

In 2022, the year of its 45th anniversary, the **IFLA School Libraries Section** has fully endorsed the **International School Library Month** (<https://iasl-online.org/ISLM>), established and promoted by the **IASL**, to advocate for functioning school libraries, whose role is crucial in the students' learning process and outcomes.

Human rights, development, humanitarian support and peace are deeply interconnected. In a time (as the current one) of global crisis, challenges, conflicts and wars, the **best tool** for building **peace** is **education**. Reading and school libraries are beneficial to **quality education for all** and to develop an **inclusive culture**, as some projects on the ISLM 2022 theme (that are mentioned here as an example) show. **Shared reading practices** facilitate "Social connections across students of different classes, schools, cultures and countries." (Readtwinning, 2022).

Reading for Global Peace and Harmony @ Your School Library

Highlights from the IFLA School Library Guidelines (2015) and Manifesto (2021)

- Inclusion and dialogue
- Personal and interpersonal capabilities
- Collections
- Spaces
- Qualified School Librarian

Highlights from *Transforming our world: The 2030 Agenda for Sustainable Development* (2015)

- Promoting human rights at the school library (SDG #16)
- Providing quality information for quality education (SDG #4)

Projects & Activities, 1 International Virtual Storytelling

- supporting the development of key competencies (digital literacy, cultural awareness and expression, personal, social, and learning to learn)
- encouraging professional development across the world.

(ISLM 2022)

Projects & Activities, 2 Intercultural and Inter-religious dialogue

Two School Libraries in Germany and Russia co-operating within the IFLA Relindial Project «Cartonera» (I. Nehme & S. Chazova, 2020-2021)

Projects & Activities, 3 Collaborating in Virtual Storytelling

- Virtual storytelling between
- Nobel International School, Malaysia & Binus School Simprug, Indonesia (ISLM 2022)
 - LSL International Academy, Malaysia & Binus School Simprug, Indonesia (ISLM 2022)

SCAN FOR MORE
INFO:



A functioning school library can play a relevant educational role promoting and supporting **reading to achieve global peace and harmony** through its programme, that stimulates mutual knowledge, understanding, respect, and contributes to inclusion.

Reading for Global Peace and Harmony @ Your School Library

The poster aims at: **1) testifying the endorsement of the ISLM by the IFLA School Libraries Section**, in its 45th anniversary of activity, and strengthening the relationships with the IASL and the worldwide school library community; **2) stimulating reflections and actions on the ISLM 2022 theme**, through providing some useful (yet basic) quotations, references and ideas for projects on the ISLM 2022 theme.

In a time of global crisis, education is powerful tool to build peaceful and harmonious communities and, in prospective, world. A school library plays a relevant educational role promoting and supporting reading to achieve global peace and harmony through its collections and activities that stimulate mutual knowledge, understanding, respect, and contribute to inclusion. Functioning school libraries safeguard the **child's right to freedom of expression**, that includes "freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice." (UN, 1989, Art. 13).

Inclusion and Dialogue at the School Library

A world of inclusion, equity of opportunity, and social justice is envisioned by the **IFLA School Library Guidelines** (IFLA SLGL, 2015: 13).

The school library aims at developing "information literate students who are **responsible and ethical participants in society** (...) flexible, able to adapt to change, and able to function both individually and in groups." (IFLA SLGL, 2015: 7). The school library promotes the acquisition of "**Personal and interpersonal capabilities** – the abilities and dispositions related to **social and cultural participation** in resource-based inquiry and learning about oneself and others (...)." (IFLA SLGL, 2015:1.4: 18).

"A school library exists within an ethical framework that considers the rights and responsibilities of students and other members of the learning community. A school library employs a **holistic approach to ensure that all cultural, linguistic, indigenous, and other unique populations are welcome.**" (IFLA SLGL, 2015: 2.3: 21)

The school library should support "**Open-mindedness and civic engagement**" (IFLA SLGL, 2015: 2.5: 23), fighting biases, prejudices, indifference and exclusion.

Collections

The SL Collection policy should reflect "(...) the **diversity of society** outside the school" and ensure "(...) that school libraries acquire resources that have been created both locally and internationally and that reflect the national, ethnic, cultural, linguistic, indigenous, and other unique population identities of members of the school community." (IFLA SLGL, 2015: 8)

Spaces

"Informal reading area – space for books and periodicals that encourage literacy, lifelong learning, and reading for pleasure." (IFLA SLGL, 2015: 4.2.2: 33)

Qualified School Librarian

The instructional work of a qualified school librarian should focus on core activities, including: literacy and reading promotion; media and information literacy (...); inquiry-based learning (...); appreciation of literature and culture." (IFLA SLGL, 2015: 5.2: 39)

Projects & Activities

(Examples)

1. INTERNATIONAL VIRTUAL STORYTELLING

The ongoing project supports the development of key competencies (Digital, Cultural, Personal, Learn to learn) in students. It connects school teachers and librarians from Croatia, Finland, India, Indonesia, Iceland, Malaysia, Nigeria, the Philippines, Turkey and USA, and supports school librarians' global professional development. (ISLM 2021-2022)

2. INTERCULTURAL AND INTER-RELIGIOUS DIALOGUE

The project facilitates reciprocal knowledge and mutual understanding of high school students from Germany and Russia and the collaboration of the two school librarians within the IFLA Relindial Project «Cartonera» (I. Nehme & S. Chazova, 2020-2021)

3. COLLABORATING IN VIRTUAL STORYTELLING

Pupils, school teachers and librarians in Malaysia and Indonesia collaborate and develop stories in virtual storytelling sessions, thanks to their school libraries and through online tools and platforms. (ISLM 2022)

References

(last view: Oct. 30, 2022)

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The **IFLA School Libraries Section**, a Division E Unit, concerns itself with the improvement and development of school libraries and resource centres worldwide, especially advocacy for their qualified and adequate staffing. It provides an international forum for exchanging ideas, experiences, research results and advocacy. Visit: <https://www.ifla.org/units/school-libraries/>

