

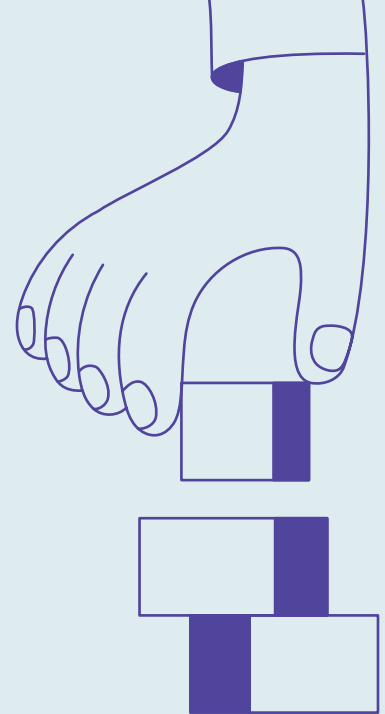
Elevating the Voices of Young People

Final Report



August 2026

City of
Melville



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Executive Summary

In 2024, the City of Melville was awarded a Kay Poustie Scholarship to undertake their project 'Elevating the Voices of Young People'. This research project was an exploration of the role that trust and accountability play in our communities, centering and elevating the voices of young people in the community and using this information to design and develop a long-term plan for programming and service delivery.

The intention of the project was to engage young people who already connect with Wilgi Kaartdijin Mia Willagee Library, including a significant number of First Nations and / or at-risk young people, and draw on existing relationships with Library and Youth Engagement Staff to develop concepts and approaches to long term planning for the community.

Alongside this consultation, the research project also included desktop research and consultation with relevant stakeholder groups, and development of a long-term Library plan that is underpinned by accountability and demonstrates the Library's commitment to listening to the voices of our community.

This report includes the diverse findings of this project and includes the following:

- Context for the project and information about Wilgi Kaartdijin Mia and its role in the community
- Literature review
- Outline of the engagement strategy
- Outcomes of stakeholder engagement
- A five-year plan for the Wilgi Kaartdijin Mia Willagee Library and
- A replicable guide for other libraries carrying out similar engagements.



Context for the project

Research shows us that libraries can play a pivotal role in engaging at-risk and / or disadvantaged young people, especially those who are disengaged from the formal education system. 'Elevating the Voices of Young People' builds on existing work at Wilgi Kaartdijin Mia Willagee Library over the last ten years, which has seen the model of service delivery shift towards the development of a community-valued, culturally safe place that is deeply valued within the community, especially by First Nations families.

The successes at Wilgi Kaartdijin Mia Willagee Library already represent a significant learning opportunity for public libraries, many of whom struggle to engage children and young people in meaningful ways, especially children and young people of Aboriginal and / or Torres Strait Islander descent. 'Elevating the Voices of Young People' continues to build on this work by deeply embedding the voices of First Nations children and young people in the practice and service delivery of Wilgi Kaartdijin Mia Willagee Library. By working in this way, the research team has further built on and extended their relationships with First Nations communities, in turn increasing ownership of and engagement from these communities with the space.



Wilgi Kaartdijin Mia and its role in the community

Wilgi Kaartdijin Mia Willagee Library plays a crucial role in the Willagee community. Together with Willagee Community Centre, the Library has been running a youth drop-in for at risk young people for a number of years. This program has seen deep engagement from community, positively impacting many First Nations and at-risk young people and their communities by providing social support, creative opportunities and a safe place for children to engage with learning, mentorship and relationship building. These programs have resulted in a tangible sense of ownership and belonging from First Nations youth and community and a longstanding position in the community as a culturally safe space.

'Elevating the Voices of Young People' was underpinned by the existing role of Wilgi Kaartdijin Mia Willagee Library in the community, as well as the community of collaboration and support between Willagee Library, Willagee Community Centre, Caralee Community School and Melville Senior High School, alongside other key stakeholders and community organisations. Programs at Wilgi Kaartdijin Mia Willagee Library and Willagee Community Centre engage a significant cohort of students from Caralee Community School, meaning that this group of young people, and their communities, are deeply connected across these multiple organisations. Furthermore, Wilgi Kaartdijin Mia Willagee Library and Willagee Community Centre serve as connection hubs for other community-focussed organisations including Aboriginal Family Legal Service, Street Doctor and PCYC.

Located down the road from Wilgi Kaartdijin Mia and Willagee Community Centre, Caralee Community School is a socio-educational disadvantaged school, demonstrated through



Credit: Clique Photography

an ICSEA value of 974 (the average is 1000). Seventeen percent of students identify as Indigenous (very high for a metropolitan school) and 20 per cent come from a language background other than English. Distribution of socio-educational advantage is heavily weighted in the bottom quarter (38%), which is 13 percentage points above the national average. Between 2017 and 2022, Year 3 and 5 students at Caralee Community School in Willagee consistently scored below the national minimum standard for reading in NAPLAN results.

There is a strong sense of ownership of Library and Community Centre spaces, especially amongst First Nations children and young people. Through this community of collaboration, programming at the Library and Community Centre feed back

into outcomes within the school, enhancing students' engagement with learning, confidence and understanding of professional pathways. This community of collaboration is especially important for First Nations and at-risk young people who experience diverse challenges in their family, social and educational lives.

Ongoing work through Wilgi Kaartdijin Mia Willagee Library and Willagee Community Centre has made a significant impact in the way in which these young people engage with schooling and / or see themselves. Library and Community Centre staff spearhead opportunities to continue to build these relationships to further enhance outcomes for this group of young people, including through this project.

Within Willagee more broadly, Australian Early Development Census (AEDC) data from 2021 confirms that this community has significant vulnerabilities in comparison to other suburbs in the City of Melville, with high numbers of children developmentally at risk and / or vulnerable across a number of domains. Willagee is ranked in the fourth quintile for language, communication, and emotional development, as well as for two or more vulnerabilities. Socio-Economic Index for Areas (SEIFA) data from 2016 and 2021 shows Willagee as the most disadvantaged suburb in the City of Melville, with sections of Willagee in the first quintile (most disadvantaged) on the Index of Relative Socio-Economic Advantage. Census data indicates that these sections have higher Indigenous populations than the rest of Willagee (at 12.2% for the area in the most disadvantaged quintile and 2.5% for the second most). The rest of Willagee has Indigenous populations around 1.5%. There is also a strong correlation between these areas of disadvantage and First Nations project participants live.

Data gathered through services at Willagee Library also reinforces the vulnerabilities in these children and young people. Evidence of the need for this project has also been highlighted in City of Melville's research project Koolangka Kaat and Ngany Matter (Childrens' Heads and Bodies Matter in Noongar language) which gathered information from First Nations community members on how better to support First Nations youth and their families. Informed by extensive community consultation, the project identified a clear need for holistic support for mental health and well-being. Willagee Library and Community Centre staff who work closely with First Nations students at both Caralee Community School and Melville Senior High School, also confirm national statistics that note Aboriginal and Torres Strait Islander students disengage from formal education earlier than their non-Aboriginal peers.





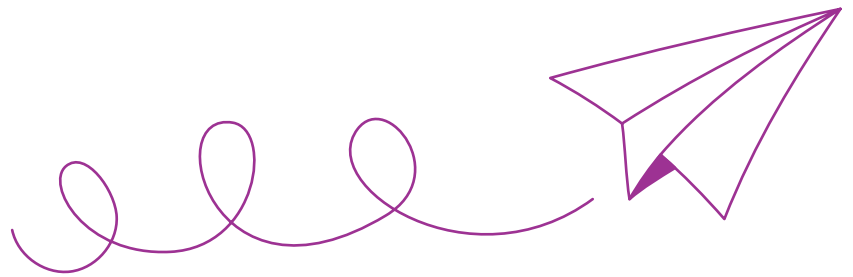
Credit: Cole Baxter

Literature Review

This literature review forms part of the Kay Poustie Scholarship report, 'Elevating the Voices of Young People'. There is scant literature specifically on the role of public libraries engaging with Aboriginal children and young people, and literature on the topic of libraries engaging with children and young people in a more general sense doesn't address the nuances of building relationships with Aboriginal young people. Having worked with young Aboriginal people, young people experiencing socioeconomic disadvantage and young people at-risk or engaged with the justice system in a public library setting, we have chosen literature based on relevance to the 'why' and 'how' of building authentic collaborative relationships. This includes literature from peak professional

library bodies on participation in libraries, social justice frameworks for libraries, literature on children's rights to participation in society, and strengths-based and trauma-based approaches to working with Aboriginal young people and their families.

While the IFLA – UNESCO Public Library Manifesto 2022 declares the public library to be 'The local information centre (and) a creator of community (providing) equal and free access to library funds and services' this is not always the reality for young people, particularly First Nations or young people at-risk. 'Co-creating Public Library Futures: An Emergent Manifesto and Participatory Research Agenda' (Swist, et al. 2022), explores



the uniquely positioned role libraries can play in supporting social justice: 'The possibilities of public library spaces and services in their unique locales... addressing the accompanying power relations which continue to marginalise certain individuals and groups' (p. 72). This manifesto is based on libraries '...accepting social justice as a joint responsibility' (p. 83): in planning for the future of libraries not only reflecting on how our current library user demographics are changing as is the way they use library services but considering how we can meet the needs of the underserved as well. Historically, public libraries and their staff have been seen as repositories of knowledge, and community access to this required the expertise of librarians.

The Australian Institute of Family Studies convened a panel of experts in the field of Aboriginal health in South Australia and the Northern Territory Australia (2024). Panelist and psychologist Kym Shellen reflects that in his profession, psychologists are presented as the experts, the keepers of knowledge and therefore on a different level to the children and families he works with. Conscious of this, he states "... my job first is we're equal, there's no difference. You're not better than me, I'm not better than you, maybe we can do something together... that's huge" (2024). The 'Engaging with Aboriginal Children and Young People Toolkit' published by the Commissioner for Children and Young People Western Australia (CCYP, 2021) reiterates this partnership model when planning programs. It's important that from the beginning, engagement includes wider community members and families who care for the children and young people you are working with, as well as keeping them informed throughout and seeking their feedback. This engagement can only

be successful if your organisation has developed a cultural security, grounded in cultural awareness, cultural competency and cultural safety. This requires reflective practice for non-Aboriginal workers about individual and organisational perceptions and biases (ibid, 2021).

This focus on ways of working collaboratively with families, can be applied to public libraries working with young Aboriginal people and their families. Like Swist's manifesto for public libraries (2022), the panel emphasised the need for self-reflection of the values and beliefs of our services. 'Ensuring that our participative practices such as outreach and engagement in programming genuinely do serve all members of society requires us to continually be aware of assumptions and inequalities that are embedded in our practices' (2024).

'Participation Guidelines: Ensuring children and young people's voices are heard' explores the connection between children and young people's participation in collaborative relationships, with the development of key protective factors including feelings of empowerment, autonomy, confidence and belonging (CCYP, 2021). Of particular relevance to local government authorities is building an awareness in young people of their rights and responsibilities as citizens and that their voice can make a difference (p 5.) Involving children and young people can help libraries develop services that are relevant and engaging, safe, inclusive, creative and innovative by 'grounding the decision making in the experiences of children and young people' (p 5). These guidelines are a comprehensive tool for public libraries, including reflecting on organisational readiness to authentically engage with young people and value their participation in decision-making.

'The Nine Basic Requirements for Meaningful and Ethical Children's Participation' by Save the Children is a blueprint for best practice in children's participation and is embedded in Article 12 of the Convention on the Rights of the Child: the child's right to be heard (2021). While Save the Children support children's participation from community level to international level, including informing the UN General Assembly, the nine basic requirements are fundamental to any level of engagement between organisations working with children and young people. Facilitator transparency on why they want children's involvement and what that entails, participation being voluntary (and can be withdrawn by the child at any time), respect for children's views, culturally safe and inclusive organisations (2021). Self-reflection, curiosity, listening and respect are the foundations of a good relationship – something that is often overlooked by adults when working with young people (AIFS, 2024). A strength-based approach has been shown to develop key protective factors for young people and should include supporting a strong sense of identity and cultural pride, building life skills and aspirations, empowering young people to participate in community self-governance and influence over key areas of their lives (CCYP, 2021).

Self-reflection at an organisational and individual staff level is paramount in ensuring that services are culturally ready to work with Aboriginal families, and the traditional focus on services being outcomes-driven should shift to focus on building relationships with young people and their families (AIFS, 2024). Building collaborative relationships requires time, beginning with self-reflection on our beliefs and values as a service and how they impact our interactions with the community. The tension between current service resourcing and the time needed to build collaborative relationships is acknowledged; a potential solution suggests partnering with local stakeholders who also serve the community could go some way to

supporting resourcing (AIFS, 2024). Three of the nine basic requirements in Save the Children's document for meaningful and ethical children's participation (2021) cite the need for all facilitators working with children to be trained and equipped, to work effectively with children. Safe, authentic and positive relationships take time and effort but are an essential foundation of trauma-informed practice (Wahler, 2023). Wahler's research notes how trauma-informed training is a strategy proven to be effective in creating library environments that facilitate collaborative relationships between community and library staff (2023). A trauma-informed approach is a 'specifically developed skill set which requires formal training' (CCYP, 2021).

The crucial role of time and resourcing to create authentic long-term partnerships with children and young people resonates throughout the literature, whether the context is children's rights to participation, libraries' role in social justice, or best practice for engaging Aboriginal young people and families. This is a tension familiar to public libraries, but without this resourcing, opportunities for long-term meaningful collaboration with young people to co-design library services and programs cannot happen. This review has examined not only why these relationships are so important, it has also highlighted the amount of literature available to provide guidelines for this process.





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Engagement Strategy

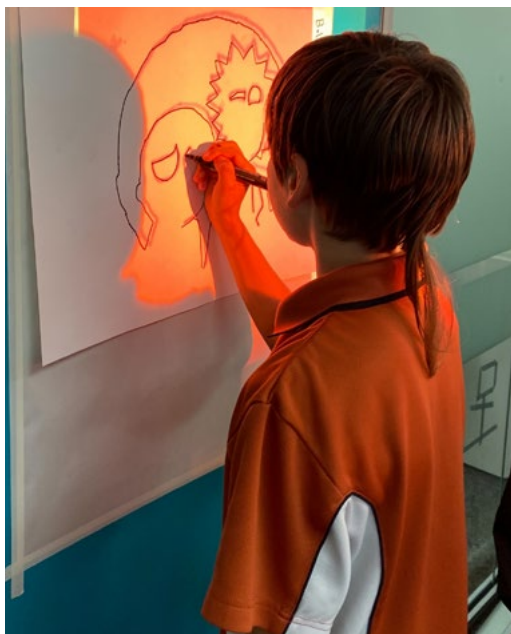
The engagement strategy delivered as part of 'Elevating the Voices of Young People' was intended to engage participants in meaningful activities that empowered them to reflect on their experience in Wilgi Kaartdijin Mia Willagee Library and identify key opportunities for development of programming and service-delivery that responded to their needs. The engagement strategy was multi-tiered and supported participant engagement through modes of interaction in which they felt comfortable, focusing on a series of 'micro-engagements' that invited sharing, storytelling and relationship-building with community.

Building collaborative relationships

Fundamental to the engagement strategy was the building of multi-directional relationships between library staff and project participants.

At Wilgi Kaartdijin Mia, these relationships have already been built over a number of years under the stewardship of the Wilgi Kaartdijin Mia Team Leader and Assistant Team Leader, both of whom embed child-centred practices in their work and as a priority across their team.

Research indicates that young adults aged nine to 15 are frequently disengaged from library spaces (Clark and Hawkins, 2008). At the same time, there is a growing body of evidence that notes the importance of equity in the division of library space and, more specifically, of space making, belonging and ownership for young adults. By contrast, Wilgi Kaartdijin Mia has prioritised young peoples' experiences of and ownership over the space by creating room for connection and conversation and deeply caring about young peoples' experiences.



Credit: Cole Baxter

Further, this approach is a response to the 'long standing spatial inequity' that 'marginalises youth and designs them out of physical space' (Bernier as cited in Bourke 2010, p98), as well as the idea that young people need to have 'places to be with friends (gathering places); places to be alone; places that reflect their identity; that [they] can call their own (symbolic ownership); accessible places; unsupervised, yet safe, places' (Curry and Schwaiger 1999, p98). As Bernier has noted, '[l]ibrary buildings, like all public spaces, represent and manifest ideals about who counts and what activities matter in a community' (Bernier 2008, p1).

Alongside staff – participants relationships, Wilgi Kaartdjin Mia Willagee Library actively contribute to a community of collaboration made up of stakeholders with an active interest in outcomes for these children and young people. While these networks shift and change depending on the individual, stakeholders include participant's families and / or carers, caseworkers (including the onsite PCYC caseworker), other service-providers, Caralee Community School and Melville Senior High School. Together, these stakeholders function within a dynamic and circular framework

that supports young people and their families across diverse social, educational, employment and cultural contexts.

Cross-site collaboration is another key aspect to the functioning of these relationships. Youth Engagement Officers and the Youth Engagement Team Leader run the Youth Drop-In program across Wilgi Kaartdijin Mia Willagee Library and the Willagee Community Centre. The Youth Engagement Team sits within the First Nations Team and many of these staff have participated in the drop-in program themselves.

Library staff intentionally make time to listen to young people, creating space for their voices to be heard and for their needs to be prioritised in the library space. The importance of this action within the scope of the project cannot be underestimated and precipitates the entire framework on which the project, and the role of the Library more broadly, is built. Participants' voices, thoughts, feelings and experiences are seen as important, and are respected and acknowledged by staff. Staff make time to workshop outcomes that build support and trust around young people, making them feel safe and, above all, listened to.

Lundy Model of Participation

The Lundy Model of Child Participation was developed by academic Laura Lundy, Professor of International Children's Rights at the School of Education at the Queen's University of Belfast. Her model conceptualises a child's right to participation, which forms Article 12 of the UN Convention on the Rights of the Child. The model outlines four interrelated elements, which work together to underpin children's active participation in decision making in a way that works for them. These elements are:

- **Voice:** children and young people must be supported to express their views.
- **Space:** children and young people must be given safe, inclusive opportunities to form and express their views.
- **Audience:** their views must be listened to by someone who can make change.
- **Influence:** their views must be acted upon, as appropriate.

Within the context of this project, the Lundy Model underpinned both the engagement strategy and the implementation plan, ensuring participants

were not just listened to, but their thoughts were activity acted upon and folded into planning.

Helpful here were the existing relationships with many library users who were participants in the project and the underlying sense of safety these participants felt in the space and with the people working there. That Library staff to empower library users and deeply listen to their needs was already meaningful and only needed to be extended within the scope of this particular project rather than built from scratch.

Important to note here is the understanding of the modes of engagement which allowed participants to 'tap in' to the project in contexts they preferred rather than forcing a 'one size fits all' approach. This was especially relevant in engaging older participants, those who struggled with literacy and those experiencing complex family circumstances. The engagement strategy made sure to value multiple forms of communication, including noticing how participants engaged with library spaces, the activities they gravitate toward, and the choices they made, especially when no one was nudging them.

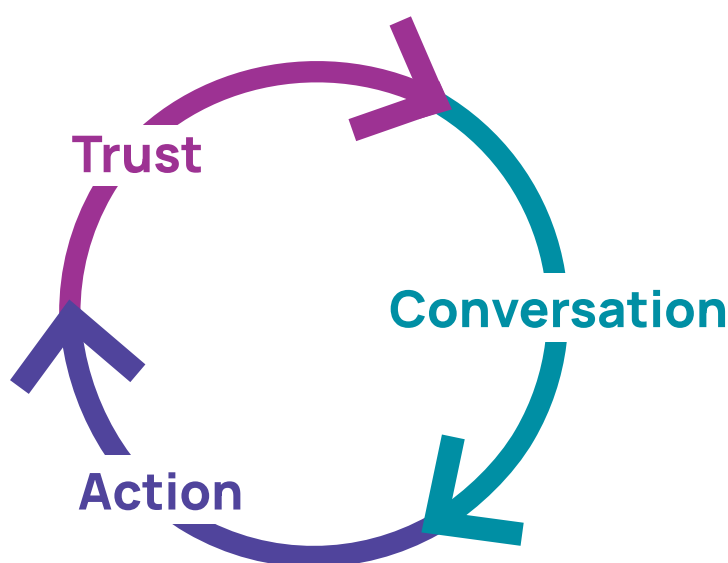


Ultimately, the project team utilised the following modes of engagement across the project:

- 1. Micro-engagements:** Rather than developing a full-cohort engagement strategy, the project team utilised an overarching approach that leveraged relationship-based interactions that came to be called 'micro-engagements'. This mode of interaction allowed for inclusion of multiple voices and modes of interaction that best suited individual participants' needs.
- 2. Conversation:** Consultation across the project was built on existing relationships – integrating conversation into the engagement strategy allowed these relationships to further develop in response to individual participants needs and wants. The incorporation of conversation as an engagement strategy input into and built upon an existing loop of trust that underpinned relationships between project participants and library staff. By building on existing levels of trust and creating space for participants to share their ideas, then taking action to implement ideas, trust levels grew

and relationships were nurtured, along with participants' sense of ownership and belonging in the library space.

- 3. Brainstorming:** The project team used diverse modes of brainstorming to invite participant input and enable participation across multiple platforms. These included facilitated group brainstorm sessions, charts put up around the Library which invited input from participants, and feedback from participants in response to a particular engagement or activity.
- 4. Diverse platforms, times and spaces:** Engagement of participants occurred in diverse places, times and across multiple platforms. Engagement was always participant led, and participant-responsive, drawing on established relationships with the project team to create channels through which participants would be engaged. This approach emphasised participant agency and allowed them to engage in ways they felt comfortable and confident that their voice would be heard.



Outcomes of Stakeholder Engagement

The stakeholder engagement indicated outcomes for Wilgi Kaaartdijin Mia, each of which is outlined below. Interestingly, evidence gathered accorded with the Institute of Museum and Library Services eight key assets that make libraries and museums valuable resources for young people:

- rich content;
- professional experts;
- validated resources;
- quality learning environments
- leadership and apprenticeship opportunities;
- career mentoring; family/community connections; and
- digital media and technology (Downs 2007, p3–4 in Herr-Stephenson et al 2011).

Opportunities for direct input into the space

Engagement strategies used and outcomes gathered clearly indicated the importance of opportunities for direct input into the space across a diverse range of criteria.

Participants identified opportunities for volunteer and employment pathways as a key outcome they were seeking, a clear validation of the work the library has already undertaken in this area. Volunteer and / or employment outcomes were seen as a clear source of pride for participants, along with the shirt and lanyard they were awarded in these roles. Pathways for volunteerism that could lead to potential employment opportunities was also identified as an outcome of value.

Embedding volunteer and employment pathways responds to the idea ‘you can’t be what you can’t see’, and the need to showcase career pathways for First Nations youth. By building relationships between participants and staff who look “like

them”, this outcome also builds confidence and ambition, encouraging participants to have confidence in their own ability.

Further, this outcome builds participants’ capacity for high mental health and mitigate many of the risk factors for low mental health.

Alongside volunteer and employment opportunities, participants also identified other channels for direct input into the space, including the framework around a rewards program. Participants created a structure around Boya Bucks, in which they were rewarded for positive contributions to the space with enumerated ‘Bucks’ that could then be cashed in at the Boya Bucks shops. Participants were also invited to curate the stock they wanted to be able to ‘buy’ with their Boya Bucks – such as clothing, skateboards, etc.

Another example was working with the Caralee Community School Librarian in consulting participants to inform the junior collection in the Library.



Programming to support social and emotional wellbeing

Participants also identified numerous programming outcomes they sought to explore which we are broadly categorising under outcomes that seek to support social and emotional wellbeing. Social and emotional wellbeing is the foundation of physical and mental health for First Nations People (Australia Institute of Health and Welfare, unknown). The National Strategic Framework for Aboriginal and Torres Strait Islander People's Mental Health and Social and Emotional Wellbeing 2017–2023, proposes a concept of social and emotional wellbeing in which the self is inseparable from, and embedded within, family and community (Gee et al. 2014).

Participants identified scope to explore diverse programming that could be broadly categorised across 'skills' and 'outcomes' they were interested in exploring. In creating this kind of outcomes-driven programming, participants were positioned as culture producers, acknowledging and celebrating their standing as creative and engaged citizens. These programs aimed to develop the social and emotional wellbeing of participants by creating a platform for creative exploration which would, in turn, contribute to their sense of self-worth, create connections with each other and strengthen their sense of belonging. A further aspect engaging participants in real-world outcomes was incorporating opportunities to celebrate outcomes with and by community.



Programming Examples

BLAKSOUNDS

BlakSounds is a creative industries incubator for First Nations and / or at-risk youth run through Wilgi Kaartdijin Mia in partnership with FNFocus, a First Nations community development space and production company. Key intentions of the project are to:

- Build participants' social and emotional wellbeing
- Build participants' sense of themselves and their identity
- Develop participants' self-expression through music
- Showcase career pathways, professional development and performance opportunities through music creative industries
- Develop the music creative industries ecology in Boorloo / Perth

Utilising the popular creative medium of hip hop, BlakSounds supports First Nations and / or at-risk young people to celebrate their stories and voices through music. BlakSounds will bring First Nations creative industries professionals into WKM to deliver a bi-weekly after-school mentorship program via the existing youth drop-in program.

Primarily delivered by Josh Eggington (Flewnt) and Jacob Eggington (JJ Vacant), mentorship sessions will support participants over several phases including:

- Telling stories about their lived experiences
- Articulating stories in lyric form
- Creating and mixing beats and backing tracks
- Recording, editing and mixing their music

ART CLUB WILLAGEE

ART CLUB is a term based, after-school program that engages at-risk and / or First Nations children and young people in meaningful exploration through the arts to build social and emotional wellbeing.

ART CLUB connects participants with First Nations and / or Culturally and Linguistically Diverse creative practitioners, with each artist facilitating a full term of weekly activities, mentoring participants towards a creative outcome that relates to each artist's own area of practice. Where relevant, the program is responsive to Country and culture, incorporating opportunities

to explore locations around the City of Melville as they connect with the artists' practice and the outcomes of the program. Artists may also work with Elders and / or Traditional Custodians to deepen participants' engagement with place.

Outcomes from each term are celebrated publicly in appropriate formats dependent on the creative outcomes such as a launch, an exhibition and / or a performance. Participants also have scope to opt in to integrated mentorship opportunities if they choose to extend their learning beyond the scope of the after-school, term-based workshop format.



Five-year plan

Underpinned by the above research, the project team created a five-year plan that responds to identified directions from community.

2026–2031



Library team to continue working with young people to create pathways to employment.



Library team leader to work with stakeholders to create different avenues for young people's voices to be heard including writing, art, audio-visual and other projects.



Library team to develop stakeholder relationships to expand our awareness of support services for the young people and their families.



Develop our stakeholder network with the potential to collaborate on funding projects.



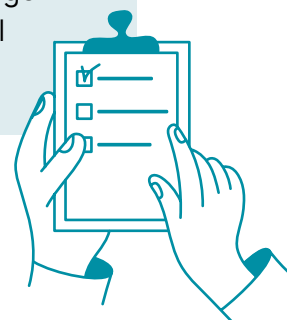
Prioritise collaboration with First nations services and organisations.



Library team leader to commence collecting data in a Social Return on Investment (SROI) framework, as an advocacy tool for internal organisational support and resourcing of youth programming at Wilgi Kaartdijin Mia Willagee Library.



Support a whole library team approach to working with young people by incorporating their skills and interests into codesigning programs. Also ensure relevant training opportunities are provided for staff to develop knowledge in areas such as trauma-informed librarianship, cultural awareness and youth-specific topics.





Guide for Engagement

Each library will have factors unique to their service, including community demographics, the layout of the building and where it is located, and resourcing available to them. Factors that are common to all libraries though are:

- A relationship with patrons and the local community.
- Stakeholders who share the library's interest in working with a particular group of the community (this may not be young people; it could be seniors, people experiencing homelessness, newly arrived migrants).

RELATIONSHIPS:

An existing relationship between the library and young people can sometimes be negative and counterproductive. In this case the first step in creating an engagement strategy is to conduct a needs analysis. Elizabeth Wahler has written an excellent text called 'Creating a

Person-Centered Library' (2023). She specifically outlines a methodology that any library service can use, regardless of the resourcing they have available or lack of experience in conducting such assessments before. If young people are present in the library but don't appear to be engaging with staff or the collection, then a start is assessing the following:

- **Young people's needs** – If the relationship with young people is not a positive one, start with respectfully expressing curiosity about what they see as needing from the library.
- **Staff needs** – this is important to determine training needs or to uncover the attitudes or beliefs of staff about their jobs and the patrons they serve.
- **Community needs** – identify issues in the wider community that can inform what the library might offer and will give a broader context to the needs of young people.

There are many online resources – including those mentioned in the literature review that offer different ways to get feedback from young people and depending on the age of the child or their preferred method of communication, including verbal, written, emoji face or star rating on an iPad. Western Australia's not-for-profit organisations and government departments, such as the Valuing Children's Initiative and the Commissioner for Children and Young People WA, have young people at the centre of their purpose and are good sources of reliable information on working with young people. Reaching out to organisations also indicates the library's intention to develop a collaborative relationship with young people and is the start of creating a stakeholder network.

STAKEHOLDER ENGAGEMENT:

Developing a network of stakeholders, both internal and external, who also work with young people in some way is important for several reasons:

- There might be services already available to meet the needs identified in your assessment. Instead of doubling up, we can use our resources in another way to support young people.
- Those services may have a need that libraries can help with, such as a safe, neutral space for support workers to meet with their young clients. Simple things such as a meeting room or quiet part of the library which provides a discreet space, being able to eat and drink while meeting, using the wifi or computers if needed.
- If organisations and the community see that the library is genuinely looking for ways to collaborate with young people, it can lead to them reaching out to the library with ideas for working together.
- Partnering with stakeholders combines resources to make a difference to young people's lives, one service cannot do that as it's not sustainable. Young people and their families, and community, are the primary stakeholders in the library's network.



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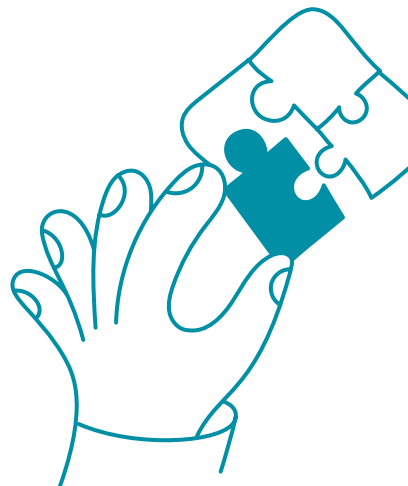
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