

DECEMBER 2023

# NEWSLETTER

IFLA Library Services to Multicultural Populations Section

MCULTP SIG's session at WLIC 2023

## A word from the Chair

BY LEILI SEIFI, CHAIR

Greetings from Iran to all! I hope you are doing well. It is a matter of great honor and privilege for me to serve as the Chair of the Library Services to Multicultural Populations Section. I hope to live up to your expectations. I know I will, not because I have special powers or wisdom, but because we are fortunate enough to have a diverse and dedicated team and excellent officers with a supportive Division and Professional Council chairs. I believe that Sebastian Tarazona, Waleed Al-Badi and I will have the competent support to implement initiatives that help us meet our section strategic goals and objectives. I would like to take the opportunity to express my sincere gratitude to the great efforts and hard work of our past officers: Lan Gao (Chair), Andrew Finegan (Secretary), and Eléonore Clavreul (Information Coordinator).

*Read on page 02*



## IFLA Section Library Services to Multicultural Populations



**International  
Federation of  
Library  
Associations and Institutions**

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I was so happy to see our section actively contributed to WLIC 2023 in different ways:

- First we held our satellite meeting in Rotterdam entitled “Empowering Diverse Librarianship” on August 18, 2023.
- We held an Open session with the theme of “Why bother? How Libraries Support Minority Languages” on August 22.
- On August 23, section member Elisabet Rundqvist held a presentation with a following workshop titled “Lessons Learned from Sweden” on the changes in and challenges of library work directed to refugees and migrant populations.
- We also organized a much-appreciated section dinner for attending members, the first physical gathering since the pandemic.

I would like to give sincere thanks to all of the contributors as well as participants for this success.



Members of the section at WLIC 2023

Looking ahead, it is my pleasure to share with you that our section will be running different activities.

- We will host a free online mini-conference on the theme of “Libraries New Trends in Supporting Multiculturalism and Multilingualism”, on May 29, 2024. The MCULTP Mini-Conference explores how libraries and librarians support Multiculturalism and Multilingualism in their communities. This mini-conference intends to gather academic, public, and special librarians, as well as LIS professionals to share their ideas and experiences on the topic of the conference. Please consider submitting your excellent work and encourage your colleagues to do the same by February 29, 2024. More details can be found on the MCULTP webpage: <https://www.ifla.org/events/call-for-proposals-mcultp-mini-conference-2024/>
- The translation of the IFLA/UNESCO Multicultural Library Manifesto Toolkit into Arabic, Persian, and Portuguese is underway. I would like to thank Waleed Al-badi and Natalia Duque for contributing to this important work. You can contribute to this important work by writing to [ifla.mcultp@gmail.com](mailto:ifla.mcultp@gmail.com).

I would also like to thank the newsletter working group for their hard work, newsletter contributors, our standing committee members, and librarians who are serving multicultural populations.

In conclusion, we need your help in forging a productive and successful year for our section. Please reach out to me, the officers, Sebastian, and Waleed with any questions, feedback, and suggestions. I look forward to meeting you at various MCULTP events. Thank you everyone for your support of our section mission and vision worldwide.

We are fortunate enough to have a diverse and dedicated team.

LEILI SEIFI



Leili Seifi  
Chair 2023–2025  
IFLA Section 32  
Library Services  
to Multicultural  
Populations

# Multicultural Activities in Iran: Central Library of Alzahra University

BY THE ALZAHRA UNIVERSITY LIBRARIANS

In the era of information technology, the expansion of social interactions and increasing contacts between countries to arrive at globalization have led to multicultural societies. The ideological approach of multiculturalism considers people from different ethnicities, religions, races and nationalities to have equal citizenship rights so that each person can maintain their personal culture away from prejudice or deprivation of social benefits. Universities and institutions of higher education are not exempt from this and have moved beyond internal borders and provided a chance for the presence of international students both in-person and virtually within the country.

In this regard, to improve the level of educational and research capabilities of the university in accordance with international indicators, improving the position of the university among local and international institutions and universities, and increasing the exchange of knowledge and technology with international universities, institutes, and associations, Alzahra University has attempted to attract international students. Currently, 187 students and 243 alumni have studied in various fields such as accounting, psychology, engineering, painting, Persian language and literature, biology, and Arabic language and literature from a range of countries such as Russia, Turkey, Syria, Bangladesh, and Afghanistan, being members of Central Library of Alzahra University. In line with ensuring equality, social justice, and freedom of access to information, education, and learning, Central Library of Alzahra University provides services to all students regardless of their race, culture, religion, and ethnicity. This role of Alzahra University Central Library makes the university library turn into a social institution and in this way, adds to the cultural richness of society and its cultural identity.

Moreover, Iran has been a multicultural society for thousands of years hosting different ethnic groups. Studies have shown that the general public sometimes does not know enough about the languages and cultures present in the country. A multicultural society requires multicultural knowledge. Therefore, Alzahra University welcomes Iranian students from various ethnic groups with different cultures such as Lor, Baloch, Turkmen, Azari, Tabari, Gilak, Talesh, Arab, and Kurdish and in order to increase awareness of these cultures and languages in Iran, providing diverse library services to these students is one of its significant goals.



Provision of guide to the floors (book accession numbers, etc.) in English and Arabic is among these multicultural and unrestricted services in this library. In addition, holding tours to familiarize international students with Central Library in different languages by a skilled librarian is another instance. This library organizes tours at different periods of time in order to familiarize students with its activities, allowing them to be aware of the multicultural services. Furthermore, monthly workshops and training courses are held on topics such as using library resources in line with research goals and using research tools for international students. In order to build a collection to address the information needs of international students, this library periodically conducts an online survey and includes its results in its activities.



Moreover, in celebration of different common cultural occasions such as Nowruz, New Year, and the birth of Jesus Christ, this library has organized book exhibitions. In addition to the physical book exhibitions, this library introduces some of the exhibited resources on its website to enable maximum utilization. In addition to this, during the book week, it organizes book introductions with international student authors of the university and introduces best-selling books in home cities and home countries of these students. Also, this library organizes reading gatherings with the presence of Iranian students from Iranian cultures and ethnic groups, which, in addition to familiarity, brings them together and strengthens national solidarity.

Above all, Central Library of Alzahra University aims to introduce its multicultural activities through various platforms of social media so that the wider society can be informed about these services without any restrictions.

**Contact them :**



# Do I still have to sklapnout? An American librarian in Czechia challenges cultural barriers through lessons in book censorship

BY ANI PETRAK MPH

A Ukrainian woman recently told me about an interesting message in Czech heard by Russian-speaking immigrants at the train stations in Prague during the month of December:

**“Pozor, pozor: Policie varují...” (Attention, attention: police advisory...).**

Each of those words in the Czech announcement exists in Russian too, albeit with a different meaning:

**“позор, позор: полиция ворует...” (Shame, shame: police steal...).**

The Ukrainian refugees were shocked at how honest this new country was – they announced their corrupt police force over loudspeakers!

Language barrier issues often lead to funny or uncomfortable situations, but cultural barriers are even bigger obstacles to overcome. And in some cases, the toughest language barriers also represent big cultural barriers. Book censorship is a perfect example of this. Communism’s ghost means that the very idea of banning books may as well be taboo in the Czech Republic. When news comes across the ocean of book bans in the nation founded on free speech, alarm bells ring out behind stoic, Slavic faces.



Protest sign, Czechoslovakia, 1989. The sign reads “Don’t Live in a Lie.” Image source: <https://www.velvet-revolution.com/en/gallery/>

My American identity is a fragile privilege and an unwieldy weapon. Czech people are not really asking me about the mechanics of book banning. They are trying to understand a foreign mentality and worldview, a perspective that may seem unthinkable to them. As the only American in the Czech library system, I have a chance to expand the worldviews of those who are unlike me by challenging stereotypes, and a risky opportunity to oversimplify issues or set myself up to be judged, ridiculed, misunderstood...

It is intimidating. But isn’t this the “why” of free speech and press: to present new and different ideas to people in the hopes that minds are expanded?

In setting out to understand where these questions come from, I found that Czech history gives “censorship” a particular cultural meaning. The Kremlin banned books to punish authors who spoke out against them or their ideas. Bookstores were forbidden from selling these books, and if you had them in your home, you risked being turned in to the KGB. That could set you back a bit in your career, or it could mean you were stalked, threatened, and made to disappear along with your book. These efforts were meant to destroy the author and threaten the general public to not be so foolish as to take similar stands against the government.



Image source: <https://www.bbc.com/culture/article/20170724-the-writers-who-defied-soviet-censors>

In contrast, books in the United States are banned by smaller groups in order to prevent impressionable minds from accessing ideas which may cause harm to society. The rights of businesses and authors to sell books is inalienable, so these books are not kept from bookstores where they may be purchased. But shelving these books in public or school libraries? Where any young person can pick them up and be exposed to something controversial or different?



Image source: <https://www.zinnedproject.org/news/banned-books-week>

As a native English speaker, in the library I can turn virtually any topic into a language lessons. Adolescents especially love controversy and arguing, and they are eager to use their blossoming skills in critical thinking and reasoning with each other and with authority figures. How to better to exercise them than with a banned books lesson?

This topic leads to discussions of nature vs. nurture, the role of culture vs. individual responsibility, and media treatment of sensitive topics such as pedophilia, racist language, and abuse. Each time this lesson is taught, it leads to poignant discussions, but there is one that especially stands out.

In one class of 6th graders, a group of boys had selected a book from the Heartstoppers series. In answering a question about why the book was banned, one young man spoke between nervous giggles, "because it has something illegal on the first page."

I responded, "well, maybe not illegal, it's not against any law here, but many people think that two boys kissing is not appropriate."

Then came the young man's answer to my final question: "and why should people be allowed to read this?" Still nervously giggling under the eyes of all his friends, he responded: "Because... maybe... if someone is feeling.... that way.... They can know... that they aren't alone."

Ultimately, this is why we as foreigners can open ourselves up to the eyes and minds of others. Because maybe... if someone is feeling... that way... they can know.... That they aren't alone.



Source: collection of the author

*Ani Petrak is the director of the American Center in the Ústí Regional Library in the northern Czech Republic. She has experience in the non-profit, public, and educational sectors, working as a high school ESL teacher, freelance writer and linguist, worker in social services, and entrepreneur. She has presented as a speaker and panelist in the Czech Republic, Germany, and the Netherlands, and her writing has been featured in library publications in the United States, Germany, and the Czech Republic. She established an animal assisted therapy program at the library for work with refugees and young people with autism spectrum disorders. She has participated in collaborations with local organizations to serve refugees and in international partnerships with German libraries. She is currently writing a book on animal behavior and interspecies relationships.*

Contact them :



# Report from the 109th All-Japan Library Conference

BY MIYUKI HAMAGUCHI

The 109th All-Japan Library Conference in Iwate (Morioka City) was held in person for the first time in four years. The Multicultural Library Services Committee had a session meeting on November 17, 2023, under the title "Information and Multicultural Services in Daily Life: Through the Case of Iwate Prefecture".



Venue: Iwate Prefectural Library

**Yasuko Hirata gave a keynote speech titled "Information for Living for All Residents."**

Libraries need to provide foreign residents with information on living in the community so that they can live in harmony with local residents. This is because conflicts with local residents are often caused by ignorance of the rules of the community in which they live. However, such information cannot be provided without close cooperation with local governments and institutions.

The Multicultural Library Services Committee of the Japan Library Association conducted a fact-finding survey in 2015, which asked several questions about local governments and libraries except other questions about multicultural services of each library. The survey results revealed that the relationship between many libraries and local governments is not always close, and also revealed some problems with this relationship. The speaker concluded by saying that libraries must make efforts to have good relationships with local governments in the future and to deliver information about daily life to foreign residents in Japan.



Picture book reading in Japanese and English at Shizuoka City Miyuki-cho Library

**Hajime Naka (University of Tokoha) presented "a case study of multicultural service activities through collaboration between a local university and a public library in Shizuoka Prefecture."**

The population of foreign residents in Shizuoka Prefecture exceeded 100,000 for the first time as of the end of 2022. To nurture future multicultural leaders in the region, the University of Tokoha has started a collaborative project with public libraries in the prefecture (Yaizu City Yaizu Library and Shizuoka City Miyuki-cho Library) in 2021 and has conducted multicultural service activities led by university students.



For the Yaizu City Yaizu Library project, we :

- 1) created multilingual leaflets to promote library use and
- 2) planned and operated a multilingual book reading program for foreign residents raising children.

In addition, as part of a collaborative project with the Shizuoka City Miyuki-cho Library, the following activities were carried out:

- 1) picture book reading in Japanese and English,
- 2) multilingualization of the library signage, development of communication tools for foreign residents, and upgrading of the "conversation book" for use at the circulation desk.

The library's multicultural service activities, in which university students from local universities were proactively involved, promoted the cooperation and collaboration between the library, multicultural departments within local governments, and other related organizations and served as a driving force to develop the library's multicultural services to a new level.

**Junko Fukuyori (Tono City Education and Culture Promotion Foundation) presented their report as "Gateway connecting foreign residents and the local community".**

Tono City, located in the center of Iwate Prefecture, has 255 foreign residents as of the end of April 2023, accounting for 1.03% of the total population of 24,861. Most of them are foreigners working for companies in the city under the status of residence such as technical internship or specified skills. The Tono City Education and Culture Promotion Foundation works to promote education and culture in Tono City, support foreign residents, and promote multicultural community building.



Pongo Japanese language class

The foundation supports the Japanese language volunteer group "Pongo" and holds Japanese language classes in Tono City. The group holds Japanese language classes twice a month and "lifestyle" classes. The Japanese language classes use textbooks, Tono City's PR magazine, Iwate newspapers, supermarket flyers, and other materials as teaching aids to learn Japanese while conveying local information. Several times a year, Pongo takes students on a bus tour of Tono City, where they sample local cuisine, experience apple harvesting, and learn how to use public facilities such as the municipal library, museum, and civic gymnasium.

Local Japanese language classes play a major role not only as a place for foreigners to learn Japanese, but also as a gateway to the community.



Multilingual translator at Ichinoseki City Library

**Toshinori Sato (Ichinoseki City Library) reported on "Support for Foreign Citizens and Others in Ichinoseki City".**

Ichinoseki City has a population of just under 110,000 and is located in the southernmost part of Iwate Prefecture. The number of foreign residents is 1,011 (in 2022), accounting for about 1% of the city's population. In recent years, many of them have come to Japan for work as technical interns or for specific skills. Ichinoseki City established the Headquarters for Supporting Foreign Residents, etc. on May 15, 2023 to improve the environment in which foreign residents, etc. can live and work easily.

The Ichinoseki City Library's Multicultural Services collects books, magazines, and newspapers in foreign languages, as well as materials for learning Japanese language and Japanese culture and for multicultural and international understanding. The library has about 6,000 foreign-language materials in English, Chinese, Korean, Tagalog, Vietnamese, and Portuguese. In particular, the library collects picture books and materials for learning Japanese. And for communication with foreign users, the library utilizes a multilingual translator.

**Get more information :**

The Multicultural Library Services Committee, Japan Library Association  
Tono Education and Culture Foundation  
Ichinoseki Public Library

# Report Diversified Services Offered at International Picture Book Center in Kaohsiung Main Public Library

BY KAOHSIUNG PUBLIC LIBRARIANS

International Picture Book Center (IPBC), located on the B1 floor of Kaohsiung Main Public Library (KMPL), was established in 2014 as Taiwan's first international library of picture books. IPBC provides reading education that blends text and visual images, enabling them to integrate picture books' artistic aspects into their lives and expand their cultural horizons. Thanks to its diverse collection and picture book projects in recent years, IPBC has become a hub for picture book exchange in Taiwan.



KMPL's International Picture Book Center (IPBC)

## Images: A Universal Language

IPBC houses five sections dedicated to international picture books, original Taiwanese picture books, preschool books, periodicals, and large books, with a collection of 160,000 volumes of picture books in 27 languages from 43 different countries. It holds regular displays of picture books from different countries, including the US, Germany, Japan, South Korea, Indonesia, Malaysia, Myanmar, Vietnam, and more. Among the previously displayed are well-known picture books that have won international accolades, including the Hans Christian Andersen Award for Illustrated, the Kate Greenaway Medal, and the German Imagen Book Award.



Multilingual storytelling by Taiwanese new immigrants, and traditional water lantern cultural experience activities.

By gathering picture books from various cultures worldwide, children can read about and engage in various books, expanding their global perspectives and exploring different cultural landscapes.

## Family-friendly Parent-child Reading Space

The interior design of the IPBC incorporates motifs of ocean and forest in Taiwan. The space has an overarching curved structure that exudes friendliness, and it is equipped with a service desk shaped like a ship, various rabbit-shaped self-checkout machines, and a parent-child restroom featuring an ocean theme. Parents and children also enjoy reading together on a heart-shaped jigsaw sofa.

Among these facilities are a storytelling house and an AR reading experience room, which create a friendly and diverse environment that makes the library a crucial venue for parents to read with their children. For preschool children, the diverse language picture book collection broadens their perspectives, ignites their creativity, and builds a foundation for reading. IPBC's cozy setting brings parents and children together to strengthen their relationship in reading and enjoying the fascination of international picture books.



This World Reading Day, leading librarians from seven countries visited KMPL and discovered picture books from their own countries at IPBC.

### IPBC: More Than Merely a Place for Viewing Picture Books

IPBC houses a remarkable collection and frequently organizes multilingual storytelling events, lectures, and workshops. Moreover, it offers interactive dramas, interdisciplinary workshops, overnight activities, and author talks. In addition, IPBL holds Picture Books Sprouting Awards. The Award cultivates picture book talents in Taiwan by organizing picture book creation classes and discovering creative works from the award event. Picture Book Salon, a large-scale biennial professional forum, connects picture-book professionals with its industry. It offers picture book activities to readers of all ages and continuously advances the cause of reading promotion.



Picture Book Salon invites professionals in picture book-related fields to share and discuss various possibilities of the picture book industry, picture books, and reading.



The picture book creation class invites professionals in the picture book industry, including authors, editors, promoters, and lawyers to provide a series of courses. Picture-book creators in Taiwan could quickly familiarize themselves with the creation process and enter this industry faster.

### Fostering Mutual Understanding and Intercultural Exchanges in the City

As an international city in Taiwan, Kaohsiung is home to numerous immigrant families from Europe, the Americas, East Asia, and Southeast Asia. The multilingual collection at IPBC offers new immigrant families picture books of their mother tongues to maintain connections with their home counties; additionally, it assists the second generation in learning their native culture, promotes cross-cultural understanding, and facilitates the integration of foreign families into the local community.

The IPBC, a connection point for various ethnic groups, is a multifaceted and intergenerational community treasure. With its diverse services and multilingual collection, IPBC enriches local cultural life and fosters inclusivity and understanding of multiculturalism. IPBC allows the public to explore the language of images and creates an essential space for a picture generation to experience reading, hence holding significance in both social and cultural development in Kaohsiung.

Contact them :



# Creation and Uses of a Multilingual Library Terms Guide

BY KATIE ODHNER & EMILY REED

The Multilingual Library Terms guide on the Penn State University Libraries website serves as a tool to help students from a variety of language backgrounds navigate the complex landscape of academic library terminology. The guide, which can be found at <https://guides.libraries.psu.edu/libraryvocab>, provides definitions for a comprehensive list of terms often encountered during library research. It also includes translations for these terms in Arabic, Chinese, Korean, and Spanish.

The guide was created by Emily Reed and Katie Odhner, librarians at Penn State Harrisburg and Penn State Abington respectively, who work closely with international and multilingual students. While teaching research workshops to students who were non-native English speakers, we found that library vocabulary could be a barrier when navigating new systems for accessing information. Many terms, such as abstract, circulation, and periodical, have a different meaning in a library context from the definition most commonly found in the dictionary. By creating a guide with both definitions and translations, we hoped to support students both in learning useful terms for research, and in mapping these terms on to existing knowledge in their native languages.

We initially set out to create a brochure to distribute to students in classes and sought examples of existing multilingual library terminology materials. In this process, we discovered the Multilingual Glossary for Today's Library Users created by the ACRL Instruction Section. This resource, licensed under a Creative Commons Attribution-Non Commercial 4.0 International License, served as a foundation for our resource guide, which we decided to create online to allow for linking resources. We added a "How to Use this Guide" section with contextual information, and selected translations for the four languages most used by international students at Penn State. The decision to go digital proved prescient, as we published the guide in the early months of the pandemic



Penn State University Libraries

The Multilingual Library Terms guide is being used in a few different places to elevate its visibility and reach. It is linked on the Welcome Guide for International Students on the library website. It's promoted through the Libraries' Personal Librarian Program for international students. It's also linked from four course guides that support first-year composition and speech courses at Penn State Harrisburg. Finally, the guide is promoted during library instruction at Penn State Harrisburg to students who are enrolled in first-year composition courses designed for English language learners. During the library instruction session, the librarian shows students how to access the guide, why it will be useful, and how to effectively use it. As of October 2023, the guide has received over 2,700 views

In addition to its current uses, the guide has potential for broader applications. While the original intent was to support English language learners, the English Definitions of Library Terms page would benefit all students who seek to improve their understanding of library and research terminology. Seeking outreach opportunities that target all first-year students is a potential avenue for continued use. Another opportunity would be to record the words in audio format so that students can hear the pronunciations both in English and in the other languages included in the guide.

The Multilingual Library Terms guide is a resource that students, instructors, and community members may find to be useful in understanding library and research terminology. As the guide is published with a CC BY-NC license, other libraries are welcome to share and adapt the guide for their own unique populations and contexts.

*Katie Odhner, Reference and Instruction Librarian, Penn State University Libraries*  
*Emily Reed, Reference and Instruction Librarian, Penn State University Libraries*

**Contact them :**



# Minority and endangered languages at the University of Connecticut Library

BY RICHARD BLEILER & FYIANE NSILO-SWAI

Well before the United Nations declared 2019 to be the International Year of Indigenous Languages, the University of Connecticut Library recognized that speaking one's language is a human right and that losing a language means losing a part of the tapestry that is human heritage. The University of Connecticut Library thus acquired material about endangered and threatened languages, and in late 2021 the writers of this document began to create a Library Guide to assist users in locating library resources that would assist them in their researches and studies.

Recognizing that there is surprising variance in the definitions of endangered languages, the Library Guide opens by recognizing and embracing these disagreements, with definitions offered from the 2003 UNESCO document, *Language Vitality and Endangerment* and from Claude Hagege's 2009 *On the Life and Death of Languages*.

Different sections of the Library Guide offer links to discussions of the importance of endangered and threatened languages, maps to areas in which languages are dying, the UNESCO classification of endangered languages, and professional associations and societies that are connected with endangered languages. There are also, of course, links to the numerous research databases, reference resources, and maps and atlases that are available in and through the UConn Library. This guide is generally available at <https://guides.lib.uconn.edu/endangeredlanguages> though remote access to the commercial resources is restricted to those affiliated with the University of Connecticut.

UConn Library > LibGuides > Endangered languages > Overview

## Endangered languages — Overview

Resources for information about and the study of endangered languages

Search this Guide Search

- Overview
- Endangered languages: why they matter
- Where languages are dying
- UNESCO classification
- Research databases
- Finding books and eBooks
- Encyclopedias and biographical resources
- Maps, atlases, and media
- Citation guides and management tools
- Professional associations and societies

### Why is this an important topic?

"Every 14 days a language dies. By 2100, more than half of the more than 7,000 languages spoken on Earth—many of them not yet recorded—may disappear, taking with them a wealth of knowledge about history, culture, the natural environment, and the human brain" — National Geographic's Enduring Voices Project

### Welcome!

Welcome to the Endangered Languages Subject Guide. This guide highlights some of the UConn Library's many resources that are available to assist you in your researches on Endangered Languages.

### What is an endangered language?


There is surprisingly little consensus, even in the terms which are used to discuss them. One may also find references to *dying languages*, *vanishing languages*, *language obsolescence*, and *language attrition*, and anthropological linguistics often discuss *linguistic minorities*.

In the United Nations Education, Scientific and Cultural Organization (UNESCO) document *Language Vitality and Endangerment* (2003), nine criteria are listed for determining a language's vitality:

1. Intergenerational language transmission
2. Absolute number of speakers
3. Proportion of speakers existing within the total (global) population
4. Language use within existing contexts and domains
5. Response to language use in new domains and media
6. Availability of materials for language education and literacy
7. Government and institutional language policies
8. Community attitudes toward their language
9. Amount and quality of documentation

At the same time, these criteria are not absolute. A vital language may have a relatively small number of speakers, and a language with a large number of speakers may be at risk of being diluted to the point of non-recognition. In *On the Death and Life of Languages*, Claude Hagege recognizes this, stating that "languages accompany human groups. They disappear with them; or, on the contrary, if those groups are large and quick to spread beyond their original environment, the languages can be dispersed, in their wake, over vast territories" (p. 3).

### Contact Me




Fyiane Nsilo-Swai  
She/Her/Her

Email Me

Subjects:  
Anthropology & Archaeology,  
Communication,  
Sociology

### Contact me



Richard Bleiler  
he/his/him

Email Me

For all that the UConn Library's Endangered Languages library guide has been well received by the UConn community, it is also envisioned as only the first step in supporting research into endangered and threatened languages. The writers of this document are discussing and preparing a timeline for expanding its contents and focus. In particular, the writers hope to begin by offering expanded access to information about the endangered and threatened languages around the globe and in Connecticut and the other New England States.

Their hope is to obtain and digitize material held in the UConn Special Collections and, in conjunction with the GIS Librarian, begin to develop an interactive map, a geospatial access that provides visual connections to the resources dealing with the endangered and threatened languages. In addition, there is the hope to make available multimedia resources that offer presentations and discussions of endangered and threatened languages.

**Where Languages Are Dying**  
 Languages classified as threatened/ endangered in 2022, by region

Region	Number of Languages
North & Central America	222
South America	226
Europe/Russia	148
Africa	428
Asia	693
Oceania	733

\* Including the Caribbean  
 \*\* Including the Caucasus  
 Source: Endangered Languages Project

statista

[https://www.statista.com/chart/26867/endangered-threatened-languages-by-world-region/Armstrong, Martin. "Where Languages are Dying." Digital image. February 17, 2022. Accessed November 10, 2022. https://www.statista.com/chart/26867/endangered-threatened-languages-by-world-region/](https://www.statista.com/chart/26867/endangered-threatened-languages-by-world-region/Armstrong, Martin. )

**Endangered languages — Endangered languages: why they matter**

Resources for information about and the study of endangered languages

**United Nations: Economic Decade of Economic & Social Affairs - Indigenous Peoples : International Decade of Indigenous Languages 2022 – 2032**

"Optimistic estimates suggest that at least 50 percent of today's spoken languages will be extinct or seriously endangered by 2100. More pessimistic, but also realistic estimates claim that 90-95 percent will become extinct or seriously endangered by the end of this century. Most of these languages are indigenous languages. Humanity may well have only 300-600 oral languages left that are unthreatened by the end of this century". -- United Nations Department of Economic and Social Affairs Indigenous Peoples. International Decade of Indigenous Languages 2022-2032

For more information, source: <https://www.un.org/development/desa/indigenouspeoples/indigenous-languages.html>

**Endangered languages: why it matters | Mandana Seyfeddinipur | TEDxLSHTM**

**Join the International Decade of Indigenous Languages 2022-2032! (4 min.)**

Richard Bleiler, Collections and Humanities Librarian  
 Fyiane Nsilo-Swai, Anthropology, Archaeology, Communication, and Sociology Librarian  
 UConn Library

Contact them :  



# CALL FOR PROPOSALS MCULTP MINI-CONFERENCE 2024

**Conference Theme:** Libraries New Trends in Supporting Multiculturalism and Multilingualism

**Date:** Wednesday, May 29, 2024

**Time:** 8 am–1 pm Eastern

**Venue:** Zoom (online)

The MCULTP Mini-Conference explores how libraries and librarians support Multiculturalism and Multilingualism in their communities. This mini-conference intends to gather academic, public, and special librarians, as well as LIS professionals via a free online Zoom event.

Examples of topics of interest include:

- Advocating for dedicated work for multicultural and multilingual populations
- User experience as a way of developing relevant services
- Library services and collections focused on national minorities
- Library services focused on immigrant minorities
- Curating collections for endangered languages (minority or indigenous languages)
- Working from the perspective of right holders (human rights, conventions, and national legislation)
- Assessment of library services, resources, and collections focused on multicultural populations

Proposals are not limited to the topics above. The conference is interested in receiving a wide range of proposals that embrace the conference theme. We are especially interested in proposals that provide new perspectives on how libraries support multiculturalism and multilingualism.

We will be accepting the following 3 formats of presentations:

1. Panel (35 minutes)
2. Presentation (15 minutes)
3. Lightning Talk (7 Minutes)

To submit a proposal please fill out the submission form. To learn more about the conference, please visit: <https://www.ifla.org/units/mcultp/>

**Proposal submission deadline:** February 29, 2024

If you have any questions, please contact the Conference Committee : [ifla.mcultp@gmail.com](mailto:ifla.mcultp@gmail.com)

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## Additional resources

IFLA/UNESCO Multicultural Library Manifesto  
<http://repository.ifla.org/handle/123456789/731>

Multicultural Library Manifesto Toolkit  
<https://www.ifla.org/ifla-unesco-multicultural-library-manifesto-toolkit/>

Multicultural Communities: Guidelines for Library Services, 3rd Edition  
<https://www.ifla.org/resources/?oPubId=631>

An Overview: Multicultural Communities: Guidelines for Library Services Four-page summary  
<https://www.ifla.org/resources/?oPubId=6646>

Previous newsletter issues: <https://www.ifla.org/resources/?oPubId=650>

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