



# **State of Library Engagement in Climate Communication and Education**

Report of a Consultancy

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## Executive Summary



Libraries play a crucial role in addressing climate, sustainability, and environmental challenges. This report, based on the first global survey of its kind, presents an overview of how libraries and library associations worldwide are engaging in climate communication and education (CCE).

The survey gathered responses from 90 library associations and 519 libraries revealing that **libraries are making diverse and substantial contributions to action on climate change**.

### Key findings:


- **Prevalence of Sustainability Programming:** Libraries report a higher frequency of sustainability compared to climate change programming.
- **Public Libraries Leading:** Public libraries demonstrate significantly higher engagement in CCE compared to academic and school libraries, and while larger libraries tend to have higher engagement levels, the relationship is minimal, revealing that libraries of all sizes are contributing.
- **Resource Provision as Entry Point:** Libraries may initiate CCE engagement by providing resources on climate change such as books and displays before progressing to more substantial engagement such as direct programming and community partnerships.
- **Importance of Partnerships:** Collaborations with local governments, civil society organizations, and schools enhance libraries' ability to offer effective CCE programming.
- **Infrastructure and Operations:** Many libraries are greening their infrastructure and operations although support from library associations in this area has so far been limited.

In summary, **libraries serve as essential partners in the global effort to address climate change**. By leveraging their unique position as trusted community institutions, libraries can significantly contribute to raising awareness, fostering education, and promoting action on climate change and sustainability.

This report underscores the importance of recognizing and supporting the vital role of libraries in building a more sustainable and resilient future.



## Recommendations

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- ✓ **For Library Associations:** Actively provide locally relevant, translated resources on climate change to libraries, support member libraries in greening their operations and infrastructure, and organize climate-related programming which includes member libraries.
  - ✓ **For Individual Libraries:** Develop partnerships with local governments, CSOs, and schools to expand CCE programming, utilize book collections and displays to initiate engagement, and focus on local climate change aspects to enhance community interest and impact.
  - ✓ **For Local Policymakers:** Recognize public and community libraries as valuable partners for reaching residents on climate and sustainability issues, leverage libraries to provide targeted resources and information, and engage with school and university libraries.
  - ✓ **For National Policymakers:** Collaborate with national libraries—which are among the most active types of libraries in climate and sustainability initiatives—partner with libraries to disseminate locally relevant climate change materials, and utilize libraries as community outreach centers for climate action.

## Acknowledgements

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The contribution of the Monitoring and Evaluating Climate Communication and Education (MECCE) project to supporting the survey development and its implementation which underpins this report is also appreciated. Finally, a major thanks to Claire McGuire for her support and input throughout.

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## Introduction

Libraries have long played a critical role in society and one that has evolved and grown to meet changing needs and challenges. Libraries are centres of both non-formal structured yet voluntary learning, and informal self-directed and unstructured learning that also serve as community nexuses for a range of purposes.

Libraries are not a monolithic structure, as there are millions of independent or semi-independent institutions serving a wide range of specific (e.g. topical research) to very general (e.g. community) purposes. Given such decentralization, **library associations** have become critical in coordinating and supporting libraries in adapting, preparing, and transitioning to new modes and topics.

### The Romanian Librarians' Association

The Romanian Librarians' Association (and IFLA member) Asociația Bibliotecarilor din România carries out a range of sustainability, environmental, and climate change engagement activities. This has focused primarily on non-formal educational programs for students, teachers, and librarians on topics ranging from biodiversity, ecosystems, global warming, and the challenges for society in the new millennium (as well as exhibitions on these topics). The focus of these efforts has been on conveying the impacts of climate change and biodiversity on people's well-being, livelihood, and health.

*"We hope by means of the libraries' associations throughout the world, libraries of all types, government agencies, librarians, teachers, and different actors of this field will cooperate in order to provide appropriate environmental and climate education to the communities they serve to protect our Earth, Nature, and its beings. To raise awareness that we need to save the climate, preserve biodiversity, and create a better world in balance with nature Without this our well-being and lives are in danger, the entire World is in danger."*

-Association Survey Respondent 146

Since the mid twentieth century, it has been widely recognized that human society is putting increasing pressure on Earth's environment and thereby threatening human thriving in a fundamental way. More recently it has become clear that climate change, specifically, is the most urgent, widespread, and large scale of these pressures, and that individuals and societies must respond.

Libraries and their associations have been stepping up to address the challenge and this report is the first comprehensive attempt to capture these efforts.

## Action for Climate Empowerment in International Climate Change Policy

Climate change is a challenge that touches every aspect of life on Earth. It is not something that can be solved by one sector alone. While technical innovation, supportive policy, and science-based adaptation will be critical for mitigating the effects of the changing climate, all people have a role in changing course towards a greener future.

### **Article 6 – United Nations Framework Convention on Climate Change**

*Parties shall:*

*(a) Promote and facilitate at the national and, as appropriate, subregional and regional levels, and in accordance with national laws and regulations, and within their respective capacities:*

*(i) the development and implementation of educational and public awareness programmes on climate change and its effects;*

*(ii) public access to information on climate change and its effects;*

*(iii) public participation in addressing climate change and its effects and developing adequate responses; and*

*(iv) training of scientific, technical and managerial personnel;*

*(b) Cooperate in and promote, at the international level, and, where appropriate, using existing bodies:*

*(i) the development and exchange of educational and public awareness material on climate change and its effects; and*

*(ii) the development and implementation of education and training programmes, including the strengthening of national institutions and the exchange or secondment of personnel to train experts in this field, in particular for developing countries.*

**Action for Climate Empowerment (ACE)** refers to actions that help all people become informed about the climate and involved in efforts to support sustainability. This could be through their own actions, as well as by sharing their knowledge and ideas, getting involved in green industries, having the ability to navigate climate information, and by lending their support politically.

ACE is not a nice-to-have. It is embedded in the key international climate change policy instruments, namely the United Nations Framework Convention on Climate Change (UNFCCC) and the Paris Agreement:



## Article 12 – Paris Agreement

*Parties shall cooperate in taking measures, as appropriate, to enhance climate change education, training, public awareness, public participation and public access to information, recognizing the importance of these steps with respect to enhancing actions under this Agreement.*

## The Impact of ACE

ACE seeks to help all people engage in climate action through its six elements: education, training, public awareness, public participation, public access to information, and international cooperation.

These elements create a framework for promoting the changes in lifestyles, attitudes, and behaviours that are needed to foster low-emission, climate-resilient sustainable development. Investment in these areas can help policymakers:

- Foster a relevantly skilled workforce that can support transition to a low-carbon, climate-resilient economy;
- Create opportunities for ongoing training on green skills;
- Strengthen climate education in formal and nonformal environments;
- Equip people with tools to assess climate policy decisions and participate in advocacy;
- Encourage a media that spreads reliable, science- and fact-based information on climate change;
- Promote media and information literacy skills to counter the spread of climate-related disinformation.

To maximise the impact that ACE can have on changing lifestyles, attitudes and behaviours, supportive activities must be lifelong and community-wide. This involves the formal education system, but also non-formal and informal education spaces, community groups, and institutions.

## Libraries and ACE

Libraries have great potential for changing minds and engaging all people in climate and sustainability. Although libraries can model sustainable behaviour through their own practices and policies, their impact can go much further by proactively involving their users in climate empowerment.

**Public and school libraries** are spaces for greening education both in cooperation with formal school systems as well as through engagement with the community. Libraries create **enabling environments** that can localize climate issues and help people see themselves as having a role to play within their communities. This can include, for example, programmes for early learners, youth leadership, and intergenerational learning opportunities.

This learning does not only happen through books, although much value can be found in such traditional resources. **Even libraries with relatively small collections can do a great amount of community engagement and informal learning within their spaces** through community-based events as well as educational and interactive programmes.

This aligns with the [IFLA-UNESCO Public Library Manifesto](#), which states that, in fulfilling their mission, public libraries contribute to the Sustainable Development Goals and the construction of more equitable, humane, and sustainable societies.

### School Library in Vietnam

The school library at the British International School in Vietnam has taken a variety of initiatives to promoting sustainability.

- Developed a “Green Mobile Library” that is run by student volunteers out on the playground.
- Supported annual competitions of public speaking, poetry slams, and writing about the SDGs as well as the Eco projects hosted annually by year 6 students.
- Installed book displays on various topics including “wildlife beauty and protection”, “endangered animals and places” and had lessons linked to climate change and reducing plastic among others.

-Library Survey Respondent 58

**University and Research Libraries** are essential institutions in the generation of and access to climate research and data. As trusted institutions, they can increase the transparency and credibility of climate data. Library staff and researchers in these institutions can:

- Increase access to information and acquisition of resources on climate-related issues that are important both in a local/national and international context;
- Support researchers, students and faculty, help to set the research agenda as well as research policies and guidelines, including support on Open Science;
- Identify opportunities to connect researchers to the private sector and public research needs;
- Provide information and opportunities to support the research and education needs of cultural and lingual minority groups.

Libraries tend to be situated in the heart of a university campus, so beyond supporting research, they can act as hubs for encouraging sustainable activity within the community. Other specialised libraries, such as those focusing specifically on the sciences, health, or parliamentary support, can also lend targeted input to climate initiatives.

## Looking to Libraries as Partners

As made clear in previous engagements carried out by the International Federation of Library Associations, there is a gap in engagement between policymakers, stakeholders in other sectors working on ACE, and the library field. This leaves an opportunity open for more structured, sustainable engagement, whether on a project- specific or on an ongoing partnership basis.

Therefore, this research seeks **to understand the ways libraries around the world are currently having an impact on climate education and communication**. By building up this base of knowledge, policymakers will be better informed on how libraries in their country or region can be engaged. Likewise, library professionals can be better prepared to further their own initiative and engage with others in the field.

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*"Climate change is a topical issue which libraries as custodians and disseminators of information should take an active role."*

-Association Survey Respondent 13

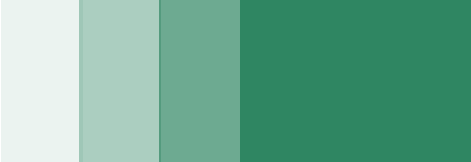
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## Methods

In order to better understand the extent and scope of climate communication and education (CCE) activities that libraries and library associations are carrying out, the International Federation of Library Associations (IFLA) partnered with the Monitoring and Evaluating Climate Communication and Education (MECCE) project to design and implement a global survey.

The collaboration began in early 2023 as representatives of IFLA and MECCE worked together to develop a draft survey instrument. This instrument was distributed to relevant IFLA standing committees and other library experts on the one hand and CCE and survey experts from the MECCE project on the other to gather feedback and validate the instrument.

After incorporating their inputs, in May of 2023 the survey was finalized with an instrument specific for library associations and a parallel one specific for individual libraries. The survey was translated into Spanish, French, Chinese, and Arabic and deployed online using the Alchemer survey platform.



The survey was distributed by IFLA through a variety of channels. Direct emails were sent to member organizations to participate and share among their own networks and membership. The project was presented at several conferences and events including the IFLA General Conference in August 2023 and COP28 in November 2023. More targeted work to expand the number of responses was carried out in early 2024 with outreach to specific associations and countries without responses (or few responses). The survey responses were downloaded on an ongoing basis and analyzed through a variety of methods, principally using the R software package.



### **Project Ecoleoteca in Ukraine**

Established in 2016 in Lviv, Ukraine with the support of the Ukrainian Library Association, the Ecoleoteca project seeks to increase the environmental culture of citizens and thereby improve the environmental situation in the city. The project is aimed at children ages four to fifteen as well as their parents and teachers.

The Lviv libraries educate participants in eco-thinking, caring for natural resources, reducing waste, and on subsequently passing their knowledge to relatives and friends. As part of this project, environmental events take place for children every week. Some examples of these activities include as part of the summer school camp for secondary students, a workshop called "Planet Earth" which included a game about sorting garbage. In another example ecological lessons with eco-books and interesting eco-tasks were implemented with 2<sup>nd</sup> grade students.

Other 2<sup>nd</sup> graders were engaged in conversations about the UN Sustainable Development Goals (Sustainable Development Goals), and especially about goal #7 - "Affordable and clean energy".

-Library Survey Respondent 103

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*“We encourage libraries to engage with communities and avail information on climate change. As well as for librarians to interact with the communities and know their challenges and information needs on climate change mitigation, and adaptation”*

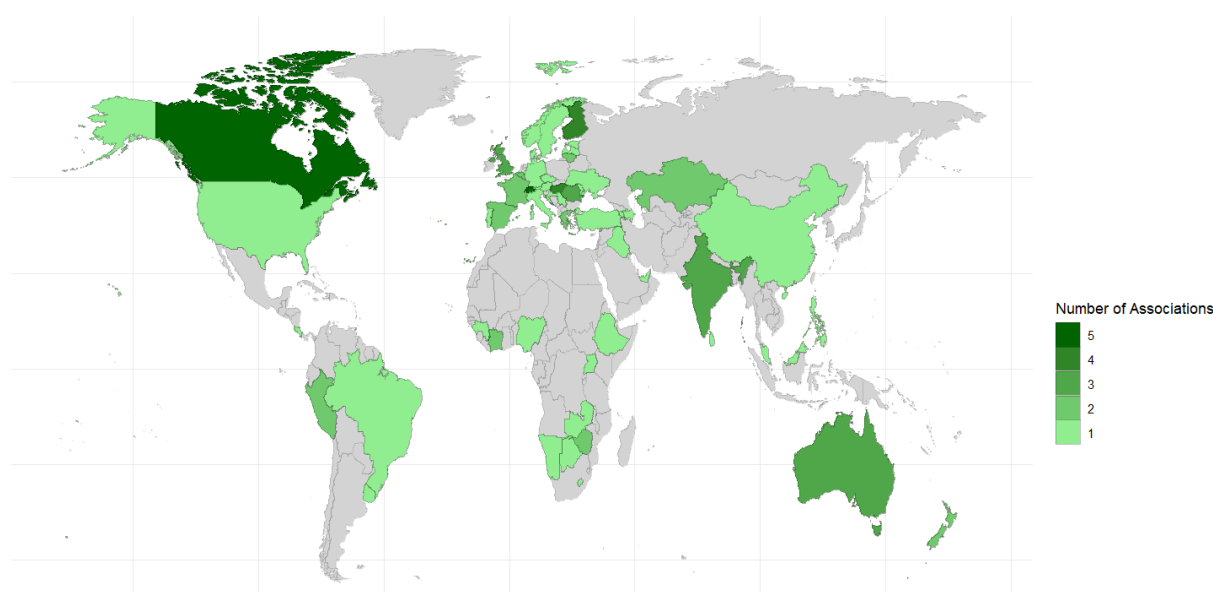
-Association Survey Respondent 195

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## Descriptive Results

### Survey Participants

Libraries and library associations responded from all over the world. There were 236 responses to the associations survey and 1,106 responses to the individual library survey. The majority of the responses were incomplete (i.e. opening the survey and answering just a few questions) and a handful were repeats or had other issues. After cleaning, **90 responses from library associations** (Figure 1) and **519 responses from individual libraries** (Figure 2) were sufficiently complete to be used for analysis.



*Figure 1 Map of the Number of Library Associations that Responded to the Survey by Country*

Among the library associations, 70 indicated that they were national associations, eight subnational, three regional (i.e. supranational), two international, and eight of other varieties.

In terms of the specific focus of the associations 63 represented all types of libraries, 11 public libraries, 10 academic/research libraries, and six were other varieties. The large majority of the respondents (83) came from countries which had associations with active IFLA membership.

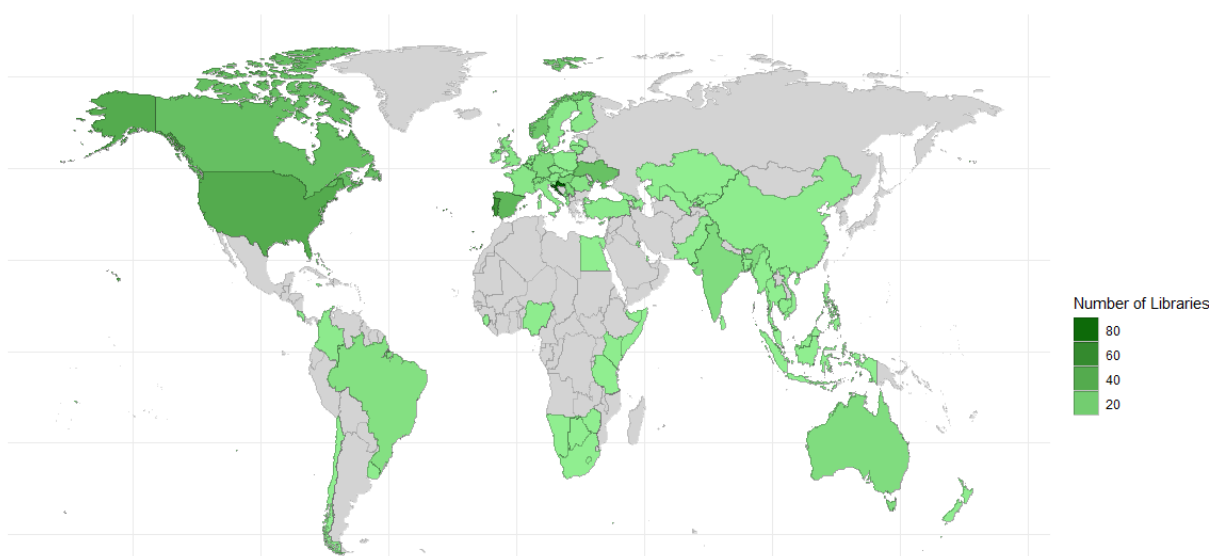


Figure 2 Map of the Number of Individual Libraries that Responded to the Survey by Country

Among the individual library respondents, 36% indicated that they were public libraries, 30% academic libraries, and 14% school libraries. They range in size from one staff member to over 4,000, with a median size of 13 staff.

### Georgia's National Library Aligns with the SDGs

Coordinated by the National Parliamentary Library, the 796 public libraries in Georgia are seeking to contribute substantially to achieving the Sustainable Development Goals (SDGs). An "SDG open zone" has been established on the premises of the national library where a regularly refreshed collection of books relevant to the SDGs and climate change are maintained.

Additionally, this space is used to facilitate meetings and events related to the SDGs. They have partnered with the "Environment and Development" foundation to publish a quarterly magazine called *Wildlife* which covers environmental, sustainability, and climate change issues. The National Parliamentary Library has also formed a partnership with the Batumi Navigation Teaching University to launch a "Blue Libraries" project in cooperation with 9 libraries in the coastal region of the country.

Recognizing water as a crucial component for sustainable economic development, this initiative aims to foster youth entrepreneurship, improve employability through sustainable practices and to serve all community segments ensuring equal access to education, particularly in areas lacking internet.

-Library Survey Respondent 1112

### Results by Theme

The survey instrument had questions which focused on several key themes, namely: the overall frequency of climate, sustainability, and environmental programming, the extent, type, and scale of trainings and events carried out, the relationships built to promote CCE, the extent of resources shared and collections created, and finally the greening of

operations and infrastructure. The subsequent section reviews the results, integrating the responses from both the individual libraries and the library associations.

## Frequency of Climate and Sustainability Programming

There were **56 library associations (out of 90)** which frequently or occasionally offer programs on climate change and/or sustainability issues. As a follow-up they were asked about the goals of the program (marking all that applied).

Of those 56 associations the goals of the programming were for 61% about enhancing advocacy, 32% sharing research, 77% “encouraging community participation activities”, 57% “encouraging education and/or lifelong learning activities”, and 77% “informing sustainable practices in libraries”.

**Individual libraries** reported carrying out this type of programming less frequently overall with slightly more than half (50.6%) doing either climate or sustainability programming frequently or occasionally. Sustainability programming was substantially more common with 48% of associations undertaking it compared to 37% with climate change programming.

Table 1 Frequency of Climate and Sustainability Programming

Questions	Frequently	Occasionally	Rarely	Never	Don't Know/ NA
How frequently does your <b>association</b> offer programmes* on climate change or other environmental or sustainability issues?	18%	44%	24%	9%	4%
How frequently does your <b>library</b> offer programmes* on climate change?	9%	28%	34%	25%	4%
How frequently does your <b>library</b> offer programmes on sustainability issues like the environment, biodiversity and recycling?	15%	33%	32%	17%	4%

## Trainings and Events

**Thirty of the library associations** offer **continuing professional development (CPD)** for library professionals on these issues. Of these associations the topics covered by the CPDs included: 57% supporting education on climate change/environmental sustainability, 63% engaging in climate and sustainability advocacy, 60% leading public awareness and participation programmes, and 30% climate literacy—such as targeting disinformation on climate issues.

Of those which provided data (n=10), the number of such CPDs in the past year ranged from one to 12 with a median of three. The estimated total number of participants in the past year ranged from 45 to 1,200 with a **median of 80 participants**.

At the level of individual libraries **16% reported organizing “courses or events on climate literacy.”** Of those which provided data (n=57), the number of such events in the past year ranged from one to 180 with a median of three events. The estimated total number of participants in the past year ranged from seven to 3,000 with **a median of 100 participants.**

### Community Library on the Southern Ute Reservation in the USA

Located in the small community of less than 1,000 residents, the Ignacio Community Library serves a widely dispersed and rural population. They have built partnerships with universities to advance green activities.

With University of Colorado Boulder the library has created a “We are Water” exhibit which also includes library staff taking the exhibit to the local high school and carrying out water quality testing, while the library also works with Fort Lewis College on refurbishing and recycling electronic equipment. They host a monthly repair café to encourage reuse and recycling while the IDEA Lab regularly has learning sessions on electronics recycling.

Staff have made numerous changes to operations such as setting up recycling, replacing old bulbs with LEDs, and redistributing book donations. One particularly notable CCE activity at the library was a Halloween display with “scary” climate posters from NASA aimed at teens.

-Library Survey Respondent 171

## Relationships

Building relationships with **external partners** is an important way that libraries can leverage their efforts in CCE and substantially improve and broaden their impact.’

Of the **54 associations** that have established relationships to at least to a little extent, 37% have done so with local government agencies / municipal services, 48% with national government agencies, 52% with civil society organisations / non-profit organisations, 22% with the private sector, and 22 % with media / journalists. Individual libraries were somewhat less likely than associations to have established these types of relationships.

Of the **242 libraries** that have established relationships at least to a little extent, 67% have done so with local government agencies / municipal services, 24% with national government agencies, 53% with civil society organisations / non-profit organisations, 21% with the private sector, and 20% with media / journalists.

Table 2 Frequency of Establishing Relationships

Questions	Great Extent	Some Extent	Little Extent	Not at All	Don’t Know / NA
To what extent has your <b>association</b> established relationships with government agencies, municipal services and/or other external partners to engage in	4%	27%	39%	28%	12%



cooperative initiatives or public dialogues on climate issues?					
To what extent has your <b>library</b> established relationships with government agencies, municipal services and/or other external partners to engage in cooperative initiatives or public dialogues on climate issues?	5 %	20%	21%	33%	21%

One way to bridge the gap between formal and informal/nonformal education is for **libraries to engage with education institutions, but** so far less than one-third of individual libraries are engaging even occasionally with schools on climate and environmental issues.

*Table 3 Frequency of Engagement with Schools*

Questions	Frequently	Occasionally	Rarely	Never	Don't Know/ NA
How frequently does your <b>library</b> engage with students from primary and secondary schools on issues related to climate change and the environment?	9%	22%	27%	33%	9%
How frequently does your <b>library</b> engage with higher education institutions, such as with university students or researchers, on climate education and/or research?	8%	17%	33%	33%	9%

## Information and Collections

The core activity of libraries is typically seen as being a source of knowledge via their collections of books and other resources for public consumption. When considering their resources on climate change only 25% of individual libraries describe the availability of resources as “inadequate”. But if demand were to increase then 37% would rate their available resources on climate change as “inadequate”.

Given that libraries’ resources on climate change generally seem adequate, it’s worth noting that these resources are only used to “some extent” or more in about one-third of libraries.

**Only 23% of libraries have used items in its collections** (e.g., manuscripts, art, maps, audiovisual materials, other documentary heritage items) to raise awareness on climate issues through special exhibitions, educational programming, or similar initiatives. Among these (n=92) the median number of exhibitions in the last year was two with a median of 100 participants.

*Table 4 Frequency of CCE Resources*

Questions	Frequently	Occasionally	Rarely	Never	Don't Know/ NA
How frequently does your <b>association</b> make an effort to bring attention to resources on climate issues or share information and/or resources on	19%	33%	31%	9%	8%

climate change or sustainability issues via your association's social media, newsletter, blog/website, or other communication channels?					
How frequently does your <b>library</b> prepare book recommendation lists, library guides and/or book exhibitions on climate issues for children and youth?	10%	25%	22%	27%	16%
How frequently does your <b>library</b> prepare book recommendation lists, library guides and/or book exhibitions on climate issues for adults?	13%	25%	25%	22%	15%
How frequently does your <b>library</b> make an effort to draw attention to online resources on climate issues?	14%	28%	26%	18%	15%

Libraries may also provide **resources directly to educators**, though only about one-quarter of associations and individual libraries are doing so even “occasionally”. Of the associations providing resources at least “occasionally” to educators, 29% are doing so to primary and secondary, 38% to tertiary, 38% to adult educators, and 62% for informal learning.

*Table 5 Frequency of Resources for Educators*

Questions	Frequently	Occasionally	Rarely	Never	Don't Know/ NA
How frequently does your <b>association</b> provide resources on climate issues for educators (within libraries and/or those working in schools,) such as teaching guides or curriculum material?	9%	18%	26%	30%	18%
In your work with educators, how often does your <b>association</b> provide support on accessing, using, creating, and/or sharing open education resources* concerning climate issues?	9%	10%	4%	1%	75%
How frequently does your <b>library</b> provide educators/teachers with teaching guides, curriculum materials, and other resources on climate issues?	8%	18%	24%	33%	16%
How often do you ( <b>library</b> ) provide support on accessing, using, creating, and/or sharing open education resources concerning climate issues in your work with educators/teachers?	7%	15%	4%	1%	74%

## Operations and Infrastructure

Both the operations and the infrastructure of libraries themselves also have direct impacts on both the climate and the environment. While little support has come from associations for this work **over two-thirds of individual libraries** have made changes to their operations and nearly half have changed the physical infrastructure with sustainability in mind.

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*“A lot of innovation is happening on the library supply side - furniture designers, architects, interior designers are all using more sustainable materials and practices.”*

-Association Survey Respondent 76

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Table 6 Frequency of Operations and Infrastructure Changes

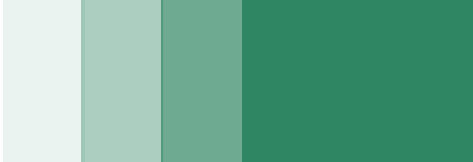

Questions	Great Extent	Some Extent	Little Extent	Not at All	Don't Know / NA
To what extent has your <b>association</b> provided any support (e.g., funding opportunities, guidelines, other resources) to assist members in constructing new buildings, renovating existing ones, or purchasing new equipment specifically intended to reduce their impact on the climate?	2%	8%	22%	54%	13%
To what extent has your <b>library</b> constructed new buildings, renovated existing ones, or purchased new equipment, which was specifically intended to reduce the institution's impact on the climate?	9%	17%	22%	30%	23%
To what extent has your <b>library</b> changed the way you operate, such as putting new policies in place, in order to promote sustainability?	10%	27%	29%	12%	22%

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## The Case of Croatian Libraries

Libraries in no country responded to the same extent as did those in Croatia where along with the Croatia Library Association (CLA) there were **84 libraries** which sufficiently completed the survey. By looking within a single country, patterns can be better identified since the issue of inter-country variation (in politics, governance, economics, etc.) is removed. In addition, Croatia offers specific insights on the situation in schools as the **school libraries** in Croatia accounted for over three-quarters of all the school libraries globally that responded to the survey.

The CLA is an active organization which has translated and promoted the manifesto for green libraries which was published by the Chartered Institute of Library and Information Professionals in the United Kingdom. The CLA participates in conferences such as Let's Go Green, carries out climate and sustainability related trainings for library professionals, and provides resources for their members. Recently the CLA's commission for green libraries celebrated 10 years of successful efforts.



According to the [Library Map of the World](#), there are 1,920 libraries in Croatia, indicating that about four and a half percent of all the libraries in the country responded to the survey. The respondents were proportionately balanced across types with 57 school libraries, seven academic/university libraries, and 11 public libraries among a handful of other varieties. As has been seen across the world the public libraries reported a substantially higher amount of climate activities compared to the other library types.

They were also much larger than the school libraries with an average of 65 staff compared to 95% of the school libraries having two or fewer staff members. Thus, even though school libraries were more than two-thirds of respondents they only have one-twentieth of the total reported library staff among respondents.

Some examples of the types of activities the libraries carried out included:

**School Libraries:**

- Workshops with kids such as how to behave responsibly in everyday life for example by not throwing garbage "just so away" but to place it in containers.
- Celebrations, workshops, and special exhibitions for Earth Day and other similar days (e.g. International Day of Action for Rivers).
- Activities to make art, jewelry, recycled paper, and other objects from reused materials, as well as an eco-fashion show in one instance and a climate collage game in another.
- Creative projects such as producing a picture book where content is connected with sustainability issues, writing digital books about climate change, giving talks to fellow students about climate action, and a theater performance on the topic of botany and nature conservation.
- Supporting work in school gardens, organizing field lessons in nature, and visiting a recycling sorting facility.
- Formed a student group called ECO-librarians of 10-12 students who collect recyclables and sell them for money in order to buy new books among other activities.
- Having a permanent exhibition (e.g. Ecological corner) with materials and displays about climate change, waste recycling, and other sustainability issues.

**Academic/University Libraries:**

- Supported lecture series which included events on climate change and the energy transition.
- Produces many locally focused events on climate and the environment.
- Hosted a conference called "Libraries and the UN 2030 Agenda".

**Public Libraries:**

- In addition to public lectures on topics such as "saving energy in the household", host film screenings of relevant documentaries.

- Book exhibitions marking certain days such as Earth Day and the International Day of Biological Diversity.
- Cooperation with partners such as the Croation Meteorological and Agrometeorological Society.
- Created a climate quiz and a Climate Calendar—a project whose goal is to remind one to take climate action every day.
- Manage a “green exchange”, a public event where library users can trade books or plants with each other.
- Organized a “Green Week” in April with many activities for all ages as well as book exhibitions.

In addition to these activities the libraries in Croatia have implemented a wide range of changes to their operations and infrastructure to be more sustainable and climate friendly.

Much of that has focused on waste reduction within the library, such as recycling paper or reducing ink use but also has included helping users reduce their waste, for example, by setting up battery collections. The reduction of energy use through behavior changes (e.g. turning off lights) or infrastructure (e.g., solar panels, new lighting) were also mentioned.

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## The Case of Portuguese Libraries

Portugal offers another country with a substantial number of responses, 56, in addition to the association, *Associação Portuguesa de Bibliotecários, Arquivistas, Profissionais da Informação e Documentação* (BAD).

BAD reports a typical level of engagement in CCE compared to all associations that responded to the survey. They have launched a *Libraries for Development and Agenda 2030* initiative with its own webpage <https://agenda2030.bad.pt/>. Here libraries can find resources on the SDGs such as book guides, and register projects they are working on. Each year they give an award to a library project in the country which exemplifies the role libraries can have in supporting the sustainable development goals.

The 26 public libraries that responded make up over 3% of that type of libraries and the 22 academic/university libraries that responded are the most of that type from any country. The public libraries engaged in substantially more CCE activities than the academic libraries as well as having about 4 times as many staff on average.

The three community libraries that responded had very high engagement while the 5 that didn't fit into the main library categories reported very low engagement. Looking on an individual basis the top libraries were of both small and large sizes and located around the country (i.e. not just in the main cities).

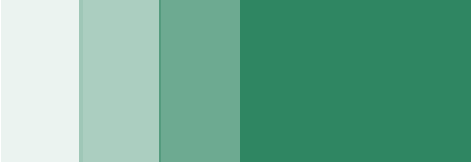
Some examples of the types of activities the libraries carried out included:

### Academic/University Libraries:

- Communicating the research outputs of the university that support the achievement of the SDGs.
- Hosting workshops using recycled materials such as *Eco-Escolas Day* and lectures and seminars about the environment, sustainability, and climate.
- Putting on exhibitions such as *Plasticus maritimus*, *Green in the CimentCity*—dedicated to promoting the visual issues relative to spontaneous green growth in abandoned city spaces, expositions focused on the SDGs, a bibliographic exhibit for “Environment day”, and various other exhibitions on sustainability and climate change.
- Organizing library collections such as with books on SDG related subjects, and books pertaining to the subject of Environment, Climate change, Biodiversity and Book recycling as well as specific thematic collections, for example, *Challenges of the Contemporaneity and Future*.
- Publicizing initiatives by the faculty departments and scientific publishers on the issues of sustainable development goals and other environmental issues.

### Public Libraries:

- Organizing diverse activities such as:
  - Awareness-raising actions for small farmers taking into account climate change.
  - Reading Club with 8 sessions "The Secret Life of Trees and the Sea". Reading books on the topic and observation tours about recent changes in the city's natural heritage.
  - Using stamps that identify the Sustainable Development Goals in our book catalog.
  - Community project to support bicycle maintenance.
  - *Biodivercities*: a project with Faculty of Sciences of the University of Lisbon, aiming to map biodiversity in Estrela Garden
  - The Repair Cafe initiative, where people are invited to bring their non-functioning electrical appliances for repair.
  - A Children's Book Fair with Programming Focused on Sea Care in which children are also invited to sell or exchange books they no longer read.
  - *Together We Change the World* (2019-2030) an SDG related project.
- Encouraging schools to make walking field trips to the library (and giving certificates for this).
- Collaborating with the Blue Flag Association for Environment and Education of Portugal on various programs and activities.
- Organizing workshops such as *In Plastic Expression*, *My Secret Tree*, *Grandes e Pequenos* (about the SDGs), an artistic installation with a Giant Whale (trash in the Ocean), on making recycled paper (as well as art and other recycling based



activities), cinema sessions, storytelling, intergenerational knitting groups, sustainable mobility, and more.

- Hosting exhibitions, documentaries, and lectures such as *Art and Multimedia Exhibition Rivers of Portugal*, debates on the sustainability of the planet
- Reading books to children with themes on the protection of the environment.
- Using social media posts to promote titles from the collection alluding to the SDGs.
- We have a project related to the SDGs entitled together we change the world, since 2019 and ending in 2030

### **Community and Other Libraries:**

- Bibliographic exhibitions and the promotion of events (book launches, film screenings, etc.) on issues related to climate and the environment, the preservation of marine environments and events aimed at school audiences.
- Promoting events (debates, conferences, etc.) on climate and the environment, the preservation of marine environments and events aimed at school audiences (readings, theater performances, meetings).
- Promoting reading around climate and sustainability, particularly on specific commemorative days (e.g. Earth Day).

In addition to these activities the libraries in Portugal have implemented a wide range of changes to their operations and infrastructure to be more sustainable and climate friendly.

This includes **substantial infrastructure renovations** to buildings as well as smaller changes such as switching to LEDs and installing energy-efficient windows. Various efforts are being made to reduce waste (e.g. paper and the reuse of old books) and to increase recycling. In one case a library is working with an NGO that collects paper and sells it to buy food for people in need. Consideration is also being given to increasing the sustainability of procurement.

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*“We did not realize the relationship between libraries and the issue of climate change, otherwise we would have realized its importance and encouraged our libraries to engage in this field.”*

-Association Survey Respondent 228

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## Analysis of Results Text Coding

For the associations there were four follow up free text questions which asked for specific example activities. In total 58 associations responded to these questions providing a total of 117 free text responses.

There were five questions asking for specific examples from the individual libraries to which 298 libraries responded, for a total of 671 free text responses. Illustrative activities, specific examples, and quotes have been extracted from this text and used throughout. There were several quantitative findings.

- For the associations, sustainability/environment was not asked as a closed question, but 59% of the respondents who provided free text described a sustainability/environmental activity versus just 36% for climate.
- The difference was even greater for libraries with 77% describing sustainability/environmental activities versus just 24% related to the climate.
- Agenda 2030 and the SDGs are mentioned at a higher rate among associations at 24% versus just 7% by individual libraries. COP or other formal climate processes were only mentioned in a handful of cases across the entire sample.

## Rating the Level of Engagement

By integrating the core questions together, an index can be created on a scale of 0 to 100 of the extent of engagement in Climate Communication and Education by library associations and libraries. This index will be used for analysis and comparative purposes. The first step was to convert the categorical responses to values on a scale from 0 to 100 (see Table 7 below), before adding them together in a weighted index.

Table 7 Quantification of Survey Response Categories

Response	Response	Value	Response	Value
<i>Never</i>	<i>Not at all</i>	0	<i>Inadequate</i>	33
<i>Rarely</i>	<i>To a little extent</i>	25	<i>Adequate</i>	66
<i>Occasionally</i>	<i>To some extent</i>	50	<i>Plentiful</i>	100
<i>Frequently</i>	<i>To a great extent</i>	100		

For the library associations, 50% of the index was scored from the responses to the overall question: “How frequently does your association offer programmes\* on climate change or other environmental or sustainability issues?” and the remainder from the other five questions on specific types of activities (10% each). There were 30 associations that did 50 or better (a reasonable benchmark of engagement in CCE) while the overall mean was 36 and the median score was 40.



The Danish Library Association has the highest score at 85 substantially higher than the next association at 75. Figure 3 below illustrates the smoothed density distribution of scores for the 90 library associations.

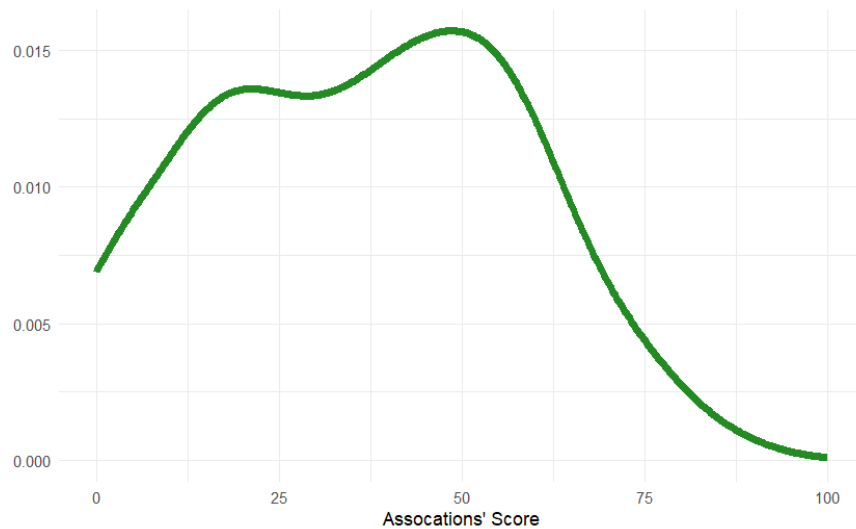


Figure 3 Distribution of Scores for Library Associations

For the individual libraries 50% of the index was scored from the responses to the overall questions “How frequently does your library offer programmes\* on climate change?” and “How frequently does your library offer programmes on sustainability issues like the environment, biodiversity and recycling?” plus the remainder from the other five clusters of questions on specific types of activities (10% each) which required some merging of some questions.

There were 107 libraries (21%) that did 50 or better (a reasonable benchmark of engagement in CCE), while the overall mean was 33 and the median score was 30. Libraries in Indonesia, Singapore, and Spain scored the full 100 points. Figure 4 below illustrates the smoothed density distribution of scores for the 519 individual libraries.

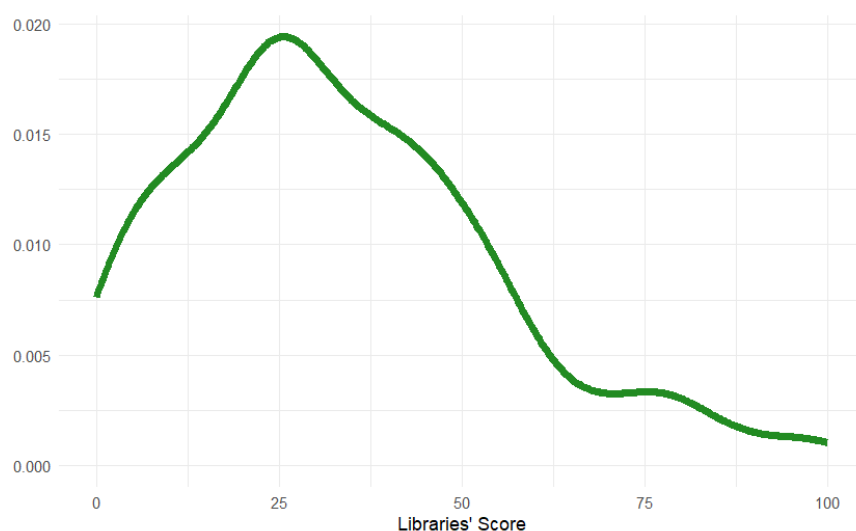


Figure 4 Distribution of Scores for Individual Libraries

## Maturity Model of Associations and Libraries

The participants in the survey ranged from associations and libraries doing minimal amounts of CCE to some doing quite a substantial amount. The question is—**how do organizations progress from having minimal to substantial engagement with CCE?**

In essence, **are there stages to the greening process?**

To do this analysis, the level of engagement score (whose calculation was described previously) was used to create levels of engagement. Looking at the type of engagement and characteristics of the organisations in each level suggests patterns about how engagement with CCE might develop or mature during the greening process.

Given that this data represents a single point in time, it can't be concluded with certainty that these levels identify a temporal progression of a true maturity model, but it is nonetheless illuminating and suggestive.

### Levels of Engagement by Associations

*Table 8 Levels of CCE Engagement by Associations*

LEVEL	SCORE CRITERIA	N	AVERAGE SCORE
HIGH	65 or higher	8	74
MEDIUM	40 or higher	38	50
LOW	15 or higher	32	23
MINIMAL	Less than 15	12	3

The library associations were sorted into 4 levels (as shown in Table 8). These cut-offs were determined partly because of where there were breaks in the data and one would expect that in truth there are overlaps on the boundaries of the levels. The high engagement group all provided specific examples of their CCE programming, further evidence of their belonging there. These eight associations either covered all types of libraries or focused solely on public ones. Looking at the average extent of the different types of engagement in CCE by the associations in each level suggests a pattern that is illustrated in Figure 5.

The first thing to change as organizations move from minimal to low engagement is that **they begin to bring attention more frequently to resources or even provide resources directly on climate change**. These both continue to increase as the engagement moves to the medium level. In addition, associations are now also offering trainings or continuing professional development as well as building and creating relationships with community partners to work on CCE together.

At the highest level of engagement, the **associations are offering substantial direct programming as opposed to only providing the resources**. At none of the levels are

associations providing much support to greening infrastructure or operations by libraries.

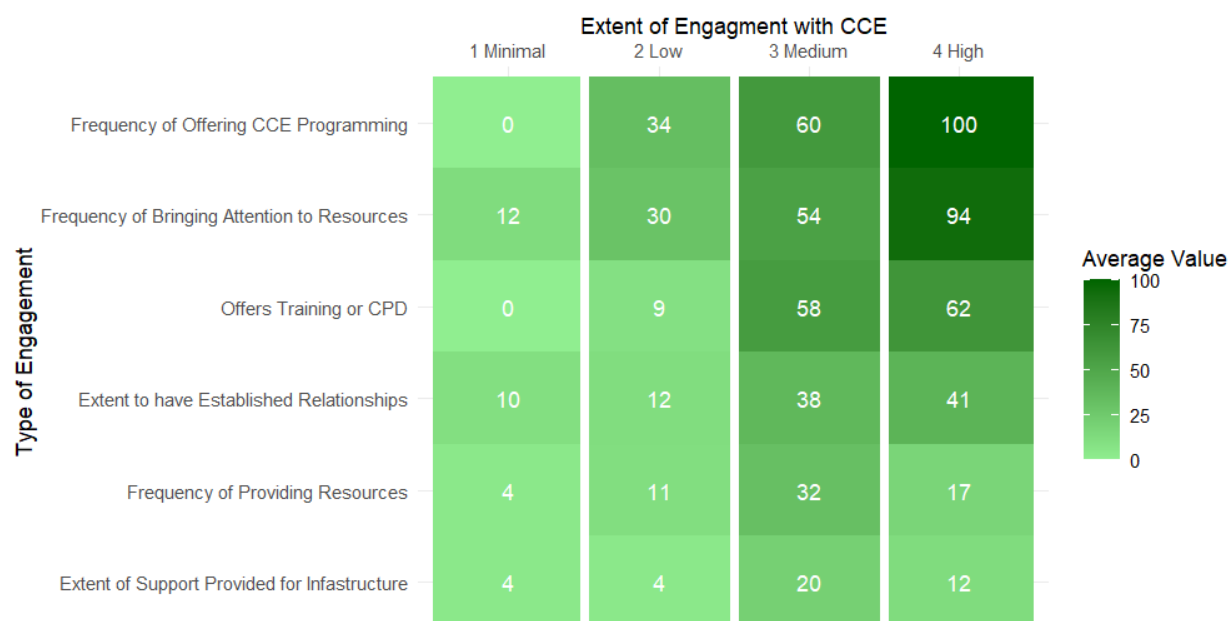


Figure 5 Maturity Model of Library Associations

## Levels of Engagement by Libraries

Table 9 Levels of CCE Engagement by Libraries

LEVEL	SCORE CRITERIA	N	AVERAGE SCORE	MEDIAN STAFF
VERY HIGH	75 or higher	28	86	26
HIGH	50 or higher	73	58	35
MEDIUM	25 or higher	183	36	18
LOW	12.5 or higher	89	19	17
MINIMAL	Less than 12.5	70	5	6

The individual libraries were sorted into five levels (as shown in table 9). School libraries were removed from this analysis because 1) the large majority of the sample is from a single country and 2) they are generally small and quite distinct from other library types.

These cut-offs were determined partly because of where there were breaks in the data and one would expect that in truth there are overlaps on the boundaries of the levels.

**Over one-third of public libraries** were in the high or very high categories—by far the highest proportion of the library types. The median staff numbers also suggest that larger libraries are able to do more CCE engagement than smaller libraries (on average).

Looking at the average extent of the different types of engagement in CCE by the libraries in each level suggests a pattern that is illustrated in Figure 6.

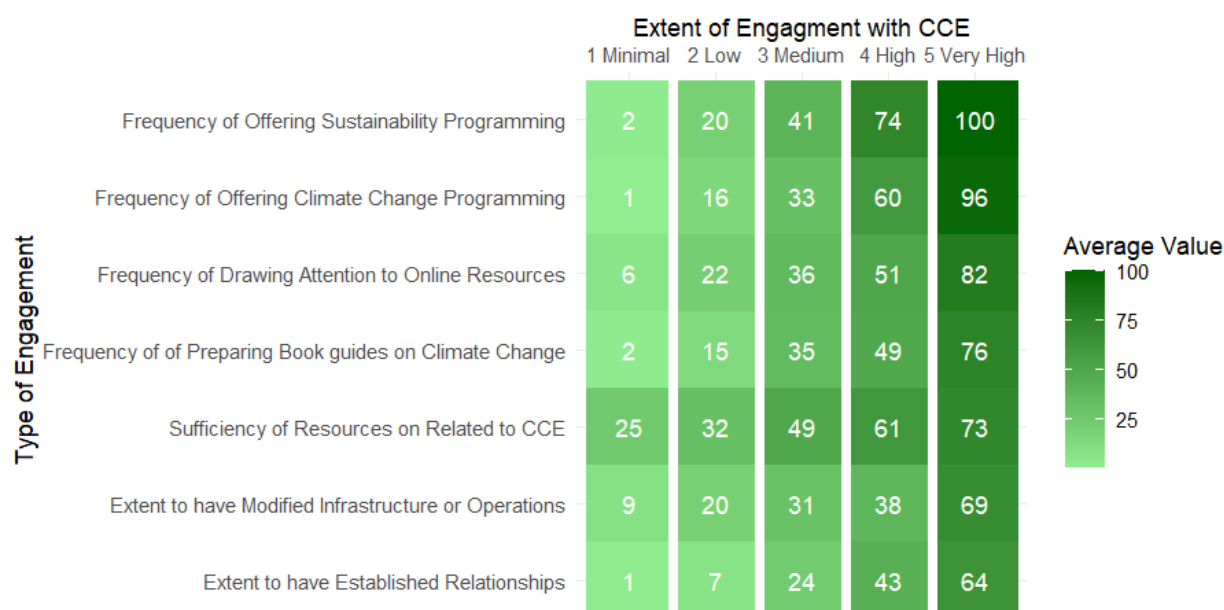


Figure 6 Maturity Model of Individual Libraries

Although not engaging at all in CCE programming, a portion of these libraries still indicate that they have sufficient resources.

Across all levels libraries are **carrying out more sustainability programming than explicit climate change programming**. Relationship establishment lags compared to other more traditional library tasks related to resources and books, only becoming common at the very high engagement level (similarly with operations and infrastructure).

## Additional Analysis

Using inferential statistics comparing variables within the database as well as to external databases, some additional noteworthy findings were uncovered.

- Regional comparisons** Over 80% of the libraries which participated in the survey came from the Europe and North America region (compared to making up about 15% of libraries in the IFLA World Map Database). There were no statistical differences between the regions but over 50% of libraries in the Eastern and South-Eastern Asia region were at the high or very high engagement level (n=7 so the sample is quite small).
- Comparing countries** There are 50 countries with three or fewer libraries in them and just 26 with four or more. With so few libraries in these countries the average score for the countries with three or less libraries have very high standard deviations, suggesting that with this few of libraries there is not a reliable metric of the average library for a country. On the other hand, countries with four or more libraries are fairly close to the overall mean of 34. The countries with at least four libraries are mapped in figure 7.

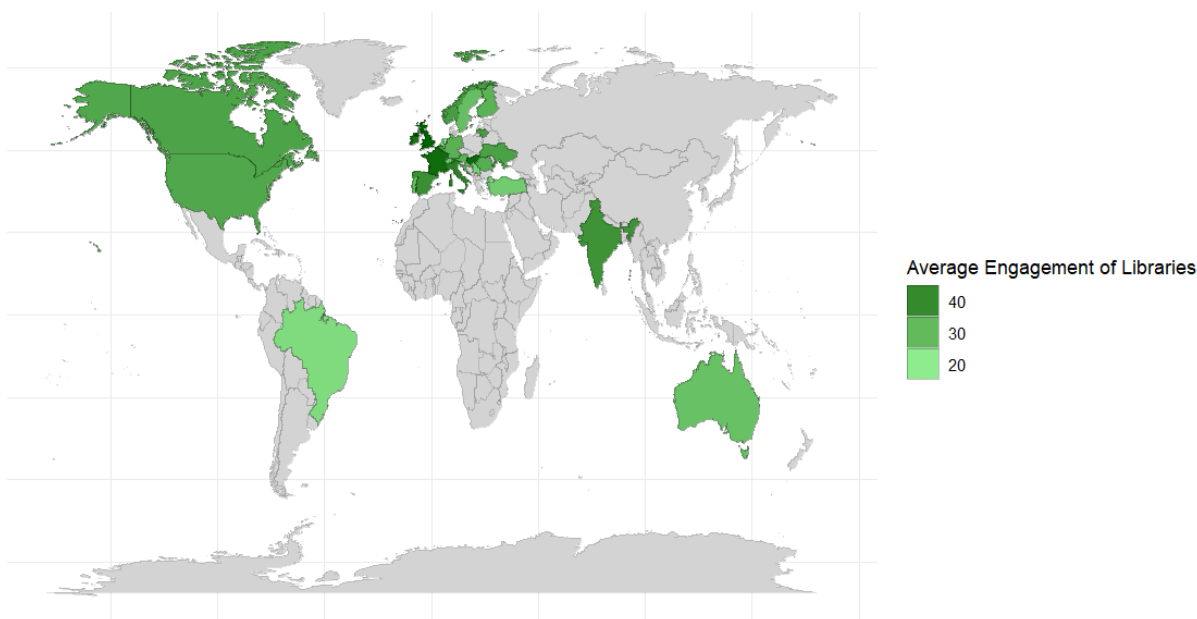


Figure 7 Average Engagement of Libraries by Country for those with 4 or more Libraries

- Country Characteristics** Data on income, greenhouse gas emissions, climate vulnerability, gender, years of schooling, inequality, and youth population for countries were compared with the engagement of libraries in CCE and no relationship was found for any of those country-level variables among the sample.
- Library Type** Public libraries have a statistically significant higher score than both academic and school libraries (T-test,  $p=0.000$ ). This is reflected in the fact that about 30% of public libraries have high or very high engagement, compared to only about 10% of school and academic/university libraries that show similar levels of engagement.
- Library Size** Over one quarter of the libraries list their staff as being two or fewer. With these very small libraries removed there is an overall correlation between the natural log of the number of staff and the extent of engagement by the library ( $r=0.15$ ,  $p=0.003$ ), as seen in Figure 8. The natural log of the staff number is used because that handles the fact that this data is zero-bounded on one side and stretched to very large numbers. But the correlation is both small in size and does not hold up when the library types are looked at separately.

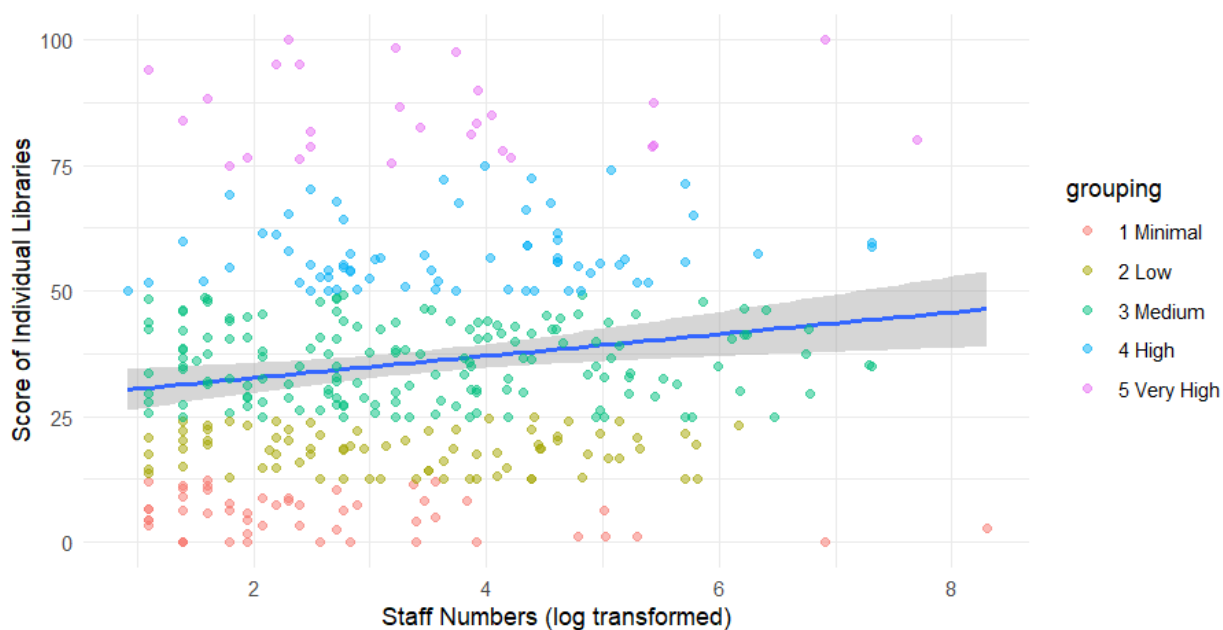


Figure 8 Plot Comparison of Library Engagement and Size

- Partnerships** Public and national libraries have established external relationships to a greater degree (statistically significant) when compared to school and academic/university libraries. Of those libraries that have at least established relationships “to a little extent” to cooperate on CCE the different types of libraries are prioritizing different relationships. All Community libraries (that answered this question) are cooperating with local governments, while 65% of national libraries are cooperating with national governments (by far the highest). Public libraries are quite likely to be working with local governments and CSOs, though school libraries are actually (slightly) more likely to be working with CSOs compared to any other library type.
- Engaging Formal Education** Public and community libraries are more likely to engage with primary and secondary students compared to higher education while it is the reverse for national and “other” library types. For the academic/university libraries the libraries in lower levels of implementing CCE are doing very little engagement with higher education institutions on climate change, which is certainly a missed opportunity.

## Conclusions

### Key Takeaways

- Libraries and their associations around the world are **making diverse and substantial contributions** to mitigating and adapting to climate change.

- Libraries and library associations report doing **more environmental/sustainability** programming compared to programming focused strictly on climate change. Even for those institutions which report doing climate change activities, the very large majority of specific examples given fall more in the sustainability/environmental sphere than being specific to climate change.
- **Public libraries** report doing more CCE in comparison to both academic and school libraries, but in general **all library types** had institutions with both high and low levels of engagement.
- **Neither the wealth of the country nor the other characteristics** examined seemed to influence the level of engagement in CCE by libraries. The number of staff had only a modest impact on the reported level of engagement by libraries. Looked at together these results demonstrate that any library, anywhere can engage with CCE.
- Libraries are making **changes to infrastructure and operations** to become more sustainable, but associations are not providing much support for this.
- Providing resources on CCE appears to be the **entry point** for libraries to begin with CCE. Providing locally translated and relevant materials would be the low hanging fruit.

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*“Language, lexicon, and translation remain the main problems in localizing and unlocking the power of libraries in climate action engagement. Libraries are generally passionate about the cause, but they are experiencing some form of “climate aphasia” because of the awkward translations of terminologies. Besides, the well-translated materials are usually the doom and gloom information, so librarians are experiencing some personal level of climate grief that paralyses their passion to engage with the public.”*

-Association Survey Respondent 149

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- Library associations and national libraries have built more relationships with national governments while individual libraries are more focused on local governments. Individual libraries are also more likely to have not have any relationships to advance CCE.

## Recommendations for Action

### For Library Associations

- ✓ Actively provide resources and materials on climate change to libraries that is locally relevant and translated.
- ✓ Provide support to libraries looking to green operations and/or infrastructure.
- ✓ Organize programming on climate change.

### For Individual Libraries

- ✓ Partnerships with local governments, CSOs, and schools can greatly enhance the ability to offer programming on climate change
- ✓ Book collections and displays can be an easy way to start as most libraries already have the resources to implement them.
- ✓ Finding the locally relevant aspect of climate change that resonates with the surrounding community (e.g. flooding, heatwaves, etc.) will substantially boost interest and impact.

### For Local Policymakers

- ✓ Public and community libraries are great partners with whom to reach residents about a wide range of climate and sustainability issues.
- ✓ Libraries can provide targeted resources and information (e.g. displays) to complement existing climate and sustainability activities in the community.
- ✓ Ensure attention is given to school and university libraries which while smaller are more widespread and possess considerable interest in these issues.

### For National Policy Makers

- ✓ National libraries are some of the most active libraries in climate and sustainability issues and are excellent partners on any policy or programming initiatives.
- ✓ Libraries are community centres with exceptional avenues for outreach to citizens about climate policy and action, especially with regards to adaptation.
- ✓ Partnering with libraries is an effective way to develop and disseminate materials on climate change that are locally relevant and in appropriate languages.



## Annex 1: Internet Resources from and for Libraries

Country	Language	Description	Link
Chile	Spanish	Provide information to citizens about climate change	<a href="https://www.bcn.cl/cambioclimatico/">https://www.bcn.cl/cambioclimatico/</a>
Ukraine	Ukrainian	Environmental Education Program	<a href="https://lodb.org.ua/nashi-proekty/proekt-ekobiblioteka">https://lodb.org.ua/nashi-proekty/proekt-ekobiblioteka</a>
Spain	English	Sustainability Plan for University Library	<a href="https://diposit.ub.edu/dspace/handle/2445/177250">https://diposit.ub.edu/dspace/handle/2445/177250</a>
USA	English	Sustainable California Libraries Program	<a href="https://www.library.ca.gov/services/to-libraries/sustainable/">https://www.library.ca.gov/services/to-libraries/sustainable/</a>
Spain	Spanish	Library guide of children and youth literature on the SDGs	<a href="https://biblioteca.uca.es/noticia/biblioguia-de-literatura-infantil-y-juvenil-y-ods/">https://biblioteca.uca.es/noticia/biblioguia-de-literatura-infantil-y-juvenil-y-ods/</a>
Spain	Spanish	Green Sustainable Library Guide	<a href="https://guiasbuh.uhu.es/BibliotecaVerde">https://guiasbuh.uhu.es/BibliotecaVerde</a>
Canada	English	Our Fragile Planet: program and recommended reading	<a href="https://www.torontopubliclibrary.ca/programs-and-classes/featured/fragile-planet.jsp">https://www.torontopubliclibrary.ca/programs-and-classes/featured/fragile-planet.jsp</a>
Serbia	English/ Serbian	BiodiverCity Project: New Culture for Urban Nature	<a href="https://api.gbns.rs/wp-content/uploads/2022/01/Novi-Sad_BiodiverCity.pdf">https://api.gbns.rs/wp-content/uploads/2022/01/Novi-Sad_BiodiverCity.pdf</a>
Singapore	English	LearnX Sustainability online learning modules	<a href="https://www.nlb.gov.sg/main/site/learnx/learnx-sustainability">https://www.nlb.gov.sg/main/site/learnx/learnx-sustainability</a>
Croatia	Croatian	Green Library program	<a href="https://zk.dbi.hr/">https://zk.dbi.hr/</a>
Portugal	English	SDG writing competition	<a href="http://livrosodsardoia.bibliotecacamilocastelobranco.org/en/">http://livrosodsardoia.bibliotecacamilocastelobranco.org/en/</a>
Nigeria	English	NaijaCLIMATE: Climate Literacy Modules	<a href="https://oercommons.org/courseware/lesson/106758/overview">https://oercommons.org/courseware/lesson/106758/overview</a>
France	French/ English	Labos 1.5: Reducing the environmental footprint of our research activities	<a href="https://labos1point5.org/">https://labos1point5.org/</a>
United Kingdom	English	Green Libraries Campaign	<a href="https://www.cilip.org.uk/page/GreenLibraries">https://www.cilip.org.uk/page/GreenLibraries</a>
Switzerland	German/ French/ Italian	Lulu's Library, an online game	<a href="https://liluslibrary.ch/">https://liluslibrary.ch/</a>
Switzerland	German/ French/ Italian	Biblio2030 - The Toolbox A collection of materials with links and best practices - the SDG toolbox for librarians	<a href="https://padlet.com/biblio2030/biblio2030-der-werkzeugkasten-95bqo5fiovasw41y">https://padlet.com/biblio2030/biblio2030-der-werkzeugkasten-95bqo5fiovasw41y</a>
Belgium	French	Agenda 2030- Belgian libraries contribute to the 17 UN SDGs	<a href="https://www.apbfb.be/agenda-2030">https://www.apbfb.be/agenda-2030</a>
Canada	English	Ontario Library Association Climate Action Committee	<a href="https://accessola.com/ola-climate-action-committee/">https://accessola.com/ola-climate-action-committee/</a>
Germany	German	German Library Association Online Seminars on Sustainability	<a href="https://www.bibliothekverband.de/online-seminare#Nachhaltigkeit">https://www.bibliothekverband.de/online-seminare#Nachhaltigkeit</a>
Germany	German	Libraries and their contribution to the UN 2030 Agenda	<a href="https://www.biblio2030.de/">https://www.biblio2030.de/</a>

## Annex 2: Library Association Survey

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### Contact Information

**2) What is your email address?**

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**3) Do you give IFLA permission to save your email address and contact you with follow up or requests for additional information, if needed? \***

☐ Yes

☐ No

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### About the Library

**4) What is the name of your association? \***

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**5) At what level does your association operate?**

\*

☐ Subnational (a province, state, or region within a country)

☐ National

☐ Regional (i.e. European Union, ASEAN)

☐ International

☐ Other: \_\_\_\_\_ \*

**6) If you are a national association IFLA member, what [band](#) do you fall into?**

☐ Band 1

☐ Band 2

☐ Band 3

☐ Band 4

☐ Band 5

☐ Band 6

☐ Band 7

☐ Band 8

☐ Band 9

☐ Band 10

☐ Band 11

☐ Band 12

☐ Don't know

**7) In which country is your association headquartered? \***

**8) Does your Association have a specific focus? \***

☐ No – we represent all types of libraries

☐ Public libraries

- ☐ National libraries  
☐ Academic/research libraries  
☐ Other: \_\_\_\_\_

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### Part I: Activities of the Association

**How has your association helped your network and members engage in climate change, biodiversity, and sustainability issues? Based on the association's recent activities, provide a response that best reflects your level of engagement.**

**If you are unable to provide an estimate, you can choose “don’t know”.**

**9) How frequently does your association offer programmes\* on climate change or other environmental or sustainability issues?**

- ☐ Frequently ☐ Occasionally ☐ Rarely ☐ Never ☐ Don't Know

**10) What is the goal of these programmes? (Choose as many as are relevant)**

- ☐ Enhancing advocacy  
☐ Sharing research  
☐ Encouraging community participation activities  
☐ Encouraging education and/or lifelong learning activities  
☐ Informing sustainable practices in libraries  
☐ Other: \_\_\_\_\_ \*

**11) Please give 2-3 examples of these programmes.**

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**12) How frequently does your association make an effort to bring attention to resources on climate issues or share information and/or resources on climate change or sustainability issues via your association’s social media, newsletter, blog/website, or other communication channels?**

- ☐ Frequently ☐ Occasionally ☐ Rarely ☐ Never ☐ Don't Know

**13) Please give 2-3 examples.**

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## Definitions

\*Programme: a **programme might include a special event, a dedicated edition of a series of events, an activity or series of activities, conferences or symposia, lectures or educational events, or other outreach efforts to engage your members. This could be organised by your association or jointly organised with members and/or with external partners.**

---

## Activities of the Association

**14) Does your association offer trainings or continued professional development (CPD) opportunities that prepare library professionals to engage in climate, environmental, or sustainability communication, education, and/or advocacy?**  
( ) Yes ( ) No ( ) Don't Know

**15) What topics are covered by these trainings or CPD opportunities? (check all that apply)**

- ☐ Supporting education on climate change/environmental sustainability
- ☐ Engaging in climate and sustainability advocacy
- ☐ Leading public awareness and participation programmes
- ☐ Climate literacy\*, such as targeting disinformation\* on climate issues
- ☐ Other: \_\_\_\_\_ \*

**16) In the past year how many CPD opportunities or trainings did your association organise? Leave blank if you did not count or don't know.**

\_\_\_\_\_

**17) In the past year, approximately how many participants in total participated in these courses? Leave blank if you did not count or don't know.**

\_\_\_\_\_

**18) Please give 2-3 examples of climate-focused CPD courses or trainings.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Definitions

Climate literacy: **A climate literate person is a critical thinker who understands complex relationships of multiple variables of the climate system and acts in the best interest of long-term global health. These individuals make informed and**

thoughtful decisions based on science, economic and social factors to have the least impact on the climate system including a person's carbon, water and land footprint ([Earth Day](#)).

Disinformation: **Information that is false and deliberately created to harm a person, social group, organisation or country** ([UNESCO](#)).

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### Activities of the Association

**19) How frequently does your association provide resources on climate issues for educators (within libraries and/or those working in schools), such as teaching guides or curriculum material?**

☐ Frequently ☐ Occasionally ☐ Rarely ☐ Never ☐ Don't Know

**20) When providing educational materials of this sort, what level(s) or types of education are you targeting? (please check all that apply)**

**21) In your work with educators, how often does your association provide support on accessing, using, creating, and/or sharing open education resources\* concerning climate issues?**

☐ Frequently ☐ Occasionally ☐ Rarely ☐ Never ☐ Don't Know

### Definitions

Open Education Resources: **learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others** ([UNESCO](#)).

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### Activities of the Association

**22) To what extent has your association established relationships with government agencies, municipal services and/or other external partners to engage in cooperative initiatives or public dialogues on climate issues?**

☐ To a great extent ☐ To some extent ☐ To a little extent ☐ Not at all ☐ Don't Know

**23) Which external partners have you established relationships with? Check all that apply.**

☐ Local government agencies / municipal services

- ☐ National government agencies
- ☐ Civil society organisations / non-profit organisations
- ☐ Private Sector
- ☐ Media / Journalists
- ☐ Other - Write In: \_\_\_\_\_

**24) To what extent has your associations provided any support (e.g., funding opportunities, guidelines, other resources) to assist members in constructing new buildings, renovating existing ones, or purchasing new equipment, which was specifically intended to reduce their impact on the climate?**

☐ To a great extent    ☐ To some extent    ☐ To a little extent    ☐ Not at all    ☐ Don't Know

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## **Part 2: Libraries in your Country**

**Based on your knowledge of and interactions with libraries in your country, you are invited to respond to the following set of questions with your best educated estimate.**

**If you are unable to provide an educated estimate, you can choose “don’t know”.**

**25) How frequently do libraries in your country offer programmes on climate change, environmental sustainability, and/or biodiversity that engage their users?**

☐ Never    ☐ Frequently    ☐ Occasionally    ☐ Rarely    ☐ Don't Know

**26) How frequently do libraries in your country engage with students from primary and secondary level schools on activities which support climate education?**

☐ Frequently    ☐ Occasionally    ☐ Rarely    ☐ Never    ☐ Don't Know

**27) How frequently do libraries in your country engage with students in higher education institutions on climate education and/or research?**

☐ Frequently    ☐ Occasionally    ☐ Rarely    ☐ Never    ☐ Don't Know

**28) How frequently do libraries in your country make specific efforts to provide educators/teachers with teaching guides, curriculum materials, and other resources on climate issues?**

☐ Frequently    ☐ Occasionally    ☐ Rarely    ☐ Never    ☐ Don't Know

**29) How frequently do libraries in your country prepare book recommendation lists, libguides and/or book exhibitions on climate issues?**

☐ Frequently    ☐ Occasionally    ☐ Rarely    ☐ Never    ☐ Don't Know

**30) How frequently do libraries in your country make an effort to bring attention to online resources on climate issues?**

☐ Frequently ☐ Occasionally ☐ Rarely ☐ Never ☐ Don't Know

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### **Libraries in your Country**

**31) To what extent have libraries in your country established relationships with government agencies, municipal services and/or other external partners to engage in cooperative initiatives or public dialogues on climate issues?**

☐ To a great extent ☐ To some extent ☐ To a little extent ☐ Not at all ☐ Don't Know

**32) To what extent have libraries in your country built new structures, renovated existing ones, or purchased equipment, which was specifically intended to reduce the institution's impact on the climate?**

☐ To a great extent ☐ To some extent ☐ To a little extent ☐ Not at all ☐ Don't Know

**33) To what extent have libraries in your country enacted climate (or environmental/sustainability) policies such as changing operational routines and processes?**

☐ To a great extent ☐ To some extent ☐ To a little extent ☐ Not at all ☐ Don't Know

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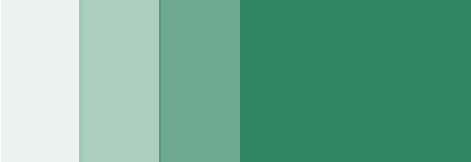
### **Libraries in your Country**

**34) Given current public demand, how would you characterize the current quantity of resources (e.g., books, magazines, audiovisual material, online resources, etc.) libraries in your country possess in the areas of climate change, biodiversity and sustainability?**

☐ Plentiful ☐ Adequate ☐ Inadequate ☐ Don't know

**35) If public demand for climate change, biodiversity and sustainability resources were to increase, would you say that the resources of libraries in your country in these areas were...**

☐ Plentiful ☐ Adequate ☐ Inadequate ☐ Don't know




**36) Are you aware of any examples of libraries in your country using their special collections (e.g., manuscripts, art, maps, audiovisual materials, other documentary heritage items) to raise awareness on climate issues through special exhibitions, educational programming, or similar initiatives?**

☐ Yes

☐ No

☐ Don't Know

**37) Do you have any additional information you would like to add?**



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### **Thank You!**

Thank you for taking our survey. Your response is very important to building a better understanding of how libraries support climate education and communication.

Stay tuned for more on this topic!



## Annex 3: Individual Library Survey

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### Contact Information

2) What is your email address?

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3) Do you give IFLA permission to save your email address and contact you with follow up or requests for additional information, if needed? \*

☐ Yes

☐ No

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### About the Library

4) What is the name of your library?

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5) What type of library is it? See the [\*IFLA Library Map of the World Glossary for definitions\*](#).\*

☐ National Library

☐ Academic/University Library

☐ Public Library

☐ Community Library

☐ School Library

☐ Other: \_\_\_\_\_ \*

6) In which city is your library located?

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7) In which country is your library located? \*

8) How many staff (full-time and part-time) does your library employ?

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9) What is the approximate annual operating budget of your library? (indicate sum and currency)

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How frequently does your library...

10) Offer programmes\* on climate change?

☐ Frequently ☐ Occasionally

☐ Rarely

☐ Never

☐ Don't Know

**11) Offer programmes on sustainability issues like the environment, biodiversity and recycling?**

☐ Frequently ☐ Occasionally ☐ Rarely ☐ Never ☐ Don't Know

**12) Please give 2-3 examples of these programmes.**

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Definitions

Programme: a programme might include a special event, a dedicated edition of a series of events, an activity or series of activities, community meetings, lectures or educational events, or other outreach efforts to involve your community in action or learning. This could be organised by your library or jointly organised with community organisations and/or with external sponsors.

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How frequently does your library...

**13) Engage with students from primary and secondary level schools on issues related to climate change and the environment?**

☐ Frequently ☐ Occasionally ☐ Rarely ☐ Never ☐ Don't Know

**14) Engage with higher education institutions, such as with university students or researchers, on climate education and/or research?**

☐ Frequently ☐ Occasionally ☐ Rarely ☐ Never ☐ Don't Know

**15) Please give 2-3 examples of these programmes.**

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How frequently does your library...

**16) Provide educators/teachers with teaching guides, curriculum materials, and other resources on climate issues?**

☐ Frequently ☐ Occasionally ☐ Rarely ☐ Never ☐ Don't Know

**17) In your work with educators/teachers, how often do you provide support on accessing, using, creating, and/or sharing open education resources concerning climate issues?**

☐ Frequently ☐ Occasionally ☐ Rarely ☐ Never ☐ Don't Know

**18) Prepare book recommendation lists, libguides and/or book exhibitions on climate issues for children and youth?**

☐ Frequently ☐ Occasionally ☐ Rarely ☐ Never ☐ Don't Know

**19) Prepare book recommendation lists, libguides and/or book exhibitions on climate issues for adults?**

☐ Frequently ☐ Occasionally ☐ Rarely ☐ Never ☐ Don't Know

**20) Make an effort to bring attention to online resources on climate issues?**

☐ Frequently ☐ Occasionally ☐ Rarely ☐ Never ☐ Don't Know

#### Definitions

Open Education Resources: **learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others ([UNESCO](#)).**

Libguide: **a content management and information sharing system designed specifically for libraries that shares information and other resources from the library's collection and beyond.**

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#### To what extent has your library...

**21) established relationships with government agencies, municipal services and/or other external partners to engage in cooperative initiatives or public dialogues on climate issues?**

☐ To a great extent ☐ To some extent ☐ To a little extent ☐ Not at all ☐ Don't Know

**22) Which external partners have you established relationships with? Check all that apply.**

- ☐ Local government agencies / municipal services
- ☐ National government agencies
- ☐ Civil society / Non-governmental organisations
- ☐ Private Sector
- ☐ Media / Journalists

[ ] Other - Write In: \_\_\_\_\_

**23) Constructed new buildings, renovated existing ones, or purchased new equipment, which was specifically intended to reduce the institution's impact on the climate?**

☐ To a great extent    ☐ To some extent    ☐ To a little extent    ☐ Not at all    ☐ Don't Know

**24) Changed the way you operate, such as putting new policies in place, in order to promote sustainability?**

☐ To a great extent    ☐ To some extent    ☐ To a little extent    ☐ Not at all    ☐ Don't Know

**25) Please give 2-3 examples of these changes.**

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### Library Resources

**26) Given current public demand, how would you characterize the current quantity of resources (e.g., books, magazines, audiovisual material, online resources, etc.) that your library possesses in the areas of climate change, biodiversity and sustainability?**

☐ Plentiful    ☐ Adequate    ☐ Inadequate    ☐ Don't know

**27) If public demand for climate change, biodiversity and sustainability resources were to increase, would you say that your library's resources in these areas were...**

☐ Plentiful    ☐ Adequate    ☐ Inadequate    ☐ Don't know

**28) To what extent are current resources (e.g., books, magazines, audiovisual material, online resources, etc.) in the areas of climate change, biodiversity and sustainability being used by patrons of your library?**

☐ To a great extent    ☐ To some extent    ☐ To a little extent    ☐ Not at all    ☐ Don't Know

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### Library Programmes

**29) Does your library organise courses or events on climate literacy\*, such as targeting disinformation\* on climate issues?**

- ☐ Yes
- ☐ No
- ☐ Don't Know

**30) In the past year how many of these courses or events did your library organise? Leave blank if you do not count or don't know.**

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**31) Approximately how many participants in total participated in these courses or events? Leave blank if you do not count or don't know.**

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**32) Please give 2-3 examples of these courses or events.**

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#### Definitions

Climate literacy: **A climate literate person is a critical thinker who understands complex relationships of multiple variables of the climate system and acts in the best interest of long-term global health. These individuals make informed and thoughtful decisions based on science, economic and social factors to have the least impact on the climate system including a person's carbon, water and land footprint ([Earth Day](#)).**

Disinformation: **Information that is false and deliberately created to harm a person, social group, organisation or country ([UNESCO](#)).**

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#### Library Special Collections

**33) Has your library used items in its collections (e.g., manuscripts, art, maps, audiovisual materials, other documentary heritage items) to raise awareness on climate issues through special exhibitions, educational programming, or similar initiatives?**

- ☐ Yes
- ☐ No
- ☐ Don't Know



**34) In the past year how many collections-based exhibitions/educational programmes did your library organise that referred to climate issues?**

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**35) How many participants in total participated in these programmes? Leave blank if you do not count or don't know.**

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**36) Please provide 2-3 examples of these programmes**

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**Thank You!**

Thank you for taking our survey. Your response is very important to building a better understanding of how libraries support climate education and communication.

Stay tuned for more on this topic!