How Are Public Libraries in Alberta Responding to the Needs of Older Adults? A Literature Review

Paula E. Kirman[1]

[1]School of Library and Information Studies, University of Alberta, kirman@ualberta.ca

Abstract

Despite the increasing number of adults aged 60 and older, there is a gap in studies of library programming and services aimed at this demographic in Canada, especially ones based in the western part of the country. This literature review will examine existing studies in the area of public library programming for older adults, as well as how these libraries are meeting the needs of older patrons in terms of issues pertaining to accessibility and accommodations.

Keywords: accessibility; Alberta; critical gerontology; library programming; library services; older adults; public libraries; senior citizens; western Canada

The research question guiding this literature review is: how are public libraries in Alberta responding to the needs of older adults? According to Statistics Canada, Canada's 2021 census indicated that 7 million people—around one-fifth of the country's population—were aged 65 and older (2022b). The Baby Boomer generation is continuing to age, having started turning 65 in 2011, and the youngest of this age cohort—the ones born in 1965—will be turning 65 by 2030. As well, the country is facing a demographic shift, with a projected quarter of the population reaching 65 and older by 2051, a total of around 12 million people (Statistics Canada, 2022b). This is due to the aging of both the Generation X and Millennial cohorts—in fact, by 2051 the

youngest Gen X'ers (born in 1980) will be turning 71, while the oldest Millennials (born in 1981) will be turning 70 (Statistics Canada, 2022a). Currently, in the province of Alberta, 14.8 percent of the population is aged 65 and over, representing a 25.8 percent increase in that population since 2016 (Statistics Canada, n.d.).

Due to the increasing numbers in this age cohort, public libraries in Alberta will need to prioritize programming and services for older adults. Despite stereotypes of older adults as frail in body with declining cognitive functions, they are not a homogenous group. As such, libraries need to serve a range of diverse needs as noted by the Canadian Federation of Library Associations-Fédération Canadienne des Associations de Bibliothèques (CFLA-FCAB) (2016a). An examination of the literature pertaining to older library users helps to identify these needs, how they are currently being met, and what barriers to programs and services currently exist.

Definitions

The term "older adults" in this literature review follows the CFLA-FCAB's definition as people aged 60 and older, the most common age when one chooses to retire from the workforce or begins to plan for retirement in anticipation of turning 65 (CFLA-FCAB, 2016a). Critical gerontology, the framework that informs this literature review, is a view of aging that encompasses different ways people age and takes into consideration intersectional factors like "class, race, ability, and gender" (Dalmer, 2017, p. 2). It questions "the expectations and discourses that surround aging and older adults, investigating who benefits and who is harmed in the construction of such expectations and discourses" (Dalmer, 2017, p. 3). It also includes "a broad spectrum of theoretical approaches" that "reject the biomedicalization of aging which constructs aging as a medical problem or illness and as a pathological or undesired state" (Dalmer, 2017, p. 13).

The National Impact of Library Public Programs Assessment (NILPPA) defines library programs as "an intentional service or event in a social setting, developed proactively to meet the needs or interests of an anticipated target audience, at least some of whom attend by choice" (2018, para. 11). Library services deal with the functions of a library and "bring together the documents or information sources and their users by personal efforts of the library staff" (Patel, 2015, p. 86).

This review positions accessibility and accommodations for older adults in a similar light as for people with disabilities. While it is important not to view older adults as a monolithic cohort, particularly when it comes to the different ways people age and experience health as senior citizens (Dalmer, 2017; Horton, 2019), there is validity in comparing this demographic with people with disabilities. CFLA-FCAB (2016b) notes that "the prevalence of a disability increases steadily with age" (Why Access is Important section, para. 2), with around 10 percent of Canadians aged 15 to 64 reporting that they had a disability in 2012. In contrast, over three times as many Canadians over 65, 33 percent, reported having a disability. As a result, older adults are likely to need accommodations relating to accessibility as indicated in the literature (Bennett-Kapusniak, 2013; Dalmer, 2017; Kendall, 1996; Perry, 2014). Some of these accommodations, such as large-print books, may be comparable to the accessibility needs of younger people with similar disabilities.

Given some of these intersections between aging and disability, conversations centered on universal design are worth having to address the across the board need for accessibility—one in which there is benefit to everyone (University of Waterloo, n.d.). The American Library Association (ALA) notes that accessibility refers to:

> more than just physical access to library services. In conventional terms, accessibility generally refers to functionally equivalent access to the materials and services. In essence, this means that individuals with disabilities should be able to use and access all the same services and materials in the library as their non-disabled peers, either through alternate means or with assistance. (ALA, n.d., para. 3)

The Association of Specialized, Government and Cooperative Library Agencies (ASGCLA)—a now-dissolved division of the ALA—referred to accommodations for people with disabilities when accessing library services noting libraries need to "ensure that individuals with disabilities have equal access to library resources" (2001, list number 2) through a variety of means that fit a person's needs and circumstances.

Method

The literature chosen for this review includes scholarly articles examining the practices and approaches from libraries mainly in the United States, some Canadian institutions, and a few international sources. While there is one foundational article included (Kendall, 1996), most of the literature presented has been published within the last ten years. This ensures advances in technology, and how they have affected library use and programming for older adults are taken into consideration; particularly their needs when engaging with that technology and for what reasons they use it.

Position statements and related documents from American and Canadian library associations are included for context and application to the information in the literature as related to best practices when creating programming and services for older patrons.

Analysis and Commentary

Diversity of Older Adults

Kendall (1996) discusses the increasing number and varying needs of older adults, a theme which is prevalent through much of the literature. Included are ways for libraries to accommodate disabilities that some older adults may be experiencing for the first time, like reduced hearing and mobility. Bennett-Kapusniak (2013) emphasizes that programming needs to be provided for older adults who are healthy and active, and those with health issues impeding their lifestyle. Noting that deteriorating physical and mental abilities can affect a person's ability to access library programming and services, Bennett-Kapusniak (2013) lists arthritis as a specific example where using technology becomes more difficult, such as using a standard mouse, and suggests having accessible computer peripherals available, along with wheelchairs and other mobility devices available on-site for those who need them. In addition to programming, assistive services relating to accessibility for those with declining physical and mental abilities are needed, (Bennett-Kapusniak, 2013; Dalmer, 2017; Kendall, 1996; Perry, 2014) as well as outreach for people who can't get to the library (Dalmer, 2017; Perry, 2014; Sikes, 2020; Vincent, 2014).

Vincent (2014), citing Sloan and Vincent (2009), notes that there are different stages of older adulthood: entering the phase, transitioning between healthy/active and frail, and frail. Dementia and isolation/loneliness are two areas of increasing need for

public libraries to address (Vincent, 2014). Horton (2019) also notes the major differences between older adults at each end of the age spectrum, as someone in their 60s is likely not in the same place physically as someone in their 90s, and as such, "the world must now see those over sixty-five years of age as not just one category of retirees. There are major differences in the energy and activeness between those having their sixty-fifth birthday and those further along in their journey of life" (p. 179).

Dalmer (2017) discusses how the public library needs of older adults should be examined through a different lens, that of critical gerontology, taking into account the different ways people age. As Holstein and Minkler (2003) note, factors such as gender, race, and class can impact someone's lifestyle and work, thus affecting how a person ages. For example, someone with a desk job may have different physical issues later in life than someone who worked at a physically intense job. As for the perception of older people, while some judge the appearance and ability of older people as the result of positive or negative life choices, again, the real story could have more to do with a person's privilege (or oppression) because of someone's race, gender, and class (Holstein & Minkler, 2003). Further to this perspective, Dalmer (2017) writes:

> that aging is to be reframed as a social, not biological, process and one that is not to be fixed or solved and furthermore, that public library spaces can be actively constructed as spaces that mitigate or even challenge the potential negative effects of productive aging and the aging enterprise. (pp. 16-17)

Horton (2019) also notes that preconceived perceptions of older adults must be overcome in order to serve them effectively. This would put libraries in a better position to serve seniors by being able to respond to their actual needs as opposed to their assumed needs. Furthermore, libraries should ensure they acquire the resources necessary to accommodate all older patrons, not just fit and active ones.

Programming Purposes

Library programming for older adults provides opportunities for socializing and decreasing isolation, as well as information of importance to an older demographic, such as that pertaining to health and digital literacy (Vincent, 2014). Typical programming for older adults may include topics pertaining to leisure, travel, culture, the

arts, hobbies, and community (Dalmer, 2017; Perry, 2014; Sabo, 2017). Programming may help overcome ageism by providing a place where the skills and knowledge of older adults can be showcased (Wynia Baluk et al., 2021).

Older adults, particularly those no longer in the workforce, may have more time on their hands to take part in volunteer and leisure activities. Plus, many have skills and knowledge to share from a lifetime of experiences. Thus, active older adults could not only take part in programs of interest, but also develop and lead programming. This is a major reason to include older adults in program development (Sabo, 2017; Wynia Baluk et al., 2021).

One volunteer opportunity that should not be overlooked when examining the older adult population, is advocacy. Older adults, with extra time and lots of life experience, have the capacity to advocate for and support libraries through political channels and organized library advocacy groups (Sabo, 2017). Sabo also notes the tendency for boomers to donate to charity, making this demographic ideal for fundraising efforts.

Framing Older Adult Programming

Sabo (2017), in a study of literature pertaining to library programming aimed at the aging Boomer generation in the United States, pays particular attention to "third agers"—people who are retired, but still active (OED Online, 2016, as cited in Sabo, 2017). One of Sabo's conclusions is that these "third agers" engage in lifelong learning, and, due to their financial resources, libraries should pursue them as a viable source for fundraising. In the U.K., Vincent (2014) notes that programming for older adults is often not well known, and therefore more vulnerable to be subject to funding cuts and missed opportunities to partner with outside organizations, something which RUSA (2017) lists as a best practice for funding and budgeting for programming for older adults.

Relatedly, Bennett-Kapusniak (2013) writes that many libraries have a tendency to offer programming framed as lifelong learning rather than specifically geared towards older adults. Bennett-Kapusniak's study involved investigating the offerings of services for older adults of 50 public libraries (one in each of the capital cities in the United States). At that point in time, while 74 percent of the libraries examined offered programs that in some way incorporated lifelong learning, none had a basic computer

program aimed at older adults, and "more than half of the libraries did not have assistive technologies to aid library users" (p. 217). This is in significant contrast to the ALA reporting only two years later in 2015 following that year's Digital Inclusion Survey, that almost all public libraries were offering free access to public Wi-Fi, with basic digital literacy training available at almost 90 percent of libraries (ALA, 2015).

That said, Dalmer et al. (2020) note when adult programming is presented as being for specific age groups, libraries run the risk of othering people in those groups and that "heterogeneity inherent within different age categories must be considered" (p. 28). After looking at the websites of 40 library systems that are members of the Canadian Urban Libraries Council (CULC) to see what older adult programming is available, they note that:

> Those libraries that did not offer older adult–only programming may have done so as a means to ensure their programs remained inclusive to all patrons of all ages who might enjoy, attend, or benefit, recognizing that intergenerational or all-ages programming can be of benefit to all patrons of all ages. (p. 28)

CULC library system members include several from Alberta, although no specific library systems are named in the article. The programming choices specific to older adults at the 40 library systems include "informational sessions, fitness classes, and social hours" (p. 26), noting that the information sessions largely dealt with health-related topics. Activities for older adults include "paint nights, film screenings, book clubs, and colouring afternoons" (p. 26).

The Impact of Technology

Back in 1996, when public use of the internet in libraries was in an earlier stage, Kendall observed that libraries could become places where seniors go to access computers and technological services. That projection has come true, and more recent literature expands greatly upon the needs of older adults for technological access. Lin et al. (2021) studied how older adults in the Pukou district in Nanjing, located in China's Jiangsu province, seek health information, through a survey conducted via interviews with a sampling of the older population, concluding that libraries have a strong role to play in providing electronic health literacy services to older adults. In particular, Lin et al.

(2021) note that "eHealth literacy and health knowledge were significant predictors of healthy behaviors" (p. 495), and that "the opportunity is ripe for librarians to take the lead in providing products and services to support their older adult community members" (p. 496).

What kinds of support do older adults in Alberta need from libraries when accessing technology? Lawley (2022) examined online programming guides at four public libraries in urban areas of Alabama with high populations, and surveyed public library administrators in the state, to examine barriers older adults may experience when trying to access digital information, some of which are possibly going undetected. In particular, there is a lack of knowledge concerning technology on the parts of older adults, combined with a lack of training opportunities. The study reveals a need for a "unified approach" to address deficiencies in "current outreach, education and training initiatives" to prepare older adults for "a digital-information future" (p. 11). Though the study is limited to Alabama, the method of online surveys and examination of online programming guides could be applied elsewhere. Lawley only surveyed public library administrators and did not seek the experiences of older adults themselves, which may have provided additional insights. However, Wynia Baluk et al. (2021) also identify the need for the training of older adults both in digital literacy and online safety. Therefore, training and educational opportunities pertaining to technology are key programming possibilities for older adults.

A prime example in recent history of public libraries' use of technology for programming occurred during the COVID-19 pandemic. Dalmer and Mitrovica (2022) explore connections between how technology was used by public libraries in Ontario during the restrictions enforcing physical distancing, and the experiences of older patrons, some of whom experienced both social and digital exclusion due to programming going exclusively online. Through the examination of 25 public library websites in Ontario, the study revealed what programming topics were offered, how programming for older adults was or was not visibly represented on the websites, and how some older adults may have still experienced exclusion due to lack of having a digital device at home (let alone knowing how to use it). The most common

programming choices included clubs for reading and writing, training for digital literacy and technology, and talks from authors.

When programming had to shift online due to COVID-19, a number of virtual platforms were used, such as Zoom, YouTube, and Facebook. It was hoped that training in digital literacy and technology would bridge the digital divide but, as the authors note, "a prerequisite for taking part in such digital and technology training is access to a technological device compatible with such virtual platforms" (Dalmer & Mitrovica, 2022, p. 6). Some libraries were creative in overcoming this accessibility issue offering phone-in programs or loaning technology to older adult patrons.

Older adults accessing technology in public libraries often experience other external and internal issues. Barrie et al. (2021) interviewed 12 older adults aged 60 or older to learn about their digital literacy training experiences at a public library system in an Ontario city. The study concluded "that societal and internalized ageism, skill limitations, high motivation, gender dynamics, and perception of safety and comfort in the library space are key considerations for digital literacy training for older adults in public libraries" (p. 400). They go on to suggest that "part of the literacy work undertaken through library-based initiatives may need to challenge older adult participants to deconstruct the negative stereotypes about their capacity to become digitally literate" (p. 401) while supporting "the development of alternative narratives that reinforces the capacity of older adults to gain digital literacy and to integrate technology use into their daily lives" (p. 401). The authors indicate there will be a second part of this study, national in scope. Ideally, it will include information and insights from Alberta.

The potentially increased technological needs of vulnerable older adults created by library programs going online, a result of COVID-19 social-distancing mandates, is also mentioned by Wynia Baluk et al. (2021). The authors recommend research into how libraries serve older adults seeking to meet their information and social needs during a crisis as "awareness of the barriers to adequately meeting the needs of older adults during this time can inform how libraries program for an older demographic" (p. 534).

Even when there is in-person programming, some older adults who live in Alberta (and elsewhere) may experience access issues not only because they lack sufficient

technology in their homes, but because they have difficulty getting to a library in the first place. Sikes (2020) notes the need for outreach to homes and other living facilities to meet the needs of patrons socially and intellectually, as do several other researchers (Dalmer, 2017; Perry, 2014; Vincent, 2014). Indeed, the Reference and User Services Association's (RUSA, 2017) best practices for the 60 and older cohort includes providing services to those who may be homebound, in assisted living centres, or otherwise are in situations where getting to a library (and getting materials home from the library) would be difficult. Such services could include on-site computer and internet training and a mobile technology lab.

Assessing Programming and Information Needs

Some of the literature concerning library programming and older adults attempts to determine the needs of older patrons either through analyzing existing programs or investigating a community of older patrons in specific geographic areas. Perry (2014) conducted an extensive survey among suburban public libraries and library systems in the metropolitan area of New York and in Atlanta, Georgia. Perry concluded libraries may better serve older patrons as a result of such data collection on a regular basis. Demographics also play a role, as Perry found more services and programming choices for older adults in public libraries in areas where more older adults live.

A comparison between Canadian and Australian public libraries (Wynia Baluk et al., 2021) involved conducting interviews with librarians about developing programming for older adults, noting that older adults should be part of the process. The study revealed "significant overlap in the way Canadian and Australian public libraries develop, fund, implement, and evaluate their programs" (p. 536). The Canadian side of the study included interviews with 18 public librarians mostly located in Ontario, but with two in Atlantic Canada and three in Western Canada. However, without knowing the specific locations in Western Canada, there is no definitive Alberta connection.

Dalmer (2017), undertook a deep dive of five public library websites located in large Canadian cities comparing their offerings to older patrons. A result was the suggestion that older adults need to be included in programming choices by encouraging feedback and dialogue. The five libraries included in the study were picked at random from the list of cities that, at the time, made up Canada's top 25 metropolitan

areas according to census data released by Statistics Canada in 2007 (Dalmer, 2017). Since the cities are not named in the study, it is unknown if there is any Alberta representation.

Horton (2018) also discusses how libraries need to engage in the ongoing surveying of older adult patrons to effectively assess their needs. In order to assess the public library outreach service needs for older adults in a rural area of Virginia, Sikes (2020) sought qualitative data from older adults through interviews with members of focus groups made up of members of elder users of the Washington County Public Library's (WCPL) outreach services. The information gathered included insight into their technology and information needs and how the services in general were impacting their lives. Such information can be invaluable to librarians programming for this demographic in Alberta.

In its toolkit, *Keys to Engaging Older Adults @ your library*, the ALA (2010) states "One of the most important steps in building programs for older adults, or any special population, is to conduct a preliminary inventory of your community" (p. 2). The CFLA-FCAB's "Canadian Guidelines on Library and Information Services for Older Adults" (2016a) recommends regularly-held focus groups and user studies as part of its guideline to "acquire current data about the older population and incorporate it into planning and budgeting" (Guidelines section). They also indicate libraries should "involve older adults in the community in the library's planning process, either by establishing a seniors' advisory committee, or through regular liaison with seniors' organizations and seniors' centres" (CFLA-FCAB, 2016a, Guidelines section, number 4) once again demonstrating the need for community consultation.

Conclusion

According to the literature on the topic of programming and services for older adults, public libraries should consistently assess their resources for and strategies around older adults while striving to meet their social and intellectual needs. In doing so, older adults should not be viewed as a monolithic population nor aging as necessarily a degenerative state. This will help serve older adults more effectively and may also have funding implications for libraries.

In addition, this literature review reveals a gap in the recent study of Canadian public libraries where older adult programming and services are concerned, with no specific Alberta-based research. However, the suggestions concerning programming and accessibility are relevant in Alberta as well as in the locations the various studies reviewed here. Whether in Alberta or elsewhere, further study of how public libraries serve older adults should be done through a critical gerontology lens exploring current offerings over a spectrum of urban and rural libraries. Studies should include input from a representative sample of older adults as well as from librarians, rather than exclusively one or the other. Research into what happened during COVID-19 restrictions and ongoing effects on older adult programs and services in the wake of reopening would also be a useful addition to the current body of literature. This type of critical examination of how older adults are currently being served at Alberta's public libraries, as well as an assessment of these patrons' needs, is necessary as the population continues to age.

References

American Library Association. (n.d.). *What is accessibility?*
https://www.ala.org/ala/washoff/contactwo/oitp/emailtutorials/accessibilitya/02.htm

American Library Association. (2010). *Keys to engaging older adults @ your library.*
https://www.ala.org/aboutala/sites/ala.org.aboutala/files/content/olos/toolkits/olderadults/oat.sequential.pdf

American Library Association. (2015, October 14). New research highlights libraries' expanded roles [Press release]. https://www.ala.org/news/press-releases/2015/10/new-research-highlights-libraries-expanded-roles

Association of Specialized, Government and Cooperative Library Agencies. (2001, January 16). *Library services for people with disabilities policy.*
https://www.ala.org/asgcla/resources/libraryservices

Barrie, H., La Rose, T., Detlor, B., Julien, H., & Serenki, A. (2021). "Because I'm old": The role of ageism in older adults' experiences of digital literacy training in public

libraries. *Journal of Technology in Human Services, 39*(4), 379-404. https://doi.org/10.1080/15228835.2021.1962477

Bennett-Kapusniak, R. (2013). Older adults and the public library: The impact of the boomer generation. *Public Library Quarterly, 32*(3), 202-222. https://doi.org/10.1080/01616846.2013.818814

Canadian Federation of Library Associations-Fédération canadienne des associations de bibliothèques. (2016a, August 26). *Canadian Guidelines on Library and Information Services for Older Adults.* http://cfla-fcab.ca/en/guidelines-and-position-papers/canadian-guidelines-on-library-and- information-services-for-older-adults/

Canadian Federation of Library Associations-Fédération canadienne des associations de bibliothèques. (2016b, August 26). *Guidelines on library and information services for people with disabilities.* https://cfla-fcab.ca/en/guidelines-and-position-papers/guidelines-on-library-and-information-services-for-people-with-disabilities

Dalmer, N. K. (2017). Mind the gap: Towards the integration of critical gerontology in public library praxis. *Journal of Critical Library and Information Studies, 1*(1). https://ir.lib.uwo.ca/fimspub/136/

Dalmer, N., Griffin, M., Wynia Baluk, K., & Gillett, J. (2020). Aging in (third) place with public libraries. *Public Libraries, 59*(4), 22–30.

Dalmer, N. K. & Mitrovica, B. L. (2022). The public library as social infrastructure for older patrons: Exploring the implications of online library programming for older adults during COVID-19. *Library and Information Science Research, 44*(3). https://doi.org/10.1016/j.lisr.2022.101177

Holstein, M. B. & Minkler, M. (2003). Self, society, and the "New Gerontology." *The Gerontologist, 43*(6), 787-796.

Horton, J. (2019). Senior citizens in the twenty-first-century public library. *Public Library Quarterly, 38*(2), 179-192. https://doi.org/10.1080/01616846.2018.1554176

Kendall, M. (1996). Public library services for older adults. Library Review, 45(1), 16-29. https://doi.org/10.1108/00242539610107721

Lawley, R. C. (2022). Senior citizens and digital information access: The obstruction of comforting silence. *The Southeastern Librarian 70*(1), 3-18.

Lin, Z., Zhang, Y., Matteson, M., Li, Xiaoming, Tu, Xiaoming, Zhou, Y., & Wang, J. (2020). Older adults' eHealth literacy and the role libraries can play. *Journal of Library and Information Science, 53*(3), 488-498. https://doi.org/10.1177/0961000620962847

National Impact of Library Public Programs Assessment. (2018, May 7). *What is a public program, anyway?* https://nilppa.org/phase-1/what-is-a-public-program-anyway/

Patel, B. K. D. (2015). *A study of library and information services for agriculture universities researcher of Gujarat state* [Doctoral dissertation, Hemchandracharya North Gujarat University]. Shodhganga@INFLIBNET. http://hdl.handle.net/10603/105400

Perry, C. A. (2014). Information services to older adults: Initial findings from a survey of suburban libraries. *The Library Quarterly: Information, Community, Policy, 84*(3),348-386. https://doi.org/10.1086/676491

Reference and User Services Association. (2017, September). *Guidelines for library services with 60+ audience: Best practices.* https://www.ala.org/rusa/sites/ala.org.rusa/files/content/resources/guidelines/60plusGuidelines2017.pdf

Sabo, R. M. (2017). Lifelong learning and library programming for third agers. *Library Review, 66*(1/2), 39-48. https://doi.org/10.1108/LR-08-2016-0065

Sikes, S. (2020). Rural public library outreach services and elder users: A case study of the Washington County (VA) Public Library. *Public Library Quarterly, 39*(4),363-388. https://doi.org/10.1080/01616846.2019.1659070

Statistics Canada. (n.d.). 2021 *Census of population key indicators by geography: Alberta.* Retrieved on June 11, 2023 from https://www12.statcan.gc.ca/census-recensement/stats/statgeo2021.cfm?Lang=E&Dguid=2021A000248&tid=2

Statistics Canada. (2022a, April 27). *A generational portrait of Canada's aging population from the 2021 Census*. https://www12.statcan.gc.ca/census-recensement/2021/as-sa/98-200-X/2021003/98-200-X2021003-eng.cfm

Statistics Canada. (2022b, April 27). In the midst of high job vacancies and historically low unemployment Canada faces record retirements from an aging labour force: Number of seniors aged 65 and older grows six times faster than children 0-14. *The Daily.* https://www150.statcan.gc.ca/n1/en/daily-quotidien/220427/dq220427a-eng.pdf?st=gPD29ay9

University of Waterloo. (n.d.). *Accessibility For Ontarians with Disabilities Act toolkit: Universal design*. https://uwaterloo.ca/library/aoda-toolkit/universal-design

Wynia Baluk, K., McQuire, S., Gillett, J., & Wyatt, D. (2021). Aging in a digital society: Exploring how Canadian and Australian public library systems program for older adults. *Public Library Quarterly, 40*(6), 521-539. https://doi.org/10.1080/01616846.2020.1811612

Vincent, J. (2014). An overlooked resource? Public libraries' work with older people – An introduction. *Working with Older People, 18(*4), 214-222. https://doi.org/10.1108/WWOP-06-2014-0018