



Message from the Chair

Lan Gao

Dear Colleagues,
A warm welcome from me to our new Section Standing Committee and Corresponding Members!

During IFLA WLIC 2019 we established our Standing Committee leadership team for the term of 2019-2021:

Chair: Lan Gao

Co-chair: Teona Shainidze Krebs

Secretary: Leslie Kuo

Co-Secretary: Anne Barnhart

Information Coordinator: Andrew Finegan

Information Co-coordinator: Le Yang

Treasurer: Oddbjørn Hansen

Co-treasurer: Shelli Lake

Newsletter Editor: Pam Ryan

Congratulations to members of our new leadership team. I would like to express my special thanks to Adjoa Boateng, our past Section Chair, for her continual support to and her vision of our Section's work. Also, Adjoa is currently serving as Chair of IFLA Division III – Library Services. Congratulations to you Adjoa for your new leadership role in IFLA!

IFLA WLIC 2019

It was so nice to meet many Section members, Section associates and friends in Athens, Greece this year. During IFLA WLIC 2019 our Section organized a conference session: "Multiculturalism in Libraries Now, 2018 – 2022". Four presentations were nominated:

1. World Library – A Nordic project on digital materials for linguistic minorities

Marit Vestlie, The National Library of Norway, Oslo, Norway

2. Multiple Dimensions of Library Services for Multicultural Populations in West Bengal

Ratna Bandyopadhyay, University of Calcutta, Kolkata, India
Anita Basak, Govt. College of Engineering & Leather Technology, Kolkata, India

3. Project Libero: Libraries as Intercultural Learning Spaces: Setting up an e-Learning Platform for Minor Refugees in Public Libraries

Ursula Liebmann, Meeting Point Library – Lower Austrian office for public libraries, Vienna, Austria

4. Multicultural libraries in a bordered world: the case of ECHO for Refugees

Keira Dignan, Echo for Refugees, Athens, Greece, Hannah-Lily Lanyon, Echo for Refugees, Athens, Greece Rebecka Wolfe, Echo for Refugees, Athens, Greece

We had three wonderful presentations during the conference session. These presentations provided examples of best practices and principles for multiculturalism in library services. During the session we announced and presented our award to the winner: ECHO for Refugees. Congratulations to our colleagues from ECHO project! Our past Section Chair Adjoa Boateng put efforts in organizing and coordinating this event, thank you Adjoa and your IFLA WLIC 2019 team for such an inspiring conference session.

IFLA WLIC 2020

IFLA WLIC 2020 will be hosted during 15-21 August 2020 in Dublin, Ireland. The theme of IFLA WLIC 2020 is "Inspire, Engage, Enable, Connect". Our Section will be joining force with IFLA Continuing Professional Development and Workplace Learning (CPDWL) Section to present a conference session. Raymond Pun, Information Coordinator of the CPDWL Section has an article on this joint session in this issue. Thank you Ray for your efficient and effective coordination to organize this session.

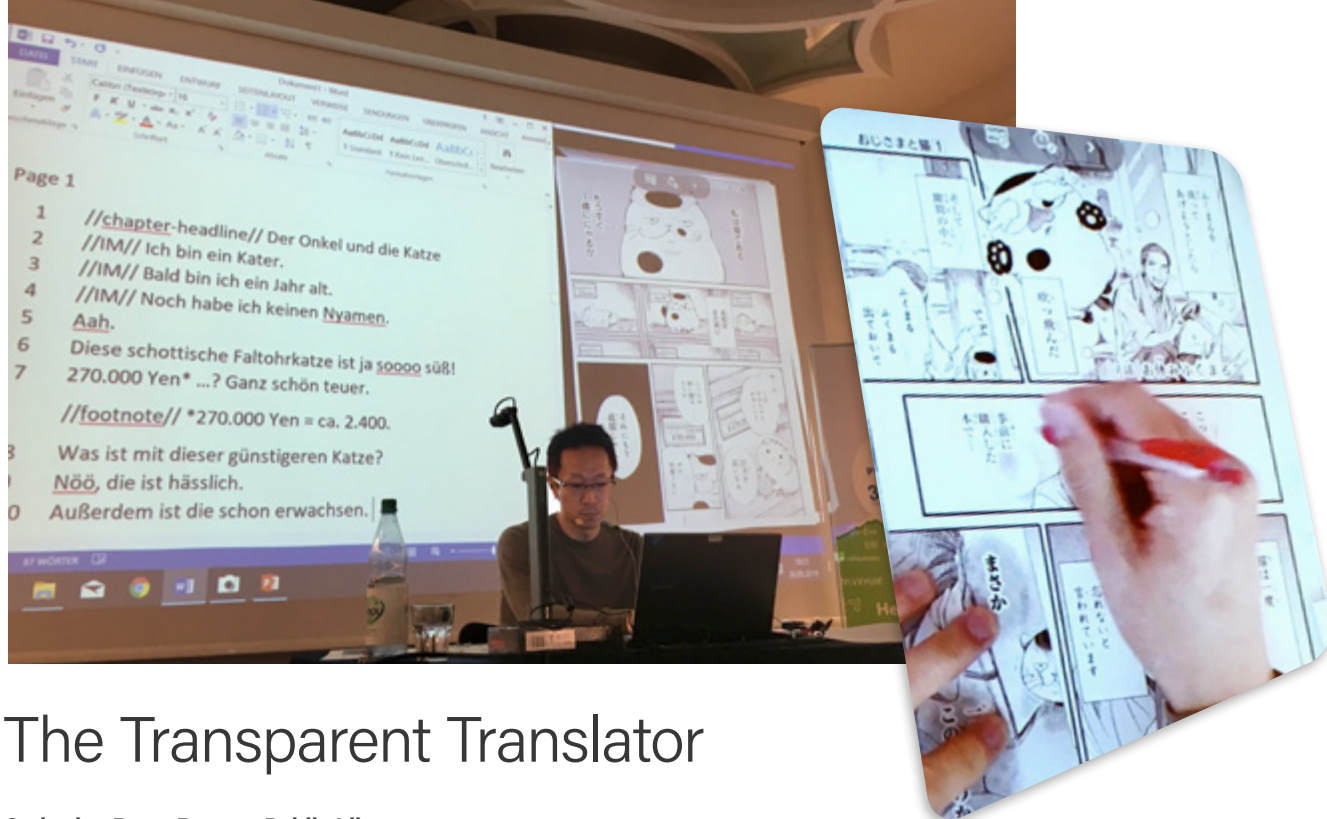
We are also planning to host IFLA WLIC 2020 Satellite Meeting in August 2020 in Dublin, Ireland. Our Section Standing Committee Members Simona-Marilena Bursasiu and Sabine Weber-Beard are leading a Satellite Meeting organizing team to finalize the details. We will share the meeting dates, theme, agenda, and venue in the future.

There are a lot of projects to be carried out by our Section in 2020. We will share our progress and outcomes through IFLA website, IFLA-MCULTP mailing list, and Section social media channels. Stay tuned.

In closing, I wish everyone a joyous holiday season, an amazing 2020, and a prosperous new decade!

Lan Gao
Chair

IFLA Section 32 Library Services to Multicultural Populations



The Transparent Translator

Catharina Boss, Bremen Public Library

On the occasion of the annual International Translation Day on 30th September events are held all over the world highlighting the often unseen work of translators. Funded through the German Federal Cultural Foundation's program '360° - Fonds für Kulturen der neuen Stadtgesellschaft' (Fund for New City Cultures) we organized an event called The Transparent Translator at Bremen Public Library. During this type of event a professional translates live from one language to another while explaining his or her line of thought to the audience.

Early in the process we singled out Japanese. Japanese is a fascinating and complex language that – with its many varieties, honorifics and gendered language – is an excellent example to visualize the challenges faced by translators. For a number of reasons we then picked manga as source material. On one hand, manga has a long history and strong cultural significance in Japan attracting

readers of all ages and covering a remarkable range of topics. In the past two decades manga has also gained popularity all over the world and still is a continuous trend. At the same time the appealing drawings are a welcome stimulation for the eye during an assumingly quiet and less entertaining event. Also, with The Transparent Translator our goal was to attract all ages. We were sure that, if we picked manga, many young readers would attend. To keep adult readers interested, we chose a mature (but still cute) story that pointed out social issues: Ojisama to neko by Umi Sakurai. In Ojisama to neko (The Uncle and the Cat) an assumed widower decides to take care of the neglected cat Fukumaru.

With the demographic development in industrialized countries in mind, isolation and loneliness among the elderly have become a serious problem in both Japan and Germany.

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In the spotlight stood Hirofumi Yamada, who professionally translates from Japanese to German and also works as an interpreter. During the event he compared himself to a Pokémon in the wild rarely seen in his natural environment.

environment. Nevertheless, or maybe for this very reason, the event turned out a success. The audience engaged in a lively debate with Yamada showing interest not only in the process of translation, but also the professional education, career opportunities and mechanisms of the publishing industry. It was a well-attended night at the library and we are already planning a follow-up event for 2020.

Ojisama to neko by Umi Sakurai.



World Library – A Nordic project about digital materials for linguistic minorities

Marit Vestlie
Senior Adviser/Project Manager National Library Norway

In the Nordic region, there is a long tradition for cooperation between the countries. In 2009 the national libraries established a formal network for cooperation regarding library services to the minority-language population. We called the cooperation: The Nordic Best Practice and invited the specialized libraries working with minority-language literature to cooperate.



In 2012 a political initiative came from the Nordic Council of Ministers to develop a digital service for minority-language population. The national libraries in Norway, Sweden and Denmark developed the concept, and in 2016 funding was secured and the project could be realized.

Our goal has been to establish a platform for use throughout the Nordic region and to provide material in five relevant minority languages.

A few years earlier, the Danish State Library had developed a platform called World Library for disseminating digital music and films. We decided to use the site and develop the platform to also include digital books.

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An important decision in the start-up phase was choosing the languages and type of literature. The premise was that we should choose languages that are relevant for all the Nordic countries. The following languages were chosen: Arabic Somali Tigrinya, Persian and Croatian/Serbian. We also wanted to include fiction for children and adults, as well as audiobooks and electronic books.

What have our challenges been?

Before we started, we believed that the copyright clearances would be the most difficult part. But there was a lot to learn in every part of the process, from purchasing to dissemination. It is important to have very specific orders/specifications from the beginning, both in terms of the files themselves and the metadata. We made some mistakes in our first purchase, which costed us a lot of time and extra work.

In addition, it is essential to consult employees with knowledge of the relevant languages. Here, the collaboration with the special librarians and their staff was especially helpful. We ended up with very simple metadata, but there is a brief description of the document in both the original language and one of the Nordic languages.

Securing the rights to disseminate the material proved to be a minor problem. We generally obtained licenses with a three-year duration, i.e. for the project period. We also obtained perpetual licenses. Today we have about 800 titles on the platform, of which about 150 are audio books.

A difficult transition is the shift from project to regular operation. In our case, this presents additional challenges. The operation of the World Library is to be regulated into three countries and three different libraries. However, we have recently completed the process of an organizational model that takes care of this, and have ended up with a very simplified model that at the same time ensures clear and effective decision making. We have a Board with members from each country, an operative leader, and three operating sections as well as an reference group.

The cooperation are moving on and the funding for the years to come are secured. We bring with us the good experiences from the project and are looking forward to new improvements and new facilities for the users in the next years.

VERDENSBIBLIOTEKET





Time Travelling Eltham LibraryPlus

We are in the midst of our Summer Blast programme – where children pick a theme and create, explain, draw or read. As part of this we are holding workshops highlighting the themes of Reader, Time Traveller, Artist, Inventor and Dreamer (my favourite 😊)

The photos are from yesterday's session of the Time Traveller workshop. Moira Wairama (a professional story teller from the Wellington region) taught everyone a new Waiata (song) and the legend of Kupe was told. Kupe arrived on Hawaiiki on 'his great bird' and told of Aotearoa – land of the long white cloud – and its availability as a place to migrate to. A voyage was launched and the people who arrived in their eight. Waka are the ancestors of today's Maori.

The audience in our small rural library was a reflection of today's migrants – and that is reflected in the photos.



Libraries as Intercultural Learning Spaces: Setting up an e-Learning Platform for Minor Refugees in Public Libraries.

Dr. Filiz Keser Aschenberger | Danube University Krems – Department for Continuing Education Research and Educational Technologies
Ursula Liebmann, MA | Meeting Point Library – Service Institution for Public Libraries in Lower Austria

Libraries, where now are “seen as modern learning hubs close to citizens and (potential) learners,” (Lison & Reip, 2016, p. 9) have been changing and adding new roles and identities to their existing traditional ones. They have been moving beyond the traditional conceptualization of book and culture. Moreover expanding their role in local communities in helping people acquire new skills or improve their skills through different lifelong strategies / opportunities is crucial for social inclusion as well. Lison and Reip (2016) underline that libraries now should offer “a neutral and trusted space for people to create, learn and connect” (p. 9). IFLA also considers public libraries as crucial actors in effective and efficient integration of migrants and refugees. This is exactly the vision we had before we developed the idea of the project. Being a low-threshold public service that everyone can reach, their involvement in projects like LIB(e)RO becomes more important for creating the inclusive societies in which migrants and refugees can take part in every aspect of life.



The project LIB(e)RO aims at shedding a light to the needs and problems of both minor refugees and librarians and social workers in terms of social integration and based on these needs and problems. Libraries are formed as safe and socially inclusive learning places where the minor refugees can learn the culture and language of the hosts countries with the inclusion of librarians set up in three European countries: Austria, Germany and Greece. The generated handbook and e-tutorial make a significant contribution to the lifelong learning of librarians and other professionals working with refugees. The spectrum of the contents, which not only comprise the basics of intercultural competence but also aspects such as language learning and citizenship education, is far more comprehensive than many other training offers for this target group. It is also important to mention, that the contents cover the theoretical backgrounds of the subjects as well as practical methods: Many offers for librarians tend to focus on the distribution of best practices in intercultural library work, whereas here handbook and e-tutorial also convey the necessary

theoretical background.

Social inclusion is used as the theoretical framework that guides the scientific and applied dimensions of the project. Implementation of the concept *social inclusion* in adult education and, in general, in lifelong learning is still relatively new, and especially its wider use for the development of professional training for adult educators, trainers and pedagogical personnel is not common at all. Approaches and requirements for a socially inclusive adult education were

combined with spatial concepts in order to be able to illuminate empirically the needs and the needs of the “excluded” individuals (see Mania, 2014). Among these attempts, the LIB(e)RO project is now the first time that with an adult education perspective, a space for a marginalized group is created in an informal learning location which is accessible to all people of all ages and backgrounds, in order to achieve learning outcomes with regard to language learning and intercultural education

This approach that we adopted in LIB(e)RO allows for active learning of language and culture in the study room of the public library and the start of a lifelong learning in Europe. This learning platform provides a variety of opportunities to introduce and develop language skills in terms of reading, writing and speaking to acquire different levels of competence and linking this with intercultural content and information about the life and structures in Europe. In this context, libraries are utilized as the ideal and untapped places that meet all the conditions for a safe and socially inclusive intercultural learning environment and also as the main “media” in language acquisition through e-learning infrastructure, face-to-face encounter and books.

Where can I find more information about LIB(e)RO?

If you are looking for more information about our project and/or our project partners, you can visit us on our [website](http://libero.uni-passau.de) [<http://libero.uni-passau.de>]



Final conference of LIB(e)RO in the State Library of Lower Austria September 2018.



Anne Barnhart with Javier Díaz de León.



A Textbook Pilgrimage: In support of Mexicans living in the United States

**Professor Anne C. Barnhart, Head of Outreach and Assessment, Ingram Library
University of West Georgia 1601 Maple St. Carrollton, GA 30118**

Each year the 50 Mexican Consulates in the United States offer free sets of the textbooks approved for Mexican public elementary schools. The Mexican National Commission of Free Textbooks (Comisión Nacional de Libros de Texto Gratuitos) distributes these same materials within Mexico and sends sets to Consulates in the United States. Letters to request the materials were due in July; approved agencies were invited in November to pick up the materials.

University of West Georgia librarian and Multicultural Populations Corresponding Member and Co-Secretary Anne Barnhart went to the

Mexican Consulate in Atlanta to pick up a set of books for her library. Each set contains 45 textbooks approved by the Mexican Secretary of Public Education for use in public schools. These books covered the topics of geography, history, communication, natural sciences, language arts, civics, and literature. Included in the set were also a graphic text version of the Mexican Constitution, a Mexican atlas, and a World atlas.

For the past 3 years the distribution of these books has coincided with the Binacional Education Week, a program of the Institute for Mexicans Abroad (Instituto de los Mexicanos en el Exterior) in order to promote these materials to Mexicans living in the United States.

The University of West Georgia (UWG) was one of 16 agencies in the state of Georgia to request and receive these materials. Anne wanted these for the academic library for several reasons that she outlined in her request letter. These materials support students at UWG interested in bilingual education, students learning Spanish, and students interested in researching the Mexican educational system. These books could also be used to compare how specific topics and historical events are portrayed to Mexican students compared to students in the US educational system. Additionally since UWG is a public institution, any member of the community that comes in the building and wants to use these materials is welcome to do so.



Welcome to our newest member

Olga Cuadrado Fernández - Olga is the Head Librarian of the Fatima Mernissi Library at the Foundation Three Cultures of the Mediterranean (Seville, Spain) which she joined in 2006. She has a varied experience acquired in different kinds of libraries such as the Documentation Center of the Andalusian Ombudsman Office, Seville's University Faculty of Arts Library or the Documentation Center "María Zambrano" at the Andalusian Women's Institute.

Olga holds a Master Degree in Documentation and Scientific Information, a BA Degree in Documentation and a Diploma in Librarianship and Documentation from the University of Granada in Spain, and a Master Online in Digital Documentation from Pompeu Fabra University in Barcelona. She is a member of the Andalusian Association of Librarians.

As director of the Three Cultures Foundation's Fátima Mernissi Library, she coordinates the Tres con libros (Three with books) project and the Tres Festival, voices of the Mediterranean biennial literary festival.

"I believe the 32 Section is very important in helping to foster a society that uses information to learn from its differences. Working in this area allows me to grow as a librarian, share my experiences with other professionals as well as being up-to date with the latest advances in librarianship".



Share with us on Social Media

Follow us and tag us in your posts!

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 Twitter: [@ifla_mcultp](https://twitter.com/ifla_mcultp)

 Facebook: [@ifla.mcultp](https://www.facebook.com/ifla.mcultp)

Our sister section, [Indigenous Matters is on Facebook](#)

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Additional Resources:

IFLA/UNESCO Multicultural Library Manifesto

[http://www.ifla.org/
node/8976](http://www.ifla.org/node/8976)

Multicultural Communities: Guidelines for Library Services, 3rd Edition

[http://www.ifla.org/
publications/multicultural-
communities-
guidelines-for-library-
services-3rd-edition](http://www.ifla.org/publications/multicultural-communities-guidelines-for-library-services-3rd-edition)

An Overview: Multicultural Communities: Guidelines for Library Services Four page summary

[http://www.ifla.org/
publications/an-overview-
multicultural-
communities-guidelines-for-
library-services](http://www.ifla.org/publications/an-overview-multicultural-communities-guidelines-for-library-services)

Multicultural Library Manifesto Toolkit

<http://www.ifla.org/node/8975>

Contributors

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