ECHO for Refugees Wins the 2019 Multiculturalism in Libraries Award

Theresa Byrd
Dean of the University Library
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During the mid-year meeting in Romania, the Library Services to Multicultural Populations Section agreed to initiate a "Multiculturalism in Libraries Now Award, 2018-2022," which recognizes best practices and innovation in multicultural library services. The IFLA World Library and Information Congress (WLIC) 2019 session in Athens was the first time this Award was offered.

The Section nominated four organizations and invited their representatives to give papers at the conference. The four presentations and speakers were:

› World Library – A Nordic project on digital materials for linguistic minorities by Marit Vestlie, (Oslo, Norway)

› Multiple Dimensions of Library Services for Multicultural Populations in West Bengal by Dr. Ratna Bandyopadhyay and Anita Basak, (Kolkata, India)

› Project Libero: Libraries as Inter-cultural Learning Spaces: Setting up an e-Learning Platform for Minor Refugees in Public Libraries by Ursula Liebmann, (Vienna, Austria)

› ECHO Mobile Library: A grassroots library servicing nine refugee and migrant communities in and around the Athens area by Keira Dignan and Rebecka Wolfe, (Athens, Greece)

All of the aforementioned organizations are doing significant work in serving multicultural populations. However, the Section voted for the ECHO Mobile Library to be its inaugural Award winner.

ECHO was founded in 2016 and it won the Award for its work with refugees at the Greek border. Keira Dignan, Hannah-Lily Lanyon, and Rebecca Wolfe in their paper, "Multicultural Libraries in a Bordered World: the Case

Message from the Chair

Lan Gao
Chair
IFLA Section 32
Library Services to Multicultural Populations

Dear Colleagues,
By now you may have known that IFLA WLIC 2020 Congress has been cancelled due to COVID-19 pandemic and various travel restrictions worldwide. IFLA's next Congress will take place in Rotterdam, Netherlands in 2021. After that, IFLA WLIC will return to Dublin, Ireland in 2022. Our Section will still be joining IFLA Continuing Professional Development and Workplace Learning (CPDWL) Section to co-present an open session during IFLA WLIC 2021. We will not be hosting Satellite Meeting in 2020 or 2021, but there should be one in 2022. More information will be shared in the future.

Our Section is dedicating part of this issue of newsletter to challenges and solutions for libraries serving multicultural communities in coping and battling COVID-19. I am pleased to see so many submissions from all over the world. I hope you find these articles helpful. Also, working with the Australian Library and Information Association (ALIA), our Section created translated signage and text about library closures and program changes due to COVID-19 for libraries to communicate with their communities. Visit https://www.ifla.org/node/92972?og=73 for more details.

A special mention to our Information Coordinator Andrew Finegan for taking the lead working on the aforementioned initiatives. We would not be able to achieve the goals so quickly without his effort.

Also, thank you to SC members, all the contributors, and especially our newsletter editor Pam Ryan and her team at Toronto Public Library who have been working hard preparing this newsletter.

In April our Section hosted a virtual midyear meeting. During the meeting, we reviewed our Action Plan, future meetings, and IFLA WLIC sessions. Chair's Report, Information Coordinator's Report, IFLA/UNESCO Multicultural Library Manifesto Toolkit translation update, and IFLA Division III (Library Services) meetings update were also shared among attendees. Our Section has decided that because of the fluid situation due to the pandemic, instead of having an in-person midyear meeting, we will have a virtual midyear meeting in 2021.

Recently, we have witnessed events leading to a global audience demanding social justice and equality. Our Section brings together libraries sharing experience and resources to better serve cultural and linguistic minorities. At this particular time, we also want to stress how important it is for us library workers to speak in unison and unity in supporting our culturally-diverse and multilingual communities seeking equal access to information and battling prejudice.

We shall come together more united and stronger to help our community. Equality and inclusiveness are good for everyone. I believe progressive changes could be brought forth through collective effort from all of us. Stay well, and take care.

IFLA/UNESCO Multicultural Library Manifesto Toolkit Now Available in Russian

The IFLA/UNESCO Multicultural Library Manifesto Toolkit was developed by IFLA Library Services to Multicultural Populations Section (MCULTP) for the purpose of giving practical approaches on how libraries can apply the concepts contained in the Manifesto.

Thanks to the efforts made by Section member Maria Neryueva and the IFLA Russian Language Centre located in the Russian State Library, Moscow, a Russian translation of the Toolkit is now available.

Since the original English version was launched in 2012, the full Toolkit has been available from the Toolkit webpage in Chinese, Japanese, and now, Russian. The Section members are working on translation of other languages.

2019 MILN Award

of ECHO for Refugees," discussed the work of ECHO. They explained that the European Migrant Crisis began in 2015 and European countries responded by closing their borders. Greece is at the epicenter of the migrant crisis because it is the first arrival country into wealthier EU nations for refugees coming from Turkey.

The ECHO library on wheels program is a completely volunteer organization. It provides library services to refugees in Greece with some normalcy in life and the staff treat camp residence with respect. ECHO's mission is to: "'go where we must, and do what we can, to create spaces for learning and community within refugee camps' as we are committed to 'transform the sites in which we work from places of stagnancy and waiting, to places where dreams and drive remain alive'" (ECHO 2019 qtd in Dignan et al. 6). The staff tries to maintain a diverse team sensitive to the changing and localized needs of the community they serve and sometimes camp residents, who volunteer, aid with providing the appropriate ethnic diversity.

The ECHO library exists in a mobile van. To extend activities, the staff also utilizes the area around the van by setting up a gazebo with tables, chairs, and rugs for sitting on. "As a lending library, the ECHO van location serves as a mum's club, a homework resource, a first port of call for urgent language resources, an information hub, a community centre and, every so often, a climbing frame, or just a place to talk."(Dignan 7). The collection consists of a variety of books, including textbooks, children's books, and English resources for those learning English as a second language. The ECHO volunteers collect books in a variety of languages: Farsi, Arabic, Turkish, Kurmanji, French, English, German, Greek and Urdu. Moreover, they print and distribute basic language resources from mother tongue languages into English and Greek. As stated in the IFLA/UNESCO Multicultural Library Manifesto, ECHO workers believe it is important to give people access to literature in their mother tongue language

to remind them of home, for community building and for survival. An essential service that staff administers is the translations of key vocabulary, including medical language and phrases to express basic needs. ECHO delivers access to online University courses through Coursera and refugees have taken advantage of this program. In addition, they assist refugees with job application processes and provide users in the camps with WiFi.

The ECHO workers tailor the services in each camp space to meet the community members' needs. For example, at the Malakasa Camp, in which the majority of library users are Afghani, the school days are short from 9 a.m..... to 12 p.m. so they run support sessions for young people interested in math activities, Greek practice, and learning the guitar. ECHO workers market services by disseminating information through flyers, posters, and social media posts in the languages that library users speak. While there is a group of people who are repeat customers to the library van, the ECHO interpreters and coordinators do conduct some outreach by walking around a camp trying to attract new users. The Award winners confirmed that the ECHO staff currently runs sessions across four days at six camps and four community centres. They shared that their loan statistics reveal their average book loaner to be a young Syrian woman between the ages of 20 and 25, although a diverse range of people access the library (Dignan 8). ECHO relies upon books and donations from relevant professionals at the local, national, and international levels.

Since the state does not teach language in the refugee camps, ECHO is committed to teaching Greek and English which are survival tools for immigrants. Otherwise refugees and migrants are unable to communicate in their new home. ECHO aims to remain a neutral space that facilitates intercultural dialogue. However, the Award winners acknowledged that despite the staff's best efforts, there have been incidents of violence in the camps due to deplorable conditions, scarcity of resources, and the existence of multiple cultures living together in cramped spaces.

The ECHO employees are

compassionate social justice and human rights advocates for refugees constrained and isolated at Greece's border. The organization in its Code of Conduct commits to render services to all regardless of nationality, ethnicity, gender, sexual orientation, political or religious beliefs. ECHO's library refugee project seeks to prepare camp residence for the next journey in their lives. In using a mobile van to make library, educational, and information center type resources available for refugee communities, they have designed a remarkable service and executed it brilliantly. The ECHO case study remind us that in a growing multicultural world we, as librarians, must be champions for supporting and promoting cultural and linguistic diversity in not only providing resources, but also in ensuring that all residence, including refugees and the underserved, have equitable access to information. ECHO staff has established a model that will inspire other librarians to explore how they can serve marginalized people and refugees in their own communities across the world. ECHO has called for an end to global apartheid. The organization embodies the principles found in the IFLA/UNESCO Multicultural Library Manifesto. ECHO's mission aligns perfectly with the best practices for multicultural library services which is why the Section voted for them to be this year's Award winner. The Section hopes that this Award will help create a body of knowledge of best practices obtainable online for other librarians and libraries to use as an example in creating similar programs and developing future case studies. "Love books, hate borders" (Dignan 14).

Congratulations to ECHO winners of the 2019 Multi-Culturalism in Libraries Award.

Works Cited

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ECHO for Refugees
Education. Community. Hope. Opportunity

Alireza Afshari @refugeelibrary
www.echo-Greece.org

MCULTP gave its newly established award for best paper, engagement and good and human library service to ECHO refugees at IFLA 2019 in Athens. After ECHOs fantastic presentation I talked to coordinators' Keira Dignan and Becka Wolfe, and asked what my library, Swedish International library, could do for the organization. They said that if possible, we could donate books, fiction and none-fiction, in different languages for both kids and adults. When I came back to Stockholm after IFLA I talked to my colleagues with different language competentencies to donate as many books as possible. At the end and after much effort we managed to collect about 60 kg, 70 - 80 books, in Persian, Dari, Arabic, Punjabi, Russian and Urdu and donate to ECHO. After the books were transported to Athens I received the attached text and two photos from these fantastic and engaged ladies.

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"On behalf of ECHO for Refugees I would like to thank you for the amazing donation of books we received from you at the Swedish International Library. It is really exciting to think of all those books ready to be catalogued and put on the shelves of our humble library to be given new life and new readers!

This year at ECHO we have witnessed the living conditions for refugees in Greece decline - as the headlines fade, so do the opportunities for thousands of people left stranded in isolated camps with no resort to recreation, reading or education.

When we came to speak at IFLA in Athens this August, we were encouraged by the response to our work of so many librarians - other people with a love of literature and the power of books, and an understanding that libraries can be so much more than simply a repository for books. This year we hope that ECHO can grow and flourish for the good of our library users, continuing to provide a stable service, a welcoming space and books to inspire people of all ages and backgrounds.

It goes without saying that without books we cannot have a library, and the multilingual nature of our project means that sourcing books is much more of a challenge. Farsi books are in very high demand, constituting 35% of our book loans. In addition, our keen library users are always demanding more books, something we love, but also struggle to fulfill. Week on week people return, sift through our collection and then ask when we were getting new books in! Your donation will ensure that the library can be fully stocked — and even stock rotated to keep the selection fresh — for this coming year.

We have attached a photo of one of our sessions just before we started our festive season break, where everyone from pre-school children through to parents and elders are taking advantage of our library space. We have another photo of our two most avid readers, two teenage girls who became friends through their love of reading. One of them, a Kurd from Northern Syria, met the other, an Afghani, through the library. Between them they probably know our collection better than anyone else, and I know they will be excited to see what 2020 brings."

The Value of Human Connection During the COVID-19 Shutdown

Tamires Okada. Librarian
Marista Escola Social Santa Monica

I am a school librarian, living in Brazil and I would like to share some practices developed during the COVID-19 pandemic, and also share some challenges faced in our school/country.

The library in question is located in Ponta Grossa city, state of Paraná in Brazil, and is part of a social school called "Marista Escola Social Santa Monica". The institution offers regular education, from elementary to high school and serves children and adolescents in situations of social vulnerability. The library is also a community library.

To continue the library's work "remotely", several strategies were adopted. Direct alignment with pedagogical coordinators and teachers was necessary so the library could assist both in the content sought by teachers and students, as well as in promoting actions of access to reading and information. Thus, the participation and monitoring of all school classroom groups by Microsoft's Teams platform, as well as groups on social media, became part of the library's daily activities.

The participation of the library in the groups, it is possible to bring students and even teachers closer together, who may ask for some content, or assistance and participation in activities carried out online. As a way of interacting with users, the library is helping with researches and activities in the disciplines and also providing access to reading materials, videos created by the library staff with stories, and exhibitions of new books which will be available to borrow when school reopen. And we know that sometimes they won't read or watch anything, but come just to write a comment or interact.

Unfortunately not all students are reached in this process, mainly due to socio-economic factors such as having no digital device (computer or smartphone) and access to the Internet. The library does not have a digital collection, which limits access only to materials in the public domain or available on the Internet. There is still the unfamiliarity of many students and family with the digital environment, which requires attention and availability from the librarian.

However, with these small actions it is possible to realize that there is an essential work that must be done continuously, considering ways to keep the library "open and alive" for users.

Part of this is to prioritize "humanized experiences" that assists people carefully and help them even if these issues go beyond access of reading and information. What makes the library an instrument for strengthening bonds and social support in vulnerable communities faced of difficult times.

Academic Library Response to COVID-19: The Case of the University of Macau Library

Priscilla Pun
Functional Head of Technical Process Unit of University Library
University of Macau Library

People in Macau had firstly heard about the novel coronavirus in early January 2020. The local Government organized a 24-hour "Novel Coronavirus Emergency Coordination Center" led by the Chief Executive of Macau SAR on 21 January 2020, in order to control and prevent the COVID-19. A "Special Webpage Against Epidemics" had also been established on the same day for releasing official information and updating news on COVID-19, as well as clarifying misreporting or fake news. UM staff had resumed to work on shift from 17 to 28 February 2020. Since 2 March 2020, they had resumed work as normal schedule of 5 days a week.

Security measures the temperature of everyone entering the library.

University of Macau (UM), a government-funded university, is located in Hengqin Island, Guangdong Province of China, and is under the jurisdiction of Macau Special Administrative Region. There are currently over 10,000 students, as well as about 1,600 academic and administrative staff at UM.

UM had partially resumed classes on campus starting from 20 April 2020, while online classes had been conducted via Zoom from early February 2020 to implement the principle of "Keep Learning amid Class Suspension". The UM Library had re-opened to the university staff and students on 20 April as well, in order to align with the class resumption on campus. During the closure of the Library, hundreds of enquiries and requests for online academic resources had been received and fixed by library staff via phone and email. A couple of requests for physical books had also been fulfilled that the books were picked-up by Library staff and provided to the users at the front desks of the Library. The due dates for book borrowing had also been extended until the Library's re-opening on 20 April 2020.

The following measures had been taken for the re-opening of the Library:

a. **Entering the Library:** All the staff and visitors must wear masks, undergo the body temperature checks, and present health declarations before entering the Library. The online personal health declaration for registration was developed and provided freely by the local Government. All citizens should use it to declare their daily health status when entering indoor public spaces in Macau.

b. **Library Use Instruction in Video:** A three minutes video (see https://youtu.be/tAnMVrhf9Zc) had been filmed by the Library played on the Library homepage and in a large TV at the entrance of the Library to instruct and educate users to use the Library safely and without worry.

c. **Social Distancing Measures:** To avoid crowd gathering and maintain the social distance of at least one meter, a maximum capacity of 300 concurrent users in the Library had been set. The exhibition halls, the auditorium and all the group discussion rooms in the Library were closed. The reading space had been re-arranged, and the number of seats reduced from 3,000 to 1,500. The distance between the seats should be at least one meter according to the guidelines of the local authorities.

d. **Disinfection of Library Facilities:** Regular disinfection of Library facilities, such as seats, bookshelves, computer facilities, elevators, toilets, etc., helps in ensuring the health and safety of staff and students. It is also essential to keep the Library well-ventilated by opening the windows if possible.

e. **Protection of Users and Staff:** Book sterilizers had been equipped for both users and staff to sterilize books whenever necessary. Users could simply borrow books by using the self-check machines and return books to self-service book return box. To further protect users and the frontline staff, plastic partitions had been installed at the service counters to avoid direct contact. They are about 1 meter high over the counters, transparent and hardly seen.

Preparing Bilingual LibGuides for International Students at the University of Iowa Libraries

My name is Shu Wan, originally coming from China, currently enrolling as a graduate student in the school of library and information. Meanwhile, I am also working as a graduate assistant in the Student Engage at Main (SEAM) program at the University of Iowa Libraries. With the aim of 'helping undergraduate students develop and improve research skills and critical thinking,", it is "dedicated to supporting undergraduate research, learning, and success.[1]" During the COVID-19 pandemic, I am endeavoring to create bi-lingual (English and Chinese) LibGuide and integrated interactive technology into the designing of the LibGuide. In this short piece, I will mainly discuss the concern about Chinese students' needs at the University of Iowa and the progress of my project in providing bilingual references to Chinese students on the campus.

As the only current non-American student assistant in the SEAM, I often need to answer questions raised by Chinese students. At the University of Iowa, the Chinese constitute the largest student population in recent years. According to my past research, "In the past five years, the number of UI international students from China has decreased from 4,136 students in 2013 to 3,192 in 2018." In my experience of providing reference services to Chinese students, I noticed that the language barrier profoundly affects their use of library resources. The proliferation of Chinese students on this campus indicates the imperative need for providing assisting with them in seeking and using library resources, which motivates them to make a plan to create a bilingual LibGuide.

During the COVID-19 pandemic, I transit to work from home and have more time to complete this project. In consultation with my supervisor, undergraduate student librarian Cathy Cranston, I spent a few weeks in creating an interactive bilingual LibGuide to assist Chinese students on the campus. The bilingual LibGuide mainly consists of the following sections: "Format your citation," "Find an article/book," "Reference Services," and "Interlibrary Loans." These sections cover the common questions Chinese students raised in my past reference services.

In addition to providing the bilingual services to Chinese patrons at the University of Iowa, another concern I took into account for creating the LibGuide is Generation Z's information behaviors model, which constitute the majority of college students on the campus. Compared to earlier generations, they may prefer to receive information through watching (audio) instead of reading (texts). Hence, traditional LibGuide, which primarily consisting of textual guide to how to use special, along with spare links to external resources and a few illustrations, are unfit for them. In accordance with their preference, I created some visual guidelines to instruct Chinese student patrons about how to use them. In those videos, I attempted to exemplify the use of library resources in some concrete cases, such as "how to find an electronic book regarding disability history in the United States."

Overall, during the COVID-19 pandemic, my colleague and I are engaged in providing better services to college students with diverse cultural backgrounds on the campus.

[1] "The University of Iowa Libraries," Who We Are - Students Engage at Main - The University of Iowa Libraries, accessed May 17, 2020, https://www.lib.uiowa.edu/seam/about/)
Shu Wan, "Opinion: Iowa Communities Benefit from More Chinese Art," The Daily Iowan, September 19, 2019, https://dailyiowan.com/2019/09/18/opinion-iowa-communities-benefit-from-more-chinese-art/)

The Role of The Indonesian Library Association in the COVID-19 Handling in Indonesia

Suharyanto, Librarian National Library of Indonesia. Publishing Section ILA

1. Introduction

This paper will describe the active role of the Indonesian Librarian Association (ILA) – Ikatan Pustakawan Indonesia (IPI) in handling and preventing the COVID-19 pandemic in Indonesia, specifically through the provision and dissemination of information during the COVID-19 pandemic. The active role that has been and will continue to be carried out is through the publication of digital books about COVID-19 and also the role of disseminating information, publishing IPI journals, and librarian discussions.

WBD 2020-IOF. Source: Perkumpulan literasi Indonesia

2. Digital books Publishing

The role of IPI in the COVID-19 pandemic in Indonesia was through the publication of digital books about COVID-19. The book "Seri Pustaka COVID-19" consists of 4 titles. These books were compiled by Suharyanto, as Chair of the Publishing Commission-IPI . The publication of this book is also a form of IPI participation in providing digital books that can be widely accessed by the public, especially during the Large-Scale Social Restrictions in several regions in Indonesia in the context of preventing and managing the spread of corona virus disease (COVID-19). This book is also published through a digital application https://ipusnas.id/

2.1. Collection of laws and regulations regarding COVID-19

This book has been prepared to meet the needs of the public for information on regulations relating to the handling of the COVID-19 outbreak. This book consists of 6 parts, including (1) Presidential Decree of the Republic of Indonesia Number 7 of 2020 concerning the Task Force for the Acceleration of Corona Virus Disease Handling. And (2) Presidential Decree of the Republic of Indonesia Number 9 of 2020 concerning Amendment to Presidential Decree Number 7 of 2020 concerning Task Force for the Acceleration of Corona Virus Disease Handling

2.2. COVID-19 : sumber dan rujukan karya ilmiah

Collection of writings taken from various scientific papers obtained from various sources and packed in one book. The book contains 6 titles of scientific papers, one of the titles contained in this book, namely "The Global Macroeconomic Impact of COVID-19: Seven Scenarios" written by Warwick McKibbin and Roshen Fernando of the University and Center of Excellence in Population Ageing Research (QUICK).

2.3. Serba-serbi PSBB COVID-19

This book consists of 5 parts, namely part 1 Introduction, section 2 Criteria for Large-Scale Social Restrictions, part 3 Guidelines for Large-Scale Social Restrictions, section 4 Criteria and procedures, and section 5 Closing. It is also accompanied by an Appendix to the legislation relating to Large-Scale Social Restrictions.

2.4. Glosarium Seputar COVID-19

The COVID-19 glossary is a special glossary related to reporting about Corona Virus Disease 2019 (COVID-19) in Indonesia. The word approach uses the word for word approach. The COVID-19 glossary is arranged alphabetically and is taken from various sources, especially from sources of laws and regulations regarding the handling of COVID-19.

3. Closing

The other role of IPI in the COVID-19 Pandemic period IPI also played an active role in providing and disseminating information related to COVID-19 through the IPI website https://ipi.web.id/. Information available on the web includes programs and profiles, news, membership, consultation, agenda, career information, and publications. IPI also plays an active role in publishing scientific journals which can be accessed through http://ipi.web.id/jurnal/index.php/jurnalipi. IPI is also actively involved in the World Book Day-Indonesia Online Festival Discussion on "Community-based library and development of digital publishing (E-Publishing)" acting as speaker Farli Elnumeri, as the Secretariat General of the Indonesian Librarian Association.

Successes and challenges connecting with communities as libraries experiment with new approaches and technologies

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With Raden Adjeng Kartini we honor a very special woman every year on April 21: She is considered a pioneer of the Indonesian women's movement and is very committed to education for girls and women. The perfect occasion for a cooperation between the Bremen Public Library and Diaspora Indonesia in Bremen e.V.

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For the third time we wanted to celebrate Hari Kartini Day this year with a mix of tradition and modernity in the event hall of the Bremen Public Library. Of course, this was not possible due to the current safety regulations. But the association came up with an alternative and called for a digital celebration: everyone could submit videos about the motto "Modern Women Empowerment". A joint Hari Kartini video was cut from the submitted videos and published online. The Bremen Public Library contributed media examples of pioneers who fought for women's rights and equality. As inspiring as all of these media examples are, they all have in common that they are very western and do not include such significant personalities as Raden Adjeng Kartini. It is all the more important that the association Diaspora Indonesia e.V. honors this groundbreaking woman with a festival every year and brings it to mind. The Bremen Public Library is pleased to be able to preserve and celebrate this cultural heritage together with the association. You can see the Hari Kartini video here.

Background: Raden Adjeng Kartini (born April 21, 1879 in Central Java (Dutch India); died September 17, 1904 in Rembang, Java). Kartini grew up as a Javanese princess and was therefore privileged to attend school. In addition, she completed an apprenticeship in the Netherlands. At the age of 24, she founded a girls' school for all Indonesians in 1903, regardless of their social status. That was the breakthrough in Indonesian education. Even after Kartini's death, other schools were founded on her model. Kartini is considered one of the greatest national heroines in Indonesian history. She was an Indonesian women's rights activist who is still perceived as a pioneer of the Indonesian women's movement.

Session

Panel discussion

The 105th All-Japan Annual Library Meeting

Kenji Murakami and Yasuko Hirata, Japan Library Association

The Japan Library Association held the 105th All-Japan Library Meeting at the Mie Center for the Arts in Tus city, Mie Prefecture, from November 21st to 22nd, 2019. Mie Prefecture is situated close to the center of Japan, along the Pacific Ocean. It takes approximately 3 hours to reach Tsu City from Tokyo; 90 minutes from Osaka; and 50 minutes from Nagoya by train. It was the first time in six years that a city other than Tokyo hosted the conference.

Mie Prefecture is well known as the hometown of the Iga-ninja. At the opening session on Nov. 21st, the ninja performance done by some of the descendants was a surprise event.

On November 22nd our committee (Multicultural Library Services) had a half-day session in the afternoon. The purpose of this session was to share the ideas and practices of multicultural library services which are conducted in Tokai area (located in central Honshu, facing the Pacific Ocean).

There were three presentations.

Dr. Naomi Wake, Assistant Professor of Mie University, made a keynote speech. Introducing the four-space model proposed by Henrik Jochumsen, she described desirable multicultural library services, showing both domestic and foreign cases. She also gave an overview of multicultural library services conducted in Tokai area.

Ms. Sanae Suzuki and Mr. Kinji Hasegawa for Hamamatsu Municipal Library (HML) talked about their practical experience of multicultural services. There are about 23,000 foreigners living in Hamamatsu city. HML started services to them in 2014. They recently introduced an e-book service.

Mr. Kentaro Azuma, language education specialist of the Japan Foundation, made a presentation about the online learning resources for Japanese language and culture. He suggested the following URL for patrons learning Japanese: https://minato-jf.jp/

"La Grande Temperance" by Niki de Saint Phalle at the Mie Center for the Arts.

University College London (UCL) Qatar – A Decade of Library and Heritage Education

James Toner – UCL Qatar

As UCL Qatar moves into its final academic term of its final year in Qatar, 51 students from around the world find themselves working on their dissertations as part of the MA Library and Information Studies and MA Museum and Gallery Practice programmes. Whilst the ongoing COVID-19 pandemic has certainly called for an innovative and adaptive approach to maintaining education and outreach initiatives at UCL Qatar, it has also provided an opportunity for a period of reflection on what has been achieved over the past decade.

UCL Qatar's rigorous MA Programmes, first launched in Qatar in 2010, have allowed students to pursue higher levels of expertise within the field of culture and heritage, and apply skills accumulated during their studies in practical environments. Since its inauguration, UCL Qatar has been a core contributor to the country's cultural heritage and knowledge management sector and graduated over 200 students, of which 21% are Qatari.

The class of 2020 is one of the most diverse in UCL Qatar's history, representing 26 nationalities and

comprised of 61% female and 39% male students. Many of the new arrivals have a deep passion for delivering on Qatar's wider promise of developing its knowledge-based economy and hope to expand the cultural heritage sector in the country.

Throughout its nearly decade-long presence in Qatar, hundreds of UCL Qatar graduates have made significant contributions to the broader development of a knowledge-based economy in Qatar, and globally. Graduates are working towards the development of the country's cultural heritage and knowledge management sector across iconic institutions like Qatar Museums, Qatar National Library and the British Library, among many others.

In addition to this, as one of the significant driving forces for engaging multicultural populations in library, information, and knowledge-based services and education in Qatar, UCL Qatar has led on several targeted initiatives to support this further, these have included:

› Fine tuning academic programmes to meet local needs (e.g. inclusion of Middle Eastern Librarianship) and the inclusion of multicultural aspects across all modules.

› Delivery of training and CPD events focussing on Arabic cataloguing, regional manuscript culture, understanding the needs of different communities in collection development.

› Translating and publishing research and related literature for professionals into Arabic.

› Global collaboration through the form of a 'Book Sprint' to develop the first international guide on setting up Cultural Heritage Innovation Labs - https://milenadobreva.net/2019/11/01/curious-about-how-the-open-a-glam-lab-book-had-been-created/

Dr. Sam Evans, Director of UCL Qatar, looked back at the institution's time in the country by saying: "In the past 10 years, our faculty, staff and alumni have been instrumental to our work here in Qatar, which has supported the development of the country's cultural heritage institutions. We have worked diligently to achieve the ambitious goals of the Qatar National Vision 2030 and made major strides in the development of the knowledge management sector as a result. I look forward to seeing the continuous impact our students will have in Qatar and beyond and am immensely proud of the legacy UCL Qatar has built in the country."

UCL Qatar will mark its 10-year anniversary at the end of 2020, which will also mark the successful conclusion of its contract with Qatar Foundation. This is in line with the re-shaping of UCL's Global Engagement strategy, which sees the University progressively developing partnerships based on international networks of collaboration.

Access to Non-English Medium Textbooks, Digitization and Copyright Law

Prasadi Kanchana Jayasekara, Senior Assistant Librarian, University of Ruhuna, Sri Lanka.

Sri Lanka is a small island situated in the Indian Ocean. Sinhala, Tamil and English are the most common languages speak in Sri Lanka. Among them Sinhala which is also known as Sinhalese is the mother tongue of the majority of Sri Lankan people. A large majority of the Sri Lankan universities are offering graduate and postgraduate degree programs in the English medium. However, few degree programs are offering in the Sinhala medium.

During the COVID-19 situation, to control the disease spreading, the government of Sri Lanka announced an island-wide lockdown. Hence, the libraries had to stop the majority of their regular services during the lockdown period. However, a significant number of academic libraries continued providing access to digital materials. Then, the universities decided to conduct online lectures using zoom. As a result of that, the demand for textbooks increased.

However, when fulfilling the information requirements of the students who are following their degree program in Sinhala, the libraries had to face difficulty. Since a significant amount of the Sinhala medium textbooks were published only in printed format, the library was unable to find electronic versions of those Sinhala materials requested by the students and the staff. Due to the current situation, postal services were also stopped, which was a major boundary for document delivery services. Hence, the only option librarians have is providing scanned copies of relevant works to their patrons. However, they have to pay attention to the copyright law of the county.

According to the section 11(2) of the Intellectual Property Act No.36 of 2003 of Sri Lanka, "The following factors shall be considered in determining whether the use made of a work in any particular case is fair use;
a. The purpose and character of the use, including whether such use is of a commercial nature or is for non-profit educational purposes;
b. The nature of the copyrighted work;

c. The amount of substantiality of the portion used in relation to the copyrighted work as a whole; and
d. The effect of the use upon the potential market for, or value of, the copyrighted work."

According to this, the Intellectual Property Act permits fair use of copyright works in teaching, scholarship and research. However, the next problem was digitizing the printed material.

Furthermore, according to the section 9(1) of the Intellectual Property Act, "the owner of copyright of a work shall have the exclusive right to carry out or to authorize the following acts in relation to the work –
a. Reproduction of the work;
b. Translation of the work;
c. Adaptation, arrangement or other transformation of the work;…"

Consequently, to scan a printed book, librarians have to take permission from the author/s of the relevant material.

In this scenario, to adhere to the Intellectual Property Act, libraries can take the following decisions regarding digitizing Sinhala medium textbooks.
1. Take written consent from the copyright owner regarding digitizing the publication.
2. Keep a digitized copy of the full publication as an archival copy in the library.
3. Provide only specific chapters/parts of each publication.
4. Limit the access to only students and staff who are engaging in a specific degree program that required this material.
5. Provide the material in view-only format (not downloadable format).
6. Limit the access time period to the semester and remove the material from LMS after the end semester examination.

However, contacting authors and taking their permission will be a very time-consuming process. Also, there may be some authors who are not willing to allow their materials to digitize. So, fulfilling the information requirements of non-English medium textbooks seems to be a very challenging task for Sri Lankan academic libraries.

Connecting During COVID 19 – NALIS' Heritage Library Division

Work with Multicultural Communities During the Pandemic

Charmaine Glasgow
Director, Heritage Library Division (Ag.), NALIS
Trinidad and Tobago

"It is an awfully sad misconception that librarians simply check books in and out ..."
- Jarrett J. Krosoczka, Author and Illustrator

Even before the pandemic hit the shores of Trinidad and Tobago, the Heritage Library Division (HLD) of the National Library and Information System Authority (NALIS) was combatting the many pronged problems endemic to libraries around the world: relevancy and lack of funding and human capacity. With the onset of COVID-19, our government instituted a stay-at-home order that shook the foundations of our day-to-day business. We could no longer physically host our target audience, social engagements were relegated to the past. Now more than ever, we had to find a way to go to them. We were left to answer the burning question, how in the wake of movement restrictions and the cancellation of public events, could we still serve?

NALIS is no stranger to using technologies to further its reach among its patrons. An engaging website, numerous databases and creative local content attest to this. But the pandemic posed some hurdles that HLD had to overcome. A bourgeoning social media presence and a nascent work from home policy left the HLD grappling with the twin problems of effective team collaboration via new communication technologies and enhancing our engagements via social media.

The pandemic forced the adjustment of many HLD plans, some mid-stream. In early March 2020, just before the stay-at-home order was enacted, the HLD launched its programme commemorating the 50th anniversary of the 1970's Black Power Revolution. The original agenda consisted of first-hand accounts by public luminaries, skits depicting the personal struggles of the period and a pictorial exhibition that celebrated a life changing moment in Trinidad and Tobago's history. Moving this programme on to our Facebook page proved laborious, but rewarding. Posts replaced panel discussions, videos were substituted for displays and the struggle that marked an important turning point in the country's history was highlighted in a series of commentaries and essays penned by those who were there.

In May, we faced similar challenges in celebrating Indian Heritage Month. Detailing the intricacies of the East Indian migration that occurred between 1845 and 1917 and the influences of this legacy, was the work of a dedicated team who painstakingly shifted this engagement on to the digital realm. This work was not without its challenges. Working from home is not inherent in our culture and we had to overcome numerous (hilarious) faux pas when holding remote team meetings for the first time. Ensuring quality work while managing the uncertainty of our daily lives definitely tested our professional mettle, while the comment section and hit rate provided the only metric of a job well done.

"Bad libraries build collections, good libraries build services, great libraries build communities."
- Professor R. David Lankes

As Director of HDL, one of the greatest pleasures to be had is in overseeing the Outreach Department of our division and I am keenly aware of the limitations of the available platforms in achieving the core mandate of connecting communities. With local internet penetration at 77% and social media usage at 62% according to the Digital Report 2020 (Kemp, 2020), NALIS knows that not everyone is being served in this new normal. But for those who can access, they deserve nothing less than our best efforts. As we look forward in this quarter to sharing a treatise on Patois, (an endangered creole dialect with influences from Africa and France), we know we need to push the boundaries of innovation and find ways to encourage more interaction and more participation from our publics whilst simultaneously safeguarding the well-being of our staff as we all adjust to a COVID-19 world.

Reference

Kemp, S. (2020, February 18). Digital 2020:Global digital overview. Datareportal. https://datareportal.com/reports/digital-2020-trinidad-and-tobago?rq=Trinidad%20and%20Tobago

ELSD serving our students remotely in new and innovative ways during the "Stay at Home" Ordinance!

Primatie Persad
Director, Educational Library Services Division, NALIS
Trinidad and Tobago

The Educational Library Services Division (ELSD) of the National Library and Information System Authority (NALIS) is responsible for library services in 133 secondary schools and 483 primary schools in Trinidad and Tobago. The Division is also responsible for library services in UNESCO and three corporate libraries in the Ministry of Education. Our mandate is to support the school's curriculum, assist with the learning process and the holistic development of our students.

With the unprecedented challenges presented by COVID-19 global pandemic, it has placed a strain on the continuity of a seamless learning process. Recognising this constraint, ELSD has taken on the task of continuing to serve students remotely in new and innovative ways during the "Stay at Home" Ordinance.

We have introduced the ELSD Digital Kid's Classroom for our primary school students and the ELSD Digital Secondary Classroom for our secondary school students. Thousands of e-resources aligned to the primary and secondary school curriculum were and are being identified, reviewed and compiled for various subjects at the different levels for Primary and Secondary Schools. These e-resources are in various electronic formats- websites, PowerPoints, PDFs, audio clips, videos, e-books, e-magazines. An ELSD Facebook page representing Educational Libraries was created to post these subjects contents in a systematic, easy and effective way for our students. To boost the reach of these information resources to the education community including but not limited to students, teachers, educators and parents they were and are being shared with the Ministry of Education to be posted on their Student Learning Management System as resource materials and to be integrated into lessons prepared by Ministry of Education. These resources are also being posted via NALIS' blog as another medium to reach our target audience.

ELSD has also launched an Ask–a-Librarian service where our patrons can ask questions on research, library resources and information services. Other platforms are currently being explored to find different ways to interact more and serve better our education community.

Google Classroom and Easy-Class Online Teaching software were selected as the preferred platforms for the delivery of Library and Information Literacy Curriculum. In the coming weeks, the school library staff will be required to use either of these e-classroom platforms to conduct Library Information Literacy Curriculum (LILC) classes live.

Other educational products/services are under research and development as we strive continually to meet the information needs of our users. Amongst them, is ELSD having a wider number of web pages on the NALIS' website where information on Research Skills, specifically topics such as how to conduct research, citations styles, avoiding plagiarism can be uploaded and shared with students and teachers across the nation. Another area of focus in the coming weeks is the creation and delivery of original e-content on storytelling, character development, how to do a bibliography, study skills, etc. (preferably in the format of video tutorials) which will assist students in succeeding in their examinations and contribute to their holistic development.

Library workers supporting one another and managing mental health and wellbeing in the workplace, or working from home

Candice Sutherland-Simpson
Printing Operator II
National Library and Information System Authority of Trinidad and Tobago – NALIS Preservation and Conservation Laboratory

The year 2020, the world saw COVID-19 cripple economies, thousands of lives lost, unemployment soared and the mental health of the general worldwide population became another raging crisis as a result. The National Library and Information System Authority (NALIS), being a catalyst for change, utilized the opportunity to showcase that library staff do a lot more than just shelving, repairing and lending books.

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With the uncertainty of COVID-19 and staff having no choice but to work from home, the real challenge just began. Remember, families are now at home, kids are also not at school, and the burden of bills may fall on a spouse even more so, especially if the other was affected financially due to the mentioned pandemic. Due to NALIS being a community-driven organization, the slogan, "One Nalis", was put on full display, virtually.

Thanks to social media, the staff at NALIS showcased that the organization is strengthened by its hard-working staff. Drum lessons, storytelling and promoting literacy as a whole, activities such as taking part in webinars and various departments, for instance the PAC Lab submitting ideas and other material for social media were implemented and executed. During this quarantine period, staff engaged with patrons online and social media by also doing the following; providing local recipes, beauty culture tips, Black power history in Trinidad and Tobago and even using the online platform to provide latest updates on COVID-19, just to name a few. From a psychological standpoint, these activities being conducted not only reduces the monotony, but it can also have a positive effect on one's mental health and wellbeing.

Interestingly enough, this "new normal" has allowed library personnel to be more engaged, vocal and the ideas and skills are being highlighted as individuals, staff departments and as an organization on the whole. This translates to wellbeing in the workplace, even though we are not physically there. COVID-19 demonstrates how essential we are. Our mandate for promoting literacy and education is even more validated with the closure of schools for the foreseeable future.

Change is the only thing that remains constant but over the course of time, however, there is one thing that never changes and that is the importance of people as it regards to managing their mental health and wellbeing in conjunction with employment, regardless of working from home or otherwise. The fabric of our very being and who we are can be complemented by the fact that we as a "people" are "One Nalis". Integrity, Pride and Passion, People-oriented and Team Spirit are the core values of the National Library and Information System Authority, not even a pandemic can make us forget who we are, it only revealed it.

"..not even a pandemic can make us forget who we are, it only revealed it."

Staff Members Display Creativity, Innovation and Alacrity

Jasmin Simmons
Director, Educational Library Services Division, NALIS
Trinidad and Tobago

The Public Libraries in Trinidad and Tobago have always been lauded for their stellar programming that include, storytelling sessions, book club meetings and a host of literacy centric events. These have helped the National Library and Information System Authority (NALIS) fulfil its mandate, in being the provider of "a national library and information service, easily accessible to members of the public, in order to facilitate cultural, economic, educational, political and social development of the people of Trinidad and Tobago" (NALIS Act 18 of 1998).

The COVID-19 pandemic in 2020 with its restrictions to 'stay at home' forced NALIS to look inward to see how it can remain relevant. As part of an initiative to expand the Authority's online presence, the organisation's Information Networks Division at NALIS led the charge by creating Facebook pages for all divisions which include, but are not limited, to the Heritage Library, the Educational Library Services Division (133 secondary and 483 primary school libraries) and 22 Public Libraries in Trinidad.

Encouraged to move programming to the virtual world, the Public Libraries Division (PLD) members of staff displayed their creativity, innovation and alacrity in populating these pages with new and ingenious material. Through these pages, NALIS has been able to connect with communities whilst increasing its client base.

Besides uploading the most up to date information on COVID-19 across Public Libraries for all age groups, staff has been able to launch new and traditional programming online. These include:

Storytelling - Live recordings and videos created by staff, authors and members of respective communities.

Online displays - Thematic displays documenting and sharing information on local and international festivals, national holidays, historic days and UN observances.

Arts and Craft or DIY sessions - Engaging sessions with hands-on demonstrations for persons all ages.

Online Book Club - book discussions via Zoom.

Author of Month- Video chat engagements with authors that reside locally and abroad supported with biographies, videos, live reads and, interviews.

Sign language sessions –Short videos providing basic introduction to sign language with a view to communicating with the hearing impaired community.

Reading Challenges – Literacy challenges encouraging the reading habit.

Spoken Word Challenge – video submissions of poetry pieces that reflect the effects of COVID-19

Spanish classes- Let's Speak Spanish - a series of short videos featured twice weekly to help all beginners learn the basics in Spanish.

Community Spotlight- Connecting with the businesses, organisations and individuals in a specific district to display their messages and bulletins.

Cooking segment- titled 'tricks and treats', this is a step-by-step photo guide for local recipes from members of the community

Word of the Day -This activity helps individuals expand their vocabulary and writing skills.

Scavenger Hunt- a learning activity for children than combines exercise. It involves asking them to find living or non-living things, indoors or outdoors.

Other elements of PLD's online presence include the creation of thematic days to emphasise signature original content:

Mindful Mondays- posts on health and wellness

Health Talk Tuesday- video health chats with a local Pharmacist

World Wildlife Wednesdays - a lecture series with a, Lecturer in Zoology.

Terrific Thursdays: crochet club sessions targeting adults and golden members.

Fact or Fiction Friday- information literacy sessions on E-learning.

Sweet and Savoury Saturdays - the exploration of sumptuous local cuisine from local experts via video.

Motivational Sundays – posts focussed on personal self-care.

COVID- 19 has given libraries the opportunity to reposition themselves and reconfirm their digital identity as information providers in a world of 'fake news'. At a time when schools and businesses are closed many individuals have turned to our pages for education and entertainment. We have extended our safe spaces and given voice to our communities, we have never been more connected.

Farah Al Qasimi
Between Two Worlds: Arab Americans in Detroit – Photo Exhibit

Jill Wurm, associate director of marketing and communications
Wayne State University

Since joining Wayne State in 2017, Dean of Libraries Jon Cawthorne opened up more library spaces for non-traditional events by local organizations and projects in order to establish the libraries as a welcome, safe space for the entire Detroit community. An institution that celebrates diversity, inclusion and exploration, the Wayne State Libraries are a blank canvas for people to bring ideas, viewpoints, creativity and community. The Knight Foundation grant, "Between Two Worlds: Arab Americans in Detroit," provided a unique opportunity for a collaborative partnership between the Wayne State University Art Collection and the Library System.

Held in the David Adamany Undergraduate Library earlier in March, Farah Al Qasimi's exhibition Brotherville featured work created during her one-month residency spent photographing Detroit's Arab American community. With Detroit having the largest Arab American community in the United States, and a large population at Wayne State University, it is important that our efforts reflect and recognize this rich culture. The exhibition uses her art as a tool to influence the perception of culture, race and belonging, as well as to reflect the richness of Detroit's Arab American communities. This program serves an important civic purpose far beyond beautification by using photography to communicate important information in the public realm. Because the exhibit was cut short due to the pandemic, we wanted to offer an opportunity for even more people to experience it by holding a social media campaign dubbed "Art in the Virtual UGL." Working alongside Wayne State University Art Collection Curator Grace Serra, we shared photos of the exhibit space in the library, thoughts people had shared around the exhibit and high-quality

photos from the exhibit itself across the span of a week on our Instagram account (@waynestatelibraries). The online exhibit saw a good amount of likes and comments sharing how much a celebration of this culture was needed.

Thanks to the public nature of social media, even more people were able to be exposed to the exhibit and because very few resources are needed to expand in this way, we plan to offer this as a component of future art exhibits in the library. Even better, we were able to tag the audiences that we thought would have the most interest in this exhibit, which was easier to do in social media than even traditional means. As a result, we were able to engage student art associations, Muslim and Arab American student organizations, the office of international students and more on each one of the photos. During the exhibit, a student who saw it on social media reached out to the Libraries to thank us for sharing it publicly as she had been unable to see it when it was in the physical space. That comment alone confirmed that we had made a good decision in moving it to a virtual space!

Share with us on Social Media

Follow us and tag us in your posts!

Instagram: @multicultural_libraries

Twitter: @ifla_mcultp

Facebook: @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

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

Multicultural Library Manifesto Toolkit

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

Contributors

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