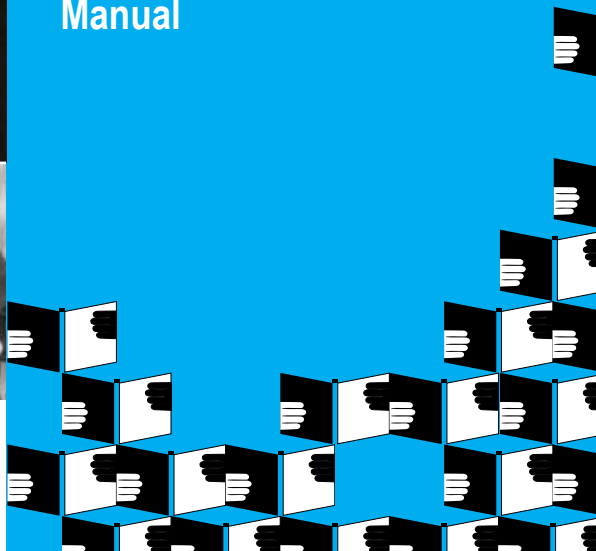# LIBRARIES FOR ALL

EUROPEAN STRATEGY FOR MULTICULTURAL EDUCATION (ESME)

Manual

LIBRARIES FOR ALL – EUROPEAN STRATEGY FOR MULTICULTURAL EDUCATION (ESME)

Manual

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Manual and Guidelines are available in four language versions: Czech, English, German and Swedish, in print and for download on the project website.

ACKNOWLEDGEMENTS

Content:

INTRODUCTION

European public libraries have undergone significant changes over the past fifty years as a result of globalisation and of both technical and technological development. Some general improvements include the increased accessibility of public libraries to the general public, the increased application of new library technologies, and the enhancement of the range of both library collections and services. One of the influences behind this process has also been the transformation of the reader presently, there is no question that a public library be anything but a "Library for all"; an institution whose main objective is to serve its diverse society. A public library is an important and central community hub, fulfilling cultural, educational and information functions within a local area. It offers both formal and informal approaches to education that are easily and openly accessible and with no barriers for a wide general public, disregarding age, gender or nationality. At the same time, it is also a place of rest and amusement, a meeting point and a place for building social relations. The objective of a library should always be intercultural by creating an open space for equal access to information as well as maintaining the development and satisfaction of each visitor's cultural needs. In this sense, a library promotes integration at the local level while also facilitating contact with the cultural heritage of other nations and cultural diversity. In this way, libraries increase understanding of the differences between individual social groups and promote peaceful coexistence.

This Handbook "Libraries for all – European Strategy for Multicultural Education" is one of the results of the project run between Sweden, Austria, Germany and the Czech Republic. The aim of the project has been to initiate an EU-wide upgrade of local public libraries and to create new models for intercultural library services. Five partner organisations from four European countries have been involved in the two-year project. The project-leader okay. zusammen leben/Advice Center for Migration and Integration is a regional information and advice service centre for immigration and integration issues in Vorarlberg (federal State of Austria). The other partner-organisations include: the Social Architecture Team Three, a non-profit organisation which created, coordinated and oversaw the project; from Germany, the Public Library of Frankfurt am Main, a library with a long-standing history of providing intercultural library services; from Sweden, the Immigrant Institute, a documentation centre run by immigrants and immigrant organisations, with a long experience in intercultural librarianship; and finally from the Czech Republic, the Multicultural Centre Prague, a non-profit organisation interested in issues related to the coexistence of different cultures in the Czech Republic and abroad.

This handbook provides a broad overview and analysis on the issue of libraries from highlighting new approaches and methods, such as the functioning of a library advisory board, to emphasizing the need for long-term monitoring of successful integration activities undertaken by participating libraries, such as the Public library in Frankfurt. Furthermore, the handbook provides examples of good practice in non-European libraries, as they bring new stimulus and show possible directions that the already-existing EU's integration activities could take. For more information please visit our website (www.librariesforall.eu).

Over a two-year period, the participating libraries and non-governmental organisations have promoted the transformation of local public libraries into intercultural and multilingual libraries for all. This handbook offers a detailed overview and evaluation of the activities undertaken by the participating libraries. It is important to note that the experience of immigrants differs greatly in each participating country. For example, whereas the number of migrants arriving in the Czech Republic started to grow significantly only in the 1990s, Sweden has had a much longer tradition of immigration. Such variety of situation is repeated for all the participating countries and it is this combination of different starting points and plurality of backgrounds of the participating organisations that leads to solutions which may serve as model examples on the national and international level.

The authors of the handbook would like to thank all colleagues in partner libraries and non-government organisations who contributed to the preparation of the handbook with their experiences, advice and remarks to its content. We hope that the handbook will serve libraries as a source of inspiration and further development.
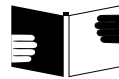
NEEDS ASSESSMENT & REACHING THE TARGET GROUP

With the help of experienced librarians, libraries are constantly observing their catchment area in order to structure their offers to cater to its needs and requirements. In many libraries such observations are not necessarily captured in writing or otherwise systematized. However, the Needs Assessment report, which all partners should provide, represents a systematic procedure where stocktaking is laid down in writing and its sources specifically named and which can be used as basis for argumentation in various future contexts. What is new and innovative is that it incorporates a view from the outside; the perspective of non-librarians working in the intercultural field as well as the perspective of the target group is taken into account. In this chapter, we draw general guidelines for improving interaction with target groups made from our partner's Needs Assessments. The following text also provides tips and recommendations on how libraries can reach the target group consisting of migrants.

The following guidelines for assessing the needs of migrants in the library are primarily based on examples of good practices from foreign libraries that have been involved in the project Libraries for All. Please treat them as recommendations and tools which may help your library find out what the real needs of migrants (target group) are in terms of opening the libraries up to the intercultural public.

Step 1: Get to know your neighborhood

- **Demographics and statistics**
  It is important to find out what the population composition of your area is: collect statistics on the population's ethnicity, age, gender, and existing lingustic and religious minorities; learn about the groups of immigrants living in your area (country of origin, rough age distribution, gender, and languages etc.). You can get this information from various institutions and schools or you can try the Internet.
  Do not leave out of consideration refugees/migrants arriving in the municipality and in the catchment area. How is the reception of refugees organised in the municipality? Does the library receive in part government funding for the reception of refugees in the municipality?

- **Analyses of migrants' needs**
  There are also certain analyses covering related topics, created by various organisations and experts (such as NGO's, sociologists, anthropologists, universities both local and other) which are usually financed by the relevant government ministries and therefore should be accessible to the public (and are usually available for download from the internet).

- **Immigration policy**
  It is good to find out the local context; what approach does the local government take and what are the attitudes of political representatives towards migrants: have they formulated their priorities with respect to immigration policy? Will they support your ideas? You must win support from your local politicians. A good idea is to list arguments on why it is important to promote multicultural libraries. Many useful arguments can be found in the IFLA Guidelines and Multicultural Library Manifesto.[1]

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[1] http://www.ifla.org/files/library-services-to-multicultural-populations/publications/multicultural-communities-en.pdf

- **Economy**
  The socioeconomics of the catchment area is another important factor. These questions can be asked: Are there major workplaces in the catchment area? Is the library used by people who work in the area but live elsewhere? Are there SMEs (small and medium enterprises) run by immigrants in the catchment area, e.g. restaurants, shops? What are the strategic future plans for the immediate infrastructure, public buildings, or housing?

- **Institutions**
  Is there an institution, school, charity or non-profit organisation that focuses on helping migrants with various issues? Is there a regional coordinator for minorities? Are there immigrant clubs? Are there any centers or other organisations or programs designed for groups of different ethnic origin?

- **Education**
  Another influential factor is the organisation of education. For preschool education we can follow the number of multilingual schools as well as daycares, the number of preschool children who speak different mother tongues etc. In the area of compulsory school education can we follow the organisation of local language training (are there centres for training of the various languages of the migrants), the number of monolingual classes or schools (not majority language), number of local language teachers (speaking different languages) and quality of the school libraries (the amount of literature available in other languages as well, rather than the majority language). Adult education should not be overlooked (organisation of second language training for immigrants, alphabetisation training in the municipality/city district, adult education at upper secondary/high school level and at compulsory school level in the catchment area, learning centers in the catchment area, folk high schools in the catchment area) as well as care for the elderly (residential care/rest homes, monolingual (not majority language) communities/sheltered housing for eldery/wards/parts). Also try to find out the second language level of the target groups. You can also make an alphabetic list of learning centers and courses for minorities in your municipality, publish them on your library website or print them out and offer to your readers at the library.

Step 2: Make partnerships

One way of involving experts from various organisations is by setting up working groups responsible for individual issues, projects or policies.

- **Partnerships with organizations working with migrants**
  It will be much easier to find out what the needs of migrants are if you attempt to build a partnership with organisations/associations involved in the field of migration. These organisations have long-term experience with migrants and specialised knowledge in the field of migration. You could ask the experts for advice or help in assessing the needs of migrants.

- **Partnerships with intercultural or community centres, attendance of their activities**
  If there are any community or intercultural centres in your neighbourhood try to contact them or try to attend some of their events. They may be able to provide some answers to your questions (while assessing the needs of migrants) and also advise you, because they also work directly with the migrant communities
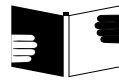
- **Contact with representatives of the target group**
  Are there any representatives of the target group (migrants) who you may contact directly (famous artists, writers etc.)? Explain to them why you would like to have their input. They may also become future users of the library's services. This sort of contact with potential users is crucial for tailoring services to the target group's needs.

- **Contact educational institutions focused on minorities**
  Try to find out if there are schools with a high number of immigrants, including organisations focused on adult education (including the elderly) and working with immigrants. Find out which language skills the teachers have. Can you establish communication and cooperation with them and use their experiences in working with migrants?

- **Partnerships with associations**
  In each country there are varied activities based around clubs and associations. Can you locate any association secretaries who can provide information about the clubs/associations in your community? Are there immigrant clubs? Immigrants may also be members of women´s clubs, parent-teacher associations etc. Also important here are organisations like the Red Cross, Save the Children etc.

- **Contact with small business**
  Are there immigrant-run SMEs (Small and Medium Enterprises) in your municipality? If so, try to make contact with them. Do you cooperate with volunteers of migrant background who can help you in reaching the target group?

Step 3: Use different tools which may help you to find out more about the target group's needs

- **Focus groups with migrants**
  You may use a simplified form of focus group aiming at highlighting migrants' needs and priorities. A possible starting point of the focus groups could be the following question written on a whiteboard visible for all: "What is important in making the library a good library for you and your family and friends?" All suggestions put forward can be listed and numbered on the whiteboard. A co-worker can record the suggestions on a computer and when no more suggestions are put forward, the list can be printed and distributed to the participants who are asked to individually choose one third of the suggestions which they consider most important. The choices can then be added up and top lists of priorities can thus be created. The suggestions put forward will not only provide information on how the participants value the library services but also reveal their familiarity with what the library has to offer. What they know about the offers will naturally also affect their choices.

- **Survey with the employees of the libraries that are frequented by migrants**
  Employees who meet with the target group in their daily work have useful information about the services demanded by the target group.

- **Web page –focused on the assessment of their needs**
  The library's web page could include electronic surveys or questionnaires that can continue to gather information from the target group.

- **Flyers – distributed in schools, institutions, and organisations to inform migrants**
  This approach could be beneficial if you have problems contacting the target group. Make sure that a person is appointed to respond to their claims and to gather this information.

Step 4: Reach the target group – how to make contact

The first step is to identify the target group: the minorities to whom we intend to direct our services. The following step is to identify the needs of our current target group, bearing in mind that the needs of single minorities could differ (e.g. in the case of Slovak national minority in the Czech Republic). The third step is to find out which organisations, associations, centres, educational institutes in your municipality are attended by migrants or directly aimed at them. All that remains is Step 4: reaching the chosen target group. Most importantly, in producing promotional materials we should be sure to provide information in different languages.
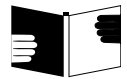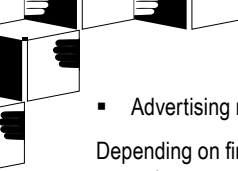
The target group can be contacted in various ways:

- Personal visits to organisations/local associations

- By telephone, e-mail, sms

- Using flyers

  - distributed to educational institutions from preschools to adult education centres (with special emphasis on bilingual schools and parts of the city with higher concentrations of migrants/immigrants)
  - distributed to immigrant associations/clubs, organisations for human rights etc.
  - distributed to shops/restaurants, barbershops etc run by immigrants
  - community centers

Information flyers should contain an offer of the services provided, contacts, address, and opening hours. They should be posted visibly on bulletin boards, doors etc.

- Web sites
  - on the library's own sites
  - on the websites of cooperating institutions, immigrant clubs etc.
  - web calendars of different organisations
  - social web (facebook, twitter etc)

Information about new library services should be located in a visible position on the site, ideally the main page. The information should be apparent on first sight.

- Advertising materials

Depending on financial resources/sponsors, small advertising articles can be produced and made available in the library, in cooperating institutions, at seminars etc.

- Posters

Professional posters could reach the largest number of potentially interested individuals. They can be posted:
  - in the library
  - at cooperating institutions, immigrant clubs, educational institutions, community centers etc.
  - in shops or restaurants run by immigrants
  - in public places

The posters – or flyers – should contain information about services provided and contacts. The graphic style should be simple, the contents succinct and comprehensible.

- Contact a well known member of national minority (a writer, an artist etc.).

- An article/an announcement/an interview in periodicals published by migrant organisations/clubs.Media support (interview in television, local radio, community radio, newspapers or periodicals).

- Media support (interview in television, in radio, in newspapers or periodicals).

- Cycle of seminars – you can devise a cycle of seminars about the topic of multiculturalism for interested parties and the wider public.

CHECKLIST FOR NEEDS ASSESSMENT

Analysis of the surroundings /Environmental analysis

Developed by Heli Henriksson Vasara, pioneer in the development of library services to immigrants in Sweden, and later purchasing manager at Gothenburg City Library.

This checklist with concrete questions shows how you can work step by step, learning more about the target groups in the library catchment area.

1. Demographic statistics/ Structure of the population
- Number of residents in the catchment area
- Age distribution
- Number of residents who are immigrants (born outside the country) divided on country of origin, rough age distribution, gender, and languages (N.B. Both lingustic and religious minorities)

2. Education

A. Compulsory school
- How is mother tongue training organised?
- Are there monolingual classes or schools (not majority language)?
- What languages and what age groups/stages/levels?
- How many mother tongue teachers are there in compulsory school and in which languages?
- What about the school library? Is there literature available also in other languages than the majority language?

B. Preschool
- Are there monolingual (not majority language) preschools or mixed preschools?
- How many preschool do not use the majority language?
- How many teachers/trainers are there at the preschools and in which languages?

C. Adult education
- How is second language training for immigrants organised at basic and advanced levels?
- Alphabetisation training in the municipality/city district
- Adult education at upper secondary/high school level and at compulsory school level in the catchment area
- Learning centers in the catchment area
- Folk high schools in the catchment area

3. Elderly care
- Is there residential care/Are there homes designed for the elderly in the catchment area?
- Are there monolingual (not majority language) communities/sheltered housing for eldery/wards/parts or the like?

4. Reception of refugees in the municipality
- How is the reception of refugees organised in the municipality?
- Does the library receive part of the government funding for the reception of refugees in the municipality?

5. Club activities
- Are there association secretaries who can inform about clubs/associations?
- What orientation do the clubs/associations have?
- Are there traditional „immigrant clubs", women's clubs, parent-teacher association, local Red Cross, Save the Children?

6. Economy
- Are there major workplaces in the catchment area?
- Is the library used by people who work in the area but live elsewhere?
- Are there SMEs (Small and Medium Enterprises) run by immigrants in the catchment area; e.g. restaurants, shops?

7. Future plans for the immediate surroundings, houses and other

ADVISORY BOARD FOR MULTICULTURALISM (ABM)

All partners were directed to establish an intercultural Advisory Board. This move compelled them to adopt a new and innovative approach in preparing their services for migrants. In this way, the project has included – and continues to include – the target group in the library work in a systematic and continuous way. The composition of the advisory boards and the way they worked differed from country to country. The present chapter summarizes the experiences of our partners and its goal is also to encourage the initiation of advisory boards elsewhere.

The principle idea of our project is to support libraries in expanding their services to migrants and to enable participation of migrants in the development of library services. While one of the partners, Stadtbücherei Frankfurt am Main (Public Library Frankfurt am Main), is itself a public library with a long-standing commitment to this aim, over the last year other partners have built partnerships with local libraries who are also motivated to pursue this goal.

So what kind of services and communication tools should be installed to ensure that the project will meet its goal? The approach in each municipality requires a strategy that reflects the specifics of the local migrant population. According to the project strategy, a good method to develop an effective plan would be to implement the formation of an Advisory Board for Multiculturalism (ABM), which would support both the local partner library and the local organisation in formulating a specific local strategy. The board would ideally consist of representatives from the local migrant community, representatives from organisations active in the area of migrant integration, and/or experts on this issue and librarians. Due to the diverse settings of each local project, it is not easy to formulate something akin to universal guidelines concerning the composition and working method of the ABMs. Nonetheless, in the following chapter, we will try to identify common features and develop some recommendations by looking at the strategies deployed by each of the local partners.

Who should be represented in an ABM?

In principle, the ABM should give representatives of migrant organisations, or other actors of migrant background with good knowledge about the special needs of the target group, the chance to communicate their ideas to the librarians. To avoid a situation where the Board invests a lot of time and energy into plans that show themselves to be inappropriate to the library's overall conception, it is crucial that librarians and local library manager take part in the advisory board are constantly involved in the process. Particularly in the case of larger libraries, where staff relations are more obscure, it will be beneficial if there is a mechanism that ensures that the management of the library is regularly informed about the project. The more the library (including its management) considers the project to be their own, the better the results.

Concerning the selection of the other board members, the composition of the ABM should reflect local conditions and also the local project's overall strategy. As the project brings together partners from very different environments, which differ greatly in regard to factors such as urban/rural background, size and diversity of migrant population, and personal background, it is difficult to give any general recommendation. However, the local project responsible and any organisation interested in learning from the experience of our project will be well-advised to consider:
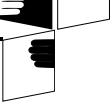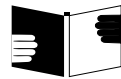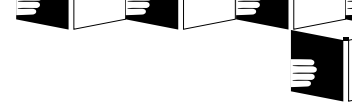
- Are there other local initiatives in the area that could be integrated, or that could participate in the project?
- To what extent are the chosen representatives accepted among their constituents as legitimate representatives?
- Should our project target local migrants in general, or a particular group (based on neighbourhood, age, ethnicity, status, language abilities, functions like teachers etc

Given the large differences of national and local contexts, it is hardly surprising that each of the partners found varying answers in coping with these challenges.

- In the case of the Public Library in Frankfurt, which decided to implement the project in two district libraries and which already has a long-standing tradition of co-operation with local neighbourhood initiatives ("Konktaktarbeit"), the most important criteria was the members' level of establishment in neighbourhood-based migrant networks. Most of the board members had previously co-operated with the Frankfurt library. Some of the chosen board members were – and still are – involved in youth work while others specialize in working with whole families. Even though ethnicity was not a selection criterion, some of the members have a Turkish or Moroccan background.
- In the Austrian local project, the ABM consisted of two main groups; on the one hand, participants with a migrant background and with relevant skills for the support of the libraries and knowledge on the special needs of migrants as a target group, and on the other hand, participants responsible for integration policies and education at the local level.
- In the case of Prague, the project does not have such a strong neighbourhood focus. This difference has to do with the way the city is structured, where migrants are less rooted and also less concentrated in particular parts of the city. Reflecting this local context, the board members are representatives of organisations that support migrant integration, specialists on education and language training and librarians. Three of them have a migrant background.
- In the Swedish local project in Biskopsgården, the librarians invited local residents, who were well and long-established and active library service users. They belong to the largest language groups in the city district, including Swedish. There was thus an international mixture found both among the residents and the librarians in the ABM. For example, the library manager came to Sweden as a refugee in the early 90s.

ABM´s scope of autonomy in decision-making

The task of the ABM is to advise the project initiators and its local partners in developing the local project strategy. One important question, which needs to be addressed during the preparation of the ABM establishment, is the scope of autonomy that the ABM will have in determining the content of the local project. While every project partner will need to decide on its own to what extent the ABM is an advisory or executive body, it is clear that the responsible project partner cannot transfer total control of the project to the ABM. It is important to emphasize that it will not necessarily be fundamental theoretical doubts or disputes about the quality of the ABM´s suggestions, but very practical reasons as to why the local partner might decide to not follow a particular recommendations of its ABM, reasons relating to practical issues, such as the securing of co-financing. To avoid frustrations and conflicts on decision-making, it is first of all important that representatives of both the local partner organisation and of the library are constantly involved in the work of the ABM. In addition to this, we suggest that, as the ABM begins to function, rules be established and communicated to all members of the body, which concern the process of decision-making and other procedures. Rules could deal with the following topics:

- Who is to chair the work of the ABM?
- What is expected from the ABM (concrete proposals, only comments on proposals)?
- How will the ABM decide (consensual, majority voting in case of differences
- How (if at all) will the work of the ABM members be reimbursed?
- How will the work of the ABM be documented and how are results reported?

Furthermore, ABM members should be clearly informed about the available financial and other resources (e.g. availability of spaces, PCs). It should be made clear who is going to decide upon the usage of these resources.

Tasks and functions of the ABM could be:

- Bridge builders between the library and the new target group
  The ABM represents a connection between the immigrants and the local library – a chance for networking and exchange of information. It creates a space for the presentation of ideas from the collaborating parties. It is necessary to meet regularly to inform all participating parties about plans, events and activities.

- Counselling Service
  As follows from the title "Advisory Board for Multiculturalism", its main function is to provide counselling services. Therefore, special selection of board members should be emphasized. They should represent experts in the issues surrounding multiculturalism, be active in this field and have practical experience.

- To bring in language abilities and cultural knowledge
  It may be important to have people with good language skills at the ABM in order to help with translation, interpretation etc. They may contribute to the development of collections in providing suggestions for new stock in their mother-tongue languages.

- Promotion of library activities to the target group
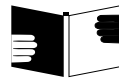
In the course of the project, all project partners had to fulfill the same tasks: To write their Needs Assessments, to appoint Advisory Boards and to design and develop intercultural library services. In all the partner countries, however, the points of departure and general conditions in terms of society, political situation and culture were different. Further differences arise, for example, from the fact that some project partners work in rather rural areas and others operate in cities. Another difference is that most project partners are non-governemt organisations that bring a new perspective into the libraries, one of the partners, though, is a library itself. That is why in the following text you can find descriptions of concrete experiences of individual project partners.

EXPERIENCES OF THE ESME PILOT PROJECTS: AUSTRIA

Starting Point for the Project in Vorarlberg

Vorarlberg, Austria's most western state, is both rural in structure and is highly industrialized. Dornbirn, the state's largest city, has approximately 42,000 inhabitants, while the second largest city, Feldkirch, has well under 30,000 inhabitants. After Vienna, the capital, Vorarlberg has the second largest percentage of immigrants of any Austrian state. 13% of Vorarlberg's population consists of foreign nationals. 21% come from immigrant backgrounds. Approximately 25% of primary school children speak a language other than German as their first language. The largest group of immigrants comes from Turkey; the second largest group comes from former Yugoslavia. Recent years have also seen an influx of Germans. In terms of numbers, though, refugees from CIS states form a small group that has a significantly high need of integration programmes. Citizens with immigrant backgrounds are not concentrated in a few towns but are spread fairly equally throughout Vorarlberg's communities. Questions of integration are, therefore, not limited to a small number of towns, but affect numerous medium-sized and smaller municipalities. Almost every town or village in Vorarlberg has a public library. Thus, people with immigrant backgrounds have become a new target group for the cultural education work of libraries, with both town libraries and libraries in small and medium-sized municipalities as well as many other institutions looking into ways of helping immigrants profit from such programmes.

One important feature of libraries in Vorarlberg is the fact that a substantial amount of library work is done by volunteers. A survey among libraries conducted by "okay.zusammen leben" in 2006 shows that a few libraries already stock books in the native languages of immigrants to Vorarlberg, particularly, children's books in Turkish. The survey shows, however, that at that time there were no concerted efforts among libraries to encourage immigrants to use library services. As of yet, the libraries have not researched the matter systematically or systemically. Even state-wide library service centres had not looked into the matter of intercultural library work. In 2010, however, the annual symposium of local libraries in Vorarlberg was devoted to this topic. Within this context, the "Libraries for All" project was presented to a larger audience for the first time.

Project Objectives

The "Libraries for All" project aims to make Vorarlberg's local libraries aware of their potential both for promoting the social integration of immigrants as well as for supporting, fostering and shaping the new cultural diversity of Vorarlberg's society. Specific pilot projects aim to gather experiences for implementing

similar projects in the region. In this sense, libraries target people with immigrant backgrounds as well as members of the "majority society." Libraries should meet the specific learning and educational needs of immigrants, while providing the majority population with the opportunity to experience and participate in the linguistic, ethnic and religious diversity of their community.

Implementation of project goals

Implementation in Two Stages

Project goals were divided into two stages. In the first stage, we worked with two local libraries, which – within the framework of the project – were asked to gather experiences establishing intercultural library services and holdings. The two libraries were those of Götzis and Lustenau. The market town of Götzis has about 11,000 inhabitants, and the market town of Lustenau has about 21,000 inhabitants. Both libraries are run by full-time staff. Lustenau library is open 24 hours per week, Götzis library is open 20 hours per week. The two full-time positions at Lustenau library are shared by three staff members. The one full-time position at Götzis library is shared by two staff members. Both institutions were taken over by the municipality before the start of this project, and new librarians were appointed. The "Libraries for All" project took place within a relaunching of both libraries. As a result, cultural diversity as a new topic for local library work and communication with immigrants as a new target group became integral parts of the comprehensive reorientation of both institutions.
In their presentation before members of the Vorarlberg library profession in June 2010, both libraries argued that this constellation would firmly establish their intercultural reorientation far beyond the lifetime of the project.

In a second stage beginning in October 2009 and intensified from March 2010 onwards, we informed the Vorarlberg library staff about intercultural library work as well as about the experiences with the pilot projects of Lustenau and Götzis libraries and about materials for providing intercultural services. The first step was to hold a workshop on October 15th, 2009 for those responsible for the Vorarlberg library system at state level. The second step was to present the project at the annual symposium of local libraries in Vorarlberg on March 20th, 2010 to a wider audience of library professionals. In a third step, we organised an intensive workshop on June 12th, 2010 about the project experiences of both pilot project libraries, which was attended by local librarians and those responsible for the library system at state level.

As early as spring 2010, as more and more information was being published about the project, Vorarlberg libraries contacted "okay.zusammen leben" about making their library work more intercultural. "okay.zusammen leben" advised these libraries and provided them with materials developed as part of the project, such as inventory lists and information material in the languages of immigrants to Vorarlberg, as well as services, such as the translation services offered by "okay.zusammen leben". These services for libraries will be continued after the project has finished.

Project profile

Establishment of an Advisory Board for Libraries

The Advisory Board supported and advised both libraries in the development and implementation of intercultural services. Members of immigrant groups and immigrants active in integration work were represented (for example, as native-speaker teachers, interpreters and advisors). They knew and understood the lives of immigrants and their cultural needs from their own personal experience and from close proximity, and they had the opportunity to act as intermediaries between immigrants and the two libraries. They cooperated on library events, advised on acquiring library holdings in the languages of immigrants, worked as translators and interpreters or provided integration services at the pilot project libraries, such as educational workshops for parents or advisory afternoons. Members of the Advisory Board, from whose knowledge the project development benefited, also included representatives of the municipalities responsible for integration who had been involved in integration work for a good many years and knew the needs of immigrants. They ensured that the libraries became part of the local integration network (preschool educational institutions, schools, adult education, associations etc.), that they got to know the institutions already involved in this network and that the libraries in turn were also seen as potential integration factors by these institutions. "okay.zusammen leben" was also represented on the Advisory Board.

The project for immigration and integration served to incorporate the project into nationwide integration projects and programmes. For example, parent educa-tion, early language acquisition and the fostering of multilingualism played an important role in the initial projects of the pilot project libraries. They were able to make use of the products and services developed within the framework of the nationwide project mehr Sprache. Früher Spracherwerb und Mehrsprachigkeit – eine Herausforderung für Familien und Institutionen früher Bildung (More Language: Early Language Support and Multilingualism – a Challenge for Families and Early Education). The use of such synergies increased the impetus for the scope of the libraries' work in the implementation phase of the project.

Survey of the Needs of the Target Groups

When developing services, a great deal of attention was paid to investigating and analysing the cultural and social needs of immigrants and the majority population in the integration process. The target groups were systematically analysed. The needs of immigrants were differentiated according to their roles as parents, women, and adults with different educational and cultural requirements as well as children, young adults, and older persons. The needs of the majori-ty population were also studied meaning the libraries targeted them differently. Factors included interest in the cultures of the people in their community, a personal interest in the integration process as well as a professional interest in the integration process – for example, teachers responsible for the multi-lingual education of children, youth workers concerned with the socialization of young immigrants etc.

The needs of both groups were the subject of discussions of the joint developmental meetings of the libraries and the Advisory Board. Library workers also conducted on-site research at institutions that had been working with immigrants for a long time and solicited information about their experiences and percep-tions. These onsite visits led to the realisation of cooperative projects in the implementation phase. We believe that this treatment and analysis of the target group and their needs were decisive factors in the public's immediate and positive utilization of the new "intercultural" library services.

Learning from Others

Library services also profited from the inclusion of good practice examples from other libraries listed in the manual Gute Praxis (Good Practice) and in a separate paper by "okay.zusammen leben" focusing on German-speaking countries. Both of these documents were made available to libraries. http://www.okay-line.at/php/ausgabe/index.php?urlid=3&ebene2_aktiv=1863&ebene3_aktiv=1895&menue_themensort=

Summary of the Specific Services of the Pilot Project Libraries

Expansion of Library Holdings

First, both libraries had to expand their holdings by investing in specific books and media for the new target group. They primarily focused on books and media for children/young adults and adults in the languages of the larger immigrant groups in their municipalities. The inventory lists for these purchases were researched by members of the Advisory Board and coordinated by "okay.zusammen leben". Both these groups also provided support for libraries ordering literature in the countries of origin of immigrants or were helpful in establishing contacts between libraries and sellers. Librarians also researched their professional mailing lists and newsletters and discovered that these were already regularly informing recipients about a great deal of foreign-language literature, especially about literature in the languages of immigrants. A second thematic focus for these new library holdings comprised professional literature for people working in integration in the communities, particularly for educationalists. This need was identified during onsite research conducted on the development of products.

Multilingual Information

Both libraries also invested in multilingual information material about their library holdings and services and in introductory events with interpreters for such specific groups as the parents of kindergarteners and schoolchildren with immigrant backgrounds, immigrant associations, women's groups etc. These target groups were contacted via the institutions, associations and networks with which the libraries cooperated. Often the libraries let these institutions and networks use library facilities for their events and used the presence of new visitors to acquaint them with the library and its services, which resulted in the issuing of numerous new library cards to both men and women. Members of the Advisory Board also offered their services as translators, interpreters and as intermediaries with immigrants active in institutions and immigrant associations.

Family Literacy

An important focus was parent education for families with immigrant background, particularly, but not exclusively regarding questions of early language acquisition. In cooperation with "okay.zusammen leben", the libraries developed attractive workshops for parents as well as evening lectures. They regularly opened up their facilities for kindergarten and school parents' evenings, at which, as an added feature, they conducted tours of the library. They set up specially marked corners in the library with picture books in immigrant languages or in bilingual and multilingual picture books and with games to support early language acquisition. They also distributed the extensive multilingual parental information material that had been especially created by "okay.zusammen leben" for questions relating to the early language acquisition of children with immigrant background. With these activities, the libraries became communal learning centres for parents with immigrant background, providing information and support on multilingual language development for children.

Cultural Events as Meeting Points

Under the banner of Meine Sprache – Deine Sprache – Unsere Sprache(n) (my language – your language – our language[s]), numerous language and cultural events revolving around the languages of immigrants to Vorarlberg took place in both libraries as part of the project, with a particular focus on Lustenau library: readings, lecture evenings, poetry and music performances. These events were co-organised with immigrant associations and initiatives. As a result, libraries became venues and sites of cultural diversity in the community.

Acquisition of the National Language

Although it played a minor role in library services within the aims of this project, learning German was also addressed. Götzis library organised Deutsch zum Frühstück (German for Breakfast) together with the local adult education centre: a German conversation class for women who wanted to improve their German. These women, who were also enrolled in a German course at the adult education centre, met once a month in the library to read newspapers and to have conversation practice and breakfast. Lots of the women also later became members of the library.

Success factors

The libraries describe their work with immigrants, immigrant associations and other institutions already offering services for immigrants as an important factor for acquainting this target group with the library as an educational and cultural institution. When educational institutions hold parents evenings for parents with immigrant backgrounds or advisory afternoons for women with immigrant backgrounds in libraries, these people have no inhibitions about going to the library. It is easy for libraries to inform them about library services. In many cases, they became new library members. Working together with immigrant associations on cultural events helped libraries in their search for interesting authors, artists and cultural offerings. With the help of such events, the members of immigrant associations and their communities were attracted to libraries. Cooperation between libraries and other local institutions involved in integration was also important. On the one hand, by becoming part of existing local networks working with and for immigrants, libraries were able to utilize their potential for socially integrating immigrants. On the other hand, libraries also won over many members of a new target group, whom they earlier had only targeted and reached individually.

The pilot project libraries also identified the time and energy invested in a precise survey of the needs of immigrants as a further success factor. Measures included onsite interviews at kindergartens, schools, in communities etc., cooperation with representatives of the target group and research on questions of integration.

A third success factor was the synergy arising out of the incorporation of libraries into other integration programmes, such as the educational and langua-ge programme mehr Sprache. Frühe Sprachförderung und Mehrsprachigkeit – eine Herausforderung für Familien und Institutionen früher Bildung (More Language: Early Language Support and Multilingualism – a Challenge for Families and Early Education). This cooperation allowed libraries to inform parents with immigrant backgrounds of interesting services that had already been developed and that they could quickly profit from: workshops for parents on early language support in a multilingual setting, multilingual parent brochures on early language acquisition and the importance of reading out loud and playing for the language development of children etc.

Long-Term Effects

The sustainability of the "Libraries for All" project beyond the lifetime of the project can be demonstrated on several levels:
The pilot project libraries of Götzis and Lustenau will retain the services for immigrants that they developed during the project and share their experiences, solutions and materials with other librarians in Vorarlberg. Materials developed during the project, such as inventory lists, tips for the day-to-day running of a library etc. will continue to be made available for Vorarlberg libraries on the homepage and through the counselling services of "okay.zusammen leben". Beyond this, "okay.zusammen leben" will also continue to support Vorarlberg libraries to target immigrants by providing translation and interpreting services as well as counselling services on how local libraries can network with and contribute to local integration work and local immigrant communities. Both state-wide service centres for libraries in Vorarlberg have announced their support for the intercultural work of libraries in the state as part of their regular services to libraries; for example, in the procurement of multilingual library holdings and in professional development activities for libraries.

Project Information Links:
www.okay-line.at / Module "Aktuelles" / Title "Bibliotheken für Alle–Interkulturell"
http://www.bibliothek-goetzis.at (Götzis library), http://www.lustenau.at/bibliothek/ (Lustenau library)

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EXPERIENCES OF THE ESME PILOT PROJECTS: THE CZECH REPUBLIC

Current situation

Prague is both the capital city as well as a central region in the Czech Republic. With 1,170,188 inhabitants and approximately 141,800 migrants, Prague has become the region with the largest number of registered migrants. The main group of migrants is made up of people at a productive age between 20 and 39 years old, and statistically, the number of men outnumbers women 3 to 2. Compared to the rest of Europe, the Czech Republic has a relatively short history of modern migration. Although prior to the First World War many nationalities lived in the country, the post-war period and 40 years under communism have made the population considerably homogenous. However, with the establishment of democracy in the 1990s, many refugees, mostly from war torn areas, have increasingly sought the Czech Republic as a migration destination. Since 2000 and especially since 2004, the Czech Republic has become a country where labor migration prevails. Predominantly, this migrant population consists of first generation of immigrants who have come from Slovakia (17%), Vietnam (14%), the Ukraine (13%), Russia (6%), and Poland (5%). Although presently the current economic crisis has affected a large number of migrants working in the Czech Republic and has reduced their further influx, work/employment and education continue to be the major impetus for the growing presence of migrants.

In Prague, as well as in other parts of the Czech Republic, public libraries are rather unpopular among migrants. The reason is not only related to the lower number of books and media in foreign languages and the lack of foreign-oriented services at the library, but also in living conditions of migrants who spend
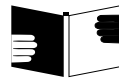
most of their time at work. On their leisure time, they mainly socialize with other members of the expatriate community and library services do not always meet the migrants' needs. It is predominantly the children of migrants who visit public libraries; especially children who are already familiar with the Czech language and have become acquainted with the library system through their school. However, the whole migrant community has become a new target group for public libraries, which have begun to realise the need for further development and reforms in their approach both to their existing and potential readers. One of the leading ideas behind all this is the idea of public libraries functioning as community centers open to all social groups. In March 2010, this vision was presented at a national library conference in Prague. The international project "Libraries for All" was also introduced at this conference together with all its innovative ideas concerning new programs and services for migrants both in the Czech Republic and in the partner countries.

Project objectives

The project "Libraries for All" continues after the success of two previous projects coordinated by the Multicultural Center Prague that have been implemented within local libraries in the Czech Republic between 2002 and 2006. The aim of the project is to open public libraries to migrants living in Prague through the adaptation of current library services, and the implementation of new service offers corresponding to the needs of migrants in the Czech Republic. Within this project, public libraries are to become a local educational centre for members of both the majority community as well as for minorities and to promote better coexistence within the whole community. The project, however, is not focused only on migrants; one of the aims is the education of librarians and accustoming them to their new multicultural library environment.

Project realisation

The Multicultural Center Prague realised the project in two phases. At the preliminary stage, it was necessary to select a library-partner for the project. As of spring 2009, the Municipal Library in Prague has become the official partner of the project. This library has the largest network of branches in Prague and has already collaborated on two projects with Multicultural Center Prague. Following the selection, general websites for the project were created: firstly, www.librariesforall.eu, a general project website; secondly, www.mlp.cz/libraries the project website specifically for the Municipal Library in Prague; and finally, promotional materials for both the international and local project level and library information materials for migrants were also arranged. During a two month investigation following its formation in June 2009 at the library, the Advisory Board for Multiculturalism identified the needs of foreigners living in Prague and investigated their possible interests in the library. The investigation was succeeded by the creation of new services for foreigners. During the preparatory phase, a lot of new activities were planned and were discussed with members of the Advisory board, with non-profit organisations working with migrants (children, youngsters, adults), with librarians of the Municipal Library of Prague, as well as with other libraries in the Czech Republic that provide services for foreigners. Local media, minorities' information channels and organisations working with migrants in Prague were informed about the project.

The second phase of the project started in October 2009. The library has prepared information materials translated into 7 different languages, a basic computer course for foreigners, and two infopoints in the central library and in the Opatov branch library. Starting January 2010 the library has also offered low-threshold courses in the Czech language for foreigners and in September 2010 the library has housed an exhibition of migrant artists living in Prague titled "My home". Furthermore, the library has held a one-day training seminar for librarians in October 2009 and two successive workshops for workers of

the Municipal Library of Prague. The Multicultural Center in Prague (MKC) has been the main coordinator of these activities within the local project, the main advisory body for the questions of migration, integration of foreigners and multicultural education. The aim of the Multicultural Center in Prague is to carry out the pilot project in the library, to support communication between libraries, non-profit organisations and minority associations in Prague. Following the end of the project, such activities will continue to develop in response to changing conditions.

The Municipal Library of Prague is the public universal library in Prague, including a central library, 43 affiliates and 3 mobile libraries. The branches are arranged into six local units. The Central Library and 35 branches use an automated librarian system. Thus, it functionas as a regional library for the capital of Prague and its mission is to acquire process, maintain and provide information, literature and other cultural values for the residents therein. It provides services to the widest public within a reasonable scope and quality, at a cheap rate, quickly and effectively.

Main project activities and its realisation

Advisory Board

In June 2009, the Multicultural Centre Prague and the Municipal Library of Prague introduced an Advisory Board for Multiculturalism consisting of linguists, librarians, representatives of NGOs and institutions that deal with migration, integration of migrants and assistance in various locations. The Advisory Board is the consultative organ of the project at the library, responsible for managing the project content and the selection of activities. The goals of the project are reflected in the local activities.

The Advisory Board actively participated in the preparation and initial phases of the project between June and October 2009. In the second half of the project, the board was in charge of project monitoring, consultation, evaluation and planning of further activities that could potentially continue after the project's completion. Members of the Advisory Board have participated in the organisation of a seminar and workshops for librarians and assisted in the preparation of information brochures about the project and the library and its offers in foreign languages.
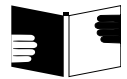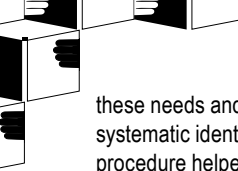
One of the advantages was heterogenous composition of the Advisory Board members in background and experience. Among the members were two migrants employed in academia, one with experience in library work and the other in work with migrants. The other members of Advisory Board were represented by different education organisations supporting young talented migrants; organisations offering Czech language courses for foreigners and courses for integration; organisations which monitor migration trends and situations while providing education on the subject to the rest of the public. Authors of textbooks of Czech for foreigners and library managers/supervisors also participated in the Advisory Board. Such collaboration endorsed mutual relations of the participating organisations and increased opportunities for future cooperation and support.

Needs Assessment of the target groups

The members of the Advisory Board were actively and systematically involved in gathering information on the needs of migrants living in Prague. During the preparatory phase in the summer of 2009, the individual members of the Advisory Board looked into the needs of the groups of migrants with whom their organisations work (i.e. young migrants, migrants with a permanent residence permit living and working in Prague etc.). During the Advisory Board meetings,

these needs and overall findings were discussed and priorities regarding the focus of the project on certain groups of Prague's migrants were set. However, systematic identification of the needs of the target groups continued throughout the whole duration of the project. During the second phase of the project, this procedure helped to focus the project activities to those most in need and on demand (extending Czech language courses to other locations in Prague, launching summer courses that would help overcome the lack of courses provided by other organisations during the summer holiday months etc.). This continuous monitoring of the migrants' needs was carried out by the Advisory Board, library staff, and partner organisations as well as by the migrants themselves.

Library Information Materials

After the preparation phase in summer 2009, new services for foreigners were communicated through library information brochures produced in 7 foreign languages: Russian, Ukrainian, Mongolian, German, English, Vietnamese and Chinese. A notice was posted on the websites of non-profit organisations in Prague that deal with foreigners and the news was also spread to organisations and associations of migrants via e-mail, telephone, by volunteers and MCP's external co-workers. The new library services were also advertised in minority-oriented media.

The translated library information materials provide rules on library use, information about library services and help for Internet and Wi-Fi users. Koniáš, the information booklet for new users explaining the library system, had a special simplified version translated into seven languages and was customized for non-Czech speakers. This booklet instructs how users should carry out searches if a reader already knows the desired title or author. All translated materials are available in print or can be electronically downloaded from the library webpage dedicated to the project "Libraries for All" (www.mlp.cz/libraries).

Infopoints

A library is a place which provides people with information. For this purpose, the Municipal Library of Prague (MLP) opened an Information Center in the central branch of the library and reading rooms in the network of other branches. In October 2009, two Infopoints for migrants offering e-learning language courses were opened at the Central library and MLP's Opatov branch. The number of Infopoint users from the migrant community increased in December 2009. Among the users were also NGOs who are using the service to acquire information for their clients. The Infopoint information sources have to be updated continually. There are also PCs with language e-learning software available to Infopoint users.

Courses for Migrants

With respect to their integration in society and position in the labor market, one of the main needs of migrants living in Prague was identified as being the acquisition of the Czech language and of basic computer skills. Therefore, as early as October 2009, a computer course for migrants was launched as part of the project. The course was attended by a small group of women, mainly from the Ukraine and Russia, and lasted until the end of January 2010. Another course followed in February and the library hired a new tutor who could better handle situations when explanation in many languages was required. The popularity of the training has gradually increased. Two-hour classes ran once a week at the library's Opatov branch. Foreigners started to use the services of the library, in particular computer rooms and study rooms, available without reader's ID-cards.

An example of a very successful practice is the Low-threshold Czech for Foreigners organised by MKC and MLP in partnership with the Centre for Integration of Foreigners (CIC) in Prague. Starting in January 2010, the courses have attracted such a large number of attendees (around 50 students per course) that classes were extended to the MLP's Smichov branch, running twice a week at all locations. All these locations can be characterized as parts of Prague with a significant migrant background. The geographical extension to Smichov meant covering areas where most foreigners either work or live. We were very surprised at the composition of course groups. Students originated from countries all over the world, including Russia, China, Japan, Australia, a number of African countries, Europe and North America. The training was based on a specific methodology that was awarded the LABEL prize in 2009.

The principle of 'low-threshold' is reflected in the accessibility and openness of the course. Participants are not obliged to register. The only thing they need to do is attend as suits their needs. Students work with worksheets instead of going through exercises in a textbook. Each class is a compact unit focusing on specific everyday-life situations with topics including the post office, restaurant, Employment Office, library, hospital etc. Furthermore, the topics repeat, so that they can be discussed in more depth and also so that students who miss some of the classes are able to catch up. The main objective of the course is to improve participants' communication abilities in the Czech language. There are 15 students per one teacher and if the number of students ever exceeds 15, an additional teacher joins the class. This approach is very effective, as it enables better control, better cooperation in groups, as well as more creative teaching techniques (role play demonstrated by teachers etc.). The cooperation between the library and CIC, which started in the course of the project, will continue after the project finishes. The library provides space and the CIC is in charge of the course content. We consider this collaboration very convenient, as currently the library has no additional financial or personnel capacity to run such courses and CIC, in turn, has no suitable space. The result is mutual assistance. At the same time, the library achieves its objective to serve as a local multicultural education centre.

Library cooperation with non-profit organisations

Our cooperation with a non-government organisation Berkat started in December 2009. Together we have organised library events for children. In January, children visited the library and participated in an interactive program to learn about how it functions. This has become such a popular event that we repeated it in summer. Almost all these children visitors registered for MLP membership shortly after their visit to the library, even though their registration was not coor-dinated in any way. The cooperation of MLP with Berkat has continued. A weekend out of Prague for children was planned for May 2010, with the topic being "My home". Works created in artistic workshops were exhibited at the library's Opatov branch in September 2010.

Exhibition "My Home"

The exhibition of foreign artists titled "My home" was held in September 2010 in Opatov. We sought foreigners living in Prague who devote their leisure time to create new and original art but, for various reasons, have not showcased their work. The works of art, including photographs, sculptures, paintings and traditional clothing, were displayed in public spaces of the library. Combined with the works of children, the exhibition provided an unusual experience to all library visitors. The beginning of the exhibition was marked by a gallery opening in combination with a cultural program for adults and children. Apart from the exhibition of the works in September, publications about the artists' countries of origin were also available at the MLP's Opatov branch. Library visitors were referred to other branches for more information on the topic. Information about the artists' countries of origin was an integral part of the exhibition.

Librarian education

Besides the new library services for foreigners, the second main aspect our project has focused on was the training of library staff. In 2009, a theoretically-oriented seminar for librarians was held. Contributions on the overall migration situation in the Czech Republic and Prague, communication with foreigners and the needs of foreigners, as well as good practice in the integration of foreigners in libraries of the Czech Republic (Jiri Mahen Library in Brno, Regional Science Library in Liberec) and abroad were presented. Examples of good practice were particularly beneficial. In the final part of the seminar, a panel discussion with spokespeople and other guests was held, covering the topic The role of libraries in education and integration of migrants.

Two practically-oriented workshops for librarians, with 20 participants each, took place in February 2010. The participants were the staff members of the MLP Central library and MLP branches operating in parts of Prague with migrant communities. The topic was Communication with migrants in a library. Librarians have had an opportunity to prepare and experience common communication situations that occur in a library (reader registration, loans, book reservations and losses, information search etc). Based on the workshop, a handbook for librarians providing guidance and basic phrases in Czech and English was produced. The workshop also discussed topics on media investigation in the library system and detailed information about literature that migrants might be interested in. Librarians keep informed about new activities of the project and current issues related to library services for migrants via library intranet. Members of the Advisory Board and other collaborators of non-profit organisations were working on this staff training. This cooperation has been very effective and beneficial.

Critical factors for success

1) Establish cooperation with other specialized organisations
Although the library in the Czech Republic is considered a place which provides information and education for everybody without distinction as to race and ethnic origin, it is still problematic to achieve some of these aims due to the lack of contacts, experience and available staff. Cooperation with other specialized organisations will help use library resources, services and structure more efficiently and help develop the library network.

2) Development of library connections
It often happens that libraries do not have either the financial or human resources to implement necessary services for foreigners. Cooperation with non-profit organisations, which provide services for foreigners, is a good and effective way of improving the situation and under the project, libraries enabled organisations to realise many new services for foreigners. Within this project, libraries extended their services, acquired new contacts and potential readers, while migrants got a chance to know more about the library, its services and offers and collaborating organisations got the chance to work in more suitable spaces and conditions.

3) Systematic monitoring of the migrants' needs
Systematic Needs Assessment at the beginning of the project and systematic and continuous need monitoring throughout the project as well as responding to the latest needs has proved to be a necessary condition for successful project implementation.

4) Experience sharing with project partners

Experience sharing with the project partner organisations as well as drawing inspiration from their successful services for migrants has been of great benefit to the local part of the project.

Future Prospects

The project "Libraries for All" enabled the Municipal Library to expand its services for migrants, establish new contacts with migrant-oriented organisations both in the Czech Republic and abroad and to continue to provide further training and education to its staff. The project results laid the foundations for further development of the library towards becoming a multicultural education center in several areas:

- The Municipal Library of Prague was provided with information materials about the library and its services in several languages. These materials can be easily updated and used beyond the scope of the project.
- The library has broadened its offer of information services through the so-called Infopoints that have become part of its Information Centers. These will continue to operate under the guidance of the library staff, including a special website with information for library readers with migrant background.
- The Information Center in the Central Library will be renovated in such a way that it will contribute towards making the Infopoint area more open and central for visitors.
- The library has established cooperation with the Center for Integration of Foreigners, together with which it will continue to provide Czech language courses. This form of cooperation can serve as an example for other libraries in the Czech Republic that face financial difficulties when they attempt to organise language courses by themselves.
- The Center for Integration of Foreigners is preparing a workshop for MLP librarians working with children. The aim of this workshop is to ensure well-delivered children's lectures even if some members of the young audience do not speak Czech. The main focus is on how to engage these childre in group activities and how to pass on to them basic information on the library. Even teachers are interested in this course.
- The library offers computer courses run by MLP staff (basic user knowledge, no certificate awarded). These courses are becoming popular among those migrants who missed the PC courses led by an instructor in 2009/2010. The MLP asked the local authorities for help with securing financial support for these courses, which would make it possible to hold certain courses for migrants only. There has been no response thus far.
- The newly established contacts with the majority of local organisations addressing the issues of education and integration of migrants are sources of expert support for the library. They also offer an opportunity for further independent development of the library following the project's end.
- The MLP librarians welcomed the project because it helped to kick-start important activities for migrants. It also equipped the library staff with practical experience useful in communication with migrants. The library's services have become more open to migrants and migrants in return have found their way to the library.

For more information on the local project see www.mlp.cz/libraries, www.mkc.cz.

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EXPERIENCES OF THE ESME PILOT PROJECTS: GERMANY

The Frankfurt Public Library Service (Stadtbücherei Frankfurt am Main), consists of a Central Library for adults, a Central Library for children and teens, 4 District Libraries, 13 Branch Libraries, a Mobile Library Service with 2 buses and almost 80 professionally managed School Libraries.

Prologue to the project "Libraries for All" in Frankfurt Public Libraries

In the city of Frankfurt am Main, people from 180 nations live together with 30% of the city's population of non-German origin. Understandably, the Frankfurt Public Library Service has, therefore, for a long time attached particular importance to library work with persons with a migrant background. For example, for many years now the libraries has held stocks in foreign languages. However, viewed in a historical context, the most important prerequisite to the project "Libraries for All" was the founding of the International Library in 2002 in the Gallus Branch Library.

In close cooperation with the relevant partner organisations within the catchment area – and particularly with the Institute for Multicultural Affairs (Amt für Multikulturelle Angelegenheiten) and the Adult Education Centre of Frankfurt am Main (Volkshochschule Frankfurt am Main), the hard-to-reach target groups of non-German speaking immigrants have been introduced to the library and familiarised with the relevant and specific library facilities available for them there, in particular with everything the library offers in the field of German language learning.[2] The services provided by the International Library in the Gallus Branch were incorporated into the organisation and planning of the project (see below).

The project "Libraries for All" in Frankfurt am Main: Who will participate?

In Frankfurt two branch libraries were chosen to participate in the project:

The Gallus Branch Library (Stadtteilbibliothek Gallus) is situated in a catchment area where more than 50% of the local population does not hold a German citizenship or they have a migratory background. Furthermore, the staff at this location has extensive experience and training in intercultural library work (International Library).

The Sindlingen Branch Library (Stadtteilbibliothek Sindlingen) was chosen for two reasons. Firstly, implementing new intercultural library services as a Local Multicultural Education Center (LMEC) in two branch libraries (the Gallus Branch as well as this one) would allow the comparison of the development and reception of a LMEC under similar conditions but within differing frameworks. Secondly; no structured intercultural services had been offered in this branch library before. The effect of the newly implemented intercultural services could be closely monitored.

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[2] See Lotz, Birgit (2007): Die Bibliothek als Lernort für Migrantinnen und Migranten – das PC-Lernstudio zur Alphabetisierung im Rahmen der Internationalen Bibliothek. Vortag beim 3. Leipziger Kongress für Information und Bildung. URL: http://www.opus-bayern.de/bib-info/volltexte/2007/361/; Lotz Birgit, Silke Schumann (2004): Multikulturelle Bibliotheksarbeit. „Die Internationale Bibliothek" in der Stadtteilbibliothek Gallus der Stadtbücherei Frankfurt am Main. In: Handbuch KulturManagement, B 4.15, S. 1–29; Lotz, Birgit, Silke Schumann (2004): Neue Ideen aus Queens für Mainhattan. Von New York nach Frankfurt am Main: Die „Internationale Bibliothek" kommt bei Migranten gut an. In: BuB 56 (2004),1. S. 30 - 35. Lotz, Birgit (2002): Die Internationale Bibliothek – von New York nach Frankfurt. Gütersloh : Bertelsmann Stiftung. Zum Download unter: http://www.bertelsmann-stiftung.de/cps/rde/xchg/SID-0A000F0A-DC96509A/bst/hs.xsl/14052.htm?suchrubrik.

Setting up the Advisory Board for Multiculturalism

The innovative core of the project is the Advisory Board for Multiculturalism, the members of which are directly involved in the needs assessment and structural organisation of the project. It was decided that there would be one Advisory Board for both branch libraries, with members directly involved in one or the other catchment areas of the branch libraries. There were to be three members and one librarian for each branch library.

Once committed to the target group of migrant parents and families, the branch librarians invited local citizens, who were involved in this area, to participate as members on the Board. Four of the members have personal migratory experience (Turkish, Greek and Moroccan). The Board was initiated in June 2009 and met eight times between June 2009 and September 2010.

Needs Assessment

One of the missions of the Frankfurt Public Library Service is to provide a wide variety of relevant, up–to-date materials and services to help community residents obtain information meeting their personal, educational and professional needs. In order to fulfil this mission, it is necessary for each individual branch library to continually be aware of and act according to the changing demands and needs of the residents of each individual catchment area. To this end the branch librarians work continually and in close cooperation with other institutions within the district to create the necessary profile for their library.

The needs assessment generated for the project followed and assessed the perception of everyday life in the communities and provided insight into its sources. All the drafts were discussed at considerable length by the members of the Advisory Board, thus ensuring that educational experts and migrants were included in the preparation and analysis of the needs assessment. All comments of members of the board were incorporated. Further sources of information for the needs assessment were provided by statistics and conceptual plans from other town offices, knowledge gained from work with local district educational committees as well as the pilot events of the branch libraries for the project up to May 2009.

Characteristic of the catchment area of both branch libraries is the multicultural structure of the population. Approximately 20% (Sindlingen Branch Library) or, in the case of the Gallus Branch Library, 40% of the residents do not hold a German citizenship. One third, or respectively one fifth, of these citizens comes from Turkey, the remainder from a variety of nations. The economic and social situation of the families living in both catchment areas is often precarious. Approximately half of these families receive state aid. In both districts, help is also provided by a variety of social institutions and associations including schools and day care facilities for children,. These organisations are efficiently networked through working panels such as local district committees (Stadtteilarbeitskreis) and local advisory boards for the prevention of addiction/violence (Präventionsrat). The branch libraries are represented on both panels. Very soon it became clear that in both districts there existed a need to aid and promote the expertise and skills of parents and families.

Three key aspects emerged for the libraries:
- Promotion of language in the mother tongue
- Assistance with learning German and the promotion of the German language
- The promotion of media competency and literacy
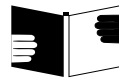
The work of the Advisory Board for Multiculturalism

With these facts in mind the Advisory Board for Multiculturalism discussed in detail the proposed new services of the "Library for All" in the Frankfurt branch libraries in Sindlingen and Gallus. The pivotal questions revolved around the following issues:

Conception of the services: In close cooperation with the Board, it was decided what languages literature should be provided in in both branch libraries. The Board discussed the educational concept that should be clarified in the project and gathered ideas; for example, on the question of how parents could be encouraged to transfer the knowledge they gained during the events to other parents.

Reaching the target group: The experience gained with the International Library in the Gallus Branch Library had already shown that migrants with a low standard of education could only be encouraged into the library using non-conventional approaches. The traditional method of publicity with flyers, handouts, or newspaper articles has not been particularly successful because the target group takes little notice of it. Apart from this, it is often simply the fear of the unknown which has to be overcome in getting the target group to the library. All members of the Board agreed that close cooperation with institutions, groups or associations already working with the target group would provide the key to success. This meant that the librarians had to go out, introduce themselves, put forward their suggestions and create a basis of trust with the institutions, groups and associations. In the course of the discussions the Board compiled a list of potential contact persons.

Public relations: As the members of the Board are themselves involved in multicultural work with families or actually belong to the target group, they brought their own manifold institutional and personal contacts into the project work with them (see Chapter 9: opening party in Sindlingen). From the librarianship point of view, the work with the Advisory Board has been the most productive experience within the project "Libraries for All". As well as providing affirmation for the chosen approach, this work resulted in an abundance of suggestions from which the libraries involved will undoubtedly profit well beyond the end of the project.

Services in Frankfurt "Library for all"

The services are targeted towards parents and children, stimulate cooperation between families and intentionally include families with and without a migratory background. Essentially, families with low educational experience are approached. The duplication and overlapping of services is to be avoided – which means that the libraries do not offer events or services that are already offered by other institutions such as the day-care centers for children, schools and other social and educational establishments in the area. These institutions are seen as partners in whose activities the libraries can participate with their professional expertise. The "Frankfurt Library for All" features the following modules:

The Multicultural Family Library

Library stock
- Parental handbooks in various languages (Turkish, Arabic, German)
- Picture books and CDs in individual languages (Turkish, Arabic, German)
- Picture books and CDs in two or more languages (various languages)

Products: introductions to the library and events
- Introduction to the library for parents
- Briefing on everyday use of the media in family life (reading aloud, television, computer games, internet)
- Multicultural reading promotion for parents and children

The library offers itself as partner for institutions, groups and associations organising multicultural events with themes on family and education.

The International Library with its special stock and facilities (see above)

Stock and facilities:
- Multimedia stock for learning the German language (new in Sindlingen)
- A literacy learning area in Gallus: 6 computers equipped with appropriate software for alphabetisation, learning German and text editing. This area also has a mixed-media stock of picture books, educational games, teaching and learning material, for the promotion of adult literacy.

Products: introductions to the library and events
- An interactive introduction to the library focused on active participation, and tailored to the target group of adults with little knowledge of German (new in Sindlingen)
- Special introductions into the use of the computers and the specific software for courses in literacy and the German language.

Both the introduction to the library and computer software as well as the briefing on the everyday use of media in family life are enriched with visual material and designed to encourage active participation. The "magic cube", an inflatable plastic cube with transparent plastic pockets on each side, is an important educational instrument and, at the same time, a playful element that facilitates these goal. The pockets of the cube can be filled with pictures or photos, which can be produced in each library as required using a digital camera and photo printer.

The material for the promotion of reading is tailored towards two to five year olds and their parents. Normally the event includes an introductory ritual followed by reading aloud the chosen book, a creative or playful action associated with the book and a ritual to conclude the event. In this way, children and parents experience how much fun it can be to read a book aloud – sometimes even in several languages, to talk about it, play and create with the ideas in the book.[3]

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[3] Details available on the homepage: www.librariesforall.eu.

Experiences

During the course of the project, both branch libraries worked on a local level together with more than 25 institutions or groups. Only in a few instances there was an agreement to organise one or more events together. Instead, the individual libraries tended to offer their services to other institutions or groups, which then booked their own events, such as an introduction to the library or a multicultural story time. In many instances the services of the libraries were repeatedly called upon by individual institutions, which resulted in the development of close partnerships; for example with the Volkshochschule Frankfurt am Main (Adult Education Centre of Frankfurt am Main, the Eltern-Kind-Treff Gallus (parent-children-club in Gallus) of the Kinderschutzbund (Child Protection Agency) and the Internationale Krabbelkreis (international crawling group) in Sindlingen.

The practice of approaching cooperation partners and institutions in order to reach the target group has proved to be successful. The library staff leaves the library to tender their products outside, allowing groups and individuals the opportunity to meet the librarian personally in their own environment before being confronted with the unknown in the library. Under no circumstance does the library seek to pose as competition, on the contrary the special library orientated services seek to both enrich and augment the activities of the institution in question. Appointments and content of the events are individually agreed upon with the contact person. Normally this policy guarantees a minimum of 5 to 15 participants per event. Within the framework of the project, between October 2008 and the end of June 2010, there have been altogether 89 events, including introductions to the library, reading promotion etc. 51 of these events with more than 550 participants in total took place during the 9 months following the official public presentation of the project in November 2009.

In summary, it is possible to say that the goals of the project have been reached at a local level and that the feedback from both the cooperation partners and the target group were extremely positive. The results of an evaluation,[4] which took place during the final weeks, provide an excellent foundation on which, even after the end of the project, the path of success can be continued and expanded.

Publicity and transfer of knowledge

Other libraries and municipalities have been kept informed through the means of reports and project presentations; for example, during the German Library congress in Leipzig.[5] The workshops that took place in both the Gallus and Sindlingen Branch Library proved to be among the most important events for the transfer of knowledge. The first workshop, "New Approach: Multicultural Services for Families", took place in November 2009 and the second one, in June 2010 in cooperation with the "Hessische Fachstelle für öffentliche Bibliotheken", a specialist department serving libraries in small municipalities in Hesse. These workshops provided the opportunity to transfer the knowledge systematically to other municipalities both in the region and further afield.

On Saturday, November 28th 2009 an opening event was scheduled in the Sindlingen Branch Library. It began with a press conference, attended by one of the members of the ABM and resulting in two positive articles in local newspapers. More than 70 people, mainly parents and their children, attended.

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[4] See Regional report of the Stadtbücherei Frankfurt am Main, available on the homepage www.librariesforall.eu.
[5] See Lotz, Birgit, Schumann, Silke (2010): Libraries for All - Ein EU-Projekt unter Beteiligung der Stadtbücherei Frankfurt am Main. URL: http://www.opus-bayern.de/bib-info/volltexte/2010/842/; Schumann, Silke: Frankfurt am Main punktet mit EU-Projekt. Interkulturelle Familienangebote der Stadtbücherei im Rahmen von „Libraries for All". In: BuB 62 (2010), Heft 6, S. 445-447.

During the course of the event, the new collections were presented: books in Turkish and Arabic languages for children and parents, multilingual books for children, and books for learners of German. The schedule of events included introductions to the library for parents and organised reading-aloud sessions of two of the newly acquired books for children in German and Turkish. An international buffet and a Turkish Karagöz-Theatre were the other highlights of the afternoon. Very important for the great success of the afternoon was the cooperation with one of the members of the ABM. She organised the buffet and came with her group of Turkish mothers to the library. Many of them had never been in the library before.

Conclusion and future prospects

The project "Libraries for All" has proved very stimulating for the multicultural work of the branch libraries in Gallus and Sindlingen. In many respects, the work within the project has proved to be a good investment in continuity and sustainability on a local level.

- Continuity of the service: The services developed in the course of the project will continue to be offered in both libraries; the educational concepts will be maintained.
- Conceptual development: The suggestions of the Advisory Board that could not be realised during the course of the project will be given top priority in the future.
- The continuity of the Board, possibly in a slightly different form, is being considered.
- Networks: The local contacts made during the course of the project will be cultivated and new ones made. Already events are being planned with local partner organisations beyond the end of the project.
- Transfer of knowledge: Those responsible for the project will continue to share their experiences and knowledge; for example, answering inquiries from other professionals and giving lectures. Another transfer of knowledge within Frankfurt Public Library is planned.

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EXPERIENCE OF THE ESME PILOT PROJECTS: SWEDEN

Starting point of the project "Libraries for All" at Biskopsgården Library

Biskopsgården Library is one of 25 public libraries in Gothenburg. It is situated in Biskopsgården, a traditional working class area rich in linguistic and cultural diversity, where half of the 25,500 residents have an international background.

The library is an important local arena, aiming at meeting the needs of young and adults in the catchment area. It plays a central role as meeting place and lifelong learning center in the area. The library staff is used to meeting people from different linguistic and cultural backgrounds in their daily work and they have an excellent reputation in the area. Two of the staff members are immigrants, including the head of library, who came to Sweden as a refugee in the early 90s. The library cooperates with local preschools, compulsory schools, adult education organisations as well as other institutions and NGOs in the catchment area. There is a wealth of cultural and linguistic resources in the area, and many residents appreciate the international mixture in the area; however, there are also issues that call for solutions, above all, problems related to unemployment among youth and immigrants, and housing shortage.

Selection of the Swedish pilot library

Biskopsgården Library was selected the Swedish pilot library in spring 2009 because of the interesting demographic composition in the area, the large number of library visitors with immigrant background, and the keen interest in the project showed by the library and the city district administration. The project goals of developing multilingual and multicultural library services are fully in line with Biskopsgården library's policy and aims, and the library staff has long experience of offering library services to local residents of both majority and minority background. The library welcomed the idea of setting up a advisory board for multiculturalism with local residents to promote both already existing services and new library services, activities and events targeting both immigrants and Swedes.

> **Biskospgården Library – Summary of facts:**
> - 25,500 residents in the catchment area
> - 62% of the residents born in Sweden, 38% born outside Sweden
> - 10% residents born in Sweden with both parents born outside Sweden
> - Approximately 70 nationalities are found in the catchment area
> - Largest languages: Swedish, Finnish, Turkish, Bosnian/Croatian/Serbian, Farsi, Arabic, Kurdish and Somali
> - Library visitors per year: 162,000 in 2008 and 185,000 in 2009
> - Media loans per year: 93,000 in 2008 and 98,000 in 2009
> - Staff: 7.75 full time positions, divided on 6 librarians and 3 assistants
> - 2 staff members are immigrants
> - Languages spoken by the library staff: Swedish, English, Bosnian/Croatian/Serbian, Farsi
> - Open: Monday-Saturday, 48 hours per week (34 hours in summer, Saturday closed)

Setting up the Advisory Board for Multiculturalism

The library invited eight local residents, three librarians and the local project coordinator from the Immigrant Institute to the advisory board for multicultura-lism. All invited local residents are active library users. They belong to the largest language groups in the district and all live and/or work in Biskopsgården. Their professional and educational background is mainly in the field of education, from preschool to adult education, and some have experience of business ownership and blue-collar work. Several members are actively involved in immigrant organisations, community radio and other NGOs and have access to useful networks for reaching new target groups. The gender distribution of the advisory board is balanced and the age span of its members ranges from 20 to 70 years of age. The main motivation for all involved is to contribute to local society and the remuneration to the advisory board members consists only of honorary gifts.

The advisory board has had eight meetings from June 2009 through September 2010 to assess local needs, discuss, plan and promote intercultural library offers and activities at the library and serve as links between the library and the local community. It has been an intense and rewarding cooperation that will continue after the project end.

Needs Assessment

The local needs assessment was carried out in spring through autumn 2009. At the advisory board meetings, the librarians' experience from their daily work was discussed and paired with the local residents' experience and knowledge of the target groups. Interviews with library staff, library visitors and local sta-keholders were carried out and we also studied previous library studies and reports, recent local needs assessment reports made by three resident groups in Biskopsgården, and local demographic statistics. We also carried out a survey in which 100 local residents stated their use of the library services and wishes for further improvement (50 Swedish background, 50 non-Swedish background). The survey showed that the library and its services are much appreciated by the visitors and that the library plays an important role as meeting place and information center, which is also reflected in the high number of library visitors. The borrowing service of books, films, music, newspapers and journals in multiple languages is well used. Priority areas emerging from the needs assessment are related to enhancing the role of the library as an intercultural meeting place and forum for lifelong learning, improvement of the physical environment and reaching the target groups:

Assessed priorities:
- Promoting the library as a forum for language learning
- Bridging the digital gap
- Promoting the library as an intercultural meeting place offering cultural activities for children, teenagers, adults, and families
- Improving the library environment (display, signs, and "coziness")
- Improving information and marketing

The work of the Advisory Board for Multiculturalism

The prioritized areas were discussed at the advisory board meetings and resulted in a multitude of ideas for improvement. In autumn 2009 and spring 2010 many new activities and events were planned and carried out with the assistance of the advisory board members. They also contributed with their networks for marketing both permanent and new library services and events, and functioned as local ambassadors for the library, as links to the local community. Some of the members also contributed with valuable translation work of information materials into their mother tongues.

Services and activities at Biskopsgården "Library for All"

The advisory board cooperation resulted in opening up the library to a wide range of new activities and events. Media in several languages were purchased, information materials were developed in multiple languages and new library signs were ordered and recently installed. Below follows a list of both permanent services and new services tried out during the project lifetime. Some are described in more detail in Section 8: Evaluation. For more details we refer the reader to the Swedish regional project report available on the project website.

Biskopsgården Library comprises the following permanent services and activities:
- all services except fax, print and copy are free of charge to library visitors

- Media in 23 languages. Journals and newspapers in ten languages available in the library cafeteria
- Home delivery service for elderly and disabled persons
- Guided library tours on demand
- Adult learning environment (see also Section 9)
- 18 computers + one for catalogue use
- Scanners, printers, fax and copy machines
- Weekly basic computer courses
- Home work support (3 times a week)
- Weekly Swedish Language café - Swedish conversational group
- Counselling (on demand)
- Storytelling for children in Swedish (15 per year) and children's theater (16-24 per year)
- Monthly Art exhibitions in the Library Art Corner
- Handicraft Day – exhibition and sales of locally made handicraft (1 per year)
- Literature presentation evenings (approx. 10 per year) and monthly reading club
- Author visits: number depending on budget
- Monthly meeting with local politicians
- Suggestion boxes – one for the library, one for the city district committee

New activities and events tried out in Libraries for All 2009-2010 – also free of charge to library visitors:

- Drop-in English conversational group for language learners (weekly July 2009-September 2010)
- Drop-in Kurdish conversational group for language learners (weekly July 2009-March 2010)
- Drop-in Knitting café (weekly February 2010) and Display Your Best Knittings-exhibition (2 weeks April 2010)
- Computer courses for women (November 2009-February 2010)
- Computer courses in English, Persian and Turkish (February 2010)
- Bilingual story telling/dramatization together with preschools (March-May 2010)
- Children's theater on Saturdays (twice)
- Family Saturday with workshops and cultural performances (17 April 2010)
- Youth film club (since November 2009)
- Workshops for youth during school holidays (drawing, animation, beading, origami etc. since October 2009)
- Author evenings with authors with migratory experience (5 in 2009-2010)
- World Film evenings (monthly February – 2010-May 2010)
- Lectures on various topis: India, How to start your own company, Food & exercise, Language and Identity
- Fire safety information evenings (twice)
- Library quizes – learn more about the library – win a book! (at special events)

Enhanced media collection – new purchases:

- Dictionaries in multiple languages, including reference copies
- Swedish and English language learning media
- Everyday handbooks in multiple languages, including child rearing, health, cookery, driver's license theory
- Audio books and Easy Readers in Swedish
- Fiction in multiple languages

Improved information:

- New library sign system with signs in original language for media in other languages than Swedish
- Improved display
- Translation of relevant materials (e.g. library program, scanner instructions)
- Increased outreach activities: Visits to local associations, preschools, schools, youth camps, barbershops, participation at the monthly Public Health Breakfast meetings open to local employees and residents, participation at the city district festivals Biskopsgården Open Air Day for local associations, Biskopsgården International Winter Market, Handicraft Day
- Inviting journalists to special events
- Using community radio, web calendars, e-mail lists, posters, handouts etc.

Inviting trainees with immigrant background:
The library has also offered the possibility for serveral trainees with immigrant background to contribute to the library development. Several young residents, librarian students and international master's students of intercultural communication have thus contributed with their knowledge, skills, and networks, and also served as positive role models for young library visitors.

Local experience

The advisory board cooperation has been valuable for both library and residents. For the library, the advisory board has offered a valuable forum for communication with local residents. The library staff has received feedback and suggestions for further development of the library and its services. The residents have contributed with their experience, their language and cultural knowledge and skills, and many of their suggestions put forward have been implemented, while others are in the process of being implemented.

The openness and active involvement of the library staff and management have been prerequisites for promoting the multicultural and multilingual library together with local residents. The welcoming attitude of the library staff, combined with their willingness to listen, discuss and put new ideas into practice have been key success factors. The twelve advisory board members interviewed would like to continue the advisory board cooperation. However, four meetings per semester were considered a little too frequent.

Several of the libary services have started as experiments, the library offering local associations and institutions the opportunity to run activities at the library for some time, followed by a joint evaluation and decision on whether to continue or not. Several of the services have thus become standing offers, like the homework support in cooperation with volunteers from the Red Cross Youth Section and Medborgarskolan, the Swedish language café in cooperation with the Swedish church, the fire safety information evenings together with the regional rescue service and the world film evenings in cooperation with nine organisations. In September 2010, we look forward to the library's decision on which of the new activities will become recurrent offers.

Since the project introduction in May 2009, the number of public activities more than doubled compared to the previous year. In February 2010, 60 open activities took place at the library, compared to 23 the previous year. Some of the activities were planned and scheduled well in advance, while other activities were organised on short notice. For the library visitors the wide range of activities and services offered was very positive and beneficial. "There is so much going on at the library now!" was common feedback brought to the advisory board meetings. The positive feedback was, of course, rewarding for the library staff, however, during the most intense period in spring 2010 it was difficult to keep all .staff members updated.

The activities and events have attracted many visitors. The author visits were attended by more than 300 visitors, the bilingual story telling series by 260 children and 70 adults, 400 persons attended the Family Saturday (compared to 200 on a regular Saturday), 60 persons participated at the world film evenings etc. Compared to 2008 there has been a 14% increase in the number of library visitors (N=185,000) and 5% increase in media loans (N= 98,000).

Evaluation

The services and activities organised have been positively received following the evaluations carried out:

Promoting the library as a forum for language learning:

Language cafés

The library has offered weekly informal drop-in conversational groups free of charge in the library cafeteria in three different languages. The Swedish langua-ge café has run continuously for a long time and English conversational training started to run weekly in July 2009. The Kurdish language café was run weekly for nine months. The language cafés offer a good supplement to formal language training. The format is quite simple and the setting is informal. The topics discussed depend on the interests of the trainers and participants. The Swedish language café provides newcomers with an opportunity to practice the new language in a relaxed surrounding over a cup of coffee or tea for an hour and a half once a week (English and Kurdish 1 hour, but often prolonged). Swedes are also welcome, but seldom attend, apart from the language trainers.

The evaluations carried out with 20 language café participants (9 Swedish Language Café, 8 English, 3 Kurdish) show that they appreciate the language cafés. The participants in all three language cafés state two main reasons for attending: to practice the new language and to socialize and make new friends. This is also the perception of the language trainers, who also observe that the participants seek to know more about different aspects of the new society and daily life, by asking about various topics, from Swedish health care, to parental meetings at school, or personal holiday plans.

The Swedish language café is organised by the study librarian in cooperation with the deacon from the adjacent Swedish church. the participants are very motivated and eager to learn the new language. Whereas the Swedish language café mainly attracts newcomers, the English language café is attended by both newcomers who know English quite well but not yet Swedish, and by residents who are profficient in Swedish and would like to improve their English either for higher studies or travelling purposes. The Kurdish language café attracted three persons who were interested in learning Kurdish in order to interact with Kurdish friends or relatives.

Special programs have been made together with the language cafés. The most appreciated events were the fire safety evenings organised together with the regional rescue service. "Very instructive and useful" was the unanimous reaction of the participants. "The fire safety information evenings will become a standing offer every semester", says the study librarian.

The Swedish language café participants mainly express two wishes for improvement: that the language café run twice a week instead once a week, and that more Swedes attend. The latter could be solved by inviting more special guests.

Story telling for children

The children's librarian organises storytelling in Swedish approximately 15 times per year. These are popular events open to all children aged 3 to 5 years. As a supplement, we carried out a series of seven bilingual storytelling and dramatizations of the Norwegian folk tale "Billy Goat Gruff" in eight languages in spring 2010 in cooperation with pedagogues and children from local preschools and NGOs. The cooperation was suggested by the Kurdish advisory board member, who is a preschool teacher in Biskopsgården, where a local language project has been initiated to actively promote the children's bilingual development. Staff from two local preschools, the Immigrant Institute together with local residents volunteered as storytellers. Preschool children were engaged as actors, performing the story dressed as the goats and the troll. All city district preschools, childminders and parents were invited to attend the bilingual story telling events with their children aged 3-5 years.

The main idea was to take advantage of the multicultural pedagogues' language skills, to display some of the rich language resources available in the local area, to support children's bilingual development and offer them an opportunity to meet other children who speak the same mother tongue. After the bilingual dramatizations adults and children were invited to the library children's section, to enjoy the children's literature in multiple languages and pedagogical materials exhibited on the preschool language project.

In all, 263 children and 69 adults attended the events. The 21 respondents to the web evaluation sent to the invited preschools found the bilingual storytellings very good (13) and good (8). All consider bilingual storytellings a good idea in general. All would like to attend more bilingual story tellings with the children in the future and 10 respondents volunteered as future storytellers in eight languages. The respondents' answers indicate that the children appreciated the storytellings and felt happy and proud when hearing the story in their mother tongue. Several respondents point out that hearing the story in their mother tongue is beneficial for the first language delvelopment and also enables the children to better understand the story in the second language. One of the Swedish preschool teachers believes that the opportunity for children to hear both Swedish and their own/another language will stimulate their interest in languages in general and in each other languages in particular. She also points out the importance of preschools taking active part in society, using the library as an intercultural meetingplace. "By organising these story tellings we show that it does not have to cost much nor be so professional in order for children to become involved. We hope to inspire children and pedagogues in Biskopsgården to work with language, drama and creativity" (our translation).

Bridging the digital gap:

Computer courses for women

The computer course for women was also positively evaluated. 10 of the 12 participants had resided in Sweden more than 20 years, and most were more than 50 years old. Their mother tongues were Swedish, Slovenian, Spanish, Tigrinya and Kurdish. Given their length of residence in Sweden, language problems were not an issue. The evaluation results show that the participants who attended the full course learned a lot and have used the course well. All were satisfied with the course contents (mouse and keyboard, Word processing, how to save and print documents, search information on the Internet, order tickets and e-mail), and they also appreciated the teaching and involvement of the study librarian in charge of the course. Five participants considered important that the course targeted women only, whereas it was irrelevant to the other seven participants. However, it was important to all that the course was free of charge. The evaluator points out that this is quite reasonable given that several of the participants are senior citizens or low-income earners. She also highlights both the great need of and interest in basic computer courses at the library to bridge the digital gap.

Computer courses in other languages

In spring 2010 computer courses in English, Persian and Turkish were offered at the library for six weeks by three master's student trainees. Despite all marketing efforts, only one Turkish speaking participant signed up the last day of the course. Either our marketing efforts were insufficient, or the need of computer courses in other languages than the majority language is low. Following discussions with librarians, the latter seems to be the experience of other libraries in Gothenburg, part from a higher interest in computer courses in Arabic.

Promoting the library as an intercultural meeting place offering cultural activities for children, teenagers, adults, and families:

Activities for children and teenagers during school holidays

Several appreciated activities during school holidays have been offered at the library: three days drawing course in October 2009, two days manga drawing course in February 2010 and two days animation course in April 2010. The activities have been positively evaluated and will continue. The Library Youth Film Club kicked-off in autumn 2009 will also continue to show popular movies during school holidays.

Children's theater

Biskopsgården Library regularly organises popular children's theater performances. Most take place on weekdays and are attended by local preschools. In the project framework the library has also offered theater sessions on weekends, something which has been very much appreciated by attending parents. In April 2010, the library organised a Family Saturday – a day filled with children's theater, creative workshops for children, world music, and dance shows for the whole family.

Author visits

The library has also organised a series of author evenings, inviting novelists who are famous in Sweden, like Theodor Kallifatides, Zack O'Yeah, Renzo Ane-röd, Douglas Foley and Susanna Alakoski. Most of the authors have immigrant background and all write on intercultural topics. The author visits have been very positively received by the library visitors. Meeting with Douglas Foley, for example, one of very few youth novelists in Sweden whose main characters are immigrant teenagers in Swedish suburbs, was very inspiring to many of the one hundred teenagers in Biskopsgården who attended the event.

World film evenings

The world film evenings have also been appreciated and will continue. The four films have all been very different: The Iranian semi-documentary "Offside", the Swedish Arabic semi-documentary "Some for my heart, some for my God", the Russian feature film "Moskow does not believe in tears" and the Thai feature film "The legend of Suriyothai". The visitors were invited to stay for discussions after the film, using a special methodology called Talk Film –Talk Life developed by the Swedish church and adult educational organisation Sensus. All participants stated that they would like to come back to watch more world films in the future.

Handicraft

Handicraft is popular all over the world and the yearly Handicraft Day organised at the library and adjacent People's House in November offers ample opportunities to meet across cultures. The day is organised in cooperation with the city district culture group, local associations and artisans, professionals as well as amateurs. In February 2010, several weekly knitting cafés were also organised in the library cafeteria by one of the trainees and in March 2010, local residents' favorite knittings were on display in the Art Corner while local expert knitters from the local association Friluftsfrämjandet in Biskopsgården offered knitting lessons to library visitors. To the staff's delight, previous problems with roudy youngsters at the library vanished completely during these two weeks. The young teenagers appreciated very much the company of the multicultural group of ladies knitting in the Art Corner.

Publicity and transfer of knowledge

Cooperation with intercultural competence development projects and networks

The staff at Biskopsgården Library has disseminated the project outcomes together with the Immigrant Institute via several regional library sister projects and networks. One important channel of information is the European Social Fund project "The Interlingual Library – opening up intercultural meeting places" (2009-2011)[6] offering in-service courses for intercultural competence development for library staff and library managers. The project is headed by Västra Götaland Regional Library Office and comprises more than thirty public libraries in Western Sweden, several NGOs, cultural and educational organisations and institutions.

Another valuable projects for transfer of knowledge and good learning examples is the European Grundtvig partnership project Creative Approaches to Inter-cultural Competence (CAIC), the adult learning environment cooperation Adults in Learning (Vuxna i Lärande) (see Summary of facts below) the Gothenburg multilingual library network and the IFLA Section on Library Services to Multicutural Populations.

> **The project Adults in Learning (Vuxna i Lärande) comprises 8 libraries in Gothenburg**
> At each library, the project offers adult learners a learning environment with a number of computers, basic computer courses, home work support, counselling, Swedish Language Café, and language learning media.
> The study librarian at the respective libraries offers the services approximately 10 hours per week and also focus on outreach work to adult educational organisations, above all Swedish for immigrants. The project organises ten study librarian meetings per year and also two Study Forum workshops per semester to which all library staff in western Sweden is invited. Examples of workshop topics are "Cooperation", "Diversity" and "Bridging the digital gap".
>
> Contact: Project Leader: anna.hallberg@kortedala.goteborg.se

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[6] Project website: http://www.bibl.vgregion.se/sv/Regionbibliotek/Konsulenterna/Projekt/Det-mangsprakiga-biblioteket--utveckling-av-interkulturella-motesplatser-/

Seminars and workshops for library staff and other intercultural professionals

14 October 2009: we organised an intercultural breakfast meeting at the library for intercultural professionals, where we presentated the current projects, followed by a workshop for library staff on the theme "Users' perspective" focussing on immigrants' needs of media, library organisation, display, signs and information useful for immigrants.

27 November 2009: we presented the library as an intercultural meeting place and forum for lifelong learning at the NIC Conference on Intercultural Communication together with project trainees.

21 April 2010: we organised a seminar-workshop at the Immigrant Institute together with the InterLingual Library expert course. It included a presentation of the activities, library, archive and exhibitions of the Immigrant Institute. One of the members of the advisory board for multiculturalism at Biskopsgården Library presented the community radio as a means of marketing library services to immigrants. Project updates, presentation of Swedish web forum for library staff[7] and plans for the future were also discussed.

14 August 2010 we made a presentation together with the Interlingual Library project at the IFLA 2010 conference in Gothenburg where we presented the paper „What to purchase and why" on how to cater for immigrant's needs of media.[8]

17 August 2010 we made a project presentation at the IFLA Satellite Meeting in Copenhagen "Libraries in a Multicultural Society – Possibilities for the future" highlighting good learning examples on the topic "Inclusion".

Conclusions and plans ahead

The project "Libraries for All – ESME" focus on immigrants' needs and promoting the library as an intercultural meeting place and forum for lifelong learning. A large number of new services and events have been offered at Biskopsgårdens Library during the project cooperation. Opening the library – to local residents in the advisory board, to local organisations and trainees – has lead to the inclusion of many residents in the library work and contributed to reaching new target groups. The cooperation with local residents in the library advisory board has been successful and will continue after the project end. There is one other library advisory board active in Gothenburg. It is at Hjällbo Library in north-eastern Gothenburg and has been active for several years. The wish-list of the Biskopsgården advisory board includes a visit to this group and also to other libraries and institutions for inspiration.

Some of our nearest future plans (September-November 2010) include seminar and poster presentation at Gothenburg Book Fair, and presentations at four Inspiration Days in Western Sweden, all events targeting librarians and interested partner institutions and associations. Our hope is to inspire more public libraries to create advisory boards for multiculturalism and develop the library in cooperation with residents.

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[7] <http://mangsprak.ning.com/>

[8] Paper in English: http://www.ifla.org/files/hq/papers/ifla76/133-atlestam-en.pdf. Paper in German: http://www.ifla.org/files/hq/papers/ifla76/133-atlestam-de.pdf. Short presentation: http://skolebibliotek.ning.com/group/iflasession133

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CHECKLIST – STEP BY STEP

The previous chapters look into the individual experiences made during the "Libraries for All" project. They present the conditions necessary for the establishment and functioning of library Advisory Boards; they also show how the identification of migrants' needs with respect to libraries was carried out. In this chapter, you will find a clearly arranged Checklist – Step by step, designed to help with a systematic implementation of the ideas represented by the "Libraries for All" project in other libraries. Our project draws on previous projects, addressing the issue of cultural diversity and is focused on helping libraries become multicultural educational centers. As a part of these projects, a number of expert publications were written. These texts are still valid and they can provide us with guidance regarding procedures for the implementation of new multicultural services. For this reason, we reference the "Check-List for Action Planning", originally published in "Cultural Diversity – How Public Libraries Can Serve Diversity in the Community"[9] and we have enhanced it by adding certain check-list items based on the experience of the "Libraries for All" project, as well as on the experience of its Advisory Boards and on the conducted Needs Assessments.

Check-List For Action Planning

1) Take leadership
First of all, the library management must decide to take action. If services for multicultural patrons and neighborhoods are not considered important by the senior management level, they will never be developed in an adequate way and will get a less than even share of resources. If the management does not care, why should staff?

2) Define clear and measurable goals – strategic plan
Library management must advocate why it is necessary to take action in this field. Activities must be shown as being in coherence with the library's strategic planning and as actions that support its fulfillment. The next important step would be to define which actions should be taken and which goals are to be met.

3) Seek political approval
Activities in this field may be controversial to certain groups in society and library management must be prepared to explain why it is important to deliver attractive services to multicultural users. The library board or an equivalent local political body should approve or, even better, advocate actions.

4) Support dedicated staff
Often one can find staff members who, for many reasons, consider services for multicultural communities important. Such staffmembers should be identified and supported by the management.

5) Information on local society
The actual mix of different language and culture groups in the local area will evidently change, sometimes even very rapidly because of the ongoing migration of people and actual developments in various parts of the world.
So active use of census data and other relevant statistical information and collaboration with other parts of local jurisdictions is very important to get good, updated knowledge of the actual mix in the population.

> SEE CHAPTER 2 IN MANUAL:
> Needs Assessment and reaching the target group
> OR THE SWEDISH CHECKLIST

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[9] Jens Ingemann Larsen; Deborah L. Jacobs; Ton van Vlimmeren. Cultural Diversity : How Public Libraries Can Serve The Diversity In The Community. International Network Of Public Libraries, Bertelsmann Foundation, December 2003, http://conferences.alia.org.au/alia2004/pdfs/vlimmeren.t.paper.pdf

6) Seek collaboration with user groups
Many immigrant communities and language groups have established their own organisations have more or less official spokes people etc. Such persons and organisations can function as focus groups and thereby help the library better understand the needs of the different groups and learn how they react on the various initiatives from the library.

> SEE CHAPTER 3 IN MANUAL:
> Advisory Board for Multiculturalism

7) Learn from others
This paper should demonstrate that libraries could learn a lot from collea-gues all over the world. Many libraries face similar expectations, needs and problems in the field of services towards multicultural groups and you will always be able to find someone who can help you somewhere in the national or international library environment.

8) Identify possible network partners
In this paper we have analyzed various consortial arrangements and networks between libraries that learn from each other and share the workload. It is very wise to seek such cooperation wherever possible, as each participating library will be able to expand services further with less effort, compared to the situation where a library would have to take care of all parts of the process on its own. No library, regardless of how excellent or well funded they are, should go at it alone.

9) Focus areas
Depending on the actual needs of the local community, the actual level of existing library services, the resources available etc., the library must decide which activities should be prioritized. For instance, the strategic plan may contain more steps – from the basics to more advanced. In one community the top priority may be community information or library programming, in other communities it may be collection development and Internet resources.

10) Follow up – and review plan
Like all development projects, enhancing library services for cultural minorities is a constant learning process. It is very important to follow up on goals – which targets were met and which were not – in order to keep the business plan coherent with actual needs. It is also important to be flexible – to respond to changing needs, changing populations and the changing political environ-ment.

11) Institutionalizing of services – part of every day work
As mentioned earlier, the key factor on the organisational level is the institu-tionalizing of services. At the time when services have matured to an extent where they are integrated into the normal library functions and operations, it is much more likely that cultural minority group users are offered their fair share of service.

Three Golden Rules

If you want your library to be successful in serving the diversity in the community you should keep three golden rules in mind:

1) It depends on leadership if anything is going to happen. Without leadership there will be no lasting result.

2) Respect is the key factor in communication and cooperation between persons and groups with different languages and cultural background. In any planning the motto should be "Nothing over them and without them!"

3) You need a holistic approach. When all aspects are taken care of in a coherent way, the result will be much more than the sum of the different parts.

LIBRARIES FOR ALL – EUROPEAN STRATEGY FOR MULTICULTURAL EDUCATION (ESME)

Manual

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