



The International Federation of Library Associations and Institutions



Image: A local Fijian woman at the Multicultural Festival, Melbourne, Victoria, 20 October
Fiji Day celebrations, Melbourne, Victoria, 15 October 2022
Photographer: Leigh Henningham for the National Library of Australia

Multicultural collecting at the National Library of Australia: Two targeted projects

For just under two years, since 2021, the National Library of Australia has been working on two large-scale cross-format collecting projects with multicultural Australia. The first focuses on Australians with Chinese heritage, while the second focuses on Fijian Australians. These projects are part of the Library's commitment to increase the diversity and representativeness of the Library's collection. They

recognise that Australia is a nation of migrants. Indeed, according to the 2021 Census, 27.6 per cent of the population were born overseas and nearly half of all Australians (48.2%) had a parent who was born overseas.

Chinese Australian migrants are the oldest continuous migrant group to Australia after migrants from the British Isles. They form the largest Overseas Chinese community in Oceania.

Per capita, Australia is home to more people of Chinese ancestry than any country outside of Asia. Chinese Australians come from diverse backgrounds and locations. These include mainland China, Taiwan, Macau, Malaysia, Indonesia, Singapore, Vietnam, the Philippines and other parts of the world.

Australia is home to more Fijian people outside of Fiji than
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Message from the Chair

Dear Colleagues,

Greetings from Cleveland Ohio! I hope you are doing well. This is my last "From the Chair" column as I will be completing my 2nd term as Chair of this committee after IFLA WLIC 2023. I would like to take this opportunity to welcome our incoming standing committee members:

1st Term:

Natalia Duque (Colombia)
Camille Lefebvre (France)
Clara Lukin (Australia)
Michele Villagran (USA)
Hong Yao (USA)

2nd Term:

Eléonore Clavreul (France)
Miyuki Hamaguchi (Japan)
Sebastian Tarazona (Sweden)

The following members will be leaving our committee, I thank you for all your contributions and wish you the best:

Anita Basak (India)
Simona-Marilena Bursasiu (Romania)
Andrew Finegan (Australia)
Suela Jorgaqi (Switzerland)
Leslie Kuo (Germany)

Our Section will host a satellite meeting on August 18, 2023 at the Dutch national centre of expertise and repository for research data, The Hague. Aiming to promote peer coaching and learning opportunities for library workers with diverse cultural backgrounds, the satellite meeting "Empowering Diverse Librarianship" will explore different avenues and discuss viable solutions of strengthening multicultural librarianship for all in the profession. Through open dialogues and exchange of opinions, we hope to provide a learning opportunity for library workers to enhance the diversity and inclusion experience in the workplace. I would like to give special thanks to our Standing Committee member Dr. Theresa Byrd for working tirelessly to create



and coordinate the satellite meeting. This satellite meeting is free to attend. Registration will open soon. More details could be found on the IFLA WLIC 2023 website at <https://2023.ifla.org/>.

During IFLA WLIC 2023, our Section will host an open forum on August 22, 2023 at 11:30 a.m. The topic of this open session will be focusing on why libraries need to play a role in protecting minority languages and preserving our cultural heritage. We welcome you to join us and share your perspectives on the role of our libraries in preserving minority languages and humanity heritage. I appreciate our Standing Committee members Elisabet Rundqvist and Sebastian Tarazona's help with this open forum. We hope to see you at the forum and join the dialogue. Please visit <https://2023.ifla.org/> for more details.

During the last four years, we have worked together as a team to achieve our committee goals; weathered the storm caused by a once-in-a-lifetime pandemic; and strengthened our ties with global communities that represent a full spectrum of cultural diversity. I feel fortunate to have worked together with you and become familiar with each individual member. I will cherish the memories created by all

of you while we try our best to connect with each other, celebrate the cultural uniqueness, and make a positive impact in supporting and promoting multiculturalism in our profession.

I would like to give huge heartfelt thanks to our Secretary Andrew Finegan and Information Coordinator Eléonore Clavreul, for their continued support of me as well as committee work. I have enjoyed working together with them during the past few years on completing IFLA reports, hosting business meetings, uploading documents to IFLA repository, and promoting Section projects on our social media platform. I would not have been able to fulfill my duties as Chair without their contribution.

Lastly, as always, most sincere thanks to our standing committee members, newsletter contributors, colleagues and friends of this section for your dedication and support. I look forward to connecting with you in person at WLIC in Rotterdam this year.

Best wishes to all!

Lan Gao
Chair 2019-2021, 2021-2023
IFLA Section 32
Library Services to Multicultural Populations

Multicultural collecting at the National Library of Australia (cont'd)

any other country. People from Fiji have migrated to Australia since the 1800s but the pace and scale of migration to Australia increased substantially during the 1970s.

The two targeted projects will see an increase in material created by and about these communities across all the formats that the Library collects. This includes archival collecting, ephemera, published material, web archiving, commissioned photography and oral history interviews. The two collections will be as geographically expansive and cover as much of Australia as is possible. While the Library has substantially increased its collecting from multicultural communities in Australia since the 1990s, these two projects are unique in their scale and by including collecting from all formats that the Library collects.

Collecting from communities historically underrepresented in cultural institutions requires a careful and deeply collaborative approach. Engagement has been a key part of the success of the two projects. A further component of success has been the recognition that the projects involved collecting with communities – and not from communities. Throughout the

projects, the Library has communicated widely across the country with stakeholders. It has also authored blogs and created a webpage where people interested in taking part in the oral history projects could express their interest. Social media posts have met an enthusiastic response. The Library's initial social media posts attracted more than 7000 engagements.

Oral history has been perhaps one of the ways the Library has most extensively worked to collect the perspectives and histories of Australians from multicultural backgrounds. For these two projects, the Library recognised the importance of training new oral historians with cultural knowledge and language skills to allow for the broadest possible inclusion of participants and experiences. As a result, the Library is now able to conduct interviews in Fijian and Mandarin, Cantonese and Hokkein.

The Australians with Chinese heritage oral history project aimed to collect 90 oral histories and the Fijian Australians oral history project aimed to collect 60 oral histories. At the time of writing this article, both aspirations had been met. For the Fijian Australians oral history

project, three oral history interviews were either conducted entirely in Fijian language or included Fijian language. For the Australians with Chinese heritage oral history project, seven interviews were conducted in Mandarin and eight interviews were conducted in Cantonese.

While the projects are due to conclude by July 2023, the Library's commitment to these communities will not end then. We will continue to collect materials from these communities (and of course, so many other communities) into the future. The Library's collecting will be enhanced by the new oral history interviewers – who have brought language skills and rich cultural knowledge – to their interviewing. The Library has also developed and extended other significant relationships and has raised awareness about the diversity of the Library's collection and collecting more broadly.

Dr Shirleene Robinson
Director, Curatorial and
Collection Research
National Library of Australia

New Committee Member: Dr Michele A. L. Villagran

Dr. Villagran is an accomplished educator, innovative speaker, entrepreneur, consultant, cultural intelligence and diversity & inclusion expert with over 25 years of experience in the public and private sectors. Villagran's research focuses on diversity and social justice in library and information science and cultural intelligence phenomena within libraries. Villagran is an Assistant Professor with the School of Information at San José State University, San José California, USA. Villagran equips students and LIS professionals with cultural competence skills and an understanding of diverse communities, emphasizing the need and obligation to serve and advocate for diverse and underserved populations within LIS. She hopes to bring her expertise to this section and expand her research to focus on issues central to library services and collections to cultural and diverse minorities. She looks forward to learning from all of you.



Find her online:

[Twitter](#)

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On the edge of extinction: a user-centered librarianship supporting weak and disappearing languages and cultures with few individual users

On a global scale, one language disappears every two weeks. Before the end of this century [some 3000 languages will cease to exist](#), unless the global community commits to prevent it by active actions.

The vast majority of the languages with alarmingly few speakers are indigenous languages, but also languages usually called (national) minority languages. Language pockets in one country, or in several countries where borders divide the same group of people. They have a long historic presence in the area, many hundred, sometimes thousands of years.

The number of speakers is low, and/or the language has an inferior and sometimes suppressed relationship to the majority language. Even if the language has a national status, other languages might impact the use of the language due to other factors like the education system.

In many cases the language has been put under strong pressure to assimilate to the majority language, and are

losing native speakers at a rapid pace. For each generation the fluent speakers become fewer and fewer.

When a language are on the edge of extinction there are two possible scenarios:

1. Document as much as possible to preserve what's left of the language and save for the future.
2. Support revitalisation with active actions, and work with the speakers and with the language.

[Cornish](#) might be an example of the first scenario, a revived language that currently has the status of a protected national minority language.

There are examples of successful revitalisation, the second scenario. [Hawaiian](#) shows that determined speakers and supportive structure can reverse the situation and raise new generations of native speakers.

The preservation of languages is a global responsibility, we have several international conventions and declarations to [safeguard](#) and

protect all languages.

National, regional and local levels can support the individual level in various ways. Still, it is up to the individual to use a minority language, to transfer to the next generation and to claim a social space for the language. By creating supportive and welcoming places in the local community, and in the library, the individual might choose to use a minority language and feel proud to be a speaker.

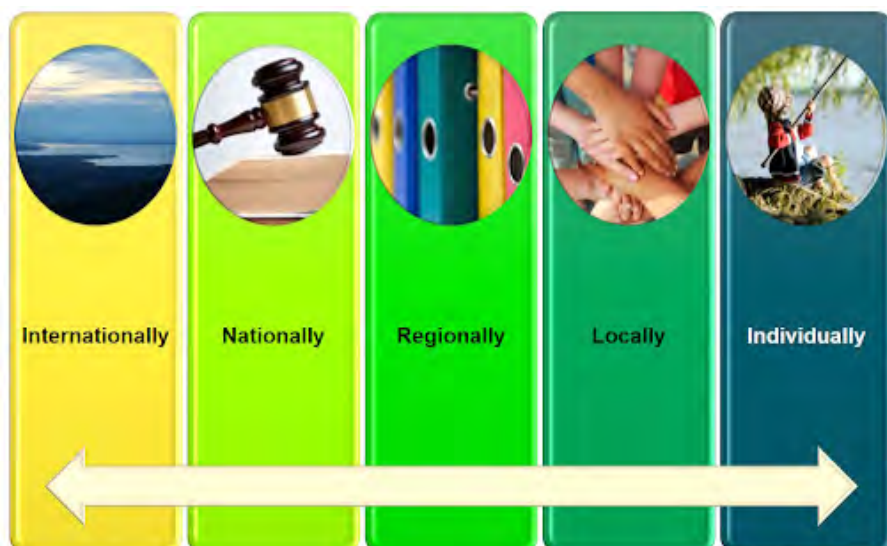
A common challenge is to provide literature and services in small languages that are on the edge of extinction. Well-thought-out and strategic efforts are needed to be able to compensate for a severely limited production of literature in the language.

Recently the [National Library of Sweden](#), the [five special libraries for national minorities](#) and [The Institute for Language and Folklore \(Isof\)](#) met for exploratory workshops together. What can libraries bring to revitalization and what can language specialists provide to the library context?

Some insights from the workshops:

- Starting with a plan for active actions and staff education, the library can become a place where the culture and minority language is accepted and welcomed.
- The library can provide content; of course literature, but also oral content like storytelling, singing, music etc. Programs and activities, on site or by digital channels.

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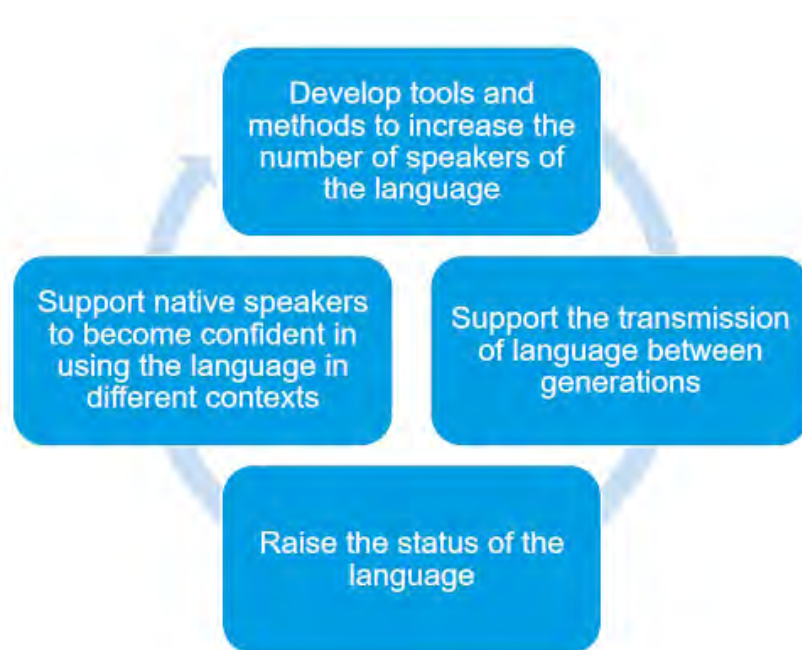
- The library is an enabler, providing the space and the content and a warm welcome by using signs in the languages, posters, flags or other symbols showing that the library cares.
- The library can be the arena where revitalization takes place, the process of transferring the language happens when people meet and interact, with each other and with the library content.
- The library has to take the first steps even if there are no users identifying themselves to the minority group. It takes courage to identify your shelf belonging to that particular minority. Due to a past history of suppression and discrimination the trust is low.
- Minority users have an extremely low expectation that the library can deliver content in the minority language. The library needs to work with outreach promotion and activities to reach the minorities.
- It takes time (!) and endurance to build trust, create dialogue and find key persons that could be the forerunners.

The language promoters and specialists develop the methods, tools and new contexts for language revitalization, such as language nests, language immersion, cultural activities connecting to the language and to revitalization, enlarging the social space where the language is used, and working with bilingual signage.

To my knowledge Sweden is unique in this area. The Swedish government has commissioned the National Library of Sweden, the [Swedish Arts Council](#) and The Institute for Language and Folklore (Isfof) to support and

strengthen the five national minority language; including raising awareness in Swedish society about the five minorities, work against discrimination and hate speech towards the national minorities. The commissions are funded by the government.

Elizabet Rundqvist
Special advisor within the field of libraries and National Minorities and the Sami Indigenous people
National Library of Sweden



The two diagrams are created by Sari Pesonen, The Institute for Language and Folklore (Isfof).

New Committee Member: Hong Yao

My name is Hong Yao. I am currently working as Director of Technical Services for the Queens Public Library. I lead a team of over 100 staff to ensure that materials are properly selected, ordered, cataloged, prepared & delivered for 65 locations to satisfy the demand of residents in Queens.



Throughout my 25 years of career in the public libraries, I have been active in finding ways to serve our immigrant populations in New York City. I am looking forward for a chance to exchange ideas with fellow committee members and to collaborate on projects that might benefit the multicultural populations globally!

Meriam Mir for every little Queenslander

This year, every baby born in Queensland, Australia is receiving a free storybook featuring words in Meriam Mir, a severely endangered language of the Torres Strait.

The children's book *Is this your egg?*, written by Thursday Island author Ella Kris and illustrated by Emma Cracknell, will be available to new parents across Queensland with the support of the Bounty Bag network.

The book is from the 'Stories for little Queenslanders' series created for First 5 Forever – a Queensland Government early literacy program coordinated by State Library of Queensland in partnership with local governments.

Is this your egg? tells the story of Henry the hermit crab, who finds a small egg on the beach and travels across mudflats, hot sand and tall grass to find the egg a home. Interwoven through the picture book are the Meriam Mir words for the animals Henry encounters along his journey. The book contains a glossary of the language words and how to pronounce them.

'I wanted to give children an opportunity to see what it was like growing up on Thursday

Island, so I could promote some of the language words that we use for creatures that people see all the time on the beach,' said Ms Kris.

'When the kids read it, they'll be able to understand how to say duck, or how to say snake, or how to say crab in my native tongue.'

Meriam Mir is one of two traditional languages in the eastern islands of the Torres Strait and includes Erub (Darnley Island), Ugar (Stephens Island) and Mer (Murray Island).

Data from the 2021 Census, conducted by the Australian Bureau of Statistics, indicate there are 259 Meriam Mir language speakers. UNESCO lists Meriam Mir as severely endangered.

'State Library has a crucial role to play in the protection and revitalisation of First Nations languages,' said State Librarian and CEO, Vicki McDonald AM FALIA.

'As a library of influence and through our public library partnerships, we can bring First Nations languages into the mainstream with initiatives like First 5 Forever.

'Promoting awareness of First Nations languages through



Mother and child reading *Is this your egg?* at Marsden Library in Queensland, Australia. Photo by Masimba Sasa

our early literacy programs will ensure Queensland's first languages are documented and part of our everyday.'

State Library has made *Is this your egg?* available in all public libraries across Queensland and it is freely accessible online.

The 'Stories for little Queenslanders' books reflect the diversity of Queensland and aim to inspire a love of reading and discovery in a new generation of readers. The books have also been translated into other languages including Auslan (Australian sign language), Arabic, Vietnamese, Punjabi and Korean.

New parents can get a free copy of *Is this your egg?* through the Bounty Bag which can be collected from most maternity hospitals, pharmacies, GPs, and obstetrician and ultrasound clinics across Queensland.

Anita Lewis
Coordinator, Communications
Marketing &
Communications
State Library of Queensland

New Committee Member: Camille Lefebvre

I am an independent trainer and facilitator, on a mission to make libraries an asset for local governments and private structures. My experiences in France, Argentina and Madagascar made me a firm believer that libraries are a wonderful tool for building multicultural communities. My participation in the MCULTP section is motivated by my wanting to connect with peers and to know better other contexts and ways of being a librarian.



The role of the National Library of the Republic of Indonesia in maintaining and developing regional languages in Indonesia



Penelitian untuk pemetaan bahasa di Indonesia yang dilaksanakan Badan Pengembangan Bahasa dan Perbukuan, Kementerian Pendidikan dan Kebudayaan dilakukan sejak 1991 hingga 2019. Bahasa daerah (tidak termasuk dialek dan subdialek) di Indonesia yang telah diidentifikasi dan divalidasi sebanyak 718 bahasa dari 2.560 daerah pengamatan.

Badan Pengembangan Bahasa dan Perbukuan, Kementerian Pendidikan dan Kebudayaan
Jalan Daksinapati Barat IV, Rawamangun, Jakarta Timur. Telepon (021) 4706287, 4706286, 4866558, 4894546. Faksimile (021) 4750407

Pos-el: badan.bahasa@kemdikbud.go.id © Badan Bahasa, Kemdikbud

Sumber gambar: Peta Bahasa Kemendikbud.
<https://petabahasa.kemdikbud.go.id/index.php>

Based on study data conducted by the Language Agency, Ministry of Education and Culture in 2018 and revised in 2019, it is stated that 718 regional languages in Indonesia have been identified and validated from 2,560 observation areas. The distribution per province is as follows:

- (1) Aceh = 7 languages.
- (2) North Sumatra = 5 languages.
- (3) West Sumatra = 3 languages.
- (4) Bengkulu = 6
- (5) Kalimantan languages.
- (6) Riau = 5 languages.
- (7) Riau Islands = 1 language.
- (8) South Sumatra = 7 languages.
- (9) Lampung = 6 languages.
- (10) Bangka Belitung Islands = 2 languages.
- (11) Jakarta = 4 languages.
- (12) West Java = 2 languages.
- (13) Banten = 3 languages.
- (14) Central Java = 2 languages.
- (15) Yogyakarta = 1 language.
- (16) East Java = 3 languages.
- (17) West Kalimantan = 9 languages.
- (18) Central Kalimantan = 23 languages.
- (19) South Kalimantan = 10

- languages. (20) East Kalimantan = 16 languages.
- (21) North Kalimantan = 11 languages.
- (22) Balinese = 5 languages.
- (23) West Nusa Tenggara = 11 languages.
- (24) East Nusa Tenggara = 72 languages.
- (25) West Sulawesi = 9 languages.
- (26) Southeast Sulawesi = 14 languages.
- (27) Central Sulawesi = 21 languages.
- (28) Gorontalo = 3 languages.
- (29) Maluku = 62 languages.
- (30) North Maluku = 19 languages.
- (31) Papua = 326 languages.
- (32) West Papua = 102 languages. and can be accessed [here](#).

Of the 718 languages that have been validated, there is a possibility that regional languages in Indonesia will become extinct. Therefore, the role of the National Library of Indonesia and also provincial public libraries throughout Indonesia is needed to participate in preserving regional languages in Indonesia.

The idea that will be conveyed in this paper is to build

a regional language repository in Indonesia by strengthening collections of regional languages in Indonesia to become a library as a space for learning and preserving regional languages in Indonesia. This idea can be implemented through the Role of the National Library of Indonesia (Perpusnas).

The National Library has taken a role in the preservation and development of regional languages in Indonesia, among others:

1. Strengthen in accordance to Law Number 43 (2007) concerning Libraries, where article 1 states that the National Library functions 'as a supervisory library, reference library, deposit library, research library, preservation library, and library network center, and is domiciled in the national capital.' In this case, the National Library has a function as a preservation library including the preservation of local language collections in

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Indonesia.

2. The National Library of the Republic of Indonesia is a reference center for collections of regional languages in Indonesia. Currently the National Library of the Republic of Indonesia has a collection of 27,228 copies of regional languages in Indonesia. Consists of 18,456 monographs, 3,023 cartographic materials, 2,369 microforms, 1,396 periodicals, 336 sound recordings, 243 electronic sources, 121 video recordings, 21 manuscripts, and Braille, as many as 10 copies. and can be accessed [here](#). These collections can also be borrowed either read in place or brought home.

3. The National Library of the Republic of Indonesia is a cultural center through the development and preservation of regional languages in

Indonesia. The National Library provides a special room on the 24th Floor of the National Library Service Building on Jalan Medan Merdeka Selatan. This space can be used openly by the general public in cultural development including the development of regional languages in Indonesia.

4. The National Library of the Republic of Indonesia provides digital collections with Indonesian language subjects through the Khastara web portal which can be accessed [here](#). Currently, there are 16,320 titles and 101,054 copies available, including collections on regional languages.

Provincial Public Libraries

Provincial Public Libraries throughout Indonesia can play a role in preserving their regional languages in each province,

including through activities such as:

1. Recording the existing oral traditions in each province as an oral collection of regional languages
2. Making the local language the language of communication once a month in the public library, including in existing formal activities such as seminars or meetings using the local language
3. Conducting a study on the use of regional languages in each province
4. Collecting literature specifically related to regional languages in each province

Suharyanto Mallawa
Librarian at National Library of Indonesia
Chairman of the Publishing Commission of the Central Board of the Indonesian Library Association

New Committee Member: Natalia Duque Cardona

Woman, mother, feminist, teacher, researcher, activist. Associate Professor at the University of Antioquia. She is currently studying the program in postdoctoral research in Critical Theory and political-methodological perspectives on transformative inclusive education in the Global South of the Center for Latin American Studies of Inclusive Education (CELEI), Chile. She has a PhD in Human and Social Sciences. Master of Education with emphasis in Intercultural Studies. Librarian. Coordinator of the research line Libraries from Abya-Yala: societies and cultures from the South of the Inter-American School of Library Science. Researcher in the Group of Studies and Research in Information Media, Representation and Social Markers of Difference of the Federal University of Paraíba.



My participation in the Section of Library Services to Multicultural Populations responds to an ethical, epistemic and political position regarding my work as a librarian, teacher and researcher. For twelve years my work has focused on promoting that the library and librarianship aim at the dignity and social justice of all people. My work has sought

to develop a librarianship with and from the communities and territories, through the development of an action-research program and a foundation proposal called Abya-Yala Libraries. By participating in the section, and being an associate professor at one of the main universities that provides professional training in library science in the region, I hope to be able to contribute from Latin America and the Caribbean, to establish dialogues and alliances in favor of life and justice, from an anti-colonial, intercultural, intersectional perspective of situated knowledge that favors human capacities.

You can find my work [here](#).

Preserving language and culture through the library



Australia is the land of the Aboriginal and Torres Strait Islander Peoples. Australia is made up of multicultural communities that work, study and/or live with the main language of communication being English, or Australian and Auslan. Through generations, language and culture can amalgamate with the main language of the country. If by choice and not imposed, it is great! However, there are times where this is forced due to factors relating to country dynamics, resource availability, misguided information and migration policies, among others.

At the Multicultural Centre for Women's Health (MCWH), we advocate for women to engage and learn about their health in their language because we understand that communicating in the preferred language of a person and using a culturally appropriate approach is paramount for women to access and understand information, as well take action about their health.

Developing qualitative information in accessible formats about health in various languages in addition to English

takes time, planning, and has a cost. MCWH sees this as an investment in improving the health of women from migrant and refugee backgrounds.

MCWH is fortunate to have a core health education program that goes out to meet women in their workplace and communities to speak in various languages about women's health, such as sexual and reproductive health, occupational safety, mental health and wellbeing, and women's safety.

The multilingual library and resource collection fiercely supports the program and other MCWH activities through information and knowledge management and sharing. The health educators speak various communities' languages and share key messages on health in a culturally appropriate way which resonates with the women participants. The appropriation of messages by communities is essential to achieve meaningful changes aiming at social justice and health equity.

MCWH Library and resource also advocate for health information to be made available in languages for established communities such as Arabic,

Chinese, Greek, Italian, Tagalog, Vietnamese.

We also advocate for information about women's sexual and reproductive health, occupational safety, mental health and wellbeing, and women's safety to be accessible for newly arrived communities speaking Burmese, Dari, Farsi, Hindi, Fijian, Karen, Oromo, Punjabi, Pashto, Somali, Tamil, Turkish.

MCWH is an intersectional feminist organisation and the library collection reflects this approach. Our library resources illustrates the journey of feminism, gender equality, intersectionality, LGBTIQ experiences, **and** women's reproductive & sexual rights.

MCWH preserves language and culture through the library because we understand that with language, culture also comes identity, connection and learning for future generations.

I was born in Australia and raised in an Italian culture. I speak both Italian and English and sometimes in the same sentence, all subconsciously. Language, culture, also encompasses our identity and connection. It is paramount that library's support, preserve, and celebrate language so we can all learn from each other's culture.

If we do not preserve language, culture, women's rights and their involvement in our libraries then our stories, our journey's will become lost and obsolete. Language, culture and our journey are too important, colourful and bright to be hidden. It should be showcased in our libraries.

Carmela Ieracitano
Multilingual Library & Resource Coordinator
Multicultural Centre for Women's Health

Orientation courses for immigrant and refugee library professionals: new good practices in Germany

If you moved to a new country tomorrow, how would you find a new library job? I have talked to many people in this situation and it is not easy to figure out how to apply – and then to be hired. Not least because, unfortunately, many employers have little experience in hiring immigrants and making sure their libraries are welcoming places to work. The MCULTP section will be hosting a satellite on 18 August all about supporting immigrant and diaspora library workers and I would like to give you a preview what I will talk about there: a new orientation course we have started in Germany.

Starting in March 2022, over one million refugees have come to Germany from Ukraine. Thanks to close contacts with the Ukrainian library association, German librarians connected with colleagues who had to flee (see the June 2022 MCULTP newsletter about Svitlana Zaiko, a library manager from Nikolaev now working in my library district). This inspired several of us to finally implement our dream: a welcome course for experienced library workers to help them overcome obstacles in applying to German libraries. We got the idea in 2018, after I interviewed many immigrants working in the Berlin public libraries about challenges they faced in finding jobs. First, understanding job descriptions and the formalities of job applications in Germany is not easy. Then, they faced scepticism from employers who have vague doubts about the validity of foreign degrees or the work permitting process. We

wanted to offer a course – with an official certificate – that could open more doors for people like them.

The war on Ukraine made this situation more visible and gave the project momentum. We, a team of library and information educators and librarians, pitched a two-week online course to the Humboldt-Universität zu Berlin, which agreed to add it to the non-degree certificate program. We quickly found a whole crew of library experts eager to teach as volunteers or during their work hours. The course was free and open to library professionals from any country, as long as they already had education and experience in the profession, as well as sufficient German to start applying for jobs. Thus, we were not teaching “Basics of Library Science”, but rather, focusing on aspects of the German library landscape that might be different in their countries of origin:

- the role of German library system within the governmental and educational structures here, including relevant laws,

- an introduction to professional communities, library associations, etc.,
- an overview of different kinds of jobs and work in libraries, including “hot topics” in German public and academic libraries (children’s programs vs. Open Access),
- collection development and cataloguing practices in public and academic libraries here,
- and of course, how to prepare a German-style resume and apply to jobs!

We advertised via library association websites and newsletters (including IFLA, of course), networks for immigrants and refugees, social media and posters at local libraries. In September 2022, forty-two enthusiastic library professionals joined the course, hailing from around the globe (from the Middle East, North and South America, Asia, elsewhere in Europe and beyond). There were lively discussions and lots of questions. A feedback survey made it clear: we would definitely repeat the course in September 2023!

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Photo: Leslie Kuo

What can *you* do in your country to improve job opportunities for librarians just arriving from other countries? Here are our tips:

1. Consider copying our course! We were surprised how simple it was to organize. Many people volunteered to help. Now that online teaching is common, you do not need a physical classroom and students can join from all over your country.
2. Ask yourself if your library communities are truly welcoming and open. Here in Germany, when course participants asked about groups and committees they could join, we realized that most are for library association members and others already employed at a library. Consider what networks you can offer to those not yet on a library staff or in an association.
3. Consider carefully whether your library's requirements for job applicants are reasonable. One example: some Berlin libraries require experience with the specific, made-in-Berlin software the public libraries here use. How can people practice if they do not work here yet? And do staff really need a specific Library and Information Science degree? Take into consideration that this degree does not exist in some countries – such as the Netherlands, which has amazing libraries!
4. Create opportunities for immigrant library workers to gain practical experience. Offering internships really improve people's chances of being hired. Yet unpaid

New Committee Member: Clara Lukin

I have enjoyed working in libraries for the past 23 years, starting as a Casual Library Officer, and coming from a Hospitality background.

Currently, I am working as Library Coordinator – Midland Library, a role I have been in since 2008. In particular, from 2015 to 2020, I developed and managed multicultural programs, firstly at Midland Library and then across six library branches.

I am working in different ways, from supporting new migrants through to helping parents share their traditional stories with their children. Sometimes it's important to collaborate with other organisations or work with people in the local community to do this.

I am looking forward to learning and working with you all, hearing from different



perspectives about the delivery of services to our communities, and exploring ways to connect people in our community, provide opportunities for learning and see what the future brings us.

internships can be problematic and some libraries have no budget to pay interns. Library associations could create stipends for internships or job-shadowing programs for immigrant and refugee library professionals.

The most important thing we learned: if you are a library manager with the power to hire staff, you have the opportunity to open doors to colleagues from other countries who face closed doors at so many other institutions. So many times, an application is pushed gently aside just because it seems like too much trouble to sponsor a non-citizen for a work permit or just easier to hire someone from

a nearby library branch. If we do just a little more work, we can make a big difference for colleagues who are far from home – and give them a new professional home in our library communities.

Thank you my colleagues who collaborated on this course, including Ulla Wimmer, Ute Engelkenmeier, Frauke Schade, Stefan Schmunk, Sophia Manns-Süßbrich, Ieva Ketzler and Svitlana Zaiko.

Interested in our course in September 2023? Learn more [here](#).

Leslie Kuo
Pankow Public Library District
Berlin

How Libraries Help to Protect Minority Languages

This is a brilliant and important initiative from our section. IFLA is known for its role in speaking for the voiceless; and this is one example of how it shines light where local practices fail to make things happen. Protection of indigenous languages is particularly necessary for the countries which use colonial languages for their mainstream broadcasting and communication. These countries, although independent of their former colony, fail to promote their indigenous languages, and as such, lack the benefit of enjoying their natural heritage. I am very aware of how much confusion and misunderstanding the use of borrowed language throw into communication within communities. This issue is much more prevalent in African countries. Nigeria, for example, was a British colony with three

major minority languages, Hausa, Yoruba and Igbo, the only promotion and protection libraries give is holding small collections of materials in the indigenous languages. Majority of library holdings are in English because it is the language in use for academic pursuits. This system makes it difficult for individuals to excel in developing their abilities to write in their native languages.

However, the future is likely to be different considering the outcome of the most recent surveys that show that English is spoken much less at home than any of the other three languages. Secondly, many agencies, including those from Britain are actively working on translation projects to native languages albeit in religious subjects. I certainly think that it makes sense for libraries to help in the promotion of native



languages; and very much look forward to seeing the way forward in encouraging libraries to support their native languages.

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Christiana Ikeogu is a retired librarian. Although she lives in Britain, she was born and bred in Nigeria. Her native language is Igbo.

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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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