

Education 2030 (EU), and Onderwijs 2032 and Excellent Education in the Netherlands: a vision of the role of the multicultural, multilingual school library within these concepts

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Abstract

This paper will attempt to identify a forward vision, challenges and concepts for education and school librarianship in the Netherlands, within Europe and at international level. It discusses the Dutch concept “Onderwijs 2032” (Education 2032) and its relationship to the promotion of “Excellent Education” by the Dutch Ministry of Education, the EU concept which are explained in “Project Europe 2030” and the UNESCO vision of Education after 2015.

Furthermore, within this forward vision, the importance and necessity of training of educators and library staff within the school community will also be discussed. It will also address the role which the IASL might be able to play at international level in supporting the school librarians, teachers, librarians, library advisers, consultants, educational administrators, and others who are responsible for library and information services in schools.

Keywords: School libraries; Multicultural; Multilingual; European Union; The Netherlands.

Introduction

The uncertainties which characterizes our times make it difficult to identify a forward vision for education and school librarianship worldwide. These uncertainties include the economic crisis, demographic changes, higher costs and lower wages (in education), multiculturalism, multilingualism etc. This paper specifically discusses some of these uncertainties, in the context of education (pedagogy) and LIS (Library and Information Science).

Demographic changes throughout Europe

“The EU explained: Migration and asylum” clarifies that many immigrants come to the EU for work or for family reunification. These people may or may not have received primary, secondary and tertiary education in their country of origin. Asylum seekers who seek international protection within the EU are fleeing their home countries because of a well-founded fear of being persecuted. The Common European Asylum System (CEAS) states that EU Member States must provide asylum applicants with material support, such as accommodation, clothing, food and pocket money and must also ensure that the applicants receive medical and psychological care. In the case of children, they must have access to education. (European Commission 2014, p.10.).

Projections by Coleman (2013) indicate an increase of the population size of the minority groups to between 10% and 40% of the UK population by 2050. “The level of net migration is assumed to remain constant”, however projections for asylum seekers are much more difficult to make, since they depend on conflict situation throughout the world. Some projections assume “*major changes in migration trends, e.g. a decrease of migration because of projected economic downturns (Norway and the Netherlands)*”. Also, restrictive policy initiatives in Denmark and the Netherlands “*indicate more modest minority growth than earlier projections*”. The impact of these trends in low-fertility EU countries “*will eventually lead to the majority ethnic group becoming a numerical minority of the national population*”.

Eurostat, the statistics office of the European Commission, provides recent data about migration and immigration to and from the 28 member countries of the European Union) and also statistics about refugees and asylum seekers who arriving in Europe (Eurostat, 2015). Some of these statistics can then be broken down by country of origin and by age, making it is possible to estimate how many children from these groups are arriving in EU countries. The authors assume that the majority of these immigrant or refugee children will enter day care centers, primary and secondary schools in countries throughout Europe.

Table 1 (below) describes the countries of origin (and birth) of immigrants and asylum seekers who are entering the EU – (i.e. the names of countries which are most frequently mentioned in statistics) and the official languages which these people (may) speak (Eurostat, 2015; CIA, 2014).

Country of citizenship	Country of birth	Main citizenship of (non-EU) asylum applicants	Official language(s)
		Afghanistan	Afghan Persian or Dari (official) 50%, Pashto (official) 35%, Turkic languages (primarily Uzbek and Turkmen) 11%, 30 minor languages
		Albania	Albanian 98.8% (official)
		Algeria	Arabic (official), French (lingua franca), Berber dialects
		Eritrea	Tigrinya (official), Arabic (official), English (official),
	Germany		German (official)
		Iraq	Arabic (official), Kurdish (official), Turkmen (a Turkish dialect) and Assyrian (Neo-Aramaic) are official in areas where they constitute a majority of the population), Armenian
Italy			Italian (official),

Country of citizenship	Country of birth	Main citizenship of (non-EU) asylum applicants	Official language(s)
		Kosovo	Albanian (official), Serbian (official), Bosnian, Turkish, Roma
		Pakistan	Punjabi 48%, Sindhi 12%, Saraiki (a Punjabi variant) 10%, Pashto (alternate name, Pashtu) 8%, Urdu (official) English (official; lingua franca of Pakistani elite and most government ministries),
		Palestine	Arabic
Poland	Poland		Polish (official) 96.2%,
Romania	Romania		Romanian (official) 85.4%, Hungarian 6.3%, Romany (Gypsy) 1.2%
Russia	Russia	Russia	Russian (official) 96.3%
		Somalia	Somali (official), Arabic (official, according to the Transitional Federal Charter), Italian, English
		Sudan	Arabic (official), English (official)
		Syria	Arabic (official), Kurdish, Armenian, Aramaic, Circassian (widely understood); French, English (somewhat understood)
Ukraine	Ukraine	Ukraine	Ukrainian (official) 67%, Russian (regional language) 24%, other (includes small Romanian-, Polish-, and Hungarian-speaking minorities) 9%
		Vietnam	Vietnamese (official), English (increasingly favored as a second language)
		Stateless	Unknown

Table 1. Countries mentioned most frequently of citizenship, and country of birth of foreign foreign-born population, and main citizenship of (non-EU) asylum applicants and language of that country (Eurstat 2015, CIA 2015)

What does this mean within the context of education in the EU and specifically in the Netherlands?

- Children from 0 – 18 years of age who belong to these groups of immigrants or asylum seekers will be looking for education in primary and secondary schools or international schools throughout Europe.
- What is their cultural background?
- What languages do they speak?
- What is the level of their education?. Project Europe 2030 (European Union, 2010) suggests that some immigrant children have been well educated, however less is known about the education of asylum seekers from 0 – 18 years of age.

Demographic changes in the Netherlands

The report of Project Europe implies that, *in 2030, the majority ethnic group of the Netherlands in 2015 will become a numerical minority of the national population.* (European Union, 2010)

The importance of language in education

Within the European Union there are 23 officially recognized languages Bulgarian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Irish, Italian,

Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovene, Spanish and Swedish. The European Commission (2012) clarifies that more than 60 indigenous regional and minority languages, and many non-indigenous languages are spoken by migrant communities and asylum seekers. Major languages are clarified in Table 1. Educational and language policies are the responsibility of each individual EU member state, however the EU is

“committed to safeguarding this linguistic diversity and promoting knowledge of languages, for reasons of cultural identity and social integration and cohesion, and because multilingual citizens are better placed to take advantage of the economic, educational and professional opportunities created by an integrated Europe. A mobile workforce is key to the competitiveness of the EU economy”. (European Commission, 2012).

Which official languages will be spoken and used throughout the EU in 2050?

Which languages will need to be taught in European schools, taking into account the official language policy of the specific country or school, while at the same time supporting the cultural identity and social integration of multicultural residents?

The importance of quality in education

The importance of quality in education is acknowledged at international level, within Europe and in the Netherlands. A number of possible forward visions for education are being identified and published:

- Project Europe 2030: Challenges and Opportunities - A report to the European Council by the Reflection Group on the Future of the EU 2030 (European Union, 2010)
- Onderwijs 2032 - A project from the Ministerie van Onderwijs, Cultuur en Wetenschap, (Ministry of Education, Culture and Science), The Netherlands (OCW, 2015)
- Vision, principles and scope of the post-2015 education agenda (UNESCO 2014) and OECD (2005).

The purpose of these visions is to provide quality education for students throughout the world – education which will prepare young people to enter the labor force at the best possible level, and then take their place as reliable citizens in our globalized society.

Project Europe 2030

In December 2007, a Reflection Group, appointed by the European Council, was asked to identify and address the challenges that are likely to face the EU in 2030 (European Union, 2010, p.3). The report states that *“the group was forced to base its analysis only on those long-term trends that are easier to discern”* (p.3). The findings (p.3) are not reassuring. Two chapters in this report are relevant to this paper.

“Growth through knowledge: Empowering the individual” discusses the importance of knowledge-based and creative industries and services which are the *“central pillars for employment and economic dynamism in Europe ... intelligence, innovation and creativity have become the relevant benchmarks and are Europe’s Insurance for future prosperity”* (p.

21). High value skills are essential, however, according to the report, Europe is falling behind in the skills race and in tertiary-level education, with only 27 European universities amongst the world's top 100 (*Times Higher Education*, 2015). EU members must deliver excellence at all stages of the education process if the EU is to take advantage of the knowledge society. The skills base of its population will need to be upgraded according to need, in order to “create a social, economic and regulatory environment in which research, creativity and innovation can flourish” (European Union, 2010, p.21).

European citizens require a solid educational foundation (in primary and secondary schools), however referenced report (p. 22), questions whether or not they have access to education systems of the highest quality. A comparison of expenditures on education between EU and OECD countries indicates that expenditures OECD countries are on average considerably higher than in EU countries, particularly in Japan, Korea and the United States.

“*The challenge of demography, ageing, migration and integration*” (p. 25).discusses these challenges in the EU until the year 2030 (European Union, 2010, p.25)

“If Europe is serious about moving towards a knowledge society, efforts to enhance economic efficiency and upgrade the skills of the existing population must be complemented with active measures to address this demographic challenge“.... Not least, it must include a concerted effort to make the EU an attractive destination for immigrants. Without migration, the EU will not be able to meet future labor and skills shortages. It will also see a reduction in cultural diversity and experimentation, prerequisites for creativity and innovation (p. 25).

This chapter also described demographic aspects such as life expectancy of populations of EU countries (increasing by 15-20 years by the end of the 21st century), pensions and, birth rates (1.5 children per woman at the time of writing of the report). Throughout the EU, a skilled, taxpaying labor force (both native born and immigrant) will be needed to support the government policies per country and the EU in its entirety,

Eurostat (2015), the statics office of the European Commission (2014, 2015), provides detailed data relevant to this study, confirming the influx of young immigrants and asylum seekers into schools throughout the EU and also the difficulties which they are encountering with language acquisition and with other aspects of their education. The keywords to this study when searching the Eurostat database are:

- Asylum seekers in the EU: general statistics, the number of asylum applications, countries of origin of asylum seeker (to specific EU countries), by age (including information about the numbers of school-age children);
- Immigrants and Emigrants – including immigrants per EU country
- Teaching languages in EU
- Integration indicators
- Early childhood and care
- Education statistics 2012

- Demography statistics and a demography report 2010 describing older, more numerous and diverse Europeans

Onderwijs 2032 (Education 2032)

Onderwijs 2032 is a project from OCW, the Ministry of Education, Culture and Science in the Netherlands (OCW, 2015). The government wants to work together with students, teachers, parents, schools, experts and other interested parties, to discuss the future of primary and secondary education. The question being asked is this: in primary and secondary school pupils are being prepared to take their place in society later in life. The society is changing rapidly. What knowledge and skills will students need in the future? How can we make sure that they receive an Excellent Education?

The dialogue began at the end of 2014 when members of the public were invited to submit their opinion, suggestions and comments to the OCW until the end of January 2015. In February 2015, the platform *Onderwijs 2032* was officially launched. A policy document, implementing the results of the brainstorming, is expected to be published in September 2015. The government expects that the dialogue will lead to an updated curriculum and a renewal of the key goals and objectives of education in the Netherlands.

The reason that the year 2032 is used in the title is because babies who are now being born (in 2014/2015) will supposedly reach the end of secondary education in 2032 (at 18 years of age), provided that they do not encounter any unexpected circumstances or become dropouts.

On 6 November 2014, the Board Members of the Beroepsvereniging Mediathecarissen Onderwijs (BMO) – the Professional Association for Librarians in Education – met with representatives of the Beroepsvereniging OOP (Professional Association Educational Support Personnel), representatives of the labor unions and with a policy officer from the OCW. The main purpose of the meeting was to discuss a proposed register of professional organization for Educational Support Personnel. During the meeting, the concept “*Onderwijs 2032*” was mentioned as one of the incentives for better education in the Netherlands. The Board of the BMO believes that it is important to participate in this discussion about the future of education. It was suggested that the BMO should present evidence about the importance of the role which the multicultural, multilingual school library plays within the EU Concept “Education 2030” and the Dutch concept “*Onderwijs 2032*”.

International vision, principles and scope of the post-2015 education agenda

Educational trends in the 21st century have been described by a number of international organizations. In 2014 UNESCO published a set of overarching goals and global targets for international education until the year 2030 providing a “*Vision, principles and scope of the post-2015 education agenda and Overarching Goal and Global Targets projections regarding global education*” (UNESCO, 2014). Seven targets to be reached by 2030 are defined in this document (p.3). During their implementation, special attention should be paid to gender equality and to the most marginalized children. Goals and targets which are particularly relevant to this paper are:

- To support the statement “Ensure equitable and inclusive quality education and lifelong learning for all by 2030” as the overarching goal of the post-2015 education agenda.

- The translation of this goal into global targets, for which minimum global benchmarks and relevant indicators will be identified/developed:

Furthermore, the Organization for Economic Co-operation and Development (OECD) recommends that schools around the globe “accommodate both the known and identifiable needs of today, and the uncertain demands of the future (OECD, 2005), providing a learning environment which will “*enhance the learning process, encourage innovation and foster positive human relationships*”. - it should be “a tool for learning”. The term “learning environment” suggests place and space such as a school, a classroom, however 21st century learning does not only take place in a physical space – it also uses virtual, online or remote learning environments.

What is a school library?

In 2010, Boelens published her doctoral dissertation entitled “*The evolving role of the school library and information center in education in digital Europe*”. As this research progressed, questions started to arise about the actual “definition” of a school library. In January 2015, Boelens and Boekhorst wrote to School Library Associations throughout Europe, asking for copies of national or regional guidelines for school libraries in each country. Also, in January 2015, the draft version of the 2nd completely updated and enlarged edition IFLA School Library Guidelines was published (IFLA, 2015). How do these different sets of documents describe a “school library”? What is its role within the school?

International definition

IFLA 2015 states that: “*A school library operates within a school as a teaching and learning center that provides an active instructional program integrated into curriculum content, with emphasis on:*

- Resource-based capabilities
- Knowledge-based capabilities
- Reading and literacy capabilities
- Personal and interpersonal capabilities
- Learning management capabilities
- It provides significant value to the educational community”.

Haycock (1992), has identified the following features that distinguish a school library:

- A qualified school librarian with an accredited, formal education in both school librarianship and classroom teaching that enables the professional expertise required for the complex roles of instruction, reading and literacy development, school library management, collaboration with teaching staff, and engagement with the educational community.
- Targeted high-quality diverse collections (print, multimedia and digital) that support the school’s formal and informal curriculum.
- An explicit policy and plan for ongoing growth and development of the school library.

IFLA (2015) states that

“*School libraries provide significant value to the educational community.*

The value added extends beyond the materials in a school library collection to the services such as:

- professional development for the teaching faculty, e.g., reading and literacy, technology, inquiry and research processes;
- a vibrant literature / reading program for academic achievement and personal enjoyment and enrichment;
- inquiry-based learning and information literacy development;
- collaboration with other libraries: public, government, community resources”.

It specifically defines a school library as follows: “A school library is a school’s physical and digital learning space where reading, inquiry, research, thinking, imagination, and creativity are central to students’ information-to knowledge journey, and to their personal, social and cultural growth” (IFLA, 2015).

European definitions

School library guidelines from different countries throughout Europe are still being received. A report of this research project is expected to be available in July 2015.

Dutch definitions

In 2015 two separate sets of guidelines have been received from two different groups in the Netherlands – one from the BMO (the Professional Association for Librarians in Education) which supports school librarians in secondary education. Its guidelines conform more or less to the IFLA guidelines (2015). The second set of guidelines is from a project which is known as “*Bibliotheek op School*” (*the Library at School*), which is supported by the Stichting Lezen (Reading Foundation) in the Netherlands. The “*Bibliotheek op School*” project describes itself as:

“a national strategic approach to structural cooperation between (public) libraries and primary and secondary education. The library aims to make all pupils better readers and also to advise them about the correct use of the media. ... The priority within the “Library at school” is a vast, diverse and current collection of books and related materials promoting reading for all groups in the school. This is achieved by making arrangements for a physical school library, possibly supplemented by borrowing in a classroom (mobile) establishment. (De Bibliotheek op School, 2015).

In this program for primary schools, a “reading advisor” from the Public Library, who has received a short library training which is specifically related to this program, visits the primary school (perhaps for about 4 hours per week), assists the teachers with reading strategies and provides books for the school library. A monitor which has been developed to measure the success or failure of the “Library at School” strategy indicates that the reading skills of students in this program are improving.

The “Library at School” makes the following statement with regard to secondary schools:

“The relationship between libraries and schools is expected to change drastically in the coming years. There is a growing cooperation between libraries and education. With the “Library

at School program, (public) libraries, secondary schools and the municipality form multi-year strategic alliances. The purpose is to demonstrate quality in education, more specifically improved student outcomes in the areas of reading skills, proficiency, media literacy and information literacy.

Various programs support secondary education. Neither the primary or the secondary school programs employ a qualified school librarian who is present in the school during the entire school day. Librarians and other staff from the “Library at School” are employed by the public library, which receives a consultancy fee from schools for their services.

In fact, in the Netherlands, there are two completely different description of what a school library actually is. One predominantly assists reading skills and provides advice to the schools for a short period each week. The other is concerned with “*a school’s physical and digital learning space where reading, inquiry, research, thinking, imagination, and creativity are central to students’ information-to knowledge journey, and to their personal, social and cultural growth*” (IFLA, 2015). Both types of libraries are associated with Dutch-speaking children (reading mostly Dutch text), within the Dutch cultural identity. Neither of these attitudes or definitions specifically addresses the needs of immigrant children or asylum seekers (except perhaps in reading, in their second language or the policy language of the school). This statement would, however, need to be verified in a further study.

In April 2015, Kleijnen, Huysman and Elbers published their paper entitled “*The role of school libraries in reducing learning disadvantages in migrant children : a Review of the Literature*”. Whilst this is an interesting paper, it is mostly concerned with reading and literacy skills, nevertheless it states that school libraries are clearly related to positive learning outcomes in students, especially migrant children.

A vision of the multicultural, multilingual school library

In 2012, Boelens, van Dam and Tilke began studying the various aspects of multicultural and intercultural education, identifying a symbiotic relationship with school libraries (Boelens, van Dam and Tilke, 2012). They discussed the support which was needed for both children who were immigrants, i.e. those permanently moving from one country to another, as well as more geo-mobile children, known as Third Culture Kids or Global Nomads. They also identified various relational features such as literacy, language, bilingual education, world languages. In 2015, Boelens and Tilke once again discussed subjects such as “diversity” and “difference” in multicultural situations within the school community and how these matters affect the school library (Boelens and Tilke, 2015, p. 2). Later in 2015, Bailey, Boelens, Cherek and Tilke focused on school library services which would meet the needs of multicultural/lingual students (especially immigrants and asylum seekers (Bailey, Boelens, Cherek and Tilke, 2015). This paper posits the role of the library in multicultural/lingual school communities from different areas of study: education and pedagogy, library and information science, psychology, sociology and anthropology, and linguistics. It places the school library in the context of:

Recent educational trends

Schools must support both “the identifiable needs of today, and the uncertain demands of the future” (OECD, 2005) and should provide an environment that will support and enhance the

learning process, encourage innovation, foster positive human relationships - in short, be “a tool for learning”. In today’s interconnected and technology-driven world, a learning environment can be virtual, online, remote - it doesn’t have to be a physical place at all. Perhaps a better way to think of 21st century learning environments is as support systems that organize the conditions in which humans learn, within the globalized society..

Library and information science trends

The school library has now become the school’s learning commons (Canadian Library Association, 2014; Loertscher et al, 2008, 2011). Educause (2011) states that the learning commons

“have evolved from a combination library and computer lab into a full-service learning, research, and project space. ... The learning commons provides areas for group meetings, tools to support creative efforts, and on-staff specialists to provide help as needed. The strength of the learning commons lies in the relationships it supports, whether these are student-to-student, student-to-faculty, student-to-staff, student-to-equipment, or student-to-information (p.1).

Recently Bailey, Boelens, Cherek and Boelens (2015) have suggested that school libraries need to provide special facilities for immigrants and asylum seekers. Furthermore, librarians are described as co-teachers within multicultural/lingual school communities (Medaille and Shannon, 2014); co-teachers are “two equally-qualified individuals who may or may not have the same area of expertise jointly delivering instruction to a group of students” (Curry School of Education, 2012).

Krashen and Bland (2014) have identified the need for second language learners to develop competencies in academic language acquisition. Smallwood and Becnel (2012) identified various factors in successfully providing library services in multicultural settings – accessing and reaching the clientele; provision of appropriate materials; consideration of use of space; focusing services on linguistic and socio-economic needs; appropriate technology; professional development and awareness-raising amongst school librarians. Indeed, Welch (2011) promoted the idea of the library collection which aims to influence student behavior, in terms of increasing tolerance and sensitivity in a multicultural setting. Bailey, Boelens, Cherek and Tilke (2015) describe services which the school library can provide to meet the needs of multicultural, multilingual students.

Identity issues and their importance in the school and the school library

The feeling of belonging is critical to every child’s well-being and helps him/her to fulfill his potential in many different areas of development: physical, social, emotional and cognitive (The Welcoming Schools Childhood Education Program, 2015).

Racial, Cultural and Ethnicity issues

A healthy racial and ethnic identity can help youth to establish a consistent view of themselves. Using these factors, the school library becomes a safe “public” space where a healthy and proactive sense of diversity encourages deep and meaningful conversations with all members of the school community about stereotypes such as discrimination and racism.

The key factors are:

- Students cannot start learning until they feel safe, seen and valued;

- Learning is diminished and/or does not occur without addressing equity and diversity topics;
- Equity and diversity topics are intertwined with academic achievement.

Subjects such as “diversity” and “difference” in multicultural situations within the school community and how these matters affect the school library, are very important (Boelens and Tilke, 2015, p. 2). Students from diverse cultural backgrounds, who differ from mainstream students in terms of ethnicity, socioeconomic status and primary language, and who are entering schools in growing numbers, need to receive education which addresses multicultural and intercultural issues. These issues relate to their own culture, religion, cultural diversity and cultural heritage. The school should respect the cultural identity of learners through the provision of culturally appropriate and responsive education, which focuses on key issues and interrelationships (UNESCO, 2006), impacting the learning environment as a whole. (UNESCO, 2003)

Language acquisition

Culturally and linguistically diverse students learn a language best when they are treated as individuals, experience authentic activities in communication in the target language and see teaching as relevant to their needs. They benefit from seeing strong links between language and culture and also from having helpful feedback on their progress, thus assisting them to manage their own learning. (Vale, Scarino and McKay, 1991)

Global Literacy

Jacobs (2013) describes three different literacies, which overlap each other:

- Digital literacy – the ability to select and apply and choose an application or digital tool to match a purpose;
- Media Literacy – the ability to be a good receiver of media literacy in multiple forms and also to be a good media maker;
- Global literacy – competencies which help students to be fluent investigators of the world around them and to examine different perspectives. These global literacies are only possible if students are already digitally and media literate.

If educators want students to become global citizens, then they need to develop these three literacies. Global literacy, taught in the multicultural/lingual learning commons, stresses the importance of links with other schools, making it possible for students from different schools and countries to discuss contemporary issues and common problems. These discussions should not be superficial. . The Curriculum 21 project (REF XXX) attempts to map the classroom of the future, while taking these three literacies into account.

The Global TL (Teacher Librarian) Community – Librarians without borders – constantly discusses these issues and provides support to teacher librarians throughout the world who are interested in global literacy issues (Global TL, 2015).

The involvement of the school library/ian in multicultural, multilingual education

Ultimately, the aim is to ensure that students, teachers and librarians are prepared to safely and constructively deal with the dynamics of a multi-cultural society. Safe facilitation in the

school library learning commons requires “trained” leaders from the school community. School librarians will need to check their own qualification and also to attend personal development training so that they will be in a position to facilitate multicultural/lingual issues within the school community.

A training program about multicultural/lingual issues for the school community

In 2015, Boelens and Cherek examined the possibility of creating a personal development training program for the entire school community, facilitated by the school library (Bailey, Boelens, Cherek and Tilke, 2015). This is an attempt to help teachers, school leaders, librarians and parents to better understand problems being confronted by the multicultural/lingual school community, especially immigrants and refugees. This program would be made available through the school’s electronic learning environment.

- The first part is a 24-minute video that provides an open conversation about race and ethnicity between professionals and young people. Here, participants listen to different perspectives about race and ethnicity, and appreciate why these topics are important to both caregivers (teachers, social workers, child welfare professionals) and young people. Finally, with the help of a study guide, participants explore the possibility of integrating racial and ethnic identity development into daily practice.
- The second part is an eLearning course that provides participants with necessary tools to develop a deeper understanding of issues related to racism and discrimination. The content is specifically designed so that professionals (adults, educators, caretakers) develop a vocabulary for discussing race and ethnicity with others who are interested in and concerned about these subjects.
- The third and final part of the curriculum is a two day in-person learning event. In this face-to-face meeting, trained facilitators guide participants as they begin to incorporate their new skills into daily practice.

This training program will help to establish a multicultural/lingual school community based not only on academic achievement but also on a healthy climate with regard to racial, cultural and ethnicity issues. .

Role of the IASL

Members of the IASL come from all the world’s regions. They are educators, librarians, academics and other interested parties who are interested in the role and work of school libraries/ians throughout the world. This association provides many different services, as described on the new website www.iasl-online.org, including information about the multicultural/lingual school library at international level, however there is room for expansion on these specific topics. Also, it describes international projects which can be used during Global Literacy instruction, including a link to the E-book which is described by Boelens, Loertscher and Valenza (2015)

Conclusions

This paper has discussed a developing role for the school library in the multicultural/lingual school community until 2030, in the Netherlands, in Europe and internationally. It promotes a training program for the entire school community, facilitated by the school librarian. It also describes how the IASL can facilitate this training program through its website.

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