



# INCLUSIVE FUTURES

A TRAINING MODEL FOR ANTI-RACIST COLLECTIONS IN WALES



ARWAPCHS-S2-025

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Anti-Racist  
Collections  
Model

# Executive Summary



# 1. Executive Summary

## 1.1 Introduction

Libraries have long been seen as havens of knowledge and learning, where anyone can access information and resources for personal growth and development. However, as public institutions, libraries have a responsibility to acknowledge and address the reality of contemporary racism and colonial legacies. The Welsh Government's Anti-Racist Wales Action Plan recognises this responsibility and calls on all public institutions to actively work towards dismantling racism and pioneering in equity and inclusion.

Racism is a systemic and institutionalized form of discrimination and prejudice based on race, which leads to the marginalization, unequal treatment, and disadvantage of individuals or groups belonging to ethnic minority populations. It encompasses both explicit and implicit biases, as well as the historical power imbalance between white and ethnic minority groups.

The Anti-racist Wales Action Plan recognizes racism as a significant issue in contemporary Wales and aims to challenge and address it within public institutions. It takes a distinct, anti-racist approach that goes beyond previous policy paradigms. The plan acknowledges the institutional nature of racism, both formal and informal, and commits to reviewing all areas of national policy-making to ensure they are anti-racist.

While the plan focuses on the experiences of ethnic minorities as a subjective phenomenon, it does not specifically reference objective historical facts related to policies or scientific racism. However, it implies the existence of white supremacist institutions and aims to address the power imbalances that result in racial discrimination and limited access to collective decision-making and opportunities.

Anti-racism, as defined in the plan, is distinct from previous approaches such as integration, multiculturalism, race equality, and diversity and inclusion. It recognizes that “fixing” ethnic minorities or expecting racism to disappear through cultural sharing or token representation is not sufficient. Instead, it emphasizes the need for ethnic minority leadership, challenges structures of power, white histories, and subconscious biases, and aims to change systems to eliminate racist tendencies.

The plan outlines six main areas of transformation, focusing on individuals' experiences of racism in everyday life, service delivery, the workplace, gaining jobs and opportunities, lack of visible role models in positions of power, and the experiences of refugees or asylum seekers.

The risks of failure in achieving the objectives of the plan are addressed through outcomes and indicators inspired by responses and approved by ethnic minority representatives. An independent team called the "Accountability Group" monitors progress, comprising seven experts with lived experience in seven areas of policy making. There is also an Internal Challenge and Support Group responsible for delivering and communicating the plan across departments. Additionally, local forums called Regional Race Forums ensure ongoing dialogue.

In terms of leadership, the plan aims to maintain the standards set by the Equality Act 2010 while going beyond them to address racism through transformative actions in partnership with ethnic minorities.

The Welsh Public Libraries Standards serve as a cornerstone for ensuring that libraries are accessible and responsive to the diverse needs of their communities. Our research, this report, and the wider Anti-Racist Library Collections project have been developed in the context of the evolving WPLS framework and demonstrate our commitment to helping libraries across Wales meet and exceed its benchmarks. By implementing our training program, libraries will be better equipped to create inclusive environments, foster community engagement, and provide resources that promote understanding and respect for all cultures and backgrounds.

Commissioned by CILIP Cymru Wales as part of a three-stage initiative, the anti-racist library collections project aims to drive positive change in the library sector. This research focuses on the first stage: the development of a training program for librarians in Wales. Based on an extensive literature review, data analysis, and the development of a comprehensive training model, our program aligns with the objectives of both the Welsh Public Libraries Standards and the Anti Racist Wales Action Plan.

The Anti Racist Library Collection project aims to support librarians deepen their understanding of institutional racism, internal bias, and their impact on library practices. Furthermore, they will learn effective strategies and practices for promoting anti-racism that

resonate with their local libraries and communities. This approach will not only support librarians in delivering on future WPLS but also ensures that libraries not only comply with the Welsh Public Libraries Standards but also become proactive champions of racial equity.

We understand that tackling racism and colonial legacies is a complex and ongoing process. Yet, we believe that this training program can play an essential role in creating inclusive and welcoming spaces for all, where basic human rights and citizenship can be practised to their fullest extent. Our hope is that this training program will inspire and empower librarians in Wales to be agents of change and advocates for racial equity in their communities, actively contributing to improving WPLS and realising the goals of the Anti-Racist Wales Action Plan.

This comprehensive report is structured to provide a thorough understanding of anti-racist training in libraries, featuring an executive summary, literature review, training model, and appendices. To navigate the report and maximize its usefulness, readers can take different approaches depending on their needs. For those seeking a quick overview, the executive summary offers an introduction and main conclusions. For a more in-depth understanding, readers can delve into the literature review, which maps the development of anti-racist training, highlights strategies and practices, and identifies obstacles and limitations.

The training model section offers a step-by-step guide on designing and implementing anti-racist library training, complete with objectives, target audience, format, materials, plan, facilitator profile, implementation, and evaluation. Readers interested in specific aspects can jump to these subsections directly or refer to the appendices for additional information, such as survey questionnaires, interview templates, data analysis, and logistics checklists. For a broader perspective, reading the entire report will provide a comprehensive understanding of the wider project. The report can also be used alongside the training content report for a more complete grasp of anti-racist training development and implementation in library settings.

## **1.2 Main conclusions**

### *Main conclusions from the literature review*

The literature review aims to synthesise previous research on anti-racist library training and identify nuances between approaches, with a focus on practical outcomes that can benefit Welsh public libraries. The section unpacks the following insights and observations:

1. Defining the scope and objectives for anti-racist training is important to transform everyday library practice in line with the Welsh government's ARWAP strategy.

2. Our definition of institutional racism is defined based on the MacPherson Report, and the complexity of the levels and sites where it is accepted and reinforced must be considered for potential change.
3. Criteria for assessing the effectiveness of training include the theoretical framework, how racism is described, and the specificity of recommendations.
4. Several currents have emerged in the literature and debates on anti-racist library training, including Equality, Diversity and Inclusion, Critical Race Theory, Critical Whiteness Studies, Cultural Competency, and Postcolonial theory.
5. The literature we examined has some limitations, as it falls short in providing sufficient details about ethnic minority representation in Welsh libraries, the particular training needs they may have, and any instances of anti-racism training being offered.
6. Obstacles to effectively receiving anti-racist library training include size and capacities of libraries, demographic differences, funding, lack of incentives, demographically homogeneous staff, training fatigue and burnout, white fragility<sup>1</sup>, and lack of understanding, and bureaucracy or hierarchy within libraries.
7. Implementing anti-racist training materials can also face challenges, including the lack of a supportive environment, reminders for continued accountability, and feedback systems to address incidents of racism.

#### *Recommendations based on the survey data*

- 1. Offer online training modules:** Cater to the preference for online training, as indicated by 44% of respondents.
- 2. Provide in-person workshops:** Develop in-person workshops, as preferred by 27% of respondents, to complement online training options.

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<sup>1</sup> DiAngelo (2018) discusses the concept of "white fragility," which refers to the defensive reactions that many white people exhibit when their racial worldview is challenged or when they are confronted with evidence of racial inequality. DiAngelo argues that white fragility is a major obstacle to racial progress, as it prevents white people from engaging in meaningful conversations about race and from taking action to address racial inequality. DiAngelo draws on her experiences as a diversity trainer and consultant to provide examples of white fragility in action, including defensiveness, anger, and denial. She also discusses the ways in which white fragility is perpetuated through socialisation and institutional power structures.



- 3. Supply self-directed learning resources:** Offer resources for self-directed learning to help librarians build their skills and knowledge independently.
- 4. Establish online communities of practice:** Create online spaces for librarians to share experiences, best practices, and support each other in their anti-racist work.
- 5. Organise conferences and seminars:** Host events to bring librarians together to discuss and learn about anti-racist library practices from experts and peers.
- 6. Address accessibility and training challenges:** Provide more library-specific training, allocate time and budget for training, and offer support from management to overcome challenges related to time constraints and staffing.

*Take away from the interviews*

- 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.
- 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.
- 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.
- 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 staff were able to participate.
- There is a gap in the area of anti-racist training, and interviewees suggested that this 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.

### *Training model summary*

- The training process starts by identifying and determining training objectives. Specify desired outcomes and follow SMART principles.
- Identify the target audience to create an individual or collective participant profile. Determine the participants' current level of understanding of the impact of racism in libraries and anti-racist library practices. Consider any specific needs or characteristics of the participants to make the training practice inclusive.
- Consider potential types or formats of training, such as online training and in-person workshops, based on the objectives and desired outcomes. Collate training content and materials and determine the format of your training materials.
- Create a training plan and conduct a pilot testing phase. Prepare for the delivery of training by considering different materials, exercises, activities, and assessments.
- Evaluate the effectiveness of the training model and update the training model and content based on feedback and evaluation. Determine the length and frequency of training sessions and consider different options for training schedules.
- Determine the ideal facilitator who can provide general information about anti-racism or targeted training for library professionals. Keep in mind their training style, communication skills, and ability to engage. Provide facilitators with an understanding of where their training receipt and delivery responsibilities fit around their existing schedules.
- Disseminate information about training and consider logistics for online vs. offline training.
- Evaluate existing provisions to demonstrate the impact of your training efforts and for your own professional development.

# 2

Approaches, Effectiveness,  
and Challenges in Library  
Environments

## Literature review



This literature review examines anti-racist training in libraries, tracing its evolution and exploring various approaches. It evaluates relevant sources, identifies effective strategies for tackling racism and colonial legacies, and outlines best practices for training design, delivery, and implementation. Additionally, the section highlights obstacles and limitations to effective training, addressing barriers to engagement and implementation.

## 2. Literature Review

### 2.2 The purposes of the literature review

The purpose of this literature review is to synthesise the findings of previous research conducted on anti-racist library training and to discover nuances between the presented approaches. On the other hand, the review focuses on practical outcomes that can immediately benefit the forthcoming training in Welsh public libraries.

While keeping both of these goals in mind the review will define the scope and potential objectives of anti-racism training in libraries. A set of criteria will be established to help assess and compare the sources. The origins and development of debates will also be presented in broad terms, and limitations on the review will be acknowledged. All of this will allow the critical examination of the sources and pinpointing effective training strategies to tackle institutional racism. Part 3 looks at potential obstacles to training delivery.

### 2.3 Shaping Anti-Racist Training: Goals and Scope

Since the training is intended to transform everyday practice in libraries in line with the Welsh government's ARWAP strategy, we need to set objectives and standards in relation to it. We need to specify what exactly needs to change. We need to ask what is the potential scope of change such training can inspire. Setting these objectives will allow us to guide and measure progress and to be realistic about the expectations. Eventually it will become evident that there are more and less effective ways of reaching these objectives. We hope to save time and resources spent on navigating the thorny road of institutional change by presenting the conclusions of international experts in relation to anti-racist library training.

#### *Defining institutional racism based on the MacPherson Report*

To effectively build training models for anti-racism in libraries, the approach taken should be informed by the conceptualisation of racism. The MacPherson report is considered a good reference to define institutional racism in the UK because it provides a comprehensive definition of institutional racism and its effects on individuals and communities. The report was commissioned by the UK government in response to the murder of Stephen Lawrence, a teenager who was killed in a racially motivated attack. The report's findings illustrated the existence of institutional racism in the police force and the need for measures to address it.

The report has since become a widely recognised reference for understanding racism in the UK, including within cultural institutions like libraries.

The report concludes that institutional racism is

*"the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people. It persists because of the failure of the organisation openly and adequately to recognise and address its existence and causes by policy, example and leadership. Without recognition and action to eliminate such racism it can prevail as part of the ethos or culture of the organisation."* (6.34)

The evidence session for MacPherson Report twenty years on stated at Q184: "[...] *what he [MacPherson] identified, was the key mechanism for change; but it was systemic and institutional. It was not about prejudice; it was about power structures.*"

Conceptualising racism according to the MacPherson report has important consequences on anti-racist strategies. By using this definition as a basis for anti-racist practices in cultural institutions such as libraries, it can help ensure that efforts to combat racism are more effective and targeted. It can also provide a common understanding and language for discussing and addressing racism in society.

### **Scope of institutional change: levels and sites**

Without going into deep discussions about what institutions can be and how they work<sup>2</sup>, we can set out a widely agreed common denominator of their definition. If a phenomenon is institutional, it means that it is deeply embedded in the policies, practices, and norms of an organisation or institution. Institutional phenomena are often difficult to change because they are sustained by the beliefs, values, and behaviours of individuals within the institution. Institutional racism, for example, refers to the ways in which racism is built into the policies,

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<sup>2</sup> For a review of institutional theories see DiMaggio and Powell 1991 (new institutionalisms), Pierson 2000 (path dependence), Sabatier and Jenkins-Smith 1988 (Advocacy Coalition Framework), Schmidt 2010 (discursive institutionalism), Giddens 1984 (structuration theory), Archer 1997 (morphogenetic approach).

practices and norms of an organisation or society, leading to differential treatment or opportunities for people of different races.

### *Levels of institutional change*

To imagine how this can potentially change we have to account for the complexity of the levels and sites where it is being accepted and reinforced.<sup>3</sup> To consider the levels, we rely on the “Three Levels of Change Model”. This suggests that change happens at three levels: individual, group/organisational, and societal/systemic. It is often used in the fields of organisational change and leadership development to understand the various levels at which change can occur and how to effectively manage change processes (Lewin 1947).

On the level of individuals it is possible to address the attitudes, beliefs, and behaviours that contribute to institutional racism. This can include things like unconscious bias training, diversity and inclusion training, and hiring practices that prioritise diversity. On the organisational level we can challenge the policies, practices, and culture of organisations that contribute to institutional racism. In more concrete terms this can mean creating more diverse leadership teams, revising hiring and promotion policies, and implementing anti-racist policies and practices. On the third and highest level, broader systems and structures that maintain or manifest institutional racism have to be questioned and transformed. Initiating change on this level looks like advocating for policy changes at the local, state, or national level, challenging discriminatory laws or practices, and promoting community-led initiatives that address racism and inequality (Lewin 1947, Schein 2017).

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<sup>3</sup> It's important to acknowledge that the scope of this project did not include the deep contextual discovery of factors that influence institutional racism in Wales. Institutional racism includes very complex phenomena. The perception and objective consequences of these can vary tremendously even between people who come from the same ethnic minority background. We did not find information about critical aspects that should inform how we see racism and the sites where it occurs. The lived experiences and histories of ethnic minority communities are very hard to come across, and there has not been systematic data collection or any other previous training relating to public libraries and anti-racism in Wales or the UK. The lack of data is not a promising perspective, because it implies a lack of academic interest or funding opportunities. This can be a sign of institutional racism. We constantly emphasise the need for continued research and systematic data collection about perceived racism. We also recommend the assessments of existing interventions in Welsh public institutions. Understanding the specificities of institutional racism and racist bias in Wales will take time and commitment to keep on learning when it seems that everything is already known.

Considering the forthcoming training and these three levels, this phase of the ARLC project may only have direct influence on the individual level. The training will definitely encourage individuals to become catalysts of organisational and systemic change and will provide them with practical advice on how to achieve progress on those levels. However, we hope that the continuing project will instigate further organisation-wide change.

*Sites of institutional change*

Our research suggests there can be different sites of institutional change in relation to anti-racism. Thinking about the sites makes it easier to differentiate the learner groups and provide them with more specific training relevant to their roles. It helps to see where individual responsibility lies, and also to have awareness of problems that are out of reach for individual librarians or staff members, and which require a more organised approach. Below are six possible sites of institutional racism to consider when thinking about change. There are many more settings of change and they can be interrelated, but for the sake of simplicity, we consider these.

Site	Explanation
Policy and procedures	Updating library policies and procedures to explicitly include anti-racist language and principles can provide a framework for all library operations and decision-making. This can include policies around collection development, programming, hiring, and customer service (Toolkits for Equity 2020).
Hiring and retention	Ensuring that library staff and leadership are diverse and representative of the community they serve is essential for anti-racist library practices. More precisely: implementing diversity hiring practices, creating mentorship programs, and offering professional development opportunities for staff from underrepresented groups (Jones and Murphy 2019)
Collection development	Actively working to diversify library collections can challenge the dominant cultural narratives that have historically excluded marginalised voices. One of the recommended ways to do this is purchasing materials from a range of perspectives and providing access to materials that represent a diversity of experiences (Smith 2012).
Programming and	Offering programs and outreach initiatives that are culturally responsive



outreach	and inclusive can help build relationships with diverse communities and ensure that the library is meeting the needs of all patrons. Other important steps are partnering with community organisations, offering multilingual programming, and providing resources for underserved populations (ALA 2021)
<u>Training and education</u>	Providing regular anti-racist training and education opportunities for library staff can help ensure that they have the knowledge and skills to create an inclusive and welcoming environment for all patrons. This can involve workshops, seminars, and online resources that cover topics such as implicit bias, microaggressions, and cultural competency (Jones and Murphy 2019).

The scope of this review only concerns the role of training and education in transforming institutional racism in libraries, but our review of the training contents and the resulting training material will discuss all six of these fields. Even if staff members don't always have authorisation or capacity to make decisions other than reflecting on their individual practices, it is important to raise awareness about how the sites and levels of institutional change are related to each other. This helps to avoid blindness to white privilege and can develop sensitivity to understand racism as an institutional phenomena that has its own width, breadth and legacy.

## 2.4 Educated guess: establishing criteria to evaluate sources about training

Before building a training programme it is important to examine existing training models for anti-racist training. There was plenty of similar advice we came across, but little to suggest how to ascertain if a model is effective in changing perceptions and practices. This is something that repeatedly comes up when organisations attempt to introduce diversity and inclusion training, and it has to do with the lack of data prior to training and the lack of evidence and feedback after they have been completed. Evaluation usually includes steps like follow-up sessions with participants, analysis of library data and peer evaluations. In the absence of these, evaluating sources becomes very difficult and it is more of an educated guess about what makes training effective and (consequently) a source more valuable than others.

We find the following criteria important when making a guess about the effectiveness of training:

1. **The theoretical framework:** Is there an approach explicitly mentioned or preferred over others? Theoretical frameworks can affect the goals of the training and the scope of change in the library. By identifying the approach of the strategy, we can draw on the strengths of the approach and be aware of its limitations.
2. **How does the training strategy describe racism?** Some Diversity, Equality and Inclusion training is not explicit about the issue of racism. Others have an unclear or overly individualistic idea about it. This review advocates for understanding racism as a systemic issue. Racism may play out on individual and organisational levels and multiple sites, but it is important to always account for its systemic nature. Therefore, we only critically apply advice from training strategies that are not explicitly anti-racist in this sense.
3. **Specificity:** the more detailed the observations and recommendations, the more effectively training can help to make anti-racist library practices reality.

It is important to note that the effectiveness of anti-racist training approaches may vary depending on the context and goals of the training, as well as the characteristics and needs of the participants. Something that is relevant in Australia may not be the best in Wales. Some participants may be more receptive to a confrontational and direct approach to discussing issues of racism, while others may benefit from a more gradual and supportive approach. For this reason it is worthy to mention two other criteria that are constantly repeated in the literature.

One of these is the **level of engagement** (approaches that involve active engagement and participation from participants may be more effective than approaches that rely on passive learning). Another important factor is the **level of evaluation** (approaches that include evaluation and feedback mechanisms may be more effective in identifying areas of improvement and adjusting the training to better meet the needs of participants) (Lingstandt and Tate 2020).

## 2.5 Mapping the development of the literature on anti racist training and debates

### Current approaches

The debates on anti-racist library training have been most intense in English-speaking countries such as the United States, Canada, the United Kingdom, and Australia. This is due

to the emerging recognition that a history of colonisation, slavery, and systemic racism in these countries has led to ongoing inequalities and marginalisation of certain groups.

The literature and debates on anti-racist library training have developed over time, with several main currents emerging. One current focuses on diversity and inclusion efforts, which seek to increase representation of marginalised groups in libraries (Jones and Murphy 2019). Another current draws on critical race theory and the need to address systemic inequalities in library systems and structures. A third current recommends cultural competency training to help librarians understand the diverse communities they serve (Blackburn 2014). Finally, there is a growing focus on decolonising libraries and the need to confront colonialism and its legacy in library systems (Crilly and Everitt 2022). These currents are often intertwined and reflect different approaches to addressing systemic racism in libraries.

It can be generally observed that diversity and inclusion efforts have been present for several decades and have been a driving force behind many other anti-racist library training initiatives. Critical race theory, and critical librarianship has been around for a while,<sup>4</sup> but it became an integral part of mainstream discussions in the 1990s and 2000s as a response to the limitations of diversity and inclusion efforts and the need to address systemic inequalities in library systems and structures (Mehra and Gray 2020). The cultural competency training approach emerged in the 2000s as a way to help librarians understand and better serve diverse communities (Overall 2009). The focus on decolonising libraries has gained momentum in recent years, as a response to ongoing concerns around colonialism and its legacy in library systems.

These currents are not necessarily linear or sequential, and may overlap or influence each other in different ways depending on the specific context and goals of the anti-racist library training initiative.

### *Diversity, Equality and Inclusion*

Each of the currents in the literature and discussions on anti-racist library training has its own strengths and critiques. Diversity and inclusion efforts are important for increasing representation and amplifying marginalised voices, but they can also fall short if not accompanied by structural changes that address the root causes of marginalisation. Hudson (2017) offers a critique of the way diversity has been framed as the primary solution to

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<sup>4</sup> Along with Critical Information Literacy (Tewell 2015).

systemic racism within the field of library and information studies. Hudson argues that diversity initiatives often fail to address deeper issues of power and privilege within institutions and may actually perpetuate inequities by tokenizing marginalised individuals and failing to address underlying systemic issues. He suggests that instead of focusing solely on diversity, efforts should also include a critical examination of power structures and systemic oppression within the field.

### *Critical Race Theory and Critical Whiteness Studies*

Critical race theory offers a framework for understanding the systemic nature of racism and its legacy in law, and public institutions, like library systems. Some insider critiques of the application of CRT in library and information science include concerns the lack of attention to power dynamics within the field, the tendency to tokenize marginalised voices, the lack of focus on practical implementation, and the potential for CRT to become a "buzzword" that is not meaningfully integrated into library practice. Additionally, some have argued that CRT can be overly abstract and difficult to apply in concrete ways within library settings, which can limit its effectiveness as a tool for creating more equitable library systems. Finally, there are critiques that CRT can sometimes essentialise race and perpetuate a binary understanding of race that does not accurately capture the complexities of identity and experience (Hutchinson 2004, Corlett 2009).

### *Cultural Competency*

Cultural competency training can be effective in promoting understanding and empathy towards diverse communities, but it may also perpetuate stereotypes. They have been criticised for being too individualistic, promoting superficial understanding, and failing to address systemic and institutional racism (Malat 2013). These criticisms have led to a shift towards more structural and systemic approaches in anti-racist library training.

### *Postcolonial theory*

Decolonising libraries is essential for confronting the lasting impacts of colonialism on library systems, but it may also require significant institutional changes and a willingness to address uncomfortable truths. A well-known book that critiques postcolonial theory is "Provincializing Europe" (Chakrabarty 2000). In this book, Chakrabarty argues that postcolonial theory reproduces the very Eurocentric framework it seeks to critique, and fails to account for the ways in which non-European societies have historically understood and

related to the world. He also critiques the tendency of postcolonial theory to essentialize and homogenise non-European cultures and experiences, arguing that this overlooks their diversity and complexity.

Another important critique of postcolonial theory can be found in the article "Can the Subaltern Speak?" (Spivak 2000). In this article, Spivak argues that postcolonial theory can sometimes re-inscribe the very power dynamics it seeks to overturn, by failing to fully account for the ways in which subaltern voices (i.e. those who are marginalised or excluded from power) are silenced and excluded from dominant discourse. She argues that it is not enough to simply give voice to subaltern groups, but that this must be done in a way that truly challenges and transforms dominant power structures.

The critiques do not necessarily discredit these approaches, but they shed light to the complex and vast nature of the problems they address. Ultimately, the most effective approach will likely require a combination of these currents and a commitment to ongoing self-reflection, learning, and action towards creating more equitable and anti-racist library spaces.

## **Reviewing and critically assessing the sources**

### *Reviewing literature*

Laurel's research team has built a database of literature associated with anti-racist library training. The titles were reviewed based on the three criteria established previously: theoretical framework, concept of racism and specificity of practical recommendations. We found that the critiques regarding the shortcomings and strengths of certain currents of the debate are indeed true. Many of the titles that showed a more systematic approach to societal transitions had deep explanations about why and how exactly institutional racism happens. On the other hand, structuralist writings tended to be more general in their advice, which can be a disadvantage at the level of the individuals and organisations. The other extreme in approaches was related to accounts that did not define their approach to the problem of racism (or did not mention it at all), and were happy to settle with general, optimistic advice without any instructions on how to measure progress towards reaching them.

### *Critical assessment*

Thankfully, there were plenty of innovative and thought-provoking titles available. We classified them according to their depth and specificity in relation to each of the three criteria. We prioritised accounts that were explicit about the systemic nature of racism. Even if they only performed well in two of these aspects, we have taken them into consideration. The result is a collection of literature with different ideas that gives a lot of advice based on anti-racism in the broadest sense.

## Diversity and inclusion

Libraries play a crucial role in providing equitable and inclusive services to diverse populations.

Acres and Said's article calls libraries to reassess cultural safety and anti-racism. The article underscores the need to recognise and address the impact of colonialism on library collections and practices, as well as to prioritise the acquisition and promotion of diverse materials. Ongoing training and professional development for library staff is also necessary to increase awareness and understanding of diversity, equity, and inclusion.

The importance of providing DEI professional development opportunities for librarians is further explored in the study by Dali et al (2021a). This study explores the impact of diversity, equity, and inclusion (DEI) professional development programs on academic librarians' understanding and implementation of DEI principles in their work. The authors conducted a qualitative study that involved interviewing 15 academic librarians who had participated in DEI professional development programs. The study found that participating in DEI professional development programs had a positive impact on librarians' understanding of DEI principles and helped them implement these principles in their work. However, the study also revealed that there were some challenges to implementing DEI principles, such as resistance from colleagues and lack of institutional support. The authors suggest that academic libraries should prioritise DEI professional development programs and create a supportive institutional culture to encourage the implementation of DEI principles.

A report by the University of Washington Libraries Task Force on Diversity, Equity, Inclusion, and Anti-racism in Collections Final Report examines the libraries' collections and recommends ways to improve diversity, equity, and inclusion in the materials that the libraries provide to the public (Caruso et al 2022). The report outlines several strategies to achieve these goals, including diversifying the library's acquisitions, increasing

representation in the library's special collections, and increasing accessibility to diverse materials. Additionally, the report provides recommendations for training library staff on anti-racism and promoting a culture of inclusivity in the library. The report encourages staff to actively engage with the library's users and the broader community to ensure the library's collections are reflective of diverse perspectives and experiences. This report aligns with the goals of anti-racist library training which aim to recognise and address systemic racism and promote equity and inclusion.

## Cultural competency, cultural humility

To make libraries more accessible for all the groups they serve, this stream inspires librarians to develop cultural competency skills and knowledge to effectively serve these communities.

Mestre's (2010) study investigates the impact of cultural competency training on librarians working with diverse populations. The study found that librarians who received cultural competency training felt more confident in their abilities to work with diverse populations and reported positive changes in their attitudes and behaviours towards diverse patrons. The conversations confirmed the value of providing training and professional development opportunities that address issues of diversity, equity, and inclusion in library services. Libraries must prioritise cultural competency training to support librarians in developing the necessary skills to provide equitable and inclusive services to diverse patrons.

Hurley, Kostelecky, and Townsend's (2019) explore the concept of cultural humility and its relevance to library services. The authors argue that cultural humility, which involves an ongoing process of self-reflection, cultural awareness, and respectful engagement with diverse communities, is a valuable approach for librarians to adopt in order to better serve their patrons. The article provides examples of how cultural humility can be integrated into reference and instruction services, collection development, and outreach efforts.<sup>5</sup>

Callison and Ford's (2022) article presents a case study of an Indigenous cultural competency training program developed and implemented at the University of Manitoba. The program aimed to provide library staff with the knowledge and skills to better serve Indigenous students and to create a more welcoming and inclusive environment for Indigenous peoples in the library. The article stresses the need of incorporating Indigenous perspectives and

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<sup>5</sup> Their forthcoming book will provide a more comprehensive description of this framework drawing on examples from the field (Hurley, Kostelecky and Townsend 2023).

knowledge into library services and collections and of acknowledging and addressing the historical and ongoing impacts of colonialism on Indigenous communities. This program serves as a model for other libraries seeking to build cultural competency and create more inclusive and equitable services for Indigenous peoples and other underrepresented groups.

Finally, Railey (2019) offers a range of recommendations for achieving cultural humility and critical consciousness in cross-cultural communication. The chapter discusses the importance of understanding and respecting cultural differences, developing cultural humility, and acknowledging the power dynamics that exist in cross-cultural communication. The chapter's recommendations align with the principles of anti-racist libraries, which aim to dismantle systems of oppression and centre marginalised voices and perspectives.

The studies and articles discussed in this article emphasize the need of ongoing education and training for librarians to develop cultural competency skills and knowledge.

### [Critical Race Theory, Critical Whiteness Studies, Critical Heritage Studies and other approaches](#)

Critical race theory (CRT), critical heritage studies, and critical whiteness studies play a crucial role in understanding and addressing issues of institutional racism in library and information science (LIS).

Warner (2001) sheds light on the ongoing issue of racial bias and whiteness in academic libraries. The article argues that academic libraries are dominated by a white, middle-class perspective, which creates barriers for marginalised groups and reinforces systemic inequalities. The author suggests that libraries need to actively work towards creating a more diverse and inclusive environment by addressing the ways in which they have historically perpetuated whiteness and by centering the experiences and needs of people of colour. The article provides a framework for understanding the ways in which whiteness operates in academic libraries and offers concrete steps that libraries can take to move beyond it.

Subramaniam et al. (2018) rely on a combination of social constructionism, cultural-historical activity theory and critical race theory when they explore the ways in which libraries can use technology to promote equity and inclusion in their youth programming. The article is significant in the context of anti-racist libraries as it provides concrete examples of how libraries can address systemic inequalities and promote social justice. The unique



contribution of this article lies in its focus on technology as a tool for promoting equity and inclusion. The authors identify several ways in which libraries can use technology to create more inclusive and equitable programming for youth just as: providing access to technology, using technology to create more inclusive programming and using technology to support learning and engagement. By focusing on concrete examples of how technology can be used to address systemic inequalities, the article provides a roadmap for libraries looking to create more anti-racist programming.

Paganopoulos (2022) calls for an open discussion between anthropologists, librarians, and researchers about the shift towards projects associated with "decolonizing the curriculum" at the University of London. The paper discusses how the historical past of traditional British organisations, such as the London School of Hygiene and Tropical Medicine, the British Museum and British Library, and the Association of Social Anthropologists of the UK and Commonwealth, is associated with colonialism and how this affects archives and cataloguing. The paper examines the challenges and limits in describing the shift in Library Services towards "decolonisation," "disenclosure," and "worlding," and the pragmatic value of these processes in relation to emerging research at the LSHTM. The paper investigates the hypothesis that the way the past is catalogued and represented via archival material and other Library sources forms the national curriculum according to certain values and biases. This calls for a self-reflective manner in engaging and re-cataloguing these sources to liberate worldly institutions from their historical association with colonialism and nationalism. The paper also explains the rapid changes taking place in Open Access and the challenges emerging from the publishing industry to researchers and their funders, with additional implications for anthropological research.

Gwyn (2011) examines how the memory of the transatlantic slave trade has been represented in British museums and public spaces. The author argues that the legacy of slavery and its impact on black communities has been largely overlooked or marginalised in the UK, and that there is a need to develop more critical and inclusive approaches to memorialization. The article shows just how important it is to acknowledge and confront the legacies of slavery in order to promote social justice and reconciliation.

These articles demonstrate the need for anti-racist practices in LIS, including addressing systemic biases, centering marginalised voices and perspectives, and promoting equity and inclusion in programming and education. By critically examining and challenging the dominant paradigm of whiteness, LIS professionals can work towards creating more just and inclusive institutions that serve all members of their communities.

## Postcolonialism

Postcolonialism is crucial to consider when thinking about anti-racism in general and designing anti-racist library training, as it demonstrates the urgency to challenge historical biases and power structures embedded in archives and other cultural institutions, and to engage with diverse perspectives and knowledge systems.

In recent years, there has been growing recognition of the need to decolonise library collections and promote more inclusive and equitable access to knowledge. This involves acknowledging the historical legacy of colonialism and imperialism in library collections, and taking practical steps to diversify and decenter dominant Western perspectives.

Wilson's article focuses on the London School of Economics (LSE) Library and outlines practical steps that libraries can take to decolonize their collections. These steps include diversifying collection development policies and practices, engaging with and centering marginalised communities, and undertaking critical assessment and reevaluation of existing collections. Wilson argues that decolonising library collections can be a means of challenging dominant power structures and promoting more inclusive and equitable access to knowledge. The article provides specific examples of decolonisation efforts at the LSE Library, including the creation of a decolonising working group, the acquisition of non-Western materials, and the development of collaborative partnerships with community organisations.

Paganopoulos' previously mentioned account aimed to address the historical marginalisation of Indigenous knowledge and perspectives in archives and to promote more inclusive and equitable archival practices. The chapter provides an overview of the project's methodology, which involved developing a set of tools and guidelines for archival de/colonisation. The tools include a checklist for evaluating the decoloniality of archival collections, a set of guiding principles for archival de/colonisation, and a glossary of decolonial terms and concepts.

The relevance of the Decolonising Archives and Systematic Research by Paganopoulos lies in its focus on challenging the historical biases and power structures embedded in archives and other cultural institutions. The project draws attention to the value of engaging with diverse perspectives and knowledge systems, and of acknowledging the historical and

ongoing impacts of colonialism and imperialism. The tools and principles developed by the project could be adapted and applied to library collections and practices in the UK to promote more inclusive and equitable services. For example, libraries could develop similar checklists and guidelines for evaluating the decoloniality of their collections, and could prioritise the acquisition of materials that reflect a diversity of perspectives and experiences. Additionally, the project's focus on engaging with and empowering marginalised communities could inform library outreach and engagement efforts.

Both articles explain how decolonising library collections can be a means of challenging dominant power structures and promoting more inclusive and equitable access to knowledge. They provide practical guidance and examples for libraries seeking to undertake decolonisation efforts.

### **Limitations of the literature**

While the literature reviewed on racism and libraries in Wales sheds some light on the issue, there are several limitations to consider. Firstly, there is a lack of information regarding the representation of ethnic minority people in Welsh libraries. While the research suggests that there is a need to improve representation and diversity, it is unclear how many people from ethnic minority backgrounds currently work in Welsh libraries or use library services.

Secondly, the literature does not specify the training needs for Welsh public libraries in detail. While there is a call for training on issues related to diversity and racism, there is a need for more specific data on what training is needed, as well as how it can be implemented effectively. The survey we conducted with library staff and users could provide useful insights into the specific training needs of Welsh public libraries.

Thirdly, the literature indicates that there is no evidence of anti-racism training being provided in Welsh public libraries. While this is a significant issue, it is unclear why this is the case. Further research is needed to explore the reasons behind the lack of training and to identify the most effective ways to implement anti-racism training in Welsh public libraries.

Finally, it is important to note that the Anti-Racist Wales Action Plan (ARWAP) is a recent development (Welsh Government 2023), and there has been no feedback or evaluation of its implementation yet. While ARWAP is a step in the right direction, it is unclear how effective it will be in addressing racism in Welsh libraries. Ongoing monitoring and evaluation of

ARWAP and other initiatives are necessary to ensure that progress is being made towards a more equitable and inclusive library system in Wales.

## 2.6 Strategies and practices

### Addressing Racism and Decolonizing Public Libraries: Key Themes and Strategies

*Reflection on legacies collections may carry*

Issues in library collections and practices often stem from the prioritisation of Western knowledge and perspectives in classification systems, which often marginalises the knowledge and perspectives of non-Western cultures.<sup>6</sup> This is exemplified by the widespread use of Dewey Decimal Classification without critically examining its limitations and biases. Collecting practices also favour materials from Western countries or authors, marginalising those from non-Western countries or authors. The lack of diversity in library staff and leadership contributes to this homogenous perspective, as librarians of colour or from non-Western backgrounds may not be recruited or retained. Additionally, the use of language and terminology that reinforces colonial attitudes and perspectives further exacerbates the problem. Examples of such terminology include the use of "primitive" to describe indigenous cultures or referring to non-Western religions as "superstitions."

Furthermore, ignoring or downplaying the impact of colonisation on non-Western cultures, including the ways in which colonialism disrupted traditional knowledge systems and cultural practices, leads to a lack of materials on the history of colonisation and its impact on non-Western cultures in library collections. To decolonise library spaces and practices, it is important to examine and challenge the ways in which existing collections, classification systems, and language may perpetuate colonial attitudes and perspectives. This can be achieved by prioritising the acquisition of materials authored by ethnic minority people, critically examining the library's collections, and providing training for staff to increase awareness and understanding of diversity, equity, and inclusion in collection development. It is also important to ensure that library staff and leadership are diverse and representative

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<sup>6</sup> Raising awareness of colonial legacies and challenging practice on the following areas based on Wilson's article, that reports about the decolonisation in the LSE library (2022). The parts regarding digitalisation and racial bias are built on the advice of Ziegler (2019).

of the community they serve, and to incorporate the principles of anti-racism and decolonisation into all aspects of library operations, including digitisation projects.

### *Strategic training and professional development*

Day et al. (2022) suggest that libraries should encourage staff to engage in critical self-reflection and self-awareness to recognise and address their own biases. This can be achieved through ongoing training and professional development opportunities that increase awareness and understanding of diversity, equity, and inclusion in collection development.

To address bias and promote anti-racist practices in collection development, libraries can incorporate discussions of race and racism into staff training, including topics such as critical race theory, intersectionality, and the experiences of people of colour in the profession. Additionally, critical race pedagogy can be used in training to address power dynamics and social justice issues in the profession. By developing these training programs, libraries can foster a more inclusive and equitable culture that reflects the diverse communities they serve.

## **Identifying effective training practices in designing, delivering and implementing training**

The following recommendations are based on the repeatedly articulated advice found in the literature, but one source stands out.

Bent's article (2004) is not specific to anti-racist training, but it discusses the use of virtual learning environments for delivering staff development and of creating an interactive and engaging learning experience for staff. Bent provides practical advice, such as incorporating a variety of learning activities and providing ongoing support and resources for staff. Bent's advice is relevant and practical for organisations looking to provide effective and engaging training to their staff, especially in a remote or hybrid work environment.

### *Design*

To provide flexibility and convenience for staff, a mix of face-to-face and online training can be used. The training offered should be relevant to the staff member's role and allow them

to identify their own learning objectives. A variety of learning activities, such as case studies, quizzes, and simulations, can be used to engage learners and reinforce key concepts. Opportunities for staff to practise and apply their new knowledge and skills should be provided. Peer learning and collaboration should be encouraged, and staff should be given opportunities to share their experiences and expertise with others. Evaluation and feedback mechanisms can be used to assess the effectiveness of the training program and identify areas for improvement. Ongoing support and resources should be provided for staff to continue their learning and development beyond the initial training program.

### *Training delivery*

Anti-racist training should be ongoing, rather than a one-time event, to ensure its effectiveness. Interactive, inclusive, and engaging training sessions can be developed using a variety of training methods, such as case studies, role-playing exercises, and discussion groups, to accommodate different learning styles. Staff should be provided with opportunities to ask questions and seek clarification during training sessions. To provide a comprehensive understanding of anti-racism, materials and resources from a variety of sources and perspectives should be incorporated. A culture of respect, empathy, and inclusion in the library can be fostered by modelling these behaviours in training sessions and daily interactions. Feedback and assessment should be used to evaluate the effectiveness of training programs and ensure that they are meeting the needs of staff and addressing the library's goals.

### *Implementation of the material*

To ensure the success of training programs, library staff should take actions such as providing a mix of face-to-face and online training, developing interactive and engaging anti-racist training sessions, using a variety of training methods, providing opportunities for staff to practise new skills, encouraging peer learning and collaboration, and fostering a culture of respect, empathy, and inclusion. Evaluation and feedback mechanisms should be used to assess the effectiveness of the training program and identify areas for improvement. In addition, ongoing support and resources should be provided for staff to continue their learning and development beyond the initial training program (Paganopoulos 2022).

## 2.7 Identifying obstacles to training and the limitations of its effectiveness

### Barriers to effectively receive the training

Receiving anti-racist library training is crucial for creating a welcoming and inclusive environment for all patrons. However, there are several barriers that make it difficult for public libraries to effectively receive this training. One of the most significant challenges is the different size and capacities of public libraries. Smaller libraries may have limited resources and staff, making it difficult to allocate time and funding for training. In contrast, larger libraries may have more resources but face challenges in ensuring that all staff members are able to receive the training.

Another barrier is the different demographics in different regions. Libraries in urban areas may serve a more diverse population than those in rural areas. This can create challenges in understanding the unique needs and perspectives of different communities. Libraries in regions with higher levels of racial diversity may face different challenges and require more specialised training than those in less diverse areas.

Funding is another major barrier to receiving anti-racist library training. Libraries may not have the necessary resources to provide training to all staff members or may not be able to afford to bring in outside trainers or experts. Lack of staff can also pose a challenge. Libraries may have limited staff, and those staff members may have competing priorities that make it difficult to prioritise training. New staff members may not receive the same level of training as existing staff, leading to gaps in knowledge and understanding.

Finally, a lack of incentives to learning can be a significant barrier. Without clear incentives or rewards for completing training, staff members may not prioritise learning or may not see the value in investing time and energy into it. This can create challenges in promoting a culture of continuous learning and improvement within the library.

### Barriers to effectively engage with the training

Effectively engaging with anti-racist library training can be difficult for various reasons. One of these project obstacles is having a demographically homogeneous staff. It is harder to address issues of diversity, equity, and inclusion when the staff is not representative of the community they serve. Furthermore, age differences and learning style differences can also present a challenge. Some staff may struggle to adapt to new ways of learning.

Training fatigue and burnout can also be obstacles to effectively engaging with the training. Participation can be emotionally taxing and staff members may become overwhelmed or burnt out by the material. Additionally, fatalism, deterministic thinking, or overly voluntaristic views can also be obstacles. Some staff members may feel that systemic change is impossible or that it is entirely up to individuals to address issues of racism.

White fragility,<sup>7</sup> blindness to white privilege, lack of familiarity with the lived experience of ethnic minority people, and lack of understanding of the history of ethnic discrimination can also be obstacles to effectively engaging with anti-racist library training. Some staff members may struggle to recognize their own privilege or may not have a deep understanding of the impact of racism on ethnic minority communities.

Harries in her article argues that racism is a persistent problem in Wales, and that the country needs to confront this issue and take action to address it. She cites several examples of racist incidents in Wales, including verbal abuse, physical violence, and online hate speech. She argues that racism is not just an issue in larger cities, but is also present in small towns and rural areas. The article suggests that part of the problem is a lack of education and understanding about racism in Wales. Harries suggests that schools and community groups need to do more to educate people about the impact of racism and to promote diversity and inclusion (Harries 2014). In Wales, there may be a belief that institutional racism does not exist or that Welsh public institutions cannot be as racist as those in England.

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<sup>7</sup> DiAngelo (2018) discusses the concept of "white fragility," which refers to the defensive reactions that many white people exhibit when their racial worldview is challenged or when they are confronted with evidence of racial inequality. DiAngelo argues that white fragility is a major obstacle to racial progress, as it prevents white people from engaging in meaningful conversations about race and from taking action to address racial inequality. DiAngelo draws on her experiences as a diversity trainer and consultant to provide examples of white fragility in action, including defensiveness, anger, and denial. She also discusses the ways in which white fragility is perpetuated through socialisation and institutional power structures.



Additionally, some staff members may view Welsh people as the victims of racism and therefore cannot be racist themselves (Blay 2015). While it's important to note that racism might affect people from any background, it always comes with disproportionate power relations that are structurally reinforced. In the context of Wales and England, there has been a long history of tension and conflict between the two nations. Some Welsh people may feel that they are treated unfairly or discriminated against by English people due to their Welsh identity. At the same time, people from an ethnic minority background may still encounter discrimination or racist bias in Wales. Experiencing racial discrimination or prejudice does not mean that learning about institutional racism is not needed anymore. This kind of discourse can be harmful, because it rationalises a sort of competition between ethnic minorities and other disadvantaged groups and it relativises the lived experiences that come with not being white (Wise 2002).

Lastly, distracting negative feelings such as guilt, shock, confusion, and anger can also be obstacles. Staff members may struggle to effectively engage with the material if they are overwhelmed by these emotions (Sheppard 2018).

### **Barriers to effectively implement the training**

Implementing anti-racist training materials can face several challenges, including the lack of a supportive environment to implement changes (Brown et al 2018). This can hinder efforts to address systemic racism within a library, as staff may not feel comfortable speaking out or taking action against racism. Additionally, limited shelf space can make it difficult to feature diverse collections, hindering efforts to promote inclusivity and diversity.

Reiteration and reminders are crucial to continued accountability, but without them, it can be easy to slip back into old habits and perpetuate racism unconsciously (Caruso 2022). Bureaucracy or hierarchy within a library can also stand in the way of open communication about racism, preventing constructive dialogue and change (Cargill 1984). Moreover, anti-racist commitments that are based solely on representation and do not encourage discussion and participation, such as establishing committees, may not be effective in promoting long-term change (Nataraj 2022).

Another obstacle to effectively implementing anti-racist training materials is the lack of a feedback system to address incidents of racism (Dali, Keren et al 2021b). This can result in misconduct being ignored or overlooked, which can be damaging to marginalised communities. Additionally, a lack of protocols to define standards and consequences for

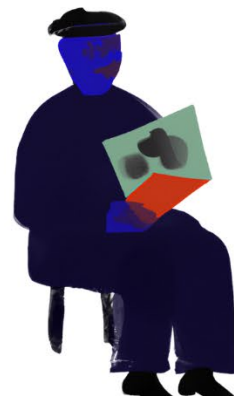
misconduct can lead to confusion and inconsistency in addressing racism. Tokenism, where a person from an underrepresented community is included only for appearance, can be a significant barrier to effective change. It can lead to a superficial and incomplete understanding of anti-racism efforts and reinforce systemic inequalities rather than challenging them (Brown et al 2018).

Collective responsibility and accountability for change are essential for effective implementation of anti-racist training materials. However, a lack of collective responsibility among staff and management can lead to a divide between these groups, which can hinder progress.

# 3

Guidelines for Creating  
Effective Anti-Racist  
Library Practice Training

## Training model



This section provides guidance on creating a comprehensive training model for anti-racist library practices. It covers identifying training objectives, determining the target audience, selecting the appropriate training format and materials, and choosing facilitators. The section also discusses the implementation of the training, including logistics for online and offline training and the evaluation of the training's success.

## 3. Training Model

### 3.1 Training objectives

The training process starts by identifying and determining training objectives. Determining the training objectives is the first and one of the most important parts of the training process. You can use the *Training Content Document* as a starting point to develop ideas about the needs and objectives of your organisation.

#### Identify the objectives of the training

These training modules, designed for the anti-racist library collections project, have been funded and commissioned by CILIP Cymru Wales as part of the Welsh Government's wider anti-racist Wales action plan. The objectives of these modules are closely aligned with the Welsh Public Libraries Standards, ensuring that our research, this report, and the wider project support the continuous improvement and development of library services in Wales.

These objectives can be identified by an expert or facilitator, agreed upon by a steering group or determined through stakeholder engagement. (See *Appendix 3* for a sample set of questions you can use to determine training objectives and topics through a survey or a focus group.) Training objectives can be broad or very specific, depending on the target audience, the training format, and the resources available to the library, while upholding the principles outlined in the Welsh Public Libraries Standards.

For example, the objectives of a training module to be delivered to five library staff who work in a small library need to address the diverse needs of the staff who all have different roles and responsibilities. Therefore, the objectives would need to be much broader (e.g. increasing the participants' understanding of anti-racism in libraries) while adhering to the Welsh Public Libraries Standards' emphasis on promoting social inclusion and equality. On the other hand, the objectives of a training plan for the stock acquisitions department of a larger library, where the learners all share expertise and hope to attain specific professional development related to their day-to-day tasks, might be more focused (e.g. developing anti-racist stock acquisition strategies for their library) to ensure alignment with the standards' requirements for collection development and management.

## Specify desired outcomes

Open up conversations with library stakeholders (e.g. learners, learners' line managers) about the desired outcomes for the training. Gather the responses to any other stakeholder engagement you conduct such as staff surveys or focus groups to determine participants' desired outcomes. Create a manageable list of desired outcomes that are relevant to the biggest number of participants and are feasible given the time and resources allocated to the training.

These outcomes should follow SMART principles, that is they should be:

- S**pecific
- M**easurable
- A**chievable
- R**ealistic
- T**ime-limited

It is important these goals are objectively observable and measurable so they can be monitored and evaluated. This will help identify personal and institutional successes at creating a more inclusive library space.

Using the previous examples, the desired outcomes in a training conducted in a small library that aims to "increase the participants' understanding of anti-racism in libraries" can contribute to a combination of library-wide as well as role-specific outcomes. A general outcome could be participants gaining a comprehensive understanding of the impact of racism in the local ethnic minority communities' usage of library services. Some example role specific outcomes could be gaining an understanding of the impact of systemic racism on library staff and patrons for library managers, recognising and challenging their unconscious bias for acquisition specialists, and learning about ways to implement anti-racist strategies on daily community engagement for library assistants.

Going back to the larger library example, one can expect that the desired outcomes for a customised training module for the stock acquisition team will be much more targeted and detailed: e.g. increased ability in recognising and addressing the biases in the stock selection process; learning to negotiate with vendors to ensure the provision of materials relevant to the local minority ethnic communities; and so on.

## Determine how these objectives will be measured and evaluated

Any professional training should be measured and evaluated based on how well it meets its goals. This can be done through pre- and post-training assessments or through qualitative feedback. You can plan a short or long-term assessment project to be completed after the training period is over, set a deadline for the review of these assessments, and collaboratively review the actual outcome of the trainings with participants.

You can use this post-assessment session to understand the challenges the participants have encountered in implementing their learnings in their day-to-day work. You can also distribute their pre-training survey responses or read the focus group findings to the participants so that the group can collaboratively evaluate the impact of the training. It is always important to record this information to keep a record of the training process and evaluation to improve the training process and content for future training opportunities. You can find more detailed information on training evaluations in *Section 4.8*.

## 3.2 Target audience

Before planning any training, it is necessary to identify the target audience, that is to create an individual or collective participant profile. The target audience can have similar roles and responsibilities or have very different roles to each other. You will need to customise your approach depending on the audience of your training sessions.

### Identify who will be attending training sessions

If you are providing a particular type of training, you should determine a target audience. Your training can be targeted at library staff in general or applicable to participants who have a specific role or responsibility in the library. Alternatively, you could be given a target audience and need to customise your approach according to their needs. In order to be able to plan your training content, you need to understand the responsibilities and day-to-day tasks carried out by different library staff. This is why it is good practice to consult potential participants on their needs prior to setting objectives and desired outcomes, as the information you get from them can differ from your expectations or assumptions about their role. Depending on the total number of potential participants, you can create role or responsibility-based groups and lead two or three separate trainings for different interests and needs.

## **Determine their current level of understanding**

In order to customise the level and scope of the training you need to know the participants' current level of understanding of the impact of racism in libraries and anti-racist library practices. You can do this through the survey or focus group you conduct with a potential participant group. Depending on the size of your participant group, it would be a good idea to organise two different training paths for two different training levels of participants.

## **Specific needs or characteristics of participants**

In order for your training practice to be inclusive, you need to consider any specific needs or characteristics of the participants including Welsh or English language preferences, varying levels of professional experience and access issues. Where there is a need to form a group of various needs and characteristics, plan to provide relevant additional support to help certain members of the group keep up with the training.

If it is not possible for you to provide the necessary support, communicate this to the potential participant as soon as possible and assist them in accessing alternative modes of training suitable for their characteristics. Many of the respondents of the Training Model Survey encountered time constraints and financial constraints as the two most common barriers to their participation in the training. It is important to ensure that staff in various roles and libraries are able to access anti-racist training equally. Taking a flexible and collaborative approach to planning can help staff overcome these barriers.

## **3.3 Training format**

### **Consider potential type or formats of training**

The Training Model Survey revealed that the most popular options for training formats are online training and in-person workshops. Being responsive and flexible about different types and formats can help to make training feel less procedural and more proactive for participants. Below are a list of options for potential training types and formats in order of their popularity among Welsh library staff:

1. (Guided) Online training modules
2. In person workshops
3. Online communities of practice
4. Self-directed learning resources



## 5. Conferences and seminars

### Determine the benefits and challenges of each format

You need to determine what types of training are better suited and feasible based on factors such as the specific resources available to you and the participants, the participant profile, and the objectives and desired outcomes. For example, interview data demonstrates that respondents value the convenience of online training but find in-person workshops thought-provoking. These types of preferences and other uncontrollable factors can have an impact on the accessibility of your training.

See the table below for some of the challenges and benefits of each type and format of training.

<b>Training type or format</b>	<b>Benefits</b>	<b>Challenges</b>
<b>(Guided) Online training modules</b>	Flexibility in scheduling; larger audience; cost-effective; remote; interactive	Limited discussion and interaction; limited hands-on practice; requires a reliable internet connection and access to relevant devices; self-motivated
<b>In person workshops</b>	Hands-on practice and feedback; discussion and interaction; networking; community-building	Travel; time-consuming; costly; requires coordinating schedules and time-off work; less feasible for remote/rural libraries and those with limited resources; smaller audience
<b>Online communities of practice</b>	Ongoing learning and development; networking; remote; mentorship opportunities; low-cost	Requires reliable internet connection and relevant devices; limited hands-on practice; partly self-motivated; might need to self-appoint a moderator/chair
<b>Self-directed learning resources</b>	Flexibility in scheduling and pacing; remote; interactive; potential for larger audience; cost-effective (in comparison	Limited discussion and interaction; limited hands-on practice; self-motivated; varying levels of quality and reliability

	to in-person training)	
<b>Conferences and seminars</b>	Hands-on experience and immediate feedback; discussion and interaction; networking; community-building; a range of topics	(If in person) Travel; time-consuming; costly; requires coordinating schedules and time-off work; less feasible for remote/rural libraries and those with limited resources; smaller audience

You can combine these factors with other role and library specific factors to find the most sustainable format and type of training for your case.

### 3.4 Training materials

In order to train library staff in anti-racist library practices, you need to collate your training content and materials. You can start with the Training Content Document that comes with this model and customise your training by combining theoretical and practical content according to the perceived needs of your participant profile. Ideally, you can compare this document with your own research and expertise to further curate specialised training content.

#### The Contents of the Training Content Document

The Training Content Document includes the following:

- Three modules providing practical strategies, guidance and activities for all levels and responsibilities of staff to promote anti-racist practices and further learning:
  1. Module 1: Stock Acquisitions
  2. Module 2: Cataloguing and Classification
  3. Module 3: Community Engagement and Outreach
- A resource list containing books, films and other media related to the perspectives and experiences of minority ethnic individuals.
- A pack of practical templates and worksheets that are intended to help participants act on their learning.

Depending on your participant profile you can consider selecting particular sections, hand out certain sections as preparation material or divide the material into different sections.

## **Format of the training materials**

Consider the format of your training materials. These can include handouts, activities and videos. Ensure that the materials are ready to distribute prior to in-person sessions and that all necessary materials for preparatory, session and post-session tasks have been distributed prior to an online session and that all participants can access these formats. If training sessions are taking place online then ensure the relevant materials are made available before and after the session as appropriate. Pre-training session material could include introductory videos, whilst post-session material could include presentation slides, links to resources and any evidence of learning exercises.

You can use any feedback from your participants in terms of their accessibility and effectiveness to update your training materials. Additionally, it is good practice to schedule regular reviews and updates to your training material to ensure they stay relevant to your audience.

## **3.5 Training plan**

Now that you have determined the resources and logistics for training it is time to create a training plan. Planning, organising and implementing training is time-consuming. In order to make the most of it you will need a robust training plan which will help you navigate the pre-training, implementation and post-training process and support the sustainability of the training.

### **Pilot Testing**

The first phase of the training plan is the pilot testing phase. While this phase might not be necessary for all training it is advised for training that is conducted multiple times or for larger audiences. You can select a small group to participate in pilot testing of the training content and ask for their feedback on the delivery of the training including issues with timing, language or resources.

### **Delivery of Training**

Prepare for the delivery of training by considering the different materials, exercises, activities and assessments you will conduct during the session. Arrange the dissemination of pre-session tasks, information, and supporting materials in a timely manner, giving participants

enough time to complete necessary pre-training work. Make arrangements for the venue or the online communication platform where the delivery will take place and communicate this information to participants in a timely manner (ideally, no later than a month before in person training and no later than a few days before an online training). Planning your delivery will help things run smoothly and make it easier for you and the participants to focus on the training.

## **Evaluation**

The effectiveness of the training can be evaluated according to the instructions on Section 9 of this training model. Remember that ideally, your work on evaluation starts before the training is delivered. Conducting and safely storing the findings of the pre-planning survey is crucial for the quality of your evaluation, as this data will provide you with a reference point to understand the impact of your training on the participants' knowledge and skills.

## **Continuous improvement**

The training model and content can be reviewed and updated based on feedback and evaluation. In an ideal world, the training should be looked at every so often to make sure it fits the needs of librarians and libraries in Wales and is in line with the most recent research. It is important to figure out an evaluation and feedback method that works for your library or case. For example, you can build a community of practice of facilitators and other library staff who can provide diverse perspectives to oversee the planning and continuous development of the training model and content.

## **Training schedule**

Consider different options for training schedules that would cater to different sizes and structures of libraries as well as different roles of participants. The resources a library has available can also have an impact on training schedules.

## **Determine the length and frequency of training sessions**

When determining the length and frequency of your training sessions, you will need to take a number of factors into consideration, such as training resources, funding and time allocated, staff availability, and training content.

## **Considering and providing for participant availabilities**

The nature of a participant's role in the library can prevent them from participating in training on certain days and times. You can choose to take a modular approach to maximise the

amount of learning for the largest number of participants by dividing the training into different sessions around a specific topic or library responsibility. You can also try to provide alternative dates and times by seeking out their availability for training sessions directly or through your pre-planning survey. Having this information will make it easier for as many people as possible to attend your training sessions, which will potentially render your work as a facilitator more impactful.

### **3.6 Facilitator profile**

Chances are that if you have come this far in this document, you are planning to facilitate a training. But what if you need other facilitators? Your organisation might be so big or have so many different departments with specific needs that you might want to consider delegating this work to colleagues with specific expertise in their field. If this is the case, it is important to consult any potential facilitators on the training plan you are building. If you are tasked with finding, training, or recruiting facilitators for this training you will need to find out who has the knowledge and capacity to, and/or, at the very least, is willing to conduct training.

#### *Describing the ideal facilitator:*

Your ideal facilitator profile will depend on the demands of and resources for the training that needs to be conducted. The human resources will be dependent on the budget and the location or format of the training.

Depending on the local circumstances, you may have a few options:

1. an expert on anti-racism who can provide general information about what racism, anti-racist theories and general institutional implementation methods;
2. an expert who is fluent in both anti-racism and libraries and/or LIS who can provide a more targeted training for library professionals;
3. an expert on libraries and/or LIS who has knowledge and experience of anti-racism;
4. a library staff member who has an interest in and some understanding of anti-racist practices as a result of training.

Contributing to the larger project of enhancing diverse voices in anti-racism, you can strive to recruit an expert who has lived experience of racism as an ethnic minority. You can consider the facilitators' personal connections to anti-racism as an ethnic minority or an ally/advocate as a decisive factor.

While it is important to highlight diverse voices, you should be aware that, unless they want to allocate time and effort to this training, minority ethnic staff are not responsible for educating white colleagues about racism. You should also try to avoid tokenism by using staff members' connection to different cultures as the basis of the training. The sharing of lived experience should exclusively be a voluntary exercise and to the benefit of the sharer. Assuming that someone is interested in anti-racism because of their position as an ethnic minority is a microaggression and should be avoided in all phases of the training.

### *Training style, communication skills and ability to engage*

While determining facilitators, you should also keep in mind their training style, communication skills and ability to engage. Training about anti-racism can be met with resistance and our data demonstrates that a large percentage of library staff do not feel confident about promoting anti-racist library practices in their workplace. It is necessary for your trainer to feel confident about addressing this lack of confidence, which may manifest as a lack of engagement in activities and discussions. The facilitator should refrain from expressing judgement about participants' views.

It is equally important for your facilitator to be able to hold a safe space for minority ethnic participants by moderating the discussion in a way that will not harm them. A safe space for ethnic minority staff is not exclusive of other staff but it is a space that actively works to dismantle institutional racism. This is because most institutional spaces are not neutral spaces from the standpoint of victims of racism and bias. This can look like trigger warnings before sharing sensitive content or interrupting questions or comments that might be harmful.

This means that your facilitator needs to be aware of and comfortable with such communication strategies to avoid uncomfortable interactions and maintain the effectiveness of the training. The facilitator should also be respectful of the experiences and perspectives of ethnic minority staff who might contradict their teachings and comfortable accepting such information as learning for themselves and the rest of the participants.

## **Choosing and training facilitators**

Responses from library staff show that only a small number had delivered training on anti-racist practices. However, more respondents had delivered general professional training and training in inclusive library practices (e.g., disability, age, LGBTQ+, religious inclusivity). If you need to choose facilitators from a certain group of staff, they will probably need training on the potential content of and strategies for leading anti-racist library practices training. In

order to determine staff interest in becoming facilitators, you can conduct an online or written poll. You can then decide how many people can participate in facilitator training based on the criteria mentioned in Sections 7.1 and 7.2.

One of the biggest perceived challenges for staff to access anti-racist library practices training is time constraints. Therefore, it is also necessary to provide potential facilitators with an understanding of where their training receipt and delivery responsibilities fit around their existing schedules. It is a good idea to communicate with line managers as necessary to help them make time for this valuable development opportunity for both the staff member and the organisation.

### **3.7 Implementation**

That must have taken a while, but now that you are ready to implement your first training session on anti-racist library practices, it is time to ensure that the logistics are in place. Your specific logistics will depend to a large extent on your training plan, but there are some central factors that you need to consider, such as venue hire, technology implementation and support, guidelines and policies, communications, and training materials.

#### **Disseminating information about training**

Aim to communicate information about your training session to anyone in your target audience who might be interested. Develop a clear and concise message, and combine this with a communication plan that is suitable for your context. You might want to use visual aids to draw attention to your message, but be mindful of the imagery and the wording that you use. If you are cautious, you can consult online resources listing the latest inclusive terminology related to the concepts you are going to explore in the training session. Provide the necessary details and encourage people to share this information with their colleagues.

#### **Logistics for online vs. offline training**

Below are two separate lists of logistics factors you should consider to prepare for your anti-racist library practices training sessions. Factors can differ between in person and online training sessions and, therefore, are presented separately.

*Logistics for in-person training sessions:*

- Venue booking: Determine and book a location for your training considering the expected number of participants. Be mindful of the venue and if you have a choice, do not choose a venue that represents a racist legacy. If you have to use a venue that has a racist past, acknowledge this as early as possible to demonstrate your commitment to systemic issues. You can even acknowledge historical context in the event invitation.
- Equipment and materials: Ensure that you have access to all necessary equipment and your materials are ready for the session. Check that your materials do not contain any harmful wording or imagery. Do not include harmful content in mandatory training materials and always provide the participants with a chance to opt out of consuming them by warning them in advance.
- Catering/refreshments: If you are able to provide catering/refreshments, consider the cultural differences in dietary requirements such as providing vegetarian, vegan, halal and kosher options. Note that providing vegetarian and vegan options only can be used to support any decarbonisation or net zero goals of your organisation. If you are organising an entire meal, it would be helpful to consult participants to inquire about their needs and requirements.
- Transportation: Do your best to ensure equitable access to transportation options and that nobody is excluded or marginalised due to their location and ability to access necessary transportation by allocating a budget for transportation needs. If transportation is a common issue for your participants, you can consider moving your training online.
- Health and safety: Ensure that the regular health and safety measures are in place and necessary information is communicated to participants.
- Accessibility: Ensure that differences in accessibility needs do not prevent participants attending in-person training sessions.
- Policies and guidelines: Prepare and communicate any necessary policies and guidelines to maintain that the training session and venue remains a safe space for all participants. You can use trigger warnings to protect minority ethnic participants from potentially harmful content and provide the option to leave the room if they deem necessary for their mental or physical safety.
- Feedback materials and further communication: Determine how you will gather feedback and make sure to provide an option for anonymous feedback. You can do this by leaving the room while participants fill out and collate their feedback forms.

*Logistics for online training sessions:*



- Technology implementation: Determine an online platform for the training session such as Microsoft Teams, Google Meet or Zoom. Your choice should ideally reflect the most widely available platform to your organisation or participant base.
- Technical support: Ensure that you know how to navigate the platform you are providing training on.
- Training Materials: Prepare and distribute training materials in advance. These can come in the form of presentations, handouts, and links to multimedia sources. Ensure that you know everything in the material pack so that you can provide any trigger warnings for potentially harmful content. Do not include such content in mandatory training materials.
- Guidelines and policies: Prepare and communicate any necessary policies and guidelines to maintain that the training session remains a safe environment for minority ethnic participants. Like in-person training, you can provide the flexibility for minority ethnic participants to leave the meeting at any time without notice should they feel uncomfortable. It is best to not direct the attention of other attendees to this to prevent further confrontation.
- Communication: Set out your communication plan to the participants including how to ask questions/make comments and how to share feedback and stick to this plan. You can make small warnings if this communication plan is being disregarded. You can also copy your training guidelines and communication plan to the chat bar of the platform you are using so that participants can keep referring to it.
- Recording: One of the biggest advantages of online training is the ability to record and keep it for evaluation or further training purposes. Ensure that all participants consent to the recording of the video. For everyone's comfort and data protection, you can record the lecture section of the training and stop recording at the start of discussions or group activities.
- Feedback method: Determine a feedback method and communicate this to your participants.
- Accessibility: One of the benefits of online learning is the ability to automate accessibility features such as closed captions or transcriptions. You need to check if your chosen platform offers this type of service. If not, you should arrange to accommodate reasonable adjustments for your participants' special needs and characteristics through typical methods such as hiring sign language interpreters and working in mobility accessible venues.
- Engagement plan: Make a plan for engagement between participants. You can arrange online breakout rooms/sessions or interactive activities to keep participants engaged. You can also consider alternating between different types of content to

break learning fatigue which can be experienced in all types of learning by sharing relevant images, videos and songs during your session.

### **3.8 Evaluation of the Anti-Racist Library Practices Training**

The best way to draw attention and get more support and funding for your training sessions is to demonstrate their positive effect on the promotion of anti-racist library practices as well as improvements in participants' level of understanding of racism and anti-racist strategies which would demonstrate your commitment to making your library a more inclusive space for people from diverse communities. Evaluating existing provisions will help you demonstrate the impact of your training efforts and can also be useful for your own professional development.

#### **Creating a system for evaluating the success of the training**

If you have conducted a pre-training survey and have kept your findings, you can use this data as a reference point for a post-training survey or other feedback methods. To understand the impact of your training on the participants' knowledge and skills, you can conduct a survey, follow-up discussions, or focus groups based on the objectives and desired outcomes you determined at the beginning of your training journey.

If you have not conducted pre-training assessments, you will need to be able to demonstrate the impact your training has had on the anti-racist library practices in your organisation. For example, you can refer to changes in processes and the implementation of novel methods in areas such as acquisitions and collections, cataloguing and classification, and/or community engagement. You can ask participants with specific roles and responsibilities to inform you about the changes they have implemented.

You can also refer to the data presented as part of this model as a baseline to see if you can draw parallels between the themes explored in the Anti-racist Library Collections Project and your objectives. This would work best if you could conduct a survey or focus group with themes that parallel the Training Model Survey and you could safely compare the data to make inferences about the potential impact of your training session.

#### **Options for third-party evaluation of the anti-racist library practices training**

Another option would be for your organisation to procure an external evaluation of the anti-racist library practices training. This would be particularly beneficial after a longer period of time where training has been conducted systematically with the necessary documentation to ensure that all aspects of the implementation can be thoroughly reviewed. While a more expensive option than internal evaluations, this alternative can provide valuable insights into the effectiveness of the training and help your organisation continuously improve its anti-racist practices.



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# 4

# Appendices



## 4. Appendices

### 4.1 Appendix 1. Training Model Research Survey Questionnaire

#### Training Model Research Survey

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##### 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)

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)

## 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 (Continuing Professional Development)  Own Initiative  
 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?

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

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

- |                                    |                              |                               |
|------------------------------------|------------------------------|-------------------------------|
| <input type="radio"/> Daily        | <input type="radio"/> Weekly | <input type="radio"/> Monthly |
| <input type="radio"/> Occasionally | <input type="radio"/> Rarely | <input type="radio"/> Never   |

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

- |                                     |                                       |                                |
|-------------------------------------|---------------------------------------|--------------------------------|
| <input type="radio"/> Very Severe   | <input type="radio"/> Somewhat Severe | <input type="radio"/> Moderate |
| <input type="radio"/> Somewhat Mild | <input type="radio"/> 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)?

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

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

- |                                    |                              |                               |
|------------------------------------|------------------------------|-------------------------------|
| <input type="radio"/> Daily        | <input type="radio"/> Weekly | <input type="radio"/> Monthly |
| <input type="radio"/> Occasionally | <input type="radio"/> Rarely | <input type="radio"/> Never   |

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

- |                                     |                                       |                                |
|-------------------------------------|---------------------------------------|--------------------------------|
| <input type="radio"/> Very Severe   | <input type="radio"/> Somewhat Severe | <input type="radio"/> Moderate |
| <input type="radio"/> Somewhat Mild | <input type="radio"/> 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?

- |                                                                            |                                                                                        |                                                                                                 |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <input type="radio"/> No challenges or limitations encountered             | <input type="radio"/> Time constraints                                                 | <input type="radio"/> Financial constraints                                                     |
| <input type="radio"/> Lack of access to training opportunities             | <input type="radio"/> Limited training options available                               | <input type="radio"/> Limited training options in Welsh language                                |
| <input type="radio"/> Limited training options for remote/rural locations  | <input type="radio"/> Limited support from managers/supervisors                        | <input type="radio"/> Limited understanding of the importance of training                       |
| <input type="radio"/> Limited understanding of the content of the training | <input type="radio"/> Limited understanding of the relevance of training to their role | <input type="radio"/> Limited understanding of the applicability of training to their workplace |

Other (Please specify)

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

- |                                    |                              |                               |
|------------------------------------|------------------------------|-------------------------------|
| <input type="radio"/> Daily        | <input type="radio"/> Weekly | <input type="radio"/> Monthly |
| <input type="radio"/> Occasionally | <input type="radio"/> Rarely | <input type="radio"/> Never   |

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

- |                                     |                                       |                                |
|-------------------------------------|---------------------------------------|--------------------------------|
| <input type="radio"/> Very Severe   | <input type="radio"/> Somewhat Severe | <input type="radio"/> Moderate |
| <input type="radio"/> Somewhat Mild | <input type="radio"/> 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)

## 4.2 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)

## 4.3 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<sup>8</sup>, 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

---

<sup>8</sup> 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.

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.

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*

Years of Experience	Participation in general professional training					Grand Total
	Never	Monthly	Occasionally	Rarely	Weekly	
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*

Years of Experience	Participation in Inclusivity training					Grand Total
	Never	Monthly	Occasionally	One-off	Rarely	
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						Grand Total
	Never	Monthly	Occasionally	One-off	Rarely	Weekly	
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.

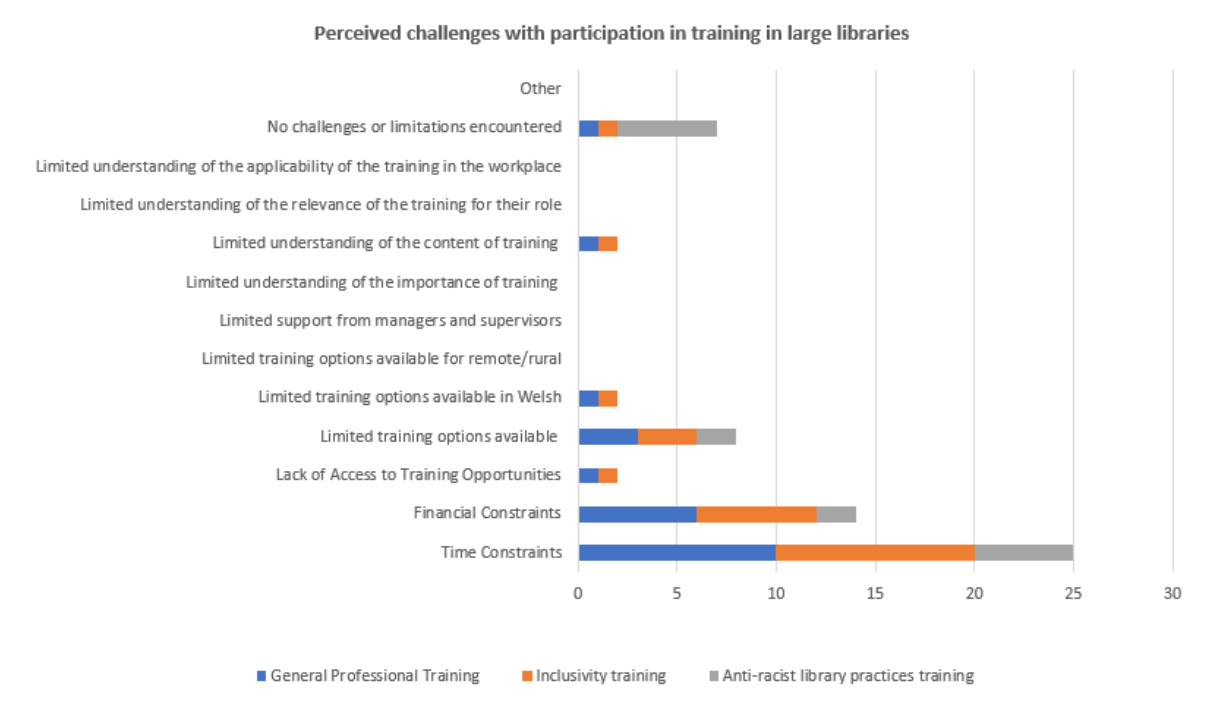


Figure 1 Perceived challenges with participation in training in large libraries

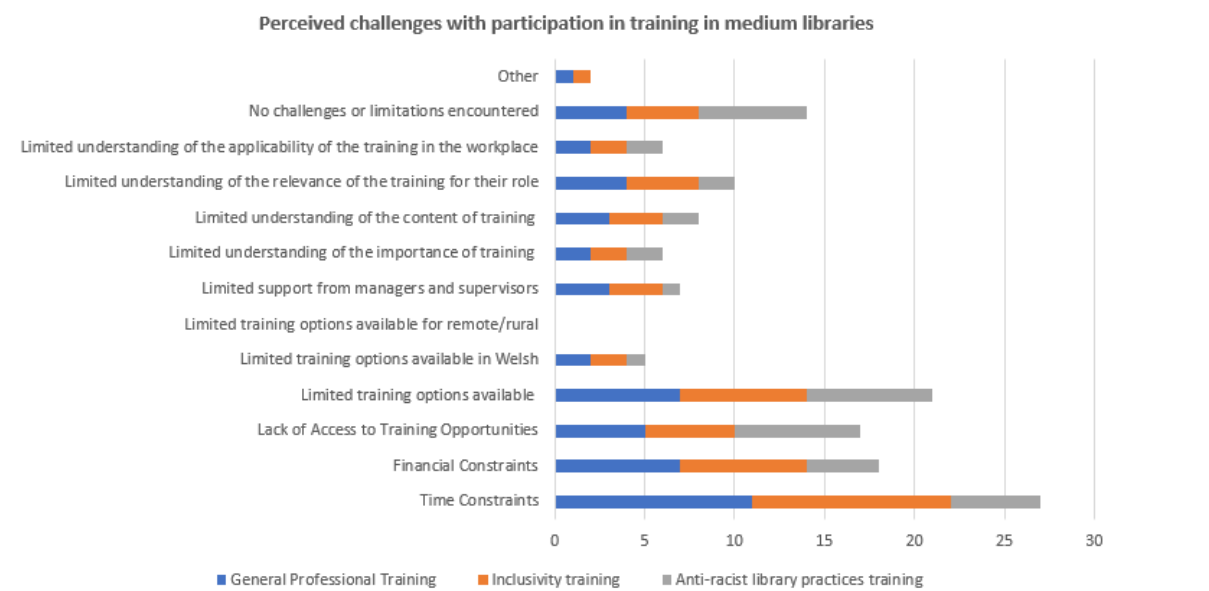


Figure 2 Perceived challenges with participation in training in medium libraries

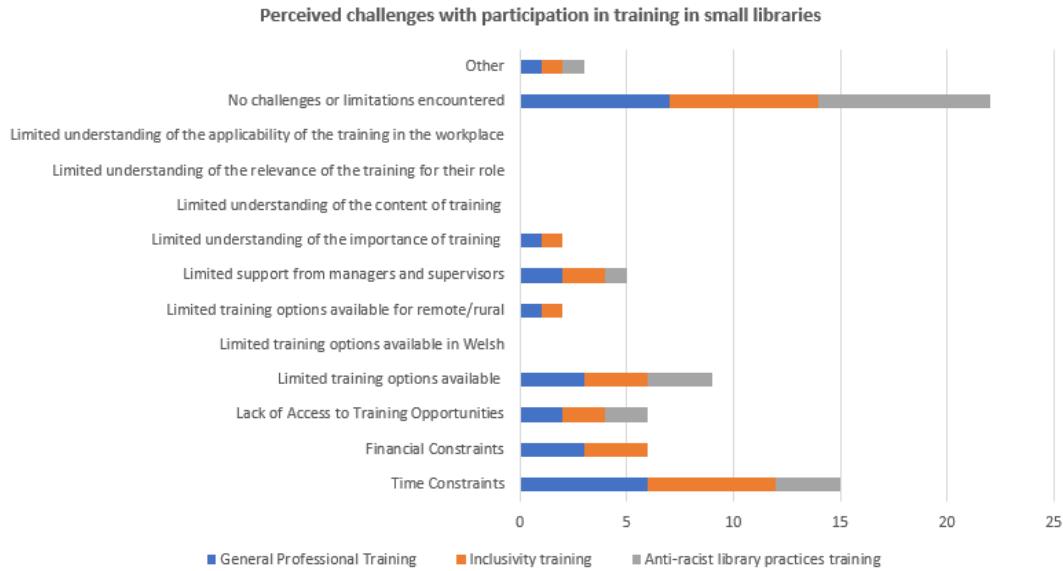


Figure 3 Perceived challenges with participation in training in small libraries

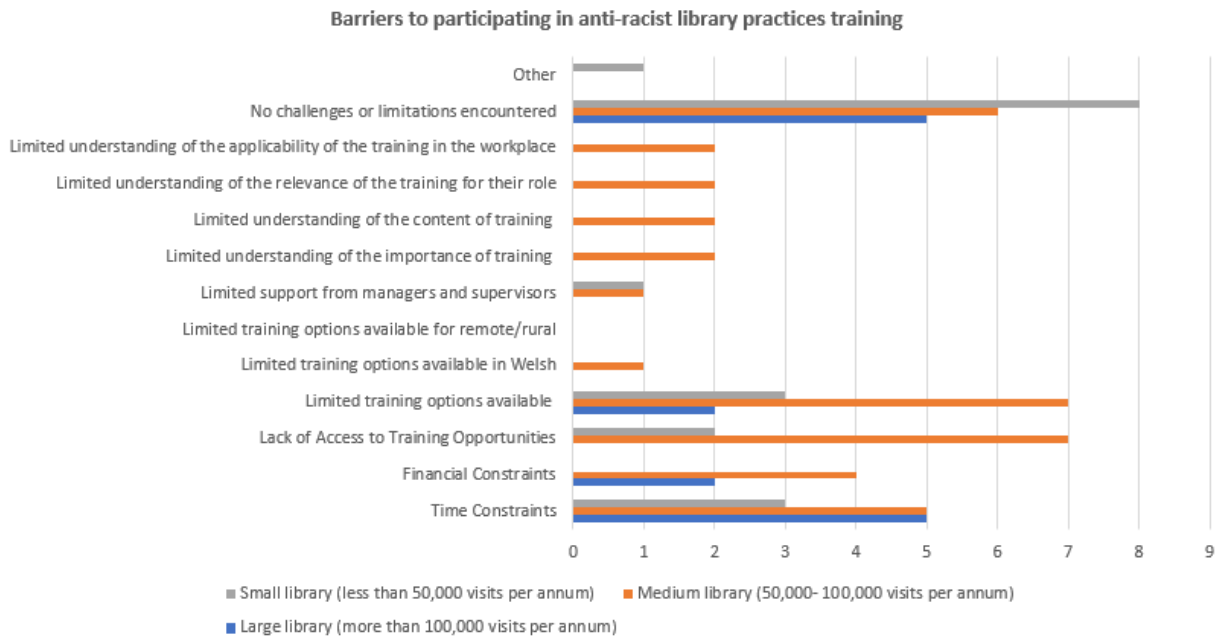


Figure 4 Barriers to participating in anti-racist library practices training

*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.

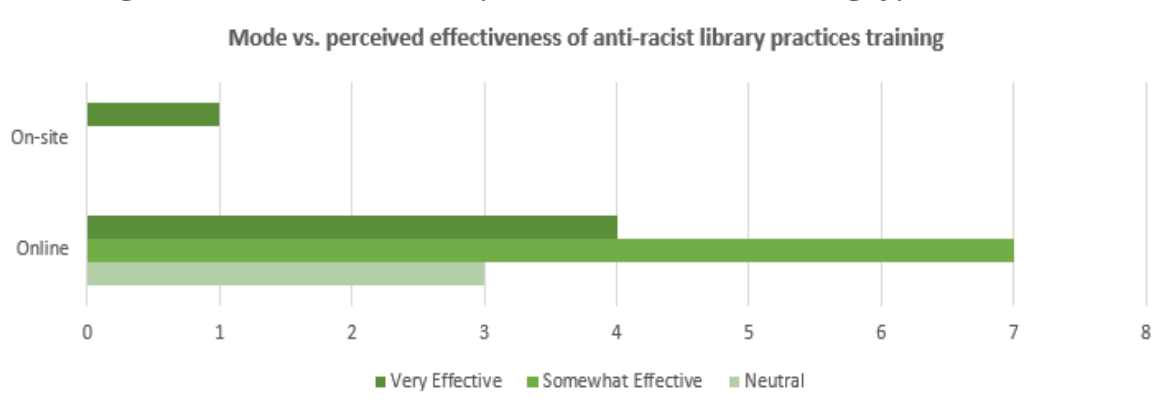


Figure 5 Mode vs. perceived effectiveness of anti-racist library practices training

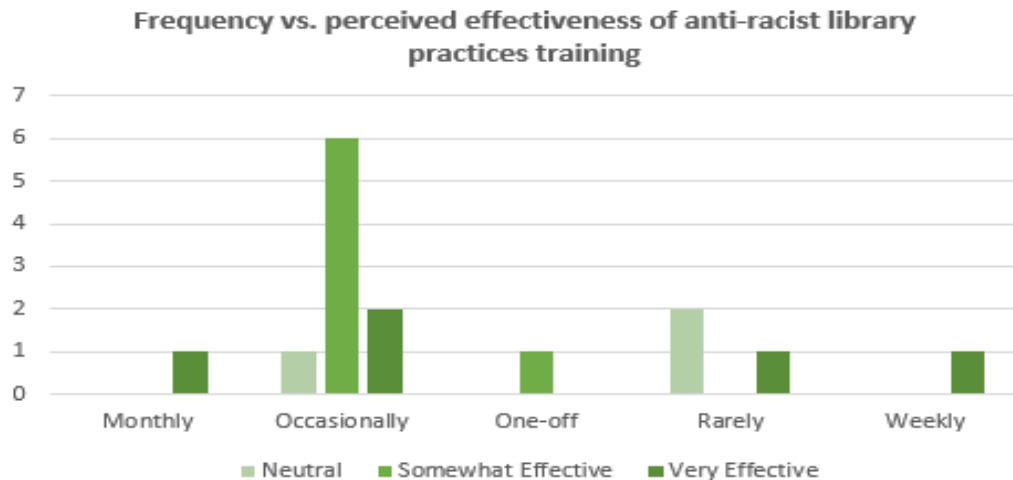


Figure 6 Frequency vs. perceived effectiveness of anti-racist library practices training

*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.

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

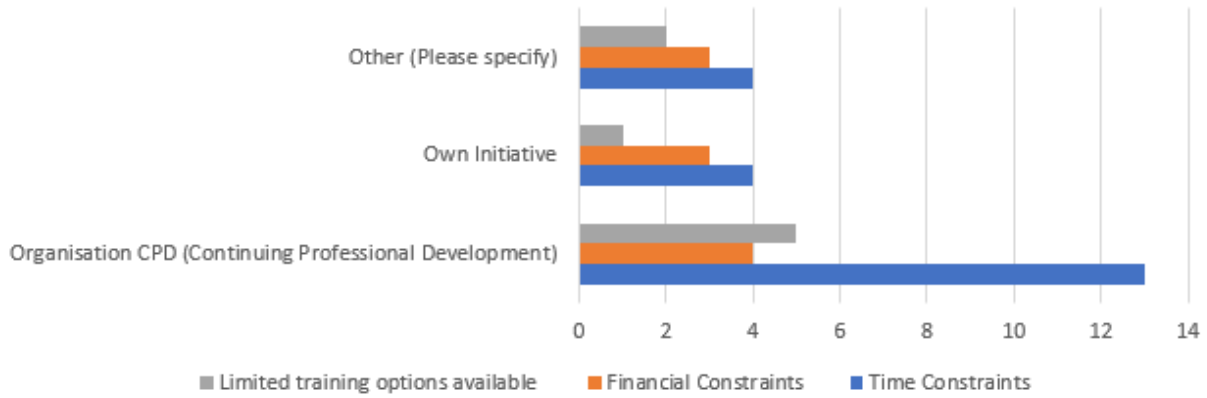


Figure 7 Motivation for training and top 3 most common challenges with general professional training

**Motivation for training and top 3 most common challenges with inclusive library practices training**

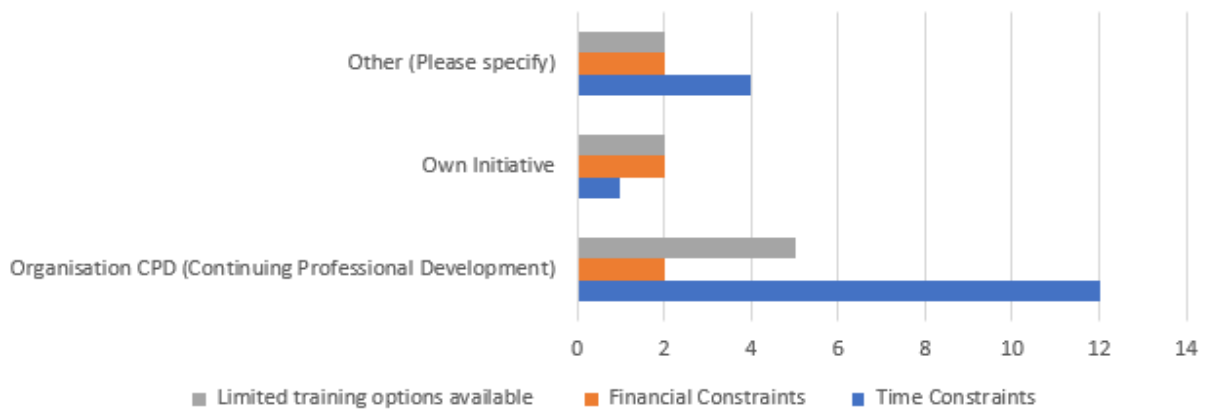


Figure 8 Motivation for training and top 3 most common challenges with inclusive library practices training

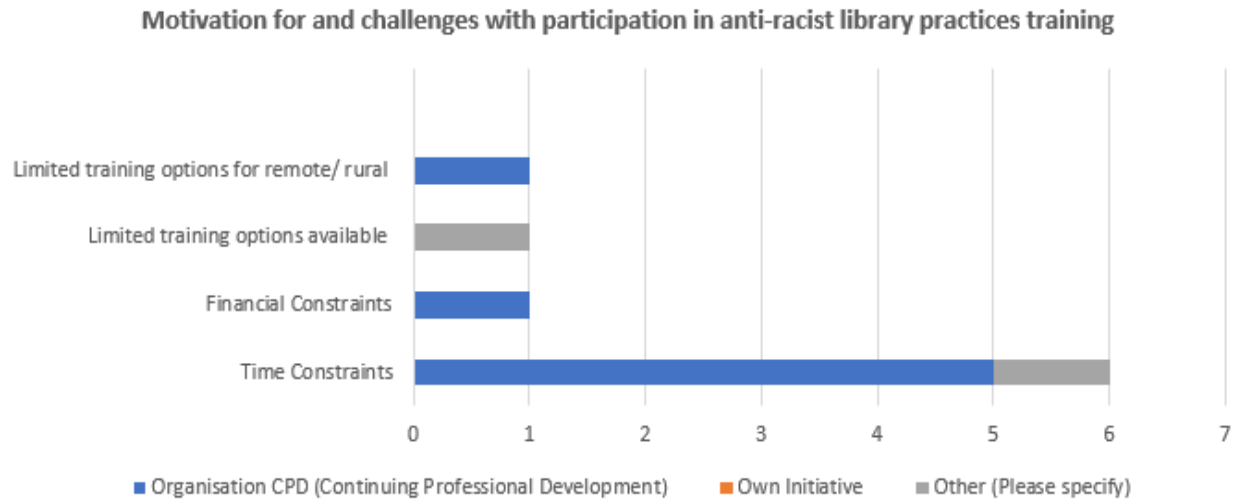


Figure 9 Motivation for and all perceived challenges with participation in anti-racist library practices training

**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.

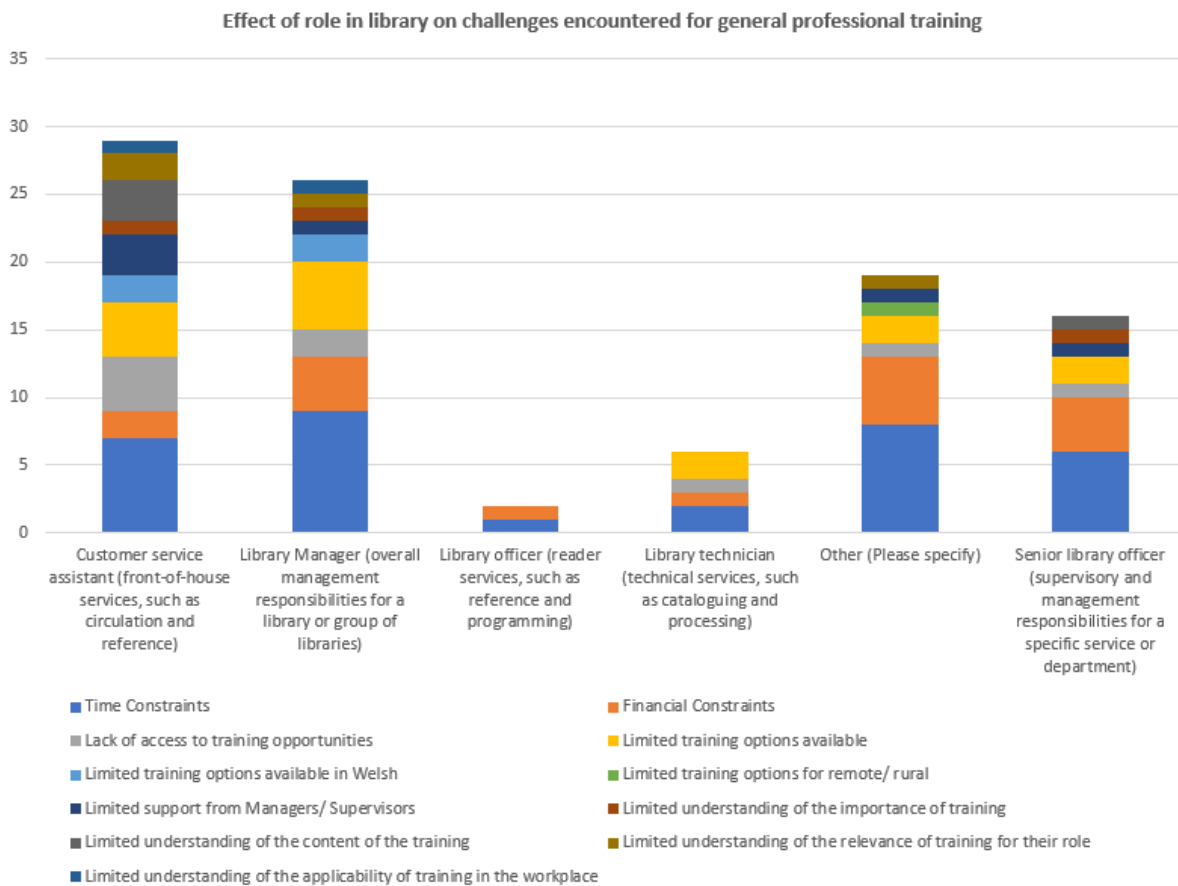


Figure 11 Effect of role in library on challenges encountered for general professional training

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

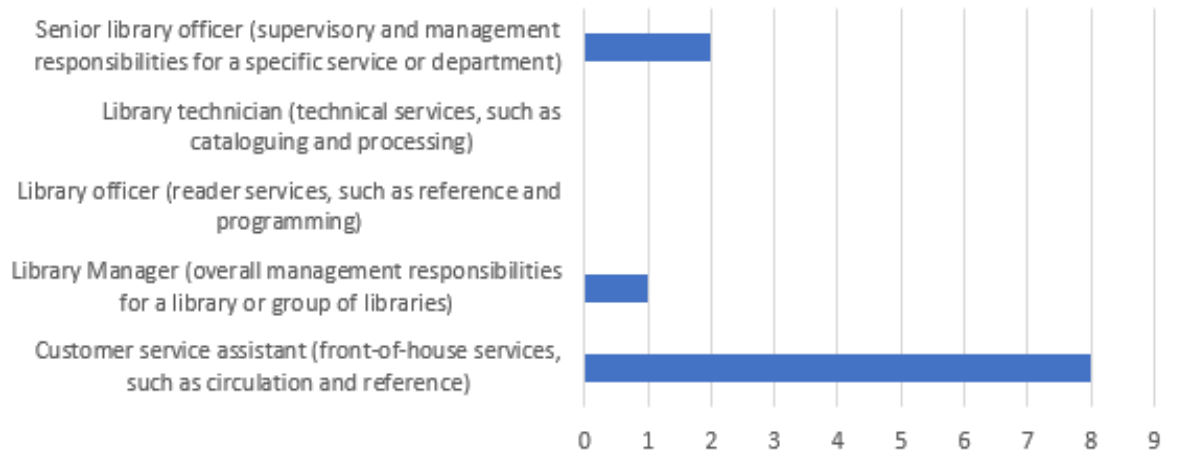


Figure 12 Effect of role in library on encountering no challenges with general professional training

### *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.

### Effect of role in library on challenges encountered for inclusive library practices training

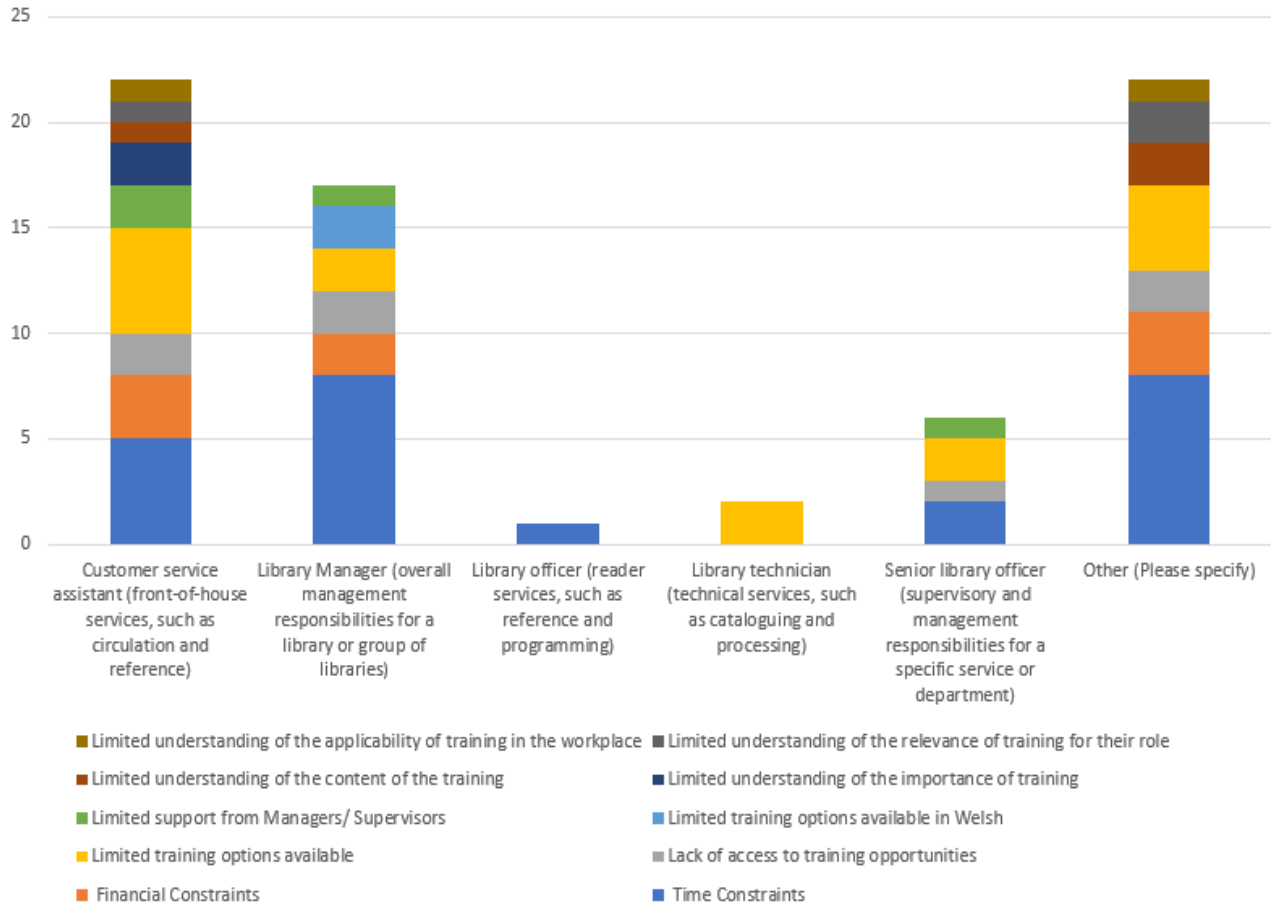


Figure 13 Effect of role in library on challenges encountered for inclusive library practices training.

### Effect of role on library in encountering no challenges with inclusive library practices training

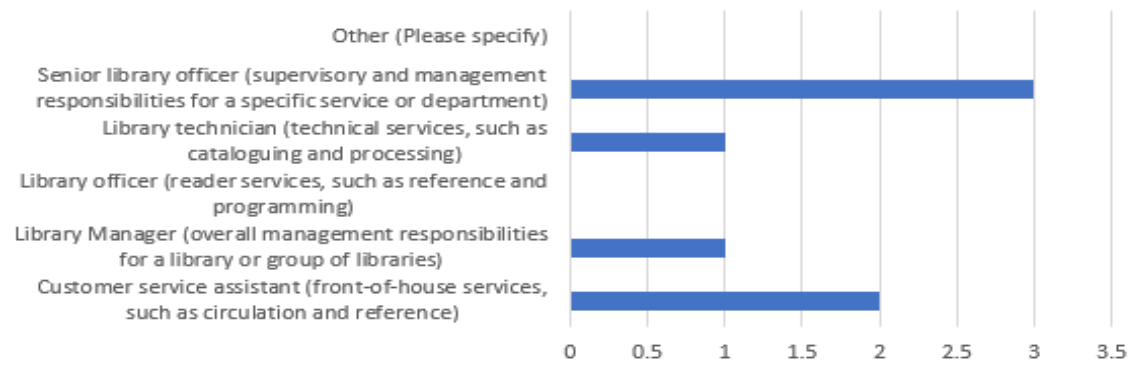


Figure 14 Effect of role on library in encountering no challenges with inclusive library practices training.

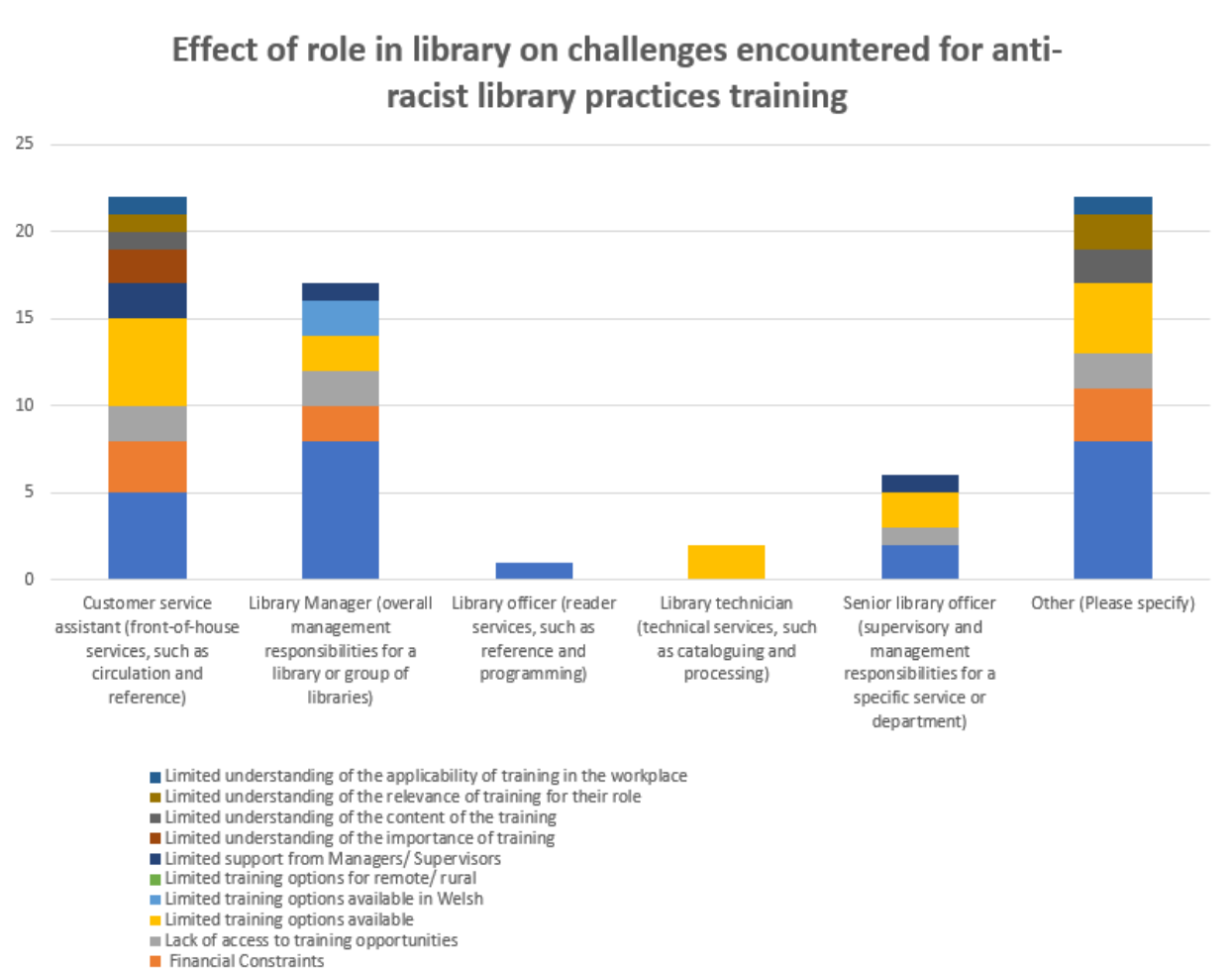


Figure 15 Effect of role in library on challenges encountered for anti-racist library practices training.

#### 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.

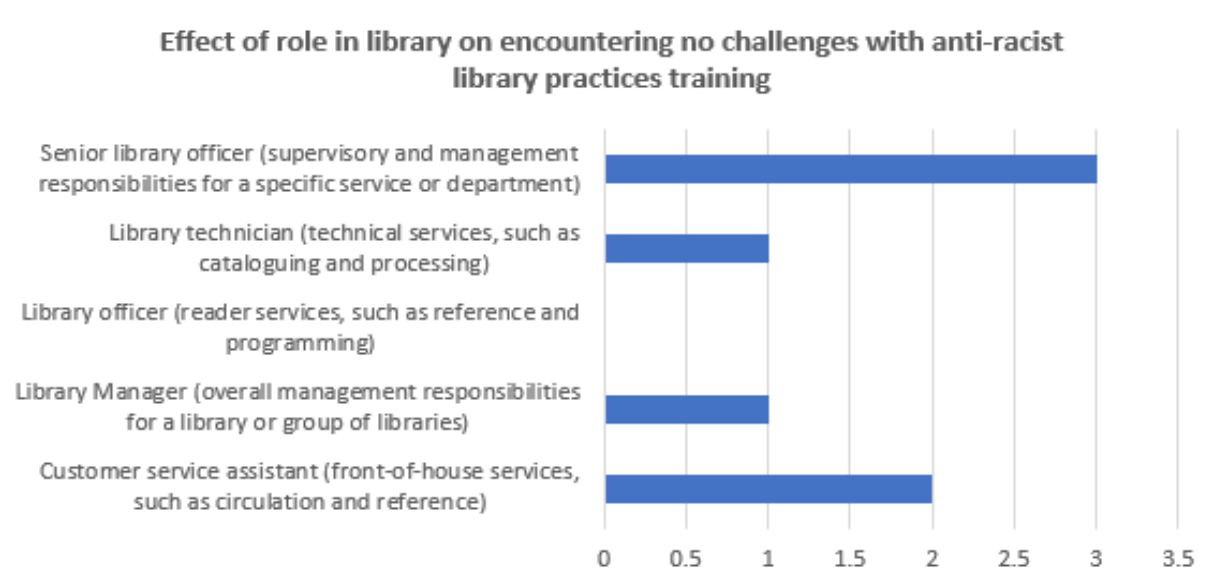


Figure 16 Effect of role in library on encountering no challenges with anti-racist library practices training.

*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.

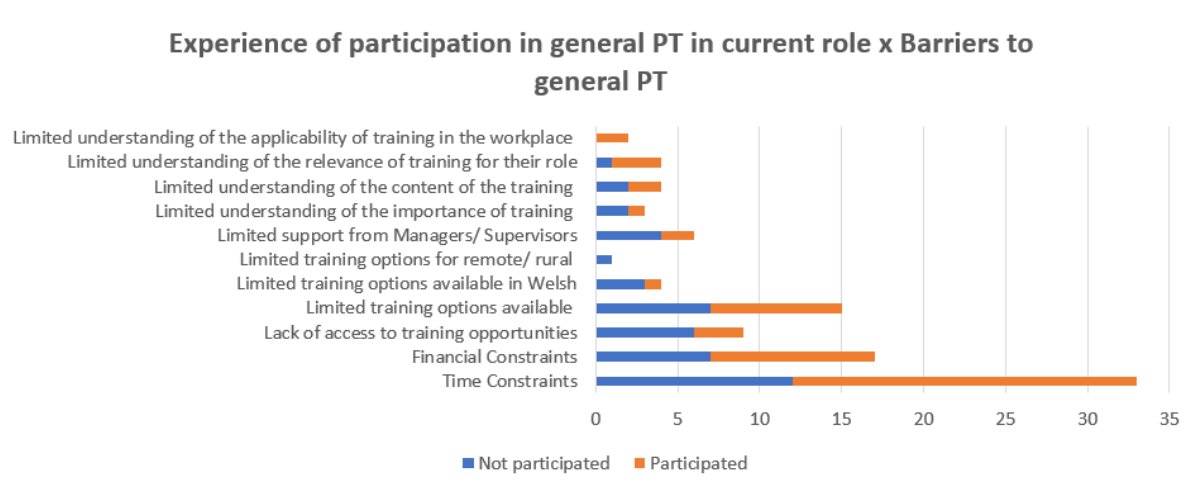


Figure 17 Experience of participation in general PT in current role versus Barriers to general PT

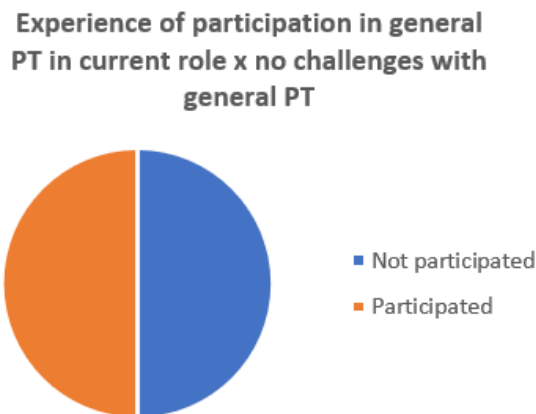


Figure 18 Experience of participation in general PT in current role x no challenges with general PT

*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.

**Experience of participation in inclusivity training in current role x barriers to inclusivity training**

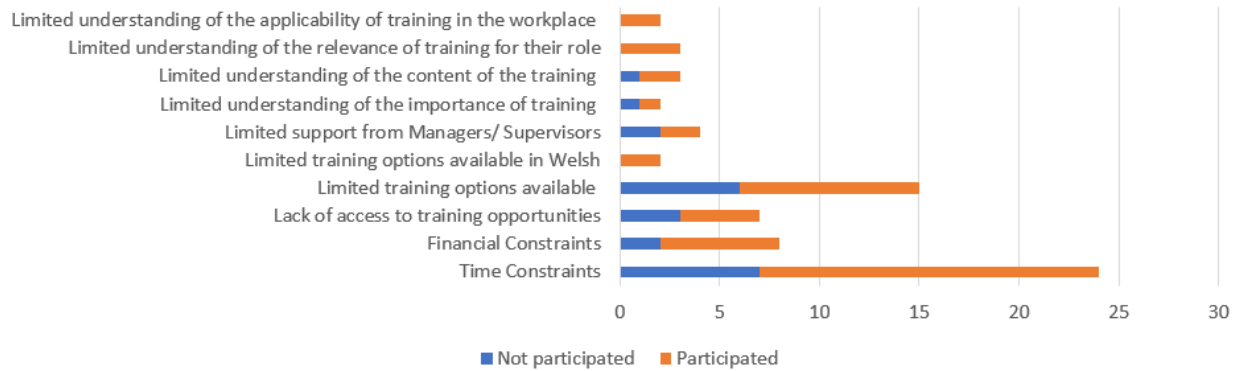


Figure 19 Experience of participation in inclusivity training in current role x barriers to inclusivity training

**Experience of participation in inclusivity training in current role x no challenges with inclusivity training**

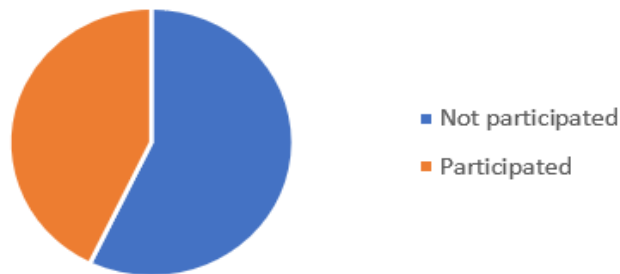


Figure 20 Experience of participation in inclusivity training in current role x no challenges with inclusivity training

*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.

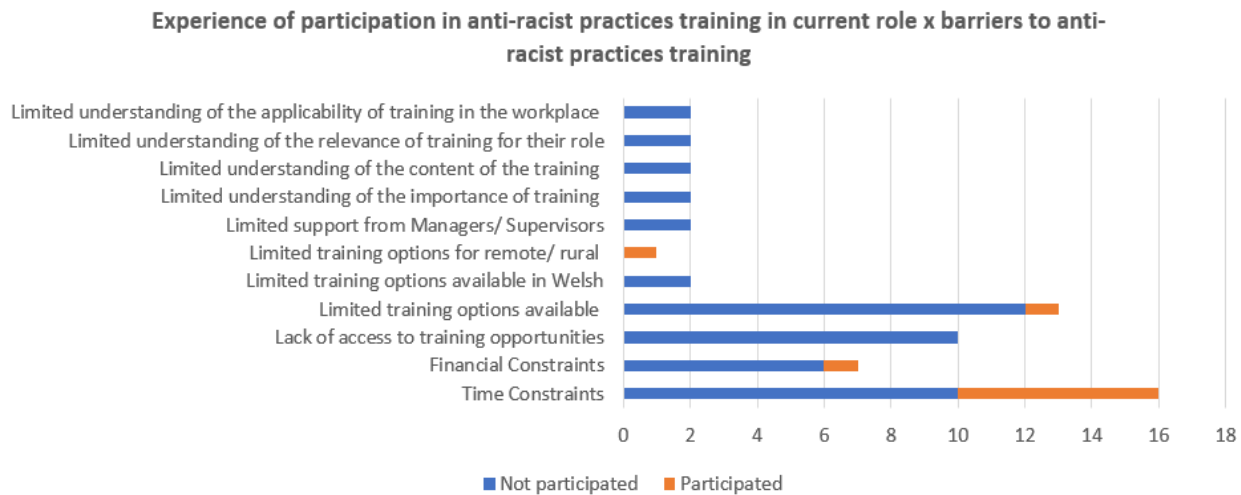


Figure 21 Experience of participation in anti-racist practices training in current role x barriers to anti-racist practices training



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.

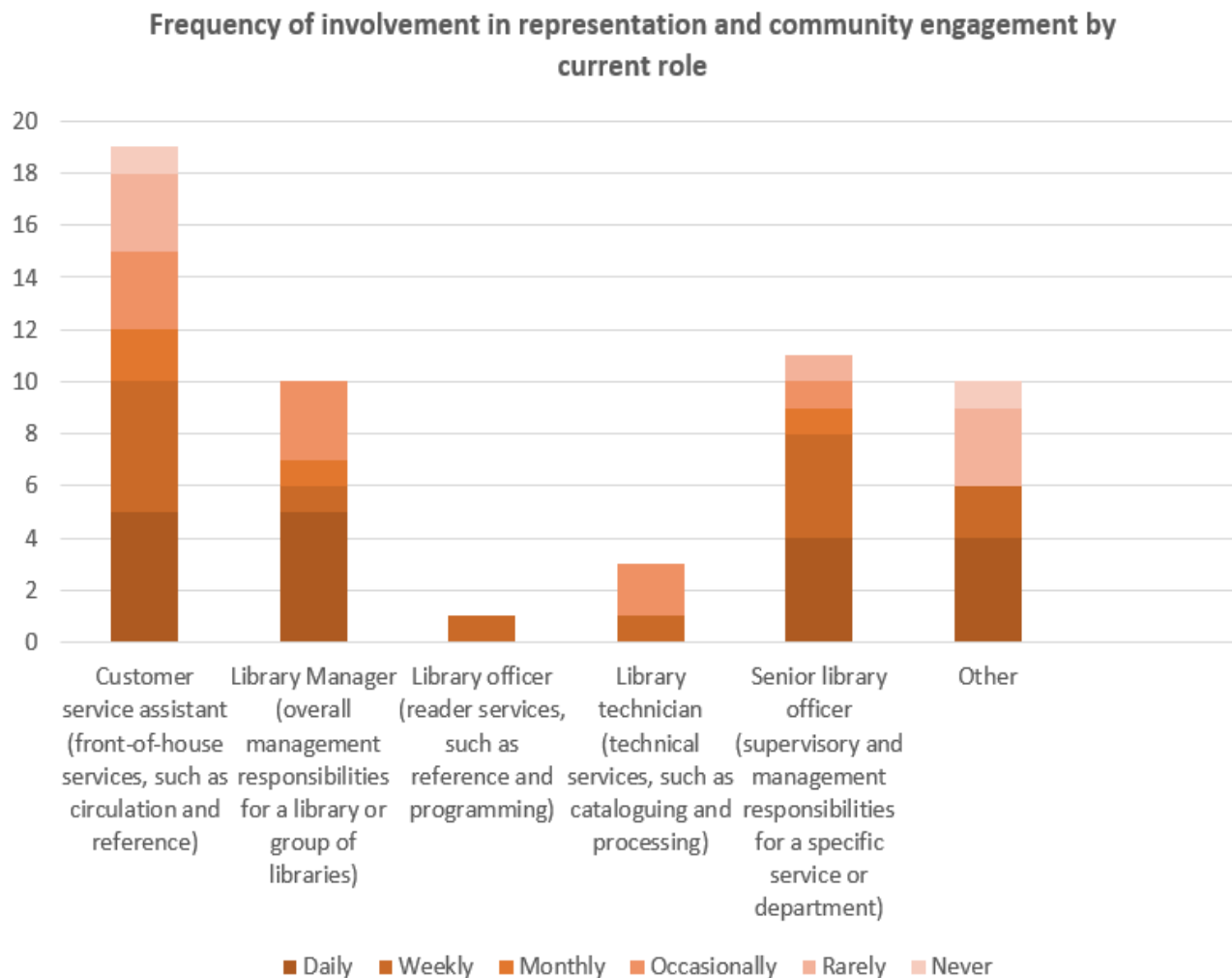


Figure 23 Frequency of involvement in representation and community engagement by current role

*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.

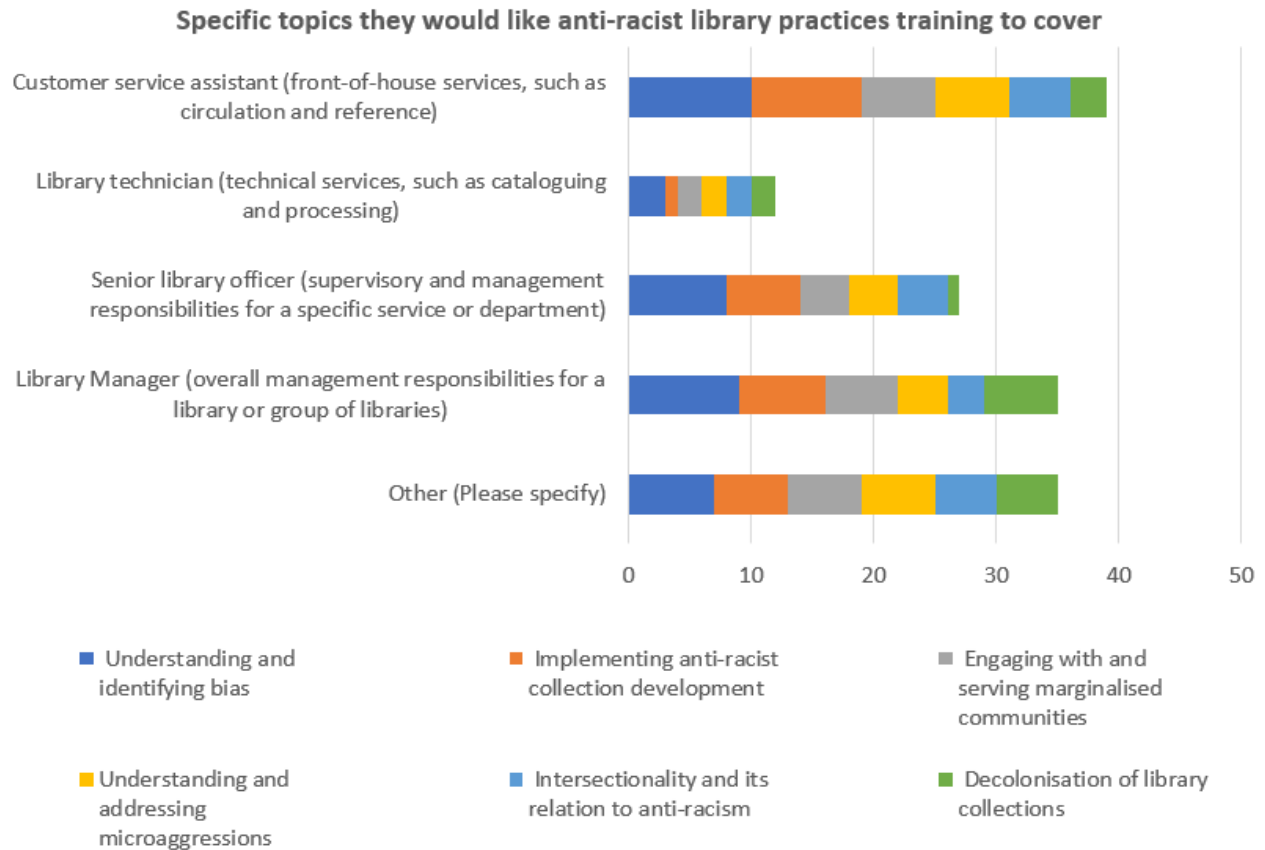


Figure 24 Specific topics respondents would like anti-racist library practices

*k. 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.

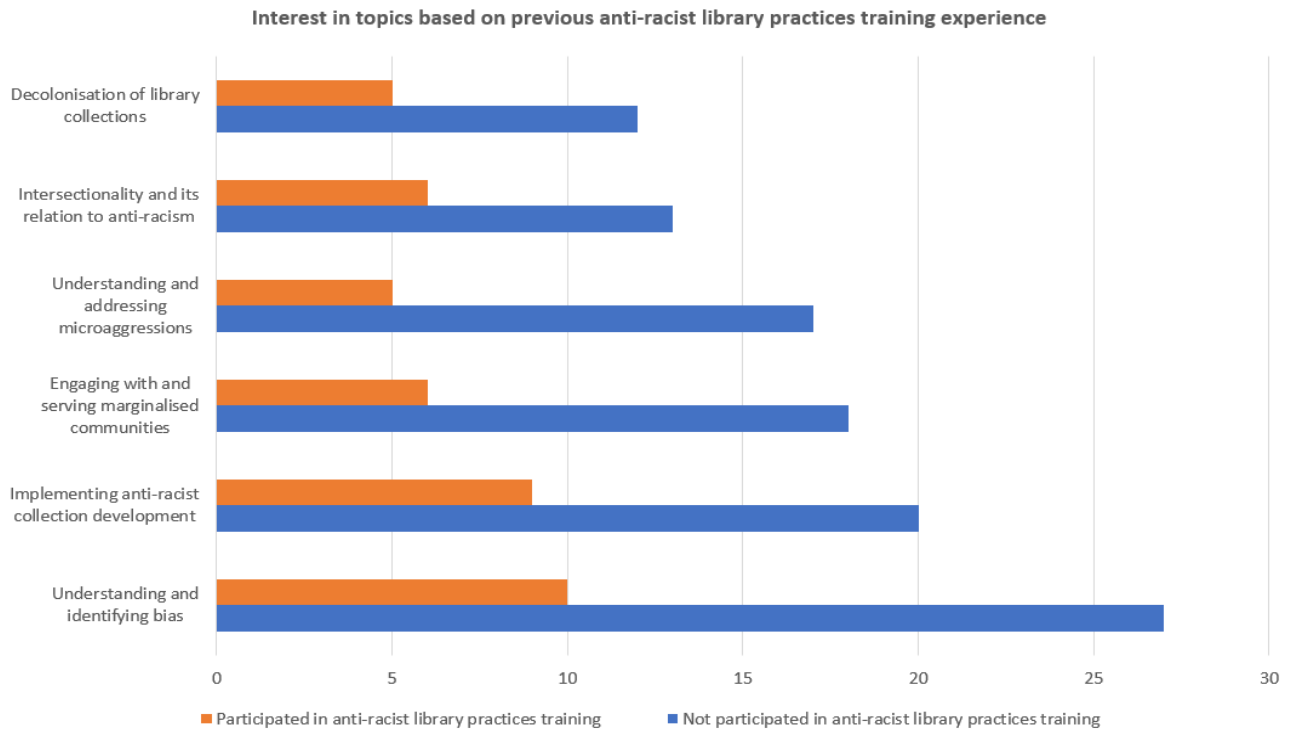


Figure 25 Interest in topics based on previous anti-racist library practices training experience.

### 3.1.7 Key Takeaways for the Model project

*Anti-racist library practices training model should:*

1. Offer online training modules: Cater to the preference for online training, as indicated by 44% of respondents.
2. Provide in-person workshops: Develop in-person workshops, as preferred by 27% of respondents, to complement online training options.
3. Supply self-directed learning resources: Offer resources for self-directed learning to help librarians build their skills and knowledge independently.
4. Establish online communities of practice: Create online spaces for librarians to share experiences, best practices, and support each other in their anti-racist work.
5. Organise conferences and seminars: Host events to bring librarians together to discuss and learn about anti-racist library practices from experts and peers.

6. Address accessibility and training challenges: Provide more library-specific training, allocate time and budget for training, and offer support from management to overcome challenges related to time constraints, limited training

## **II. Interview Analysis**

### A. 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, their proactive approach and interest in anti-racist library training is indicative of a higher pre-existing engagement with anti-racist practices. Both of these 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.

## **B. 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 storytimes 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 the area of 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, we're meant to be a non-judgmental sort of space, we're 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 and 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 particular 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.

## C. Interview data takeaways

### a.. 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.

#### b. Anti-racist library practices training model

- 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.
- 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 staff was able to participate.
- There is a gap in the area of anti-racist training, and interviewees suggested that this 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.

## 4.4 Appendix 4. Sample survey questions to determine training topics and objectives

1. How comfortable do you feel discussing issues related to race and racism in the library?

2. Have you received any training on diversity, equity, and inclusion in the library?

3. What is your current role?

4. What are your current responsibilities?

3. Which of the following topics would you like to receive training on to improve your knowledge and skills related to anti-racist library practices?

- o Collection development and management
- o Cataloguing and classification
- o Reference and instruction
- o Outreach and community engagement
- o Staff hiring and retention
- o Other (please specify)

4. What barriers do you perceive to implementing anti-racist library practices, and how can they be addressed?

5. Would you be interested in participating in ongoing training and professional development related to anti-racist library practices?

6. Is there anything else you would like to share related to anti-racism in the library?

## 4.5 Appendix 5. In-person Training Logistics Tasklist

Logistics for In-Person Training Sessions	Task	Status
Venue hire		
Equipment and Materials		
Catering/ Refreshments		
Transportation		
Health and Safety		
Accessibility		

<b>Policies and Guidelines</b>		
<b>Feedback and Evaluation</b>		

## 4.6 Appendix 6. Online training logistics checklist

Logistics for Online Training Sessions	Task	Status
Technology Implementation		
Technical Support		
Training Materials		
Guidelines and Policies		
Communication		
Recording		
Evaluations		
Accessibility		
Engagement plan		

## 4.7 Appendix 7. Post-training survey/focus group questions for participants

1. How comfortable do you now feel discussing issues related to race and racism in the library after attending the training?
2. Did the training meet your expectations regarding diversity, equity, and inclusion in the library?
3. Did the training address your current role and responsibilities in the library?
4. Which topics covered in the training did you find most useful for improving your knowledge and skills related to anti-racist library practices?
5. How do you plan to implement the knowledge and skills gained from the training in your work?
6. Did the training adequately address any barriers you previously perceived to implementing anti-racist library practices? If not, please specify.
7. How can the training be improved to better meet your learning needs?
8. Would you be interested in participating in ongoing training and professional development related to anti-racist library practices?
9. Is there anything else you would like to share related to anti-racism in the library?