

**HOW CAN  
SCHOOL LIBRARIES  
RESPOND  
TO THE CHALLENGES  
~~THAT WE ARE FACING?~~**

**Barbara Lison, IFLA Past President**

# How Can School Libraries Respond to the challenges that we are facing ?

## Taking up the challenge:

1. Introduction
2. Responses to the challenges
  1. Edutainment
  2. Motivating Environment
  3. Artificial Intelligence
  4. Intellectual Freedom
  5. UN sustainable Development Goals
3. Concluding remarks and recommendations

# The Role of the School Library

**Primary role of today is to empower students to become discerning consumers of information and active participants in the digital age by**

- equipping students with the essential skill of information literacy.
- teaching students to navigate the digital landscape,
- teaching students to critically assess sources, and
- teaching students to distinguish between reliable information and misinformationc



<https://www.ekz.de/schulen/einrichtung/referenzen-schulbibliotheken/c-639>

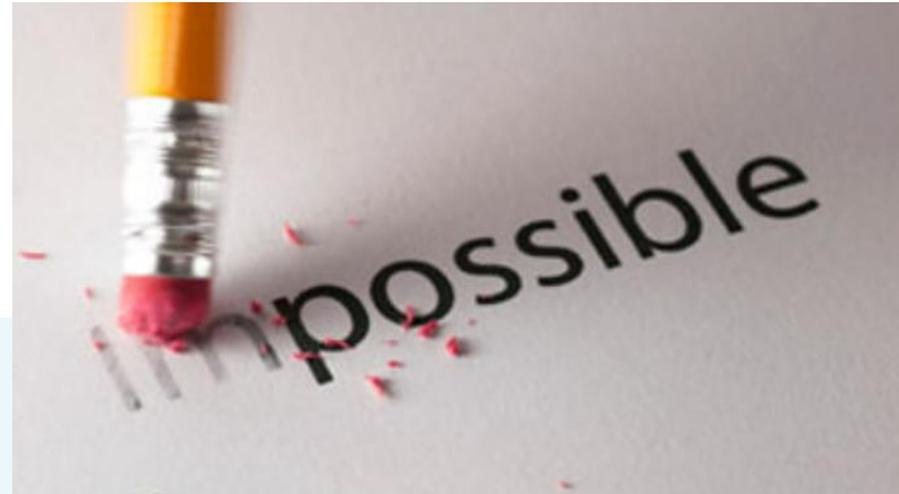
# Challenges for School Libraries of the 21<sup>st</sup> century

according the five key trends identified in the IFLA Trend Report 2013

- 1) New technologies will both expand and limit who has access to information.
- 2) Online education will democratise and disrupt global learning.
- 3) The boundaries of privacy and data protection will be redefined.
- 4) Hyper-connected societies will listen to and empower new voices and groups.
- 5) The global information economy will be transformed by new technologies.

# Challenges to overcome

- Information Overkill
- Need for a diverse and inclusive society
- Deepening of inequalities
- Digital divide
- Importance of enhancing STEM and STEAM education
- Depletion of reading skills
- Generation of digital citizenship
- Securing physical and mental health
- Endangerment of the freedom of expression and information



<https://www.horizont2020.de/einstieg-gesellschaftliche-herausforderungen.htm>

# EDUTAINMENT

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<https://www.onlinesolutionsgroup.de/blog/glossar/e/edutainment/>

- **Educational entertainment = Edutainment**<sup>[1]</sup> is media and processes designed to **educate** through **entertainment**. The term was used as early as 1954 by Walt Disney. Most often it includes content intended to teach but has incidental entertainment value.
- The goal of Edutainment is primarily to increase the learning motivation of the recipients of the respective program. In principle, learning should be made more efficient and therefore more successful by **combining education and entertainment**.

[https://en.wikipedia.org/wiki/Educational\\_entertainment](https://en.wikipedia.org/wiki/Educational_entertainment)

# Importance of Edutainment for School Libraries

**Educational**

have an educational purpose or learning goal, instruction or information

**Entertaining**

the learner will find the fun medium and pleasurable learning process

**Integrated**

integrated into a curriculum, a learning programme that provides the learner with some guidance

**Adapted**

learning goals can't be covered when a medium is too easy or too difficult for the learner

**Practical**

students build new understandings of their world through exploration, discussion and experiment

# Importance of Edutainment for School Libraries

## The Benefits of Edutainment

- – Learner-centered learning
- – Educational messages through popular entertainment media
- – Increases of theoretical and practical knowledge
- – Motivation to learn by entertainment and gamification tools
- – Induces positive changes in the attitude to the learning process
- - Creation of retention of interest in learning
- - Creative way of problem solving
- - Enhancement of thinking out of the box and symbolic thinking

# MOTIVATING ENVIRONMENT

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# Characteristics of a Motivating School Library Space include:

- Welcoming, vibrant and culturally inclusive environment
- Large, flexible learning space based on fluid design principles
- Place for end-to-end learning: consuming, creating, producing and sharing new knowledge
- Balanced access to print, digital and multimedia collections
- Place of exploration and curiosity

- Quiet space — to reflect, read and study
- Collaboration space — to discuss, brainstorm, share and tell stories
- Presentation space — to present, share and celebrate
- Breakout space — to discover, create, practice and share
- Makerspace — to play, experiment and design.



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*Create a welcoming library environment that encourages reading for pleasure. Your library's look and feel is critical in getting students reading.*



<https://natlib.govt.nz/schools/reading-engagement/libraries-supporting-readers/reader-friendly-environments>



<https://www.slj.com/story/divine-design-how-to-create-the-21st-century-school-library-of-your-dreams>

**INVITING, COSY, STIMULATING, ENERGISING**



# ARTIFICIAL INTELLIGENCE (AI) AND SCHOOL LIBRARIES

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**AI in Education: An opportunity  
for School Libraries**

<https://www.linkedin.com/pulse/ai-education-opportunity-school-libraries-elizabeth-hutchinson/>

# Artificial Intelligence (AI) And School libraries



Engaging and Empowering School Libraries

## Empowering Learning through ChatGPT and AI:...



<https://www.elizabethahutchinson.com/podcast/episode/b1a30c39/empowering-learning-through-chatgpt-and-ai-insights-from-school-librarians>



Engaging and Empowering School Libraries

## ChatGPT, School libraries, inquiry and questioning...



<https://www.elizabethahutchinson.com/podcast/episode/a5c3fa02/chatgpt-school-libraries-inquiry-and-questioning-skills>



Engaging and Empowering School Libraries

## ChatGPT for teachers and school librarians.



<https://www.elizabethahutchinson.com/podcast/episode/ac3d79d4/chatgpt-for-teachers-and-school-librarians>



Elizabeth Hutchinson - 2.

School library specialist | Personalised evaluation service helping you to unlock your school library's potential. Contact me to find out more



# Artificial Intelligence (AI) And School Libraries

“School librarians have long since taught the skills of critical thinking and information literacy. They have guided and taught students to navigate the world of fake news and misinformation. They have nurtured and supported inquiry based learning in order to help students become independent learners.

**I believe that in this new world of AI these skills will be at the forefront of teaching and the skills of the school librarian will be paramount.** It is important that we don't miss this boat. It is important that school librarians believe that they have a role to play and have the support they need in order to step up when asked.”

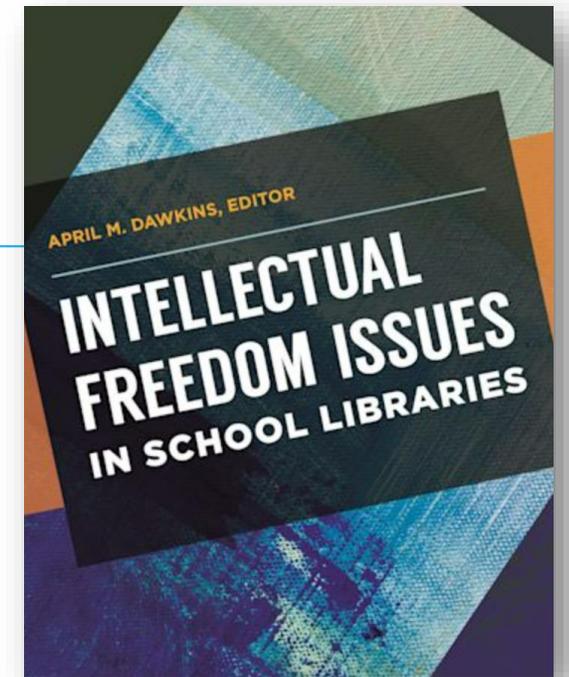
<https://www.linkedin.com/in/elizabeth-hutchinson-school-libraries/>

# Artificial Intelligence (AI) And School Libraries

## Possible benefits of AI for the school librarians's work

- Create better and more tailor made collections (weeding, resource allocation based on usage data and other relevant data)
- Improve certain organisational processes
- Increasing importance of the librarian's knowledge and skills to help students to learn how to use AI to get the best research results and to distinguish between what's real and what's AI generated
- They can also support the teachers with that knowledge to explore and assess the new AI based tools

# INTELLECTUAL FREEDOM AND FREEDOM OF ACCESS TO INFORMATION



Bloomsbury Publishing 2020



13 May 2022

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## Censorship and Intellectual Freedom in School Libraries

School librarians and library staff are responsible for promoting and preserving intellectual freedom by **working with school leadership and teaching colleagues** to support children and young people in their development as informed and responsible citizens.

- Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of individual learners;
- Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;
- Provide a range of information resources which will **enable pupils to make informed judgments in their daily life**;
- Provide materials that illustrate and illuminate **different views on controversial issues so that learners may develop under guidance the practice of critical reading and thinking**;
- Provide materials representative of the many religious, ethnic, and cultural groups in our society...
- **Place principle above personal opinion and reason above prejudice** in the selection of materials of the highest quality
- **Actively oppose censorship for any purpose other than material that is proscribed by law, which risks the incitement of illegal acts or which constitutes 'hate speech'...**

<https://www.sla.org.uk/article/hannah-groves/censorship-and-intellectual-freedom-in-school-libraries/2514>

# freedom to read

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## Freedom of Expression Rights and the School Library

Who Speaks for the Kids in Your School When the Censor Comes Calling?

Teacher-librarians, by virtue of their dual professional qualifications in teaching and librarianship and their **dual codes of ethics**, play the role of standard-bearers for freedom of expression rights within the school community.

The code of ethics of librarianship addresses two ethical commitments to freedom of expression rights and to freedom of information rights that are not generally specified in the code of ethics of the teaching profession.

# Responses by School Libraries

## Foster intellectual freedom and freedom of access to information by

- Making accessible what is needed for the intellectual development and the development of a positive approach to citizenship
- Space for open and constructive discussion
- Foster ethical issues such as freedom of information, intellectual property, and plagiarism.

### **IFLA School Library Guidelines**

The core values of equity of access to recorded knowledge and information and of intellectual freedom are embodied in Article 19 of the Universal Declaration of Human Rights and in the values of IFLA ([www.ifla.org/about/more](http://www.ifla.org/about/more)).

# THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

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**IFLA IAP**  
INTERNAT



International  
Federation of  
Library  
Associations and

## Sustainable Development Goal 4



### Mission statement

"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"

AMME



velopment  
Dev #DA21

# School Libraries and the UN Sustainable Development Goals (SDGs)



LIBRARY MAP OF THE WORLD

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**LIBRARY MAP**  
Selected library data  
Adjust map worldwide to

**28 Countries**  
**41 Stories**

**Goal 4. Quality Education**

Libraries are at the heart of schools, universities and colleges in every country around the world. Libraries support literacy programmes and provide a safe space for learning for people of all ages. Libraries support researchers to reuse research and data to create new knowledge.

**Portugal**

**3,400** Total

**LIBRARY TYPE**

- National
- Academic
- Public
- Community
- School
- Other

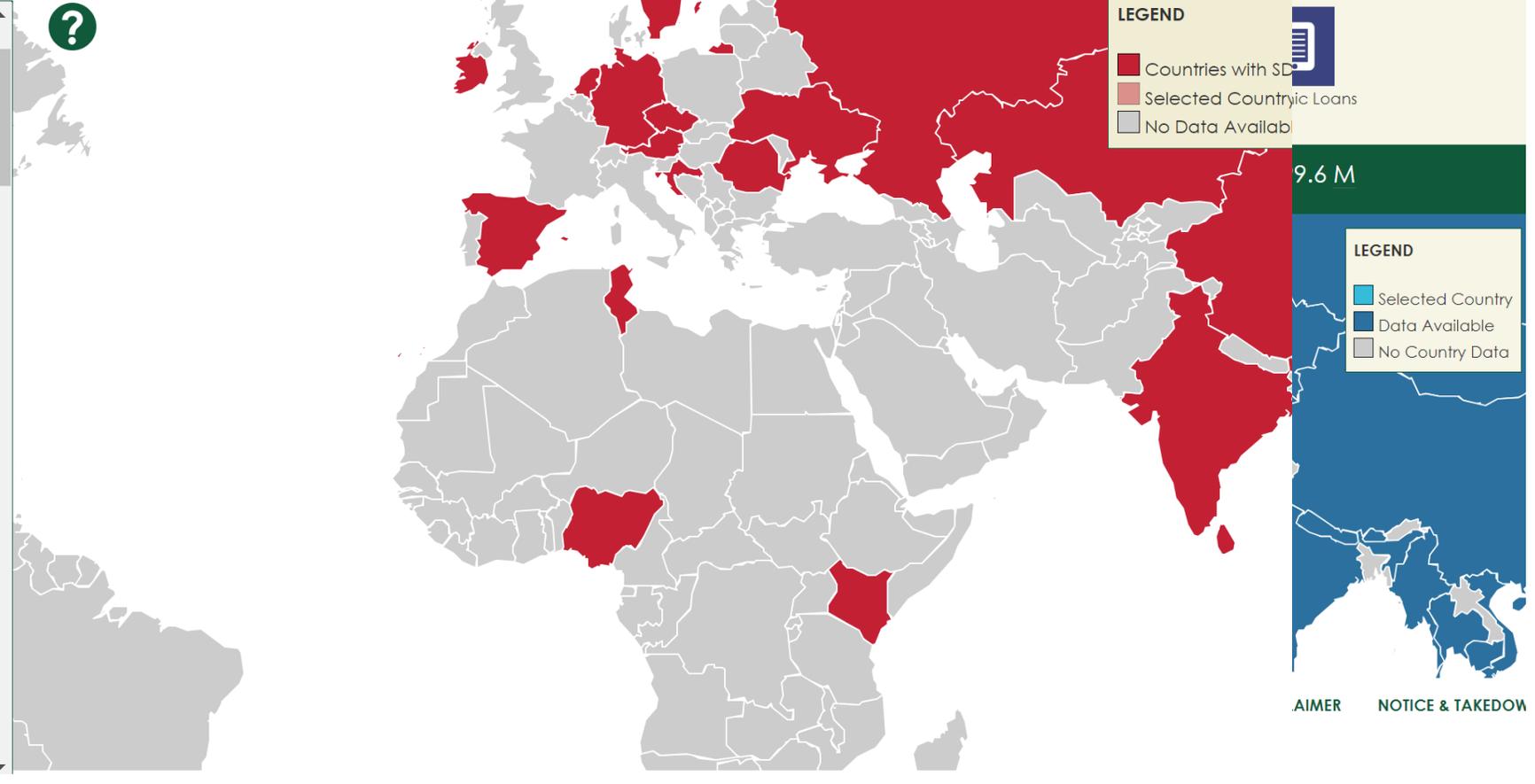
**Tunisia** - Tunisian library's digital skills course promotes opportunities for women

**Kenya** - Library in Kibera, Africa's largest informal settlement, improves access to education

**Kenya** - Library uses technology to help government achieve mathematics education targets

**Nigeria** - 24/7 university library reading room provides equitable access to energy and information

**Cuba** - The BiblioSIDA programme



# School Libraries and the UN Sustainable Development Goals (SDGs)



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## SCHOOL LIBRARY HELPS TO IMPLEMENT AN EDUCATIONAL PROGRAMME FOR SUSTAINABLE DEVELOPMENT

Education for sustainable development is one of the general principles that directs the Republic of Croatia towards sustainable development. In 2019, the Croatian Government made sustainable development officially accepted and recommended for use for all primary and secondary schools.

Following this national education policy, the First Croatian Gymnasium in Rijeka complemented its curriculum with the Green Literature programme. The programme connects literature and sustainable development intending to develop environmental and digital literacy, where students are introduced to practical examples and the philosophy of sustainable living through lectures and workshops.

The Green Literature programme has shown that students internalise Sustainable Development Goals better when the topic is brought into dialogue with personal stories and poetry. The Green Literature project is based on the idea that students are more motivated to support goals such as sustainable development when developing their imagination and critical thinking.

Emma, 16, one of the student participants talks about her new awareness, "Initially when I thought of sustainable development the only associations that would come to mind were recycling and fertilizer usage. I thought that taking care of our planet and being more mindful of nature is what sustainable development meant. Because of the programme, I know how to improve my life and how to act to



"Students at the workshop of the Recycled Estate in the village of Vukomeri?" by The First Croatian Gymnasium in Rijeka is licensed under CC BY 4.0



<https://librarymap.ifla.org/stories/Croatia/SCHOOL-LIBRARY-HELPS-TO-IMPLEMENT-AN-EDUCATIONAL-PROGRAMME-FOR-SUSTAINABLE-DEVELOPMENT/175>

# School Libraries and the UN Sustainable Development Goals (SDGs)



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Relevant SDGs



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## SCHOOL LIBRARIES PROGRAMME IMPROVES CHILDREN'S ACADEMIC SKILLS IN THE NETHERLANDS



Low literacy creates significant barriers to employment, access to government services, and broader social and civic integration, leaving people with limited literacy and digital skills at risk of marginalisation. In the Netherlands, approximately 1.3 million people aged between 16 and 65 struggle to read, write and communicate in the Dutch language. This represents 1 in 13 residents.

Research studies consistently suggest that frequent reading is associated with stronger language development, such as vocabulary, reading comprehension, decoding skills, spelling, grammatical knowledge and writing skills. However, OECD statistics indicate that 49% of adolescents in the Netherlands read only rarely or not at all in their free leisure time.

Considering this high percentage and the overall increase in "alliterate" (that is, being able to read but not motivated to do so) students, it is therefore a challenge for schools to stimulate reading of books not only in lower grades of primary education but thereafter.

The government has made reading promotion a key part of its Count on Skills action programme (*Tel mee met Taal*), which aims to combat and prevent low literacy. They aim to provide literacy services and resources for babies, children, young people and adults intended to improve language performance and media literacy.



<https://librarymap.ifla.org/stories/Netherlands/SCHOOL-LIBRARIES-PROGRAMME-IMPROVES-CHILDREN%E2%80%99S-ACADEMIC-SKILLS-IN-THE-NETHERLANDS/134>

# School Libraries and the UN Sustainable Development Goals (SDGs)

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## SCHOOL'S LIBRARIANS AND SCIENCE TEACHERS COLLABORATE TO IMPROVE CHILDREN'S ENVIRONMENTAL LITERACY

Spanish



The Bilbao district public school library in Bogota, Colombia, joined together with the school's science teachers to develop an environmental education programme for children. Over the past two years, more than 1,200 students have participated in the library's age-appropriate workshops, which are tailored to increase the students' environmental and recycling awareness.

In February 2017, librarian Angela Guzmán Cardona began the programme's development. Angela was inspired by both the Colombian government's environmental policies and the goal of the natural science teachers to develop a recycling culture at their school.

The first step was to transform the library's space into a greener and more accessible place for children. By collecting and reusing materials like old polystyrene, wires, and newspapers, the librarian built a tree in the middle of the library. The science teachers donated the polystyrene spheres they used in chemistry classes, which became the fruit of the tree.

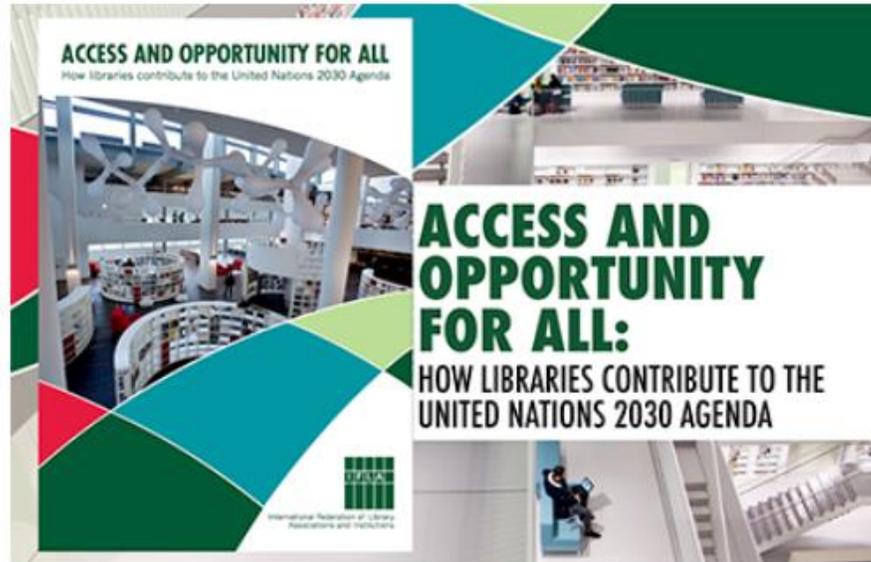
To encourage children's interaction, a recycling bin called "Chimarrufio the frog" became a physical representation of the library's environmental program and commitment to social responsibility. *Chimarrufio* eats only recycled paper and plastic, and takes care of the environment by sleeping at lunchtime and



<https://librarymap.ifla.org/stories/Colombia/SCHOOL%E2%80%99S-LIBRARIANS-AND-SCIENCE-TEACHERS-COLLABORATE-TO-IMPROVE-CHILDREN%E2%80%99S-ENVIRONMENTAL-LITERACY/160#>

# School Libraries and the UN Sustainable Development Goals (SDGs)

## Access and Opportunity for All: How Libraries contribute to the United Nations 2030 Agenda



[repository.ifla.org/bitstream/123456789/245/1/access-and-opportunity-for-all-en.pdf](https://repository.ifla.org/bitstream/123456789/245/1/access-and-opportunity-for-all-en.pdf)

### GOAL 4 ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

Libraries are at the heart of schools, universities and colleges in every country around the world. Libraries support literacy programmes, provide a safe space for learning, and support researchers to reuse research and data to create new knowledge.

#### NETHERLANDS

Boekstart<sup>11</sup> works with day care and healthcare centres, public libraries and the first two years of primary school to provide books and literacy training to 75,000 children aged 0-4 per year. The programme is supported by national and local government, and aims to establish long-term collaboration between organisations that support children's literacy.

#### SWEDEN

Malmö City Library works to overcome the digital divide and encourage social inclusion and sustainability. The library's Learning Centre offers courses called "Get Started!", where digitally inexperienced users learn how to open email accounts, get better acquainted with the Internet and adjust privacy settings. The library has many immigrant visitors, especially unaccompanied minors who can access tools designed to improve literacy and help them with their homework.<sup>12</sup>

#### SINGAPORE

National Library Board Singapore (NLB) engages local Singaporeans through programmes and services—both within and outside libraries—via physical and digital platforms across the country. NLB also pays special attention to populations that lack mobility and face difficulties in getting to libraries. NLB has worked with partners to provide customised programmes and mobile library buses that enable special needs schools, orphanages and care homes to have access to library collections and services. These services are to a large extent the same as those offered by a physical library, such as good collections, borrowing and returning services, librarian assistance and storytelling programmes.<sup>13</sup>



# School libraries and their possible contribution for the sharing economy apart from lending books: The Library of Things



<https://stabi-hb.de/services/bibliothek-der-dinge>



<https://cumberlandpl.org/library-of-things/>



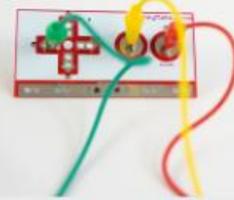
Overlock-Nähmaschine



Tigerbox Touch



Hand-Akku-Säge



Makey Makey



Pop-Up Fußballtor



Riesen Mikado



Fahrrad-Werkzeugkoffer



Beschriftungsgerät



Seifenblasmaschine



Automatik Strandmuschel



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Fernglas



Stand-up-Paddling-Board



Wikingerschach



XXL Jenga



Bollerwagen



Hula-Hoop Reifen



Cross-Boccia

# Library of Things

# CONCLUDING REMARKS AND RECOMMENDATIONS

# What makes a good school library?

- School libraries have a **critical mission** to provide students with access to a wide range of materials that promote learning, critical thinking, and exploration of diverse ideas and perspectives
- School libraries serve as **dynamic hubs** of knowledge and support,
- School libraries serve as **multifaceted learning centers**
- School libraries are positioned to **address the evolving needs** of students, educators, and communities
- School libraries are poised to **respond to the challenges** that societies and education systems face
- **SCHOOL LIBRARIES ARE A PLACE TO BE !**



(Teacher/  
Librarians

Pupils/  
Students

Teachers/  
Staff

Parents

## The ideal cooperation scheme for a successful school library



<https://www.wn.de/muensterland/kreis-warendorf/everswinkel/schulleiterin-kommt-nicht-zurueck-986070?&npg>

# What makes a Teacher a good Partner to the School Librarian?

1. A good teachers is a strong communicator.
- 2.A good teachers listens well.
3. A good teachers focusses on collaboration.
4. A good teacher is adaptable.
5. A good teacher is engaging.
6. A good teacher shows Empathy.
7. A good teacher has patience.
8. A good teacher values Real-World Learning.
9. A good teachers shares best practices.
10. A good teachers is a lifelong learner.

<https://www.snhu.edu/about-us/newsroom/education/qualities-of-a-good-teacher#:~:text=Some%20qualities%20of%20a%20good,a%20lifelong%20love%20of%20learning.>

# The Teacher Librarians are experts in ...

- 1. Information:** Teacher librarians are experts in locating, evaluating, and curating information resources.
- 2. Curriculum Integration:** Teacher librarians collaborate closely with classroom teachers to align library resources and services with the school curriculum.
- 3. Promoting Reading** and organize reading programs, book clubs, and author visits  
Teacher librarians are champions of literacy.
- 4. Technology Integration:** They help students develop essential digital skills, including online research, digital citizenship, and the responsible use of technology.
- 5. Information Literacy:** teaching how to find, evaluate, and use information effectively.
- 6. Advocacy:** working with school administrators, teachers, and parents to secure funding and support for the library program and professional development

# The Parents should be partners in being supportive and collaborative...

1. Advocacy for the importance of... und... tives
2. Promoting Dig... online safety
3. Foster...
4. St...
5. Fe... the i...
6. Volunteer en... e.g. library ad... book fairs, thus fostering a sense of community involvement

In summary, **teacher librarians** are educational leaders who **bridge the gap between traditional library services and the modern educational landscape**. They empower students to become critical thinkers, effective researchers, and lifelong learners. Their dedication to promoting literacy, information literacy, and digital literacy makes them **invaluable assets to the school community**.

# When is a school library effective ?

<https://www.ekz.de/schulen/einrichtung/c-870>

When it...

- **improves students' outcomes** — collections developed for your unique school community enrich reading and learning programmes
- **welcomes people** — the library as a safe and open place, that values and includes students from different cultures and backgrounds
- **brings people and information together** — connections with other libraries and information sources enhancing the library's collections,
- **embodies the principles of 'learner agency'** — students having the independence to choose their own reading, and to find resources that help them develop their interests and strengths at their own pace
- **helps close the education gap** — for students who might otherwise be disadvantaged, the library can provide access to the stories, information, and technology they need.

# My Basic Recommendations for School Librarians to Make Education More Engaging and Entertaining

- Stay curious through all your life to be open for innovation.
- Treat education as a service to be offered rather than a mandate to be imposed.
- Treat students like customers: Give them what they ask for, not what you believe they need.
- Discontinue educational offerings that garner little interest.
- Entice students to learn new topics in the same way advertisers entice us to buy products we never knew we needed.

# AND MY LAST RECOMMENDATION

AS IFLA PAST PRESIDENT

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## A Biblioteca Escolar no Ensino-

### Manifesto da Biblioteca Escolar

A biblioteca escolar proporciona informação bem sucedidos na sociedade actual, baseada biblioteca escolar desenvolve nos estudantes longo da vida e desenvolve a imaginação, p responsáveis.

### Missão da Biblioteca Escolar.

**S** A biblioteca escolar disponibiliza serv recursos que permitem a todos os n tornarem-se pensadores críticos e utiliza todos os suportes e meios de comun articulam-se com as redes de informação princípios do Manifesto da Biblioteca Púb

O pessoal da biblioteca apoia a utiliza informação, desde obras de ficção e electrónicas, presenciais ou remotas. Os materiais complementam e enriquecem os manuais escolares, materiais e metodologias de ensino.



International Federation of Library Associations and Institutions

## IFLA School Library Guidelines

Written by the IFLA School Libraries Section Standing Committee  
Edited by: Barbara Schultz-Jones and Dianne Oberg, with contributions from the International Association of School Librarianship Executive Board

2<sup>nd</sup> revised edition

June 2015

# THANK YOU

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