

**AYUDANTES DE BIBLIOTECAS DE LA UNIVERSIDAD NACIONAL DE EDUCACIÓN A DISTANCIA. Acceso libre**  
**3º EJERCICIO**

*Tercer ejercicio: Tendrá carácter eliminatorio y consistirá en realizar una traducción al castellano con ayuda de diccionario, de un artículo relativo a bibliotecas (mínimo 300 palabras) en idioma extranjero: inglés o francés a elección del opositor, que deberá ser consignado en la solicitud.*

*Se permitirá la ayuda de diccionarios y vocabularios técnicos. El tiempo máximo para realizar este ejercicio será de una hora y media.*

*Se calificará de 0 a 10 puntos, siendo necesario para su superación obtener un mínimo de 5 puntos.*

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**Texto propuesto el día 30 de junio de 2021**

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**Título:** COVID-19 and the Global Library Field. Available resources

**URL del texto en inglés:** <https://www.ifla.org/covid-19-and-the-global-library-field/#available>

**URL del texto en español:** <https://www.ifla.org/es/covid-19-y-el-sector-bibliotecario-global/#recursos>

**Texto para traducir:**

**Available resources**

Many libraries are seeing a major increase in interest in digital resources (for example in the United Kingdom), leading in some cases already to the re-prioritisation of resources from physical to digital materials. In Denmark for example, lending limits have been increased to allow users to access more eBooks at the same time. In France, a government survey has underlined that increased demand for books is also likely to lead to reallocation of budgets, but that challenges remain around digital locks and publisher limits on numbers of simultaneous borrowers. Meanwhile, Norwegian libraries are working together to save time and complexity by pooling resources and information on a single site, as are those in the Czech Republic and in Mexico City.

Clearly the possibility to use resources online depends a lot on the terms under which they are accessed. Fortunately, a lot of publishers and vendors have taken helpful initiatives. In the academic field, many have provided open access to materials related to COVID-19. Others have facilitated access by making it easier to log-in and access materials from outside of official networks.

There have also been welcome steps from major trade publishers such as Macmillan and Penguin Random House to make it easier for public libraries to buy and access eBooks for lending, and Audible is providing access to hundreds of audiobooks. Nonetheless, open access to academic materials, especially directly concerning COVID-19, is not always as universal as claimed. See our section on library partners below for more. Specifically in the library field, in addition to the examples given in the section on associations below, ENSSIB in France has offered open access to its resources.

Sometimes, libraries themselves have been able to provide much wider access, as has been the case with the National Library and Archives of Iran, which not only put the national children's library of 28 000 titles online for free, but also to open up its own Digital Library, which previously

had only offered bibliographic data. They have seen a sevenfold increase in registered users, and more than doubled time for online consultations with researchers. The National Library of Albania also has focused strongly on building its offer of online materials, while the Central Library of Al Qadisiyah library in Iraq has made a range of materials in Arabic and English available online for free for the benefit of students.

Other information providers, such as the Internet Archive, have also made large volumes of materials available with fewer limits to support learners, researchers and others to access information in difficult times, although following a legal challenge from a number of publishers, will take down this possibility early. The Hathi Trust is also allowing libraries to lend out digitised copies of books that they own in hard copy, although this is not possible globally due to copyright laws.

Beyond this, there are many great freely available resources available with educational materials – notably Open Education Resources (OER) Commons, which provides access to materials curated by a team of librarians. UNESCO's Education Division is also providing links to valuable educational resources, and its Archives have a collection of sound recordings from the past. Wikimedia has set up a project on COVID-19 to manage information on the subject (see the webinar), while the National Library of India, meanwhile, has developed search engines for OERs for researchers and children and young adults.

In particular, there are resources for teaching media and information literacy online – this is both a traditional area of strength for libraries, and a skill that is particularly necessary in the current circumstances. One example is the MOOC hosted on the Commonwealth of Learning platform. Many university libraries are also increasing their offer of training on information literacy in order to help students having to carry out their research online. Libraries in Hawai'i, as well as in Loveland, Colorado and elsewhere in the U.S are also offering online courses in information literacy around the pandemic.

The Library and Information Research Institute at the National Autonomous University of Mexico, meanwhile, is holding a series of webinars on misinformation, information overload, open access and COVID 19 (see [here](#) and [here](#)), and is building a list of open access resources on the matter, and East West University, Bangladesh, has participated in events on the subject. Libraries in Malaysia are similarly active, both raising awareness of the role of libraries in combatting fake news, and in carrying out studies on information seeking behaviour. IFLA's Section on Education and Training's newsletter contains perspectives on the issues encountered in putting LIS education online.

Nonetheless, it is important that all rightsholders take steps to ensure that access to information for research, education and culture can continue as best possible. For example, in Brazil, the approach taken by rightsholders, combined with a lack of appropriate copyright laws means that libraries are not able to offer platforms of digital books, other than those in the public domain. In India, there have been calls for more focus to be placed on accessibility. A survey carried out by the Conference of Directors of National Libraries underlined that half had encountered problems in providing digital access due to copyright, as well as questions such as connectivity and digital skills among staff. Furthermore, there are many publishers who are refusing to provide electronic access to their works, and some charging prices far higher than for physical works. Libraries such as the one at the University of Guelph in Canada are working to highlight these issues.

A number of associations and groups, including the International Coalition of Library Consortia, LIBER, and the Association of University Library Directors in France have called on publishers to

facilitate access to works, while Italian librarians have established a petition requesting stronger efforts to provide access, Spanish ones have underlined the need to move faster towards Open Access, and JISC in the United Kingdom has set out some basic practices it hopes all publishers and vendors will adopt. IFLA itself has led efforts to encourage the World Intellectual Property Office to underline how balanced intellectual property laws can help favour access.

With the first round of steps taken by publishers now lapsing, the need for longer-term solutions is pressing. As set out by Research Libraries UK, price freezes may not be enough at a time of falling budgets, and there are questions around the operation of markets for eBooks and eTextbooks.

Library associations and other groups are working to secure better access. The Australian Library and Information Association, Libraries Ireland, the Finnish Consortium of Public Libraries and the Library and Information Association of New Zealand Te Aotearoa have negotiated agreements with national publishers and authors to ensure that public libraries can take story-times online without worrying about infringing copyright. Following prompts from libraries, Canadian publishers have also waived licensing fees.

Elsewhere, in the United States, Canada (both for broader fair dealing and online storytimes), Australia, and the United Kingdom, there is now helpful guidance on what may or may not be possible under copyright law. In Hungary, there has been a useful change to copyright law to allow for digital access.

Finally, and faced with the need to invest in new content and services in order to support users, the American Library Association has successfully argued for libraries to be included in the economic stimulus package announced by the government there. In addition, some library funders such as IMLS in the United States are offering grantees extra flexibility where it has been impossible to continue with previous projects because of COVID-19. In Barcelona, Quebec and Milan, Italy, we have seen library acquisition budgets increased as a means both of supporting local bookshops and building library collections.