A: Program suggestions from the Vancouver focus group

Age-related program suggestions (89%)	Ethnic program suggestions (11%)
<ul style="list-style-type: none"> • Employment related workshops (résumé makeover clinic) • Public speaking workshop • Hip hop workshop • Global issues for teens • Aspiring Youth Writers workshop • Language courses (French, Japanese, Korean) • Educational computer workshops • Social justice, poetry, music, bands, spoken word, and music events 	<ul style="list-style-type: none"> • Filipino author visits, readings, artist exhibits

Exhibit B: Program suggestions from the Brampton focus group and survey comments

Age-related programs suggestions (40%)	Newcomer-related program suggestions (60%)
<ul style="list-style-type: none"> • Motivational and entertainment speakers • Plays and Dramas on educational materials • Volunteer program to fundraise for charities • Summer club 	<ul style="list-style-type: none"> • More English-as-a-second-language programs • Reading buddies for youth • Seminar with special speakers like Sanjaynath • Programs for handicapped students • Volunteering program to teach computer in different languages • Volunteering program to teach Word or PowerPoint to other students

Exhibit C: Program suggestions from the Hamilton focus group

Age-related programs suggestions (25%)	Newcomer-related program suggestions (75%)
<ul style="list-style-type: none"> • Youth peer-to-peer tutor 	<ul style="list-style-type: none"> • ESL programs for non-English speaking new immigrants • Volunteer teen mentors for new immigrant youth • Computer programs that teach how to speak English

Exhibit D: Degree of comfort for each library based on a 5 point scale. 1 is not Comfortable and 5 is Very Comfortable

Library	Comfort in the library as a whole	Comfort in the youth section of the library	Difference (Comfort in the library as a whole minus comfort in the youth section)
Toronto	3.92	2.42	1.50
Vancouver	3.83	3.50	0.33
Brampton	4.50	3.83	0.67
Hamilton	3.80	3.40	0.40

SUMMARY SURVEY DATA																
Question	1	2	3	4	5	6	7	8	8 b.	1	2	3	4	5	1 b	1 c
Toronto	Client information															
	What is your age?		What is your gender?		Were you born in Canada?		If no, where were you born?		If no, what year did you arrive to Canada?							
	Responses	Avg	Female	Yes	Somalia	Avg	Somalia	English	Yes	Yes	Yes	Yes	Yes	Very	Somewhat	No
	Percentage	17	58%	58%	80%	1993.0	75%	100%	100%	83%	83%	83%	75%	67%	67%	67%
	Number	17	7	7	4	1993.0	9	12	12	10	10	10	10	9	8	8
Vancouver	Other Responses		Male		Saudi Arabia		English		No		No		No		Somewhat	
	Percentage		42%	42%	20%		83%		17%		8%	17%	8%	25%	8%	33%
	Number		5	5	1		10		2		1	2	1	3	1	3
	Responses	Avg	Female	No	Philippines	Avg	Tagalog	Yes	Yes	Yes	Yes	Yes	Yes	Very	Very	No
	Percentage	18	83%	100%	100%	2003.7	100%	83%	50%	3	5	5	5	5	33%	100%
Brampton	Other Responses		Male		Chinese		No		No		No		No		Somewhat	
	Percentage		17%				33%		17%	50%	1	3	17%	0%	0%	0%
	Number		1				2		1	3	1	0	0	0	0	0
	Responses						English	Not sure	Not sure	Not important	Not important	Not important	Not important	Not important	Not important	Not important
	Percentage						67%		4		0%	0%	0%	17%	50%	3
Hamilton	Other Responses		Male		Sri Lanka		English		No		No		No		Somewhat	
	Percentage		50%				33%		17%	20%	17%	17%	17%	33%	17%	33%
	Number		3		1		2		1	1	1	1	1	2	1	2
	Responses	Avg	Female	Yes	France	Avg	Arabic	English	Yes	Yes	Yes	Yes	Yes	Very	Somewhat	No
	Percentage	15.4	60%	0%	20%	2006.5	60%	60%	100%	80%	60%	60%	100%	40%	20%	60%
Toronto	Other Responses		Male		Somalia		English		No		No		No		Somewhat	
	Percentage		42%	42%	20%		83%		17%		8%	17%	8%	25%	8%	33%
	Number		5	5	1		10		2		1	2	1	3	1	3
	Responses	Avg	Female	Yes	Somalia	Avg	Somalia	English	Yes	Yes	Yes	Yes	Yes	Very	Somewhat	No
	Percentage	17	58%	58%	80%	1993.0	75%	100%	100%	83%	83%	83%	75%	67%	67%	67%
Vancouver	Other Responses		Male		Saudi Arabia		English		No		No		No		Somewhat	
	Percentage		42%	42%	20%		83%		17%		8%	17%	8%	25%	8%	33%
	Number		5	5	1		10		2		1	2	1	3	1	3
	Responses	Avg	Female	No	Philippines	Avg	Tagalog	Yes	Yes	Yes	Yes	Yes	Yes	Very	Very	No
	Percentage	18	83%	100%	100%	2003.7	100%	83%	50%	3	5	5	5	5	33%	100%
Brampton	Other Responses		Male		Chinese		No		No		No		No		Somewhat	
	Percentage		17%				33%		17%	50%	1	3	17%	0%	0%	0%
	Number		1				2		1	3	1	0	0	0	0	0
	Responses						English	Not sure	Not sure	Not important	Not important	Not important	Not important	Not important	Not important	Not important
	Percentage						67%		4		0%	0%	0%	17%	50%	3
Hamilton	Other Responses		Male		Sri Lanka		English		No		No		No		Somewhat	
	Percentage		50%				33%		17%	20%	17%	17%	17%	33%	17%	33%
	Number		3		1		2		1	1	1	1	1	2	1	2
	Responses	Avg	Female	Yes	France	Avg	Arabic	English	Yes	Yes	Yes	Yes	Yes	Very	Somewhat	No
	Percentage	15.4	60%	0%	20%	2006.5	60%	60%	100%	80%	60%	60%	100%	40%	20%	60%
Toronto	Other Responses		Male		Somalia		English		No		No		No		Somewhat	
	Percentage		40%	100%		20%		40%		20%		40%	20%	60%		40%
	Number		3	0	1	2006.5	3	3	5	4	3	3	5	2	1	3
	Responses	Avg	Female	Yes	France	Avg	Arabic	English	Yes	Yes	Yes	Yes	Yes	Very	Somewhat	No
	Percentage	15.4	60%	0%	20%	2006.5	60%	60%	100%	80%	60%	60%	100%	40%	20%	60%
Vancouver	Other Responses		Male		Iraq		English		No		Not sure		Not sure		No answer	
	Percentage		40%	100%		20%		40%		20%		40%	20%	60%		40%
	Number		3	0	1	2006.5	3	3	5	4	3	3	5	2	1	3
	Responses	Avg	Female	Yes	France	Avg	Arabic	English	Yes	Yes	Yes	Yes	Yes	Very	Somewhat	No
	Percentage	15.4	60%	0%	20%	2006.5	60%	60%	100%	80%	60%	60%	100%	40%	20%	60%

[illegible]

[illegible]

	English-as-a-second-language resources		CDs		DVDs		Newspapers		Digital Collections		What do you think of the library's collections? Interesting? 1 disagree -> 5 agree		They meet my needs for information about: 1 dis - 5 agr		Homework/assignments		Finding a job		Hobbies		There are enough materials		They are easy to find		Is there anything the library could do to improve its collections?		If you don't use the collections, is there a reason why?		Have you attended any programs at the library?		If yes, which one?		Conversation circle		Homework help		Book clubs		Computer courses	
	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg
8	13%	1	3.36																																					
10																																								
11																																								
12																																								

	English-as-a-second-language resources		CDs		DVDs		Newspapers		Digital Collections		What do you think of the library's collections? Interesting? 1 disagree -> 5 agree		They meet my needs for information about: 1 dis - 5 agr		Homework/assignments		Finding a job		Hobbies		There are enough materials		They are easy to find		Is there anything the library could do to improve its collections?		If you don't use the collections, is there a reason why?		Have you attended any programs at the library?		If yes, which one?		Conversation circle		Homework help		Book clubs		Computer courses			
	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg	Yes	Avg		
8	13%	1	3.36																																							
10																																										
11																																										
12																																										
13																																										
14																																										
15																																										
16																																										
17																																										
18																																										
19																																										
20																																										
21																																										
22																																										
23																																										
24																																										
25																																										
26																																										
27																																										
28																																										
29																																										
30																																										
31																																										
32																																										
33																																										
34																																										
35																																										
36																																										
37																																										
38																																										
39																																										
40																																										
41																																										
42																																										
43																																										
44																																										
45																																										
46																																										
47																																										
48																																										

Author visits	Employment workshops	Other	13	14	15	16	17 a	17 b	18 a
			How did you hear about the programs?	Are there any changes you would like the library to make to its programs?	If you haven't attended any programs, why not?	Are there any new programs you would like the library to offer?	Did you know about part-time or summer job opportunities at the library for youth?	If yes, how did you hear about them?	Did you know about the volunteer opportunities at the library for youth?
Yes	Yes	Friends & Family	No	Lack of time	No	No	No	Experience new	Yes
###	0%	22%	83%	57%	40%	43%	83%	50%	57%
1	0	2	5	4	2	3	10	1	4
Yes	Yes	School	More fun or appealing	Lack of interest	Job fairs	Yes	Yes	No	Good experie
###	0%	17%	1	29%	20%	29%	17%	17%	57%
1	0	1	1	2	1	2	2	2	4
Yes	Yes	Friends	No	Not aware	More cultural and social justice education	Yes	Librarians, friends at	Yes	Yes
###	0%	0%	0	Hadn't seen program ads	Programs for immigrants	50%	3	100%	33%
1	0	0	0	No time		3	6	2	2
Yes	Yes	No	No	No	No	No	Experience	No	No
###	0%	50%	3	50%	0%	0	0	3	67%
1	0	3	3	3	0	0	0	3	4

Yes	Yes	Summer programs	Through the library	Programs for ESL students	Lack of knowledge	Cultural/immigrant student programs	Yes	Yes
33%	0%	67%	50%	25%	100%	40%	-	67%
1	0	2	2	1	3	2	-	4
Yes	Yes	School	Student volunteers to help out	25%	Computer programs	40%	No	No
50%	50%	50%	2	1	2	2		33%
1	1	1	1	1	2	2		2
Yes	Yes	Library users	No	Lack of knowledge	No	No	Yes	Need job/mor
50%	50%	50%	50%	50%	100%	75%	0%	50%
1	1	1	1	1	4	3	0%	50%
Yes	Yes	Don't know	Newcomer mentorship	50%	Newcomer mentorship	25%	No	No
50%	50%	50%	1	1	0%	1	40%	25%
1	1	1	1	1	1	1	2	50%
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	3	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	4	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	4	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	4	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	4	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	4	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	4	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	4	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	4	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	4	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	4	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	4	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	4	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	4	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	4	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	4	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	4	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	4	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	4	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	4	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	4	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	4	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	4	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	4	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	4	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	4	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	4	2	2	2
Yes	Yes	No	No	No	Yes	No	No	No
50%	50%	50%	50%	50%	60%	40%	50%	50%
1	1	1	1	1	3	2	2	2

School	If yes, how did you hear about them?		Would you be interested in volunteering at the library?	Community Hours	Why or why not?	Did you know that the library offers a telephone interpretation service?		If yes, how did you hear about it?		Have you ever use the interpretation service?	If yes, was the service: 1 agree - 5 dis		Easy to use		Helpful	Physical Environment		Why?				Why?						
	Yes	No				Yes	No	Yes	No		Yes	No	Yes	No		Yes	No	Yes	No	Yes	No		Yes	No	Yes	No	Yes	No
2	50%	92%	11	43%	3	100%	12	10	83%	4	5	7	64%	67%	91%	57%	43%	School	Feel more comfortable and understood	43%	3	Why?						
1	25%	11	Good experience	43%	3	100%	12	17%	100%	4	5	7	36%	33%	9%	Not really	Easier to communicate in our language	29%	2	1	14%	57%	4	43%	3	Why?		
5	83%	17%	1	43%	3	100%	0	0	0%	Yes	Yes	Yes	67%	100%	100%	60%	100%	Represent community	60%	3	3	More c	3	60%	100%	1	3	Why?
Friends, school	Yes	83%	Good experience	5	Yes	0%	0	0	Yes	No	No	No	33%	0%	0%	Diversity of city	Feel more at home	40%	2	2	0%	40%	2	0%	40%	2	Why?	
1	17%	1	No	No	No	100%	3	100%	No	No	No	No	33%	0	0	0	Diversity of city	Feel more at home	40%	2	2	0	40%	2	0	40%	2	Why?

[illegible]

	5	6	7	8	9	10
Do you feel that the art work, displays, furniture and materials used for the furniture are culturally diverse?						
How diverse do you feel the artwork, displays, furniture, etc are? 1 not - > 5 very						
Would you feel more comfortable in the library if you could see more culturally diverse art work, displays, furniture, materials?						
How comfortable do you find the library generally? 1 not -> 5 very						
How comfortable and appropriate do you find the youth section of the library? 1not-5very						
How comfortable do you feel approaching a librarian for help? 1not - 5 very						
Yes	Avg	Yes	Avg	Avg	Avg	
40%	4	2.91	64%	3.92	2.42	3.08
No	60%				1.50	
6						
Yes	Avg	Yes	Avg	Avg	Avg	
67%	4	3.17	83%	3.83	3.50	4.00
No	33%	No	17%		I have seen a lot of friendly and helpful librarians	
2			1			
No	Avg	Yes	Avg	Avg	Avg	
67%	4	2.33	100%	4.5	3.83	4.67
Yes	33%				0.67	
2						
Yes	Avg	Yes	Avg	Avg	Avg	
80%	4	2.75	100%	3.8	3.4	4.2
Not really	20%		82%		0.40	
1						



Canadian **Urban** Libraries Council
Conseil des Bibliothèques **Urbaines** du Canada

www.culc.ca