

LIBRARIES/BUILDING/COMMUNITIES

THE VITAL CONTRIBUTION OF VICTORIA'S PUBLIC LIBRARIES – A RESEARCH REPORT
FOR THE LIBRARY BOARD OF VICTORIA AND THE VICTORIAN PUBLIC LIBRARY NETWORK

Connecting with the Community **Part D: Low-income families**

This report is one of five sections of the full **Connecting with the Community** report. The full report is available from the State Library of Victoria website: www.slv.vic.gov.au



Library Board
of Victoria



The original *Libraries Building Communities* reports were published in 2005. The reports presented the findings of the first comprehensive Australian study of the value public libraries add to their communities. The study was designed to provide information that would assist in the planning of public library services and in advocacy efforts on behalf of public libraries. It included all 44 public library services in Victoria and drew on the views of nearly 10,000 Victorians. There are four reports with an *Executive Summary*:

- Report One: *Setting the Scene* covers the concept of community building, the Victorian Government's policy agenda, the Victorian public library network, project methodology and relevant research.
- Report Two: *Logging the Benefits* outlines community views on the role and benefits of public libraries.
- Report Three: *Bridging the Gaps* provides socio-demographic profiles of library users and non-users and strategies of bridging the perceived gaps in public library service delivery.
- Report Four: *Showcasing the Best* gives over thirty examples of innovation and excellence in Victorian public libraries.

In 2006, the research continued with the *Libraries Building Communities* Library User Census and Survey Project and publication of a further two reports from this research:

- Report One: *Statewide Analysis and Comparisons*
- Report Two: *Library Services Data and Reports*

In 2007, further qualitative research was undertaken with five groups identified in the 2005 reports as 'hard to reach' for public libraries: indigenous Australians; disadvantaged young people; Horn of Africa communities; low income families; and, vulnerable learners. The outcomes of this research and ideas for engaging these groups are contained in the *Connecting with the Community* report.

In 2007, a second volume of case studies of some of the many innovative and excellent programs offered by Victorian public libraries that strengthen their communities was compiled. These are published in *Libraries Building Communities* Report Four: *Showcasing the Best, Volume 2*.

All publicly available reports related to the *Libraries Building Communities* project are available via the State Library of Victoria website: www.slv.vic.gov.au

Project Team

Project Sponsor: Debra Rosenfeldt, State Library of Victoria
Project Management: Melanie McCarten and Beata Wacek, State Library of Victoria
Writers: Ian Phillips and Carol Oxley, I&J Management Services
Editor: Barbara Vaughan Publishing Services
Design: Dianna Wells Design

Project Workgroup: From Victorian public libraries – Terry Aquino, Jane Grace, Sue Gray, Katrina Knox, Fiona Mahomed, Patti Manolis, Jeanette Moore, Heather Northwood, Michael Scholtes (Spokesperson)

Published May 2008 by
State Library of Victoria
(for Library Board of Victoria)
328 Swanston Street
Melbourne Victoria 3000
Australia
Telephone 03 8664 7000
Website www.slv.vic.gov.au

Enquiries can be addressed to: Manager, Public Libraries, State Library of Victoria

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ISBN 978 0 646 48644 4

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Introduction

The concern is that, among the 40% not using [public] libraries, there are people who are hard to reach but who would benefit enormously from what the library has to offer ... data indicates that about 13% of Victorians fall into this category.

STATE LIBRARY OF VICTORIA 2005B, P. 6

Libraries Building Communities (LBC) is a Statewide Public Library Development Project of the Library Board of Victoria undertaken through the State Library of Victoria and the Victorian public library network. Its aim is to convey to decision makers, and others, the breadth, depth and potential impact of the modern public library on the whole community.

LBC research shows that about 60% of Victorians use public library services. Of the remainder, a significant proportion give 'lifestyle' reasons for not using the library. A smaller proportion, representing about 13% of Victorians, have potentially much to gain from using library services but face considerable barriers in accessing and using these services. This group includes both people from marginalised social groups whose access to information and technology is severely limited, and people who face special difficulties in using the library (e.g. those who are housebound).

To provide a clearer picture of these 'hard-to-reach' groups, the Connecting with the Community research project has collected qualitative information about their characteristics and barriers to participation. The project report also suggests practical strategies and recommendations for meeting the specific needs of these groups.

Through discussion with the LBC Workgroup, comprising representatives of the State Library of Victoria and Victoria's public library services, the Connecting with the Community project chose to research five target groups within the population:

- Indigenous Australians
- Disadvantaged young people
- Horn of Africa communities
- Low-income families
- Vulnerable learners

The research does not suggest that all members of these population groups face barriers in accessing and using public library services. Some people within these groups are regular and passionate library users. Nor does the research suggest that these groups fully account for the 13% of Victorians who may be marginalised in their

access to information. Other groups might have been chosen.

These groups were selected on the basis that they represented populations who were thought to significantly underuse available library services. The more that public libraries know about the nature of these groups – their information needs, the factors that influence their access of information, the examples of library programs implemented in Victoria, Australia and overseas – the greater the opportunity for existing library services to be enhanced to better meet the needs of all members of the community. It is hoped that in time the proportion of Victorians who have much to gain from using library services but face barriers in accessing and using these services might no longer be 13%, but 10% or 5%, or even lower.

Research methods

I&J Management Services has worked with the State Library of Victoria and the Victorian public library network on several aspects of the Libraries Building Communities project. In 2007, it was engaged to undertake the Connecting with the Community research project.

Selection of target groups

In planning the research, the LBC Workgroup discussed potential criteria for selection of the hard-to-reach target groups that would be the focus of the project. Five broad criteria were thought to balance the arguments for and against targeting different population groups:

- **Universality** – The population target group and the findings related to that target group are relevant to the majority of Victorian public libraries.
 - **Real benefits** – The target group is likely to be interested in and benefit from access to public library services.
 - **Policy connectedness** – The target group corresponds with groups identified as socially excluded and identified as target groups in Commonwealth, state and local government policy statements.
 - **Research efficiency** – The target group is not the subject of similar research already being done in the public library system, thereby avoiding duplication of effort.
 - **Coverage** – The target group should represent a significant proportion of the 13% of Victorians in the hard-to-reach group.
- Applying these criteria and taking in to account the knowledge, experience and input of the LBC Workgroup, it was agreed that the research would focus on the following hard-to-reach target groups:
- **Indigenous Australians** – Previous LBC research and library data indicates that Indigenous Australians are generally not frequent users of library services. However, the information, literacy, educational and computer services available through public libraries are of benefit to Indigenous Australians of all age groups, including people living in rural and urban communities. Libraries could also play a role in developing and maintaining Indigenous language and cultural records.
 - **Disadvantaged young people** – This target group includes teenagers and young people who have left school early, those who are homeless or at risk of being made homeless, those in families where parents are unemployed, and young people facing other forms of social and/or economic disadvantage.
 - **Horn of Africa communities** – Humanitarian and refugee migration programs have seen a significant influx in Victoria over recent years of migrants from Sudan, Ethiopia, Eritrea, Somalia and Djibouti. Aside from being a target group of interest in their own right, it was thought the issues related to library access and use by this group might be shared by other and future emerging migrant communities.
 - **Low-income families with dependent children** – A range of research reports, such as *Dropping off the Edge* (Vinson 2007), has identified families with children living in economically disadvantaged areas as facing difficulties in accessing community services that could assist their economic, educational, health

and social wellbeing. This target group includes sole parents and other families dependent on Centrelink benefits.

- **Vulnerable learners** – The skills needed in the twenty-first century workplace differ from those possessed by many older workers, long-term unemployed and people with low-level skills making the transition back to employment and learning. For many men aged over 45, women without an employment history, and people with disabilities, accessing further education and acquiring information and computer skills is critical to their capacity to participate in the workforce.

Other groups that were considered by the LBC Workgroup for attention in this research included some from broad population groups such as seniors, people from culturally and linguistically diverse (CALD) backgrounds, people living in rural communities, the unemployed and people with disabilities, as well as some from more specific population groups such as homeless people, housebound people, itinerant travellers and people in detention. It was thought that subject to the findings from the five selected target groups, future research might be undertaken with these or other relevant population groups.

It was also understood that both the five target groups and those groups not included in the Connecting with the Community research project are not mutually exclusive, and that there is overlap between groups (e.g. disadvantaged young people and low-income families; vulnerable learners and the unemployed). This makes it possible to develop some understanding about library use and needs among groups not targeted by this research.

Research activities

The Connecting with the Community research project comprised three stages. The first was the process outlined above, in which the LBC Workgroup selected five groups who might benefit from greater access to and use of public library services. In addition to the selection of

these target groups, the LBC Workgroup also decided on five locations in Victoria to concentrate the field-based research activities. These were chosen as areas where it was known that library users and non-users from the respective target groups lived and might be engaged to participate in the research. The following five locations covered metropolitan, urban fringe and regional areas:

- Indigenous Australians – Shepparton.
- Disadvantaged young people – northern suburbs of Melbourne (e.g. Reservoir, Darebin).
- Horn of Africa communities – western suburbs of Melbourne (e.g. Footscray, St Albans).
- Low-income families – Hastings.
- Vulnerable learners – northern suburbs of Geelong (e.g. Corio, Norlane).

The second stage of the research involved collection of information about the factors that influence the library use of people from each target group. In effect, the research was conducted as five parallel mini-research projects, each having three distinct components.

1. Literature review – This involved a short, focused review of Australian and international literature to identify relevant research into the library use of these target groups, as well as examples of practical strategies implemented by libraries to encourage greater access to and use of library services by the target groups.

2. Interviews with community stakeholders – For each target group, this involved telephone or face-to-face interviews with a small number of stakeholders from agencies engaged in providing community support to the target group. Across the five areas these stakeholders included local government officers, youth workers, social workers, community leaders, community workers from migrant resource centres, representatives from community educational providers, staff at neighbourhood houses and community centres, and personnel from the Department of Human Services' Neighbourhood Renewal projects in relevant locations (e.g. Hastings, Corio).

3. Focus group discussions with targeted groups –

Two to four focus groups were held with each selected target group to explore perceptions of, attitudes to and use of public libraries. Participants were recruited to the groups through networks of the community stakeholders (e.g. playgroups, youth groups, ethnic community associations). Participants included some people from the target groups who used public library services and some who did not (including some who were unaware of available library services). The number of participants in each group ranged from four to twenty, with in most cases eight to twelve people involved and a total of around thirty people from each target group. Focus group participants received refreshments and were reimbursed for their contribution.

The second stage of the research also involved three focus group discussions with interested staff from Victoria's public libraries. About fifty staff members took part in three separate focus groups, each in a different location and each concentrating on one or two of the selected target population groups. The aim of these focus groups was to canvass issues related to the use of libraries by the target groups, and also to identify the innovative strategies currently being adopted by Victorian public libraries to attract and engage these target groups. The three focus groups were:

- Indigenous Australians and Horn of Africa communities – East Melbourne Library.
- Disadvantaged young people and low-income families – Dandenong Library.
- Vulnerable learners – Broadmeadows Library.

The final stage of the Connecting with the Community research project was the writing of this report. The report has been structured to document the findings of the overall project and highlight the findings related to individual target groups. The introductory section of the report contains the research objectives, information on research methods, presentation of a set of Principles of User Engagement and a summary of the overall findings.

The body of the report is presented in five parts, each dedicated to one of the selected target groups. These self-contained research reports have:

- 1 A description of the selected target group.
- 2 A description of the group's primary library and information needs.
- 3 Ideas and lessons for engaging the target group from libraries in Victoria, Australia and overseas, based on the literature review, the staff focus groups and information provided by the LBC Workgroup.
- 4 Discussion of factors that can inhibit access to and use of library services by the target group.
- 5 Discussion of actions that Victorian public libraries might take to increase productive library use among the target group and build connections with the community.
- 6 References and further reading relevant to the research.

Information about strategies to engage other population groups could, if desired, also be presented as self-contained reports in this format, reflecting as these do the Principles of User Engagement described in the next section of this report.

Additional information about the individual research approaches adopted with each target group is contained in the report on each group.

Principles of user engagement

In undertaking the Libraries Building Communities Connecting with the Community research project, a number of common principles emerged that could underlie the effective engagement of hard-to-reach library users.

These principles apply to the engagement of all library users, including the general population and, within this, the selected target groups. They describe a desired outcome, not the method or process by which the outcome can be achieved (e.g. increasing engagement

Principle	
Awareness	Ensure all targeted user groups are aware of available library services.
Engagement	Create places and spaces that are accessible, inviting, engaging and comfortable for each targeted user group.
Collections, programs and services	Provide collections, programs and services that meet the library and information needs of each targeted user group.
Policies and procedures	Implement policies and procedures that maximise access to library services and allow all library users to have an enjoyable library experience.
Customer service	Ensure library staff have the motivation, capacity and resources to engage and support library users.

through provision of opportunities for users to contribute to library planning, activities and programs), as this may vary from library to library, or between user groups. The principles are provided for guidance, and are not intended as a complete recipe for widespread and effective community engagement with public libraries.

The application of these principles to each of the research target groups is discussed in the individual research reports. The principles are broadly used as the basis for discussing the library and information needs of the target groups, the factors that inhibit or constrain their use of library services, and the strategies libraries might adopt to increase community engagement.

Summary

The Libraries Building Communities initiative aims to convey to decision makers, and others, the breadth, depth and potential impact on the whole community of the modern public library. Libraries are immensely important to their communities – culturally, economically and socially:

Libraries collect and disseminate information; they provide comfortable and convenient places for people to read and learn; their physical spaces form meeting places for community groups; being free and open for all they help to create a fairer society ... [Public libraries are] highly valued by the communities they serve, and are uniquely placed to draw a diverse range of people and groups together (State Library of Victoria 2005a, p. 5).

The Connecting with the Community project has undertaken research to enable library managers and staff to better understand some marginalised and disadvantaged population groups that tend not to be library users. It is estimated that about 13% of Victorians have potentially much to gain from using libraries but face barriers in accessing and using these services. People in this group could benefit from the educational, recreational and social information resources and programs provided by Victoria's public libraries, but are unaware of or disengaged from library services. These are people from marginalised social groups whose access to information and technology is severely limited, and people who face special difficulties in using the library. These are people that libraries find hard to reach through their normal communication and networking activities.

This research is focused on collection of information that will provide a clearer picture of these hard-to-reach groups – their characteristics and barriers to participation. The report aims to suggest practical strategies and recommendations for meeting the specific needs of these groups. It also aims to enable Victoria’s public library network to enhance the capacity and connectedness of Victorian communities.

Taking into account issues of relevance, benefits, policy connectedness, coverage and research efficiency, the LBC Workgroup selected five population groups to be the target of this research:

- Indigenous Australians
- Disadvantaged young people
- Horn of Africa communities
- Low-income families
- Vulnerable learners

These groups were selected on the basis that they represented populations who were thought to significantly underuse available library services. The more that public libraries know about the nature of these groups – their information needs, the factors that influence their access of information, the examples of library programs implemented in Victoria, Australia and overseas – the greater the opportunity for existing library services to be enhanced to better meet the needs of all members of the community.

The research does not suggest that all members of these population groups face barriers in accessing and using public library services. Nor does the research suggest that these groups fully cover the 13% of Victorians who may be marginalised in their access to information. Other groups might have been chosen. The research does not provide a cure-all to the challenges faced by these groups in accessing library services, nor a complete outreach strategy for every library. The research does not anticipate that every library will implement all of the programs and initiatives referenced in this report. Like any public institution, libraries cannot be all things to all people. The research emphasises the need to distinguish the important community role of library staff from that

of a welfare or social worker. It highlights the importance of libraries working closely with community health centres, child and migrant welfare agencies and other organisations that are able to complement the work of libraries by providing this type of support.

However, it is intended that the information contained in each of the individual sections of this report will be considered by library services as they assess the profile, characteristics and service needs of their local community. It is hoped that the challenges faced by these groups are better understood, and that methods of connecting with communities can be enhanced.

- Indigenous Australians are often unaware of what libraries have to offer, and feel uncomfortable in an unfamiliar environment. But if their library were a meeting place, a centre for bringing together information about Indigenous language and culture, then young and old they would come, they would share and they would learn.
- Disadvantaged young people want access to information, access to technology, and they want it now. There is information they need for educational and employment purposes; there is information they need to access community services. Libraries could be the place they come to for that information, if libraries had spaces and environments that were inviting, comfortable and entertaining.
- Horn of Africa communities in Victoria have been displaced, and are seeking connections: connections with one another; connections with their homeland, culture and traditions; and connections with their new home. They need to know what libraries have to offer. They need to develop English language and literacy skills. They need access to computers and information technology skills. They need access to information on jobs and community services. Libraries can work with these communities and their community leaders to fulfil these needs.
- Low-income families could benefit from many existing library services if they knew what was available: storytime for children, free access to the Internet, free access to books and magazines, support for skills development, and information on community

and employment services. These families need to be encouraged to come to and experience a modern public library. They need to feel welcomed and comfortable and able to take a little time out to read and take advantage of their library.

- Vulnerable learners are on the fringe of the workforce. They need access to information on education and employment opportunities. They need to develop information, literacy and information technology skills that are becoming essential in the workplace. They need to be encouraged to be lifelong learners. Many have not been in a public library for years, and once they find out about the resources, services and programs that libraries have to offer they can start to integrate their library into their learning plans.

The Connecting with the Community research aims to be a source of information and ideas that assist libraries to improve the quality and reach of service provision to give those who stand to benefit most the chance to access and use their local library. It is intended that this information promote discussion and community engagement.

It is hoped that in time the proportion of Victorians who have much to gain from using library services but face barriers in accessing and using these services might no longer be 13%, but 10% or 5% or even lower.

References

State Library of Victoria 2005a, *Libraries Building Communities: Executive Summary*, State Library of Victoria, Melbourne.

State Library of Victoria 2005b, *Libraries Building Communities Report Three: Bridging the Gaps*, State Library of Victoria, Melbourne.

Vinson, T 2007, *Dropping off the Edge: The Distribution of Disadvantage in Australia*, Jesuit Social Services and Catholic Social Services Australia, Melbourne.

Part D: Low-income families

It is not easy being a parent. You may face many difficulties as you struggle to spend time with your child, and to spend time reading. But this is natural. Never give up, just take it one step at a time.

JAIPAUL 2003, P. 5

D1 Low-income families

Background

Poverty and financial hardship bar access to many social, educational, employment and recreational activities that are, for most people, part of everyday modern life. The focus of this aspect of the Connecting with the Community research project has been on low-income families with dependent children, and especially on understanding the impact on children of growing up in families who experience financial hardship.

There are different ways of defining and measuring financial hardship. However, families with an annual income that is less than 50% of the Australian population's median income are generally accepted as being in severe hardship (Senate Standing Committee on Community Affairs 2004, p. 14).⁵ On this basis, data from the 2001 Australian Bureau of Statistics' Census shows that in Victoria approximately 68,000 families with dependent children were suffering severe hardship. This represented 9% of all families with dependent children (ABS 2008). Almost three-quarters of these families were sole parent families, most often a single mother with dependent children.

A study by the Smith Family and the National Centre for Social and Economic Modelling looked at the issue of who is 'poor' in Australia (Harding & Szukalska 2000). According to the report, 22% of single parent families and an estimated 732,000 dependent children (15%) were living in poverty in Australia in 1999. The authors found that of every 100 poor Australians:

- 24 live in working-poor (wage and salary) families;
- 23 live in families with an unemployed head;
- 15 live in other families dependent on social security;
- 14 live in sole parent families;
- 9 live in self-employed families;
- 6 live in families headed by an aged person;

⁵ This has been described by the Senate Standing Committee on Community Affairs (2004) as the most cautious way of estimating poverty.

- 5 live in some other type of family;
- 4 live in families reliant on superannuation and investment income.

These findings underline the fact that having employment is not a guarantee of an adequate income. Another study commissioned by the Smith Family (Harding, Lloyd & Greenwell 2001), notes:

Having a job appeared less of a protection against poverty than in the past, with the risk of being in poverty, among all Australians aged 15 years and over and working part-time, rising from 10.7 per cent in 1990 to 11.7 per cent in 2000 ... For the vast majority of wage and salary earner families, having a full-time job was sufficient to ensure that the family was not in poverty (Harding, Lloyd & Greenwell 2001, p. 23).

The implications of disadvantage for low-income families

Inadequate family income, due to lack of education, regular employment and/or other factors, can influence families and children in many ways. The Life Chances Study (Taylor & Fraser 2002), a longitudinal study initiated by the Brotherhood of St Laurence, found:

- Parents on low-incomes were significantly more likely than other parents to have serious health problems. They were also significantly less likely to receive help in raising their children from their partner (many were sole parents) or from friends and relatives.
- Low-income parents found it difficult to pay for their children's school costs, clothes and shoes, and outings. Being unable to meet these costs limited the children's participation at school and in their social life with friends.
- Children's own accounts of their lives demonstrate the way that low family income can lead to their social exclusion, both at school and in the wider world. Children in low-income families often had much more limited contact with the world beyond school and family than children in more affluent families.

- Parents often have to make a trade-off between time spent with their children and time at work earning an income to improve the family's financial situation.

There is now an overwhelming body of evidence to show that the pathways children start on during their formative years can have a lifelong impact – their early experiences lay the foundations for what lies ahead. Homel et al. (2006) note that creating opportunities for positive development for children and their families, and promoting their full participation as citizens in society, can reduce the chances that they will subsequently become involved in crime and related problems:

... mobilising social resources to support children, families and their communities before problems emerge is more effective and cheaper than intervening when problems have become entrenched (Homel et al. 2006).

A major report from the Senate Standing Committee on Community Affairs (2004) on poverty and financial hardship pulls together evidence of the relationship between poor educational attainment and poverty. The report notes the impact on the life chances of children as well as the wider societal impact:

Education and training are critical pathways into employment and social participation and a means of escaping poverty. Education is also critical to creating economic growth, generating higher standards of living and creating the basis of a socially cohesive society (Senate Standing Committee on Community Affairs 2004, p. 143).

The high risk of poverty for people who leave school early and/or who do not acquire further education is due to the restricted employment opportunities available to those without qualifications, and the greater risk of unemployment. As the Australian Council of Social Services (ACOSS) noted in its submission to the committee, the last decade has seen the development of 'a labour market where secure full-time jobs are

increasingly being rationed to those with the highest skills – people with limited formal education and vocational training are disadvantaged’ (ACOSS 2004, p. 118).

Studies by the Business Council of Australia (BCA) also reveal the long-term impact of leaving school early (BCA 2004). The BCA found that seven years after leaving school, approximately 7% of those who completed Year 12 were unemployed. But for early school leavers, unemployment is a much more likely prospect. Of young people who left school in Year 9, seven years later 21% of young men and 59% of young women were unemployed. Although completing school provides some protection from poverty, those who obtain tertiary level qualifications are least likely to be unemployed and at a risk of poverty.

In its final report, the Senate Standing Committee on Community Affairs (2004) also found:

- The link between health and socioeconomic status has been clearly shown in studies both in Australia and overseas, with lower socioeconomic status generally being associated with poorer overall health. Socioeconomically disadvantaged people generally experience greater ill health than people from groups with a higher socioeconomic status. The mechanisms by which socioeconomic status influences health status are many and varied, although those most often postulated are diet, health behaviour, education, access to health services (both preventive and treatment), quality of housing and psychosocial factors. Poor health can in turn lead to a compounding of poverty, because illness reduces an individual’s capacity to successfully take up employment and training opportunities.
- Gambling, and especially problem gambling, is a significant problem for many people on low incomes, and a contributor to the incidence of poverty among this group.
- Children in poverty find their quality of life eroded. They often suffer from great material hardship and have meagre possessions, little clothing and few educational toys or books.

- Children in poverty often feel different from their peers. Isolation and exclusion reinforce poor social skills as there is no money for socialising activities, which other children take for granted.
- Poverty places great strains on family relationships, and children may be living in households suffering from dysfunctional relationships. Poverty also undermines parenting; studies have found that economic and social stress leads to parents being less nurturing and more rejecting of their children.

D2 Library and information needs

A comprehensive review of literature on library services and discussions with community members through the Connecting with the Community research project have identified the main library and information needs of low-income families. As with the research findings in all of these hard-to-reach population groups, these are general findings and do not necessarily apply to parents and children from all low-income families.

Library and information needs: Low-income families

Access to information, educational resources and entertainment that they cannot obtain through their own means:

- children’s books and reading programs;
 - homework and school study resources;
 - DVDs and CDs;
 - the Internet.
-

Information skills and IT skills essential to work and school.

A family-friendly environment to access library and information services:

- free time to find the books and resources they need;
 - empathy and understanding from library staff and other library users.
-

Access to information, educational resources and entertainment

In 2002, the Brotherhood of St Laurence (Taylor & Fraser 2002) found that children in low-income families:

- often lacked educational resources at home, and their parents were worried that they could not help with homework because of their own lack of education, literacy and/or English proficiency, and could not afford to employ tutors;
- did not have access to home computers, which has become a major educational issue.

The Senate Standing Committee on Community Affairs (2004) notes that the impact of poverty on education starts early and is exhibited in many ways. For example, research indicates that poverty in early childhood can lead to impaired cognitive development. Behavioural difficulties, isolation and exclusion are more prevalent in children of preschool age from low-income families. The committee received evidence of many contributing factors, ranging from family conflict to financial stress; these impact directly and indirectly on children through their parents' experiences and behaviour. Young children from low-income families may not have equivalent access to educational toys or books. Parents may not read to their children because they do not have the time or the ability. As a result, children from low-income families are more likely to be unprepared for the important transition from home to school, and are therefore at risk of having a poor experience from their first encounter with school, which may continue to colour their experience of school for many years.

Achievement in literacy and numeracy is of crucial importance to a young person's educational outcome and consequently their chance of completing secondary school and gaining entry to university, TAFE or further education and training:

Making a successful transition from school to full-time employment, the type of occupation obtained, and earnings are positively related to literacy and numeracy. Conversely, persons with lower literacy and numeracy levels are more likely to be outside the labour force or unemployed, and to experience longer periods of unemployment (Rothman & McMillan 2003, p. 2).

Consequently, the library services that are of primary benefit to parents and children of all ages in low-income families are those reading and study resources essential to develop literacy skills and educational attainment. Children's books, storytime, reading and holiday programs are all valuable in encouraging parents to read to their children and developing children's interest in reading. Study facilities, educational resources and homework programs are valuable for older children, as at home they may not have a suitable place to study and limited access to educational resources.

The Internet is able to meet information, education and entertainment needs of low-income families. Taylor and Fraser's research for the Brotherhood of St Laurence (2002) highlighted the digital divide by showing that only 31% of low-income families have home Internet access, compared with 88% of medium-income families and 100% of high-income families.

Access to computers, the Internet and broadband through public libraries is a very important service for low-income families. In addition to educational information available on the Internet, information on employment, housing, government and community services is also of interest. Similarly, free or low-cost access to DVDs and CDs is a further means of giving low-income families access to family entertainment resources that they may not be able to afford.

Information and information technology skills

Because of this relatively limited access to computers and the Internet, parents and children from low-income families also need to develop information and information technology skills to efficiently access the Internet and find the information they need when given the opportunity.

A family-friendly environment

When people from low-income families come to use library services, they want to do so in a way that does not take too long (they may be doing other things while they are out), and does not disturb other library users. In particular, most parents with very young and school-age children are sensitive to the boisterous nature and noise levels of their children in an environment that they perceive as being generally quiet and restrained.

In order to quickly find the books and resources they need for their family, parents (and often single parents) would value ten or fifteen minutes free to concentrate on that task, unencumbered by supervisory responsibilities. This does not mean that parents are looking for child care at the library while they read the newspaper (although to some this would be an attractive proposition). It is a short period of time in a busy and constant day to access educational and entertainment resources that will benefit their children and themselves.

Related to this is a need for empathy and understanding from library staff and other library patrons. Families who are new or irregular library users need to be aware of the general expectations of library behaviour but, as long as this is maintained, should not be made to feel a focus of attention if children are acceptably loud or active.

D3 Ideas and lessons

Victorian public libraries and their counterparts interstate and overseas have implemented a range of programs to support the library and information needs of low-income families:

- storytime and children's reading and holiday programs (e.g. Communities for Children program at Frankston Library Service);
- Baby Book Bags for parents of very young children;
- mothers' groups have their monthly or a special get-together at the library.

These types of activities apply generally to all families, including those who are socioeconomically disadvantaged.

Other examples of programs and initiatives adopted elsewhere in Australia and overseas are provided here, with additional references in section D6.

Hume Global Learning Centre, Hume Global Learning Village Library Service, Victoria

The Hume City Council's Global Learning Centre was opened in 2004, and is home to the first ever public library in Broadmeadows, one of Melbourne's most disadvantaged areas. In a suburb with relatively low levels of family income, high unemployment, low levels of literacy and a highly diverse multicultural community, the Hume Global Learning Village is a partnership that links learning providers from across the municipality including five libraries and the mobile library, local schools, neighbourhood houses and learning centres, Kangan Batman TAFE, Victoria University and local businesses. The Global Learning Centre is an innovative facility that combines a major public library with a location for

informal and formal learning activities, state-of-the-art multimedia equipment, computer and Internet training programs, an e-Play and Internet Café, seminar and meeting rooms and an exhibition space. By providing library services in association with other community learning activities and resources in a facility located right in the middle of the city next to the station and shopping centre, the Library Service has become a hub for all library users – young and old.

For more information see: www.humelibraries.vic.gov.au.

Family Literacy Projects, Red Deer Public Library, Canada

The Family Literacy program at Red Deer Public Library (RDPL) in Alberta came into existence in late 1997. Staff members at RDPL recognised the crucial need to assist disadvantaged groups in the development and enhancement of their literacy skills and those of their children. Staff developed a needs assessment plan, hired a contractor to do a feasibility study and made recommendations for programs and services. Programs include:

- World of Words (WOW), which consists of stories, rhymes, crafts and other literacy activities for children in kindergarten, their parents or caregivers, and younger siblings.
- Reading Pals, where volunteers are paired one-on-one in a holiday program with students who need additional support in reading, writing and comprehension.
- Family Reading Fun, where library coordinators establish outreach reading and literacy relationships with agencies supporting low-income families.

For more information see: www.rdpl.org

Family Literacy Center, West Warwick Public Library, United States of America

The Family Literacy Program at West Warwick Public Library in Rhode Island is a free first-step literacy program to help learners gain confidence and strength in their abilities to read, write and speak English. The year-round program comprises two four-month sessions and an eight-week summer session. Classes meet twice a week. Adults work in small and large groups with teachers and tutors, learning basic English skills and writing stories about their life experiences. Children's activities, including crafts and storytimes, are chosen on similar themes. Families also develop basic computer literacy as they use literacy-based software and learn keyboard skills. Some students then prepare typed drafts of their writings for publication in a library booklet titled *Our Stories*. Learners are offered referral assistance in pursuing their economic or educational goals.

For more information see: www.wvlibrary.org/MAIN/Literacy/mainliteracy.html

Adults with Special Needs: A Resource and Planning Guide for Wisconsin's Public Libraries, Wisconsin Department of Public Instruction, United States

Barbara Huntington and Coral Swanson (2000) are co-authors of *Adults with Special Needs*, a guide to good library practices for supporting different population groups, which was published by Wisconsin's Department of Public Instruction. Chapter 10 of the guide provides a range of practical examples, suggestions and checklists for libraries to use in supporting families living in poverty (including homeless people) and overcoming barriers to participation. Strategies address issues related to issues such as library cards, fines policies, literacy programs, staff training, marketing and more.

GETTING STARTED WITH LITTLE MONEY AND TIME: POVERTY

Here are some ideas for public libraries to use when designing services to address poverty issues.

BREAKING DOWN BARRIERS

Greet everyone who comes into the library with a smile.

Review library fine policy.

PLANNING AND COLLABORATION

If local food pantries or other agencies are having food, blanket, school supplies, toy, coat, or clothing drives, help publicise the activities at the library. Investigate ways the library could participate.

If there is a summer lunch program for children who live in poverty, investigate the possibility of having the library be one of the distribution sites. Perhaps the lunches can be distributed as part of a program such as a 'lunch-bunch' group.

Consider starting a deposit collection of disposable reading materials in local homeless or domestic abuse centers, free clinics, or WIC sites.

Investigate possible outreach activities in community centers in low-income neighborhoods.

Ask a local agency to co-host a computer or Internet training session for families that use English as their second language. The library can provide the training, and the other agency can provide a translator.

Contact the area food pantries and homeless shelters, and discuss with them local needs and statistics on use. Share this information with the staff and trustees. If a list of pantries and shelters exists, get copies and put them out at the library. Keep one at the reference desk.

ACCESSIBLE BUILDINGS AND SERVICES

Review the library's policy on the need to have an address and identification to get a card. Discuss options that could make it easier for people to get a card, yet allow the library to manage potential costs of non-returned items. This would benefit not only people who live in shelters or on the streets but area visitors as well.

Investigate pulling together the library's resources on resume writing and jobs in one place near the newspapers so that people using the classified ads are sure to see them. If a complete move is not possible, consider a display shelf that would change periodically and feature job-related materials.

Put a short list of common phrases in other languages, along with a pronunciation guide, at the service desk and encourage staff to use it.

MARKETING

Plan a display that celebrates an important cultural event for a local minority group.

Schedule a family program that focuses on a minority group dance, food, traditions, and so on. Or arrange for an introduction to the language of a minority group in the community, presented by someone from that culture.

Plan to celebrate National Food Day (www.worldfooddayusa.org) in October with a display that focuses on hunger statistics and the local need. If possible, become part of a local food drive effort that week. Sponsor a 'Trick or Treat for UNICEF' activity.

[Source: Huntington & Swanson 2000, p. 125]

In 2006, John Gehner, Coordinator of the Hunger, Homelessness and Poverty Task Force Social Responsibilities Round Table of the American Library Association, addressed the Wisconsin Library Association's Annual Conference and outlined strategies for including disadvantaged persons and families in provision of library services (Gehner 2006). Gehner outlined five actions for engaging low-income people in accessing and using library services:

- 1 Look beyond income level to understand deprivation.
- 2 Focus on the causes of social exclusion, not just symptoms.
- 3 Remove barriers that alienate socially excluded groups.
- 4 Get out of the library and get to know people.
- 5 Understand that charity is not dignity; dignity is inclusion.

Family Literacy Library Services Grants Program, New York State Library, United States of America

Since 1995–96, a grants program administered through the New York State Library has helped parents engage their children in reading. The New York State Library's Family Literacy (formerly Parent and Child) Library Services Grants fund provides a total of \$300,000 per annum to New York's more than 100 libraries (see www.nysl.nysed.gov/libdev/familylit/index.html). These programs aim to assist parents in becoming the first teachers and nurturers of their children and help children enter school ready to learn. Funds are available for parenting information and literacy services to teen and low-income parents, and library resources and programming to families who speak English as a second language. Community partnerships involve a variety of community groups, such as doctors and medical service providers, local school districts, child care providers, home schooling families, children's authors and illustrators.

In 2007–08 and 2008–09, ten grants totalling \$600,000 were awarded to fund the following initiatives in 14 counties (www.nysl.nysed.gov/libdev/familylit/index.html):

- Brooklyn Public Library will present a series of family literacy and learning workshops to help Spanish-speaking immigrant families and caregivers nurture their children's early learning.
- Buffalo and Erie County Public Library's Get Graphic project will engage youth from 14 to 18 years with their community. Teens and their parents, educators, librarians, radio and TV personalities, publishers, writers and illustrators will be involved in a series of programs that explore the appeal of graphic novels and their educational roles.
- The Town of Indian Lake Public Library, in partnership with the Indian Lake Central School and Hamilton County Public Health Nursing Service, will provide a free, community-based pre-kindergarten program involving family-centered activities, reading and interactive learning for four-year-old children and their caregivers.
- The Irondequoit Public Library will help parents and caregivers prepare their young children to enter school through workshops to teach parents and child care providers how to develop early literacy skills through everyday activities and play.
- The James Prendergast Library Association's Get Me Ready to Read project will teach parenting skills to prepare children to succeed when they enter kindergarten.
- Middle Country Public Library, in partnership with the Americans for Libraries Council, will work with four public libraries in New York State to help the libraries become part of the national network of Family Place Libraries – community hubs for early childhood information, parent education, early literacy, socialisation and family support.

- The New York Public Library's Let's Read to Our Children project will teach Hispanic parents and caregivers the importance of early literacy activities through 120 community-based reading programs in pediatric clinics, doctor's offices and hospitals.
- The Oneida Public Library will provide family literacy and parent education that is both library- and home-based to families who are economically disadvantaged and have low literacy skills.
- The Richmond Memorial Library will expand its programming and media campaign Read to Me ... Help Me GRO to educate the community about the importance of preschool literacy. The program involves offsite story hours, read-aloud training and distribution of parenting information to new parents who have low incomes.
- Stephentown Memorial Library will provide educational and cultural opportunities for families with preschool and elementary school-age children using its newly added space for class visits, preschool programs, parent workshops and literacy activities.

Smart Start Family Literacy Program, Hartford Public Library, United States of America

The goal of the Hartford Public Library's Smart Start family literacy program in Connecticut is to enable Hartford preschoolers to be ready to read when they enter kindergarten. The project provides parents and caregivers the information and assistance they need to create environments that support literacy skill acquisition. With Smart Start, the library discovered that families who live in poverty and who also experience multiple barriers to library use will not only engage in a sustained and intensive program to build early literacy, but become regular attendees at library events, like puppet shows, craft programs, and music and movement programs. Through the program, library staff studied early literacy skills, prepared tip sheets and other materials, pulled books, contacted families and put

together workshops, training and coaching/modelling sessions.

For more information see: ct.webjunction.org/do/DisplayContent;jsessionid=61320905BB6999419FC9A6CA4E814F36?id=15062

Family Learning and Public Libraries, National Institute of Adult Continuing Education, United Kingdom

The National Institute of Adult Continuing Education in the United Kingdom undertook research in 2000 into the role of libraries in supporting development of family literacy. The research report, *Family Learning and Public Libraries: A Scoping Study*, mapped the provision of family learning programs in public libraries (Spacey 2000). The research found that storytime and 'bookstart' type sessions that promoted parental engagement with children's learning were the most popular library service family learning activities:

- the Reading Rocket – a children's mobile reading service that visits disadvantaged areas;
- Baby Music/Music with Mummy;
- Book Quest – a scheme for older children to share books with parents at home;
- family learning projects with local prisons;
- family quizzes and games clubs;
- a reading program in partnership with the local football club;
- Wriggly Reader – baby and toddler rhyme times.

There were also common links to Family Learning Week and Adult Learners' Week. However, it was noted that these activities tended to focus on early years and children's learning and not also recognise the benefits to adults of regular reading and library use.

The research recommended changes to the way libraries market themselves to families, and develop and implement programs, as well as increased library partnerships with agencies associated with provision of family services. Suggested areas for future research included:

- development and examination of the suitability of family learning provision with specific learning outcomes for adults and support for progression;
- research measuring the impacts of family learning in public libraries;
- family learning awareness and guidelines for front line and professional staff in public libraries;
- examples of best practice in library services successfully engaging with the children's services agenda and the critical factors contributing to this success.

For more information see: www.niace.org.uk/Research/Family/FL-Pub-Libs-Report.pdf

Libraries for Learning Partnership, City of Salisbury Library and City of Playford Library, South Australia

In 2005, the City of Salisbury and City of Playford libraries in North Adelaide formed a three-year partnership across all levels of government, with non-government organisations, TAFE SA and the University of South Australia to promote libraries as centres of lifelong learning. The partnership promotes sustainable early childhood literacy and reading programs targeted at areas of socioeconomic disadvantage within the Salisbury–Playford region. This approach to developing a culture of reading and creating value to the communities of Salisbury and Playford replaced previous ad hoc approaches whereby resources and programs were uncoordinated and did not necessarily result in positive

and measurable outcomes. In 2007, programs supported through the partnership include:

- development of early childhood literacy through the LapSit project;
- Family Reading Centres which include early childhood literacy parent packs of resources for parents to borrow. This project has received the University of South Australia's 2007 Chancellor Award for Community Engagement;
- liaison with local secondary schools to establish links with teacher librarians;
- an online tutoring service for school students through the public library service;
- cooperative professional development, resource databases and promotion.

For more information see: www.library.unisa.edu.au/llp

Families for Literacy, California Library Literacy Service, United States of America

In 1988, the Families for Literacy program was added to the California Library Literacy Service to focus on breaking the intergenerational cycle of low literacy. To qualify, families must have at least one child under the age of five. Specifically, the program provides:

- Literacy services for the adult caregiver – The adult caregiver is tutored in reading aloud to their child and taught strategies for engaging their child in the book. Book kits are given to parents: initially the tutor and learner practise reading the book in the kit and then the kit is taken home for the learner to read to their child and keep for their home library.
- Parenting education – Workshops offer information to parents on a range of topics, including child safety, parenting, nutrition, the benefits of reading with

children, selecting books for children, how to read to children, how to encourage reading, writing and learning in the home.

- Parent and child time together – Monthly events are held for families, which involve a meal, story reading, educational activities, children’s book giveaways and information about the library.
- Orientation to the library and other community resources.
- Free book distribution made possible by local grants and donations; bookcases are given to the families to house their home library.

This is one example from the *Study Tour of the California Library Literacy Service and Early Learning Library Programs* report compiled by Anna Boland (2007), of the Hume Global Village Library Service, following her study tour to California in April 2007 (funded by the Barrett Reid Scholarship).

D4 Accessing and using library services

The Connecting with the Community research conducted focus groups with adults from low-income families living in relatively disadvantaged areas and community organisations with an interest in supporting their access to public library services. These identified a number of factors that influence the library use by low-income families. These are summarised below.

Factors influencing library use: Low-income families	
Awareness	Lack of awareness of library resources and services relevant to low-income families.
Engagement	Perceptions of libraries as quiet and not family-friendly or child-friendly places. Low-level literacy and information skills. Limited transport options to access public libraries.
Policies and procedures	The threat of library fines.
Customer service	Perceived adverse attitudes of library staff and other library users.

Lack of awareness

Although some people from low-income families who participated in the Connecting with the Community research were very familiar with available library services and were regular library users, there were also those who had no idea of the range of free resources, services and programs offered by public libraries for the community. In some cases, this lack of awareness was associated with participants having outdated ideas of what libraries are, not having been in a library since their school days. In other cases, the lack of awareness is generational,

where a parent who did not use a library as a child does not contemplate using the library as an adult, either for themselves or for their children. This lack of awareness persists in some families, even though people they mix with regularly (e.g. socially, at playgroups, at school) are regular library users.

When presented with information about the range of services available from public libraries (e.g. storytime for young children, homework and holiday programs, access to DVDs, free access to the Internet), many non-users indicated a keen interest in finding out more about their local library.

Perceptions of libraries as not family-friendly

Forty years ago libraries were cold, imposing, studious, hushed places. There were rows of shelves, tables and hard chairs, and an index card catalogue. Any noise was met with a stern glare from a grey-haired librarian and all other library users. At least, this is the way some members of the community remember libraries, and how some imagine they are today.

This vision may not be true today, and may never have been, but for someone who holds this view, the library is not a family-friendly or child-friendly place, and is not a place they are likely to visit. In some cases, the negative effect of these perceptions is compounded by the external look of the library (e.g. old, formal, imposing, not warm and friendly), opening hours that do not fit with a busy lifestyle (e.g. adults in the household working one or more jobs, weekend activities), and limited access for prams and strollers (i.e. both entering and moving around the library).

The view that libraries are not family-friendly should not be interpreted as meaning libraries are unsafe places, for the opposite view is strongly held. Libraries are seen as safe 'non-denominational' community spaces. People are at the library for 'good' educational and social reasons ('It's not cool for a hoon to be in a library'); libraries are always staffed by someone attentive and watching; and with an absence of cash and drugs, there is no incentive to steal.

Low-level literacy and information skills

Parents from low-income families often have low levels of literacy and/or proficiency in English. They may lack confidence in sharing books and reading with young children, as this carries the potential embarrassment of having their literacy levels exposed to older children or library staff. For some ethnic and refugee communities, there may not be a culture of sharing books with children, with storytelling happening orally more than in written form.

Limited transport options

The effectiveness of transport options to visit public libraries is influenced by many factors (e.g. location, proximity to public transport, proximity to community gathering places, parking). For some libraries, transport access is not a problem; for others it is. The compounding factors for low-income families are potentially limited access to personal transport (e.g. more likely to be single vehicle households, no care at home during the day) and the cost and complexity of public transport travel, especially if this involves bringing more than one child (perhaps using strollers) and negotiating several transport connections to reach the library. For some families, library outreach services might be preferred to battling public transport networks and timetables, especially in outer metropolitan and country areas where low-income families are more likely to live.

The threat of library fines

Even though some people participating in this research had limited knowledge of available library services, they all knew that fines were imposed for overdue library books. They did not know if the fines were large or small, just that there was a potential financial penalty associated with library use.

Perceived attitudes of library staff and other library users

A bad customer experience is often a disincentive to re-use a service. The same is true in libraries. For some people consulted during this research the reason why

they are not, or are irregular, library users is because of a past bad experience, occasionally related to a collections issue but more often to do with an unpleasant interaction with a library staff member. So just as a family-friendly physical library environment can influence library use, so can the personal characteristics of library staff.

For people from low-income families who may lack confidence and be unfamiliar with the library environment, the attitudes of library staff and other library users can influence whether and how they use their library. Especially where parents may also be bringing one or more possibly noisy and active young children into the library, there is concern that the family group will not be welcomed.

The experience of young families who are library users suggests that for the most part, library staff and other patrons are generally understanding. However, the perception of parents from low-income families who are not library users is that their family group will be made to feel unwelcome and uncomfortable.

D5 Connecting with the community

A range of potential responses from Victorian public libraries to the findings of the Connecting with the Community research project with regard to low-income families is presented below.

Opportunities for libraries to reach out to communities: Low-income families	
Awareness	Promote library services and facilities through organisations and community members that interact with low-income families.
Engagement	Create family-friendly library spaces.
Library programs and collections	Maintain relevant information and educational resources and programs. Support development of literacy and computer skills. Review policies for library fines.
Customer service	Provide a welcoming and supportive library environment to overcome potential unease and uncertainty.

Promote library services

Whether parents from low-income families are, or are not, familiar with or comfortable with libraries, they still want the best for their children. And libraries offer free access to resources and programs that have the potential to enhance their children's future educational, employment and social prospects and connections.

Some low-income families are not aware of the services provided by their local library, so there is a need to better promote library services to these groups. Even some regular users are not aware of the full range of library services available. Although broad-scale promotion of library services (e.g. through local independent newspapers, newsletters, council bulletins and rates notices) might raise general awareness, the feedback

from focus groups conducted through the Connecting with the Community research suggests that more direct approaches are likely to be more effective. This would involve working in partnership with and through government service providers (at local, state or national level) and community organisations that low-income families interact with by choice or requirement. These could include:

- maternal and child health centres (e.g. at immunisation clinics);
- kindergartens and schools (e.g. the school newsletter, school visits to the public library);
- neighbourhood houses;
- Centrelink and employment agencies;
- welfare agencies;
- council officers providing support to low-income families, single parents and young people;
- local community supermarkets.

A complementary channel of awareness raising is to use the experience of low-income families who are library users to inform their friends and peers about the services they use at the library. Personal reference through either formal (e.g. 'Bring a friend' program, open day) or informal means is likely to increase comfort levels and motivation to attend a library.

Bearing in mind the low literacy levels of some target groups, reliance on print-based communication may not be most effective.

Create family-friendly library spaces

Low-income families will find public libraries more attractive if they create and promote a more user-friendly look and feel ('We'd like to be seen as the community lounge room'). Interestingly, this was not a call for libraries to be designed around the needs of families, but for libraries to provide a range of spaces that meet the needs of all library users, of which families are one type, and for this open all-embracing approach to be explicit to

all library users. The feeling was that community libraries should ideally be able to simultaneously accommodate the differing needs of the community, providing places for all people to 'fit in'.

Suggestions for how libraries could be more family-friendly were based on zoning of library spaces, including provision of:

- spaces for young children (not a creche, but just as a doctor's surgery will often have a play space with toys for young children, libraries could have something similar to allow parents a small amount of time to do what they need at the library);
- a fun space for young teenagers that encourages them to read books and magazines;
- a coffee shop where parents could sit and chat;
- quiet spaces for library users who are working, studying or seeking tranquillity.

Maintain relevant library resources and programs

It is not expected that libraries are about to stop what they have been doing for years and cut back on or withdraw library resources and programs that are relevant to the educational and information needs of the community. However, it is worth restating that public libraries offer low-income families access to information, books, computers, educational resources and activity programs that they may not otherwise be able to afford. With constant budgetary pressure on public libraries and increasing demands to service all sectors of the community, the need to support literacy and reading skills from an early age and provide opportunities for children's educational development will not diminish.

Storytime, toy libraries, literacy and reading programs for all ages, free magazines, school holiday programs and homework clubs, free Internet access, computer training and targeted information for low-income families are all services of value to this population group. This group considers that the focus should be on providing free or low-cost information services, books and resources and not branching into broader entertainment activities.

Support development of literacy and information technology skills

Providing support for development of literacy and information technology skills for both adults and children is a valuable community service ('We learned to use the computer at the library and now we have it at home'). The benefits for recipients come through increased personal confidence, community engagement and employment prospects. Where possible, libraries should individually or in partnership seek to provide these programs for all in the community, but particularly for members of low-income families.

Review library fines

Despite the perception of some library users, library fines are not a major revenue-raising source for public libraries. Library fines are a legitimate means of securing an ongoing library collection and keeping resources cycling through the library user base. Library fines are also, however, a disincentive to reading and library use. This can be especially true for some low-income families for whom the prospect (even if not the reality) of having to pay a fine for an overdue or child-damaged book is reason enough not to borrow library books in the first place. Library services might consider reviewing their policies to ensure that, among other things, library fines do not actively stop people who could benefit most from accessing reading resources.

Provide a welcoming and supportive library environment

Library staff play a critical role in providing a welcoming and supportive library environment for all library users, and especially low-income families. The necessary skills and approach include:

- a friendly, but not smothering, welcome;
- understanding that new users may be unfamiliar with library services;
- encouraging new users with low levels of confidence to ask even the 'dumb' questions;
- quick answers to questions about information and resources;

- tolerance of children's behaviour in the library and firm, but not overbearing, application of behavioural standards;
- encouragement to come back to the library.

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