
INTERNATIONAL GUIDELINES FOR LIBRARY SERVICES TO DISPLACED POPULATIONS

Draft for Global Public Consultation

JUNE 19, 2021
IFLA

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First Edition, 2021

Endorsed by the IFLA Professional Committee.

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Acknowledgements

This publication was made possible through the efforts of an excellent group of experts from around the world who worked as a virtual team to produce this set of recommended guidelines. These guidelines could not have been completed without the hard work of the primary editor, Despina Gerasimidou and of the Working Committee who provided input and direction, conducting in-depth interviews with selected library staff of libraries that serve displaced populations and reviewed the draft document providing valuable advice shaping the final one. Early in our work developing the guidelines, we conducted a survey to determine how libraries were serving the target population. We received 352 responses from 32 countries. We thank all librarians who completed the survey. Their responses informed the direction and detail of the final guidelines. We hope these guidelines are helpful in improving service to an audience needing to be welcomed and informed about how to make a life in a new country. In responding, we help displaced persons realise their potential to enrich our communities, while

also further confirming the role of libraries as open, democratic, all-inclusive, and welcoming spaces.

The LSN gratefully acknowledges the important contributions of this excellent group of individuals.

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Important explanatory note:

In those guidelines we interchangeably use the phrases “displaced people”, “displaced persons” or “displaced populations”, to mean refugees, migrants, immigrants, and asylum seekers.

Disclaimer: We do not suggest that there is one library service model that can work for all these groups. One size does not fit all. However, we provide ideas on various matters, so that each library decides what suits them best.

Foreword

Imagine you want to improve your and your family's lives, and you are prevented from doing so in your own country. There can be many reasons why people are displaced and find themselves in a new country: war, climate change, the current pandemic, work, political reasons. No matter the kind of limbo state you find yourself in, not only do you have needs and concerns, but you also bring your own values and cultural identity.

Libraries can indeed help displaced people in dire conditions, while displaced people and their diversity can lead to greater cultural awareness and community enrichment.

These new guidelines outline the support and the values to be found at the local library.

The key values of the International Federation of Library Associations and Institutions (IFLA) guide its work. Among these are:

- The endorsement of the principles of freedom of access to information, ideas and works of imagination and freedom of expression embodied in Article 19 of the Universal Declaration of Human Rights.¹
- The belief that people, communities, and organisations need universal and equitable access to information, ideas and works of imagination for their social, educational, cultural, democratic, and economic well-being.²

IFLA's work supports the United Nations 2030 Sustainable Development Goals (SDGs) which are now more important than ever. "The pandemic has not only highlighted existing injustices –it has generated injustice on its own. The UN reckons the pandemic could force over 200 million people into extreme poverty"³ and this means access to information and knowledge will be limited, especially for vulnerable groups.

Librarians understand that serving displaced populations can present challenges for libraries. Governments have different levels of official acceptance of displaced populations. Even if a government is welcoming, the country's residents or library's staff members may not be. Libraries may need additional assistance to provide essential language, education, and training services. They may also need additional resources to provide enhanced and multilingual digital and collection services. Libraries will have to reach out to other government agencies, NGOs and IGOs serving displaced populations so they can collaboratively provide the best support.

The International Guidelines for Library Services to Displaced Populations are designed to provide guidance to libraries as they embark on this critical journey of service.

¹ One of the values of the IFLA Strategy 2019-2024: <https://www.ifla.org/strategy> (last accessed: 18 February 2021)

² One of the values of the IFLA Strategy 2019-2024: <https://www.ifla.org/strategy> (last accessed: 18 February 2021)

³ <https://www.economist.com/leaders/2020/12/19/the-year-when-everything-changed> (last accessed: 18 February 2021)

Summary

In these guidelines, you will find practical advice to help you in your daily work of providing needed services to displaced populations. Our aim is to communicate the gist of the immense amount of work that is currently being done around the world and to provide librarians with a practical guide, in a simple and comprehensive format.

Here is a summary of the guideline chapters:

Libraries as human rights actors: the most essential international treaties and agreements affecting displaced people.

15 Key Messages: the core of the guidelines. These 15 key messages are a compact list of items librarians should consider when designing, delivering, or evaluating services to displaced persons.

Library service ideas: ideas of library programmatic support to displaced persons, including examples that illustrate how services are already being offered by libraries around the world.

Library rules and policies: suggested library rules and policies to help libraries tackle complex issues.

Library staff training: tips and what to avoid to better communicate and reach out to vulnerable groups.

Needs Assessment: what information to collect, how to do it and who to ask. Ideas of how to identify the continuing needs of displaced persons.

Evaluation: what and how to evaluate the library services to displaced persons.

Top-5 challenges and solutions: a list of the most common and current challenges a librarian might face when designing, delivering, or evaluating services to displaced populations, and practical solutions to each challenge.

A closer look: the cases of an American, a European and an Australian public library: dive into detailed case studies of an American library (Denver Public Library), a European library (Library of Sint-Jans-Molenbeek in Brussels) and an Australian library (Libraries ACT in Canberra, Australia).

Methodology: methodology used to generate these guidelines.

Final remarks – Looking ahead: Closing remarks and future planning.

Appendix - Glossary: definitions of the term “displaced populations” and specifically the four groups: refugees, migrants, immigrants, and asylum seekers. These groups are entwined with complex legal matters, affecting the services your library can offer. We propose starting with a holistic and global approach.

Libraries as human rights actors

Libraries can play an important role in safeguarding human rights, particularly the rights to information, to education and to freely participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits:

“Cultural rights are an integral part of human rights and, like other rights, are universal, indivisible and interdependent. The full promotion of and respect for cultural rights is essential for the maintenance of human dignity and positive social interaction between individuals and communities in a diverse and multicultural world.”⁴

The **IFLA Code of Ethics**⁵ defines the core mission of libraries as “to ensure access to information for all for personal development, education, cultural enrichment, leisure, economic activity and informed participation in and enhancement of democracy”. Librarians around the world have embraced this mission of the library as a sanctuary and as a safe and welcoming place, providing access to information for all, including vulnerable groups and in particular displaced populations.

The right to information is protected by international and regional human rights conventions. The International Covenant on Civil and Political Rights includes in the Article 19 the “freedom to seek, receive and impart information and ideas of all kinds” as part of the right to freedom of expression⁶. It has subsequently been adopted in the Article 13 of the UN Convention on the Rights of the Child⁷ and in Article 21 of the Convention on the Rights of Persons with Disabilities.⁸

Access to information and knowledge is a key factor that affects
inclusiveness,
non-discrimination,
participation.

The link between the right to information and other rights is obvious:

*** Without access to information,** asylum seekers, for example, would not learn about their civil and political rights, including their right to a fair asylum procedure.

*** Without access to information,** refugees, migrants, and immigrants would have no opportunity to learn about educational programmes, job offers, healthcare services, housing opportunities, etc.

⁴ United Nations/Committee on Economic, Social and Cultural Rights (2009): General comment No. 21, Right of everyone to take part in cultural life (art. 15, para. 1 (a), of the International Covenant on Economic, Social and Cultural Rights), <https://undocs.org/en/E/C.12/GC/21> (last accessed: 18 February 2021)

⁵ IFLA (2012) IFLA Code of Ethics for Librarians and other Information Workers (full version) <https://www.ifla.org/publications/node/11092> (last accessed: 18 February 2021)

⁶ United Nations: International Covenant on Civil and Political Rights <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CCPR.aspx> (last accessed: 18 February 2021)

⁷ United Nations: Convention on the Rights of the Child <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx> (last accessed: 18 February 2021)

⁸ For an overview of the most important human rights treaties see here <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CoreInstruments.aspx> (last accessed: 18 February 2021)

Think also about mechanisms that support rights in situations of intersectional vulnerability in contexts of migration, such as gender identity, childhood, and disability.

Below, we provide you with a compact list of information package that touches upon the main legal issues associated with human rights, relevant treaties, and key organisations.

Human Rights

Human rights are rights inherent to all human beings. This means that every human being is born with human rights, and they can neither be given to you nor taken away from you.

In other words, human rights are rights we all have, simply because we exist as human beings, regardless of our nationality, migration status, gender or gender identity, race, religion, language, or any other status. Like all human beings, so are displaced persons protected by international human rights law, regardless of the status they have in their transit or host country. Based on the Art. 1 of the Universal Declaration of Human Rights

“All human beings are born free and equal in dignity and rights.”

The principles of universality, equality, and non-discrimination are the cornerstones of international human rights law. This means that human rights are universal and valid world-wide. Despite different traditions and cultural diversity, they form a core of rights which apply to all human beings. Civil, political, economic, social, and cultural rights must all be implemented in their entirety.⁹

The Universal Declaration of Human Rights¹⁰, adopted in 1948 by the United Nations, is the first human rights document to recognise the equal rights of all people worldwide. It brought human rights into the realm of international law and since then, the United Nations has diligently protected human rights through legal instruments and on-the-ground activities. Although the document is not legally binding, it forms the foundation of the below nine legally binding human rights treaties of the United Nations:

1. International Convention on the Elimination of All Forms of Racial Discrimination (1965)
2. International Covenant on Economic, Social and Cultural Rights (1966)
3. International Covenant on Civil and Political Rights (1966)
4. Convention on the Elimination of All Forms of Discrimination against Women (1979)
5. Convention against Torture (1984)
6. Convention on the Rights of the Child (1989)
7. Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (1990)
8. Convention on the Rights of Persons with Disabilities (2006)
9. International Convention for the Protection of All Persons from Enforced Disappearance (2006)

⁹ https://www.nuernberg.de/internet/menschenrechte_e/menschenrechte_e.html (last accessed 18 February 2021)

¹⁰ The Universal Declaration of Human Rights has been translated into hundreds of languages and dialects
<https://www.ohchr.org/en/udhr/pages/Language.aspx?LangID=eng> (last accessed: 18 February 2021)

An international human rights treaty is not binding on a country unless its government ratifies it. By ratifying, a country takes on an obligation to respect, to protect and to fulfill the human rights set out in the treaty. Many human rights treaties have been ratified by a majority of the 193 UN Member States.¹¹ The International Convention on Migrant Workers, however, has so far been ratified by only 55 states (as of October 2020). This Convention explicitly spells out that all human rights guaranteed in the core human rights treaties apply to migrant workers and their families, including those in irregular situations.

The Office of the High Commissioner for Human Rights (OHCHR) is the leading UN entity on human rights.

Global Compacts

The “Global Compact for Refugees” and the “Global Compact for Safe, Orderly and Regular Migration” are international agreements approved by the UN General Assembly in December 2018 to better protect refugees and migrants and to better support host countries. Both build on existing international law and on the UN 2030 Agenda. The Compacts emphasise the human rights of all migrants and refugees and call on all countries to guarantee their protection. The Compacts are not legally binding. However, by signing them, member States agree to a set of common rules and commit to cooperate with one another.

Refugees and Asylum-seekers

The **1951 Convention relating to the Status of Refugees and its 1967 Protocol**¹² is the key international treaty on the protection of refugees. The Convention defines the term “refugee” and outlines the rights and obligations of refugees, as well as the legal obligations of States to protect them. The 1967 Protocol removed geographical and temporal restrictions from the Convention.

The Refugee Convention

- ✓ defines the term “refugee” as an individual who is outside their country and unable or unwilling to return to it due to a “well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion”.
- ✓ establishes the core “non-refoulement” principle that refugees should not be forcibly returned to a territory where their lives may be in danger. The rights of refugees contained in the 1951 Convention include: the right to work (Articles 17 to 19), the right to housing (Article 21), the right to education (Article 22), the right to freedom of religion (Article 4).

The international Refugee Convention is complemented by regional treaties that also address the rights of refugees.

¹¹ Use the “Status of Ratification Interactive Dashboard” to see at a glance maps of the ratification status of human rights treaties, or the status of a country with regard to the treaties <https://indicators.ohchr.org/> (last accessed: 18 February 2021)

¹² The 1951 Refugee Convention and 1967 Protocol: <https://www.unhcr.org/1951-refugee-convention.html> (last accessed: 18 February 2021)

- An “asylum seeker” is a person who has applied for refugee status and has not yet received a final decision on their claim. While they are waiting for a decision, asylum seekers have limited rights in their country of asylum. Asylum-seekers in the European Union who do not fall within the definition of the Refugee Convention can get “subsidiary protection” for reasons that include war, violence, conflict, and massive violations of human rights.

The agency of the United Nations High Commissioner for Refugees (UNHCR) has been mandated by the United Nations to advocate for compliance and implementation of the Refugee Convention.

Migrants and Immigrants

No international convention comparable to that for refugees exists for migrants. Migrants’ rights are implicitly or explicitly expressed in public international law instruments, e.g. international labour law.

The International Organization for Migration (IOM) is the principal intergovernmental organisation working in the field of migration. The International Labour Organization (ILO), has developed international standards specifically addressing labour migration and migrant workers’ rights.

See the Glossary in the Appendix (page 82) for detailed definitions and to identify the differences between the terms ‘migrant’ and ‘immigrant’.

Important subcategories of migrants, that librarians should have in mind:

❖ International migrant

While there is no formal legal definition of an international migrant, most experts agree that an international migrant is someone who changes his or her country of usual residence, irrespective of the reason for migration or legal status. Generally, a distinction is made between short-term/temporary migration (covering movements with a duration between 3 and 12 months) and long-term/permanent migration (referring to a change of country of residence for a duration of one year or more).¹³

❖ Labour migrant

Someone who moves within their own country of residence or across international borders, for the purpose of employment. A significant number of persons moving within the same country for work purposes can face the same barriers or challenges faced by international migrants, such as discrimination and difficulties in integration. Although such challenges may be greater for migrants moving across borders, they are not totally absent also for internal migrants.

¹³ United Nations Department of Economic and Social Affairs (UN DESA), Recommendations on Statistics of International Migration, Revision 1 (1998) para. 32.

❖ Irregular migrant

Although a universally accepted definition of irregular migration does not exist, the term is generally used to identify persons moving outside regular migration channels, referring to immigration, residence, or work outside the laws of the host country. The fact that they migrate irregularly does not relieve States from the obligation to protect their rights. Moreover, categories of migrants who may not have any other choice but to use irregular migration channels can also include refugees, victims of trafficking, or unaccompanied migrant children. The fact that they use irregular migration pathways does not imply that States are not, in some circumstances, obliged to provide them with some forms of protection under international law, including access to international protection for asylum seekers fleeing persecution, conflicts or generalized violence. In addition, refugees are protected under international law against being penalized for unauthorized entry or stay if they have travelled from a place where they were at risk¹⁴.

Useful resources for further reading

About human rights

- OHCHR: Core international human rights instruments: <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CoreInstruments.aspx>
- OHCHR: Migration and human rights: <https://www.ohchr.org/EN/Issues/Migration/Pages/MigrationAndHumanRightsIndex.aspx>
- OHCHR: UN Special Rapporteur on the human rights of migrants: <https://www.ohchr.org/EN/Issues/Migration/SRMigrants/Pages/SRMigrantsIndex.aspx>

About global compacts

- UN Refugees and Migrants: <https://refugeesmigrants.un.org>
- Global Compact on Refugees: Digital platform: <https://globalcompactrefugees.org>
- IOM: The Global Compact for Migration: <https://www.iom.int/global-compact-migration>

About refugees and asylum-seekers

- United Nations High Commissioner for Refugees (UNHCR): <https://www.unhcr.org>
- UNHCR Protection Manual: Legal database of international and regional treaties and declarations as well as reports and statements that address the rights of refugees: <https://www.refworld.org/protectionmanual.html>

About migrants and immigrants

- International Organization for Migration (IOM): <https://www.iom.int>
- International Labour Organisation (ILO): <https://www.ilo.org/global/topics/labour-migration/lang--en/index.htm>
- Migration Data Portal: Migrant rights: <https://migrationdataportal.org/themes/migrant-rights>

All the links included in this page were last accessed on 18 February 2021.

¹⁴ Convention relating to the Status of Refugees (adopted 28 July 1951, entered into force 22 April 1954) 189 UNTS 137, Art. 31(1).

15 Key Messages

Those 15 key messages can be used for different purposes by libraries, library associations, library schools or library-related organisations. Feel free to adjust the below key messages, based on your organisation's structure, mission and needs.

1. One size does not fit all

There is not a one-size-fits-all service for displaced people. Every community has different needs which need to be addressed. Identify the needs of your community and then find other communities with similar needs to learn how they have built successes. Get ideas from those guidelines and see what fits your own library needs.

2. Include a relevant mission statement in your library strategic plan

Include services for displaced persons in the library's strategic plan and mission statement. Such a statement could be: "Collaborating with our multicultural community to create equitable opportunities for support, learning, discovery, and connection."

3. Listen! Listen! Listen to your community needs!

A common challenge seems to be how do we learn about what we do not know? It is of the utmost importance that librarians listen to their communities' needs and wants, by engaging in conversation to learn more. One idea is to host 'Immigrant Community Dialogues' in the library, which produces three outcomes:

- a. Librarians listen and learn from their communities
- b. Empowers staff to develop relevant and responsive solutions specific to their communities
- c. Builds stronger relationships with library users

4. Build trusted relationships with key organisations

Identify the key people and organisations in your municipality who work with displaced populations. Build trusted relationships with them. It is crucial to be able to share information with collaborators and be able to create plans. Involve displaced persons in this process, either as staff or as volunteers.

5. Word of mouth

Word of mouth seems to be the best way to spread information and promote library activities with displaced persons. Talk to people, either directly or ask key organisations to stimulate word of mouth among the target groups themselves. Of course, it is always good to use as many ways as possible (a mixture of mailing lists, social media, handouts, advertisements in local papers, etc.), because different ways of spreading the information will attract different target groups.

6. Discuss! Discuss! Discuss with other libraries!

It is also important to have conversations with other library systems to learn about the work other librarians are doing and to discover similarities, differences, or new ways of providing services.

7. Acknowledge the need for long-term planning

Another challenge is the need for a mandate to continue the work, which results in a lack of long-term planning. It is necessary to work in collaboration with partners, city councils, and social service agencies to make work with displaced persons a part of ongoing services.

8. Acknowledge that the political situation has an economic impact on services

Another common challenge that we saw in our global survey results is the effect of the political situation of each country and the economic impact this has. In many countries there are no funds for support, integration work and competence-building for displaced persons.

9. Create convincing arguments for an effective fundraising strategy

Funding is important. Create your own policy and fundraising scheme and raise funds from the city grants, foundations, and campaigns. Be careful to ensure that the donor(s) do(es) not determine your policy. Help library leadership build arguments for funding to strengthen library services for displaced persons. Think about mechanisms that ensure rights in situations of intersectional vulnerability in contexts of migration, such as gender identity, childhood, and disability. You may want to focus on fundraising campaigns that pay special attention to the situation of vulnerability experienced by women and girls in matters of sexual and reproductive health.

10. The importance of all staff buy-in

All staff in the library, not just the ones who work directly with displaced persons need to support the target population. This includes administrators too. For staff to fully support service to displaced persons, administrators must first support and lead the effort. Collaborations across departments will help such programmes grow if the administration encourages such alliances.

11. Train! Train! Train your people to avoid bias against displaced persons

Biases against displaced persons can have a big impact on patrons, as people might unconsciously treat displaced persons differently. Training is considered of utmost importance for working with displaced persons. Engage specialists to train staff and help them identify their own biases and actively work to change them.

12. Provide ever-responsive programming and services

Adjust and test the library services, as needs change. We live in challenging and ever-changing times, so library services cannot be written in stone. Respond with sensitivity by activating all library structures and services. Create the situation so that the library is flexible to ever-change needs and adjust services accordingly.

13. Covid-19 barriers are real, particularly in computer and internet access

Covid-19 has affected displaced populations, especially those who live in refugee camps as they are more vulnerable to infection. Additionally, the pandemic has created newly displaced groups - people stuck in limbo, while they are trying to get back to their countries of residence based on inability to travel across borders due to increasing restrictions. This has a severe impact on internet-based services. No access to the internet or no

computer/smartphone means no access to the digital library services. Always keep that in mind, in order not to exclude them from the library services and try to think of alternative and safe ways of how those barriers could be overcome.

14. Language accessibility

Language accessibility is critical for displaced persons coming to a new country, regarding materials offered in both the native languages of their communities and the dominant languages of the country they have settled in. In some countries the group to which displaced persons belong (refugees or asylum seekers) is crucial, as it determines the ability to access specific services. For instance, in Australia you may not be able to access funded language programs based on the category into which you fall. This then makes the need for libraries to provide access to language services even more crucial. Work on communication and basic signalling mechanisms, with easy-to-read texts or multilingual leaflets. You can also include pictograms in these communications. Think of pictograms as forms of communication for those who have not learned to read or cannot do so in other languages. This is also important for signage in the library building.

15. Library school curricula

Work to get library schools to include modules about library services to displaced persons in their curricula. Advocate towards such a direction with any means you have, either on a library association level, or as a library recommendation. Be open for collaborations with library schools. If you are already offering such services in your library, offer a visit of LIS students to your library for an onsite visit to your premises and discussion on the matter. This might help build relationships with LIS students who might be interested in writing their essay on your case study or becoming an intern at your library.

Library service ideas

Libraries should provide displaced persons equal access to information, ICT and services, and raise awareness about how those services could bring succour to displaced populations. Displaced persons may have limited access, knowledge and understanding of services available to them. They face social isolation caused by fragmentation of family units, language barriers, and lack of connections with the community and support networks.

Addressing the needs of the times, libraries undertake an active role in developing programmatic support. Libraries' roles can be critical in finding practical solutions to support this population. In this context, libraries should embrace their institutional position and assist those who seek to escape the devastation of war. Furthermore, libraries have the power to advocate for displaced persons' rights for equal access to education and information.

Creating a welcoming environment

First and foremost, it is important that the library be a welcoming environment for all users and to serve those who will less likely be seen in libraries, as they are often "hidden" in society. Especially, displaced people may be more sensitive to actual or perceived rejection or discrimination. Their needs vary from place to place and from situation to situation. For example, many labour immigrants (see page 11 for the definition) are highly educated individuals, speak English and have moved because of the scientific/technological career opportunities. These people need to feel integrated in a new environment too. Even if social support structures seem to be in place, there are still uncovered needs ready for libraries to meet.

Does the library already offer services that would benefit displaced people? Many services that the library offers to any user can benefit displaced people, such as circulation of resources; reference and referral; access to community resources; services for families; programming, including topics such as employment and education. The services needed are made available to displaced persons through equal access to all library services. Staff should perceive this population as eligible users and welcome them as participants.

Service ideas to get you started

In the next 26 pages we present some library service ideas to get you started and inspired.

We present those ideas in the format of a table, to make it easier for the reader. The table contains 7 columns.

The actual ideas of library services to displaced populations are included under the 2nd column. Each library service idea is labelled by **thematic category** and by **impact category**. The thematic categories, which are included in the 1st column of the table, are eleven categories that describe the themes and the content of services. The impact categories, which are included in the columns 3-6 are four in total and describe the sector(s) in which each service can have an impact on. We have selected one colour for each thematic category and for each impact category to help you quickly identify what you are searching for and/or be able to read so many ideas in a more comprehensive way. In the last 7th column of the table, you will be able to read a few examples that are related to some of the ideas.

These are the 11 thematic categories and the 4 impact categories we have identified and labelled the suggested ideas of library services to displaced persons:

THEMATIC CATEGORIES (11)

column 1

1	Hate speech
2	Information
3	Helpdesk
4	Partners
5	Language
6	Tours
7	Local citizens
8	Events
9	Courses
10	Outside the library

IMPACT CATEGORIES (4)

columns 3-6

A	Psychosocial support
B	Literacy
C	Integration
D	Raising awareness

		A. Psychosocial support	B. Literacy	C. Integration	D. Raising awareness	Examples/ Projects Appendix
1	2	3	4	5	6	7
1. Hate speech	✓ Challenge hate speech ✓ Sometimes there is tension between existing residents and new people coming into a community. Assist with integration of displaced persons into a community's culture and at the same time help local community residents to understand the culture of the displaced people. ✓ This can be done through discussions and celebrations of culture.					
	✓ Be a reporting point for hate incidents and hate crimes. Follow the protocols of your local government to do that. ✓ Be safe, neutral spaces for all and assist in lowering the tension and removing hate speech from the debate.					Stop Hate in Norfolk protocol - Norfolk Library & Information Service
	✓ Campaign to remove the hate from the debate.					https://removehatefromthedebate.com/
	✓ Create a video to welcome refugees to the library! ✓ Present the library in an accessible format, also for people who maybe cannot read.					https://bibliotekuppsala.se/web/arena/ny-i-sverige
	✓ Promote the rights of refugees by raising public awareness, for example by distributing reports published by UN human rights bodies such as the UN Special Rapporteur on the Human Rights of Migrants.					

✓ Create packets of information and handouts -preferably translated in the core refugee languages. ✓ New in town? Offer basic local information: • Housing • Job search • Leisure/Recreational activities • Social services • Education + language training • Where to sleep • Where to eat • Where to get currency • How to get health assistance • Pharmacies • Hospitals & medical centres ✓ Be careful, we do not recommend creating a separate space that houses resources, books, and leaflets for displaced persons only. There is a fine line between a positive space to enhance specific service and a space that feels like negative segregation.					
✓ Create a list of free clinics in your area to be used by anyone who does not have access to the healthcare system.					"I know many libraries in the US can provide health resources and information, but it is much harder to provide access to healthcare. Medical school students volunteer at local free medical clinics and it would be a good resource to pull together free clinics in the US for refugees and migrants that do not have access to healthcare." (University of Arizona, USA).

	Collect resources of particular interest to displaced people, preferably in their languages: ✓ information about legal requirements related to the status of refugees ✓ required forms ✓ basic principles of European, International and National Law regarding labour law, human rights, women's rights (rights of pregnant women), children's rights (education rights), migration and asylum law (family reunification). Although libraries should be careful about offering legal advice themselves, they can partner with local immigration support NGOs that are able to provide legal advice.					
	✓ Gather as much information as possible about the services that are available in the community and how displaced persons can access these services. ✓ Collect brochures and flyers from those organisations and make them available in the library. ✓ Partner with local refugee organisations to have a constant flow of flyers in the library.					
	✓ Provide access to: • book collections, such as self-help books, local maps, advice, and tips • special collections relating to their own cultural group and background • local and national news • news from around the world and especially from the refugees' home countries • language learning materials					
	✓ Create a programme, where librarians and refugees read newspapers together at conversation tables					

	✓ Document the history of refugees - memory keeping. All libraries, and especially research libraries, play an important role in supporting research about displaced populations by acquiring relevant collections and collecting primary materials when possible. ✓ Engage with students and faculty about these timely issues through outreach activities.					A Million Stories -a project co-funded by the Creative Europe Programme of the European Union http://refugeelives.eu/
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/.”:

A MILLION STORIES

REFUGEE LIVES

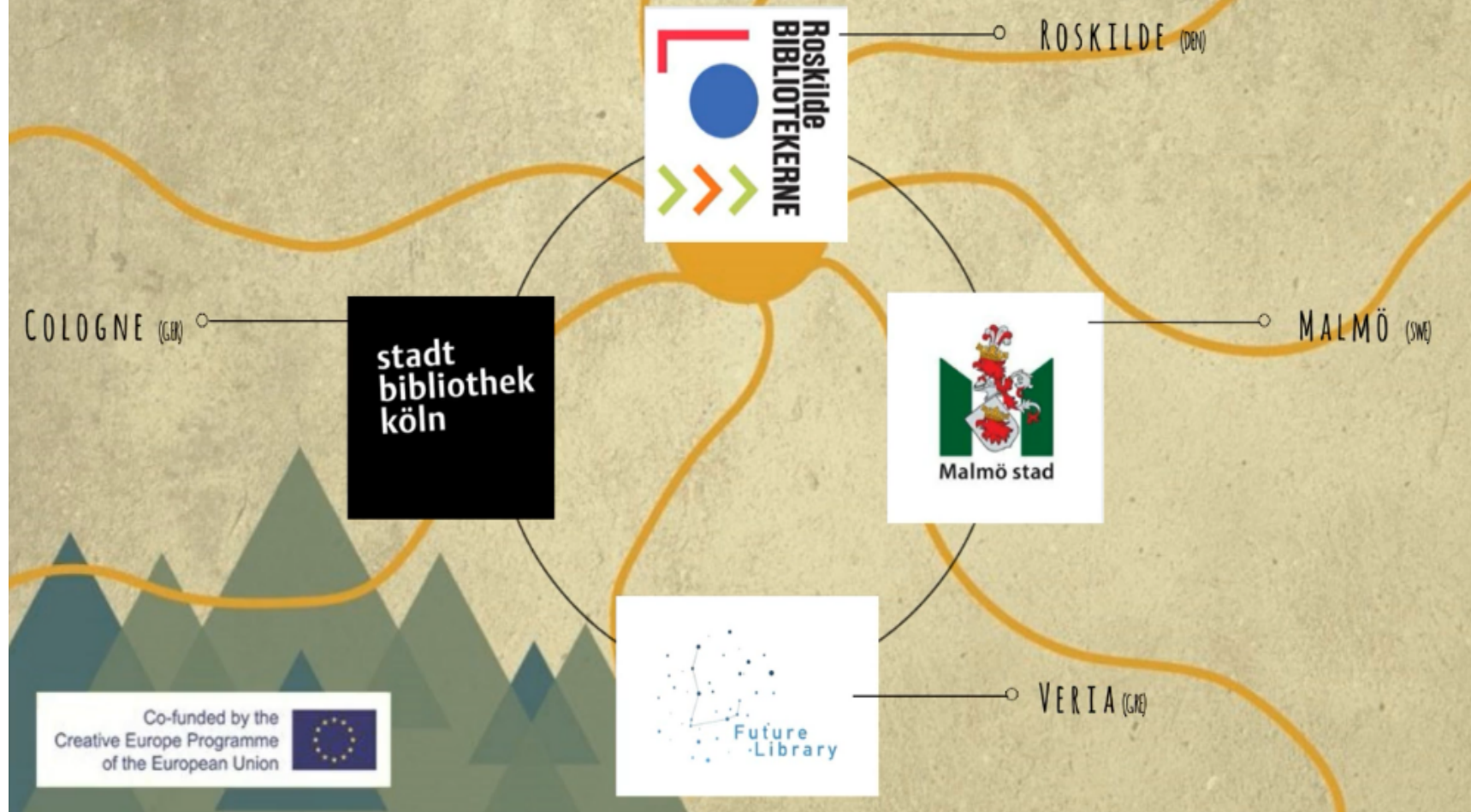
Co-funded by the
Creative Europe Programme
of the European Union



Co-funded by the Creative Europe Programme of the European Union the project titled “A Million Stories” is a two-year intercultural storytelling project initiated and led by Roskilde Libraries (Denmark), in collaboration with Malmö (Sweden) and Cologne (Germany) public libraries and Future Library in Athens (Greece). The project has created a digital library of human experiences, containing more than 600 stories from refugees that have fled to the EU in recent years. Its main goal has been the creation of a platform likely to foster respect for intercultural diversity by creating references we can all recognize from our own everyday lives through storytelling. The platform enables refugees to share their experiences, culture and life stories in various formats including film, audio, visual and written stories.

Check out the project which has been co-funded by the Creative Europe Programme of the European Union: <http://refugeelives.eu/>.

A COOPERATION OF LIBRARIES IN



		A. Psychosocial support	B. Literacy	C. Integration	D. Raising awareness	Examples/ Projects Appendix
3. Helpdesk	• Become one-on-one help desk • Create slots for one-on-one meetings with displaced persons to help answer questions on a variety of topics, including • job search • job applications • language learning • housing questions • citizenship (green card) • health • translations • government forms etc.					“The only time I assisted with any immigration paperwork, I read the letter the individual had gotten back from rejecting his green card renewal. This individual cannot read nor write in English or Spanish but can speak both languages and sign his name. Being unfamiliar with the process and this part of the process of green card renewal, I read the letter, printed and document and gave suggestions as to how to go about the hard point which he claimed he had paid his fees, but was denied renewal because payment proof was not provided. I asked my superior at the City Office, and they told me not to assist, because I work for the local government. I asked on the listserve of library directors in the state of New Mexico how far they extend their help with immigration paperwork and related issues and was told that they only print off forms otherwise the individual must provide their own interpreter if they need one and their own help for fill out the applications. Helping more than that may be crossing a line of the boundaries of local government employees helping beyond the services we are designated to provide. I see that it was outside of my job to help in the way this individual needed help. I cannot make phone calls for people, and I cannot petition for their cause. Eventually the individual was able to find someone in town who was familiar with the need, and they got it settled. But it took a while for him to find the help he needed. We are a very rural community, and it is hard to travel to a place and can be of assistance in these matters. (Albert W. Thompson Memorial Library, USA)
	• Help with filling in forms of different kinds.					

4. Partners

• Invite the community partners to visit the library on a regular basis • Provide the assistance to displaced persons directly from inside the library. • Offer your library space to refugee related organisations and help them do their work from your library. Many of those organisations are newly settled and have no possibility for offices. • Help refugee related organisations understand what the library could offer to them and refugees directly. Some of those lack awareness of what is available from their local library network.					“We supply meeting rooms for Settlement Services International to orientate new arrivals. They use a mixture of Arabic, Kurdish, Kurmanji and Sorani” (Armidale Regional Council Libraries, Australia)
• Cooperate with the local agricultural associations and institutions, if your library is located in a rural area.					“Our services are pretty specialized in that our outreach to seasonal migrant farmworkers is devoted to the Florida Agri-Business Child Development Head Start, a local agency. We provide monthly bilingual preschool story time programmes throughout the year and weekly programmes in conjunction with the library's Summer Reading Program. We developed the first bilingual Bookstart programme in New York State in 1999 to teach parents to choose, use and make books for their children. The population served is largely "invisible" to the surrounding community. Additionally, due to border restrictions, many migrants are now considered "settled," though their work continues to be seasonal.” Florida Public Library (USA)
• Partner with the bar association in your area • Offer free notary for specific days and time slots inside the library.					https://www.legalaid.nsw.gov.au/publications/factsheets-and-resources/legal-aid-refugee-service-free-legal-help-for-refugees

	• Collaborate with local anti-racist and anti-fascist organisations who are developing networks and actions towards a democratic and participative society.					
	• Cooperate with the municipality about informing newcomers about what the library offers. • Offer a sort of an introduction course to the library.					
	• Work with displaced persons directly • Recruit refugees for translation services • See displaced people as library partners in the service design and evaluation process • Include such a statement in your library's mission					"Collaborating with Denver's multicultural community to create equitable opportunities for learning, discovery, and connection." (Denver Public Library, USA)

		A. Psychosocial support	B. Literacy	C. Integration	D. Raising awareness	Examples/ Projects Appendix
5. Language	Work together with the department of integration to give information about different services in the library.					
	- Use easy-to-read leaflets + pictograms - Symbols and visual communication can help spread the message for the signage and the library services.					See, for example, the symbols used for emotions, in a school context, made for children and their parents in Flanders: https://www.klasse.be/33492/pictogrammen-voor-school-en-ouders/ The Public Library Ghent (De Krook) in Belgium made a great inclusive brochure.

HOEVEEL KAN JE LENEN (-12 jaar)?



= max. 10 boeken	= max. 10 strips	= max. 10 tijdschriften
= max. 10 luisterboeken	= max. 10 bladmuziek	= max. 10 taalcursussen
= max. 10 cd's	= max. 10 dvd's	= max. 4 games

Als kind kan je dit ook lenen uit de volwassenbib:

= max. 10 cd's	= max. 10 bladmuziek
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HOEVEEL KAN JE LENEN (+12 jaar)?



= max. 10 boeken	= max. 10 strips / graphic novel	= max. 10 tijdschriften
= max. 10 luisterboeken	= max. 10 bladmuziek	= max. 10 taalcursussen
= max. 10 cd's	= max. 10 dvd's	= max. 4 games

1 week SPINTER met vrienden = max. 4
sprinters

Als volwassene kan je ook lenen in de kinderbib. Je kan evenveel materialen voor kinderen als voor volwassenen lenen.

The Public Library of Ghent (De Krook) in Belgium made a great inclusive brochure, using pictures and visual communication. Check it out [here](#).

MEDEDELINGEN

COMMUNICATIONS • MITTEILUNGEN • ANNOUNCEMENTS • COMUNICACIONES • OBAVJEŠTENJA • DONIESIENIA
• СООБЩЕНИЕ • AÇIKLAMALAR • البيانات



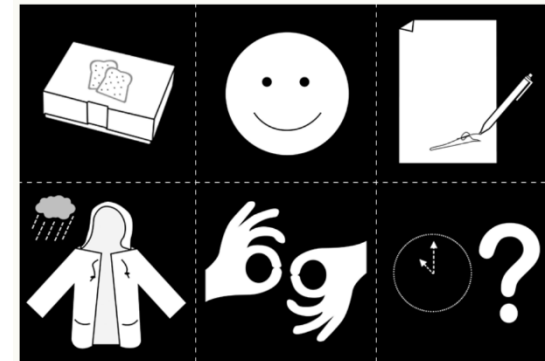
VAKANTIE

FR Vacances scolaires
DE Urlaub
EN Holidays
ES Vacaciones
CR Praznici
PL Wakacje
RU Каникулы
TU Tatil
AR عطلة



HANDTEKENING
ZETTEN

FR A signer
DE Bitte unterschreiben
EN Please sign
ES Firmar
CR Potpisati
PL Narysuj rysunek
RU Поставить подпись
TU imza atmak
AR التوقيع منا



BETALEN

FR A payer
DE Bezahlen
EN Please pay
ES Pagar
CR Platiti
PL Zapłać
RU Оплатить
TU Ödeme yapmak
AR تسديد



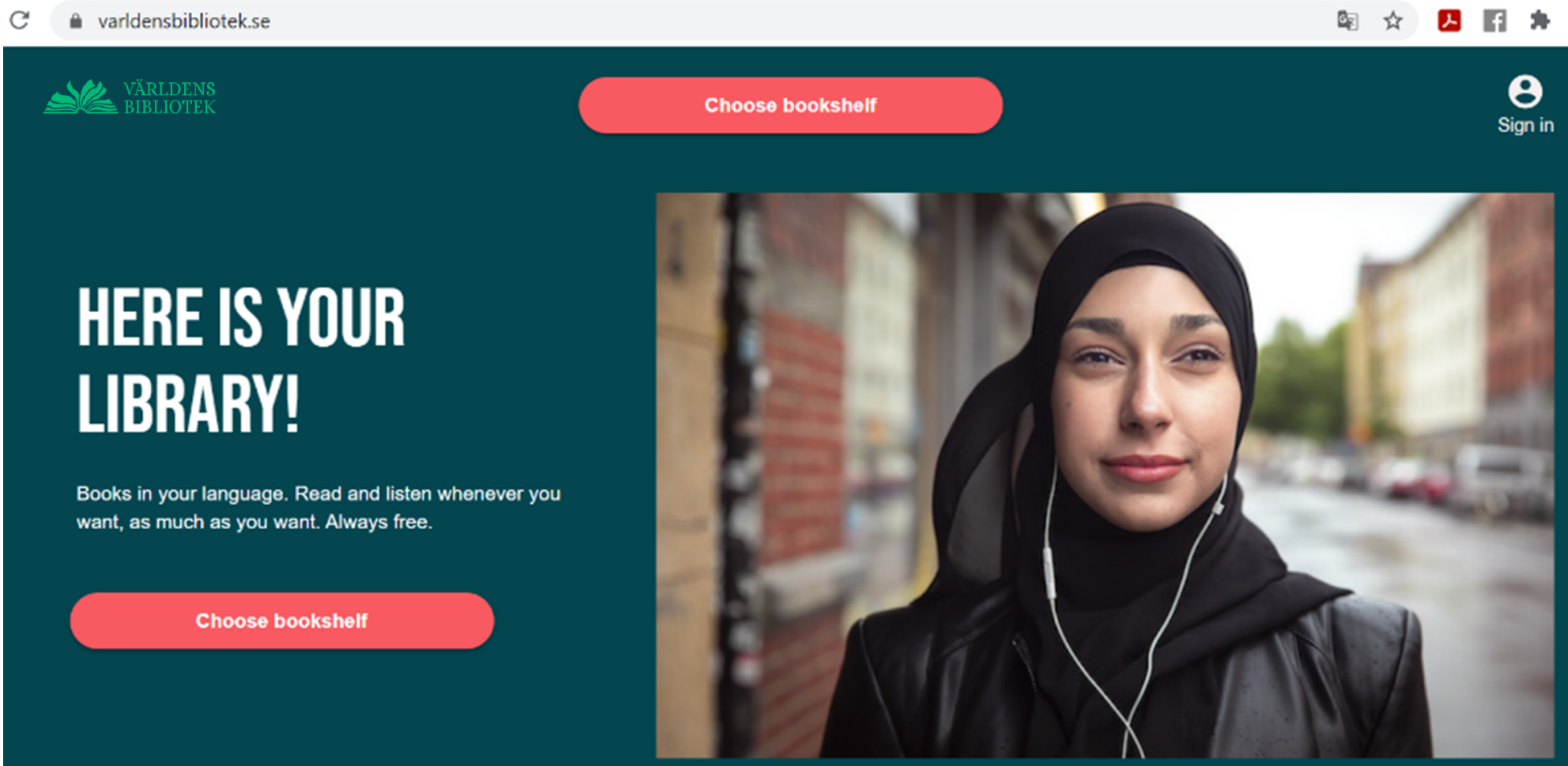
EXAMEN

FR Examens
DE Prüfung
EN Exam
ES Examen
CR Test
PL Egzamin
RU Экзамен
TU Sınavlar
AR إمتحان

B.	C.	D.	Examples/ Projects Appendix
Psychosocial support	Literacy	Integration	

					Raising awareness	
5. Language	Create emergency translation pamphlets (mini lexicons) that translate and transliterate key phrases from mother tongue languages into English (international language) and your local language.					
	Facilitate the purchase of pocket dictionaries as gifts with money raised and donated by charities, grants, private foundations, or local citizens.					
	- Hire members of a refugee community in the library's service area to provide some translation services - Ask them to help you translate parts of the library's website. - Help make library services more convenient and successful for displaced populations.					
	Offer formal language lessons in the officially predominant language/s of your country.					
	Offer one-on-one language tutoring					
	Hold language cafe conversation groups to allow displaced persons to practice the host country's primary language					
	- Host weekly Language Exchange groups - Bring together people learning different languages					
	Offer everyday conversational language classes					
	- Host book-circles in easy English or your country's official language - Ask librarians and refugees to read easy-to-read books together in book-circles meetings / 'shared reading'					Shared reading, Jane Davis' example: https://youtu.be/i1DNRn0cJ20
	Provide bilingual storytimes in different languages, including those of recently arrived refugee groups					

	• Create a multilingual collection • Have both physical and digital resources in diverse community languages • Add information into the collection in as many languages as possible. Some communities have refugees speaking multiple languages. The library should determine the most prevalent language(s). It is also important to determine which languages are not being served at all and whether some communities are under-represented or not represented at all. If these under-represented or not represented groups exist in your local area can the library service work towards addressing this? • Work with multiple refugee organisations and refugees themselves to collaboratively develop book collections in multiple languages. • Ask the experts to help you • Ask the native speakers to help you				"Our schools' collections are constantly updated and selectors actively purchase books to reflect the diverse communities across New Zealand, both in topics covered and languages (e.g. Pacific Island languages)" (National Library of New Zealand) https://www.leslla.org/resources-in-mother-tongues The World Library Norway and Sweden: https://varldensbibliotek.se/
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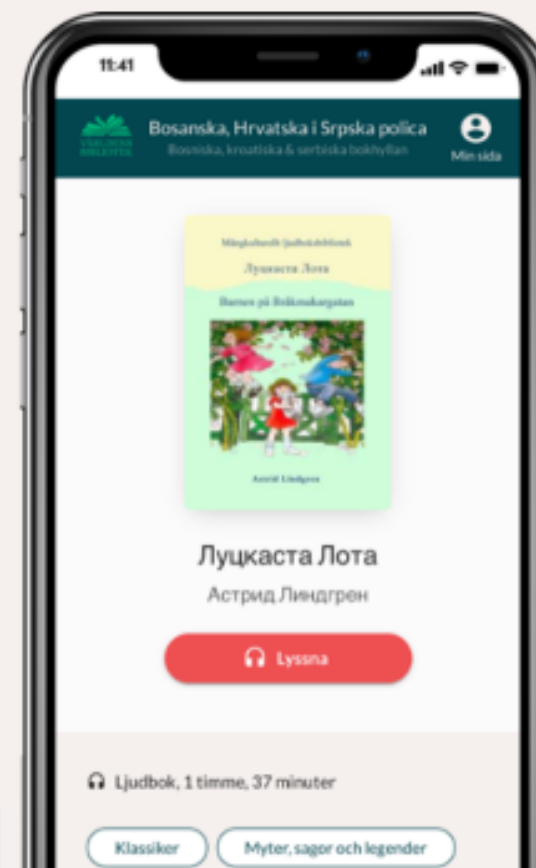
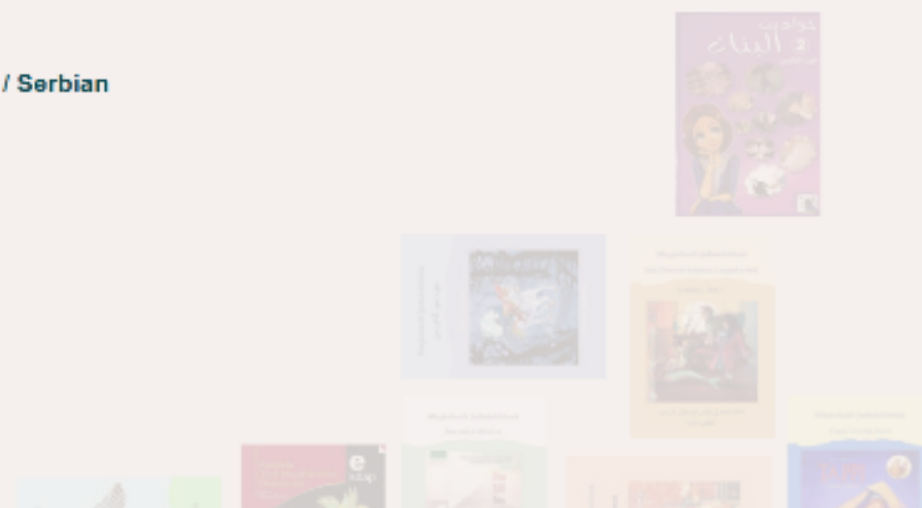


The World Library Norway and Sweden: <https://varldensbibliotek.se/>. This service is run by the Libraries in Malmö and is funded by the Royal Library, the National Library of Norway and the Swedish Cultural Council, as part of the Strengthened Libraries initiative.

BOOKS IN YOUR LANGUAGE

New languages and books are added regularly. Choose your bookshelf and read and listen today in one of the following languages:

- Albanian
- Arabic
- Assyrian / Syrian
- Bosnian / Croatian / Serbian
- Kurdish
- Exactly / From
- Poland
- Somali
- Thai
- Tigrinska
- Turkish

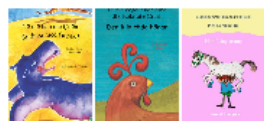


OUR BOOKSHELVES

Below are some of the most popular books from each bookshelf.

WHITE

ALBANIAN BOOKSHELF
SHELF WITH
BOOKS IN
ALBANIAN
LANGUAGE



TO THE BOOKSHELF

ASS

ASSYRIAN, SYRIAN BOOKSH...
ܠܘܬܐ ܠܫܝܪܐ ܠܬܝܢܐ



TO THE BOOKSHELF

NOW

ARABIC BOOKSHELF
ARABIC
BOOKSHELF



TO THE BOOKSHELF

BKS

BOSNIAN, CROATIAN & SERB...
BOSNIAN,
CROATIAN AND
SERBIAN POLICY



TO THE BOOKSHELF

WHEN

KURDISH BOOKSHELF
REFA KURDISH
BOOKS



TO THE BOOKSHELF

PER

PERSIAN & FROM THE BOOK...
PERSIAN AND
DARI
BOOKSHELVES



TO THE BOOKSHELF

POL

POLISH BOOKSHELF
POLISH SHELF



TO THE BOOKSHELF

AS

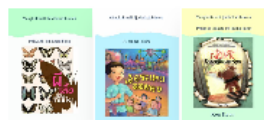
SOMALI BOOKSHELF
SOMALI
LANGUAGE
BOOKCASE



TO THE BOOKSHELF

THA

THAI BOOKSHELF
THAI BOOKSHELF



TO THE BOOKSHELF

TIG

TIGRINYA BOOKSHELF
BOOKS FROM BHI



TO THE BOOKSHELF

THERE

TURKISH BOOKSHELF
SHELF OF
TURKISH BOOKS



TO THE BOOKSHELF

		A. Psychosocial support	B. Literacy	C. Integration	D. Raising awareness	Examples/ Projects Appendix
5. Language	- Have a multilingual website: website resources should have depth – that is, the language should be available beyond the main library page. - Have the website translated in the core refugee languages, if possible. - Have an easy-to-read website, use pictograms and videos - Hire members of the refugee community to help you in that.					“It is important that there are staff who have expertise in different languages, such as the International Library / Multilingual Loan Centre in Sweden, so that the libraries can get advice / tips when it comes to purchasing media in other languages, or to borrow books from a distance.” (Sollefteå bibliotek, Sweden)
	- Use IFLA and your international network of librarians, if you find it difficult to identify and buy books or other resources in refugees’ languages. - Ask your colleagues around the world for support and a collaboration between libraries.					“We have been involved in the Welcoming Community project within 2019, in which we dedicated some of our resources to creating a "Community Language Collection" which targets populations specific to our area and includes a collection of books written in languages local to the area, and some rotating cultural books.” (Grand Forks Public Library, USA)
	- Translate the library brochures in the core refugee languages or use more languages in 1 brochure - Make sure to communicate the right message to the displaced persons in their own language. Depending on their home country, they may or may not even be familiar with what a library has to offer – or that they are welcome to use the library.					“We have access to the Intran Service which we can use to translate materials for us when we are targeting particular communities. Mostly English, others via INTRAN. Some Arabic” (Norfolk Library and Information Service – UK)

	- Use professional translating tools or experts, e.g. DeepL. - Advise the front door staff to use translation tools to help them communicate with people in person when they need help.					
6. Tours	- Arrange library tours for new arrivals, ideally in the native language of displaced persons - Do this together with displaced persons (e.g. former refugees) who are already regular patrons in the library					
	- Host touring exhibitions of artworks by Unaccompanied Asylum-Seeking Children in your library. - Increase the awareness of the refugees' stories in countries where there are negative comments owing to the influx of refugees. - Tour those exhibitions around the country, region, or the world.					
	Create exhibitions around this topic. Consider touring those exhibitions, either physically on a national, regional, and international level, or through the internet.					
	Create a platform or a programme, through which citizens can donate money for free customer online passes which enable displaced persons to use the library online services.					
7. Local citizens	Connect citizens with refugee-related NGOs to become volunteers					
	Invite citizens to become volunteers in your library, through well-designed and attractive offers.					https://www.youtube.com/watch?v=h438vBO6_cY
	Run crowdfunding campaigns to support your library's multicultural programmes					

	Run donation campaigns that pay special attention to the situation of vulnerability experienced by women and girls in matters of sexual and reproductive health, especially regarding menstruation processes.					
	Host naturalization ceremonies in your library, welcoming refugees to your community.					
	Provide volunteer opportunities for individuals to assist with English (or other) language instruction and citizenship preparation.					
	- Host events that bring together long-time residents and newly arrived people from other countries. - Call them "People meet people" - locals meet newcomers. - Recruit one resident and one displaced person to manage the "people meet people" sessions in the library.					
	Host events, where senior citizens and refugees meet, in the purpose of developing language skills, but also to connect with and integrate into the local community.					
8. Events	Host talks, events & exhibitions in support of Refugee Week, Black History month, International Mother Tongue Day, etc.					
	Host cultural integration celebrations like Divali, Eid					
	- Host talks by displaced persons. - Involve displaced people as speakers on various topics at your major events, such as the library's annual conference.					
	Arrange ethnocultural clubs, game clubs, music, arts, dance clubs, storytelling events					
	Organise a cultural awareness festival every year					

	• Include open evenings with food and music, cultural games and classes on local culture, history, customs, and traditions. • Showcase the rich cultural wealth of the countries.					
	• Organise events to celebrate World Refugee Day - 20 June.					
	• Organise a two-week anti-racism event programme each year.					
	• Campaign to raise money or in-kind contributions for refugees: • toiletries • clothing • books, paper, pens • maps • flashlights • phone chargers • board games • medicine • food • money any items that make life easier and more convenient for people new to a country/community. • Lead or partner to collect such donations, in cooperation with community agencies.					
	• Open the library on a closed day to welcome displaced persons and build trust with them, highlighting the library as a culturally safe place. • Consider working with refugee partner organisations for this purpose via outreach models.					"We've provided books in other languages for migrant workers for many years. We also do displays and buy extra book stock for Refugee Week. We opened our central library on a closed day to host classes for refugee Syrian families who have relocated into the county. One of our youngest library assistants was communicating with one of the

					Syrian teenagers via Google translate on their phones. The Syrian refugee said "Thank you for opening the library for us. I feel safe here." (Herefordshire Libraries, UK)
	- Facilitate handwork/craft groups to be attended by both displaced persons and existing community residents. - Help people who attend them to "get to know each other".				
	- Organise cooking evenings - Invite the community for an al-together lunch or dinner - Offer cooking lessons in the library with families from both the refugee home country and the refugee hosting country. - Ask both displaced people and existing residents to exchange recipes and test food at the end.				"In the past we organized cooking lessons (in the Library) with families from Greece and Syria." (Veria Central Public Library, Greece).
	- Facilitate mothers' and fathers' storytelling group - Ask mothers and fathers to collect and share cultural stories				
	- Facilitate human libraries. - Give displaced people and existing community residents the opportunity to share stories and ask questions.				
	- Organise movie nights in the library - Show films or documentary screenings around a refugee topic. Movies do not necessarily need to be about refugees and their problems/situations. They could also be a typical movie from their home country, for example. - Facilitate discussions around the issue, after the movie is over.				

9. Courses	- Facilitate a theatre group in the library - Make an open call, asking both displaced people and existing community residents to participate - Put on a few short theatrical performances in multiple languages, e.g. English, Arabic and other refugee languages - This is also good for reading aloud events for children					www.arabiskateatern.se Example: Brussels Reads Aloud Festival happening every year: Through multilingual storytelling, libraries try to give more space to the home languages spoken in Brussels. - Multilingual reading aloud sessions: Dutch in combination with one or more languages - Storytellers from different language communities - Traditional stories from the various communities - Collaboration with various external partners
	Offer vocational training courses (professional language, job search, labour market integration)					
	Offer courses on basic principles around the country's legal system (e.g. labour law, migration and asylum law etc.) and international human rights (women rights, rights of pregnant women etc.)					
	Hold legal forums and clinics in local churches or refugee camps about the refugees and new legislation. Partner with your local bar association for that.					
	- Offer citizenship test preparation courses - Offer the citizenship test kit					
	Offer driving licence theory courses					
	- Offer arts and craft classes - Give displaced persons a space where they can express themselves without a language barrier.					
	Offer first aid training courses					

10. Outside the library	- Consider taking the referral information directly to refugee communities, in areas where refugees are in locations that make it difficult to visit the library. - Take the promotional materials (flyers, posters -in multiple languages and using pictograms) out to where the communities are - churches - associations of displaced people - community centres - immigration service agencies - apartment complexes - Go to their gatherings, meetings and events - Design different flyers for different target groups e.g. use different language to parents, kids, seniors etc. - Start by including the basics, if you create a brochure from scratch - visual elements - what the library offers - a map how to come to the library from the refugee camp - opening hours - introduce some of your staff (with first names and photos) and say it boldly, if they speak any of the refugee languages					
	- Undertake outreach work within the local community. - Reach out to the communities where displaced populations live or gather, either voluntarily or involuntarily.					"One size does not necessarily meet all needs and it can be difficult to reach some refugees, particularly women." (Kent County Council Libraries, Registration & Archives, UK)

	• Reach out to displaced persons via text messages • Invite them to a specific library event.					“The municipal employee we cooperate with visits the Norwegian language courses to inform us about the language café, and she also sends out text messages to many refugees/immigrants about the language café.” (Asker Library, Norway)
	• Take your mobile library to the places where displaced populations gather or live, like refugee camps and asylum centres.					
	• Create “pop-up” libraries that take language classes or conversation groups to the communities or camps where people live or congregate					
	• Establish a deposit library in refugee centres, associations, organisations, or camps					
	• Offer free Wi-Fi access in pop-up library spots inside refugee camps or asylum centres.					
	• Partner with other institutions and advocate for refugees outside the library too.					“Partnership work with the Friend Ship on school projects exploring the issues of persecution, identity, having to flee your home and the importance of sanctuary. Pupils taking part were encouraged to develop a sense of empathy and understanding of others.” (Norfolk Library and Information Service – UK)
	• Consider offering library programmes in other places • restaurants • laundromats • churches • synagogues					“Our library is very interested in providing more services to diverse groups in our community. We are considering offering more English classes in other places- restaurants, laundromats, churches, synagogues. We hold Legal Forums and clinics at 2 local churches on immigrant rights and new legislation.” (Port Washington Public Library, USA)

	- Organise day trips to cultural institutions such as the Museum of Modern Art and the Museum of Nature and Science. - Involve both locals and refugees in the same group for each tour					
11. Technology	Offer free access to the internet and devices inside the library					
	Provide access to free wi-fi outside the library, for example in the parking lot					
	Provide access to faxing and scanning services for contact/update with legal advocates.					
	Offer classes in computer and internet use.					
	Guide displaced people in the establishment and use of an email account					
	Assist displaced persons fill out online forms					
	- Assist displaced persons in the use of technology - to communicate with relatives in their home country - to search for separated family members - to access information about status, jobs, other community resources					
	Provide digital access to national and international news related to immigration and migration					
	Provide digital access to news from the refugees' home countries					"Newspapers from home countries via PressReader app" (Armidale Regional Council Libraries, Australia)
	Dedicate a section on the library's website to the services provided by the library.					

	Introduce the refugee-serving staff in the community (photo, name, and a quote). Preferably in the core community languages.					
	Be available online for everyone!					

Library rules and policies

It is interesting to see how libraries in different countries are positioning themselves as service providers to displaced persons, and what services they see themselves wanting or needing to offer, and how these services are incorporated (or not) into the mission of the library.

As many European countries accept a vast refugee stream, libraries are at the forefront of addressing the current refugee outbreak crisis. Libraries demonstrate a long tradition of attracting and including people regardless of their countries of origin and they respond effectively to humanitarian crises in multiple and direct ways. The time has come for libraries to take measures to ensure that they do not discriminate and that access barriers (language, permanent address requirements, fees) to their services are lowered or removed.

Who plans the development of the services/programmes your library offers to displaced populations?

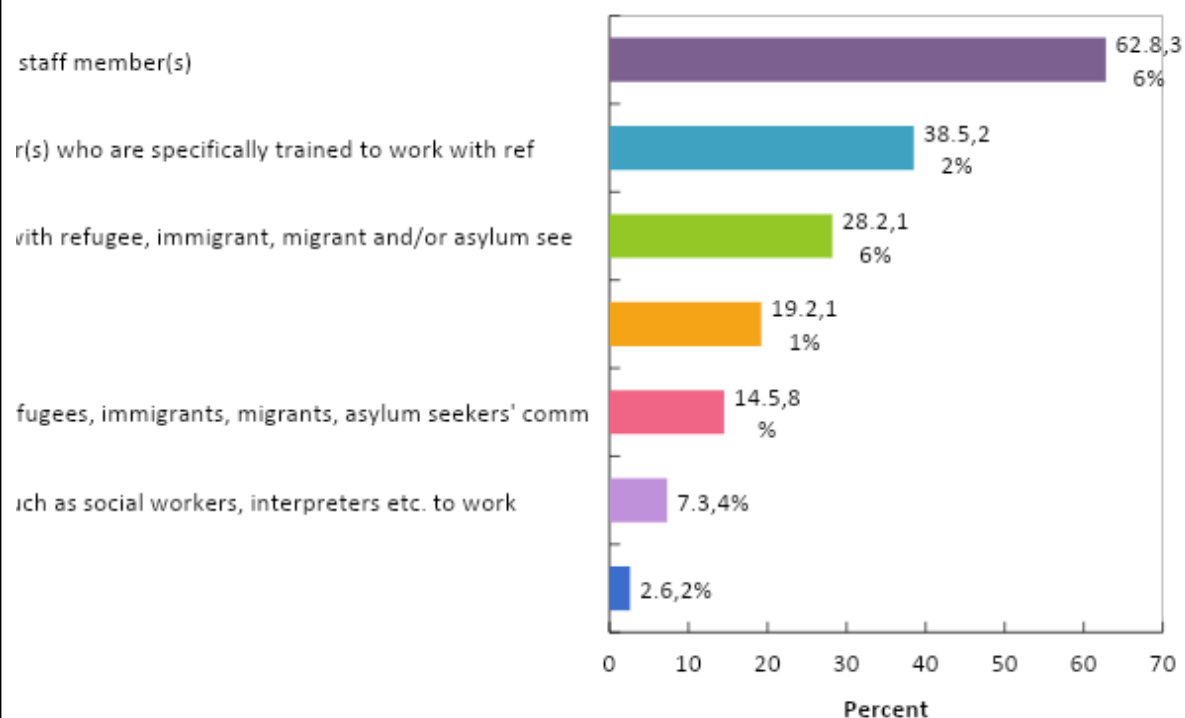


Chart 1. One question of the survey we conducted in preparation for these guidelines referred specifically to who plans the development of the library services or programmes to refugees.

One of the survey questions asked who plans the development of the services/programmes the library offers to displaced populations. This was a multiple-answer question. Most participants answered that the services are developed by regular staff, non-specialised library staff members (62.8%). 38.5% said that this is done by designated staff members who are specifically trained to work with displaced people and 28.2% said they recruit volunteers to do so. 14.5% said they seek volunteers from the refugees' community to develop relevant services for these populations and 7.3% of them hire external consultants, such as social workers, interpreters etc. to work with displaced people.

No-tolerance policy toward a negative or hostile attitude towards displaced persons

Attitude matters. A negative or hostile attitude towards displaced persons can make it difficult for both library staff and library users. On the other hand, a welcoming and friendly approach can make library users feel included and seen. A library that is committed to serving all its library users well can make a significant difference for displaced persons by showing their presence is wanted and their needs are important. If there is a significant negative attitude expressed by staff, the library administration can establish a no-tolerance policy toward negative and hostile comments about displaced persons. Staff may have serious concerns about serving displaced people, frequently based on stereotypes and assumptions. Stereotypes should be addressed in training and challenged when heard in routine library operations. These do need to be discussed openly and addressed with information, data, training, and assistance.

“While there hasn't been outright hostility from staff, it has been difficult to get some staff members to care or understand the complexity of some situations, e.g. people using outdated, offensive language.” (USA).

Legality

The library also needs to be aware that some people in the community may not be legal residents. The library may want to adopt a policy that states that all people using the library are treated equally and legal status is not a requirement or necessary for library service. It is nonetheless important to highlight that being an asylum seeker is not an illegal status by definition. This is important in terms of addressing the unconscious bias that may be displayed by staff/community.

Staff hiring policy

Hire staff from the refugee community. Identify the gaps in languages or other skills your staff should have and prioritize those for your next job openings.

“We have hired staff who can speak Somali and Tigrinya.” (Motala library, Sweden)

“Paid staff recruited from the refugee community develop the programmes our library offers to refugees.” (Denver Public Library, USA)

Use positive language

- If rules and policies are posted, use positive language. For example, rather than listing all the behaviours that are not allowed, provide a simple and short list of what is allowed. Post a single copy instead of multiple copies.
- Get to know the names of frequent library users and welcome them to the library. This positive approach can lessen tensions, clear up misunderstandings, and create a supportive environment for all.

- Offer your own name. Telling your name to a library user who is a refugee helps create a respectful and equal relationship that can add to a positive and welcoming library environment.
- Assess who is impacted by the rules and policies. If they disproportionately affect displaced persons, consider alternatives.
- Consider making changes that could make the library a welcoming environment for all. For example, flexibility regarding getting a library card.

Library Card policy

Most libraries have found ways to offer basic library access through issuing library cards to displaced persons. However, there are still libraries in many countries that cannot issue library cards to displaced persons, due to their lack of either a permanent address or an identification (ID) card. The library card issue is especially evident for asylum seekers, as they are in an in-between state.

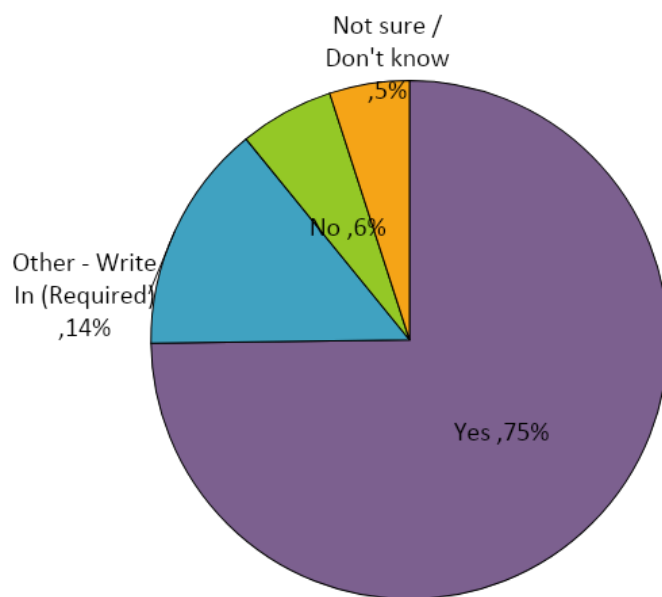
City of Sydney Libraries – Newtown (Australia): “Asylum seekers are the biggest issue because they have no documentation or official status in Australia, they lack any government documentation - in our library network we treat them in the same category as homeless people offering full access to facilities and services (especially technology) but with limited loans and limited membership requiring annual renewal (versus standard membership of three years)”.

Should libraries do something to change their policies? Consider suggesting changes that could make the library a welcoming environment for all. Consider being more flexible regarding issuing a library card, for example, by:

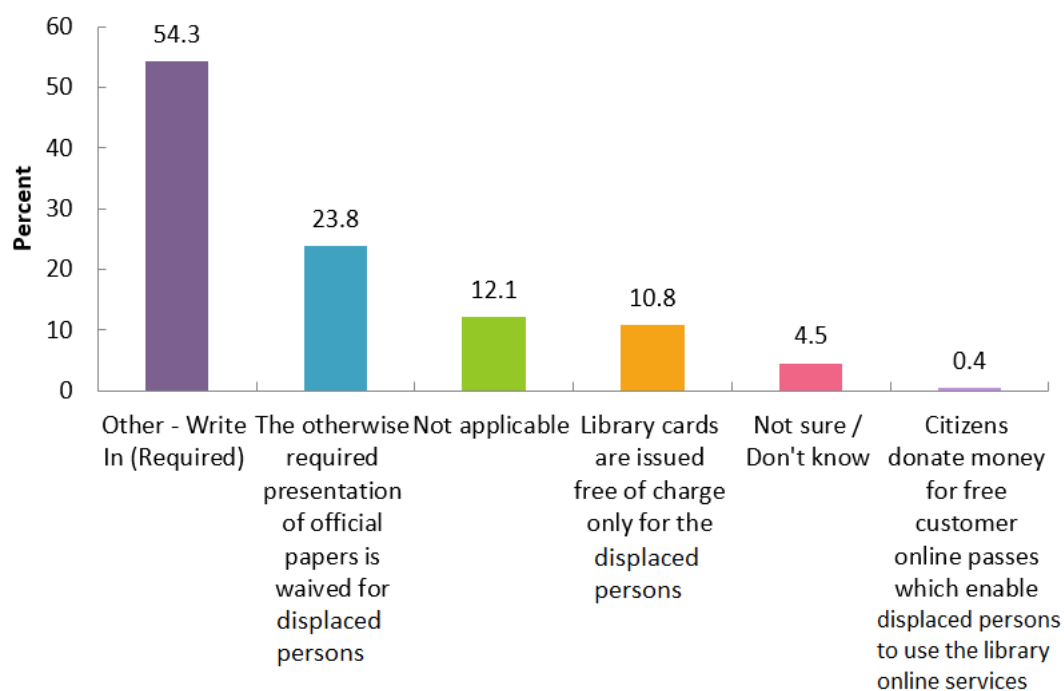
- ✓ having an “honour” bookshelf
- ✓ accepting alternative documentation such as local immigration non-profit issued ID cards (e.g. papers from the Migration Boards)
- ✓ accepting organisation membership from relevant refugee organisations as a means to access library services. This already exists for home library service, as a model and it may be able to be transferred to refugee organisations too in a similar lending model.
- ✓ issuing temporary library cards (e.g. for 3 months)
- ✓ introducing ‘lite’ membership, which could be guest or limited access cards for temporary visitors who lack all necessary documentation or have difficulty producing proof of address. Allow user computer use and access to digital resources and e-services.
- ✓ referring displaced persons to the relevant organisations to get their IDs as soon as possible
- ✓ waiving the even small costs, in case your library charges for a temporary or permanent library card. Seek financial assistance from community individuals, partners, or a government grant to cover those costs.

All of these can help create a public space that says “yes” to everyone. All persons should be able to request library cards, regardless of residence or status.

Can displaced persons obtain any type of library card at your library?



If yes, how is this made possible?



Charts 2 and 3. Two questions of the survey we conducted in preparation for these guidelines referred specifically to the issue – challenge of library card issuance by displaced persons.

Two of the survey questions asked if displaced persons can obtain any type of library card at your library and if yes, how is this made possible. Most participants answered yes (75%), with many of them giving their ideas on how they tackle this challenge. 23,8% of the participants answered that the otherwise required presentation of official papers is waived by displaced persons. 10,8% of the participants answered that library cards are issued free of charge only for displaced persons, while only 0.4% of the participants said that citizens donate money for free

customer online passes which enable displaced persons to use the library online services.

“We do not require official papers for electronic access or student cards. For adult hardcopy material borrowing privileges we will accept alternative documentation such as a local immigration non-profit issued ID card”. Prince George's County Memorial Library System – USA).

“The Berlin public libraries created a special user category for refugees. ID requirements are more flexible for these users. The annual library card fee is waived. Borrowing is limited to 10 books at a time. This makes it possible for the library to charge no overdue fees and no replacement/damage fees. The reason for this decision was that newly arrived refugees usually have to change addresses at short notice because the government decides where they are housed. Thus, the libraries decided to give automatic fee amnesty for any books not returned. This user status only applies to refugees, not to immigrants and migrants.” (Berlin Public Libraries, Germany).

“We are fully inclusive, and no-one has to prove who they are or where they live. They can then be given an Instant library card and borrow up to 3 items.” (Kent County Council Libraries, Registration & Archives, UK).

Library staff training

For many library workers, interactions with displaced persons in the library may be the first time they have been directly involved with anyone in this situation. Staff members may feel ill-equipped to handle the range of life challenges that displaced people face. This discomfort or related fear may impede the library staff's ability to serve as fully and equitably as they can. At the same time, it is obvious that libraries alone cannot meet all the needs of library users, and that libraries do not exist within a vacuum. Staff training is one way to help library staff feel more comfortable providing resources and interacting with displaced persons.

Does your library provide extra education or training for library staff or volunteers who organise and deliver library services for displaced persons?

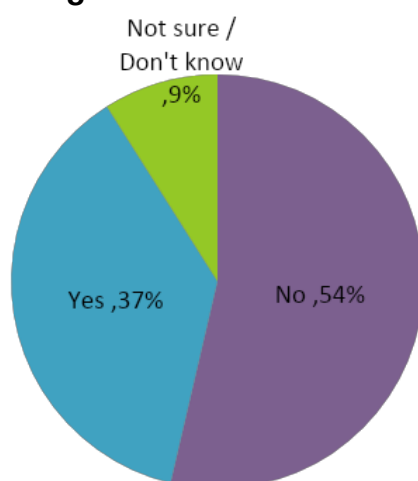


Chart 4. One of the questions of the survey we conducted in preparation for these guidelines referred to staff training.

One of the survey questions asked if the library provides extra education or training for library staff or volunteers who organize or deliver library services for displaced persons. This was a single-answer question. Fifty-four percent said no, 37% said yes, and 9% did not know. The positive answer came from the below countries:

Country	Number of libraries that provide training	Total Number of libraries that responded to the survey
United States of America	30	136
Australia	8	51
Sweden	8	48
Norway	5	22
Germany	3	9
Denmark	3	5
UK	3	18
Greece	3	7
United States Minor Outlying Islands	2	5

France	2	4
Ireland	1	2

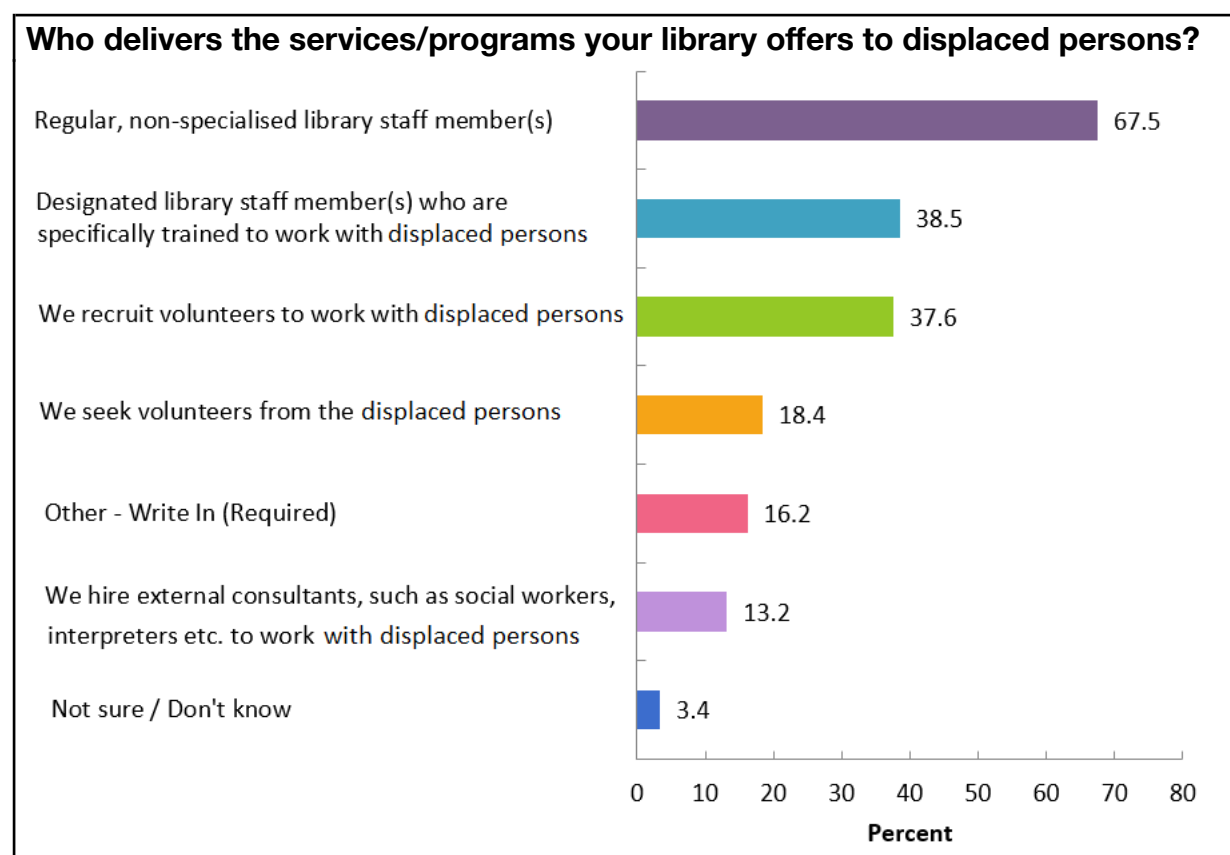


Chart 5. Another multiple-answer question of the survey we conducted in preparation for these guidelines referred specifically to who delivers those services in the library, in case the library delivers such services.

It is clear from the survey findings that most services (67.5%) are delivered by “regular, non-specialized staff”. This increases the need for staff training to ensure that all staff and volunteers are aware of the problems that displaced people face, their needs, and how the library can best serve them. The second largest category, designated staff members (38.5%) still imply the need for staff training, since it is not possible to be sure that non-designated staff will not be asked to serve displaced persons at some point. Non-designated staff serving displaced persons also understand the trauma that a displaced person might face and to whom in the library the person should be referred. This same rationale and training needs apply to volunteers (37.6%) who might not be available, when a displaced person might need the service. Another danger, when only volunteers are used, is that library staff may not feel they have a role to play in serving displaced people.

Among the “other” suggestions made were “People appointed by the municipality”; “We hire an external organisation to provide language learning classes and associated services.”; “We hire staff from the refugees’ community.”; “Student Groups”; “A regular librarian with a Master's Degree, who has experience from language cafés and from working as a volunteer for the Red Cross as a

refugee-guide.”; “I plan my research in this area. Sometimes together with colleagues at other universities, sometimes together with library consultants at regional libraries in Sweden.”.

Developing Staff Training

It is important to decide on the right content for the library staff training.

In the below “Table A. Content” you see some “basic” content that we consider must-have and the “extras” content which we consider good to have. Basic are labelled in green colour and extras in orange. The sentences in grey colour are explanatory texts of each content line (in black colour).

Table A. Content

	BASIC	EXTRAS
The basics of customer service		
Cross-cultural communication skills training Assuming the library has an equity and respect policy, this policy can be emphasized in training and discussions about serving displaced persons. Staff should be reminded of the values of equity in library service. Invite staff members to offer their definitions of equity.		
Unconscious bias training Staff may have serious concerns about serving displaced persons, frequently based on stereotypes and assumptions. Stereotypes should be addressed in training. These should be discussed openly and addressed with research, data, training, and support.		
Sensibility training on the topics of Nonviolent Communication, Discrimination and Diversity Understanding refugee journeys- diversity of experiences, and reflection of our cultural practices.		
Population-specific trainings		
Cultural Awareness Training Information about displaced populations in general and the legal and cultural roadblocks they may face. Serving displaced persons can be an exhilarating and vibrant cultural experience. Getting to know and understand people from other cultures can be exciting, rewarding, and thought-provoking.		
Privacy training Displaced people may be particularly concerned about the protection of their privacy when using the library. Library		

staff should thoroughly understand local and national laws regarding displaced persons' privacy and be able to explain this information clearly to displaced persons who use the library. If the displaced person is not a legal resident in the new country, privacy issues may be even more important to prevent deportation.		
Mental health and psycho-social support courses on how staff should handle patrons' traumas, anxiety etc.		
Training related to self-care for library staff Providing services to people who have experienced trauma and whose lives are in difficulty can be stressful for library staff and they will likely need support and resources for self-care as they do this work.		
First aid training		
Survival communication language courses, in the core refugees' languages -for both oral and written (email) communication Some staff are uncomfortable serving patrons because of language barriers. Highlight the use and advantages of symbols and visual communication, such as pictograms -useful for both the signage of the library building and library services. Give incentives to your staff to learn new languages that will be useful for the day-to-day library operation.		
In-depth language courses for the staff that will show interest		
How to answer FAQs on issues for housing, finances, reuniting families and know where to direct displaced persons to		
How to guide displaced persons to enter the job market and/or the provision of sporting and leisure facilities in your area, e.g. through practicing the language - conversation tables		
How to document and evaluate the needs of the displaced persons		
How to create new services for displaced persons		
How to create collections usable by displaced populations		
How to create easy-to-read website, guidance in the library building, and leaflets, such as pictograms		

In the below “Table B. Practical tips” you will see step-by-step practical suggestions how to build your strategy regarding relevant staff training, how to execute the staff training and what to do after the staff training in order to gain all the benefits that the staff training will have offered to the library staff. You will see that the practical tips are separated in the below three categories: “before the training” (labelled in yellow colour), “during the training” (labelled in blue colour) and “after the training” (labelled in green colour).

Table B. Practical tips

	Before	During	After
	the training		
✓ Decide who needs to be trained: ☐ Offer more generic and shorter training to the whole staff, to flatten the widespread biases and improve a potentially hostile environment. ☐ Offer more specialised and in-depth training to all front-door staff and of course the specialist librarians, like the multicultural librarian or the diversity change manager.			
✓ Create a group of staff that have interest and/or experience working on developing a staff training plan for services to displaced persons. One place to start is for whomever is taking the lead in assessing the community to also assess the needs of library staff. You can: ☐ Formally or informally survey library staff members to identify gaps in their ability to effectively serve displaced people. Use this information to identify the type of training that would be of most use to the staff. For example, start with the languages staff members speak. You may have staff members who speak Arabic -train that staff member to go to the front of the house or work on translations!			
✓ Search for relevant training courses offered by the city council, relevant governmental or non-governmental agencies and ask if a few of your staff could join.			
✓ If you have resources for external facilitators, speak to service providers in the community to help identify reputable providers of training and education on the topics you have identified.			

✓ In case you lack resources for external facilitators, work with your library's partners to share each other's expertise and barter training.			
✓ Identify what the other organisations are in your area and in your country and what kind of support each one provides to displaced populations. Prepare a guide for staff members' use with information on these various players in the refugee area as well as guidance on who can help displaced persons with what. ❑ During the meeting you could develop this package even further and deploy a plan on how to build relationships with these organisations (e.g. check when they have events and attend those). Check that example below from the Prince George's County Memorial Library System (USA). See the image on page 57.			
✓ Work closely with psychologists and social workers for designing and delivering staff development training related to how to handle the mental health of displaced people, trauma, hate speech etc.			
✓ Work closely with HR professionals for designing and delivering training related to self-care for library staff members themselves. ❑ As part of the self-care training, encourage staff during the training to talk about their experiences and their concerns. Compassion fatigue and library staff burnout are real challenges in any helping profession, and the library staff can be particularly impacted, especially when working with populations that have been traditionally underserved or socially excluded.			
✓ Work closely with the refugee related organisations / professional groups in your area through the whole process, from developing to delivering the staff training programme: - o Talk with the experts in the field - o Invite them as observers in your library staff meetings and participate at theirs - o Invite them for job shadowing in the library just to get them familiar with the library services - o Then hold meetings with them to exchange experiences and knowledge and establish cooperation - o Ask for their ideas: what should the library staff be trained at to best serve displaced people?			

✓ Actively involve the community agencies that serve displaced persons during the training: show their presentations, have them as participants among the library staff.			
✓ Work closely with the multicultural officers from the local council: ask them to come to your trainings and present the most current situation of the displaced populations' landscape in the area, where the library is located.			
✓ Involve displaced persons , get them as speakers and as participants at your training sessions. Let them give you their ideas and share their stories in the training. Many service providers (including library staff) may think it is easier to plan for, rather than with, the clients they serve, so be mindful of this and insist those you are serving have a voice in the planning process.			
✓ Joint meetings with other libraries or library-related organisations working with similar offers.			
✓ Have the library leadership share the library's commitment and mission to serve displaced populations, as all people and stress it is an important matter. In case the library leadership is planning to create a new library department to be focusing on multicultural activities, make sure space is given for that discussion during the staff training.			
✓ Staff attitudes when serving displaced persons in the library can vary greatly. Offer a forum for staff members to share their concerns and for them to offer suggestions and ideas for addressing these concerns.			
✓ Form committees to continuously explore different ways in best serving displaced persons, e.g. different ways the library can reach out to refugees.			
✓ Have the already trained staff develop and sustain tools that help them in their work.			
✓ For the continuation of library services to displaced populations, we found out that in many libraries there are dedicated positions or departments for multicultural and diversity issues. Be open that the group of people identified in the beginning might develop into a new library department. Some libraries include in their staff: o Multicultural Customer Specialist			

- o Multilingual librarian - o Multicultural Learning Coordinator - o Multicultural Liaison - o Outreach Librarian - o Coordinator of Immigrant Services - o Immigrant Services Manager - o Diversity and Literacy Librarian - o Diversity Change Manager (Stadtbibliothek Pankow, Germany) - o Inclusive Services Consultant - o Supervisor of Outreach and Diversity			
✓ Evaluate and optimize the training content and methods, not only at the end of the process, but also mid-term, during the realization of the training.			
✓ Offer regular, continuing education. Do not stop the staff training! Invest in it! Do it as many times as necessary, depending on your country's refugee influx and emergency. 2 times per year is a good rhythm to keep staff well trained and engaged.			
✓ Get the already trained staff to train other staff members and/or volunteers.			

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1. Intercultural, English Learner, Spanish-speaking Referral Resources Chart (IS) ☆ 🗕 📁

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Q10

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Library Referrals for Immigrant and Spanish-speakers Created and Updated by the Intercultural Services Department Prince George's County Memorial Library System															
2																
3																
4	Organizations: Non profit, community etc (Alfabetical Order by name of organization)															
11	Catholic Charities (non-profit, multiple locations) https://www.catholiccharitiesdc.org/gethelp/ (202) 772-4300															
12	CASA (non-profit, multiple locations) https://wearecasa.org/ Main: Multicultural Center (Langley Park) 240-491-5763															
13	CARECFN--Latino Resource and Justice Center http://carecencdc.org/ 202-328-9799 1460 Columbia Rd. NW Suite C-1, Washington D.C. 20009															
14	Casa Ruby LGBTQ bilingual and multicultural organization in Washington D.C. 202-355-5155, info@casaruby.com															
15	CCI Health and Wellness Services https://www.cciweb.org/ 240-624-2278 9220 Springhill Lane Greenbelt, MD 20770															
16	Ceneas (non-profit, multiple locations in D.C. & MD) https://www.ceneas.org/ 202-607-3901															

Sheet1

The Prince George's County Memorial Library System in the USA have developed this excellent Google spreadsheet to be shared within the library staff. It is a living file, which they constantly update. In this file they identify what other organisations are in their area and in their country and what kind of support each one provides to immigrants. Consider replicating that excellent example in your own library. Here is the link to that file: <https://bit.ly/2QjMR8E>

Needs Assessment

Since government, NGOs, and other responses to displaced populations vary greatly from country to country and, within nations, from municipality to municipality, the most important first step in serving displaced persons is to learn about this challenge in your own community.

Any library that is planning services for displaced persons should study available data on the number and prevalence of displaced persons in their communities, and, to the extent feasible, conduct a needs assessment of services and activities that might be met by the library. Here are ways to conduct a needs assessment of the displaced populations.

What you need to find

How many refugees, immigrants, migrants, and asylum seekers are there in your community?
What languages do they speak?
Are there any services currently provided for a specific community in a language of the group identified?
Are there any emerging communities that are not covered by any service provision?
From which countries do they originate?
What is the legal status of each group in the welcoming country?
What are the ages and other variables of the target groups? How many families, children of what age, unaccompanied children, women, men etc.?
Where are they settled?
What are their needs?
Determine if local government has goals related to serving displaced people
Identify and explore the humanitarian aid organisations working with displaced people in your area

How to collect this information

Create and distribute questionnaires -if to refugees, preferably translated in core languages
Conduct focus groups
Conduct interviews
Visit refugee camps, make site inspections, observe and keep notes
Participate in open meetings and events of humanitarian aid organisations and keep notes

Who to ask

Ask your community!

Ask the experts!
Ask refugees!

Ask your community!

The combination of what is needed and what the community already provides can help libraries understand where gaps exist. If the data show there is a significant number of displaced persons in a community, then planning to serve them is the library's obligation, since the goal is to serve all community members well.

Government data is often available about displaced populations. Information from local governments frequently includes statistics about the number of refugees entering the community and the availability of services such as placement, legal regulations, and support services that exist. It is also important to determine if serving displaced persons is a goal of the local government. If yes, the library can show its willingness to support the governmental goals.

School districts are another source of information about displaced populations. Refugee children are likely to be learning the local language. Thus, they can be conduits of information to their parents and other family adults, carrying messages about library services and invitation to visit the library. The library may want to reach out to the school system and offer library cards to students and ask students to invite their parents to visit the library.

Non-profit agencies that serve displaced people are a third source. They may have statistical data about displaced populations. Diaspora groups representing displaced people can assist with a needs assessment by sharing their own knowledge about their needs or providing access to displaced persons for group interviews.

Ask the experts!

An extended avenue of needs assessment is to establish partnerships with agencies that serve displaced populations and work in the humanitarian sector. Cooperate with partners outside of the library profession: humanitarian aid organisations and institutions, such as displaced populations welcome offices, relevant ministries, local governmental or non-governmental refugee related organisations, human rights organisations, or National Human Rights Institutions (NHRIs) that work for the rights of refugees, refugee associations, area churches and schools. Many organisations seek support in their efforts to meet the needs they identify and they welcome partners. However, sometimes it can also be hard to connect with other organisations working with displaced persons –there can be resistance to work together, because some organisations can be nervous that they will lose their relevance. Therefore, make sure to reassure them that you are approaching them only to enhance their work and not to replace them.

Talk with the agency staff and understand the extent of their services, ask to attend some of their (open) meetings, visit refugee camps if in your area, and determine

how the library can best help. You can offer programmes in the library, or a deposit collection in a refugee camp, or a story hour for children or space for displaced people to meet.

“The council ‘People from Abroad Team’ is based in the Norfolk central library, in the UK. This team delivers community-based social work to people who face additional barriers to accessing traditional services because of their immigration status. All Syrian refugees that the “People from Abroad” team has supported, have become library members and are actively encouraged to use our facilities and join in with the social activities we offer.” (Norfolk Library and Information Service – UK)

Write grants together with refugee related organisations. Take part in consortia.

Form coalitions to advocate for more attention and funding for services to displaced populations. Libraries may have to be creative. Agencies may not initially think of the library as a partner, because they are not aware of what the library can offer or that libraries are interested in serving displaced persons. The library may need to be proactive and initiate conversations about the way they might help serve displaced persons.

“Public libraries in Australia are just one part of the organisation i.e., the council which offers a range of migrant and refugees services, and public libraries should not be considered in isolation of the organisation they function in providing services. Modern libraries should have moved away from being silos within their own organisation.” (Inner West libraries, Australia).

Ask refugees!

The best approach is to ask displaced persons themselves. Respect displaced persons as individuals with rights and as experts on their own behalf and work together with them to create appropriate services and effective programmes. It can be challenging for some displaced persons to know what they want from the library or what the library could provide. Some people come from places where access to public libraries may not exist and an understanding of the idea that libraries offer free services is not present. At other times libraries can be viewed as government institutions, leading to issues of trust. Understand what they need and look for ways the library can be supportive. Library staff can visit shelters or tent communities and talk to the inhabitants about their needs. Once the library has a sense of what people need, consider honestly what the library might provide and be realistic about what is not possible. Typically, people want what everybody wants:

**a welcoming place, interesting services they are invited to participate in,
and resources to help them meet their goals**

Evaluation

There is a clear need for continuing evaluation and development of services to displaced persons. Evaluate the ongoing needs, the methods library uses to establish existing and new services, the programming offered to users, the training offered to staff, the relationships with key organisations etc. Documenting, evaluating, and reflecting are important and can support future and continuing library work, as the library staff do not need to reinvent the wheel, once they start getting involved with the refugee related programmatic support of the library. Evaluation and measuring impact also provide data that help the library advocate for its work to government officials or for raising and sustaining funding for the continuation of programmes.

Monitor and measure your services, get testimonials, and create an evaluation report at the end, to show to governmental officials and an executive summary to show to the general public. Create a leaflet and distribute it inside the library as a celebration of your achievements.

As you conduct an evaluation, regardless of the method you use, be cognizant of the need to protect patron privacy. Do not use methods that automatically identify the respondent. Do not use any patron names without specific permission. Some displaced people may fear deportation or retaliation from their home country if their existence in the community is known. For this reason, they may resist participating in library services or evaluations without an assurance that their privacy is protected.

What to do

Internal/Self-evaluation: it is always useful to know internally what could work better.

Get feedback from the library staff

Feedback from others: it is always useful to have comments from other people who have engaged with any aspect of the organisation's work.
--

Get feedback from refugee patrons and non-patrons

Get feedback from the experts involved and non-involved

Get feedback from donors or municipal/government officers involved and non-involved

Get feedback from the library community!
--

How to collect this information

Keep a record of positive stories related to the result of the library services to displaced persons
--

Create a method of documenting the use of library services to displaced persons

Document assumptions and observations through interviews, surveys, and focus groups

Cooperate with community agencies, government agencies, and NGOs to whom the library makes referrals, to document the impact of library services to displaced populations

Create a final report, identifying your strengths and weaknesses
--

Monitor and evaluate what others think about your library services to displaced persons e.g. the promotion, accessibility and welcoming nature of the service.

Keep a record of positive stories related to the result of the library services to displaced populations

- ✓ Anecdotal information: assess your library's services to displaced persons by observation and collecting stories.
- ✓ Some of those stories could nicely be included in your evaluation report of those programmes and in the library's annual report.
- ✓ Provide testimonies to your donors, city council and government officials to advocate for the library's programmatic support to displaced persons.

Create a method of documenting the use and evaluating the impact of library services to displaced persons

- ✓ **List the services the library offers and the response to those services:** you may want to count the number of books circulated at refugee camps, pop-up libraries or the number of people attending the library programmes. If there is staff dedicated to serving refugee patrons, the staff counts the number of people they see and you may want to ask more questions: where they come from, which languages they speak, how much they liked this programme and why.
- ✓ **Evaluate the impact of the library services on displaced populations:**
 - **Create evaluation forms:** create offline and/or online evaluation forms and distribute them to the different groups of people, accordingly, asking for their feedback.
 - **Offline evaluation forms:** print the evaluation forms/surveys and have them distributed inside the library and outside the library, in places where displaced people live and gather (refugee camps, refugee associations, NGOs, community agencies, apartment complexes etc.)
 - **Online evaluation forms:** consider having anonymous online evaluation forms, of which you can distribute the link, or have it open in the library's computers so that the patrons fill them in. In the case of online evaluation forms, you may get results much more easily in the case of multiple choice. This is particularly helpful, when in multiple languages.
 - **Translate evaluation forms:** offer the evaluation forms in the refugee core languages. Accept evaluation written in other languages too and be ready to translate the results into your own/local language, so that you can then assess the results appropriately. Recruit displaced persons to help you in that translation process.
 - **Consider submitting your library story as an [SDG story](#) on the Library Map of the World:**

- [How to tell your story: elements of compelling evidence-based storytelling](#) (EN)
 - [In other languages](#)
- [SDG Storytelling Flowchart](#)
- [Submission form](#)
- More information [here](#)
- Check out this example: [Toronto Public Library and government collaborate to support refugees](#), helping them to settle and integrate into Canada

Document assumptions and observations through interviews, surveys, and focus groups

- ✓ Conduct focus groups
- ✓ Conduct interviews
- ✓ Observe others and keep notes
- ✓ Participate in open meetings and events of humanitarian aid organisations and keep notes

Cooperate with community agencies, government agencies, and NGOs to whom the library makes referrals, to document the impact of library services to displaced persons

- ✓ Stay in contact with the community agencies
- ✓ Ask them to help you reach out to displaced people
- ✓ Work with them to include library related questions in their own surveys and share the results with you
- ✓ Ask them to distribute your surveys to displaced persons
- ✓ Make sure there is a constant flow of communication with displaced people through the means the community agencies use

Create a final report, identifying your strengths and weaknesses

- ✓ Identify the strengths and the weaknesses of the library programmes to displaced people
- ✓ For example, networking with key humanitarian aid organisations is important and can raise the profile of the library service
- ✓ Another outcome could be, for example, that areas for improvement might include the need for continuing staff development training, especially to challenge negative attitudes and instill confidence
- ✓ Another outcome could be policy change, for example, the removal of barriers such as the requirement to show an ID in order to issue a library

📄 Evaluation report examples:

Get ideas from how your library's evaluation report could look at the end:

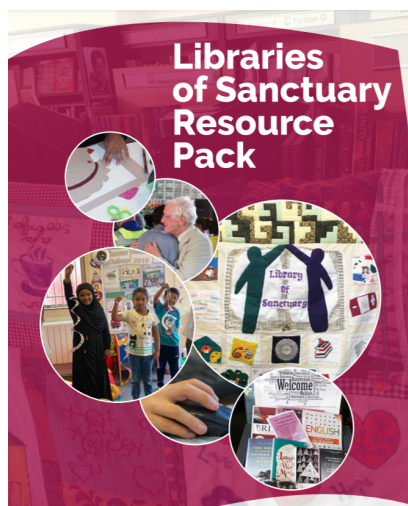
Services for Migrants and Refugees

- ✓ Check out the 2019 evaluation report from the Australian Library and Information Association [here](#)



Detailed Resource Package - Libraries of Sanctuary (UK)

- ✓ Check out the detailed resource package from Libraries of Sanctuary (UK) [here](#)
- ✓ Check out the leaflet type of Libraries of Sanctuary (UK) [here](#)



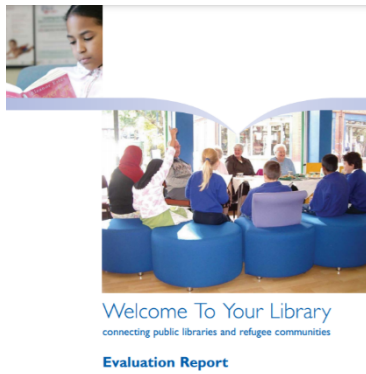
The cover page of the detailed resource package from Libraries of Sanctuary (UK)



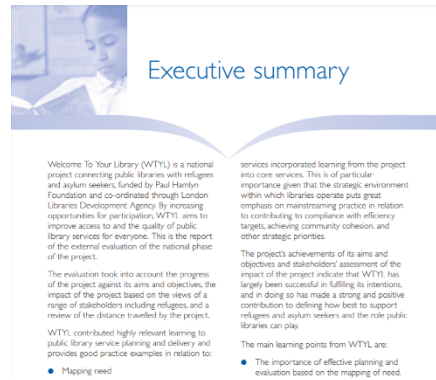
The leaflet-type evaluation report of Libraries of Sanctuary (UK)

Welcome to Your Library: connecting public libraries and refugee communities (UK)

- ✓ Check out the Evaluation Report [here](#)
- ✓ Check out the Executive Summary [here](#)



The cover page of the Evaluation Report of the “Welcome to Your Library” project in London, UK



Part of the first page of the Executive Summary of the “Welcome to Your library” Project in London, UK

Top-5 challenges and solutions

There are numerous challenges that a librarian might face, when designing, delivering, and evaluating services to displaced persons, and solutions might not always be obvious or easy to implement.

This is a **top-5** list of the most common challenges and their potential solutions.

Consider personalizing this list, by thinking on your own or with your colleagues what other challenges you face and what potential solutions you could think for each challenge. Use the “answer – question” style to work with in your design thinking process. Use the below content as an example.

CHALLENGES	SOLUTIONS
Political situation The political situations and governmental rules and policies differ in each country, which makes a global perspective quite complex. How should each library deal with their own political situation? How could the International Guidelines for library services to displaced populations help in that matter?	- Find which country has similar rules and situations, with those in your own country. For example, Croatian libraries find it hard to serve asylum seekers, as they stay briefly in their country. Find where else librarians face this challenge and connect with libraries from that country to exchange views. - Get inspiration and input from the International Guidelines for library services to displaced populations. - No matter the diversity of the political situation, the matter is global and there are international laws that safeguard human rights for all people. - No matter the diversity of the political situation, every human being is born with human rights. Human rights are universal and valid world-wide. - See the recommendations in the chapter “Libraries as human rights actors” (pages 8-12) to assimilate the universality of the issue. - See also recommendations in the chapters “Needs Assessment” and “Evaluation” for a personalised output.
Pandemic The COVID-19 pandemic has created newly displaced groups - people stuck in limbo, while they are trying to get back to their countries of residence based on inability to travel	- During the COVID-19 crisis, the library is more important than ever for the community, and especially for displaced persons who have a harder time than others to connect digitally. - Act as a community centre, and partner with other organisations to serve as a one-stop-shop for services. - The pandemic will be remembered as a turning point. Therefore, use this as an opportunity to prove to both refugees and

across borders due to increasing restrictions. It has also introduced many challenges and changes to everyone's daily routine with the vulnerable groups (displaced populations) affected the most. It has affected especially those who live in refugee camps as they are more vulnerable to infection. Generally, the pandemic has made the situation even more difficult and access to information has worsened dramatically. How do libraries act, considering this unpredictable variable in the equation?	non-refugees that libraries are actors for solidarity. - Identify and publicise how your library plays an important role in the social chain. - Evaluate the situation in your country. Discover which is the best way to communicate remotely with displaced people in your city/country. After the evaluation during/post-COVID-19, choose what to do. - For example: - Consider becoming a 24-h call centre for displaced populations, providing the space and the resources for interpreters from other organisations to receive and answer questions. - Inform your refugee library users about safety measures through SMS or other ways. - Schedule librarian visits in refugee camps and regularly inform refugees about the COVID-19 situation in the country and what are the ever-changing possibilities they have to access the library remotely. - Think out of the box: what could you do, using your resources, to make refugee lives better and others more informed? Our experience indicates that agencies working together in the community is necessary to provide the full range of help needed. It is more important for the library to be an active partner than it is to try to be "the one" offering services." (Dickinson Area Public Library, USA)
Xenophobia¹⁵ of library staff At the international level, no universally accepted definition of xenophobia exists, though it can be described as "attitudes, prejudices and behaviour that reject, exclude and often vilify persons, based on the perception that they	- Respond with sensitivity - You cannot force people to work on what they are not ready to accept - Apply a multi-mode approach: - First involve the staff that is interested, passionate, or expert to work on such a project with displaced people. Make working with displaced persons a success and celebrate it properly. Show results and impact. - As indicated in survey responses, one of the leading challenges was the lack of knowledge and training to provide services to this

¹⁵ Declaration on Racism, Discrimination, Xenophobia and Related Intolerance against Migrants and Trafficked Persons (adopted by the Asia-Pacific NGO Meeting for the World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance, Teheran, 18 February 2001): <https://www.hurights.or.jp/wcar//E//tehran//migration.htm> (last accessed 18 February 2021)

are outsiders or foreigners to the community, society or national identity”. It is true that there can be resistance from library staff and anti-immigrant attitudes. Our global survey showed that this is the third obstacle that a library encounters in providing services and programmes to displaced persons. Xenophobia comes from lack of funding and lack of knowledge or training in how to provide services to specific populations.	population. In parallel, train directly and indirectly all library staff about library services to displaced persons. Offer bias training and cultural awareness training. For example, at the Denver Public Library all staff working in the Plaza programme for refugees have been trained and are now developing and training other staff. See the chapter “Library staff training” for more recommendations. - At the end, all or almost all your library staff members will follow, and the impact will include a change of mindset of library workers. “We are a fully-nonprofit community library (no funding from any city or county), manage with NO paid employees (all volunteers), and operate solely with donations from various supporters and community people from a community whose median income is at or below the poverty level. Nonetheless, our service and outreach are not limited to one ethnic group, race, party, or religion. Anyone that comes in is deemed to be worthy of respect and assistance if desired.” (Rio Abajo Community Library, USA)
Lack of money or resources Our global survey showed that the biggest barriers that libraries face to serve the displaced populations include the lack of funding and lack of resources. While libraries face this issue, often the non-profit organisations that libraries partner with face funding challenges too, which impact any partnerships and can prevent successful development of programmes. This complex and unstable funding ground impacts the library’s own organisational ability to contribute to this landscape locally.	- Use no-cost strategies. Use the library’s existing resources (time, staff and expertise). Think of creative ways to build trusted and stable relationships with volunteers who can help you elevate the work with displaced persons. - Synergise: be open, connect, and build partnerships - Fundraising: do not be shy! Ask for funding and keep in mind you might need to contact 50 organisations/companies, to get one positive answer. And that is ok! - Be careful that the donor(s) do(es) not determine your policy. - Activate or create the “Friends of the Library” for raising funds for such social causes. - Run crowdfunding campaigns to raise money and awareness! - Keep in mind YOU are the medium to offer or donate, for example, computers, laptops, printers, or internet connections to displaced persons. They cannot do this on their own. YOU are the institution that has an organisational structure, the network and the means to get in contact with companies and

What could libraries do to tackle this challenge?	offer support to vulnerable societal groups, such as displaced people. Denver Public Library's secret of success is that they have been focusing on delivering their so-called 'Cultural Inclusivity Services' since 2005. Since then, the DPL's Department of Cultural Inclusivity has grown substantially and now provides services to refugees in 11 branches with 40 people staff, who are paid by a combination of city funding and a Denver Foundation Grant. Interestingly, the paid staff represent many of the cultural populations residing in the Denver area. See page 70 for more information. (Denver Public Library, USA)
Lack of long-term planning Libraries experience a lack of mandate to continue the work related to displaced populations. It is hard for many libraries to see where the refugee-related programmes will be in 5 years or 10 years' time. What could libraries do to plan long-term?	- Consider and discuss with your colleagues why you face this challenge. In many cases, this happens often because specific services are offered within a programme that has a specific timeline and the local government affects library budgets for cultural programmes. - Consider making a business plan for the displaced populations related programmes/services only and incorporate the findings of this micro business plan in your library's overall long term business planning. Involve displaced persons and experts of that field in your business meetings. Visit their meetings to get ideas. - Use SOAR Analysis¹⁶ to assess your organisation's current position before you decide on any new strategy about the displaced populations related programmes. Identify the programme's: ● Strengths ● Opportunities ● Aspirations ● Results - Ensure you set SMART goals¹⁷ and use them to achieve your long-term objectives: ● Specific ● Measurable ● Achievable ● Relevant ● Time-bound

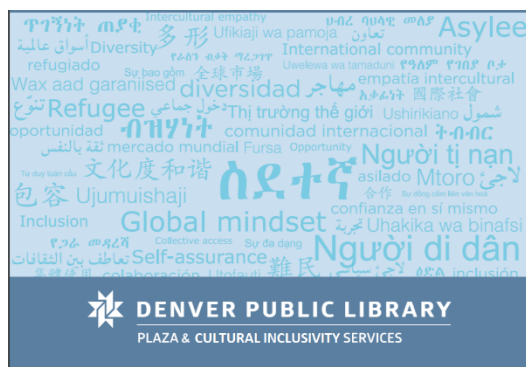
¹⁶ Find out free templates and more info about the SWOT analysis: https://en.wikipedia.org/wiki/SWOT_analysis and https://www.mindtools.com/pages/article/newTMC_05.htm (last accessed: 18 February 2021).

¹⁷ Find out free templates and more info about the SOAR model: https://www.cibhs.org/sites/main/files/file-attachments/soar_handout.pdf and <https://www.mindtools.com/pages/videos/soar-analysis-transcript.htm> (last accessed: 18 February 2021).

	- Using such business tools, you will be able to get measurable results and data that will help you build and sustain these services into your library's 5- & 10-year strategic planning. "A community-based organisation called "Northern Settlement Services" operates from a Council owned building across the street from us. We have collaborated with them in including some of their clients in our activities." (Central Coast Council Library Service, Australia) "We so far have provided mostly passive programming (books, information) and computer help to anyone who asks. We are currently looking into providing more active programming and have met with a local organisation - The Global Friends Coalition - and participated in some of their programmes." (Grand Forks Public Library, USA)
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A closer look: the cases of an American, a European and an Australian public library

Denver Public Library (USA)



Denver Public Library's Cultural Inclusivity Services, formerly called Services to Immigrants and Refugees

The Denver Public Library (DPL) has been focusing on providing dedicated services to refugees since 2005 with their Plaza Programme. The mission of [DPL's Department of Cultural Inclusivity](#) is to collaborate with Denver's multicultural community to create equitable opportunities for learning, discovery, and connection.



The Plaza Programme in the Denver Public Library is free and open to all refugees, with no registration required.

The Denver Public Library's secret of success is that they have been focusing on delivering their so-called "Cultural Inclusivity Services" since 2005. Since then, the programme has grown substantially, and now provides online and in-person services in 11 branches with 40 staff paid by a combination of city funds and a Denver Foundation Grant. Interestingly, paid staff members represent many of the cultural populations residing in the Denver area.

Regarding the funding in particular, the city funds staff with top positions at the programme and the rest of the staff are funded by the Foundation on a five-year cycle. This 5-year budget planning gives the library the benefit of developing programmes over time. And the use of both public and private funds gives the library the flexibility to run the programmes timely and effectively, as the grant funded programmes have fewer restrictions than the government funded ones. While there is planning for the next 5 years, the DPL does not stop planning for the time after 5 years from now. The long-term goal of the DPL is in five years the programme to be fully funded by the city and the leadership team works towards that direction. What they currently do is that they use the existing funds to execute, evaluate and measure the impact of their cultural inclusivity services. In the meanwhile, they use the data collected to gain additional support and stable funding, advocating to their city officials about the importance that such library programmes have in the society.

The Plaza Programme in the branches is free and open to all, with no registration required. It is a place where refugees from all over the world can connect with resources and meet new people. These programmes are designed to be free, open, and welcoming, with as few barriers as possible. They are "drop-in sites open to adults, families, and children – people of all ages". No personal information is collected from users to protect their privacy.

Nicanor Diaz, the Immigrant Services Manager and Virginia Vassar Aggrey who runs the Plaza Programme, identify the programme's needs-based approach:

"The Plaza Programme is focused on providing spaces and services for newcomers to Denver and services are based on needs expressed by users".



Bilingual arts and crafts classes are offered for babies, young children, and their parents in the Denver Public Library.

Services currently offered include:

- Free library registration and library cards
- English language classes and discussion practice
- Citizenship classes
- Free use of computers, computer training, printers, and copiers
- Connection with community resources for housing, health, employment, sporting, and leisure/recreational services
- Assistance in finding a job, starting a business, and homework help
- Use of tools such as sewing machines, audio, and video recording equipment, 3D printers, and coding classes
- Stories, songs, rhymes, arts, and crafts, and more for babies, young children, and their parents, offered in English and Spanish
- Legal advice on immigration and assistance from social workers
- Cultural celebrations such as Dia del Nino, Lunar New Year, Welcoming Week, and World Refugee Day
- Staff who speak 13 languages of people in the Denver metropolitan area
- Guides for newcomers in 13 languages that give an overview of library services and jargon to new users of a library.



Denver Public Library's project "Mementos from Home" features stories of people who brought a special object with them when they left their home country.

In addition, a special part of the website, [Mementos from Home](#), features immigrants recording stories about items they brought with them to the United States and what those objects mean to them.

Additionally, the library distributes a quarterly newsletter, *Conexiones* which highlights Spanish programming at the library and is developing a website, Facebook page, and a core resource collection in Spanish and other languages. These services are highlighted in the branches where there is a larger number of Spanish-speaking users.

During the interview, Nicanor and Virginia described how the team working to support refugees and other newcomers continued to do that, even when the COVID-19 Pandemic struck:

"The Denver Public Library closed physically, as did most libraries in the state. We quickly began to plan how we could continue to offer services in an online and remote environment. Amongst the solutions we found, people can now schedule a one-on-one appointment with a library staff member to discuss any topic of interest or need, aka questions about citizenship, homework help, and help with technology. One user wanted help in preparing for a driving test. The Library also offers Online English Conversation Groups 5 days a week and an online Citizenship Study Group 1 day a week. These are free and people are encouraged to sign up and participate. But the two major barriers in providing service during the pandemic are access to technology and how to use the technology. Many people rely on the library for internet access. With the library closed, this access is limited as are computer classes."

The above Denver Public Library case study has been illustrated through an IFLA newspiece, to celebrate World Refugee Day 2020: <https://www.ifla.org/node/93156>.



Read Aloud in the garden of the library of Sint-Jans-Molenbeek (Brussels)

The [library of Sint-Jans-Molenbeek](#) is in Sint-Jans-Molenbeek, a young and diverse municipality in Brussels with about 100,000 inhabitants and 185 nationalities. It is one of the poorest municipalities in Belgium, as well as a transit zone where many refugees arrive. Once registered in the immigration register, displaced people move to other cities or towns in Belgium where living conditions are better.

In order for the library staff at Sint-Jans-Molenbeek to determine what are the needs and the characteristics of their patrons, they access the database Bisa (Brussels Institute for Statistics and Analysis) of the municipal population service, which collects demographic figures of the population and their geographical distribution.

The library offers the following services to displaced persons:

- Foreign-language collections
- Multilingual read aloud sessions
- Reading promotion project 'Boekenbende aan huis' (Molenbeek at home), in which readers (often students or volunteers) read at home for 8 to 10 weeks to children from high schools who have a different home language
- Purchase of O Mundo books (small world library with children's books) and materials in different languages
- Use of library spaces for lessons
- Internships
- Sign up as a member
- Free use of internet and computers
- NT2 collection (Dutch as second language) for alpha groups (illiterate)
- Make space available for creation and innovation
- Custom guided tours and dialog tables
- Activities/meeting moments in and outside the library



Arabic collection of the library of Sint-Jans-Molenbeek (Brussels).

Foreign language collections:

Much of Belgium's Arab-speaking population lives in the municipalities of Sint-Jans-Molenbeek, Sint-Joost-ten-Node and Sint-Gillis (all in Brussels) and therefore there is **a great need for Arabic books**. Helpfully, the library receives an additional subsidy from the Flemish Community Commission for participation in the Brussels library network, for foreign-language collections and promotional materials.

Together with an expert group and the Foyer Association, the three libraries developed an Arabic collection. The group took the different backgrounds, life visions and levels of study of the community into account in making choices both about collections and activities. The library also has an English-language collection and in the future wants to develop a Polish collection.

Collaborations:

In order for the library to provide these services, it collaborates with several organisations, such as the integration and civic education agency, ambassadors, primary and secondary schools, other Brussels libraries, Brusselleer (Centre for basic education – for adults), the Bonnevie community centre, BRom, the Bonnevie Community, the Commissariat for refugees and stateless persons, daycare centers, CVO (adult education), Sint-Jans-Molenbeek Municipal Services, Foyer VZW, the Dutch language house, the Vaartkapoen (community center), OBiB/the Flemish Community Commission, (support libraries in Brussels), Colleges, the Flemish Community, Wijkacademie Molenbeek and more.

They promote their programmes through their library website, WhatsApp, Facebook, flyers, posters, during a library visit and through their partnerships with ambassadors, Molenbeek Municipal Info and other organisations.



Multilingual reading aloud session: Dutch in combination with one (or more) other language(s) in the library of Sint-Joost-ten-Node, a small super-diverse Brussels municipality - © Bib Joske, Brussels.

During an interview, Linda Bruyninckx, librarian at the library of Sint-Jans-Molenbeek mentioned the challenges they face:

“Communication remains a challenge. Many of our visitors speak little or no Dutch. The library staff has followed training such as ‘easy communication and writing’. Dutch is spoken to create practice opportunities for them. If their knowledge of Dutch is insufficient, we speak French, English or Spanish with them. And, of course, we also face challenges due to the pandemic. For many refugees, the take-away system that we deployed was an extra threshold. Those who found the way to the library were assisted on site.”

Dual learning with low-skilled young people and refugees

The dual learning programme at the library of Sint-Jans-Molenbeek, supported by [ESE](#) and the [Flemish Community](#), promotes the access to, and integration of vulnerable immigrant youngsters aged between 15 and 18 years into the Belgian labour market.

They receive part-time training linked to an internship that will enable them to find a job. In collaboration with the Foyer Association Integration Centre and Group Intro (training centre in Sint-Jans-Molenbeek), the library started a project for vulnerable Roma youths in 2015. For this, the library received the "Sustainable Employer" label in 2017 and 2018.

During the interview, Linda Bruyninckx, librarian at the library of Sint-Jans-Molenbeek talked about the dual learning programme for Roma and refugees:

“Working with young people from the Roma culture is not so obvious. It is a closed culture that strongly maintains its own traditions, with an important place for the family and mutual solidarity. In addition, Roma people traditionally place little value to education, which makes school absence particularly high. Girls are often married at a young age, and marriage outside the community is discouraged. As a result, the unemployment rate is also very high. Integration in Belgium is therefore often difficult. However, thanks to the good cooperation with the Training Centre and the Roma Department of the Foyer Association, a positive evolution has been noticeable in recent years.”

For several years now, the library has been working with refugees more and more. Currently a young Syrian, Mohammed, works in the library. Two days a week he attends classes at the CLW (Centre for Learning and Work) and the other days he comes to work in the library. His goal is to obtain a diploma of secondary education through dual learning. In the first phase, behavioural attitudes are learned at work (coming on time, notifying people when you are sick, talking to each other...) and once the mutual trust relationship has been created, work is done on competences.

The big difference between Roma youngsters and young refugees is that the latter are often supported from home to achieve something in life. The cooperation with Mohammed is also different because he could already read and write in his mother tongue. At the same time, he is more open to the Belgian culture, which can probably be explained by his education in his home country.

Linda Bruyninckx continued:

“If we look at the results achieved over the past year, we can see great differences among the Roma youth. Some of them worked in a shop and one became a guide in the migration museum of the Foyer Association. Through their internships they encountered other communities that have broadened their world. At the same time, they were sad, because they knew that potential opportunities were not yet achievable for them, but perhaps would be for their children. All girls stopped working after their marriage, with the important difference that they married at a later age and that they chose their partner themselves. The Moroccan youngster Ibrahim, who has been working in the library for the last two years, is the first who obtained a secondary diploma. This gives us hope and motivates us even more to organise internships in the library for vulnerable youngsters.”



Read Aloud Arabic event in the library of Sint-Jans-Molenbeek (Brussels)

Libraries ACT (Canberra, Australia)

← → ↻ library.act.gov.au/services/in-your-language 🔍 ☆




Register Login

Site search 🔍

Home Hours & Locations Services What's On Digital Resources Catalogue ACT Heritage Library

Select Language ▼
Powered by Google Translate

Home > Services > In Your Language

In Your Language

Catalogue search 🔍

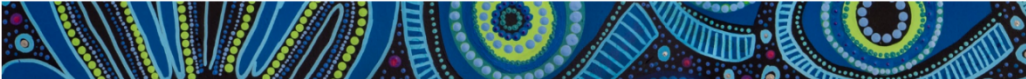
Libraries ACT have books, DVDs, CDs, magazines and newspapers in 23 languages other than English. Some items are available online too.

You can even learn English in your native language or learn over 70 other world languages with the [Mango Languages](#) app. Create your own login to track your progress; if not, use "Guest access".

Language Collections in our Library

Arabic	▼
Bengali	▼
Chinese	▼
Croatian	▼
Dutch	▼
French	▼
German/Deutsch	▼
Greek	▼
Hindi	▼
Bahasa Indonesia	▼
Italian	▼
Japanese	▼
Korean	▼
Polish/Polski	▼
Russian	▼
Serbian	▼
Sinhalese	▼
Spanish/Espanol	▼
Tamil	▼
Turkish	▼
Vietnamese	▼

We acknowledge the Traditional Custodians of the ACT, the Ngunnawal people. We acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.



A screenshot of the multilingual book catalogue Libraries ACT. Libraries ACT received the 2020 ACT Multicultural Award in the category of Outstanding Excellence Award for Diversity and Inclusion: <https://www.library.act.gov.au/services/in-your-language>

[Libraries of the Australian Capital Territory \(Libraries ACT\)](#) provide services to people from culturally and linguistically diverse backgrounds. Thus, Libraries ACT helps displaced persons to participate in Canberra's social, cultural, economic, and civic life, and to showcase their diverse cultural heritage. This contributes significantly to promoting and strengthening community harmony, and a city where diversity is

celebrated and embraced. Libraries ACT is a service of the Australian Capital Territory (ACT) Government.

The library offers free membership to anyone living, working, or studying in the ACT. All that is required is proof of identification and residential address. Asylum seekers may not have formal identification documents, so the ACT Government has introduced an [ACT Services Access Card](#) for ease of access to ACT government services, including Libraries ACT.

Anyone can access the library's free WIFI, computers, printers, and photocopiers. These are valuable resources for displaced persons, who are also able to attend any of the free programs, including:

- English conversation classes: Fun and welcoming classes for displaced persons to practice English and make social connections.
- Help with technology: Anyone can ask friendly library staff for help with a range of digital topics, including iPhone basics, privacy, and security.
- Children's programs, including Bilingual Storytimes, Story Times, Giggle and Wiggle.
- Adult programs, including self-help, author talks, expert talks.

Libraries ACT members can access a huge range of resources, including resources for learning English, both physical and digital formats, music, movies, eBooks, eAudio Books, books, magazines, DVDs, and CDs. There are also [LOTE \(Languages Other Than English\) collections](#) in multiple languages.

Libraries ACT's outreach team works with communities who might have barriers to accessing library services, resources, and programs. The team consists of a Multicultural Learning Coordinator, Aboriginal and Torres Strait Islander Coordinator, Disability and Inclusion Coordinator and Family Literacy Coordinator.

Joanna Bragg, Multicultural Learning Coordinator talked to us about the **2020 ACT Multicultural Award the library received in the category of Outstanding Excellence Award for Diversity and Inclusion:**

"Through networking and outreach activities we engage with more vulnerable communities to build awareness of our programmes, resources, and services and to listen carefully to community representatives to ascertain current needs and service gaps. We partner and collaborate with government, non-government organisations, local schools (primary, secondary and adult), settlement services and other groups to develop innovative programs to meet these needs and connect the community to the library.

COVID-19 meant that we had to cease all our face-to-face programs from March 2020 – May 2021. To overcome this, we delivered online English conversation classes via Zoom, and our children's programs were also available online. The library also set up a Mystery Box service, which enabled people who were unable to visit the library because of COVID-19 to regularly receive a box of books. During this time, Libraries ACT also won the 2020 ACT Multicultural Award in the category of

Outstanding Excellence Award for Diversity and Inclusion, recognising the value of the library's Bilingual Storytimes and the team who present them."

Methodology

These guidelines grew out of a chapter on library service to refugees in the recently published [Guidelines for library services to people who experience homelessness](#) developed the [IFLA Section on Library Service to People with Special Needs](#). Starting from this initial publication and its success as received by the global library community, a new international and multi-disciplinary committee was created to generate these new guidelines. The aim of the team has been to make these guidelines as helpful as possible to all types of libraries serving communities with displaced populations.

Aligned with the global IFLA Strategy, and with the [IFLA Strategic Key Initiative 4.2 “Effectively mobilise our human resources and networks”](#), we have managed with team consisting of members from the following IFLA Sections:

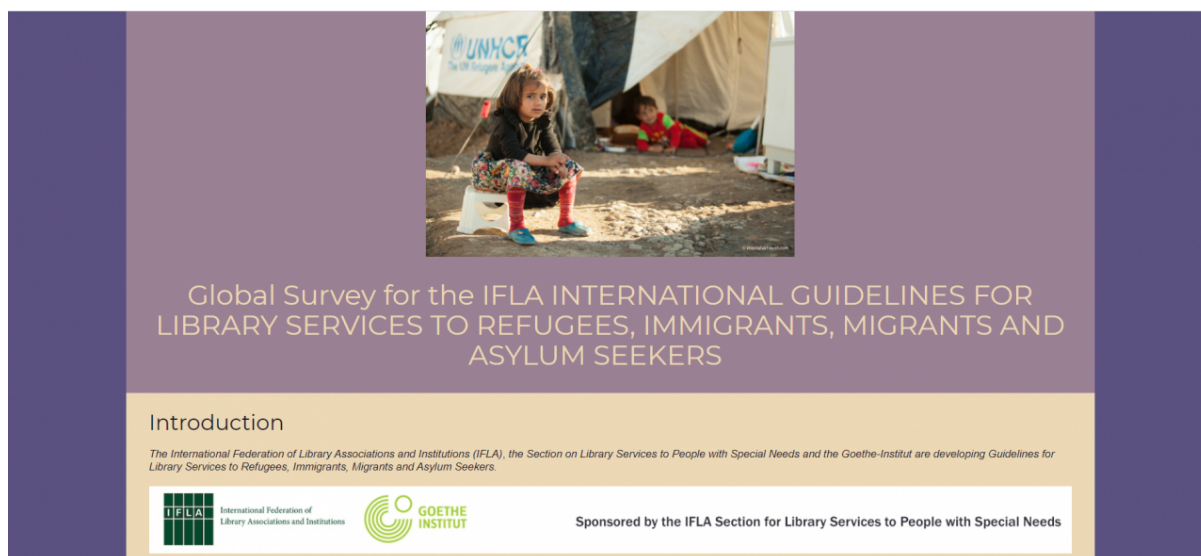
- People with Special Needs Section (leading Section)
- IFLA Section Public Libraries (co-sponsor)
- IFLA Section the Library Services to Multicultural Populations (co-sponsor)
- IFLA Section Libraries Serving People with Print Disabilities (co-sponsor)

To compile the content of the guidelines, we used a mixed methodology, comprised of three main parts:

1. A global survey
2. In depth interviews with selected libraries that filled out the survey
3. Online desk research

Global Survey

To receive input from the global library community, we launched a global survey. The aim of this survey was to gather examples from around the world about what kind of services libraries deliver to these target groups, what challenges they face, how they tackle those challenges, staff responses, what cooperative alliances exist to deliver those services. The survey was launched on 19 November 2019, with a deadline of 22 December. We received 352 responses from 32 countries.



Screenshot of the online global survey for the IFLA International Guidelines for Library Services to Refugees, Immigrants, Migrants and Asylum Seekers (title changed later to "IFLA International Guidelines for Library Services to Displaced Populations")

Survey results – Explanatory notes that affect the methodology:

- Mainly western countries filled out the survey. There is limited information from countries that did not fill out the survey and the team is trying to determine why this happened, why we had no responses from some areas, and how to solve this in the future.
- From the MENA (Middle East and North Africa) region, for example, countries who take many refugees, like Lebanon, Palestine, Turkey, and Jordan, did not appear in the survey. Their input is important, and we hope to have their responses in any future revision.
- Also, from the LAC (Latin American and the Caribbean) region we received only one response from Argentina, one from Brazil, and one from Spain and Puerto Rico.

We hope to see future contributions from these regions, to have the largest global view possible.

Read a full and detailed report on the survey results [here](#).

In depth interviews

We conducted seven in depth interviews with 5 public libraries and 2 Library Associations. In these guidelines parts of those interviews have been included.

Online desk research

We also conducted online desk research to collect examples of libraries and gather data of existing projects and services around the world.

Final remarks – Looking ahead

2020 will be remembered as the year when injustices were apparent and when the promise of innovation was highlighted. The refugee crisis and the Covid-19 pandemic have made the plight of displaced populations clear: health, food insecurity, housing, impact on business. Where do libraries stand in this discussion? Being a mirror of the society, they are of course impacted by it. How can we advocate to continuously prove our worth and our impact?

Now is the right time! Librarians, ask yourselves:

“If not now, when?”

Looking to the future, we made a first attempt to address the burning matter of library services to displaced populations. We know it is extremely helpful to have conversations with other library systems globally to learn about the work other people are doing in similar fields. We hope to have provided you with a progressive way that will enable you to activate all possible synergies with social structures and key players; to continue identifying the changing needs of your local communities; to fight xenophobia within and outside your library walls; to ultimately find your library’s mission through supporting the vulnerable groups of the society. By doing so, you will make a visible contribution to the implementation of the UN Sustainable Development Goals and their principle of “Leave no one behind”.

“Its 2019/2020 we have never had so many refugees in the world- or so many internally displaced. Libraries are moving from being libraries to community centres, but change is slow.” (Wellington City Libraries, New Zealand)

“I believe that services to refugees, both resettled and still waiting to be settled, are among the most vital things that we as a library community could be providing right now. In the face of the largest refugee crisis since the second world war, the response has been woefully lacking.” (Three Rivers Community College Library, USA)

We hope the pitfalls we faced during the process of creating those guidelines will be tackled in the future. For example, we would like to see more responses to our global survey and from a bigger variety of countries to flatten the curve and work more collaboratively on an international level on such burning societal issues, like supporting displaced populations.

However, we know that Rome was not built in a day. So, we also believe that this first attempt is an important first step, as it places the pillars for future work and we hope it opens the door for innovation in the library service design, with sensitivity and empathy. Let’s change the results of the chart below and work locally, nationally, and internationally together with IFLA to make the world a better place for all!

Where do you work geographically with displaced persons?

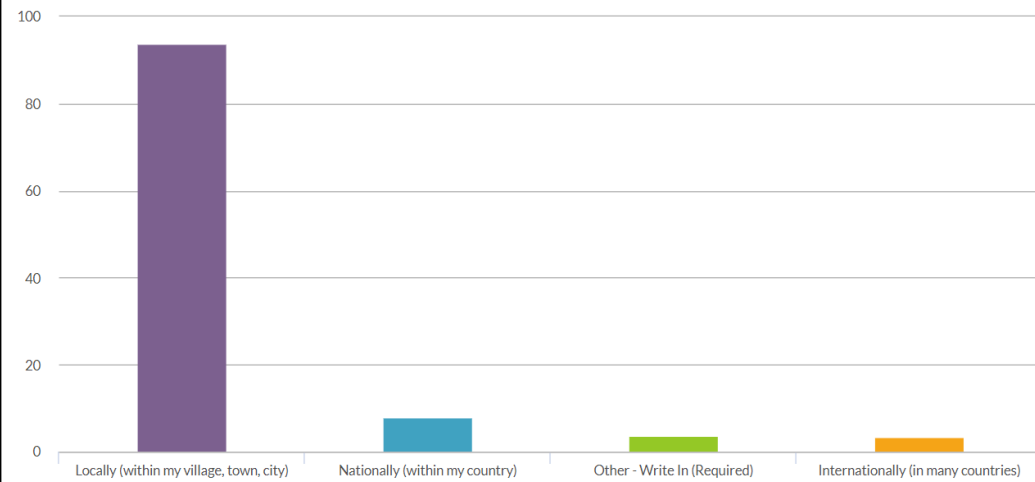


Chart 6. A question of the survey we conducted in preparation for these guidelines asked, “Where do you work geographically with refugees?”. This was a multiple-answer question. The dominant percentage (93.8%) answered that they work locally, within their city, while there is a huge difference to national (7.9%) and international (3.3%) work.

Appendix

Glossary

Important explanatory note:

In those guidelines we interchangeably use the phrases “displaced people”, “displaced persons” or “displaced populations”, to mean refugees, migrants, immigrants, and asylum seekers.

Millions of people around the world are fleeing war, violence, or persecution. Others emigrate for work, study or to follow their families. Many move for a combination of these reasons. In everyday use, the terms “migrants” and “refugees” are often used synonymously. From a legal point of view, however, they are different groups regulated by separate international legal frameworks. Only refugees are entitled to the specific international protection as defined by international refugee law.

However, displaced people are all protected by international human rights law. Here are definitions for each group, as taken from the UN Migration Agency (IOM)¹⁸:

Refugee (1951 Convention) – A person who, owing to a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.

Migrant – A person who moves away from his or her place of usual residence, whether within a country or across an international border, temporarily or permanently, and for a variety of reasons. Migrants leave their country not only because of a direct threat but also to find work, to study, to reunify with family or for other personal reasons. Some leave because of poverty, unemployment, natural disasters, or other circumstances. These migrants can return home because they do not fear persecution in their countries.

Immigrant – From the perspective of the country of arrival, a person who moves into a country other than that of his or her nationality or usual residence, so that the country of destination effectively becomes his or her new country of usual residence.

Asylum seeker – An individual who is seeking international protection. In countries with individualised procedures, an asylum seeker is someone whose claim has not yet been finally decided on by the country in which he or she has submitted it. Not

¹⁸ Key Migration Terms: <https://www.iom.int/key-migration-terms> (last accessed: 18 February 2021). For more migration terms, please see the IOM's Glossary on Migration, which is a “living document” and is frequently changed: <https://publications.iom.int/books/international-migration-law-ndeg34-glossary-migration> (last accessed 18 February 2021)

every asylum seeker will ultimately be recognised as a refugee, but every recognised refugee is initially an asylum seeker.