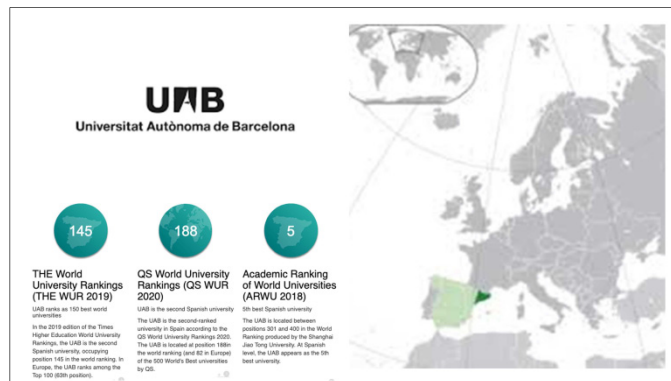


# School and Children's Librarianship in Spain

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## 1. Universitat Autònoma de Barcelona's Academic Offer

The Universitat Autònoma de Barcelona (UAB) was created in 1968 and since then it has been one of the most important universities in Spain, occupying an outstanding position among Spanish universities in world rankings. UAB has 93 bachelor's degree and 267 Master's degree programmes, 272 life-long learning postgraduate programmes, 29 MOOCs offered in Coursera, an 84% degree performance rate, 92% employment rate, 3,851 teaching and research staff, and 264 consolidated research groups.

Within the UAB, the research group GRETEL ([www.gretel.cat](http://www.gretel.cat)), led by Prof. Teresa Colomer, has experience in the study of children's literature and its uses in compulsory education and in school libraries. The 16 members of the group come from different countries, such as Spain, Chile, Argentina and

Venezuela and most of the researchers are professors, lecturers, librarians, school teachers, or university staff members. The Spanish Ministry of Education and the European Union have funded several R&D projects of the group in its main research areas, which are: the analysis of children's books with regard to their potential to impact the learning processes of readers or as a reflection of educational values in post-industrial societies; Literary learning in school projects and in school libraries; Children's digital literature; Relationship between reader habits and school reading programmes; Discussion of books for children in the school and school library context and metafictional learning and acquisition of literacy in young readers.

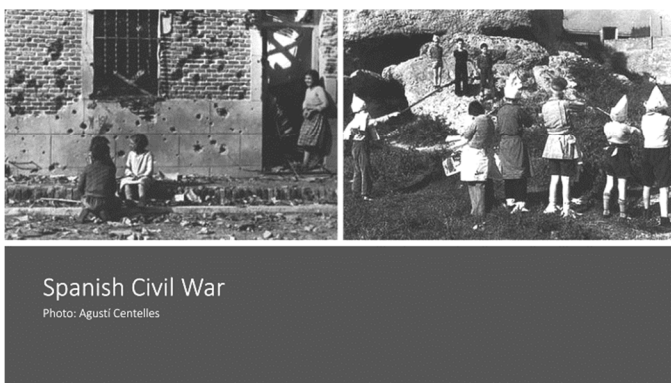


Regarding academic offerings, GRETEL is involved in several undergraduate and postgraduate programmes. The group has been a pioneer in children’s literature and school librarian training. However, to better understand why the group has focused on this type of academic training, some context and historical information about Spain are required. Currently, in Spain there are 15 universities offering the Master’s of Library and Information Studies (MLIS) degree. However, Barcelona has the oldest programme, created more than 100 years ago.

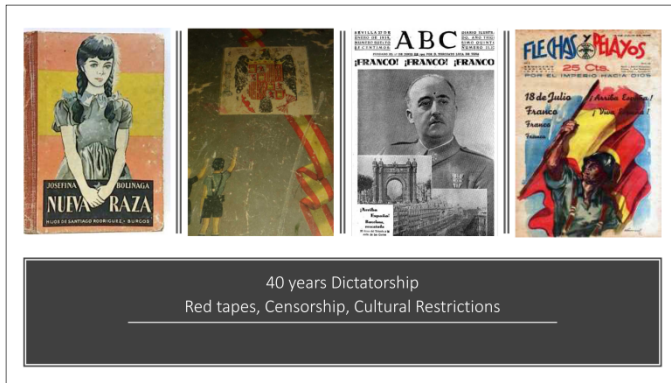
The objective of the Library School created by the Mancomunitat de Catalunya [Catalan Government 1914-1925] was linked to the political and cultural movement called Noucentisme. At that time, politicians and intellectuals were already clear in their minds that cultural and



social change could be reached with a good librarian network and librarian specialists. Thus, they decided to invest in training and created the first librarian school degree in 1915. Nowadays in Europe there are more than 283 schools offering this degree, although only 10% are really independent programmes. Usually these courses are offered by small faculties with fewer than 200 students. Research has shown recently that there are no international networks promoting undergraduate and postgraduate library training, and the number of students is dropping. Maybe this could be a joint objective for international scholars in the near future.



However, all of these positive actions in terms of librarian training that started at the beginning of the 20th century changed radically with the Spanish Civil War in 1936-1939.

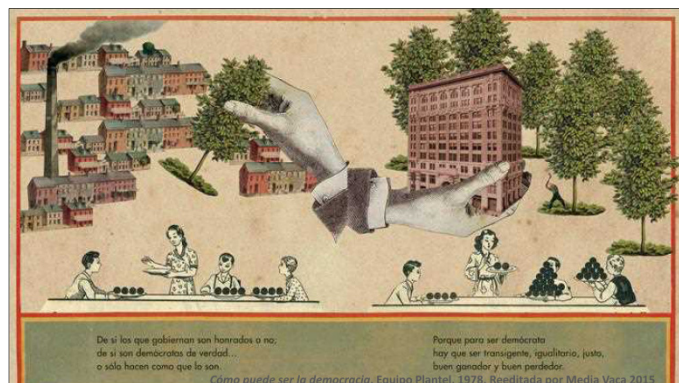


The panorama changed even more after the war. Censorship was present in Spain for 40 years (1939- 1975) and libraries were not allowed to offer books in Catalan, Basque or other languages, nor books coming from outside Spain. Teachers and librarians were obliged to accept

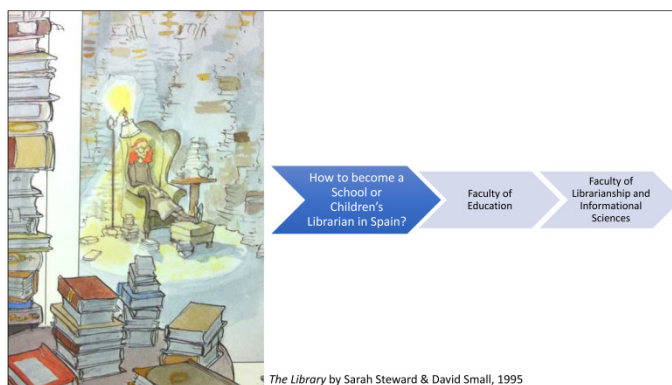
fascist ideologies, and they were trained under the supervision of the regime.

Libraries and the educational system were able to recover from this situation with the arrival of democracy in 1977. New pedagogical movements connected with the ideologies of the beginning of the 20th century appeared, as well as new publishers, reviews and associations promoting contact between libraries, schools, children and books. Children’s book production, especially translations, increased, and librarians and teachers again had the freedom to recommend all types of books and also to be trained according to new democratic values.

Also, at the end of the 1970’s universities set up new departments with degrees including children’s literature courses and librarian studies. Since then, there have been two possibilities to learn about children’s literature and school libraries: studying in the Faculty of Education, or in the Faculty of Librarianship and Information Sciences.



Students who choose to be a teacher (Early Childhood Education and Primary School Teacher Degree) and enroll in the Faculty of Education have the possibility to choose a specialization of 180 hours in children’s literature and school libraries. The degree takes over four years and only 180



places are available annually. The average admission test grade of 9.4 out of 10 is one of the highest of all study programs in Spain.



**UAB**  
Universitat Autònoma de Barcelona

Faculty of Education

- Bachelor's Degrees:
  - EC Education
  - Primary Education
  - Secondary Education
  - Social Education
  - Pedagogy
- Master's Degrees:
  - School Library and Reading Promotion
  - Master on Books and Children's literature
  - Course on Children's Literature
  - Children's Books from a Global perspective
  - EM Master on Children's Literature, Media and Culture
- Doctoral Program



Faculty of Library and Information Science

UNIVERSITAT DE BARCELONA

- Bachelor
  - Audiovisual Communication
  - Digital Information & Documentation Management
- Master's Degrees
  - School Libraries and the Promotional Reading
  - Digital Content Management
  - Digital Humanities
- Doctoral Programmes

The second option for specializing in school libraries is to study Librarianship and Information Science. The degree takes over four years and seventy places are offered annually. Students have to have a 5 out of 10 to enter this course of study. Students can take a school library specialization in the third year. This special training is about 100 hours.

However, experience has shown that neither course of training is enough to become an expert on school libraries, taking into account Spanish PISA (Programme for International

Student Assessment) and PIRLS (Progress in International Reading Literacy Study) tests results in the past.

In order to improve children's reading performance, literary education, and teacher and professional training, the research group GRETEL has created jointly with other institutions several Masters degree and courses programmes to respond to the current needs of society.

In 2006, GRETEL started several online and classroom-based learning courses and Master's degrees in children's literature, school libraries and reading promotion including:

### 1. *Children's Books from a Global Perspective*



CHILDREN'S BOOKS FROM A GLOBAL PERSPECTIVE

5 Postgraduate Programmes = 3 Online and 2 blended

Biblioteca Escolar i Promoció de la Lectura

LIBROS Y LITERATURA INFANTIL Y JUVENIL: PRODUCCIÓN, USO Y RECEPCIÓN

10 AÑOS MÁSTER EN LIBROS Y LITERATURA INFANTIL Y JUVENIL

CHILDREN'S LITERATURE, MEDIA & CULTURE

Erasmus Mundus

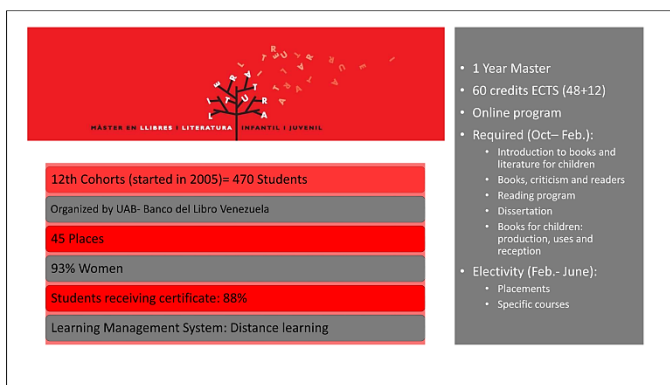
Two-month online course in English addressed to teachers, librarians, school librarians and other professionals in the areas of education, the teaching of children, and publishing of children's books. Equivalent to 11 credits ECTS (European Credit Transfer and Accumulation System) (275 hours), the enrollment fee is 750 euros. The course has four core subjects and a "reading lecture" to be chosen from the MA in Children's Literature Programme. A "reading lecture" involves online literary conversations about classic children's books. No specific degree is required for admissions. For more information about the course, please check

master.gretel.cat.

## 2. *Curso en Libros y Literatura Infantil y Juvenil*

Two-month online course for Spanish speakers to develop knowledge about children's literature and reading promotion. It is addressed to teachers, librarians, school librarians, publishers, reading experts and other stakeholders. The course is equivalent to 11 credits ECTS (275 hours) and the enrollment fee is 726 euros. The course has three core subjects to be chosen from the MA in Children's Literature Programme. No degree is required for admission. More information about the course is available in master.gretel.cat.

## 3. *Online Master's in Books and Children's Literature*

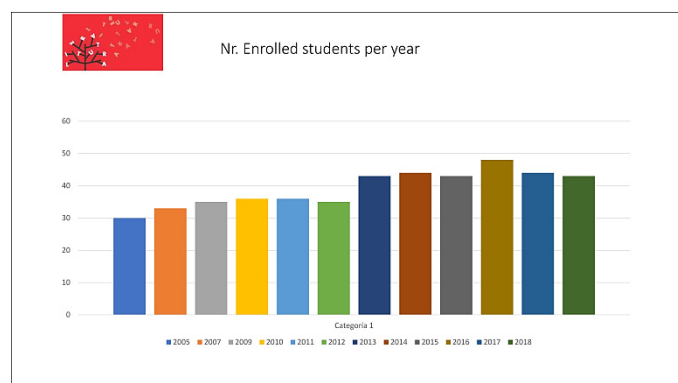


This Master's degree is conducted in Spanish and English and is equivalent to 60 ECTS credits (1500 hours). The enrollment fee is over 3,960 euros and this Master's has established a high standard of international quality thanks to the collaboration of institutions from many different countries that have been

working in this field for many years. The online format is the most practical way to encourage participation by the most recognized professionals in the field and to provide a common training ground for professionals from all parts of the world.

The main objectives of the Master's are: Acquire knowledge of literature for children and young people; Relate this type of literature to the literary and cultural education of the future generations and to the functioning of a literate society; Further explore the various facets of production, mediation through schools, librarianship, promotion of readership and criticism.

There are plenty of career options after the Master's as this degree will provide students with the training needed to understand the current state of children's literature production, to work at a school library or the children's section of a public library, to work in publishing



houses or as a qualified professional in assessing educational syllabi in public administration posts or in other social initiatives related to children's literature.

Some Key Figures	
Enrolled Students last 5 years	222
Students receiving a certificate Degree last 5 years	85%
Job Hunting/ Placements Results	
Application requirements	University Degree
Basic policies	University Degree, Languages, Experience
Curriculum:	Required/ Electivity courses
International aspects:	Yes (Professors/ Teachers...)
Course duration	1 Year (2 possible but not recommended)
Credit System	60 ECTS
Fees	478.000 JPY

So far, a total of 470 students have been enrolled and 89% have gotten certification with a Master's degree that is internationally recognized. Please see below some of the key figures for the Master's.

Content		
Subject	Credits	Type
Introduction to books and literature for children and young people	10 ECTS	Obligatory
Books, criticism and readers	15 ECTS	Obligatory
Books for children and young people: production, uses and reception	10 ECTS	Obligatory
Complementary programmes	6 ECTS	Obligatory
Master's dissertation	9 ECTS	Obligatory

The Master's is divided into several modules and students can choose their own course of study depending on whether they want to specialize in children's literature, children's books publishing or reading promotion in schools and school libraries, for example. The basic modules and the courses of the Master's are in the accompanying slide:

**Books, criticism and readers:**

- Illustration in CL
- Book Selection in CL
- Critical perspectives in CL
- Social Values and CL
- Discussion and comprehension of literary texts

**Production, uses and reception:**

- Literature in difficult environments
- Reading promotion projects
- Reading promotion in Schools
- EC Literature
- Picturebooks History
- Writing Workshop
- Digital CL
- Poetry in CL
- Placements


**Complementary Program**

- Classic Reading Lectures
- Conferences
- Yearly meeting in Barcelona

Only holders of an official bachelor's degree, preferably a diploma or bachelor's degree in education, psychology or librarianship from a higher education institution within or outside the European Union can apply for the Master's. More information about the Master's is here: [www.gretel.cat](http://www.gretel.cat).

#### 4. School Librarian and Reading Promotion Master's

This Master's is jointly organized by Universitat de Barcelona and Universitat Autònoma de Barcelona. The Master's is taught in Catalan and Spanish. It was created in 2008 and it aims to provide training in the most effective way to organize and operate school libraries as learning resource centers, including designing school reading plans, selecting and using books, conducting information search and selection,



11th Cohorts (started in 2008)= 202 Students  
Organised by UAB- UB (2+ 8 Departments)  
30 Places  
93% Women- 30 Years Old  
Students receiving certificate: 97,19%  
Learning Management System: Classroom-based & distance learning

- 1 Year Master Degree
- 60 credits ECTS (48+12)
- Blended program
- Required (Oct.- Feb.):
  - School Library
  - Lecture Plans
  - Social Habits and Reading Promotion
- Cultural Instruments
  - Children's Literature
  - Placements (100 Hours)
  - Dissertation
- Electivity (Feb.- April):
  - Information & Documental processes
  - Psychological development
  - Digital School Library
  - Forms & Aspects of Children's Literature
- Cultural Program (Oct. June)
- Dissertation & Placements (May- June)

acting as a cultural link between stakeholders, and developing community reading projects to positively impact people's reading habits.

The Master's degree combines classroom-based and distance learning. It also includes tutored work and placements in school or public libraries. Coordinated by Neus Real (UAB) and Mònica Baró (UB), the teaching staff belongs to several university departments and includes the most renowned research and teaching teams in this field. According to the official presentation about the Master's available on the UAB homepage several aspects will be covered below:

“The Ministry of Education of Spain officially recognizes the Master's degree diploma in School Library and Reading Promotion as part of the teaching profile for “School Library and Reading’s,” one of the new specialist profiles public schools can choose from when requesting new teaching staff.”

The inter-university master's degree in School Library and Reading Promotion is the only official master's degree in Spain that deals with this specific subject area and it leads to PhD research studies on these areas of knowledge.

The Master's degree provides students with the training needed to work in a school library or the children's section of a public library, in publishing houses and resource centers, or as social and cultural entertainers such as storytellers. The number of enrolled students in the last five years reached 106.

This Master's degree is open to holders of an official bachelor's degree, preferably a diploma in education, psychology, librarianship and documentation, from a Spanish university or from another higher education institution within or outside the European Higher Education Area.

According to the Master's records, should the number of applicants be higher than that of places on offer, these will be

**UAB** Universitat Autònoma de Barcelona

masterbibliouab

Universitat Autònoma de Barcelona > Study > Graduate > Official master's degrees > Education > School Library and Reading Promotion (General information)

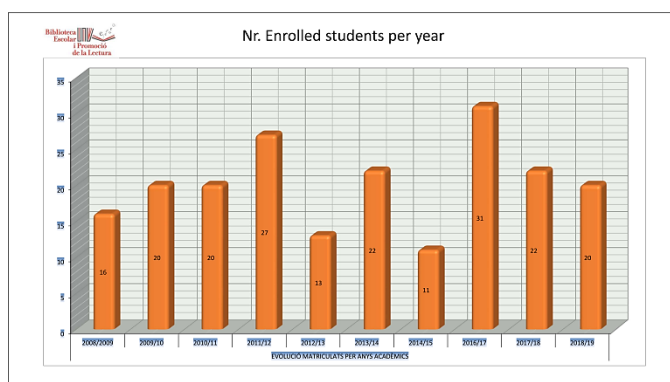
**Official Master's Degree in School Library and Reading Promotion**

General information | Content | Teaching staff | Admission | Enrolment | Grants | Practicum | Mobility | Quality

**Introduction**

The master's degree in School Library and Reading Promotion is aimed at anyone interested in these areas of work. It gives training in the most effective ways to organise and operate school libraries as learning resource centres, designing school reading plans, selecting and using books for children and teenagers, information research and selection, especially online, cultural linkup and collaboration with the

**Official UAB**  
30 places  
A combination of classroom-based and distance learning  
Part-time or full-time: Part-time  
Credits: 60 ECTS  
Beginning of the new enrolment



**Some Key Figures of the Master in School Library and Reading Promotion**

Enrolled Students last 5 years	106
Students receiving a Certificate Degree last 5 years	104
Job Hunting/ Placements Results	
Application requirements	University Degree
Basic policies	University Degree, Languages, Experience
Curriculum:	Required/ Electivity courses
International aspects:	Yes (Professors/ Teachers...)
Course duration	1 Year (2 possible but not recommended)
Credit System	60 ECTS
Fees	333.230JPY (477.019JPY non EU Students)

Module	Credits
Childrens and Youth Books	6
Instruments for Access and Cultural Diffusion	6
Master's Dissertation	6
Reading Plans	6
School Libraries	9
Social Habits and Promotion of Reading	6
Work Experience	9
Digital Media and School Libraries	6
Form and Aspects of Childrens and Youth Literature	6
Processing Information and Documentation	6
Psychopedagogical Aspects of Educational Intervention	6
Digital Media and School Libraries	6
Form and Aspects of Childrens and Youth Literature	6
Processing Information and Documentation	6
Psychopedagogical Aspects of Educational Intervention	6

School Libraries: Learning outcomes	
Apply specific selection criteria for ICT-based resources.	
Design and operate library services, and set up procedures to evaluate these.	
Design specific programmes to guarantee competence in information use (information literacy) on the part of pupils, organized by learning level.	
Develop cooperation strategies for working in teams.	
Identify tendencies in school library management and encourage good practice.	
Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.	
Know the publishing market and identify the information resources needed to choose documents.	
Maintain a collection policy, establishing obsolescence criteria for the library's stocks.	
Manage the library's budget and human resources.	
Organise library spaces according to their uses and the needs of users.	
Process and organise the library's documents.	
Suggest possible interventions within the improvement processes of the school library.	
Use the appropriate ICT tools to promote the library and communicate with users.	
Use the network to share educational, communicative and bibliographic strategies.	

Content of the School Library Course Syllabus 6 Themes	
School Libraries: concept, functions, curriculum, legislation, network, sources	
Management, planning and evaluation of the library : users, tools, Budget, HR, materials	
Collection Management: setting, policy, digital, evaluation, accessibility	
Organization and Management of the Services: on-site, virtual	
Library and Curricula: lectura plan, skills, training program, Reading promotion	
Evaluation: resources and assessments of the project	

allocated according to curriculum criteria. The Master's consists of several modules and courses:

According to the European guide on Information and Documentation published by the European Council of Information Associations (ECIA) and adapted by the Spanish Society for Scientific Documentation and Information (SEDIC), school librarians should have teaching competences as well as competency in librarianship. For this reason, new students in this Master's degree programme should have some of these competences, which should be reinforced and added to during the Programme. Some of the skills needed by a school librarian are autonomy, communication skills, approachability, empathy, teaching ability and intellectual curiosity. Other skills that are valued are the ability to analyze critically and to synthesize information. Moreover, students should also be interested

in education, libraries and reading promotion. They should be able to contribute to collective projects on educational and social intervention. They should be independent and able to plan and organize their work, showing creativity, flexibility and initiative. More information about the basic and specific skills, competences and learning outcomes can be found on the website for the Master's (<https://www.uab.cat/web/estudiar/official-master-s-degrees/general-information-1096480962610.html?param1=1204099143591>).

According to the official programme, the methodology is based on: lectures; reading articles and document collections; analysis and discussion in virtual online forums; and other classroom practices such as: problem solving / cases / exercises; preparation of papers on different aspects of library management; mentoring and monitoring online activities; visits to libraries; talks by professionals.



## 5. Erasmus Mundus Master's in Children's Literature, Media and Culture (CLMC)

This international Master's, started in 2019, is intended for students wishing to pursue careers in the areas of children's literature, media and education. The Master's is organized by five European universities. In Semester 3 students have the possibility to come to Barcelona to specialize in school library and reading promotion. Graduates will be equipped with the academic knowledge, research skills, and practical skills for employment through this jointly developed and delivered Programme between the five European universities.

The aim of the Programme is to build on students' interests and experiences related to children's and young adult (YA) literature, media and culture in order to deepen their knowledge of the expanding intersection of the fields of literature studies, media studies, childhood studies and education within an international perspective. CLMC brings together scholars and practitioners who are motivated by the need to understand and improve the ways in which children interact with literature and other texts and who will provide a theoretical grounding in children's literature that includes historical, literary, educational and media-related frameworks. The Programme offers opportunities to students to acquire and develop practical skills for professional application, in Semester 3, through placements in libraries, archives, museums,

**ERASMUS MUNDUS INTERNATIONAL MASTER  
CHILDREN'S LITERATURE,  
MEDIA & CULTURE**

Erasmus Mundus

- 1st Cohort September 2019
- 35 Students (22 Scholarship)
- Organised by a consortium of 5 Universities
- Mostly Women from around the world

- 2 Years Master
- 120 credits ECTS
- Face-to-face program
- Required (Sept.– June.):
  - University of Glasgow
  - Aarhus University
- Electivity (Sept.- June):
  - Universitat Autònoma de Barcelona
  - Wroclaw University
  - Tilburg University
  - Summer School British Columbia

**ERASMUS MUNDUS INTERNATIONAL MASTER  
CHILDREN'S LITERATURE,  
MEDIA & CULTURE**

Erasmus Mundus

Some Key Figures

Enrolled Students	35
Application requirements	University Degree+ English level
Degree	EM Joint Masters Degree
Curriculum	Required(Electivity courses)
International aspects	Teaching Staff- 3 mandatory mobility periods+ optional Summer school
Course duration	24 months FT Program
Credit System	120 ECTS
Fees	1,599,610 JPY (EU) for non EU students 3,656,400 JPY
Funding	22 Scholarships p.a. (5 for Asian Students!)

**ERASMUS MUNDUS INTERNATIONAL MASTER  
CHILDREN'S LITERATURE,  
MEDIA & CULTURE**

Erasmus Mundus

Content

**Semester 1 at the University of Glasgow: Historical and Critical Perspectives on Children's Literature**

- Children's literature from the printing press to virtual reality (delivered by University of Glasgow)
- Children's literature: Critical enquiry (delivered by University of Glasgow)
- Cross boundaries: Children's literature and other media (online, delivered by Tilburg University)
- Literature and picturebooks for the early years (0-8) (delivered by Universitat Autònoma de Barcelona)

**Semester 2 at Aarhus University: Children's Literature in a mediated world**

- Children's literature and childhood (delivered by Aarhus University)
- Children's literature texts and media (delivered by Aarhus University and UW)
- New media for children and young adults (online, delivered by Universitat Autònoma de Barcelona)
- Placement (delivered by Aarhus University)

**Summer**

Optional courses delivered by University of British Columbia:

- Writing, publishing and the book trade for children
- Historical collections and archives
- Illustrated literature and other materials for children
- Creative writing for children

**ERASMUS MUNDUS INTERNATIONAL MASTER  
CHILDREN'S LITERATURE,  
MEDIA & CULTURE**

Erasmus Mundus

Content

**Semester 1 either at Tilburg University, Autonomous University of Barcelona or the University of Wrocław:**

**Autonomous University of Barcelona: Promotion of Reading**

- Developing reading programmes for different contexts
- Research in library education
- Promoting reading through cultural activities
- Children's literature for a diverse world (delivered by University of Glasgow and UAB)
- Placement

**Tilburg University: Transcultural Trajectories**

- Canon formation
- Children's literature in translation
- Reviewing children's and YA books
- Children's literature for a diverse world (delivered by University of Glasgow and UAB)
- Placement

**University of Wrocław: Film and Participatory Culture**

- Children and Childhood in Film
- Children's Film
- Conspicuousness of Childhood in Participatory Culture
- Children's literature for a diverse world (delivered by University of Glasgow and UAB)
- Placement

**Semester 2 dissertation**

In semester 2 you will complete a research dissertation. The dissertation will be supported by all institutions throughout your two years of study and in semester 2 of year 2 you will progress to writing up your dissertation.

clmc@glasgow.ac.uk

the film industry, broadcasters, publishers and book/reading promotion organizations.

The aims of the Programme are to offer an integrated, international and coherent programme of study of the history, literary and media theory for children's and YA literature as well as critical methodologies through which to evaluate and critique the corpus of the children's and YA literature and media texts, including visual and digital formats, which form part of the culture of childhood. Examine the interaction between children, young adults and adults in the production and consumption of multimodal texts, promoting this interaction by combining culture and creativity and, through rigorous research, consider the challenges of integrating multiliteracy into diverse educational contexts and policies. Promote and develop profound cultural sensitivity, through the analysis of multicultural texts, media and artefacts (including cultural heritage) as well as through academic dialogue among the broad international cohort of students. Deepen students' critical understanding of contested concepts, theories and debates about the promotion, role and users of literary, media and digital texts in professional and community contexts, including understanding the global market of books, media and related artefacts for children. Broaden perspectives on how texts and media for children reflect contested constructions of childhood and how they have the potential to raise critical awareness of social and cultural issues such as discrimination or social injustice and become vehicles for social change through addressing current global themes. Contribute to the development of intercultural communication, cooperation skills and active citizenship within a European and global framework, including a greater awareness of the European project and EU values.

Intended learning outcomes and skills descriptions and details are available on the Master's website at the University of Glasgow: <https://www.gla.ac.uk/postgraduate/erasmusmundus/clmc/>. Some of the information about the Master's degree is below:

Scholarships are available for well qualified applicants. Scholarships include: a contribution to the student participation costs (including tuition fees, full insurance coverage and any other mandatory costs related to the students' participation in the Programme), a contribution to student travel and moving costs, a monthly subsistence allowance for the entire duration of the Programme. Master's content and courses can be summarized as follows:

The language of instruction is English. However, students are strongly encouraged to undertake second language training (English, Spanish, Catalan, Dutch, Danish or Polish) in all mobility periods and relevant classes will be highlighted for students by each partner institution. Students will also have the opportunity to study a third language, such as French, German, Italian or Portuguese, to develop or maintain their language skills in general.

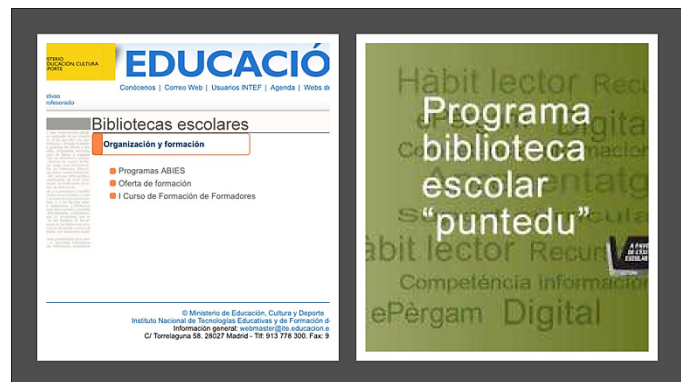
Assessment Methods: The Consortium Management Board will have overall

responsibility for safeguarding the common standards and mechanisms for the examination of students (European and Third Country). Each of the course components of the International Master's Programme has its own form of assessment. These are outlined in the individual course handbooks. In order to calculate the final mark achieved, the marks for each component are weighted according to their credit rating.

## 2. How we forecast the future of the school library?

Spain has undergraduate and postgraduate academic offerings especially for school librarian training, for example the UAB offers multiple options to become an expert in this field. However, statistics show that many schools still do not have a school library and only a small portion of school libraries are managed by professionals with a Master's degree. The vast majority of people working in school libraries are part-time amateurs without specific qualifications or training, and they are employed and paid by the parents' associations. This situation is alarming, and it can foster inequality between schools.

The Spanish and Catalan governments created policies in 2005 to support school libraries, school librarian training and resources such as “Programa biblioteca escolar Puntedu's.” This ambitious programme, created in Barcelona, recognizes the figure and the job position of school librarian. However, due to several financial crises and political change the financial support has ceased.



It is well known and academically supported that a school library is key for the success and performance of future generations. Thus, the staff working there have to be trained and possess undergraduate diplomas and postgraduate school library Master's degrees. Moreover, the position of school librarian has to be recognized and financially supported. It should be a government duty to invest in school libraries and their stakeholders, as recently stated by the French writer and academician Erik Orsenna. He has published a report for the French Ministry of Culture regarding libraries, and he recognized the crucial nature of the staff working in libraries and school libraries and the need to train and offer them professional opportunities.

I would like to finish my presentation by featuring the innovative work of two public libraries and two school libraries. All of the examples show how the libraries have adapted properly for the future.

The Tabakalera Library in San Sebastian (Spain) and the Capucins Library in Brest (France) are two examples of well-run 21<sup>st</sup> century libraries, envisioning the

future and enlarging their services to meet new social needs. They work jointly with school librarians and social services in regular activities to improve literary education and the social cohesion of their users. These libraries have also become places to do homework, to practice artistic activities, to play video games individually or in a group, to offer regular concerts, conferences, courses and exhibitions. Both libraries are entertainment centers, a sort of *Artothèque* [Universal Culture Center], and they are also well known for innovative architecture with modifiable spaces. Also, the workforce in both libraries varies: they have specialized librarians in children's literature, videogames, comics, manga, theatre, music and so on, but they

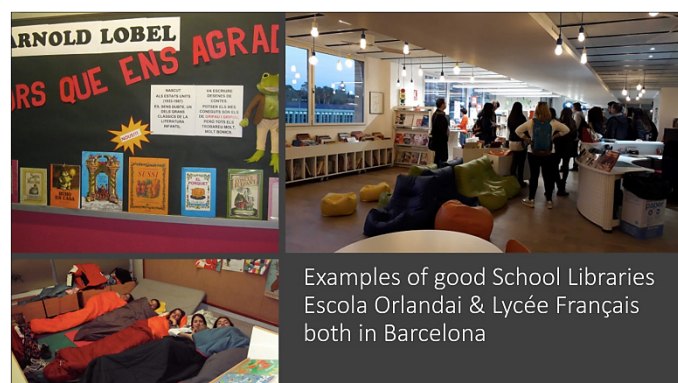
also have employed social workers and artists in the same service.

As can be seen in this picture of the children's section of the Mediathèque Les Capucins in Brest, children can read, but they can also play with games, slide or climb from one floor to the other, swing while reading, watch a movie or a cartoon or play videogames in a private space with their families.

Also, some schools, such as the Primary School Orlandai and the French School, both in Barcelona, are making efforts to improve the role of the school library. One of the keys to their success is their staff; in both cases

the librarians have a specialized Master's degree. The staff of these school libraries is employed full-time by the Ministry of Education. In both institutions, the staff are engaged in ongoing life-long training and they are concerned and engaged with school library performance, involving families, teachers and children in regular activities in and outside school. The two school libraries have also adapted their opening hours to family needs.

All these examples show that specific training, financial support and engagement are the keys to improving the role of school and children's libraries. We hope that this essay inspires others to train, practice and work with children and children's books in and



outside libraries.

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