



CHECKLIST FOR MULTICULTURAL PROGRAMS: 'FROM PLANNING TO DELIVERY'

This checklist will help get your planning started and can be used as a guide to programming for culturally and linguistically diverse (CALD) communities.

THE PLANNING STAGE

Identify broad objectives you want to achieve:

Yes/No	Objectives	Comments
	Increase CALD membership?	
	Increase CALD visitation to library?	
	Determine language needs of community?	
	Investigate and identify what CALD community need or want from library?	
	Does the objective align or support the current Library Plan and Vision? (This will help gain support at funding levels if program requires additional funding to deliver).	

Environmental scanning:

Tick where appropriate	Considerations	Comments
	<ul style="list-style-type: none"> Are similar programs already running in your community? Find out who, what, when and where? Ask about the success of these programs, cost involved, venue, enrolment in programs etc. 	
	What gaps exist in current community events, activities and programs for CALD community?	
	Check ABS data for language communities. Check the Department of Aboriginal and Torres Strait Islander and Multicultural Affairs (DATSIMA) website for community diversity information.	
	What does your council offer?	
	Are there opportunities to partner with community organisations?	

Developing the objectives into a program, activity or event:

Tick where appropriate	Considerations	Comments
	Establish a new CALD story time?	
	Introduce a CALD Bookclub?	
	Increase attendance?	
	Establish literacy and conversation classes?	
	Develop a survey to discover community language needs?	
	Discuss and develop ideas with staff and community representatives.	

Promote to staff and gain support:

Tick where appropriate	Considerations	Comments
	What skills do you need to deliver the program?	
	Do you need specialist staff such as: <ul style="list-style-type: none"> • Young Peoples' Services • Literacy Tutors • Homework help • Other staff 	
	<ul style="list-style-type: none"> • Who on staff will be advocates? • Who on staff will be opponents? 	
	Contact in your Council area: <ul style="list-style-type: none"> • Local Area Multicultural Partnership (LAMP) program officer. • Community Action for Multicultural Society (CAMS) officer. 	

DEVELOPMENT STAGE**Content development:**

Tick where appropriate	Considerations	Comments
	Program details: <ul style="list-style-type: none"> • Number of sessions • Session length • Session outline/s 	
	<ul style="list-style-type: none"> • Consultation with library staff. • Consultation with CALD community. • Consultation with multicultural organisations and community groups. 	

Registration forms:

Tick where appropriate	Considerations	Comments
	<ul style="list-style-type: none"> • What information do you need from participants? • Make the registration process simple to remove un-intended barriers. • Do participants need to pre-register or can they sign on at each session? • Is the program designed as a sequential course or • Can participants attend any session? (The aim of the program will determine this). 	
	<p>What are the Council legal requirements for attendance at public programs in your library?</p> <p>Are Consent and Release forms needed for photographs and filming?</p>	
	<p>Do any forms developed or required for participation in the program need to be:</p> <ul style="list-style-type: none"> • Bilingual? • Translated? Which language/s? 	
	<p>When designing a registration form, keep in mind the following:</p> <ul style="list-style-type: none"> • Ease of reading for low literacy or English as Second Language users. • Include clear simple instructions. • Use simple language, using everyday terms. • Use short sentences. (Introduce one concept or theme in each one). • Use short paragraphs. • Minimise use of acronyms, legal jargon and technical terms. • Use words that mirror user's thinking and language if possible. • Provide a list of answers or options. 	

Budget:

Tick where appropriate	Considerations	Comments
	<ul style="list-style-type: none"> • Interpreting services. • Language resources. • Catering. • Professional services. • Printing costs. • Other? 	
	<p>What funding is required?</p>	
	<p>Where to source funding? For example Government grants, external sponsorship or community sponsorship.</p>	

Resourcing the program:

Tick where appropriate	Considerations	Comments
Languages and resources		
	What existing resources are available?	
	Contact State Library for information on available bilingual resources.	
	Check language suppliers online for any new resources needed.	
	Check the library's and Council's acquisition policy (preferred suppliers).	
	What are the cataloguing requirements for client discovery and retrieval?	
	What languages and scripts should you collect or acquire?	
	What format of material will work best with program or for the community?	
Interpreting services		
	Is an accredited interpreter required to assist with legal forms? (The level of assistance required is dependent on program content and the literacy skills of group).	
	Is a cultural support worker sufficient for effective communication?	
Cultural considerations		
	Check if cultural group has a community or State association that may be able to offer support and assistance with information gathering.	
	Check time/s of day to be aware of religious practices, for example prayer times.	
	If providing catering be aware of some food and religious beliefs.	
	Learn the appropriate greetings for the cultural group and appropriate ways to approach different genders and ages.	
	Have an understanding of religious beliefs regarding appropriateness of photographs and filming.	

IMPLEMENTATION AND DELIVERY STAGE**Promotion and recruitment:**

Tick where appropriate	Considerations	Comments
Flyers and media articles		
	Ensure information about the program is clear and easy to read for CALD communities (If possible create bilingual promotional material).	

Multicultural networks		
	<ul style="list-style-type: none"> Promote through multicultural networks and associations and relevant newsletters/ local magazines. Personal invitations make work better with this group than impersonal approach. If possible allow enough time to visit various multicultural groups to promote program in person. 	
Radio, TV and internet		
	<ul style="list-style-type: none"> Seek promotion opportunities through local radio stations and community announcements on local TV channels. Promotion on local council and library 'What's On', Facebook and Twitter etc. as well as any multicultural webpages will help get the program information out to the community. 	
Schools and child care centres		
	<ul style="list-style-type: none"> Involve schools and child care centres. Promote through newsletters and school/child care multicultural groups. 	

Delivery and retention:

Tick where appropriate	Considerations	Comments
Selecting days/times		
	<ul style="list-style-type: none"> Check for events in the community that may detract from your event. Consider transport, school session times, religious times and events. Consider best time of day to acquire/retain new information. If families are target groups consider family routines and requirements. 	
Space requirements		
	Is it comfortable for parent and child?	
	Is it close to facilities?	
	Can distractions be minimised?	
	Will the program impact on other users?	
	Does the space allow for inclusiveness? (Can a family arriving late join the group without feeling conspicuous or interrupting others?)	
	What furniture is needed or can be removed easily?	
Staffing requirements		
	Ensure there is back-up staff to run program and introduce to group if possible.	
	Allow time to mingle with the group before and after the session for relationship building. (This time may also encourage participants to ask questions one-to-one	

	for help in navigating library system and environment).	
Attendance		
	Discuss with group: <ul style="list-style-type: none"> • the length of program • the purpose of the program • the importance of attending each week 	
	At end of each session invite them back the following week.	
	Idea: create a small flyer for each week with the date, time and list two activities for that week. Hand these out to the group at the end of each session to stick to fridge as a reminder for the following week.	
	Use the weekly attendance sheet to help establish regular attendance.	
	Tip: Clear communication will help maintain weekly attendance. Building relationships with each person will aid communications.	

Evaluation:

Tick where appropriate	Considerations	Comments
	Seek feedback from participants with a simple questionnaire or informal face-to-face interviewing techniques.	
	Evaluate the feedback gained against the program objectives. Were they achieved?	
	When your program is finished, use program documents you have already created and submit as a case study to the <i>MyLanguage</i> website.	



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