Contents - provisional working list

Introduction

Part A
Mission and purposes of children’s libraries
Governance

Part B
Human resources – competencies and knowledge
Ethics and values
Funding and managing budgets and resources
Partnership working

Part C
Collection development and management
Physical and digital resources
Role of technology

Part D
Design of the space and place - welcoming and safe

Part E
Programs and activities including community outreach

Part F
Marketing and promotion

Part G
Evaluation

Part H
Supporting active citizenship and cultural competency
Social inclusion and equity
First and third world issues

FAQs
Glossary
Resources/references
Introduction

“A childhood without books, that would be no childhood. That would be like being shut out from the enchanted place where you can go and find the rarest kind of joy.”
Astrid Lindgren

The IFLA Children and Young Adults Section have undertaken this revision of the Guidelines for Children's Libraries Services, last published in 2003, to represent the state of the art in library services for children. The IFLA standards are internationally reviewed, published and regularly updated documents and each reflects current consensus on rules, principles, guidelines, best practice or models for a particular activity or service.

These Guidelines are not a set of rules for designing an ideal library service for children of all abilities, but suggest what may be feasible. In promoting what should be implemented there also is a need to consider ‘how’ things can be achieved while being aware of the wide differences in social, cultural and economic circumstances in the resources of developing, middle income and industrialized countries. Each public library has a different community to serve and therefore different priorities and needs which need to be established. The IFLA Guidelines for Children’s Libraries Services can be used to support the development and improvement of library services for children in all parts of the world.

These Guidelines promote and encourage the development of effective library services for children for all abilities by giving guidance to the international library community about children's needs and rights on information, literacy and reading. The intention is to help public libraries implement high quality children's services in the digital age. The revised Guidelines provide up to date knowledge and professional insight for those who strategically plan or deliver children's library services and programs. They are aimed at practicing librarians, library managers and administrators and the students and lecturers in library and information studies faculties. The Guidelines can help to inform decision makers and those involved in developing policies. Although the primary audience for the Guidelines will be library practitioners, we envisage the information will also benefit NGOs who work in support of literacy and reading programmes.

Target group covered by the Guidelines

The children's library will provide services and programmes for all in the local community and these Guidelines specifically relate to the target age between 0 – 18 years. This should include all children regardless of race, religion, gender, cultural background, intellectual, or physical ability.

Note for discussion and review - it is proposed that the revised Guidelines incorporate these exiting publications:

No-one is too young to be a library user and for further information on provision for the very young please refer to the complementary Guidelines for Library Services for Babies and Toddlers (2007).

Because of the wide age range covered by these Guidelines there is an inevitable overlap with the target group 'young adult' which can be defined as those in-between childhood and adulthood. The years between twelve and eighteen are often used as a range for young adult library services. Each library will set their own age range for what they consider to be young adult, which can vary by cultural background and country. For further information please refer to the complementary Guidelines for Library Services for Young Adults (n.d.)

NOTE - need to include information on the C &YA Best Practices project which is running in parallel and further details at http://www.ifla.org/node/10425.
Part A
Mission and purposes of children’s libraries

"The special responsibility of the children’s library is to meet the needs of children. If children can be inspired at an early age by the excitement of finding knowledge and by works of the imagination, they are likely to benefit from these vital elements of personal development throughout their lives, both enriching themselves and enhancing their contribution to society. Children can also encourage parents and other adults to make use of the library. It is also important that young people who experience difficulty in learning to read should have access to a library to provide them with appropriate material."
(from: The Public Library Service – IFLA/UNESCO Guidelines for development, 2001)

The purposes of the children’s library

The IFLA/UNESCO public library manifesto first published in 1994, lists the mission of the public library, including a particular responsibility to meet the needs of children and young people. There is a strong, inherent message about ‘creating and strengthening reading habits in children from an early age. The primary purpose of the children’s library is to provide resources and services in a variety of media to meet the needs of children of all ages for education, information and personal development including recreation and leisure. Library services for children have an important role in the development and maintenance of a democratic society by offering the child access to a wide and varied range of knowledge, ideas and opinions. The United Nations Convention on the Rights of the Child (CRC) offers support to develop library policy and practice, related to children and young people. The Convention has 54 articles that cover all aspects of a child’s life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status. These universal rights’ statements create a framework to guide the expectations that we have for children in our society. Children should be able to rely on libraries for their right to information and education and children’s librarians are at the forefront of promoting children’s rights as they play a key role in literacy development and disseminating information about the importance of literacy and reading. Universal literacy is recognised in the vision for the United Nations 2030 Agenda for Sustainable Development.

In providing these guidelines it is important to note that the children’s library is not the same as a school library as they have different missions and goals. The public library and school library do have a shared common purpose of introducing children to library services and developing life-long learners, but they serve different community needs. Further information on school libraries is available in the IFLA School Library Guidelines (2015).

Opportunities to develop language and literacy are important, and the children’s library has a key partnership role to play in helping to develop these skills, by providing access to resources and services for children and their families.

Goals
- To facilitate the right of every child to information, literacy, cultural development, lifelong learning and creative programmes in leisure time.
- To provide children with open access to all resources and media
- To provide cultural and recreational programmes, oriented towards reading and literacy.
- To provide various activities for children, parents and caregivers
- To facilitate families’ entry into the community
- To empower children and to advocate for their freedom and safety
• To encourage children to become confident and competent individuals and citizens
• To provide community outreach programmes and services to all children in the community, including those in marginalised groups, “the missing three quarters” in socio-economically disadvantaged groups

Part A
Governance of the children's library

Governance is about authority, decision making and accountability. The purpose of governance is to ensure better decisions. It concerns vision, being certain about the purpose of the children's library and what difference it intends to make. Good governance also concerns probity, that the organisation meets standards of openness and transparency, acts with integrity and in good faith. Children's libraries are a community agency within the public library providing access at local level to a range of knowledge and information for the benefit of the individual child and the community.

In order to maintain the level of service required to fulfill their functions, children's libraries should be supported by legislation and sustained funding. Children's librarians should be aware of all legislation affecting the operation of the library which will include legislation on financial management, data protection, and health and safety. Adequate levels of funding are crucial to the success of the children's library to enable the development of policies for service provision and to make the most effective use of available resources. This involves good stewardship in being responsible with resources, another aspect of governance. Policies must be implemented in order to have a real impact on the lives of the target audience.

Part B
Ethical standards and values

The IFLA Code of Ethics and Professional Conduct, endorsed by the IFLA Governing Board in 2012, is offered as a series of ethical propositions for the guidance of individual librarians and other information workers. It covers:

• Access to information
• Responsibilities towards individuals and society
• Privacy, secrecy and transparency
• Open access and intellectual property
• Neutrality, personal integrity and professional skills
• Colleague and employer/employee relationship

Children's library staff have a responsibility to maintain high ethical standards in their work with children, their families, other members of staff and partner organizations in the community. All children and young people in the community should be dealt with on an equal basis regardless of their abilities and background. Librarians should not allow their personal attitudes and opinions to determine which children in the local community are served, which programs are offered and how materials are selected, displayed and made available for use.

The IFLA Freedom of Access to Information and Freedom of Expression (FAIFE) Advisory Committee
has collected more than 60 codes of ethics for librarians from around the world. These guidelines customarily are adopted by national library or librarians associations or in some cases implemented by government agencies.

The "IFLA Code of Ethics for Librarians and Other Information Workers" was approved endorsed in August 2012. The Code is presented in two versions: a long, comprehensive version, and a shorter version for quick reference.

The core values of equity of access to recorded knowledge and information and 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).

Part B
Human resources – competencies and knowledge

Librarian’s require a range of skills and qualities, including interpersonal skills, social awareness, teamwork and leadership and competence in the practices and procedures of the organization they work for. Effective and professionally run children’s libraries require trained and committed children’s librarians who will design, plan, organize, implement, manage and evaluate services and programmes to meet the needs of children and their families in the community they serve. In addition, the children’s librarian should have professional knowledge and enhanced awareness of theories of child development and psychology and the theory of reading development and the promotion of reading.

Professional Competencies
The Association for Library Service to Children (ALSC), a division of the American Library Association (ALA), recommends Competencies for Librarians Serving Children in Public Libraries. These relate to all children’s librarians and other library staff whose primary duties include delivering public library service to and advocating library service for children ages 0 to 14. The ALSC competencies are broadly categorised in seven areas:

1. Commitment to client group
2. Reference and User Services
3. Programming skills
4. Knowledge, Curation, and Management of Materials
5. Outreach and advocacy
6. Administrative and Management Skills
7. Professionalism and professional development


Development and training of children’s librarians
The quality and effectiveness of library services for children depends on the expertise of the staff who should develop their knowledge and update skills on an ongoing basis. As stated originally in the 1994 UNESCO/IFLA Public Library Manifesto:

The librarian is an active intermediary between users and resources. Professional and continuing education of the librarian is indispensable to ensure adequate services.
The IFLA Guidelines for Continuing Professional Development: Principles and Best Practices state that the individual library and information professional is primarily responsible for pursuing ongoing learning that constantly improves knowledge and skills. However, the employers are responsible for providing staff development programmes and support for continuing education. This requires organizational commitment and effective personnel policies and procedures to be in place and the allocation of adequate budget and time for staff learning. In order to have committed, trained professional children’s librarians, there must be education and training in all areas of the service. This includes staff training to provide culturally sensitive, equitable service to special groups. Children’s librarianship should be part of the curriculum of any public library education programme.

Part B
Funding and managing budget and resources

Countries and communities will have different priorities but it can be safely argued that education and educating the child is becoming a universally accepted drive as a first step to social improvement. The implementation of any programme or project can be boiled down to ‘great idea but how are we going to pay for it?’ Adequate funding is crucial to the success of the children’s library. Without suitable levels of funding over the long-term it is impossible to develop policies for service provision and make the most effective use of available resources. Funding is required not only when a children’s library is established, but should also be sustained on an assured and regular basis.

The children’s library needs an appropriate budget allocation in order to provide services and programmes to meet community needs. This will need to take into account local circumstances. Ideally the children’s library staff should work with senior management to develop the budget and explore responsible options for the delivery of quality resources and services to children in the local community.

Sources of funding
A number of sources of funding are used to finance public libraries but the proportions of funding from each source will vary depending on local factors in each country. The primary sources are taxation and block grants at local, regional or central level. Additional sources of income may include donations from funding bodies or private individuals, revenue from commercial activities or user fees and sponsorship from partner organizations.

Children’s librarians need to understand the following, related to developing a budget plan for the library:
• Budgeting process of the parent organisation
• Timetable for the budget cycle - operating or revenue budgets which are generally drawn up on an annual basis to fund current operations
• Key staff associated with the budget process
• Identified needs of the children’s library
• Budget accountability processes

The components of the budget plan for the children’s library will include:
• New resources (e.g., books, periodicals, multimedia, and digital materials
• Toys and play equipment
• Supplies and administrative materials
• Promotional events and materials
• Costs of using ICT equipment, software and licensing costs, if these are not included in a general ICT budget for the parent public library
• Publicity & marketing
• Staff training
• Accommodation costs; rents, cleaning heating & lighting
• Library management system costs

Staff costs for salaries and staff training may be included in the children's library budget, or it may be more appropriate to have them included in the public library general staff budget. The children's librarian should be involved in estimating these costs as the amount of money available for staffing is closely related to how many opening hours the children's library can manage and what quality and range of services can be offered.

The production of an Annual Report will show how the library budget has been used and clarify whether the amount of money spent on the children's library program and its resources has been enough to cover its tasks and attain the policy targets. Annual Reports should include evidence of the quality of library services and programs and their impact on the user community (see Part G Evaluation).

Part B
Partnership working

The children's librarian should work in partnership with other community agencies and organizations to support all aspects of healthy, successful child and youth development. Developing partnerships can help to ensure the best facilities, services, and opportunities for children of all abilities in the community.

Public libraries are a crucial partner in the local community because of their widespread and welcoming, accessible infrastructure. Children’s librarians should have a good knowledge of their client groups, understand theories of children’s learning and development and work to support the needs of their diverse communities. They are recognized for being good at managing to reach ‘hard-to-reach’ groups, and successfully building partnerships, based on reading and family learning. Each local community differs in many ways, but the need for building partnerships and sustaining networks remains a constant.

Partnerships may be in place at a strategic level, where organizations or agencies have a policy directive to collaborate, in order to achieve shared agendas. However, librarians have a tradition of networking with each other and with other practitioners and developing communities of practice. The research evidence shows that libraries connect with education, youth work, hospitals, social services, local business, arts groups, the voluntary sector and many more organizations, and that they add value throughout each of these sectors. Working with other organisations who are community partners will expand the reach of the library to connect with new audiences and potential members. This can lead to the development and provision of new and improved services for children in the community.

Involving local community organisations offers the opportunity for children's librarians to:
• accurately define the profile of children being served
• identify at the local level the needs and priorities of the linguistically and culturally diverse
• provide promotional opportunities for new and existing programmes.
Schools are one of the most important partners for the children’s librarian. The school library provides support for the educational process and the children’s library can focus on self-education and leisure reading. Co-operative planning between school libraries, schools library services and the children’s library can better meet the needs and interests of users. While the school library and schools library services provides information support for the educational process, the children’s library deals more with self education and leisure reading. The children’s librarian should provide various special programmes for the benefit of schools such as:

- library visits
- library orientation programmes
- information literacy
- reading promotion
- lending services
- cultural programmes
- homework clubs
- author/storyteller visits

Library staff should have the ability to create partnerships among other groups in the community that address needs of children. This will include healthcare centres and other care-giving places and institutions which are necessary and welcome partners, especially in reading promotion activities for children and their families.

**Part C**

**Collection development and management**

Children’s libraries should provide a variety of developmentally appropriate materials in all formats and to meet the needs of all age groups. Collections and services should include all types of appropriate media and modern technologies as well as traditional materials. A wide range of opinions, values and views should be reflected in the library stock and online accessible materials. All communities that are served by the public library should have representation in the stock of the children’s library. The collection should be appealing, current, in good condition and appropriate for children, organized in a way that is intuitive to children.

The content of materials should be diverse, and include materials that are locally relevant for example,

- materials in local languages according to the community's needs
- materials created by local authors and illustrators
- resources that support local school needs

Diversity should be represented in the resources available by providing materials:

- that reflect inclusiveness (for example, diversity in gender identity, abilities, socioeconomic backgrounds, family compositions)
- that are balanced in their representation of gender and race.

IFLA’s *The World Through Picture Books* provides a good example of materials from around the world.

It is important that collections are developed on an ongoing basis to ensure that all children in the community have a choice of high quality new materials and resources which are a reflection of local
community culture. This will include multicultural material and resources for children with disabilities. Include materials on topics such as disability, making friends and anti-bullying. A story with a character with a disability can help a child with a disability realize what’s possible and makes other children have a better understanding and feel empathetic towards people with disabilities.

The following categories of library materials may be provided in a typical children’s library, although this list is not exhaustive:

- fiction and non-fiction
- reference works
- resources in the primary language of the community
- resources in minority languages in the community
- computer games
- toys
- games and puzzles
- musical instruments
- study materials.
- Makerspace programming offering equipment, tools and materials
- In partnership with other community organizations, libraries might choose to circulate developmental learning materials, for example, DVDs on sign language or braille books

**Formats**

Materials should be offered in diverse formats. The following formats may be included in a children’s library collection although this list is not exhaustive and new formats may become available:

- Physical formats (print and electronic) including books, audiobooks, comics, magazines, CDs, DVDs, videogames, Braille materials
- Online formats including online streaming of music, movies, ebooks, educational and entertainment software, databases of local and global educational resources

**Collection management policy**

Each public library system should have a written collection management policy for the children’s service, endorsed by the governing body of the library service. The policy should ensure a consistent approach to the development and management of the library collections for children. A policy statement provides the basis for future planning and will assist in determining priorities, especially when allocating financial resources. Formal policy statements can help in making the case for the library when dealing with both its users, administrators and funding bodies. They support the stated objectives of the organization, demonstrating accountability and commitment to agreed goals.

For further information on collection development see Chapter 4 in *The Public library service: IFLA/UNESCO guidelines for development* (2001).

The Public library service: IFLA/UNESCO guidelines for development / [International Federation of Library Associations and Institutions]. Ed. for the Section of Public Libraries by Philip Gill et. al. München : Saur. (IFLA publications ; 97)


**Part C**

**Physical and digital resources**

The physical and digital resources of a children's library include facilities, equipment, and collections of resources. Whenever possible, materials should be downloadable. Library websites and digital content products should be compliant with WCAG 2.0 (Web Content Accessibility Guidelines). It is
good practice to ask people who use adaptive technologies to test equipment and services for usability.

Children's librarians should consider partnering with a specialized library serving people with print disabilities to make additional materials available to children in the library or options such as home delivery. These libraries may also offer specially designed, fully accessible library catalogues and digital content products.

**Part C**

**Role of technology**

Libraries are in the unique position where they can help foster the digital growth of young people today. Children’s libraries are potentially well placed to take advantage of new technologies, in order to extend their activities and support the reading and learning needs of the ‘digital natives’.

Technology implies excitement, entertainment and fun to most children. Libraries should be seen as a space where children can both use technology to access resources, but also learn how to use technology which supports the opportunities of digital making in the makerspace movement.

OPACs, multimedia workstations, internet workstations, and a variety of software (to use in the library and for loan) should be provided. The children’s department should be equipped with IT facilities with the same priority as the adult section of the library. Computers for children and free internet access can help to bridge a critical gap for those who do not have those resources at home. Libraries are often an important community hub for high-speed access. If children do not have access at home, consider offering to download materials to a child's device or loaning devices with books preloaded.

Providing access to digital technology is not enough. Parents, caregivers, and educators should be offered guidance on how to best choose and use technology to support children’s developing skills.

Whenever possible, downloadable materials should be compatible with popular devices such as smartphones and tablets with built-in accessibility features. These devices reduce the need for more expensive specialized technology and can also help children with disabilities ‘fit in’ with their peers. Libraries with ‘maker’ technology (a 3D printer, for example) can use it to produce accessible program materials. Free templates for tactile images are available from tactilepicturebooks.org.

Librarians must consider legal aspects concerning children’s access to the internet which are relevant in their country.

**Part D**

**Design of the space and place**

Space is a resource that needs to be well designed in the children's library, in order to meet the present and future needs of those who use it. Space is also a resource that must be managed by the library staff, along with stock, staff and finances. As well as meeting the needs of different age groups, space must be managed for different kinds of activity – for example, individuals browsing or studying; families or groups of teens using the space socially; larger events, such as storytimes, homework clubs and author presentations. Libraries offer a public space where children can meet each other. The provision of a welcoming place to ‘hang out’ and socialise, is particularly important
for teenagers who want to develop their independence. The library is also a place for communities to come together to share cultural festivals.

Libraries aim to attract children and young people, with a range of services and facilities appealing to the particular age groups. This will include a welcoming physical space and children of all ages should find the library an inviting, attractive, challenging and non-threatening place to visit. The children’s library is a place to meet, play and communicate. It should be a safe and welcoming space that facilitates the exchange of diverse ideas. It is here that its goals are realised, where they come alive. An inviting atmosphere and good design encourages children to use all library resources, to read and linger in the library. The exposure to language and literature begins with books and reading, so spaces are needed where children can spend time with books.

There are no universal standards for the size and design of children’s library facilities. The following need to be considered in planning library facilities for children:

- Central location, on the ground floor if possible
- Appropriate design for the age range of users
- Appropriate design for library users with special needs
- Adequate size to give space for the collection of books, newspapers and magazines, non-print resources and storage, reading areas, computer workstations, display areas, and work areas for library staff
- Flexibility to allow a variety of activities. Space can be used for a wide range of activities, including music, play, storytime, work and independent learning, stations for the development of digital literacy skills
- Appropriate signage and guiding
- Space for breast feeding and baby changing
- Noise factors, with at least some parts of the library free from external noise.
- Appropriate and sufficient light, natural and/or artificial
- Appropriate room temperature (e.g., air-conditioning, heating) to ensure good working conditions year round
- The space and furnishings should comply with child safety regulation codes

The children's library must have suitable space within the public library and the services for children should be treated as equally as those for adults. In library buildings, where services for all age groups in the community are housed, children should get an appropriate proportion of the whole library space. The children’s library should be large enough to accommodate school groups. Ideally, a children’s service needs its own area within the library building, which should be easily recognisable (e.g. special furnishings, decorations and colours) and distinct from other parts of the library. (QUESTION - what do we need to say about different age groups)

Age ranges
Children are not a homogenous target group, they have very different skills, gifts, talents and needs (dependent on their age, cultural background etc) which must be considered in the space planning process and furnishing of the library. As target groups in the children’s library cover a wide range of ages and abilities (from babies to adults) both the furniture and design space should suit their different needs.

The designing of library space for children and young people takes specialist knowledge and skills; the most important of which is a knowledge of behaviour and information needs. There is a challenge to make the space inviting, so as to suit all ages across the youth spectrum. The needs of those 16 year olds and under differs from those over 16 years of age. Their wants, desires and
expectations of the library service come from their life experiences and social, educational and cultural influences. They are growing into more independent living and socializing, and the challenge is to provide welcoming space in the library to network, socialise and enjoy the reading experience.

Furnishing and equipment
In the children's library, it is important to provide an inviting space, enhanced by carpeted floors and appropriate furniture. Comfort is an important consideration. Carpeting is the preferred library flooring material, mainly for its acoustical absorbency.

Furniture and equipment for the library setting should be sturdy enough to withstand energetic use as it will receive considerable wear and tear. Only invest in technology, equipment or furniture which can withstand heavy use and can be repaired easily. For teenagers, include plenty of comfortable furniture including couches, coffee tables and beanbags. Consider using furniture that can also double for book display such as a reading tower or book loft. A reading tree is a popular addition to a children's library.

The furnishings must be flexible and shelving must allow different media to be presented. Shelving should be low throughout the children's section. Differing heights of shelves, however, will always make books easily reachable by some children and adults and not others. A dynamic approach to stock management and display is the best way to overcome this as regularly changing what can be seen and reached in different places in the space will widen choice and increase the access to books for everyone.

Lighting
Lighting will control how the library space feels and looks and it is beneficial to incorporate both the best of natural light and internal-lighting techniques. Most readers like to read in natural light, and different lighting levels are needed for study spaces and for creating ambience in more reflective areas. Varieties of mood lighting is popular in areas designed for teenagers.

Signage and guiding
The signs in the children's library are an important part of communicating with users. Signs with friendly wording in the languages of the local community will make everyone feel more welcome. Signage that gives children visual and textual pointers to what is available should be a strong design feature. Makaton signage (a language programme that uses signs and symbols to teach communication, language and literacy skills) can help to provide children and families with special educational needs have full access to resources.

Accessibility of the space
Accessibility of all facilities for children with disabilities and families with pushchairs is important. Entrance doors of the library building and/or the children's department must be easy for children to open.

Health and safety
The children's library must be a safe place; any risk of accidents, e.g. by staircases, sharp edges of shelves, must be avoided. Staff must be alert to those in the children's area to ensure a safe environment for everyone.

The Danish Library Model
Danish LIS-scientists Dorte Skot-Hansen, Henrik Jochumsen and Casper Hvenegaard Hansen introduced a model to describe the transformation of the public library from a passive collection based space to a more active space for experience and inspiration and a local meeting point.
The model consists of four different overlapping ‘spaces’: the inspiration space, the learning space, the meeting space and the performative space. These four spaces’ overall objective is to support the following four goals for the public library in the future:

- Experience
- Involvement
- Empowerment
- Innovation

The four spaces are not to be seen as concrete ‘rooms’ in a physical sense, but rather as possibilities that can be fulfilled both in the physical library and in cyberspace.

The four spaces of the public library


The model can be used -
- As an instrument for arranging, rearranging, designing and building libraries.
- As an instrument to develop libraries e.g. through partnerships.
- As a management and communication tool in connection with the development of library plans and policy.
- As a tool for communicating the role of the library to (local) politicians
- As a point of departure for the discussion of the public library’s role in the continued development of a democratic society.
Part E
Programs and activities including community outreach
(Note to Working Group and SC members - this part provides a good opportunity to dynamically link to the best practice project examples)

There are challenges facing children's libraries in the digital age as many other activities are competing for family time, and children have opportunities to access knowledge and resources without using the library. Children's libraries provide an opportunity for children to experience the enjoyment of reading and the excitement of discovering knowledge and works of the imagination. Children and their parents should be taught how to make the best use of a library and how to develop skills in the use of printed and electronic media. Public libraries have a special responsibility to support the process of learning to read, and to promote books and other media for children. The children's library should provide special events for children of all abilities, such as storytelling and activities related to the library’s services and resources.

Activities and programs:
The children’s library should provide various special programmes such as:

- library orientation programmes
- information literacy and family literacy activities
- reading promotion and reader development
- lending services
- cultural programmes
- homework clubs
- author visits and storytelling events
- craft activities
- coding clubs and events
- makerspace activities
- creative play
- music and drama events

In promoting community outreach the library should ensure service for special groups including, for example, individuals with disabilities, immigrants, refugees, groups at risk. To support inclusion, the library should inform disability organizations about accessible collections and services at the library and engage them in outreach and program development. Children’s librarians should reach out to educators who are often the first to identify children with learning disabilities such as dyslexia. Information about accessibility should be provided on the library website and also on promotional materials. Be inclusive in planning all programs and activities as you may not know that a child in the audience has a disability.

Libraries can help fulfill the call from the UN Commissioner on Human Rights in Report A/HRC/29/23 for member states to “develop education campaigns...to combat stigma and discriminatory attitudes” toward “children or young persons who identify or are perceived as LGBT or intersex.” By providing programs and activities affirm LGBTQ people in their community, including parents of children or children themselves, libraries can be a crucial part of this process.

Ideas for programs include:
- Programming in conjunction with Pride events that may happen in the area, such as an outreach table that shows support for the LGBTQ community and the library as an affirming place
- In-house displays of children’s books that highlight family, sexual, or gender diversity.
• A storytime programme that incorporates books with families with same-sex parents or a gender non-conforming child
• Joint partnerships with an LGBTQ community centre, health clinic, or organization.

Part F
Marketing and promotion

A positive, public profile for children’s libraries is important as competition for a child’s time and attention grows. Reading and literacy are vital skills in 21st century society and their value must be constantly reinforced. Children’s librarians can use marketing techniques to enable them to understand the needs of their users and to plan effectively to meet those needs. The library should also promote its services to the children and the community. Marketing is about anticipating and finding and meeting customer needs. It is about reaching customers and making connections and this is especially important with outreach services to the community. Outreach to groups and individuals who do not have a tradition of using the library or where there is no reading culture will take effort and creativity. Children’s librarians must reach out and not wait for the underserved to come to them.

The library should have a written communications, marketing and promotions policy to enable the planned promotion of services to children and their families. The policy should include a marketing and communication strategy and methods of evaluating promotional programmes.

A marketing and promotion plan should be developed based on the agreed policy. It could include the following elements:
• making positive use of print, electronic and communications media
• displays and exhibits
• effective interior and exterior sign-posting
• regular publications and the preparation of resource lists and pamphlets
• reading and literacy campaigns and author visits
• designing campaigns to meet the needs of children with physical and sensory disabilities
• book fairs
• library websites
• annual library week celebrations and other collective promotional activities
• public-speaking activities and liaison with community groups
• special library publications, e.g., history of the library, history of the community
• use of social media to connect to children, teens and families

This list is not exhaustive and other elements can be added depending on local circumstances.

Part G
Evaluation

Evaluation is a fundamental and important component of library services as it can provide a tool for improving programs and services, and inform policy decisions if the appropriate evidence is collected and analysed. Evaluation of children’s library services and programs helps to determine if the library services and programs are meeting the needs of children in the local community.
Evaluation should be an ongoing practice and undertaking evaluation requires an investment of time and money. You need to already have a sound mission statement (in line with vision and values) when an evaluation process begins, as you are essentially evaluating whether or not you are progressing toward your vision. It is beneficial to develop an evaluation plan which should outline the goals, the research questions and type of information and evidence to be gathered. So the first step is identifying what you want to achieve and it is important to decide what is valued as evidence and why. Qualitative and quantitative measures should be used to determine the success of children’s programs and services.

Performance evaluation is the traditional evaluation of libraries. It gives information on the efficiency of the library in providing services for children. It is based on performance indicators:
- inputs measures (resources needed to function, i.e. books bought for the children’s library);
- process measures (what is done with inputs, i.e. time and speed at which books are processed);
- outputs measures (results of combining inputs and processes, i.e. loans of books by children in a particular age group).

Providing evidence of impact and value is much more difficult than simply enumerating outputs, and such evidence can be an important factor in strategic planning, advocacy and articulating value to stakeholders and communities. Impact evaluation can be undertaken on a programme or a policy and provide information about the impacts produced by an intervention. The focus in this type of evaluation is on outcomes - the effect of the services and programs on children and communities. Impact manifests itself through changes that can be affective, behavioural, knowledge-based, competence-based, positive / negative, intended / accidental, short / long term. In the children’s library we are interested in success criteria and seeing how the service might be judged - how to tell if we are making a difference?

There are a number of international standards relating to library and information settings. The ISO 16439:2014 Methods and procedures for assessing the impact of libraries provides guidance to the library community on methods for assessing the impact and value of libraries. It was developed in response to worldwide demand for specifications of library impact assessment. The standard does mention quantitative data but addresses the more difficult qualitative evidence. This type of qualitative evidence can be:
- Inferred through output data - attendance at events, performance measures, usage statistics
- Solicited – questionnaires, interviews, surveys
- Observed – structured or informal

Here are some practical questions to be considered in developing an evaluation plan for a children’s library program:

- What will be evaluated?
- What types of evidence are needed?
- What is the best time to carry out the evaluation?
- What criteria will be used to judge program performance?
- What standards of performance on the criteria must be reached for the program to be considered successful?
- If comparisons are to be made over a period of time, how easy is it to replicate the process?
- What conclusions about program performance are justified based on the available evidence?
- How will we act on the findings?
Part H

First and third world issues

ILGA, The International Lesbian, Gay, Bisexual, Trans and Intersex Association have mapped sexual orientation laws in the world. It remains illegal to be homosexual in 73 countries; in 13 of these, homosexuality is punishable by death. In countries where homosexuality is not strictly illegal, LGBT people remain targets of discrimination and often face inequality in the eyes of the law. Even in countries with marriage equality laws exist for same-sex partners, LGBT people face threats of violence, and trans people have difficulties accessing the medical care they need to transition.

Libraries, as centres of information, provide people with the skills to develop understanding of others unlike themselves and to understand the complexities of sexual orientation, gender identity, and family structures. This understanding can be accomplished at the earliest stages by focusing efforts on cultural competencies in the children’s services of the library. While it is too dangerous to do so in some places in the world, children’s libraries acting as a place where LGBT children, young people, and families are affirmed can make a huge difference in changing social conditions across the globe.

FAQs - frequently asked questions

Note to Working Group and SC members - help is needed in suggesting examples of potential questions about children's library services, and then providing some answers!

How do I ...?
How do I develop partnerships...?
How do I provide programs for children of all abilities....
How can I evaluate my library service?
When should I...?

Glossary - this could be a dynamic link from the main content rather than just appearing as a list.

Note to Working Group and SC members - we need to think about what to include for children’s library guidelines. Although we expect librarians to understand the terminology, not everyone reading the guidelines may have this background knowledge.

Possible examples of terms for inclusion:

**Best practice** - a program or activity that has worked within one library organization and is an example of an intervention that could be implemented in another library.

**Coding** - computer coding education where young people have the chance to make animations, games and websites, and to learn new skills in a fun and creative environment.

**Collection development policy** - a document recording decisions relating to stock management. This may include acquisition, selection methods, collection organisation, development, management, review and disposal.

**Gaming** - where virtual and digital space connect/meet

**Makerspace** - a collaborative work space for making, learning, exploring and sharing which provides technology, manufacturing equipment and educational opportunities.
Print disability - a visual, physical, perceptual or reading disability (such as dyslexia) that prevents a child from reading printed works
Reader development - active intervention to increase confidence and enjoyment of reading and offer opportunities for children to share their reading experiences

References to sources cited in the Guidelines - to be completed

IFLA Code of Ethics for Librarians and other Information Workers (2012)

ALA Competencies for Librarians Serving Children in Public Libraries.


IFLA Guidelines for Continuing Professional Development: Principles and Best Practices


IFLA The World Through Picture Books
https://www.ifla.org/node/6718

https://www.iso.org/standard/56756.html

United Nations 2030 Agenda for Sustainable Development.

Contacts for review and consultation:
Dr Carolynn Rankin  c.rankin@leedsbeckett.ac.uk
Ulla Pötsönen ulla.potsonen@gmail.com

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