INCLUSIVE FUTURES

A GUIDE FOR ANTI-RACIST LIBRARY COLLECTIONS IN WALES

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A Guide for Anti-Racist Library Collections in Wales

Introduction

1. Introduction

As institutions of knowledge and culture, libraries have always played an important role in promoting diversity, equity, and inclusion. However, recent events have highlighted the urgent need for libraries to do more to address racism, both within their own structures and in the wider society they serve.

The Welsh Government recently published the Anti-Racist Wales Action Plan (ARWAP) to catalyse change. Racism is a systemic and institutionalized form of discrimination and prejudice based on race, resulting in the marginalization, unequal treatment, and disadvantage of ethnic minority individuals or groups. The Anti-racist Wales Action Plan acknowledges racism as a significant issue and takes a distinct, anti-racist approach to address it within public institutions. The plan aims to review national policies to ensure they are anti-racist and acknowledges the existence of power imbalances that lead to racial discrimination and limited opportunities. Anti-racism in the plan goes beyond previous approaches like integration or multiculturalism and emphasizes ethnic minority leadership, challenging structures of power and subconscious biases. The plan focuses on six areas of transformation, including everyday life, service delivery, the workplace, job opportunities, lack of visible role models, and the experiences of refugees or asylum seekers. The plan aims to maintain Equality Act 2010 standards while implementing transformative actions in partnership with ethnic minorities.

This report is part of a three-stage Anti-racist Library Collections project commissioned by CILIP Wales, and it focuses on anti-racist training, providing insights and recommendations for libraries seeking to create a more inclusive and equitable environment for all.

This valuable guide and the wider project aim to support and enhance the provision of high-quality, accessible, and inclusive library services. We hope that the research will tie into the broader objectives of the next WPLS Framework, ensuring libraries contribute to the well-being and cultural life of their communities while fostering a strong sense of belonging and engagement.

One of the key challenges in addressing racism is determining whether it is an individual or institutional problem. When racism is seen as an individual problem, the focus is on addressing the attitudes and behaviours of individuals who exhibit racist beliefs or actions. While this is an important step, it can lead to a narrow and limited approach that overlooks the wider systemic and institutional factors contributing to racism. In contrast, when racism is perceived as an institutional problem, the focus is on the policies, practices, and structures that perpetuate

inequality and discrimination, often regardless of the intentions or beliefs of individual actors. This approach recognises that racism is not just a matter of individual actions, but is embedded in the fabric of society, including in our institutions, policies, and practices.

In this report, we explore the implications of these different perspectives on racism and guide librarians on how to move towards a more systemic and institutional approach to anti-racism. We hope this guide will serve as a valuable resource for libraries seeking to take meaningful action towards a more inclusive and equitable future, in line with the Welsh Public Libraries Standards.

In the following chapters, we present three Modules, each concentrating on different aspects of library practices: Stock Acquisitions and Collections, Cataloguing and Classification, and Community Engagement and Outreach.

The Resource List section features Books, Podcasts, and Books on Audible for extended learning. The Appendices offer supplementary tools, such as survey questionnaires, interview templates, and practical resources for module tasks. Lastly, the Bibliography contains all sources cited throughout the guide, allowing readers to investigate related subjects further. In 2022, a Workforce Survey was conducted by Kinetiq, we briefly reference this report in the Data Analysis section of the Training Model document[1].

We hope this guide will assist librarians in their journey towards creating anti-racist libraries, a vision they are so committed to seeing in practice, while delivering on the objectives of the Welsh Public Libraries Standards and the wider Anti-racist Library Collections project commissioned by CILIP Wales.

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[1] The 2022 Workforce Survey Report was published during the post-production phase of the Training Content and Training Model outputs of the Anti-Racist Library Collections Project. As a result, the majority of our output references the 2015 Workforce Survey Report.

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Embracing Diversity in Collections, Cataloguing, and Community Engagement

Modules

2. Modules

2.1 Module 1: Stock Acquisitions and Collections

Across Wales, public library staff work in diverse libraries of varying sizes, each playing a crucial role in delivering on the Welsh Public Libraries Standards. As part of the Welsh Government's wider Anti-Racist Wales Action Plan, CILIP Cymru Wales has commissioned the Anti-Racist Library Collections Project, a three-stage initiative designed to promote inclusive and equitable library practices. This report, as well as our research and the wider project, sit in the context of the Welsh Public Libraries Standards which we recognise are going to be redesigned in line with the new Cultural Strategy for Wales soon. We suggest this work will assist your organisation in meeting the new framework requirements.

In this first module of the Anti-Racist Library Collections Project, you will find a range of strategies for stock acquisition processes, tailored to meet the unique needs and resources of your organisation. By implementing these strategies, your library will contribute to the overarching goals of the Welsh Public Libraries Standards and actively promote anti-racist practices within your community.

Different types of Acquisitions:

Public libraries in Wales have two main acquisitions methods: third-party acquisitions and library-based acquisitions.

Third Party Acquisitions

"Third-party stock acquisitions" refers to the process of acquiring library materials, such as books, journals, and multimedia resources from external vendors or suppliers, who act as intermediaries, ordering resources on behalf of library services. While there are advantages to third-party acquisitions such as streamlining the acquisition process and access to wider or specialised collections, third-party acquisitions also limit the library's ability to customise their selection based on the unique needs and interests of their community. This is because they have less direct control over the content of the acquisitions where other objectives and motivations such as usage and popularity might influence decision making.

Stock acquired with these objectives, then, can inadvertently fail to reflect the needs or interests of ethnic minorities and all marginalised communities. It is essential for libraries to actively engage

with these communities, and to either supplement or transform third-party acquisition methods with deliberate efforts to curate stock that highlights diverse authors, cultures and experiences, ensuring that the library provides an inclusive and welcoming service for all patrons.

Library-based Acquisitions

In library-based acquisitions, a library's own staff chooses and buys resources. There are several benefits to this way of building collections that can better serve the local ethnic minority communities. By having control over the selection process, libraries can tailor their collections to the needs and interests of their diverse patrons. When librarians work with diverse patrons, they can learn more about the specific resources and materials that resonate with and empower these communities. This means that staff who are directly involved with customer service and community engagement can have a positive impact on acquisition practices, whether their role involves such responsibilities or not. While library-based acquisitions rely on the time, effort, and expertise of library staff to ensure that they are aware of and can access relevant sources, it provides an opportunity for library staff to transform their stock into a diverse selection that is necessary for a truly inclusive and welcoming service.

If you are involved in stock acquisitions

The following recommendations will be most relevant for library staff who are involved in stock acquisitions. However, depending on the size and running of the library or the collaboration and flexibility around staff responsibilities, these recommendations can also be acted on by staff who are not typically involved in stock acquisitions.

What you can do:
- *Stay informed about diverse authors, creators, and publishers*.
- *Develop anti-racist acquisition policies:* You can collaborate with your team or a digital community of practice with librarians who practise under similar circumstances to explore and implement acquisition policies that foster anti-racist methodologies. In bigger libraries, you can advocate to create diverse selection committees.
- *Review and analyse current stock:* You may or may not be aware of gaps in the current stock of your library and even after you have put some anti-racist acquisition policies in place, you may find that these are not reflected in the stock or collections. The best way to understand this is through regular reviews and analyses of current stock to ensure that your library's stock maintains its ability to serve a diverse body of patrons.
- *Manage vendor relationships:* Every library has its own regulations; you can do some research on the relevant regulations for your library to see if it is possible to benefit from

the expertise of different vendors who provide a diverse selection of materials. Alternatively, you can contact your current vendor to express how important it is for your library to represent the community they are serving. As a client, your approach to building anti-racist stock and collections can have an impact on the choices vendors make. Ultimately, you will be advocating for anti-racism by critically evaluating the stock selection provided by your library and expecting change from existing and potential vendors. Please see Section 3.3 for more detailed information.

- *Advocate for budget allocation:* Upon gaining crucial information from existing or potential vendors about gaining access to a more diverse selection of materials, you can communicate these options to your management team, local authority or funding body to build a case for budget allocation. You can refer to the Welsh Government's Anti-Racist Action Plan, the information in this Training Content Document and any anti-racist library practices training you have gained so far to support your case.

If you are not involved in stock acquisitions

If none of the above recommendations are applicable for your role or organisation, you can still have a meaningful impact on anti-racist stock acquisitions by providing support in the following ways.

What you can do:
- *Provide recommendations:* Your interest in and knowledge of diverse cultures will be a valuable asset for achieving an anti-racist stock acquisition practice in your library. It may also be the case that your role puts you in a unique position in your library, where your connection to the patrons gives you an advantage in observing the gap between their interests and the library's current offerings. You can use your knowledge of or connection to different cultures to make recommendations that are up-to-date and relevant to the needs and interests of local minority ethnic communities.
- *Participate in community engagement and outreach activities:* Depending on your role, you can engage with patrons from minority ethnic communities to understand their needs and interests. Make sure to make a record of this insight to present to relevant colleagues or managers. See *Section 6* for more information on community engagement and outreach.
- *Support events and programming:* You can organise, support, and participate in community engagement and activities related to anti-racist stock acquisitions. Please see *Section 6* for more information on how to plan and organise these types of activities.
- *Collaborate with colleagues:* You can work closely with colleagues who are involved in stock acquisitions to share insights.

Understanding and identifying bias

In our recent "Anti-racist Library Practices" survey, library staff in Wales showed a great amount of interest in understanding and identifying bias. In the context of libraries, "bias" can refer to conscious or unconscious preconceptions about what is or should be offered by the library to its patrons. Generalising perceptions about the community your organisation serves can also lead to bias, as members of minority ethnic groups who do not see their needs and interests being met might never have felt compelled to set foot in a library. Biases can lead to a deficiency in the representation of minority ethnic communities and limit the library's ability to serve patrons equitably.

As a librarian with experience and expertise in stock acquisition, you might find some of the following methodologies familiar. In this section, you are invited to focus on these approaches through the lens of anti-racist stock evaluation and acquisition.

Surveying stock and displays

Steps:
- *Self-reflection:* Recognise your own biases and seek opportunities to challenge them. Do your own research on anti-racism. You can explore professional training, books or media on anti-racism. It is important that you take responsibility for your own learning and not put the burden of this on an ethnic minority friend or colleague. You can use the recommendations provided here, resources in the Theoretical Overview and the Resource List in [this document] to reflect on your biases.
- *Developing a system:* If you are already involved in stock acquisitions, you might already have a system for surveying your stock. If not, you might want to think about creating a system that works for the size and type of your library's stock. This might involve using a measurement system (metrics) that includes the diversity of authors, subjects, and perspectives or identifying areas in your stock where representation of diverse voices and cultures is lacking.
- *Engaging staff and community:* Collaborate with staff, patrons, or local community groups to gather information about their needs and interests as it pertains to your library's stock. This could involve organising exclusive focus groups for each ethnic minority group you can access. This approach could alleviate the risk of generalising the

needs and interests of different ethnic minority communities as one and provide you with insight that is culturally relevant and specific.

- *Analysing representation in different formats:* Consider the role each of the formats in your library's offerings plays for your patrons, and imagine not being able to provide that offering to any of your patrons. Make sure to look at how relevant minority ethnic cultures are adequately represented in the books, e-books, audiobooks, DVDs, and online resources in your library's stock and collections.
- *Reviewing displays and promotional materials:* Evaluate how you or your colleagues present and promote your stock. Ensure that displays are representative of the additions you make to your stock. Promote these additions to your entire community and consider providing multilingual promotional materials.

Identifying and demonstrating areas for improvement

Now that you have done the work of understanding and identifying the bias in your stock and related processes, the next step is to identify areas of improvement. This part will guide you on documenting your findings and establishing a sustainable process for continuously identifying and understanding bias in your library's stock.

Steps:
- *Documenting findings and areas for improvement:* To support your case for change, you should present evidence of your findings from your bias identification process. This will not only demonstrate the gaps in your organisation's offerings but also show you which subjects and formats are needed more than others. Documenting these findings will provide you with a starting point on which to base your project of building anti-racist library stock and collections.
- *Establishing a sustainable process:* Recording your findings will also help you in the long term, as you can look back on the steps you have taken and create a sustainable process for continuous improvement of your stock's representation of relevant minority ethnic communities' culture and perspectives. Having experience of all the steps you have taken; you will have the unique ability to customise a feasible process particular to your organisation's size and nature. You can also inform or train fellow colleagues on how to follow this process, furthering your impact on eliminating bias from your library's offerings.

Implementing anti-racist stock/collection development

Having evaluated and identified biases in your library's stock, it is now time to think about and use anti-racist methodologies as part of your stock acquisition strategies. By adopting a proactive approach to stock acquisitions, you will be able to contribute to the promotion of anti-racism in your organisation and better serve the needs and interests of your entire community. In this section, we will explore three different scenarios based on the most common acquisitions practices across Welsh libraries. These strategies are aimed at empowering you with practical guidance to create library stock or collections that are more welcoming and representative of different cultures. Remember that it may not always be possible to change the way things are done but questioning the problematic aspects of existing practices and initiating a conversation will still contribute to the promotion of anti-racist library practices.

Supplementing third-party acquisitions

To address the limitations of third-party acquisitions, libraries can actively supplement their stock or collections with a diverse body of authors and perspectives. Below recommendations can provide a starting point for these efforts:

- *Research independent publishers and distributors:* Seek out publishers and distributors that amplify voices from underrepresented minority ethnic communities. Research their provision about experiences and perspectives of these communities and/or by minority ethnic authors. Note that organisations such as Books Council Wales and Publishing Wales are actively supporting the publication of books about the experiences of and by minority ethnic individuals. These organisations can provide a valuable gateway to relevant independent publishers and distributors.
- *Discover local and self-published authors:* Engaging with local minority ethnic communities can help you identify local authors from diverse backgrounds whose work could be included in your library's stock or collection. Self-published authors often offer fresh and unique perspectives. The exposure they gain from being featured in the library stock can support them in furthering their writing endeavours.
- *Expand formats and languages:* Consider acquiring popular materials in multiple languages to better serve the linguistic diversity within your local community. This could include Welsh language guides written in various languages to support the Welsh Government's 100,000 Welsh speakers by 2050 target.

Transforming third-party acquisitions

Addressing challenges related to third-party acquisitions can also involve transforming your organisations' expectations from providers. You can follow these steps to open up a new conversation with your organisation's providers:

- *Communicate your library's goals:* Communicate your library's goals of creating and maintaining an anti-racist selection to the provider. Demonstrate the importance of this goal through your knowledge of anti-racism. You can use recommendations in this document or refer to "Anti-Racist Library Collections" by CILIP and the Welsh Government's "Anti-Racist Wales Action Plan"
- *Request diverse selections:* Encourage your providers to actively seek and provide materials from a diverse range of authors, publishers and subject matters including those related to relevant ethnic minority communities in your area. Ask them to commit to a feasible proportion of underrepresented voices with mainstream titles.
- *Provide feedback and monitor progress:* Review the materials provided by the third party and provide feedback on what type of material has garnered the most interest in your local minority ethnic community. Keep records on the provision of diverse materials and assess the effectiveness of this collaboration.

Transforming library-based acquisitions:

If your library conducts its own stock selection and acquisition, you can follow these steps to start making your library's stock acquisition processes more anti-racist:

- *Review and revise acquisition policies*: Examine your library's acquisition policies and procedures to understand if anti-racist practices can be implemented or if changes need to be made to accommodate anti-racist acquisition strategies. Communicate your concerns to colleagues involved in acquisitions or your management team along with the insight you have gained from following the steps in Section 2.2.
- *Develop anti-racist selection criteria:* Utilising your insight from the previous tasks and understanding of the needs of local minority ethnic communities, develop criteria and guidelines that will help you and other colleagues select material that reflects the interest and needs of minority ethnic patrons.
- *Engage library staff:* Share your insight and updated selection criteria with fellow colleagues. Train staff involved in selection and acquisition to ensure that they understand the importance of these changes.
- *Engage the community and receive feedback:* Find ways to involve your community members in the selection and evaluation of materials. You can find ways to do this in Module 5 on *Community Engagement and Outreach*.

- *Be flexible:* Be open to change and not afraid of unchartered territories. Significant changes to existing processes can take time and patience. By being open to feedback from the minority ethnic communities you serve, you can ensure that your efforts lead to improvements in the promotion of anti-racist stock acquisition practices in your organisation.

Activities

Mind mapping activity
In an online or offline environment, create a collaborative mind map of the different ways in which the different libraries the members of the group work in can acquire diverse materials.

Discussion groups
In smaller discussion groups of 2-4 members, discuss a book or other material your library has recently acquired. Share your library's acquisition practices and methods and discuss the challenges of making stock acquisitions an anti-racist practice.

Library/Online resource scavenger hunt
Create a scavenger hunt for participants to find diverse materials in the library's collection. If working as an online group, go on an online scavenger hunt for the latest diverse content that would best fit the interests of your local minority ethnic communities.

Virtual Anti-Racist Book Club
Participants of your activity group may not always be involved in stock acquisitions, but (we hope) they are interested in reading books! Instead of acquiring new materials, offline and online groups can read and discuss a book by a racial or ethnic minority person or about anti-racism. You can take a look at the Resources section in this document for ideas.

2.2 Module 2: Cataloguing and classification

Despite their different ways of working, all libraries use methods of cataloguing and classification. Whether your organisation has adopted the Dewey Decimal System, Library of Congress Classification or the Universal Decimal Classification, the strategies you will explore in this section will provide you with an understanding of how you can start to promote anti-racist cataloguing and classification practices in your library. The Dewey Decimal System, the most commonly used system in Wales and the UK, was created by a white American man named Melvil Dewey in 1876 through an Anglo-American perspective. The DDC system has been widely criticised for its biased categorisations. For example, the DDC used a derogatory term in the categorisation of books of African-American history and culture up until the 1990's. On the other hand, the DDC has been republished 23 times, demonstrating that even a longstanding system that provides a biased classification of knowledge can be updated and improved through critical examination and anti-racist practices. By taking deliberate and intentional actions, it can be possible to challenge the racist legacies of the systems you operate with and to transform catalogues and classification systems to be culturally sensitive and relevant to minority ethnic communities.

Understanding and identifying bias

Reviewing the application of catalogues and classification systems

The first step in transforming your cataloguing and classification practices begins with an understanding of the different ways in which metadata of your organisations' offerings could be biased. Bias in catalogues and classification systems can impair the representation of diverse perspectives, the accessibility of relevant materials and can be intrinsically problematic due to the use of outdated, racist, or otherwise offensive terminology. The goal with anti-racist cataloguing and classification practices is to remove discriminatory terms and to ensure that catalogue information reflects the diverse perspectives and experiences already represented in your library's stock and/or collection.

- *Review the subject headings and item descriptions:* You can embark on the project of reviewing the subject headings and item descriptions in your catalogues through a variety of ways depending on the size of your catalogue and/or weeding frequency. You can draft or use an existing terminology list related to anti-racist practices to start your review (See Appendix 5 for a terminology list template). Make sure to note down any potentially problematic terms that you encounter to make a decision later on. Alternatively, you might be aware of a special collection that poses a risk of containing derogatory, discriminatory, or contested terms that you would like to tackle. This exercise would then give you an insight into what type of terms you should look out for

the rest of your review. Hence, it is always good practice to record risky terms for future reference.

- *Review the classification schemes:* Examine the classification scheme (e.g., DCC, LCC or UDC) used by your organisation for potential biased or exclusionary categorisations and for outdated, discriminatory terms and titles used in categories. You can use the description and classification issues worksheet provided in *Appendix 4*. You can conduct some research online on what types of issues have previously been identified by other librarians in your current classification scheme. On the other hand, you have the unique position to identify issues related to the stock/collection of your library and the needs of relevant local minority ethnic communities. Therefore, if you have the resources, it is best practice to conduct your own review of the categories and subcategories to see if they reflect the diverse representation you hope to achieve for your library.
- *Review cataloguing practices:* You can also assess the cataloguing practices of your organisation to understand how accurate, inclusive, and culturally appropriate and relevant they are. Having developed a general understanding of what is on offer in your organisation with your review of the subject headings, descriptions, and the categorisations, you can demonstrate (1) whether the stock or collection has potential relevance to and inclusivity of racial and ethnic minority perspectives and (2) if it does, why these resources may not be easily accessible to or sought after by potentially interested users.

Identifying and demonstrating areas for improvement

Once you have a general understanding of the type of issues with cataloguing and classification that hinders anti-racist practices in your organisation, you can start working towards a change in how these are applied. However, updating catalogues, in large quantities and retrospectively, is a time-consuming process. This is why you will need a robust plan that will set and prioritise actionable goals with the most impact.

- *Report your findings:* It is time to put your notes from the review of metadata and cataloguing practices to good use by bringing them together in a cohesive report. A useful addition to this would be the terminology list you used or created during the process. This report can then be valuable for other colleagues to understand the issues you have identified in the cataloguing and classification system.
- *Identify goals and develop an action plan:* Share your findings and identify actionable goals for your organisation to commit to an anti-racist plan for transforming the way of using catalogues and classifications. Do not set unrealistic goals and be mindful of how much time it can take for your organisation to be able to tackle certain tasks. Prioritise your goals (and effort) on areas that will have the greatest impact on your local ethnic minority communities. You can also categorise your goals as short-term and long-term.

Divide the goals you have identified into tasks and develop a feasible timeline based on the urgency and effort required by these tasks. (See *Appendix 3* for an action plan template)

- *Engaging with colleagues:* Share your findings and goals with your colleagues during the planning process and ask for feedback. While it is crucial to share your work, it is important to be mindful to not enlist colleagues from racial or ethnic minority groups without consideration. Remember, overcoming racism is not the exclusive responsibility of those who suffer from it. It is good practice to present a brief trigger warning about the content of the task prior to exposing them to any material that contains discriminatory and derogatory information or perspectives. If they wish to join you, acknowledge, and validate their perspective and lived experience and critically analyse the object of their criticism.

Implementing anti-racist stock/collection maintenance

This section will provide you with practical steps to implement anti-racist stock and collection maintenance with reference to cataloguing and classification. The next steps can only build on the work completed in the previous section.

Changing the way cataloguing is applied

- *Implementing your plan:* Use the action plan and the terminology list you referred to/created in the previous section as a guide to establish an updating schedule based on the resources available to your library.
- *Collaborate with experts*: Engage with cataloguing experts from your and other organisations who might be familiar with the issues you have identified, librarians from diverse backgrounds and individuals from minority ethnic communities to ensure an inclusive and informed methodology for updating your catalogues. You can organise a focus group or set up a poll to gather feedback from community members with lived experience. You will find information on how to organise these engagement activities in Module 3.

Changing the way classifications apply

- *Implementing changes:* Implementing changes to classification practices can take up a great amount of time and resources so think of this as an ongoing process. Small

changes you can achieve occasionally can add up to great improvements in the anti-racist transformation of your classification system. Using insight from your review of classification practices, you can plan the necessary changes based on goals or draft projects related to specific categories. You can use the project/goal-based action plan in *Appendix 3* to plan and record the changes/updates you would like to see.

- *Following the latest updates:* Keeping up with classification advancements is crucial for libraries, even when using standard systems. Applying these updates improves collections and fosters inclusivity. Therefore, staying informed is essential, even when direct modification is not possible.

Establishing anti-racist cataloguing and classification practices

- *Developing or revising guidelines for new acquisitions:* Revise existing or create new guidelines for cataloguing to incorporate the changes you have been working on. One way to do this is to create a term guide that is based on your terminology list that other colleagues and you can refer to for the cataloguing of future acquisitions. Share this term guide with relevant new hires and even across your organisation so that these changes can become shared knowledge. Sharing these changes will also make it possible for other colleagues to flag any issues they encounter spontaneously, in turn contributing to your efforts to establish anti-racist cataloguing and classification practices.
- Communicating updates to the classification scheme: As with changes in cataloguing processes, ensure that all colleagues are informed about the updates to the classification scheme. This information will be crucial for customer-facing staff to be able to guide minority ethnic or other interested patrons to these offerings.
- *Potential challenges:* Change can be hard, especially at the institutional level. Updating central functions or longstanding information within an institution can prove even harder and cause resistance. This is why it is important to follow the previous steps in preparation for change. With the right evidence and argument, you can build a case that will convince your colleagues and managers of the importance and necessity for certain updates to the classification system. Do not be disheartened by barriers to your implementation. Remember that your efforts are supported and endorsed by CILIP's Anti-Racist Library Collections project and by the Welsh Government's Anti-Racist Wales Action Plan. By taking on this challenge, your organisation will be contributing to a broader movement for social change and making a positive impact on the communities you serve.

Activities

Bias identification exercise

Give the participants a list of cataloguing terms or subject headings and ask them to find any biases or harmful language that could affect a wide range of users. Encourage a group discussion and activity on how to reframe, rephrase, or replace these terms.

Role play

This activity will involve a role-playing exercise around classifying different materials. For onsite groups, the facilitator will need to prepare a list of titles or physical books, and for online groups, the facilitator can provide a list with links to the title information. Divide the participants into smaller groups and assign them different titles to classify. Encourage them to consider critically how their work might affect how various library users perceive the material.

Unpacking privilege exercise

This activity is easy to run in person or online, and it gets people to think about their own privileges and how they can use those privileges to make their work in the library better. Participants can be asked to write down their privilege privileges and then share them with the group. These privileges can be related to race, gender, ability, or socioeconomic status.

Virtual cataloguing exercise

If you can't work with physical materials, show participants examples of cataloguing records and ask them to evaluate how accurate and anti-racist the classification is. Examine the class number, and metadata throughout the record, including subject headings, name headings and summaries.

Collaborative terminology review

For this activity, the facilitator will need to choose a specific section or collection from a library. You can then have the participants review and revise the terminology used in this section or collection. You can do this activity in person or online by sharing a document or spreadsheet.

Peer review of classifications

Instead of relying on the cataloguing and classification personnel, this activity invites librarians of all roles to participate in a review of each other's cataloguing and classification work to provide constructive feedback on how to make the records more anti-racist. This activity requires some preparatory work from the participants in the form of cataloguing and classification records.

2.3 Module 3: Community engagement and outreach

This section will provide you with strategies and tools to aid in enhancing the potential of your organisation to garner community engagement for collection development. Community engagement and outreach is an essential aspect of establishing anti-racist practices in your library as it provides the opportunity for library staff to learn from the lived experiences of minority ethnic communities. "Lived experience" is a term used to acknowledge how unique backgrounds, cultures and environments inform individuals' experiences. In recent years, lived experience has become an essential part of the study of all kinds of minority experiences from those of racial and ethnic minorities to the experiences of disabled people and the LGBTQIA+ community. The emphasis on lived experience validates the unique experiences of these individuals and acknowledges the importance of considering individual perspectives when operating in certain fields such as social justice, education, and healthcare. Community engagement and outreach can then present library staff with valuable opportunities to educate themselves on different perspectives and to customise their approach to anti-racist practices based on relevant feedback from these communities.

Understanding and identifying bias

It is important to recognise and address the biases that may exist in a library's community engagement and outreach efforts. Biases in this area can manifest in various ways, such as the underrepresentation of communities or the lack of cultural inclusivity in programming. You might be surprised to find out that some community members might never have visited the library due to perceived barriers or negative experiences. You can follow the below strategies to identify room for improvement in the engagement and outreach efforts of your organisation for diverse communities.

- *Assess existing engagement and outreach efforts:* Before you begin, it is important to assess the existing engagement and outreach efforts with library staff who are specifically involved in programming, customer service and community engagement. It is also possible that your organisation does not have structured or "official" efforts for community engagement but rather engages with the community on a need's basis. Our research has revealed that some library staff across Wales support their local ethnic minority communities in unique ways such as support with visa applications. Invite your frontline staff to share their experiences of serving patrons from minority ethnic communities.
- *Identify barriers to engagement and access:* The previous step might have identified past and existing efforts and helped you make note of what helps or hinders your organisation from achieving impactful community engagement. You can also review

other aspects of your library's services to see if there are any opportunities to help more patrons from ethnic minority communities to access your organisation's services and resources. This can even be due to the location of your library e.g. whether it is located on the high street or tucked away in a side street.

- *Collaborate with communities:* You can approach local community organisations and leaders to connect with local ethnic minority groups. For example, you can contact local schools or places of worship to reach a particular network of ethnic minorities, you can also consult your local authority on community organisations they might be aware of. This way you can reach beyond the individuals who are already engaging with the services of your organisation and reach new patrons and communities. The members of these minority ethnic communities can provide you with insight on the reasons behind their lack of engagement with or interest in your services.

Understanding and addressing microaggressions

Microaggressions are subtle actions, behaviours or comments, whether intentional or unintentional, that communicate hostile messages towards a person's identity. However, minor they may seem to the perpetrator, microaggressions contribute to systemic oppression by normalising the ongoing discrimination against ethnic minorities. Common examples of microaggression that ethnic minorities commonly experience are the following comments, questions, and behaviours: (1) "Where are you really from?" (2) "You speak Welsh/English really well." (3) deliberately moving away from them or following their movements (4) complimenting someone for being well-spoken (5) using racial/ethnic slurs and jokes. These types of microaggressions reinforce stereotypes that assume that ethnic minorities cannot be Welsh or British, cannot be native Welsh or English speakers, cannot be educated and articulate, and are more likely to commit crimes.

As library staff, it is crucial that you create a safe and welcoming environment for all patrons and colleagues. This includes avoiding the use of any disrespectful or discriminatory language or behaviour. Here are steps you can take to avoid the occurrence of microaggressions in your organisation:

- *Educate library staff:* Consider organising handouts, specific training or exercises for educating library staff about microaggressions and to provide information about customs and traditions of different cultures.
- *Reflect on biases and assumptions:* Take time to discover your own biases and assumptions about ethnic minorities. Any biases and assumptions you hold are your responsibility so be mindful of not burdening ethnic minority colleagues or members of the community with unsolicited questions. There are several resources that readily

provide information about these issues. You can start with the Resource List in this document.

- *Provide guidelines for respectful communication and behaviour:* While training materials and exercises can be helpful, it is important for your organisation to have clear guidelines around communication with individuals from diverse cultures. If existing guidelines fail to address these issues, you can advocate to introduce additional guidelines to protect ethnic minority staff and patrons. These guidelines can also include information related to relevant cultures and their customs.
- *Establish a process for reporting and addressing microaggressions:* The best way to advocate for your ethnic minority colleagues and patrons is to establish serious procedures that will protect them from harmful behaviour. Ensure that the reporting process for these occurrences is not complicated and does not cause further harm on the victim. Acknowledge and validate their experience by taking necessary steps to avoid further occurrences of microaggression.

Engaging with and serving minority ethnic communities

- *Outreach strategies:* You can reach out to your local minority ethnic communities or their leaders via email, letter, and social media campaigns. Alternatively, you can also allocate time to attend local community events where you can meet members of minority ethnic communities in person. Additionally, you can collaborate with colleagues to create targeted marketing campaigns that consider the interests and needs of local ethnic minority communities.
- *Community engagement and co-creation:* Use your connections to the community to invite minority ethnic patrons to co-design and deliver targeted programs and events that meet the interests and needs of minority ethnic communities.
- *Welcoming spaces:* One of the most effective ways to welcome diverse communities is by hiring individuals from those communities. Additionally, you can create a welcoming library environment for minority ethnic communities by showcasing relevant materials from the library and artwork, resources and events that celebrate a diverse range of customs and experiences. Review your displays, decorations and promotional materials for cultural stereotypes and act on replacing them with appropriate materials. While it may not be feasible to provide service or signage in multiple languages, something as simple as seeing a greeting in their own language can make your library a more welcoming place for them. Please see *Appendix 10* for a list of ways to say "Hello" in the most used ethnic minority languages in Wales and the UK.

Activities

The following activities are intended as a starting point to create welcoming spaces for conversations around anti-racist community engagement. All activities can be conducted in person and online.

Lived Experience Workshop
Invite speakers from ethnic minority communities who would like to share a story from their lived experience that might benefit the library staff's understanding of their perspective and experiences. At the end of the session, ask library staff to collectively reflect on the story and what aspects of it have impacted their preconceptions.

Empowering minority ethnic groups through online representation and collaboration

Encourage participants to examine the ways local minority ethnic groups are actively shaping their online presence and engaging with their communities on social media platforms. This activity involves researching how these groups self-represent and effectively communicate their needs, values, and culture. Additionally, discuss opportunities for collaboration between library services and minority ethnic groups to co-create social media content, fostering a more inclusive and diverse online environment. Upon completing their research, have participants share their insights and engage in a conversation about how library services can empower minority ethnic groups and promote meaningful collaboration through social media practices..

How we support our community
Have participants discuss what kind of support or service they provide to their local minority ethnic community or any skills that they have that could help them support a specific minority ethnic individual or community.

Personal goal setting
This can be a recurring activity that is used as a checkpoint for personal and professional development by library personnel. Those who wish to do so can commit to a self-selected list of realistic personal goals around promoting anti-racist library practices in their workplace. Participants can then share their goals with the group and mutually agree on a checkpoint. At the checkpoint, participants can reflect on how many of their goals they

have been able to accomplish and can share their experiences and challenges in trying to achieve these goals.

3

Books, Podcasts,
and Audiobooks

Resources

This section offers a diverse collection of resources exploring race, ethnicity, and social justice. Divided into books, podcasts, and audiobooks, these materials tackle various topics from personal experiences of racism to historical accounts of civil rights movements. These resources aim to spark understanding and dialogue, while catering to different preferences in format and subject matter.

3. Resource List

3.1 Books

- "Why I'm No Longer Talking to White People About Race" by Reni Eddo-Lodge
- "So You Want to Talk About Race" by Ijeoma Oluo
- "White Fragility: Why It's So Hard for White People to Talk About Racism" by Robin DiAngelo
- "The Color of Law: A Forgotten History of How Our Government Segregated America" by Richard Rothstein
- "Stamped: Racism, Anti Racism, and You" by Jason Reynolds and Ibram X. Kendi
- "How to be an Antiracist" by Ibram X. Kendi
- "The New Jim Crow: Mass Incarceration in the Age of Colorblindness" by Michelle Alexander
- "Sister Outsider" by Audre Lorde
- "Hood Feminism: Notes from the Women That a Movement Forgot" by Mikki Kendall
- "The Fire Next Time" by James Baldwin
- "Black and British: A Forgotten History" by David Olusoga
- "Why Are All the Black Kids Sitting Together in the Cafeteria?" by Beverly Daniel Tatum
- "Minor Feelings: An Asian American Reckoning" by Cathy Park Hong
- "Decolonizing Museums: Representing Native America in National and Tribal Museums" edited by Amy Lonetree and Amanda J. Cobb
- "Unapologetic: A Black, Queer, and Feminist Mandate for Radical Movements" by Charlene Carruthers
- "Migrations: A World on the Move" by Charlotte McConaghy
- "Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants" by Robin Wall Kimmerer
- "The Good Immigrant: 26 Writers Reflect on America" edited by Nikesh Shukla and Chimene Suleyman
- "Border and Rule: Global Migration, Capitalism, and the Rise of Racist Nationalism" by Harsha Walia
- "The Soul of a Woman" by Isabel Allende
- "The House on Mango Street" by Sandra Cisneros
- "The Sun Is Also a Star" by Nicola Yoon
- "The Hate U Give" by Angie Thomas

- "The Racial Healing Handbook: Practical Activities to Help You Challenge Privilege, Confront Systemic Racism, and Engage in Collective Healing" by Anneliese A. Singh
- "How to Fight Anti-Semitism" by Bari Weiss
- "Women, Race, and Class" by Angela Davis
- "The Autobiography of Malcolm X" by Malcolm X and Alex Haley
- "The Souls of Black Folk" by W.E.B. Du Bois
- "The Wretched of the Earth" by Frantz Fanon
- "Assata: An Autobiography" by Assata Shakur
- "Ain't I a Woman: Black Women and Feminism" by bell hooks
- "Queer Indigenous Studies: Critical Interventions in Theory, Politics, and Literature" edited by Qwo-Li Driskill, Chris Finley, Brian Joseph Gilley, and Scott Lauria Morgensen
- "How to Survive a Plague: The Inside Story of How Citizens and Science Tamed AIDS" by David France
- "The Price of Salt" by Patricia Highsmith
- "Real Queer America: LGBT Stories from Red States" by Samantha Allen
- "The Warmth of Other Suns: The Epic Story of America's Great Migration" by Isabel Wilkerson
- "The End of Policing" by Alex S. Vitale
- "When They Call You a Terrorist: A Black Lives Matter Memoir" by Patrisse Khan-Cullors and asha bandele
- "The Power of Disability: 10 Lessons for Surviving, Thriving, and Changing the World" by Al Etmanski
- "Disability Visibility: First-Person Stories from the Twenty-First Century" edited by Alice Wong
- "Crip Times: Disability, Globalization, and Resistance" by Robert McRuer

3.2 Podcasts

- On Being with Krista Tippett
- Code Switch
- The Stoop
- 1619
- The Diversity Gap
- Intersectionality Matters!
- The Black History Buff
- The Unmistakable Creative

- The Ezra Klein Show
- Seeing White
- About Race
- Yo, is this racist?
- The United States of Anxiety
- The Daily
- Throughline
- Pod Save the People
- The Nod
- Momentum: A Race Forward Podcast

3.3 Books on Audible

- "The Racial Healing Handbook: Practical Activities to Help You Challenge Privilege, Confront Systemic Racism, and Engage in Collective Healing" by Anneliese A. Singh
- "Me and White Supremacy" by Layla F. Saad
- "The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together" by Heather McGhee
- "The Body Is Not an Apology: The Power of Radical Self-Love" by Sonya Renee Taylor
- "How to Be Less Stupid About Race: On Racism, White Supremacy, and the Racial Divide" by Crystal M. Fleming
- "Eloquent Rage: A Black Feminist Discovers Her Superpower" by Brittney Cooper
- "Stamped from the Beginning: The Definitive History of Racist Ideas in America" by Ibram X. Kendi
- "The Courage to Be Disliked: How to Free Yourself, Change Your Life, and Achieve Real Happiness" by Ichiro Kishimi and Fumitake Koga
- "We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom" by Bettina L. Love
- "The Warmth of Other Suns: The Epic Story of America's Great Migration" by Isabel Wilkerson
- "White Tears/Brown Scars: How White Feminism Betrays Women of Color" by Ruby Hamad.

4

Appendices

4. Appendices

Appendix 1. Training Model Research Survey Questionnaire

Training Model Research Survey

Training Model Research Survey

Welcome to the Training Model Research Survey.

The primary objective of this study is to gain a comprehensive understanding of the current state of training models used in library settings, with a specific focus on identifying potential areas for improvement in promoting anti-racist practices. Through this survey, we aim to explore the following research questions:

What types of training models are currently being used in library settings, and how effective are they in promoting anti-racist practices?

What are the challenges and limitations faced by library staff in accessing and participating in training?

How can training models be adapted and improved to support anti-racist practices in libraries?

Your participation in this survey will provide valuable insights that will help us to develop effective training models for library staff on anti-racist practices in libraries. Your input will play a vital role in shaping the future of training in library settings and promoting inclusive and equitable practices within the library community. We appreciate your time and effort in contributing to this important research.

Section 1: Demographic Information

*1 What is your age?

- ( ) 18-25
- ( ) 26-35
- ( ) 36-45
- ( ) 46-55
- ( ) 56-65
- ( ) 66-75
- ( ) Prefer not to say

*2 What is your gender?

- ( ) Male
- ( ) Female
- ( ) Non-binary
- ( ) Prefer not to say

*3 Is your gender the same as the gender assigned to you at birth?

- ( ) Yes
- ( ) No
- ( ) Prefer not to say

*4 What is your race/ethnicity?

- ( ) White British
- ( ) White Other
- ( ) Black or Black British
- ( ) Asian or Asian British
- ( ) Mixed or multiple ethnic groups
- ( ) Prefer not to say
- ( ) Other (Please specify)

[   ]

5* What is your nationality?

○ Welsh ○ British ○ Prefer not to say

○ Other (Please specify)

[   ]

6* What is your highest level of education?

○ Secondary school or less ○ Further education (e.g. college, vocational training) ○ Bachelor's degree

○ Master's degree ○ Doctoral degree

○ Other (Please specify)

[   ]

7* How many continuous years of experience do you have in the library field?

○ Less than 1 year ○ 1-3 years ○ 4-6 years

○ 7-10 years ○ 11-15 years ○ 16 years or more

8* In which type of library/libraries do you currently work? (You can choose more than one if you work in multiple libraries.)

☐ Local authority-run library ☐ Trust-run library ☐ Rural library

☐ Urban library ☐ Community library

☐ Other (Please specify)

[   ]

9 * What type of library service do you work in?

○ Branch/building-based service

○ Wider service (e.g. mobile library, outreach services)

○ Special service (e.g. academic, health, prison library)

○ Other (Please specify)

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[                    ]
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10 * What is the size of your library?

○ Small library (less than 50,000 visits per annum)

○ Medium library (50,000-100,000 visits per annum)

○ Large library (more than 100,000 visits per annum)

○ Do not know

11 * What is your current role in the library?

○ Customer service assistant (front-of-house services, such as circulation and reference)

○ Library technician (technical services, such as cataloguing and processing)

○ Library officer (reader services, such as reference and programming)

○ Senior library officer (supervisory and management responsibilities for a specific service or department)

○ Library Manager (overall management responsibilities for a library or group of libraries)

○ Other (Please specify)

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[                    ]
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Section 2: Description of current role and responsibilities in the library

12 * In what capacity do you currently work in the library?

( ) Full-time   ( ) Part-time   ( ) Volunteer

13* How long have you been in your current role?

( ) Less than 1 year   ( ) 1-2 years   ( ) 3-5 years

( ) 6-10 years   ( ) More than 10 years

14 How often are you involved in the following tasks in your current role?

15* Acquisition of library materials

( ) Daily   ( ) Weekly   ( ) Monthly

( ) Occasionally   ( ) Rarely   ( ) Never

16 * Representation and community engagement

( ) Daily   ( ) Weekly   ( ) Monthly

( ) Occasionally   ( ) Rarely   ( ) Never

17 * *Delivering* professional training (general)

( ) Daily   ( ) Weekly   ( ) Monthly

( ) Occasionally   ( ) Rarely   ( ) Never

18 * *Receiving* professional training (general)

( ) Daily   ( ) Weekly   ( ) Monthly

( ) Occasionally   ( ) Rarely   ( ) Never

19 *Delivering* inclusive library practices training (e.g. disability, age, LGBTQ+, religious inclusivity)

○ Daily   ○ Weekly   ○ Monthly

○ Occasionally   ○ Rarely   ○ Never

20 *Receiving* inclusive library practices training (e.g. disability, age, LGBTQ+, religious inclusivity)

○ Daily   ○ Weekly   ○ Monthly

○ Occasionally   ○ Rarely   ○ Never

21 *Delivering* anti-racist library practices training

○ Daily   ○ Weekly   ○ Monthly

○ Occasionally   ○ Rarely   ○ Never

22 *Receiving* anti-racist library practices training

○ Daily   ○ Weekly   ○ Monthly

○ Occasionally   ○ Rarely   ○ Never

23 *Delivering* sustainability training

○ Daily   ○ Weekly   ○ Monthly

○ Occasionally   ○ Rarely   ○ Never

24 *Receiving* sustainability training

○ Daily   ○ Weekly   ○ Monthly

○ Occasionally   ○ Rarely   ○ Never

25 *Are you responsible for other tasks in the library? Please specify

[   ]

26 * How familiar are you with the Welsh government's Anti-Racist Wales Action Plan and its implications for libraries in Wales?

○ Very familiar   ○ Somewhat familiar   ○ Not very familiar

○ Not familiar at all

Section 3: Experience and perception of training on anti-racist library practices

27 *Have you received any professional training in your current role?

○ Yes   ○ No

28 *How often do you participate in professional training?

○ One-off   ○ Daily   ○ Weekly

○ Monthly   ○ Occasionally   ○ Rarely

○ Never

29 *In what capacity do you participate in professional training?

○ Online   ○ On-site   ○ Guided

○ Self-directed

30 *How effective do you feel professional training has been in providing an understanding of inclusive and anti-racist library practices in your workplace?

○ Very Effective   ○ Somewhat Effective   ○ Neutral

○ Somewhat Ineffective   ○ Very Ineffective

31 *Was professional training a part of the organisation's CPD or was it taken on your own initiative?

○ Organisation CPD   ○ Own Initiative
(Continuing Professional
Development)

○ Other (Please specify)

[   ]

32 *Have you received any training on inclusive library practices (e.g. disability, age, LGBTQ+, religious inclusivity) in your current role?

○ Yes   ○ No

33 * How often do you participate in inclusive library practices training?

○ One-off   ○ Daily   ○ Weekly

○ Monthly   ○ Occasionally   ○ Rarely

○ Never

34 * In what capacity do you participate in inclusive library practices training?

○ Online   ○ On-site   ○ Guided

○ Self-directed

35 * How effective do you feel inclusive library practices training has been in providing an understanding of inclusive and anti-racist library practices in your workplace?

○ Very Effective   ○ Somewhat Effective   ○ Neutral

○ Somewhat Ineffective   ○ Very Ineffective

36 * Was inclusive library practices training a part of the organisation's CPD or was it taken on your own initiative?

○ Organisation CPD (Continuing Professional Development)   ○ Own Initiative

○ Other (Please specify)

[   ]

37 * Have you received any training on anti-racist library practices in your current role?

○ Yes   ○ No

38 * Does this include an understanding of the importance of stock management and collections as part of anti-racist practices?

○ Yes   ○ No

39 *How often do you participate in anti-racist library practices training?

- ( ) One-off
- ( ) Daily
- ( ) Weekly
- ( ) Monthly
- ( ) Occasionally
- ( ) Rarely
- ( ) Never

40 *In what capacity do you participate in this training?

- ( ) Online
- ( ) On-site
- ( ) Guided
- ( ) Self-directed

41 *How effective do you feel the anti-racist library practices training has been in providing an understanding of inclusive and anti-racist library practices in your workplace?

- ( ) Very Effective
- ( ) Somewhat Effective
- ( ) Neutral
- ( ) Somewhat Ineffective
- ( ) Very Ineffective

42 *Was the anti-racist library practices training a part of the organisation's CPD or was it taken on your own initiative?

- ( ) Organisation CPD (Continuing Professional Development)
- ( ) Own Initiative
- ( ) Other (Please specify)

  [   ]

Section 4: Challenges and limitations to participating in training

43 * What, if any, challenges have you encountered in participating in general professional training?

○ Time constraints

○ Financial constraints

○ Lack of access to training opportunities

○ Limited training options available

○ Limited training options in Welsh language

○ Limited training options for remote/rural locations

○ Limited support from managers/supervisors

○ Limited understanding of the importance of training

○ Limited understanding of the content of the training

○ Limited understanding of the relevance of training to their role

○ Limited understanding of the applicability of training to their workplace

○ No challenges or limitations encountered

○ Other (Please specify)

[   ]

45 * How often do you encounter these types of challenges?

○ Daily

○ Weekly

○ Monthly

○ Occasionally

○ Rarely

○ Never

46 * How severe do you consider these challenges to be?

○ Very Severe

○ Somewhat Severe

○ Moderate

○ Somewhat Mild

○ Mild

47 * What, if any, are your recommendations for overcoming these challenges?

[   ]

48 * What, if any, challenges have you encountered in participating in inclusivity training (e.g. disability, age, LGBTQ+, religious inclusivity)?

- ◯ No challenges or limitations encountered
- ◯ Time constraints
- ◯ Financial constraints
- ◯ Lack of access to training opportunities
- ◯ Limited training options available
- ◯ Limited training options in Welsh language
- ◯ Limited training options for remote/rural locations
- ◯ Limited support from managers/supervisors
- ◯ Limited understanding of the importance of training
- ◯ Limited understanding of the content of the training
- ◯ Limited understanding of the relevance of training to their role
- ◯ Limited understanding of the applicability of training to their workplace
- ◯ Other (Please specify)

[   ]

49 * How often do you encounter these types of challenges?

- ◯ Daily
- ◯ Weekly
- ◯ Monthly
- ◯ Occasionally
- ◯ Rarely
- ◯ Never

50 * How severe do you consider these challenges to be?

- ◯ Very Severe
- ◯ Somewhat Severe
- ◯ Moderate
- ◯ Somewhat Mild
- ◯ Mild

51 * What, if any, are your recommendations for overcoming these challenges?

[   ]

52 * What, if any, challenges have you encountered in participating in anti-racist library practices training?

○ No challenges or limitations encountered   ○ Time constraints   ○ Financial constraints

○ Lack of access to training opportunities   ○ Limited training options available   ○ Limited training options in Welsh language

○ Limited training options for remote/rural locations   ○ Limited support from managers/supervisors   ○ Limited understanding of the importance of training

○ Limited understanding of the content of the training   ○ Limited understanding of the relevance of training to their role   ○ Limited understanding of the applicability of training to their workplace

○ Other (Please specify)

[   ]

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53 * How often do you encounter these types of challenges?

○ Daily   ○ Weekly   ○ Monthly

○ Occasionally   ○ Rarely   ○ Never

---

54 * How severe do you consider these challenges to be?

○ Very Severe   ○ Somewhat Severe   ○ Moderate

○ Somewhat Mild   ○ Mild

---

55 * What, if any, are your recommendations for overcoming these challenges?

[   ]

Section 5: Availability and accessibility of training

56 *How easy or difficult is it for you to access professional training in general?

○ Very Easy   ○ Easy   ○ Neutral

○ Difficult   ○ Very Difficult

---

57 *What specific types or formats of professional training do you find more accessible? (Please select up to two options)

○ Online training   ○ On-site training   ○ Guided training

○ Self-directed training

○ Other (Please specify)

[   ]

---

58 *What specific types or formats of professional training do you find less accessible? (Please select up to two options)

○ Online training   ○ On-site training   ○ Guided training

○ Self-directed training

○ Other (Please specify)

[   ]

---

59 *How easy or difficult is it for you to access training related to inclusive library practices?

○ Very Easy   ○ Easy   ○ Neutral

○ Difficult   ○ Very Difficult

---

60 * What specific types or formats of training do you find more accessible for inclusive library practices? (Please select up to two options)

☐ Online training ☐ On-site training ☐ Guided training

☐ Self-directed training

☐ Other (Please specify)

[   ]

61 * What specific types or formats of training do you find less accessible for inclusive library practices? (Please select up to two options)

☐ Online training ☐ On-site training ☐ Guided training

☐ Self-directed training

☐ Other (Please specify)

[   ]

62 * How easy or difficult is it for you to access training related to anti-racist library practices?

○ Very Easy ○ Easy ○ Neutral

○ Difficult ○ Very Difficult

63 * What specific types or formats of training do you find more accessible for anti-racist library practices? (Please select up to two options)

○ Online training ○ On-site training ○ Guided training

○ Self-directed training

○ Other (Please specify)

[   ]

64 * What specific types or formats of training do you find less accessible for anti-racist library practices? (Please select up to two options)

◯ Online training   ◯ On-site training   ◯ Guided training

◯ Self-directed training

◯ Other (Please specify)

[ ]

Section 6: Your knowledge and skills in relation to anti-racist library practices

65 * How knowledgeable do you feel you are in relation to anti-racist library practices?

○ Not at all knowledgeable ○ Somewhat not knowledgeable ○ Neutral

○ Somewhat knowledgeable ○ Extremely knowledgeable

66 * How confident do you feel in your ability to promote anti-racist library practices in your workplace?

○ Not at all confident ○ Somewhat not confident ○ Neutral

○ Somewhat confident ○ Extremely confident

67 * To what extent are the anti-racist practices in your workplace guided by collaboration with ethnic minority communities?

○ Strongly disagree ○ Disagree ○ Neutral

○ Agree ○ Strongly Agree

68 * In your opinion, what, if any, areas do you feel you need more knowledge or skills in relation to anti-racist library practices?

○ Stock acquisition and management ○ Representation and community engagement/co-creation ○ Policy and procedural implementation

○ Other (Please specify)

[   ]

Section 7: Suggestions for developing and improving training on anti-racist library practices

69 *What specific improvements would you like to see in relation to library collection management-related anti-racist library practices training in your workplace? (Please specify)

[ ]

70 *What specific types or formats of training would you like to see offered for anti-racist library practices? (Please select up to two options)

☐ Online training modules   ☐ In-person workshops   ☐ Self-directed learning resources

☐ Online communities of practice   ☐ Conferences and seminars

☐ Other (Please specify)

[ ]

71 *What specific topics or issues would you like to see covered in anti-racist library practices training?

☐ Understanding and identifying bias   ☐ Implementing anti-racist collection development   ☐ Engaging with and serving marginalised communities

☐ Understanding and addressing microaggressions   ☐ Intersectionality and its relation to anti-racism   ☐ Decolonisation of library collections

☐ Other (Please specify)

[ ]

72 * What specific recommendations do you have for how to improve anti-racist library practices training in your workplace? (Please specify)

73 * Are there any courses or training you are aware of that you would recommend? (Please specify)

Appendix 2. Training Model and Content Research Interview Template

Interview Template

Introduction (5 minutes): Introduce yourself, explain the purpose of the interview, and explain how the information gathered will be used.

Background Information (5 minutes): Ask about the librarian's current role, responsibilities, and the type of library they work in (unless previously specified).

Training Needs (20 minutes):
1. Specific areas of knowledge or skills that the librarian feels they need more training in relation to anti-racist and inclusive practices in their workplace
2. Challenges with training (e.g. lack of time and resources)
3. Librarian's current training possibilities/provision
4. Effectiveness and availability of current training opportunities
5. Librarian's and the institution's specific objectives of participating in relevant training

Acquisitions, representation and community engagement (20 minutes)
1. Librarian's experience of acquisition, representation and community engagement
2. Librarian's knowledge gaps/areas of improvement
3. Current practices and procedures regarding acquisition, representation and community engagement
4. Librarian's engagement with diverse communities and understanding of their needs and interests

Collaboration and Community of Practice (15 minutes)
1. Librarian's experience with collaboration and teamwork and communities of practice related to inclusive and anti-racist library practices
2. Librarian's thoughts on the potential value of digital communities of practice in relation to inclusive and anti-racist library practices
3. Perception of the effectiveness and availability of current collaboration and community of practice opportunities related to inclusive and anti-racist library practices

Conclusion (5 minutes): Thank the participant for their time. Ask if they have any questions or comments. Provide contact information for follow-up

Total Duration: (60-70 minutes)

Appendix 3. Data Analysis

I. Survey Analysis
A. *Methodology*

Laurel developed a survey to investigate the following themes:
- Current state and effectiveness of training provision for inclusion and anti-racism in library collections and acquisitions for librarians in Wales.
- Methodologies and practices for ensuring inclusive library materials and identifying knowledge gaps and areas for improvement in acquisition and collection management.
- Challenges faced by librarians in Wales in ensuring inclusive and anti-racist acquisitions and collections, and best practices for inclusive acquisitions and collection management in libraries.

The survey has been translated into Welsh and reviewed by the Project Steering Committee. Later, Laurel tested and launched it via Zoho Surveys (an integrated feature of CRM software). We targeted managers and staff members who work in public libraries in Wales, and our primary point of contact was the CILIP Steering Committee. We then distributed the surveys with the help of the Steering group 189 of potential respondents over 57 days. We have received 64 responses, out of which 54 were complete. The vast majority of respondents identified as white British or white Welsh.

After the submission window closed, our team exported the data into Excel. We cleared the data and encrypted any reference to location or personal data. After combining the English and Welsh responses, a member of our team first analysed the questions one by one, and then building on their first observations, our team created crosstabs. These crosstabs marked the emerging patterns and relationships in the dataset, and they are the core of the following analysis.

Sample bias
The sample is large and representative of public libraries in Wales. The sample also allows us to appreciate the lack of diversity among staff and management in Welsh public libraries. At the same time we must note the possibility of sample bias. Since the distribution of the surveys happened through the CILIP Steering Committee, we assume that those respondents who are connected to the wider values and activities of CILIP, including anti-racism, are overrepresented.

1. Findings
EDI Information

The survey was primarily conducted in English, with 91% of respondents using that language and 9% using Welsh. The majority of library professionals who responded to the survey were between the ages of 46-65, with 30% falling into the 46-55 age group and 28% in the 56-65 age group. Most of the respondents identified as female (76%), and 22% identified as male. Of the respondents, 46 (85%) identified as White British[2], 40 as Welsh, and 21 had a Bachelor's degree. The majority of respondents worked in trust-run libraries (48%), followed by local authority-run libraries (42%). The most common role in the library was customer service assistant, with 12 respondents (22%). The data shows that the majority of respondents had over 16 years of experience (25 or 46%), with 8 (14%) having 1-3 years of experience. Most respondents worked in small or medium-sized libraries, with 16 (30%) and 18 (33%) respondents respectively, while 12 (22%) worked in large libraries.

The respondents' current roles, length of their current role, and their involvement in different areas of library work

The survey asked respondents about their current roles, how long they have been in their current role, and their involvement in different areas of library work. Of the respondents, 52% (28) work full-time in the library, while 46 % (25) work part-time in the library, and 1.8% (1) are volunteers. When it comes to length of time in their current role, the majority of respondents have been in their role for more than 10 years (31% or 17 respondents), followed by 3-5 years (24% or 13 respondents), and less than one year (18% or 10 respondents).

In terms of involvement in different areas of library work, only 18% (10) of respondents are involved in the acquisition of library materials on a daily basis, while 33% (18) are involved in representation and community engagement on a daily basis. When it comes to delivering professional training, only 1.8% (1) of respondents deliver professional training on a daily basis, while 43% (23) never deliver professional training. Similarly, only 5% (3) of respondents deliver inclusive library practices training on a daily basis, while 59% (32) never deliver inclusive library practices training.

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[2] According to the 2022 Workforce Survey, 92% of the information workforce in Wales identified as White. This demonstrates that the Training Model Survey sample was slightly more diverse with %85 percent of the respondents identifying as White British. This could be attributed to the fact that the Training Model Survey was distributed to the library community by members of the project steering group, who were all library workers interested in anti-racist library practices. Consequently, the Training Model Survey respondents were more representative of the ethnic minority groups due to its sampling methodology. The difference in sample diversity could also be attributed to the fact that the Training Model Survey was distributed exclusively among library workers, while the Workforce Survey was distributed across the entire information sector.

Regarding the frequency of receiving training, 50% (27) of respondents receive professional training occasionally, and 52% (28) receive inclusive library practices training occasionally. A significant proportion of respondents (72% or 39 respondents) never deliver anti-racist library practices training, while 33% (18 respondents) never receive anti-racist library practices training. Additionally, 74.07% (40) never deliver sustainability training, while 43% (23) never receive sustainability training.

The survey results suggest that there is a need for increased training opportunities in areas such as inclusive library practices, anti-racist library practices, and sustainability. The majority of respondents do not deliver or receive training in these areas, indicating a potential gap in knowledge and skills.

Responsibilities for other tasks in the library

The responses to this open-ended question reveal that many library workers have a variety of responsibilities in addition to their library duties. Some of these include customer service, community activities, event planning, social media management, outreach, school visits, staff management, stock management, and local studies research. Some library workers are responsible for managing the library's overall operations, while others have more specific tasks such as purchasing resources or cataloguing stock.

Familiarity with the ARWAP

A total of 54 respondents participated in the survey. The majority of the respondents reported not being familiar with the plan (43%), while 24.07% were not familiar at all. Based on the survey results, it is imperative for the Welsh Government to take action in ensuring that librarians in Wales are well-informed about the plan and its objectives. This can potentially promote greater awareness and implementation of anti-racist policies in libraries and other public spaces throughout Wales.

Previous training experiences
In terms of professional training, 56% of the respondents received some professional training in their current roles, while 44% had not received any.

When asked about their participation in professional training, 53% of respondents indicated they participate occasionally, while 30% participate monthly. Of those who do participate in training, 70% indicated that it is online. When asked about the effectiveness of training in providing an understanding of inclusive and anti-racist library practices, 43% of respondents rated the training as somewhat effective.

Regarding training on inclusive library practices, 61% of the respondents received some training on the topic, and 57.58% participate in such training occasionally. Over half (52%) of those who participate in inclusive library practices training do so online. Of those who received this training, 39% rated it as neutral in terms of effectiveness.

Of the respondents, 28% received training on anti-racist library practices in their current roles. Among those who did, 80% received training on the importance of stock management and collections as part of anti-racist practices. Only 6.7% participate in such training weekly or monthly. The majority (93%) of those who participate in such training do so online. Among those who received this training, 60% participated in the training occasionally.

Challenges encountered by respondents in participating in professional training, inclusivity training, and anti-racist library practices training
For general professional training, where challenges were encountered the most reported challenges were time constraints (33%), limited training options available and financial constraints (both 16%). The challenges were encountered occasionally (58%) and were considered somewhat severe (28%) or moderate (36%) by respondents.

Regarding inclusivity training, where challenges were encountered, time constraints (33%) and limited training options available (21%) were the most reported challenges. Respondents encountered these challenges occasionally (40%) and considered them somewhat severe (77%) or moderate (92%).

For anti-racist library practices training, where challenges were encountered, the most reported challenges were limited training options available (21%), time constraints (26%), and lack of access to training opportunities (16%). Respondents encountered these challenges occasionally (52%) and considered them somewhat severe (28%) or moderate (31%).

It is worth noting that a significant proportion of respondents reported not encountering any challenges or limitations in participating in professional training (11%), inclusivity training (9%), and anti-racist library practices training (26%).

Recommendations for challenges with general professional training
The responses suggest that to overcome the challenges of training and development in libraries, there needs to be more education and appreciation for personal and professional development, more proactive support from managers, defined annual training, more online training specific to libraries, and more time and budget for training opportunities. There is also a need for more awareness and engagement with a wider section of society, greater involvement of staff in

identifying and addressing issues of diversity and racism, and more financial assistance for training. Additionally, some responses suggest that staff rota changes, remote work options, and increased staffing levels could help to address these challenges.

Recommendations for challenges with inclusivity training
Many of the responses recommend more library-specific training, with some suggesting that training should be compulsory and delivered by people with lived experience. Some respondents specifically requested guided training that is not just a tick-box exercise. Time management and staff numbers are also mentioned as challenges to accessing training, with some suggesting that more time and staff cover should be provided. Other recommendations include making CPD a priority, providing budget allowances for training costs, and making more training readily accessible.

Recommendations for challenges with anti-racist library practices training
The responses to this question are largely similar to the previous one. There is a need for more awareness, availability, and support for training, particularly library role specific training. Time management is also identified as a challenge. Some respondents suggest creating training that focuses solely on anti-racist library practices, as existing training is not specific to libraries. There is a call for humility and kindness to help staff put themselves in the shoes of the Global Majority. Employers are recommended to provide suitable cover and time for effective training to be undertaken, and to make more training readily accessible.

Accessibility of training and the knowledge and confidence of library staff in relation to anti-racist and inclusive library practices
In terms of accessing professional training in general, 45% of respondents indicated a neutral stance on its ease of accessibility, while 45% felt that it was either easy or very easy to access. When asked about specific types or formats of training, online training was found to be the most accessible (49%), followed by on-site training (31%). Self-directed training was found to be the least accessible (32%).

For training on making libraries more inclusive, 54% of the people surveyed had a neutral opinion on its accessibility, while 24% found it difficult or very difficult to access. Online training was again the most accessible (51%), with training at a physical location coming in second (28%). Self-guided training was the least accessible (5.8%).

Regarding training on making libraries anti-racist, most people surveyed (57%) had a neutral opinion on its accessibility, while 26% found it difficult or very difficult to access. Online training

was the most accessible (52%), with training at a physical location coming in second (25%). Self-guided training was the least accessible (5.9%).

The data shows that while half of the people surveyed found accessing professional training easy, the ease of access varied for training on inclusive and anti-racist library practices. Over half of the people surveyed had a neutral opinion on the accessibility of training on these topics, and a quarter found it difficult to access. Online training was consistently the most accessible type, followed by training at a physical location, while self-guided training was consistently the least accessible. These results suggest that there is room for improvement in making training on inclusive and anti-racist library practices more accessible, and that online and on-site training may be the best ways to reach library staff.

When asked about their knowledge of anti-racist library practices, most people surveyed (44%) felt somewhat knowledgeable, with 31% having a neutral opinion. Only 2.2% felt extremely knowledgeable. When asked about their confidence in promoting anti-racist library practices at work, 49% felt somewhat confident, while 26.7% had a neutral opinion. Only 6.7% felt extremely confident.

Lastly, when asked about the areas where people surveyed felt they needed more knowledge or skills related to anti-racist library practices, representation and community engagement/co-creation had the highest percentage (38%), followed by developing and managing collections (27%). Policy and procedural development had the lowest percentage (8.1%).

In summary, the survey results suggest that while most people surveyed felt somewhat knowledgeable about anti-racist library practices, there's room for improvement. Similarly, while nearly half felt somewhat confident in promoting anti-racist practices at work, there's still a significant percentage who feel neutral or lacking in confidence. The fact that representation and community engagement/co-creation and collection development and management were the areas where people surveyed felt they needed more knowledge or skills shows that focusing on these areas in future training and development initiatives is essential.

The specific types or formats of training they would like to see offered for anti-racist library practices
Online training modules were the most popular option, with 44% of respondents selecting it, followed by in-person workshops at 27%. Self-directed learning resources, online communities of practice, and conferences and seminars were also selected by a smaller percentage of respondents.

In terms of the specific topics or issues they would like to see covered in anti-racist library practices training*: Understanding and identifying bias* was the most commonly selected topic, with 37% of respondents choosing it. *Implementing anti-racist collection development* and *engaging with and serving marginalised communities* were also popular topics, with 29% and 24% of respondents selecting them, respectively. Understanding and addressing microaggressions, intersectionality and its relation to anti-racism, and decolonisation of library collections were also selected by smaller percentages of respondents.

Specific improvements respondents would like to see in relation to library collection management-related anti-racist library practices training in their workplace
The responses to this open-ended question suggest that people would like to see more representation and awareness of authors and places where the work comes from in library collections. They also want more understanding of representation in relation to "weeding" or book displays, and more training for staff at all levels. There is a call for more engagement with the community and experts and more dialogue with suppliers around what changes people would like to see made. Some respondents also requested more books on intersectionality and more policies for the understanding of staff. Finally, some respondents noted that they have not received any training on anti-racist library practices and would like to see more specific training on this topic.

How to improve anti-racist library practices training in the workplace
The open-ended responses on how to improve anti-racist library practices training in the workplace provide a range of recommendations, including the need for more training opportunities and awareness for current staff, as well as online and on-site training with a focus on increasing accessibility. Respondents also suggested that training should be provided to promote confidence among staff and should aim to develop an understanding of intersectionality and remove misconceptions and internal biases. Furthermore, the recommendations included more face-to-face training, further engagement with communities, and improved recruitment practices. Finally, respondents suggested that training should be provided on judgement and criteria of stock selection in relation to the wider community, underscoring the need for a holistic approach to anti-racist practices in library services.

Courses or training respondents would recommend
There were few specific courses or training programs recommended by the respondents. Some mentioned that they were not aware of any such programs, while a few mentioned attending seminars or workshops organised by CILIP and AIM. One respondent recommended the Diversifying Museums, Libraries, and Archives training. Another mentioned the Race Alliance Wales' manifesto and the Privilege Café as potentially helpful resources. Some respondents

expressed a desire for training to be offered in Welsh. One respondent mentioned learning about anti-racism through social media pages like Feminist on Instagram.

2. Understanding Relationships and Patterns
a. The relationship between years of experience and participation in three different types of training:

Table 1 The relationship between years of experience and participation in general professional training

| | Participation in general professional training | | | | | |
Years of Experience	Never	Monthly	Occasionally	Rarely	Weekly	Grand Total
11-15 years	3	2	1		1	7
1-3 years	4		3	1		8
16 years or more	9	5	9	1	1	25
4-6 years	5	1	1			7
7-10 years	2	1	1			4
Less than 1 year	1		1		1	3
Grand Total	24	9	16	2	3	54

General professional training:
Participants with less experience (1-3 years) are more likely to participate in training than those with more experience (11-15 years, 16 years or more). Participants with 16 years or more of experience are more likely to attend training on a regular basis (weekly or monthly) than those with less experience. Rarely attending general professional training is the most common response across all experience levels.

Table 2 The relationship between years of experience and participation in inclusivity training

| | Participation in Inclusivity training | | | | | |
Years of Experience	Never	Monthly	Occasionally	One-off	Rarely	Grand Total
11-15 years	1	1	2		3	7

1-3 years	6		2			8
16 years or more	10	2	9	1	3	25
4-6 years	1	1	3	1	1	7
7-10 years	1		2		1	4
Less than 1 year	2		1			3
Grand Total	21	4	19	2	8	54

Inclusive library practices training

Participants with less experience (less than 1 year, 1-3 years) are more likely to participate in inclusivity training than those with more experience (11-15 years, 16 years or more). Participants with 16 years or more of experience are more likely to attend inclusivity training occasionally or rarely than those with less experience. The most common response for inclusive library practices training varies across experience levels, with occasional training being the most common response for those with 1-3 years of experience and rarely attending being the most common response for those with 11-15 years and 16 years or more of experience.

Table 3 The relationship between years of experience and participation in anti-racist library practices training

Years of Experience	Participation in anti-racist library practice training						
	Never	Monthly	Occasionally	One-off	Rarely	Weekly	Grand Total
11-15 years	5	1	1				7
1-3 years	8						8
16 years or more	17			4	1	3		25
4-6 years	4		3				7
7-10 years	2		1			1	4
Less than 1 year	3						3
Grand Total	39	1	9	1	3	1	54

Anti-racist library practices training

Participants with more experience (11-15 years, 16 years or more) are more likely to participate in anti-racist library practices training than those with less experience (less than 1 year, 1-3 years). Participants with less experience (less than 1 year, 1-3 years) are less likely to attend anti-racist library practices training on a regular basis (monthly or weekly) than those with more experience. Rarely attending anti-racist library practices training is the most common response across all experience levels.

Table 4 Years of experience of respondents who never participated in each of the three types of training

Years of experience of respondents who never participated in:	General professional training	Inclusivity training	Anti-racist library practice training
Less than 1 year	1	2	3
1-3 years	4	6	8
4-6 years	5	1	4
7-10 years	2	1	2
11-15 years	3	1	5
16 years or more	9	10	17

Above table shows the years of experience of respondents who have never participated in each type of training. It suggests that there is a correlation between years of experience and the likelihood of not participating in any training, with those having 16 years or more of experience being the most likely to have never participated in any of the three types of training. It also highlights that a considerable portion of respondents who have never participated in inclusivity training have less than 3 years of experience. This may indicate that newer professionals are less likely to prioritise or be provided with inclusivity training. On the other hand, the respondents who have never participated in anti-racist library practice training are spread across all years of experience, with the highest number being those with 16 years or more of experience. This could indicate a broader resistance or lack of recognition of the importance of anti-racist training across the profession.

b. Perceived barriers to participating in general professional training, inclusivity training, and anti-racist library practices training, based on the library size

In terms of general professional training, time constraints are the most common barrier reported by respondents across all library sizes, followed by financial constraints and limited training options available. Large libraries report the highest number of financial constraints, while medium libraries report the highest number of limited training options available in Welsh and for remote/rural areas.

For inclusivity training, time constraints are again the most common barrier across all library sizes, followed by financial constraints and limited training options available. Similar to general professional training, large libraries report the highest number of financial constraints, while medium libraries report the highest number of limited training options available in Welsh and for remote/rural areas.

For anti-racist library practices training, time constraints are the most common barrier reported by respondents across all library sizes, followed by limited training options available and financial constraints. Medium libraries report the highest number of limited training options available, while large libraries report the highest number of respondents who reported no challenges or limitations encountered.

Overall, time constraints, financial constraints, and limited training options available are the most commonly reported barriers across all three types of training and library sizes. Lack of support from managers and supervisors and limited understanding of the importance, content, and relevance of the training are also reported as barriers, but to a lesser extent.
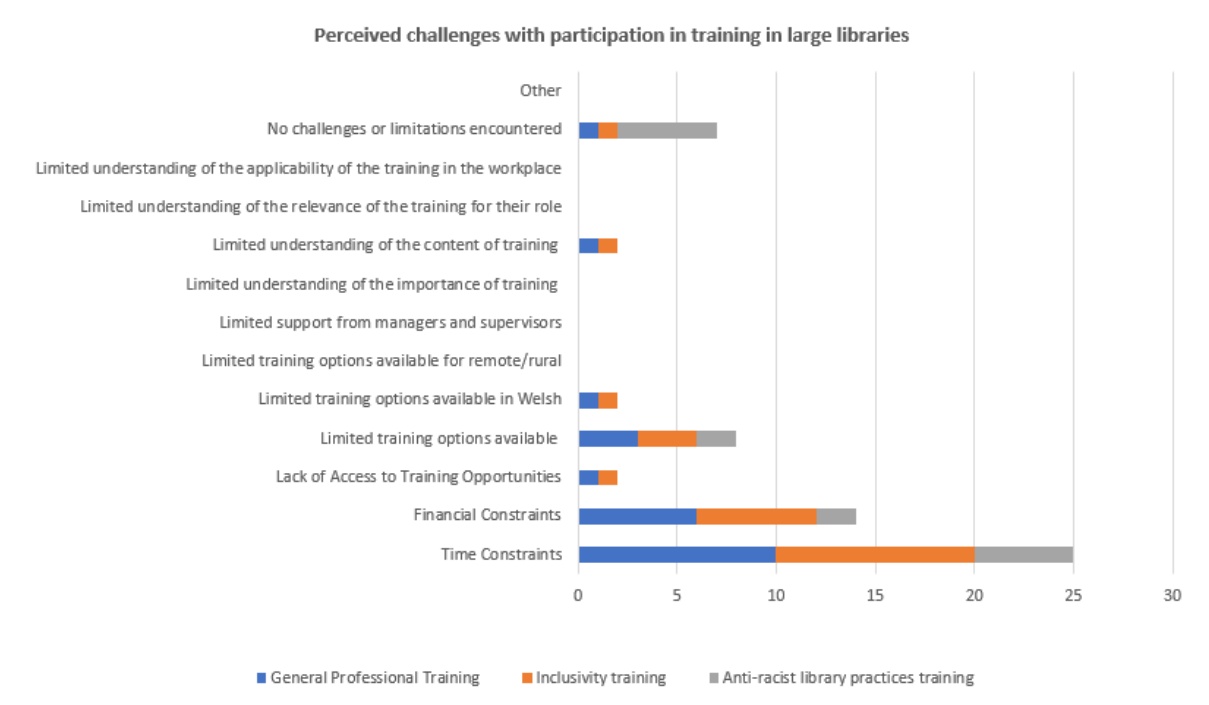
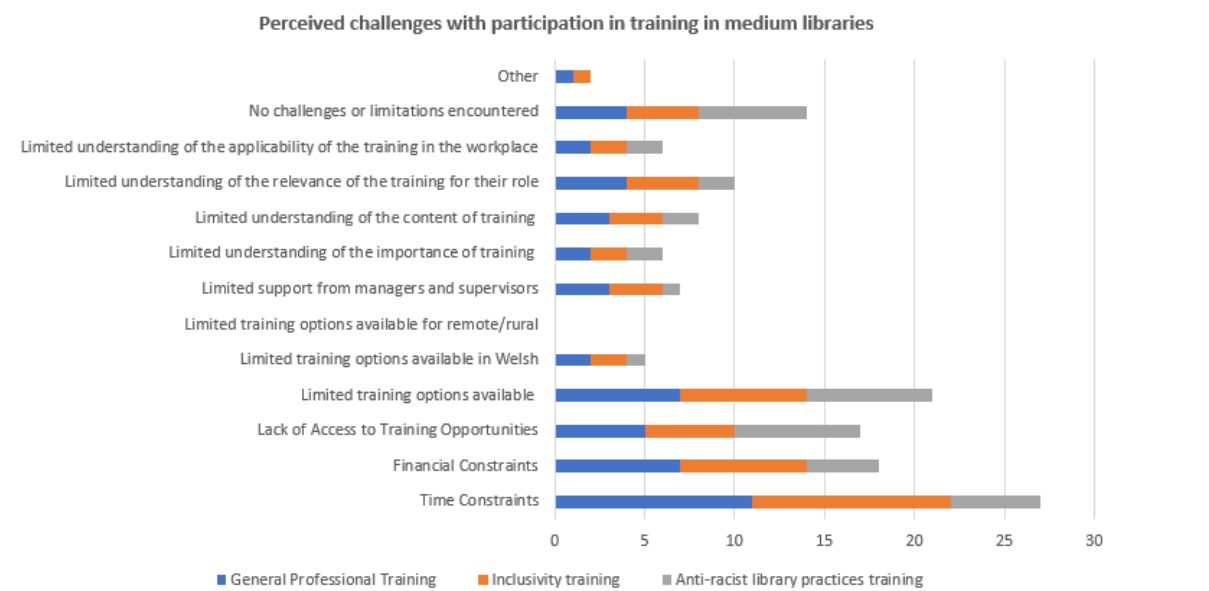**Perceived challenges with participation in training in large libraries**

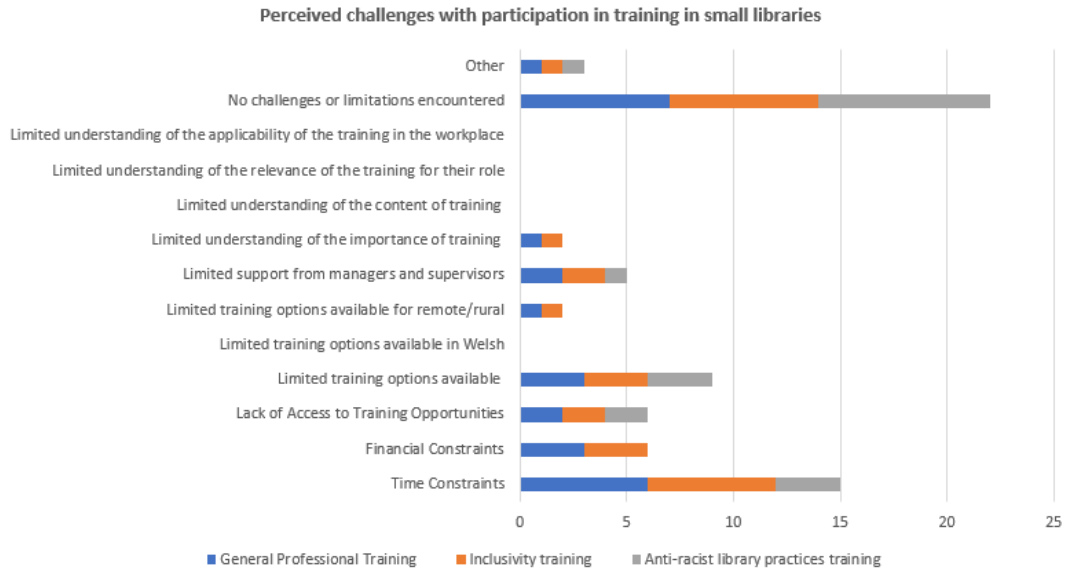*Figure 1 Perceived challenges with participation in training in large libraries*

Perceived challenges with participation in training in medium libraries

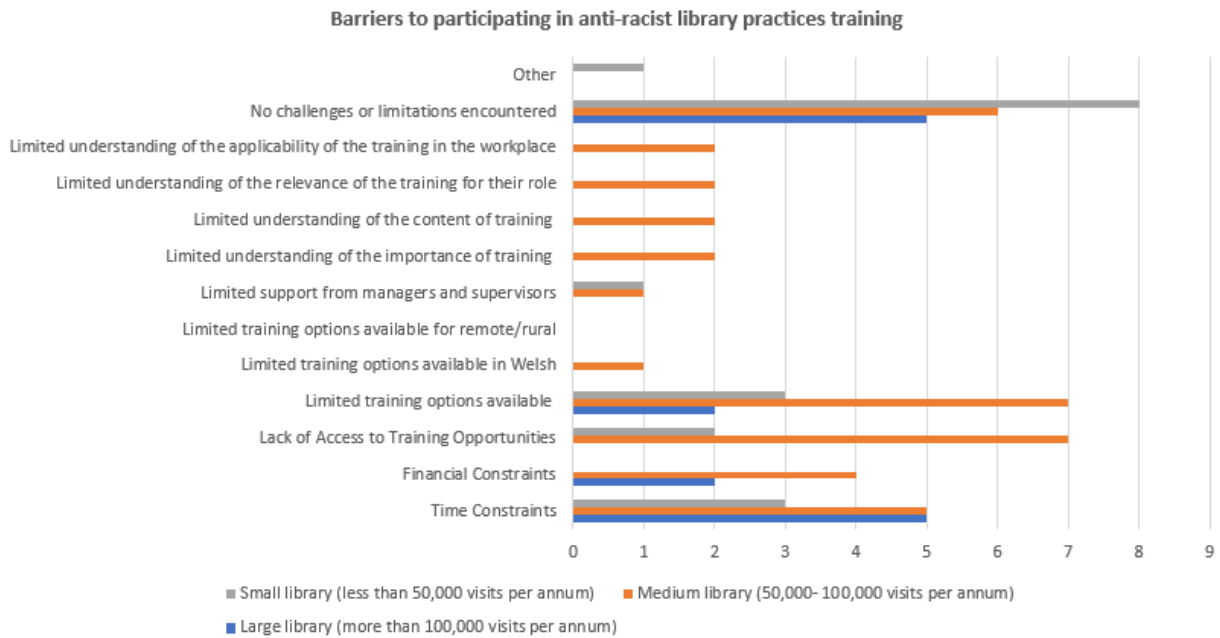*Figure 2 Perceived challenges with participation in training in medium libraries*

Perceived challenges with participation in training in small libraries

Legend: ■ General Professional Training ■ Inclusivity training ■ Anti-racist library practices training

Figure 3 Perceived challenges with participation in training in small libraries

Barriers to participating in anti-racist library practices training

Legend: ■ Small library (less than 50,000 visits per annum) ■ Medium library (50,000- 100,000 visits per annum) ■ Large library (more than 100,000 visits per annum)

Figure 4 Barriers to participating in anti-racist library practices training

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c. Responses regarding the perceived effectiveness of inclusive and anti-racist library practices training, as well as information on the mode and frequency of training

Effectiveness of anti-racist library practices training: 4 respondents found the training very effective when conducted online, while 7 respondents found it somewhat effective. On-site training received only 1 "very effective" response. No respondents reported a neutral or negative effectiveness rating for on-site training. The frequency of training did not appear to have a significant impact on perceived effectiveness. Effectiveness of inclusive library practices training: 12 respondents found online training somewhat effective, while 4 found it very effective. On-site training received only 2 "somewhat effective" ratings, and no respondents reported a "very effective" rating for on-site training.

The frequency of training did not appear to have a significant impact on perceived effectiveness. The most common mode of training for both anti-racist and inclusive library practices was online. When it comes to frequency of training, occasional training was the most common for both types of training. It's worth noting that a significant number of respondents rated the effectiveness of the training as "neutral" for both types of training, indicating that there is room for improvement for both training types.
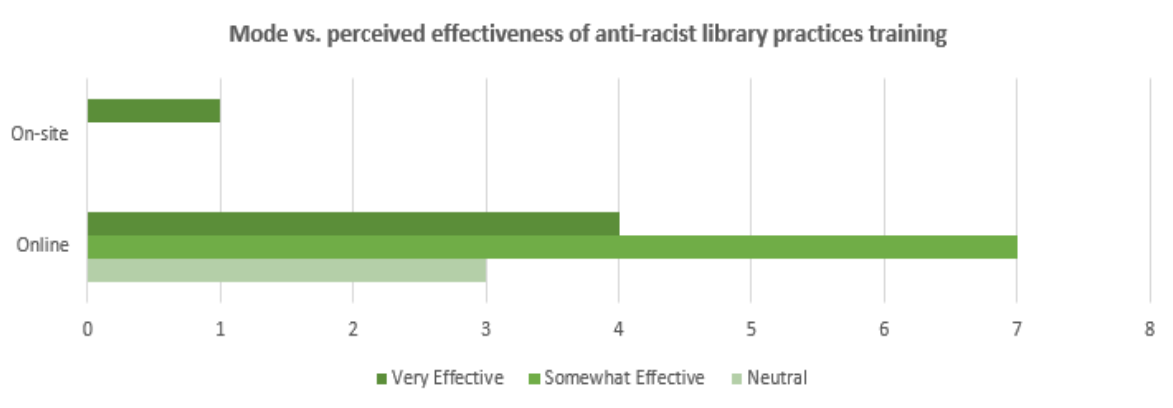

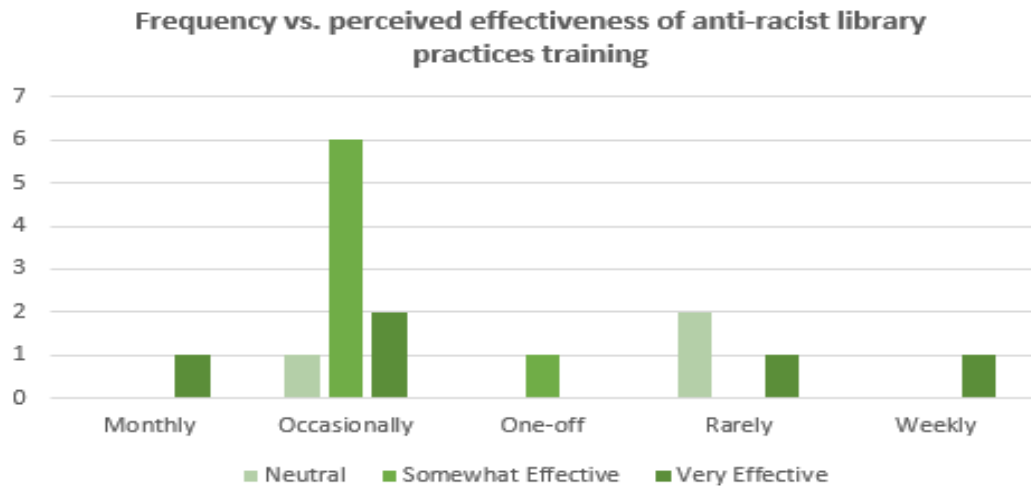*Figure 5 Mode vs. perceived effectiveness of anti-racist library practices training*

Figure 6 Frequency vs. perceived effectiveness of anti-racist library practices training

d. Motivations for and barriers to different types of training

The data presents motivations and barriers for different types of library training. For anti-racist library practices training, time constraints and limited training options were identified as barriers, while CPD was identified as a motivation. For inclusive library practices training, time constraints and limited training options were identified as barriers, while CPD and own initiative were identified as motivations. The top challenges for general professional training were time constraints, financial constraints, and limited training options, while CPD was identified as a motivation. There were also some respondents who encountered no challenges or limitations in their anti-racist library practices training. However, even when training is part of CPD, there is limited understanding of its relevance and value, and limited managerial support. There are also limited training options available in Welsh, despite Welsh communication being compulsory in some cases.

Figure 7 Motivation for training and top 3 most common challenges with general professional training
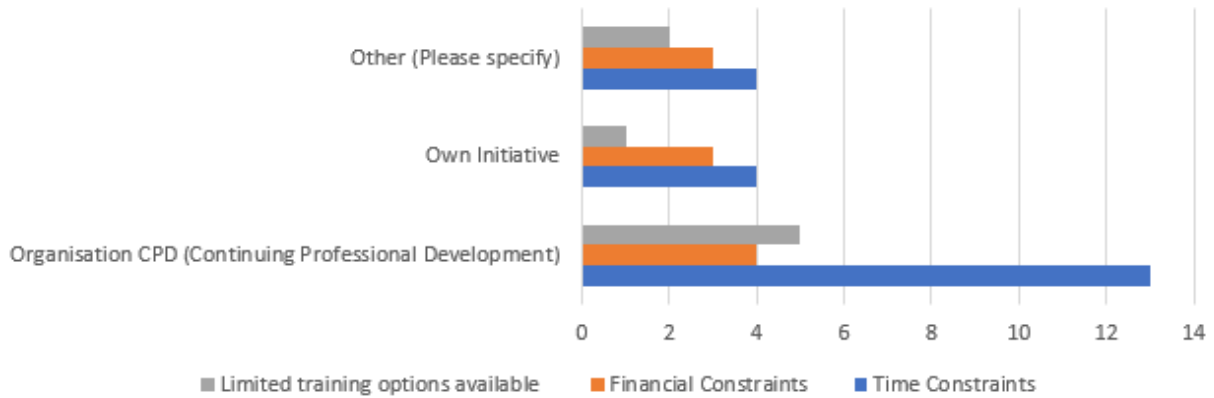

Figure 8 Motivation for training and top 3 most common challenges with inclusive library practices training
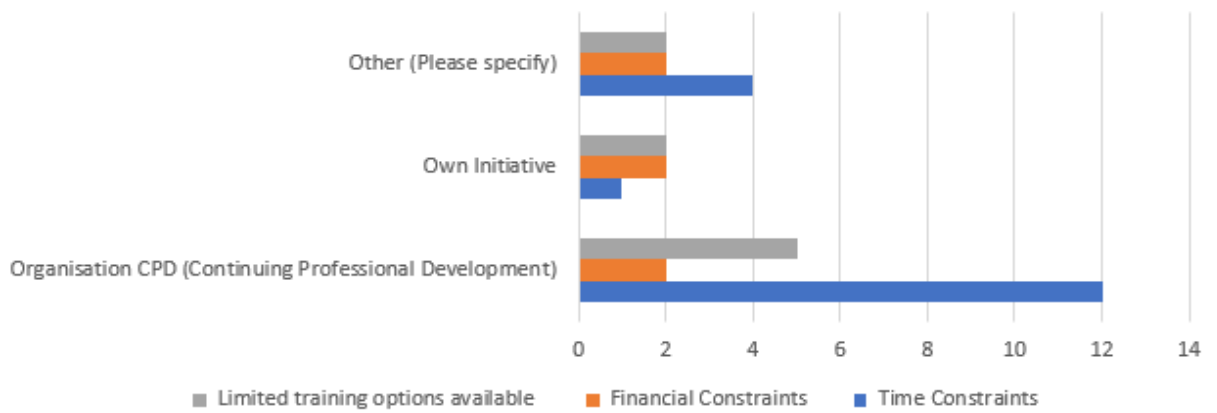
Motivation for and challenges with participation in anti-racist library practices training
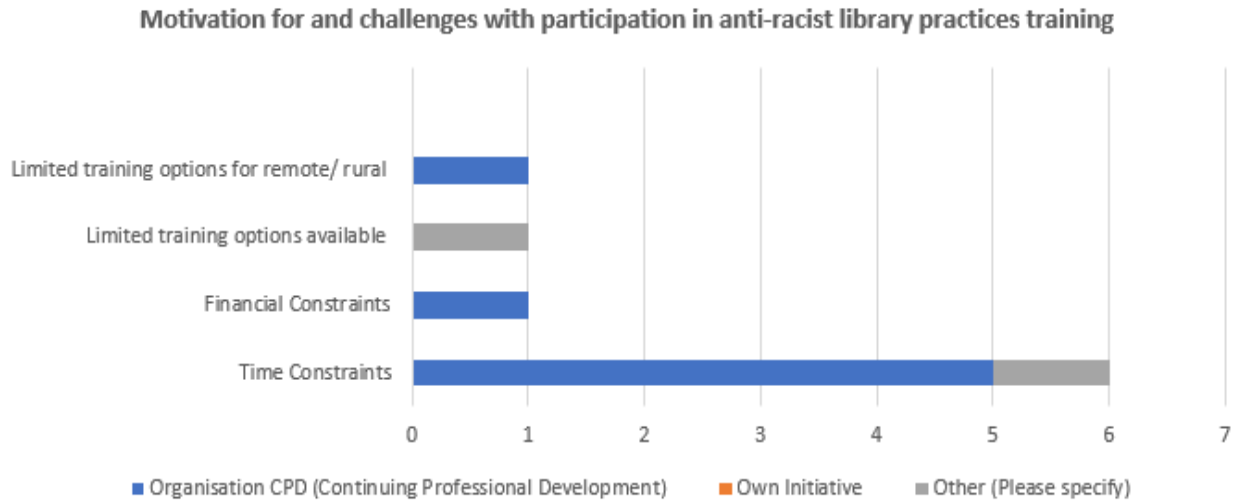
Figure 9 Motivation for and all perceived challenges with participation in anti-racist library practices training

Motivations for training by respondents who have encountered no challenges or limitations for anti-racist library practices training
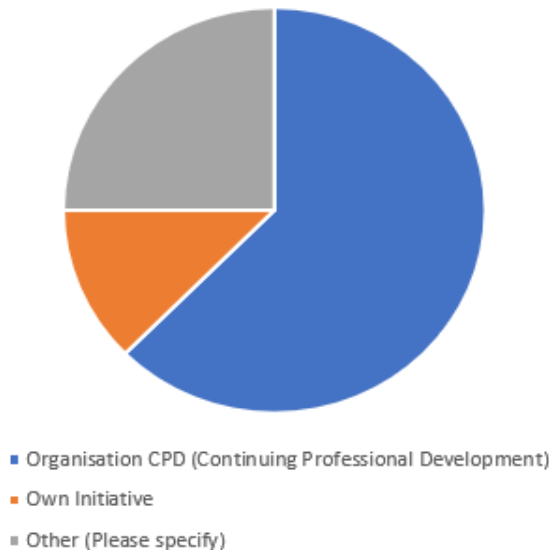
Figure 10 Motivations for training by respondents who have encountered no challenges or limitations for anti-racist library practices training

e. Challenges with general professional training by role in library

General professional training

Below charts summarise challenges faced by different roles in libraries when it comes to general professional training. Customer service assistants face challenges such as time and financial

constraints, limited access to training opportunities, limited training options available in Welsh, and limited support from managers and supervisors. Library managers face similar challenges, but they also have limited understanding of the content and relevance of training for their role. Library officers and technicians have fewer challenges, while senior library officers face challenges similar to library managers. The table also illustrates the barriers faced by senior and junior/mid-level staff in accessing general professional training, with similar challenges observed across roles but more pronounced among customer service assistants.
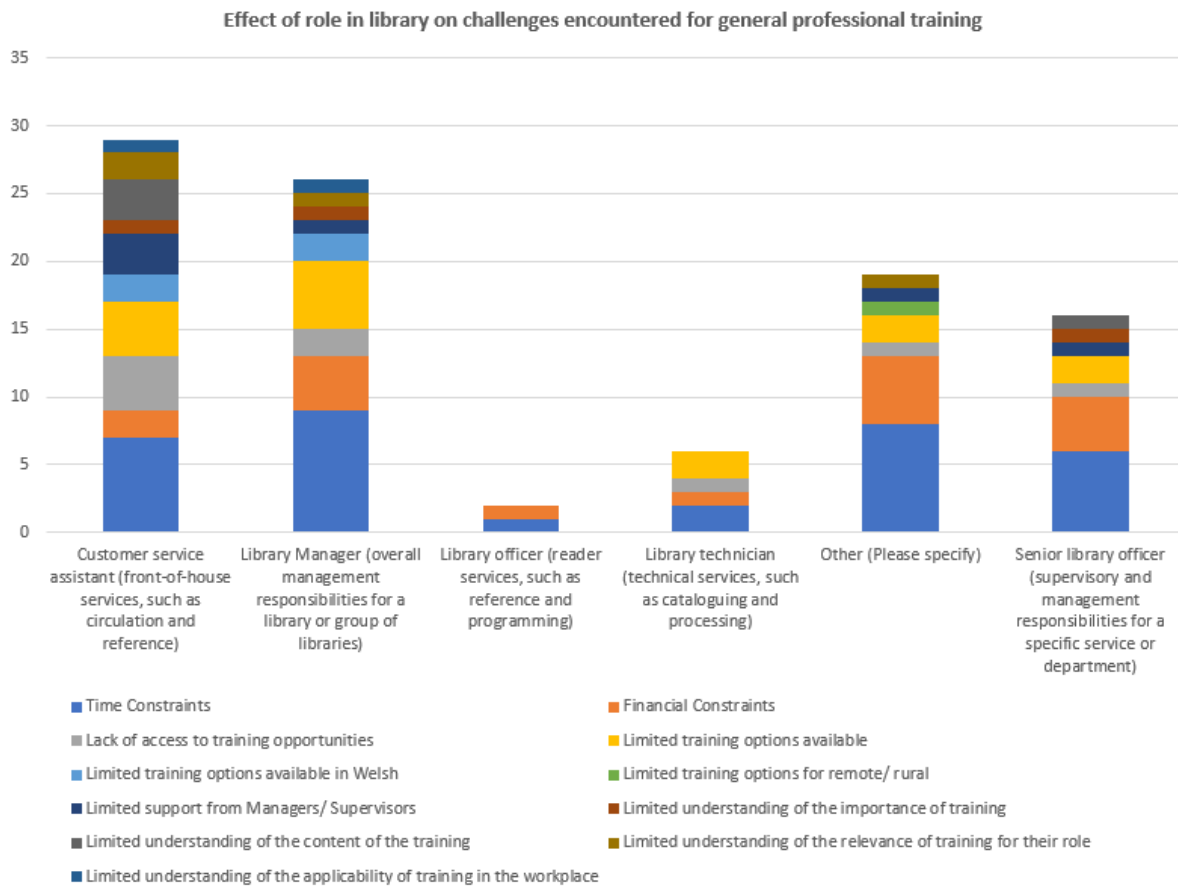

Figure 11 Effect of role in library on challenges encountered for general professional training

Above chart shows the challenges encountered by different roles within a library when it comes to general professional training.

Effect of role in library on encountering no challenges with general professional training
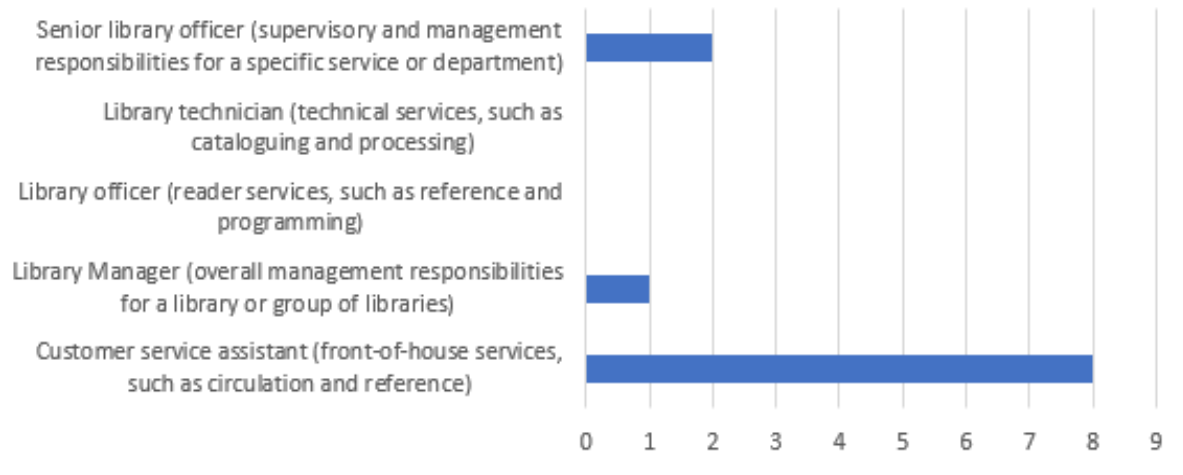
Senior library officer (supervisory and management responsibilities for a specific service or department)

Library technician (technical services, such as cataloguing and processing)

Library officer (reader services, such as reference and programming)

Library Manager (overall management responsibilities for a library or group of libraries)

Customer service assistant (front-of-house services, such as circulation and reference)

0 1 2 3 4 5 6 7 8 9

Figure 12 Effect of role in library on encountering no challenges with general professional training

Inclusive library practices training

Below charts show the challenges faced by library staff in different roles with regards to inclusive library practices training. Customer service assistants face the most significant challenges, including time constraints, financial constraints, lack of access to training opportunities, and limited training options available. Library managers and officers also reported encountering some challenges. Limited support from managers/supervisors, lack of understanding of the importance, content, and relevance of training, and the applicability of training in the workplace are some of the common challenges reported across different roles. On the other hand, some staff reported no challenges or limitations encountered in the training. The main takeaway is that library staff in different roles face various challenges when it comes to inclusive library practices training, and efforts are needed to address these challenges to ensure that all staff have access to quality training.
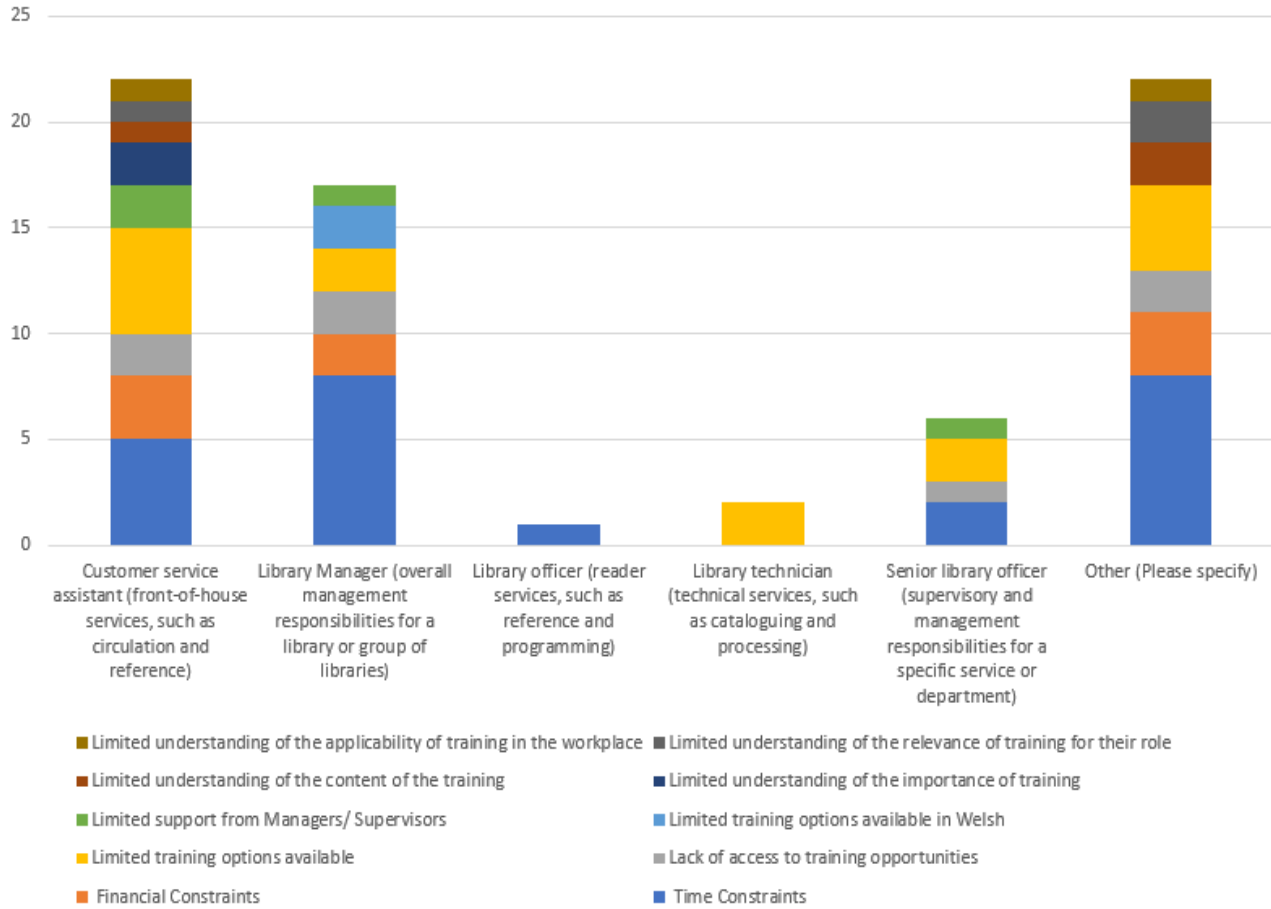
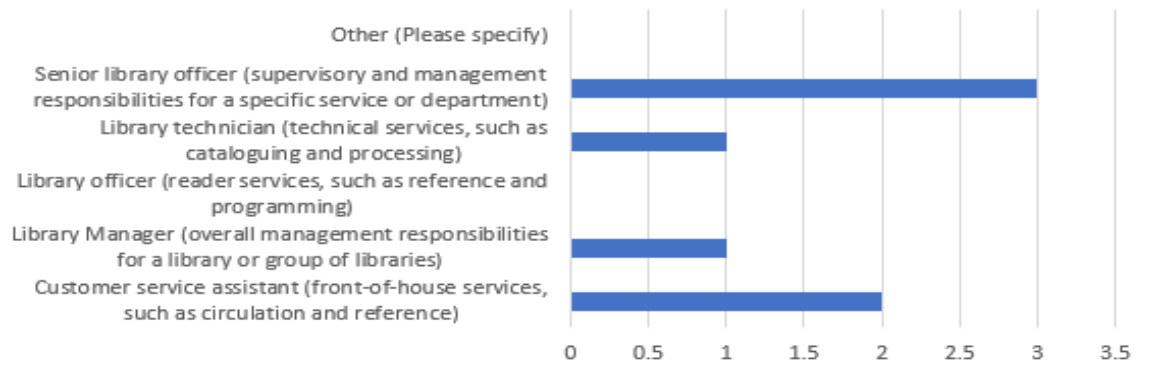Figure 13 Effect of role in library on challenges encountered for inclusive library practices training.

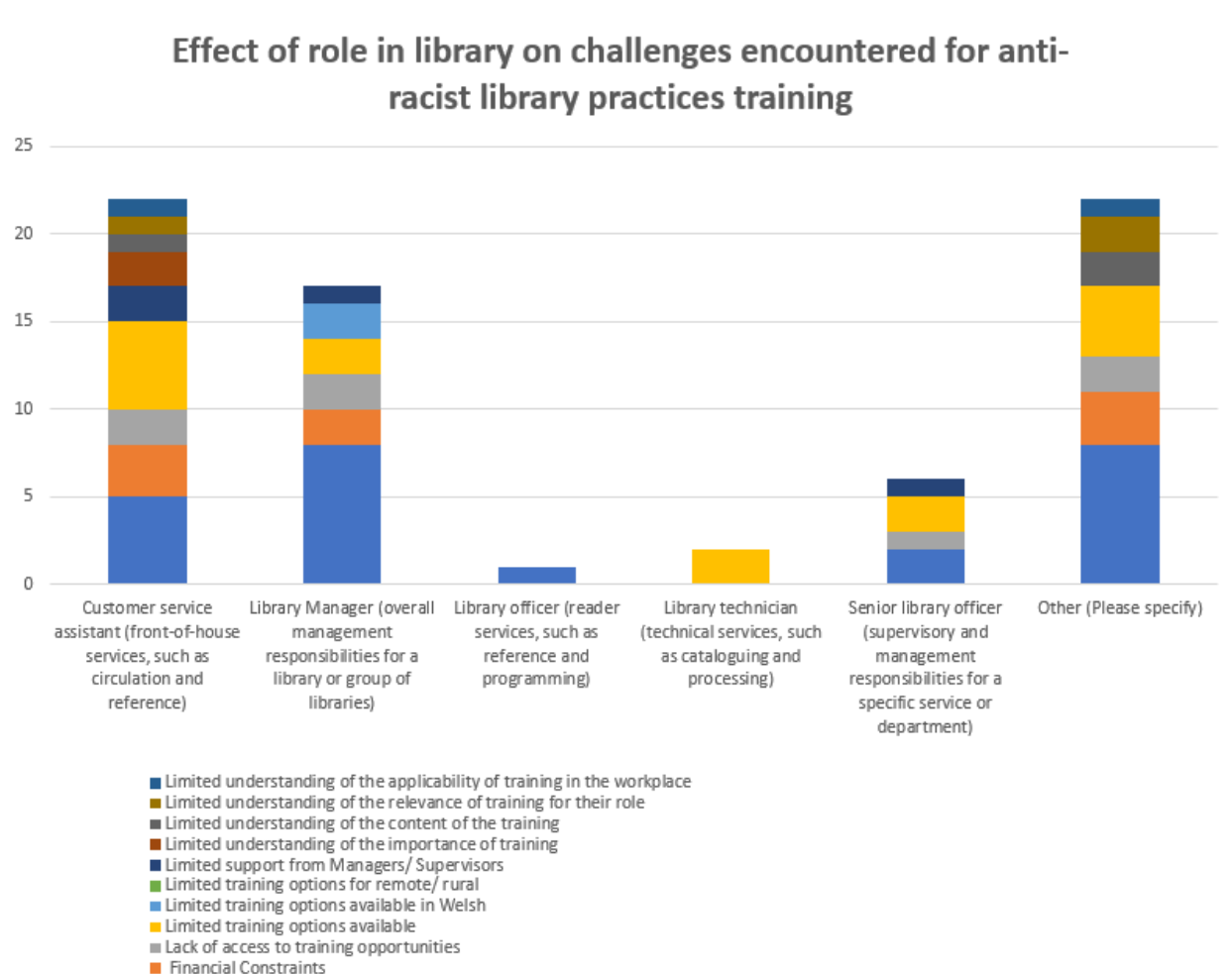Figure 14 Effect of role on library in encountering no challenges with inclusive library practices training.

Effect of role in library on challenges encountered for anti-racist library practices training

Legend:
- Limited understanding of the applicability of training in the workplace
- Limited understanding of the relevance of training for their role
- Limited understanding of the content of the training
- Limited understanding of the importance of training
- Limited support from Managers/ Supervisors
- Limited training options for remote/ rural
- Limited training options available in Welsh
- Limited training options available
- Lack of access to training opportunities
- Financial Constraints

Figure 15 Effect of role in library on challenges encountered for anti-racist library practices training.

Anti-racist library practices training

The data shows that library officers (those who work in reader services, such as reference and programming) face the most challenges when it comes to anti-racist library practices training, with a score of 1 in the table measuring no challenges or limitations encountered and scores ranging from 1 to 5 in the table measuring challenges encountered. In contrast, customer service assistants (front-of-house services, such as circulation and reference) reported encountering fewer challenges, with a score of 2 in the no challenges table and scores ranging from 1 to 5 in the challenges table. Limited understanding of the importance, content, relevance, and applicability of training were reported as key challenges across all roles, along with financial and time constraints, and lack of access to training opportunities.
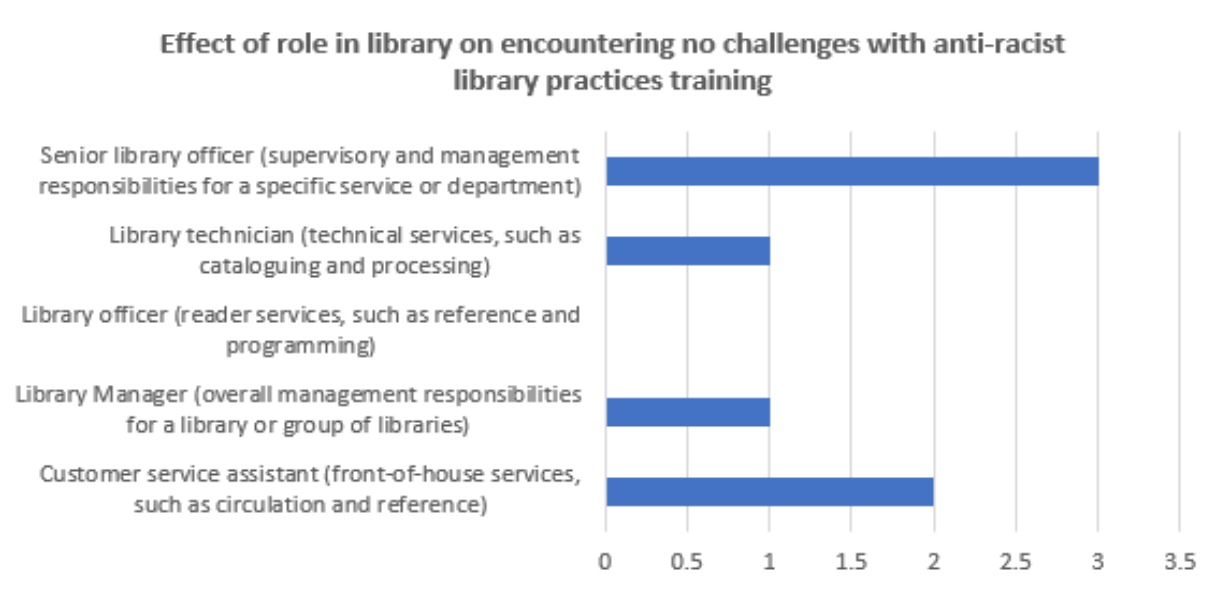
Effect of role in library on encountering no challenges with anti-racist library practices training

Figure 16 Effect of role in library on encountering no challenges with anti-racist library practices training.

f. The experience of participation in general professional training (PT) in the current role and the barriers encountered

The data shows the experience of participation in general professional training (PT) in the current role and the barriers encountered by participants. Among those who have not participated in general PT, the top barriers are time constraints, financial constraints, lack of access to training opportunities, and limited support from managers/supervisors. On the other hand, among those who have participated, time constraints, financial constraints, and limited training options are still barriers but to a lesser extent. Notably, many respondents reported no challenges or limitations with general PT. The data also suggests that lack of access to training opportunities in Welsh and for remote/rural areas are minor barriers. Additionally, limited understanding of the importance, content, relevance, and applicability of training for their role is also a challenge for some respondents.
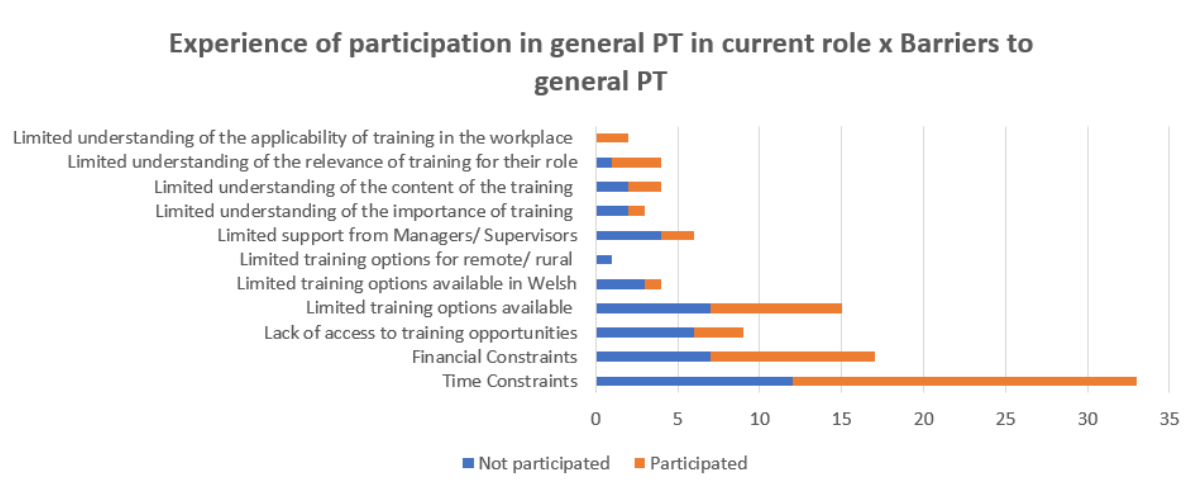
Figure 17 Experience of participation in general PT in current role versus Barriers to general PT
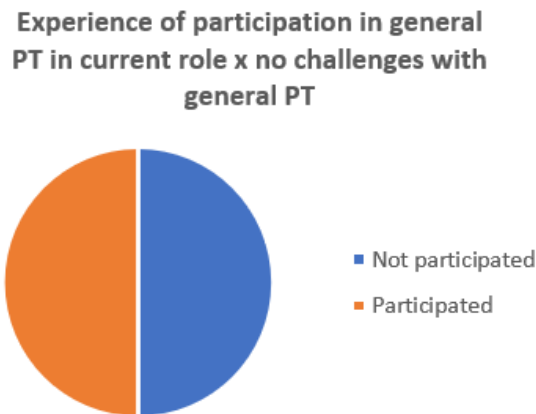

Figure 18 Experience of participation in general PT in current role x no challenges with general PT

g. The experience of participation in inclusivity training in the current role and the barriers faced
Time constraints, lack of access to training opportunities, and limited understanding of the importance of training were the top barriers for both those who participated and those who did not. Financial constraints and limited training options were more commonly reported by those who participated. However, some participants reported no challenges or limitations encountered. The data also shows that a small number of participants reported having no challenges with inclusivity training.
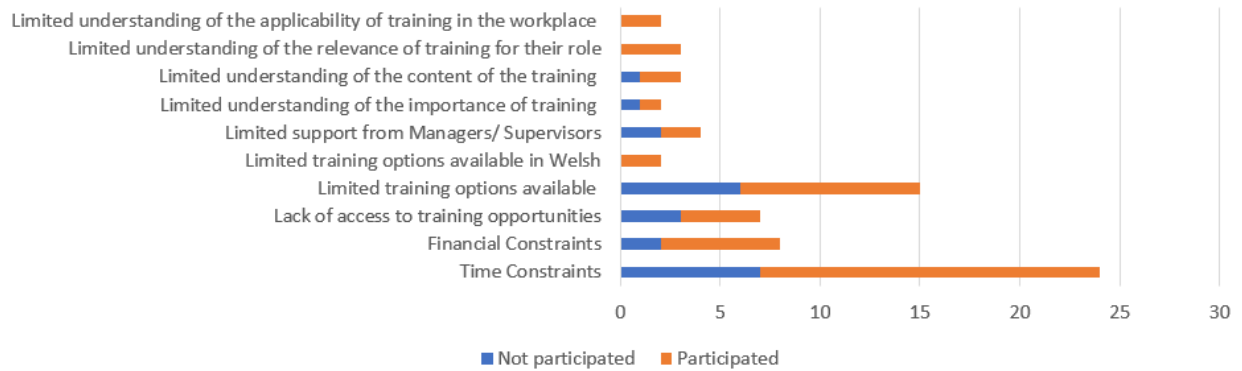
Figure 19 Experience of participation in inclusivity training in current role x barriers to inclusivity training
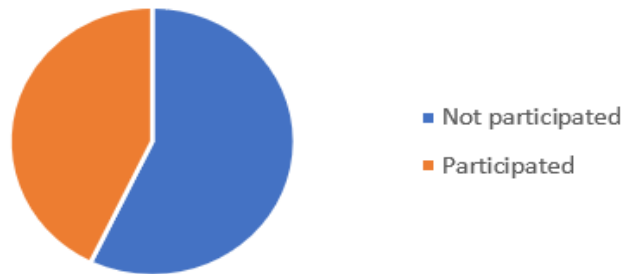
Figure 20 Experience of participation in inclusivity training in current role x no challenges with inclusivity training

h. The experience of participation in anti-racist practices training in the current role, and the barriers to such training

Among those who participated, the most commonly reported barriers were time constraints (1), lack of access to training opportunities (1), and limited understanding of the applicability of training in the workplace (1). Additionally, 8 participants reported having no challenges or limitations encountered.

The data shows that time constraints and lack of access to training opportunities are the most reported barriers among both participants and non-participants. Limited support from

managers/supervisors and limited understanding of the importance, content, relevance, and applicability of training were also reported as significant barriers by some participants.
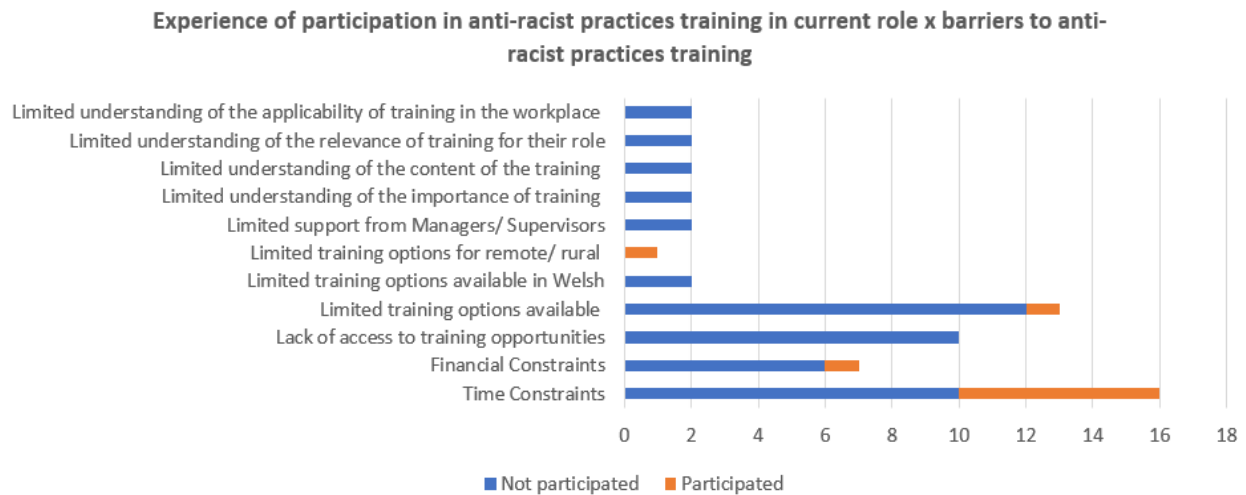
Figure 21 Experience of participation in anti-racist practices training in current role x barriers to anti-racist practices training

Figure 22 Experience of participation in anti-racist practices training in current role x no challenges with anti-racist practices training

i. Role of Involvement in representation and community engagement

Customer service assistants are the most involved, with the majority reporting daily or weekly involvement. Library managers and senior library officers are also involved, but primarily on an occasional basis. Library officers and technicians report lower levels of involvement, with most indicating rarely or never. There is also a category for "Other," which includes a mix of roles with varying levels of involvement. Overall, customer service assistants appear to have the most

consistent engagement with representation and community engagement, while other roles vary in their levels of involvement.

Frequency of involvement in representation and community engagement by current role
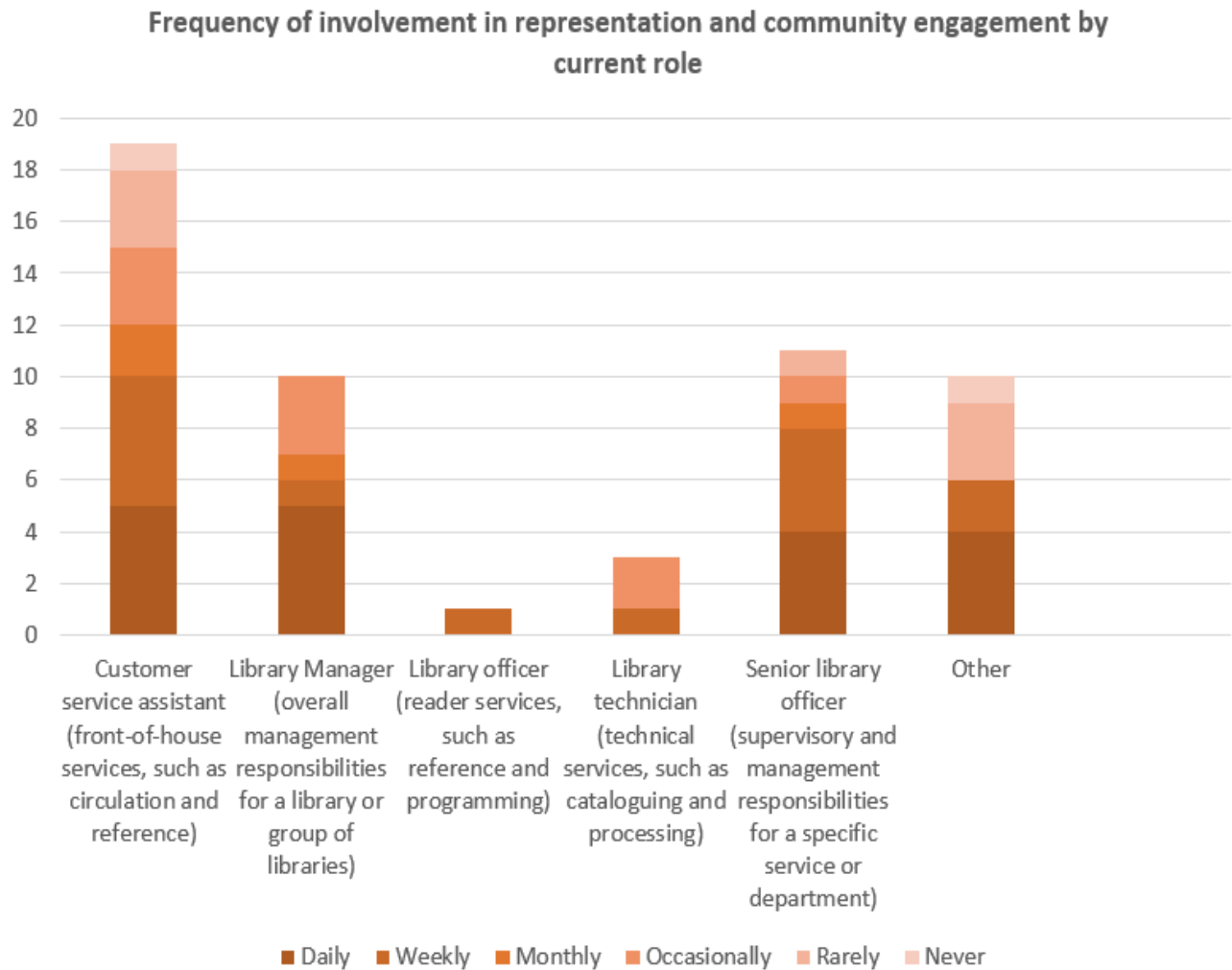
Figure 23 Frequency of involvement in representation and community engagement by current role

j. Role x specific topics they would like to see covered in training

The data on specific topics that different roles in libraries would like to see covered in anti-racist training programs reveals a strong interest across all roles in addressing bias, implementing anti-racist collection development, engaging with and serving marginalised communities, addressing microaggressions, understanding intersectionality and its relation to anti-racism, and decolonizing library collections.

Specific topics they would like anti-racist library practices training to cover

Legend:
- Understanding and identifying bias
- Implementing anti-racist collection development
- Engaging with and serving marginalised communities
- Understanding and addressing microaggressions
- Intersectionality and its relation to anti-racism
- Decolonisation of library collections

Figure 24 Specific topics respondents would like anti-racist library practices

3.Training participation and topics they would like to see covered

The data shows the specific topics that participants want to see covered in anti-racist library practices training, broken down by whether or not they have participated in such training. The most commonly desired topic among those who have not participated in training is "Understanding and identifying bias," with 27 respondents selecting this option. For those who have participated in training, the most desired topic is "Implementing anti-racist collection development," with 9 respondents selecting this option. Other topics that are highly desired by both groups include "Engaging with and serving marginalised communities," "Understanding and addressing microaggressions," and "Intersectionality and its relation to anti-racism." There were also a few responses under "Other" for participants who wanted to see additional topics covered.
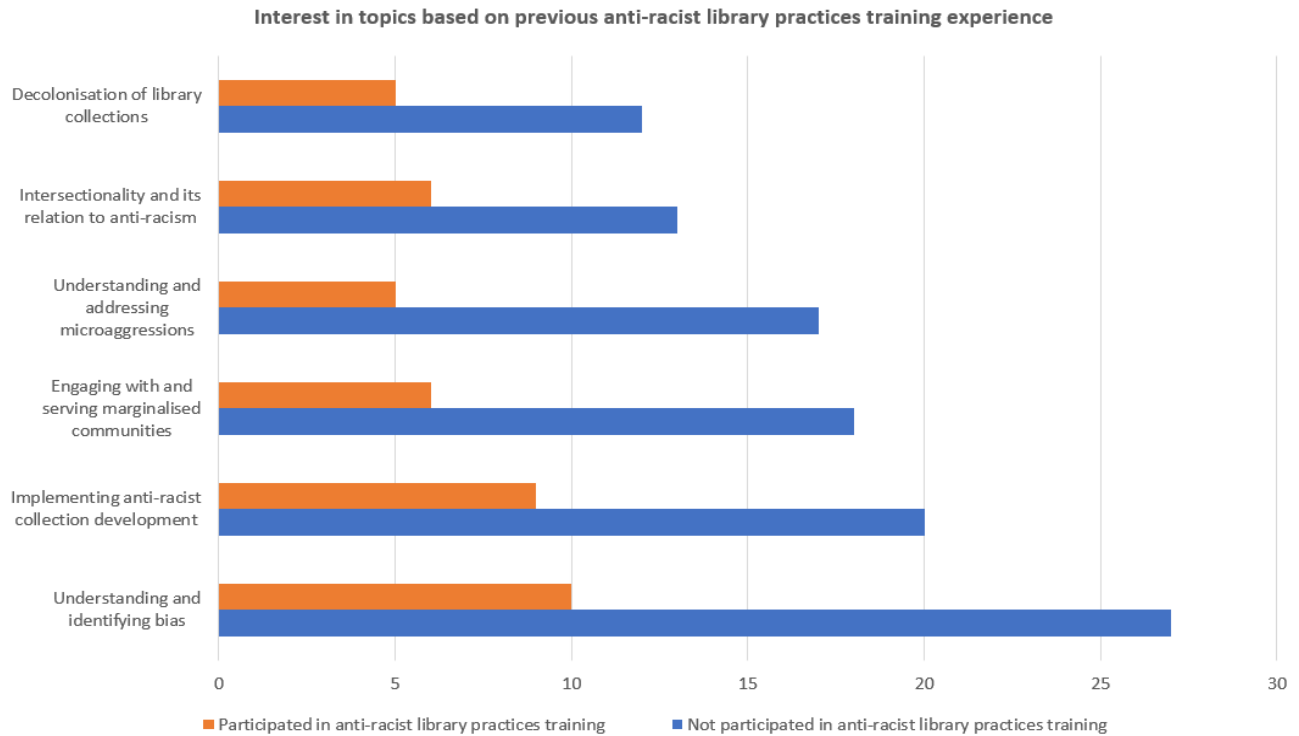
Interest in topics based on previous anti-racist library practices training experience

Figure 25 Interest in topics based on previous anti-racist library practices training experience.

4. Key Takeaways for the Content Project

(Topics in order of importance to respondents)

a. Understanding and identifying bias: Educate librarians on recognizing and addressing implicit bias and microaggressions.
b. Implementing anti-racist collection development: Teach strategies to develop diverse and inclusive library collections.
c. Engaging with and serving marginalised communities: Focus on community engagement, co-creation, and outreach to underrepresented groups.
d. Understanding and addressing microaggressions: Provide guidance on identifying and responding to microaggressions in the library context.
e. Intersectionality and its relation to anti-racism: Discuss the importance of considering intersecting identities when promoting anti-racist library practices.
f. Decolonisation of library collections: Offer strategies for identifying colonial biases in library collections and taking steps to decolonize them.

B. Interview Analysis

1. Methodology

Interviews and sampling

Laurel conducted seven online interviews with participants to gain an in-depth understanding of librarians training needs in relation to anti-racism, acquisitions, community engagement and communities of practice.

The engagement of the participants proved to be challenging. This resulted in a potentially biased sample and high standard deviation, compared to the reference population (public librarians in Wales). The participants were all familiar with or enjoy proximity to CILIP's activities, and indeed most of them have been contacted through the steering group. Their roles varied from specialist librarians and library managers to community librarians and coordinators. They were not always located in Wales, and they did not only come from public libraries. Considering the low overall response rate, heir proactive approach and interest in anti-racist library training is indicative of a higher pre-existing engagement with anti-racist practices. Both sampling limitations influence the data. They can be understood as insights from expert interviews, rather than general conclusions drawn from a representative sample.

Recordings and transcription

Laurel conducted the interviews using GoogleVoice, Google Meets and in one case, Zoom. After explaining our data privacy and confidentiality commitments, participants consented to the recording of the conversations. After this, our team transcribed approximately seven hours of recordings, cleaned the data and prepared it for analysis.

Methodology and analysis

The processing and analysis of the data was guided by a partial adoption of grounded theory. The prefix 'grounded' refers to the fact that the researcher starts the work immediately in the field and develops the theoretical framework afterwards (Glaser and Strauss 2017). The researcher classifies the data obtained during the research into categories and then tries to organise them. The incoming content consolidates new information, while the data collection continues, so the categories continue to be refined. Our team applied the methods of grounded theory by taking different approaches to existing datasets and refining the categories that arose.

The stages of the analysis were axial coding, selective coding and focused coding, and each stage contributed to the development of the final interpretation.

Axial coding

Our team thoroughly reviewed the qualitative dataset of interviews about anti-racist collections training in Wales. During this stage, we identified relationships between categories that emerged from the open coding process. We focused on understanding how these categories were

connected and what underlying patterns could be observed. By systematically comparing the categories, we were able to identify and highlight the core dimensions that seemed to influence the participants' experiences and perceptions of anti-racist collections training. This process allowed us to refine our understanding of the key themes and the underlying structure of the data.

Selective coding

After having established a solid foundation through axial coding, we progressed to the selective coding stage. Here, we identified a central category or phenomenon that encapsulated the primary aspects of the interview data. This central category served as the cornerstone for our emerging grounded theory. We examined the dataset, concentrating on the relationships between the central category, subcategories, and other relevant themes. This process helped us to develop a more focused and coherent understanding of the anti-racist collections training in Wales, as well as the participants' perspectives and experiences related to the training.

Throughout the axial and selective coding stages, our team remained engaged in an iterative and constant comparative process, ensuring that our analysis and emerging grounded theory remained closely connected to the participants' experiences. This rigorous approach allowed us to develop a comprehensive and nuanced understanding of the anti-racist collections training in Wales, capturing the unique insights and perspectives shared by the interviewees.

Focused coding and theoretical sampling

Our team analysed the initial codes and grouped similar codes together into broader themes or categories. We used memos to help develop and refine these categories, until we reached the point of theoretical saturation. In other words, until we identified all the major themes and concepts that are present in the data, and we obtained a thorough understanding of how they are related to each other. Before writing up our conclusions, we returned to the transcripts to provide evidence for these relationships. The conclusions are discussed in three parts to cover the three themes they were addressing.

Levels and sites of organisational change

This report previously explained the need to adopt an institutional concept of racism and described a model of institutional change with three respective levels based on Lewin's organisational theory (Lewin 1947). The levels are individual, organisational, and systemic. It also referred to six potential sites within public libraries, where change can be initiated or prevented by certain factors. Regarding the sites of organisational change in public libraries, the interviews bring insights about training and education settings, but additionally they also inform about the current state of two other sites: collection development, and programming and outreach. We organised the findings according to Lewin's three-tier system, bringing forth individual attitudes, organisational and systemic conditions. The individual level presents the findings, experiences and observations that relate to the personal attitude or experience of the interviewees. The

organisational or interpersonal discusses the observations that describe their library or branch and the specific issues that emerge because of the uniqueness of the sites. Observations that seem to pervade the entire network and culture of public libraries in Wales are presented under the "Structural barriers and opportunities" subheading.

2 Findings

a. General background information about the participants

It can be concluded that the interviewees have a varied background and roles covering a range of responsibilities related to library services. These include customer service and interactions, managing and selecting library materials and developing proposals for library services. Many of them were actively collaborating with partners as part of their day-to-day activities, some of them were responsible for developing and delivering training, overseeing library operations, and conducting research and publication. Some interviewees functions included engaging in face-to-face interactions with library users, conducting children's story times and activities, providing youth services, and specialised librarianship. A handful of them were particularly committed in advocacy via promoting diversity and inclusion and participating in EDI groups.

Their geographical locations and the types of libraries they worked in varied, but more than 2/3 of the participants had professional experience in Welsh public libraries.

Three of the participants told us they are from a group with protected characteristics, according to the Equality Act 2010, although others may have identified with these groups as well but not disclosed the fact.

b. Training needs

Attitudes regarding training (Individual)

During the interviews, interviewees expressed a strong commitment to making the library a welcoming place for everyone. They emphasised the importance of creating an inclusive environment where all patrons feel comfortable and valued "*So we need to know that other people were coming in the library too. And we need to make an effort so that they feel welcome. And they can see themselves in our collection. And they know that they belong here just as much as anybody else.*" Many interviewees also had a perception of a culture change around racism and were generally welcoming towards this change. Some interviewees showed an awareness of the need to listen to feedback from ethnic minority people and begin making changes based on that feedback. "*Where we've listened is where we've had either feedback or criticism in some respects from people who have lived experiences...And then it allows you to take a step back and sort of reflect on everything that you do. And I think with the anti-racist perks and changing, that's one of the most important things is to listen to what people have to say.*"

Another issue the interviewees brought up was the lack of awareness about the book market and the need for better representation in libraries and displays. *"Knowing that the community of writers is going to be smaller or have a more difficult access to publishers and just in the library collection in general, then we can try and make an effort to, concerted effort to bring them to the fore and make sure that we have a purchasing aim to have a good proportion of these people on our shelves."*

While interviewees had good ideas about the direction of change and possible first steps, they often lacked confidence and understanding about the whole picture. They expressed a desire for more training and guidance in creating an anti-racist environment in libraries.

Despite their interest in learning more, interviewees noted that management often references time and budget constraints when it comes to training. Additionally, interviewees highlighted the importance of interactive training that allows for real interactions with people and their experiences, rather than online training which can be alienating and easy to forget.

Organisational dynamics of training (interpersonal/organisational)
During the interviews, several participants noted that a proactive approach is necessary to seek out professional development opportunities and stay updated in their field. *"In my current role, training for professional development is not a regular occurrence. We have in-house training for day-to-day work, but there's not much beyond that. However, I'm always looking for opportunities to improve myself."* Many felt that not enough training is offered, and what is available is often viewed as a superficial, tick-box exercise. In some areas, there is a council consensus about rolling out training modules to staff, but only in a passive online format. However, in other areas, there are more opportunities for professional development, and senior management attends training regularly. Nevertheless, interviewees expressed that professional development is not generally provided, especially for frontline staff.

Regarding anti-racist training, Marian Gwyn's previous training was mentioned frequently. It needs to be acknowledged that the sample may have been biased as there was an overrepresentation of participants from the steering committee in the interview sample. The steering committee received a training session with Marian Gwyn during the period of this research.

Interviewees suggested that training should be tailored to specific roles within libraries. It was evident that there is a significant divide in the training opportunities between management and frontline staff. Anti-racist training provision has been limited so far, and even when there was an opportunity, limited numbers of staff were able to participate. Managers seem to sometimes think that frontline staff do not need training or only a short one in terms of anti-racism.

Another observation made during the interviews was that staff members have different levels of understanding of anti-racism:*"a lot of co-workers who probably think they know enough to, to just get by, and everything's going to be fine"*. There can be judgemental attitudes, anxiety, and tension around this topic, based on people's positions. *"There does seem to be an uncomfortableness about it, understandably, due to the nature of the topic"*. The judgments can be very simplistic, aligned with a good person/bad person narrative *"obviously, nobody wants to be called out and being told that they're the bad guy"*. On the other hand, a lack of understanding about what are appropriate things to say or do to make the library space more anti-racist makes some people less active and afraid of making a mistake.

Structural barriers related to training (Systemic)
One major issue that was brought up during the interview was the evident gap in anti-racist training: *"this is the very first time I've been involved with something that has been targeted towards anti-racism. I think that's already shown what a huge gap there is, in this sort of training."* Interviewees suggested these could be embedded into the standards like health and safety, data protection, and safeguarding. Participants expressed concern that while these other areas are prioritised and mandatory, EDI and anti-racism training is not always seen as necessary or important:

> *"But then things to do with, like, say, equality, diversity, inclusivity. They're not things that on our normal training, that we that we get advised up. Anything more that we're interested in, is more a case of us having to ask for training on in these particular things. Or, as opportunities come up, we might get told, oh, there's going to be a training course on, you know, X, Y, or Zed, who is interested in taking part of this. It's very rare that it's done across the board."*

Someone else added *"especially within a library background, were meant to be a non-judgmental sort of space, were meant to be somewhere that everyone can access, regardless of any needs. So that's, that's, for me, it's kind of a vital training need, I think."*

One interviewee pointed out a double mindedness about EDI training: *"But there is a lot of deceit in the way we talk of implementation of EDI."* stating that while there is talk of inclusion, equality, and embracing diversity, there is also a hesitation to fully commit to these ideals. They shared an example of planning for Black History Month and being told not to make it too elaborate.

Another participant said that it is important to be clear and aware of the institutional motivations behind training like this, and also to choose credible training instructors who are credibly

representing the cause or have lived experiences if possible. *"We got to be honest for it sounds very much like we should be doing it because we're going to be punished if we do it wrong, rather than telling us that, you know, it's just the right and nice thing to do is to try and make an effort to be to not discriminate against marginalised group."* They shared a story about taking part in a work ethics training session that was delivered by a solicitor on the legal ramifications of failing to adhere to equality and discrimination policies. However, the training lacked an emphasis on the importance of not discriminating against marginalised groups and had a few instances where the trainer lacked understanding of certain populations, including making jokes about pregnancy and demonstrating limited awareness of racism. The available means of training were mostly self-learning and online, which may not be ideal for people who need to understand topics that are alien to them.

Participants also noted that smaller library authorities face unique challenges when it comes to providing training *"if you work in a public library, and you happen to be customer facing, then it's very difficult to try and find someone to cover your shift in order to give them training"*. Accessibility towards getting training is limited, especially when it comes to having enough numbers to run it. Additionally, training costs money and public libraries often have limited budgets for this type of expense *"one of the things is money, because of particularly public library authorities, they don't have a lot of money to spend. So, it's possible that that is a disincentive."*

c. Acquisitions, collection development and community engagement

Attitudes, observations, opinions about acquisitions (Individual)
Several participants believed that the library should be more than just a place to check out books; it should also be a space where people can explore and discover new perspectives. To achieve this, librarians were committed to actively encourage users to engage with diverse materials that can broaden their knowledge and understanding of the world: "*it's finding that balance between, you know, making sure that our customer base is receiving the things they want to be receiving, but also that they're being exposed to a wider range of literature that might, you know, open their minds a little bit broaden their experiences, and be representative of the rest of the community*".

Some librarians also shared their efforts to make the library space more welcoming to people from different backgrounds. They provided basic amenities like heating and even offered free tea and biscuits to users, which seemed to have helped make the library more inclusive.

One group that may face difficulties feeling welcome in the library are people from ethnic minority or lower socio-economic backgrounds. Despite the best efforts of some librarians, the attitudes of other users can make these groups feel uncomfortable and unwelcome: *"I want to engage more*

with sort of the community that I know is there, for sort of maybe more ethnic minorities coming into the library, I think there's an attitude within this community, that maybe they don't feel as comfortable because of a lot of the customers, we may get in, you know, they're not comfortable being in the same space as these people because of attitudes". The interviewees acknowledged the difficulty of keeping all patrons content while also promoting inclusivity: *"it's a bit of a juggling act, really just trying to figure out how to make everybody sort of happy and everyone feel included"*.

Another challenge that emerged from the interview was the issue of terminology. Specifically, participants noted that some people in the library service struggle to understand the difference between being non-racist and anti-racist: *"being anti racist, for me is about challenging, you know, attitudes and behaviour that goes on rather than just, well, I'm not doing that"*. This distinction is important because it underpins efforts to create a more inclusive library service. Those who are non-racist may not actively discriminate against people from different backgrounds, but they may not take action to address inequalities. In contrast, those who are anti-racist actively work to combat discrimination and promote equality.

Finally, some participants shared their experiences of developing collections based on the recommendations of groups with protected characteristics. This approach is seen as an effective way to ensure that library materials represent diverse perspectives and experiences. By working with groups that have a unique understanding of specific issues, librarians can create collections that resonate with a wider audience. This not only makes the library more inclusive but also offers materials that reflect the interests and experiences of users.

Organisational dynamics (interpersonal/ organisational)

During the interviews, it became apparent that building relationships with ethnic minority communities requires time and effort. In exceptional cases library patrons themselves offered help and guidance to steer the library in the right direction by finding books and materials that would be relevant to their respective communities. However, as volunteers, their time was limited. Librarians believed that it would be helpful to have such people as part of the staff in an official capacity: *"So it'd be easier if we had people that had the means and the time to do that. So, we are grateful for the people in the community who got coming up in and helping us. We are also aware of not just grabbing the first person who seemed to fit the bill and go, hey, we need help."* Unfortunately, they did not have the resources to finance such positions.

Some participants mentioned that in recent years, their libraries have focused on reaching out to specific groups locally. They referenced targeting Ukrainian, Sri Lankan, and Muslim users with planning events, services, or library materials that they might enjoy or need. In one branch, new sections have been dedicated to African literature based on recommendations from users.

Interviewees also reported their doubts regarding the appropriateness of certain items that had been part of the collection or the archives for a long time, such as a local history selection. They recognised that the narratives and messages represented in such materials can become dividing and exclude certain groups or misrepresent historical realities: *"we have a small local history selection as well. [...] A lot of what they spoke about as well is not just the collection that we, you know, that we get in, but maybe the things that we've had in for a long time and thinking, are they appropriate?"*

One issue that came up several times during the interview was the lack of representation in the library staff and the uncertainty about how to engage with ethnic minority users in an appropriate manner. Librarians recognised the need to learn from the lived experiences of these communities and be respectful in their approach: *"that would be my main priority is how to better include the people who are in a lived experience into to create the work that and the events that we do. Because I don't think we can ever have the knowledge and understanding that is required to do enough. And so, we definitely need to have the means to ask for help and to include and, and have conversations with the right people in the right way to offer what's needed by the community."*

One of the interviewees asked if it was possible to collaborate with colleagues working in further education. The perception is that academic librarians might be more familiar with diversifying collections and decolonisation projects, and other ways of practical anti-racism in libraries. The interviewee suggested that based on discussions in her workplace, they were willing to learn from academic librarians and to fill in any gaps regarding organisational practice by developing public library collections together.

Structural barriers and opportunities (Systemic)

The interviewees acknowledged that the community they serve is not always very diverse, which leads to the perception that diversifying collections is not a top priority. However, there has been a recent trend towards more diversity within library collections, which is seen as an ongoing learning process.

The selection methods were being questioned, as well as the rationale and principles behind them, including the lack of variety in the titles provided by suppliers: *"is there a particular reason behind this? Is there a policy they're following already that I'm unaware of why these titles are selected? And why are we not getting a more diverse sort of range in there, there must be some kind of policy or some sort of reason behind why they do these things"*. Interviewees recognised that certain genres such as crime novel fiction, sci-fi, and fantasy are more predisposed to

perpetuating racist stereotypes: "*There's still a lot of prejudice in terms of ability to write a good crime, novel fiction, and sci-fi and fantasy in particular, very much have a real entrenched problem with racism, just because of the basis of their stories.*" Participants noted that having more data about collections, such as bibliographic records, would enable them to handle and evaluate collections more effectively.

However, there are barriers in the acquisition process, including the fact that librarians rarely have direct authority to purchase books. Collection development seems to be based on supplier recommendations and user requests, rather than input from librarians themselves: "*the things that we get in [...] either reflect our user base or reflect what our suppliers might suggest.*" Furthermore, librarians often depend on sole suppliers, leaving them with no option to independently purchase:" we *have a contract it's procured by your two main suppliers on the road, I would say that the bulk of the books come from those two suppliers which is the children's suppliers the adults' one*". They also mentioned that certain parts of the acquisition process were automated, and this can adversely affect the information needs of ethnic minority people: *"not necessarily that much consideration for content...something that's perhaps a more minority interest [...] could potentially get missed"*.

It was noted more than once that there is an ambivalence between statutes that prompt diversity and the budget constraints that limit the implementation of these statutes. The obligation to provide books in Welsh further complicates this question: "*And also, it's that sort of budget [...] people say, you know, from the statutes, viewpoint, well, we will provide books in Welsh and English. It's that sort of boundary then where it's an all-pervading matter [...] when you go in with the developing of the collection.*" As a result, there is limited capacity to consider the content of orders from the viewpoint of minority interest. Little time is available to evaluate choices according to more rigorous criteria, with librarians often relying on the personal preferences, classification and popularity rate of books when ordering them: *"but again, the lack of time and availability means that expertise and knowledge by the person who's going to be doing that selection is even more important, because they're going to have very few hours to give to that list to select"*. The only way of input is the response system from library users to the acquisitions team, but certain users may not know what to look for or how to ask for something they need.

Regarding community engagement and collaboration in developing collections, some libraries' everyday operations are already restricted by staffing and limited financial means, leaving them with little capacity to engage with the community: *"it's not doing the minimum, it's doing what we can with the resources that we have. It's very restricted"*. To develop meaningful collaborations with communities, some libraries require more resources. While there is a positive attitude towards

community engagement to inform library activities, there is little awareness of any current initiatives, and there is no significant engagement of any group in the communities.

d. Communities of practice

Attitudes towards communities of practice
The interviewees expressed a strong interest in establishing or participating in communities of practice in relation to community engagement and anti-racism. Some librarians demonstrated more dedication and initiative in seeking out professional opportunities than others:

> *"Any librarian that is not registered, it's silly. Some of them believe,*
> *'but what do I stand to gain with it?' It's silly. I always tell them they*
> *are making a mistake. If you join any professional body, you will get*
> *to know about acceptable practices in that profession. You get to*
> *know about advances in the profession, where you attend seminars*
> *and workshops. We are information professionals who are always*
> *on the lookout for information-oriented permission, relevant*
> *permission that we can be empowered with to be able to help our*
> *customers"*.

Currently, there are communities of practice in place that are invested in practical, operational matters that concern management. However, there is a need for communities of practice for other staff members as well: *"we need to make sure that it's all levels of, you know, staffing that are engaging with these different communities of practice"*. Communities of practice in relation to anti-racism would be extremely important and rare. There are no well-known opportunities for librarians in this area.

In some institutions, collaboration is almost non-existent, but librarians welcome the awareness of this need. Collaborative practices are more common on the management level and between libraries: *"we work collaboratively, and we work really well together on a worldwide basis."* Collaboration comes with its own costs, but it is effective in developing national-level programs. However, there has been no collaboration concerning anti-racism yet: *"but again, in terms of anti-racist, no, this, as I said, this would be quite new."*

Some interviewees have observed that the strategies and their implementation can be very difficult to assess. They said that management teams sometimes have different perceptions of the feasibility of anti-racist practices compared to other members of staff *"it could be valuable for management to see, well, actually, how was that happening?"* Policies and strategies are not always easy to implement on the ground: *"there's a disengagement with them realising what happens on*

the ground, you know, that there's a lot of paperwork and a lot of policy that, you know, they have to go through."

To bridge this gap, many participants confirmed that it would be helpful to learn from the experience of other librarians on their own levels in relation to how they overcome their lack of resources and stock. It would be good to see how other people make the library an inclusive environment, how they communicate with the community, and how they market themselves. The warm welcome was identified as a set of practices that helps invite more people into the library. There was a desire to be more equipped and to attract new people or engage with them: *"but other than that, it's the people themselves that have to bring themselves in. We don't sort of integrate people we don't. Although we offer a warm welcome. I think we need to broaden that a bit more. It'd be nice for the staff to have a practice where we can sort of bring people in".*

Others emphasised that setting measurable goals and being accountable to a community could escalate the effectiveness of anti-racist practices. The day-to-day activities can be distracting and reactive, but conscious strategic planning can keep priorities clear: *"we all make a concerted effort to the way our performance reviews, structure works, it starts at the top. So getting a plan for the two or three years, whatever, they'll set that. And then they'll put that in their performance reviews with their staff, and then all the way down."* One participant suggested that management should work more closely with frontline staff, as they are part of the local community due to their position. Overall, the interviewees highlighted the value of communities of practice and collaboration in relation to community engagement and anti-racism.

Formats and suggestions
During the discussion on communities of practice, participants shared their thoughts on how these communities could be organised and what formats would work best for librarians. They acknowledged that while Communities of Practice in librarianship and information professionals are still relatively new, they have already been applied in knowledge and information management.

Special interest groups around subject areas were suggested as a way to provide more focused and relevant information to members. Participants also recommended the use of mailing lists and publications to keep members informed and engaged. However, they also pointed out that relying solely on online communities can be less effective than face-to-face interactions, which allow for more personal connections and build trust among members.

Participants also discussed the challenges faced by librarians in accessing communities of practice, especially for those working in isolated library branches with limited collaboration

opportunities. This highlights the need for more inclusive and accessible communities of practice that can be tailored to the needs of local communities.

They suggested that feedback from community members should shape the training librarians receive: *"it'd be helpful in a way to maybe learn from the community…what training they would like to see from us that can maybe shape our goals of where we go with our training."* They also expressed a willingness to learn from other authorities in Wales: *"it'd be fantastic for…a staff exchange even for a day or a week, you know, to learn what it's like in that different authority in that different community, and for them to see the same thing or a smaller one, and take back those practices of working to, you know, just to develop each other really."*

Finally, participants noted that public librarians could benefit from similar networks as academic librarians, emphasising the need for more collaborative, inclusive, and innovative ways of learning and sharing knowledge among librarians.

3. Interview data takeaways
Generally applicable:

- Many interviewees expressed a desire for more training and guidance in creating an anti-racist environment in libraries.

- Staff members have different levels of understanding of anti-racism, and there can be judgemental attitudes, anxiety, and tension around this topic, based on people's positions. Some people are less active and afraid of making a mistake because of a lack of understanding about what are appropriate things to say or do to make the library space more anti-racist.

- Librarians are committed to actively encouraging users to engage with diverse materials that can broaden their knowledge and understanding of the world.

- Many librarians are interested in establishing or participating in communities of practice related to community engagement and anti-racism, and communities of practice for staff members at all levels are needed.

- Participants suggested that communities of practice could be organised through special interest groups around subject areas, mailing lists, and publications, but face-to-face interactions are more effective for building personal connections and trust among members.

- There is a need for librarians to be more dedicated and take initiative in seeking out professional opportunities, including joining professional bodies, attending seminars and workshops, and learning about acceptable practices and advances in the profession.

- Collaboration is essential in developing national-level programs, and it would be helpful to learn from the experience of other librarians on their own levels in relation to how they overcome their lack of resources and stock.

- Setting measurable goals and being accountable to a community could escalate the effectiveness of anti-racist practices, and management should work more closely with frontline staff.

Take aways for the anti-racist library practices training content:

- Some librarians are making efforts to make the library space more welcoming to people from different backgrounds, such as providing basic amenities like heating and offering free tea and biscuits to users but need more tools and support to continue doing so.

- Librarians recognise that some people in the library service struggle to understand the difference between being non-racist and anti-racist.

- Inclusive and accessible communities of practice that can be tailored to the needs of local communities are needed, and feedback from community members should shape the training librarians receive.

- Working with groups with lived experience can help librarians create collections that resonate with a wider audience and offer materials that reflect the interests and experiences of users.

- Building relationships with ethnic minority communities requires time and effort, and it would be helpful to have people from these communities as part of the staff in an official capacity.

- Collaboration with colleagues working in further education, who might be more familiar with diversifying collections and decolonisation projects, is a possible way to fill in any gaps regarding organisational practice by developing public library collections together.

Appendix 4. Practical Resources for Module Tasks

Project/goal-based action plan

Goal/Project	
Area(s)	
Tasks	
Staff Member(s)	
Completion date	

Anti-Racist Library Practices

Worksheet for issues with descriptions and other areas of cataloguing and classification

Area/ Category	Reason for Change	Proposed Change	Priority Level	Completion Date	Staff member

Anti-Racist Library Practices

Worksheet for issues with terminology

Terminology List	Preferred Term	Alternative Terms	Reason for Change	Priority Level	Timeframe for Completion	Staff Member

Community outreach template (email)

Subject: [Library] Invites Collaboration for Inclusive Programming

Dear [Community Leader/Organisation],

I hope this message finds you well. My name is [Name], and I am the [Title] at [Library]. Our library is dedicated to creating an inclusive environment that serves the diverse needs of our community. As part of our commitment to anti-racist principles, we are actively seeking collaboration with community organisations and leaders like you.

We would be honoured to work together to design and deliver library services and programs that are inclusive, culturally relevant, and beneficial to [specific community]. Your insight, expertise, and partnership are invaluable to help us achieve this goal.

Please let us know if you would be interested in discussing potential collaboration opportunities. We look forward to hearing from you and working together to make a positive impact on our community.

Sincerely,

[Your Name]

[Your Title]

[Your Library]

[Contact Information]

Outreach Letter Template:

Dear [Contact Name],

I hope this letter finds you well. My name is [Your Name], and I am reaching out on behalf of [Library Name]. Our library is dedicated to creating a welcoming and inclusive space for all members of our community, including minority ethnic populations.

We are interested in collaborating with your organisation, [Organization Name], to better understand the needs and interests of the community you serve, and to design and deliver library programs and services that are culturally relevant and accessible.

We would appreciate the opportunity to discuss potential partnership opportunities and learn more about how we can work together to better serve our diverse community. If you would be interested in exploring this collaboration, please let us know your availability for a call or meeting at your earliest convenience.

We look forward to the possibility of working together.

Sincerely,

[Your Name]

[Your Position]

[Library Name]

[Contact Information]

Social media post template:

We at [Library Name] are committed to creating a welcoming and inclusive space for all members of our community. We're excited to explore potential collaborations with local organisations like [Organization Name] to better understand and serve the needs of our diverse community. Let's work together to make our library a more inclusive and accessible place for everyone! #[Library Name] #[Town/City]

Below hashtags can be used on social media platforms such as Twitter and Instagram to connect with others who are interested in these topics, to share information and resources, and to raise awareness about the importance of anti-racism in library collections and services.

#ARWAP

#AntiRacist

#DiversityAndInclusion

#LibraryCollections

#WelshLibraries

#CILIP

#LibraryEquity

#DecolonizeYourLibrary

#RepresentationMatters

#InclusiveLibraries

Program planning worksheet

Program Title: _____

Target Audience: _____

Community Partner(s): _____

Goals/Objectives:

Program Format (e.g., workshop, lecture, panel discussion, etc.): _____

Program Content:

Topics to be covered: _____

Cultural considerations: _____

Language accessibility: _____

Promotion and Outreach Strategies:

Program Evaluation:

Success indicators: _____

Feedback collection methods: _____

Plans for improvement and refinement: _____

How to say "Hello" in some of the languages most commonly spoken by ethnic minority populations in Wales and the UK

Arabic (Arab communities): مرحبا **(Marhaba)**

Bengali (Bangladeshi communities): হ্যালো **(Hyālō) or** নমস্কার **(Nômoshkar)**

Chinese (Mandarin) (Chinese communities): 你好 (Nǐ **hǎo)**

Chinese (Cantonese) (Chinese communities): 你好 (Neih hou)

Gujarati (Gujarati Indian communities): હેલો **(Hēlō) or** નમસ્તે **(Namaste)**

Hindi (Indian communities): नमस्ते **(Namaste)**

Kurdish (Kurdish communities): سڵاو **(Slaw)**

Polish (Polish communities): Cześć

Punjabi (Punjabi Indian and Pakistani communities): ਹੈਲੋ **(Hailō) or** ਸਤ ਸ੍ਰੀ ਅਕਾਲ **(Sat sri akal)**

Romanian (Romanian communities): Salut

Somali (Somali communities): Is ka warran

Turkish (Turkish and Turkish Cypriot communities): Merhaba

Urdu (Pakistani communities): سلام **(Salaam)**

French (Francophone African communities): Bonjour

Italian (Italian communities): Ciao

Lithuanian (Lithuanian communities): Sveiki

Portuguese (Portuguese and Brazilian communities): Olá

Russian (Russian communities): Здравствуйте (Zdravstvuyte)

Spanish (Spanish and Latin American communities): Hola

Tamil (Tamil Indian and Sri Lankan communities): வணக்கம் **(Vaṇakkam)**

Community Engagement Survey

1. How often do you visit the library?

Daily

Weekly

Monthly

Rarely

Never

2. Which library services or programs have you used or participated in? (Check all that apply)

Borrowing books or other materials

Attending events or workshops

Using library computers or internet access

Participating in reading programs

Other (please specify)

3. What types of programs or services would you like to see the library offer in the future?

4. Are there any barriers that prevent you or your family from using the library or participating in library programs? If so, please explain.

5.   How can the library better serve the diverse needs and interests of our community, including minority ethnic communities?

6.   Do you have any suggestions for ways the library could collaborate with local organisations or leaders to better engage with and serve various ethnic communities in our area?

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