



# What is happening in catalan school libraries?

## Analysis of the offered services in the school libraries of Catalonia (2019-2020)

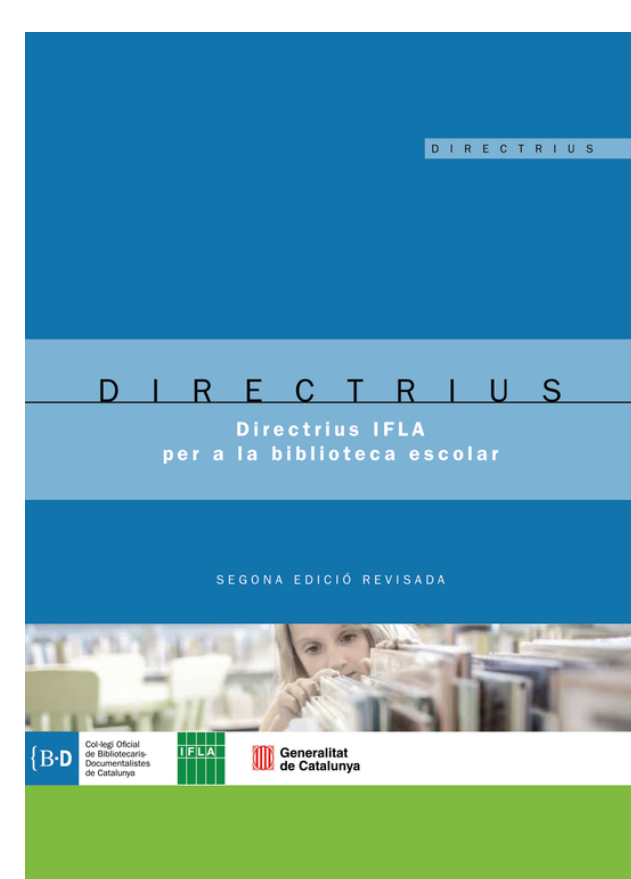


### 1 Background

The Catalan law (12/2009, art. 88) indicates that school libraries are mandatory in all Catalan schools. It also states that they must be taken into account in the school's educational project, a document that sets out in detail the identity, objectives and organizational structure of the school

However, experts such as Baró i Fargas (2020) have already pointed out the setback in most indicators related to school libraries in the government statistics in the last years. From 2011 onwards, when the economic support program for school libraries "Puntedu" suffered budget shortages, the situation of Catalan school libraries worsened considerably.

In order to provide a set of guidelines and standards that could be useful to Catalan school libraries in terms of parameterization, administration and decision-making, the Catalan Department of Education set up in 2009 a committee of experts in the field to draw up guidelines and standards (Directrius).



[Check it out!](#)

### 2 Objective and Methodology

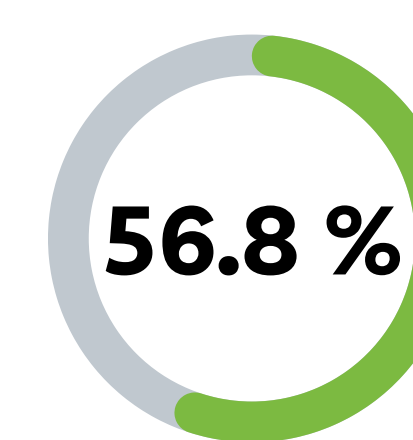
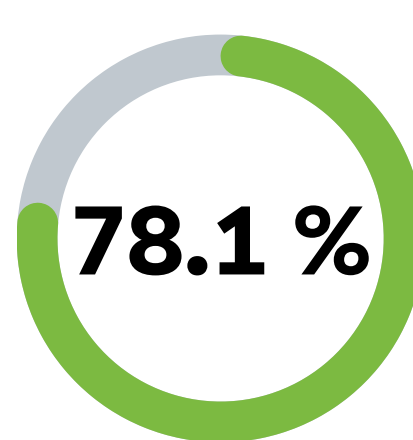
The aim of this poster is to expose a summary of the analysis of the official statistics on school libraries of the Spanish government collected for the period 2019-2020 (subsequently processed by the Catalan government) through the four different types of services offered in this typology of libraries as recognised by the "Directrius".

### 3 Key findings

#### Percentage of Catalan schools that have a school library (public and non-public)

2015-2016

2019-2020



Response rate: 67.2%

Response rate: 77.5%

#### Consultation and informative services for the community

Only **24.3%** of the libraries offer a service aimed at satisfying the information needs of students, teachers and families.

The indicator does not differentiate between the different groups, the type of services provided or what these activities consist of.

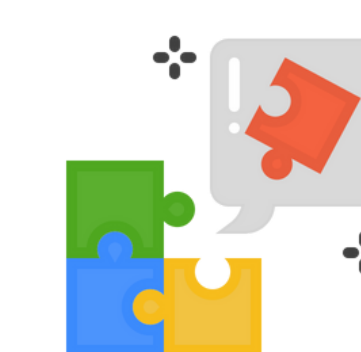
#### Library and interlibrary loan services

**92.1%** had some kind of relationship with public libraries on this matter. However, only **15.5%** had a relationship with other school libraries, a figure that indicates a lack of cooperation between centers.

The average number of items loaned annually was **727.4** (200 less than in 2010-2011).

The served groups are not differentiated in the indicators.

No data is provided on interlibrary loan, so it is not possible to assess the benefits of the relationship with other libraries.



#### Learning and curriculum development support

Only **19.1%** of the libraries organized activities related to new technologies, a worrying finding considering that libraries should take into account social and technological changes. Likewise, **63.9%** conducted activities to support teaching, but no indication is given as to what they consisted of, their format, success rate, etc.

#### Reading promotion and development service

**59.4%** of the libraries organized activities related to the promotion of reading. They are the most common type of activity after those related to learning. However, the indicators do not allow us to discriminate the groups benefited or the success and impact of these activities.



### 4 Conclusions

- Services and activities related to **information literacy should be increased and evaluated** through the introduction of new indicators.
- **Lack of subsidies for new activities and services** may contribute to the fact that school libraries are still seen as book warehouses.
- **The indicators of official government statistics are not very exhaustive and precise.** They do not allow for a correct evaluation of the activities and services offered by libraries. Nor is their success and follow-up evaluated.
- In relation to the previous period, **two indicators** related to curriculum support and certain types of activities (reading clubs, book presentations...) **were eliminated.** Their elimination was not justified.
- **Urgent government action is needed** to improve the economic conditions of school libraries and ensure their subsistence.

#### References

Departament d'Educació. (2020). Metodologia. Curs 2019-2020. Estadístiques de Biblioteques Escolars; Generalitat de Catalunya.

Servei d'Immersion i Acolliment Lingüístics. (2013). Directrius i estàndards per a les biblioteques escolars de Catalunya (2013). Generalitat de Catalunya. Departament d'Ensenyament.