

Stellungnahme der Europäischen Bibliotheks-Organisation EBLIDA

Übermittelt durch Mag. Gerald Leitner,
Geschäftsführer des Büchereiverbands Österreichs

DRAFT EBLIDA STATEMENT ON THE ROLE OF LIBRARIES IN LIFELONG LEARNING

April 2001
v1.1

- Introduction to EBLIDA
- General introduction to lifelong learning
- General introduction to the role of libraries
- Role of libraries in lifelong learning
- Role of libraries in the Commission Memorandum on Lifelong Learning

Introduction to EBLIDA

EBLIDA is as an independent non-governmental and non-commercial umbrella organisation of national library, information, documentation and archive associations in Europe. Founded in 1992, the major objectives of EBLIDA are to act as a lobby organisation promoting the interests of the library and information community at European level, to provide members with up-to-date information on European developments including directives, legislation and initiatives of interest to the library and cultural heritage community and to strengthen co-operation between members throughout Europe.

General introduction to lifelong learning

EBLIDA agrees with the conclusion of the Lisbon European Council that the successful transition to a knowledge-based economy and society must be accompanied by a move towards lifelong learning and welcomes that lifelong learning has been placed high on the political agenda. It recognises that there is a need to broaden the notion of lifelong education beyond basic numeracy and literacy to encompass life skills which are regularly updated. This is necessary to make the changeover to a knowledge-based society, to minimise social and skills gaps, to increase employability and to promote active citizenship in a healthy democracy.

ETC.

General introduction to the role of libraries

To be added.

Role of libraries in lifelong learning

EBLIDA believes that libraries have a fundamental role to play in the development of strategies for lifelong learning. EBLIDA is disappointed to note that libraries are mentioned only once in the Commission Memorandum on Lifelong Learning, along with shopping malls and bus stations. This overlooks the key function of libraries, which is not just as a service *place*, but as an active partner offering access, professional guidance and training to global resources in a local setting.

The notion of lifelong learning implies the ability to search for information and knowledge actively and independently. The classroom and the traditional textbook must therefore be supplemented by archives, libraries and museums; institutions offering a broad choice of different media and professional guidance in information search.

This process follows two stages; the first is access. Libraries provide access to a vast range of global resources, traditional and electronic media, unaffordable to private individuals. ETC.

Users require new skills in order to access this information. Most users have some idea how to use a book e.g. table of contents, index, etc. Many are not familiar with how to use a PC or how to find their way around the hundreds of interfaces to databases, encyclopaedias, newspapers, etc. The information professional can provide guidance and training in the use of new resources, ETC.

The second stage is to identify the right information -evaluation -interpretation, ETC. In the traditional world, material published by a reputable publisher gave an indication of quality, authenticity, etc. Librarians in turn selected the most appropriate, quality material for their specific user groups. So users could be assured of the quality of the selected material on the library shelves. Direct access to resources on the Internet provides access to much more information, but without the traditional benchmarks of quality, authenticity or permanence. Information professionals provide expert guidance in identifying and evaluating quality resources, enabling users to maximise their use of the new global networks. Otherwise, these new resources remain at best under-utilised and at worst, the user gives up their search for information in frustration and is inhibited from further use of electronic resources.

ETC.

Role of libraries in the Commission Memorandum on Lifelong Learning

TO BE EXPANDED

Key message 5 -guidance and information

- local accessibility
- brokerage in the information labyrinth

Key message 6 - bring learning closer to home

- potential of ICT in reaching isolated localities
- lifelong learning as the driver for local and regional regeneration
- learning centres in everyday locations

GIVE EXAMPLES OF GOOD PRACTICE

E.G. SLOVENIA, NORWAY, SWEDEN, PORTUGAL. UK.