YALSA Board of Directors Meeting
ALA Midwinter Meeting, Denver
January 23-28, 2009

Topic: **Support for IFLA Guidelines for Library Services for YAs**

Background: **This year the International Federation of Library Associations (IFLA) approved updated guidelines for serving young adults. Since YALSA is an organization that has representatives on this international body, Sarah has recommended that the Board affirm these guidelines and direct staff to promote them to YALSA members.**

Action Required: **Consent**

Guidelines for Library Services For Young Adults
The Guidelines are a revision from the Guidelines that were published in 1996 by the Standing Committee from Section Libraries for children and young adults. We owe special thanks to the members of the working group: Viviana Quiñones (France), Ivan Chew (Singapore) and Ingrid Bon (Netherlands) but specially Pat Muller (Richmond, USA) for her excellent job on coordinating the whole process.

Section 1
Introduction
Goals of the Guidelines
This publication, IFLA '**Guidelines for Library Services for Young Adults**' provides a framework for developing services to young adults and libraries, for the international community. It provides the intellectual building block for a country, for its service through its librarians. The Guidelines contain both philosophical and practical ideas that can improve a library's response to meeting the educational, informational, cultural, and leisure needs of young adults, in ways that are developmentally appropriate. It is to be used as a document for librarians, decision-makers, policy makers, library students, and stakeholders in the development of services for young people.

Audience for the guidelines:
- Practising librarians in all types of libraries and communities, urban and rural areas around the world,
- Professionals, assistants and volunteers.
- Library administrators and decision-makers
- Professional educators and students in library schools.

Each public library has a different community to serve and therefore different priorities and needs. Although special library services for young adults have not been well established in all countries, these guidelines are created in the belief that young

adulthood is a unique life stage. Young adults are entitled to the same quality of library services offered for other age groups in the population. Wherever possible, the services should be developed in partnership with young adults themselves.

Mission and Goals for Library Services for Young Adults
"The public library, the local gateway to knowledge, provides a basic condition for lifelong learning, independent decision making and cultural development of the individual and social groups"
(UNESCO/ IFLA PUBLIC LIBRARY MANIFESTO, 1995)
The UNESCO MANIFESTO proclaims the belief in the public library as a living force for education, culture and information.
"Teenagers need special attention since many abandon voluntary reading at this stage in their lives. Their introduction to a wide array of books, compatible with their changing interests, should be encouraged by librarians and others who are aware of their psychological and emotional growth"
(CHARTER FOR THE READER, INTERNATIONAL BOOK
COMMITTEE AND INTERNATIONAL PUBLISHING
ASSOCIATION 1992)

The mission of the library with respect to young adult services is to assist the individual in achieving a successful transition from childhood to adulthood by providing both access to resources, and an environment that meets the specific needs of young adults for intellectual, emotional, and social development.

Goals for Library Services for Young Adults
• Library services for young adults should provide a transition from children's services to adult services that is based on the unique needs of young adults.
• Young adults need and deserve services that address their educational, informational, cultural, and leisure time needs.
• Services should promote literacy, lifelong learning, information literacy and reading for pleasure.

These ten goals provide a framework for libraries to follow in
developing services for young adults:
1. The library has established clear policy statements concerning the right to free access by young adults to library resources and information sources; and respect for the rights of young adults to select materials appropriate to their needs without censorship.
2. The library program for young adults is effectively managed according to best practices.
3. There is equitable distribution of resources to support programs and services for young adults.
4. Library staff are knowledgeable about adolescent development and age appropriate resources for young adults, inclusive of those with special needs.
5. The library provides a wide spectrum of current materials of inte

resources and can help to increase library use. Many formats are recommended including comic books, popular genres such as science fiction, fantasy, romance, and mysteries to name a few, and current popular music.

Printed materials can include:

• Books
• Magazines
• Brochures
• Posters
• Comic books
• Graphic novels
• Other languages, including Braille and Signlanguage

Non-printed material can include:

• Audiobooks
• Music
• Multimedia such as CD-ROMs, CDI
• Computer software
• Video-cassettes and DVD's
• Board and electronic games
• Electronic networks and database products

These formats should be reviewed on a regular basis, to allow for changing technology. Equipment should be provided that is sufficient to support the user's needs to access non-printed materials (e.g. game consoles).

Services

Services must be provided that support the needs of young adults as defined earlier in this document. The following list of recommended services is not comprehensive, but serves as a guide to the types of services that libraries may wish to consider initiating for this target audience. When planning services, consideration should always be given to physical, digital, and program activities.

Examples of Recommended Services

• Free access to the Internet
• Providing reference information to support educational achievement and personal development.
• Conducting library tours that support self-sufficiency and comfort level in using the library.
• Training for literacy and information finding skills, using both print and electronic resources.
• Offering readers advisory services for individuals and groups
• Encouraging the use of the collection in all formats

The quality of library services for young adults demands a good network with other professional or voluntary institutions in the local community. The young adults' activities in culture, education and social life must be co-ordinated so that the local institutions do not compete but co-operate for the benefit of the young adults. Many librarians have the resources and the knowhow to be the professional co-ordinators for the benefit of young adults.

Educational networking
Schools are one of the the most important partners for public libraries serving young adults. In many countries and regions of countries, there will only be a school library, a public library or sometimes a combined library to serve the public. Co-operative planning between school libraries and public libraries can improve local efforts to meet the needs and interests of young adults. A formal agreement is recommended to ensure the implementation of the plan of co-operation.

Cultural networking
Cultural networking is an effective way of focusing on the identity in a multicultural society so as to meet the needs of young adults. The public library, working together with other cultural institutions and young adults, can plan and deliver cultural programmes such as:
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achieving these goals. This allows the library to concentrate on making sustainable progress toward a few goals, rather than scattering resources in many directions, without measurable success. For example, a library may wish to concentrate on building up a young adult collection and providing an attractive teen area. Another library may wish to focus on educational support and improving teen literacy. Goals should be determined based on the needs of the users, as well as the resources that are available to address the need. The library should also seek input from young adults who are not using its services and facilities.

Evaluation of Services
Qualitative and quantitative measures should be used to determine the success of young adult programs and services. The following measures are suggested for consideration by libraries who wish to evaluate their effectiveness in serving young adults:
Five Basic Measures of Service:
• Circulation per capita of materials for young adults
• Expenditures per capita of library funds for young adult materials
• Materials holdings per capita for young adult materials
• Turnover rate - Divide the circulation by the holdings to measure usage
• Program attendance per capita
Additional Service Measures:
• Library visits as a percentage of the young adult population
• Building use by young adults
• Registration as a proportion of the population
• In-library use of material
• Reference services per young adult population
• Success rate of information transactions
• External groups visiting the library and library tours
• Outreach visits to outside groups by the librarian
• Anecdotal evidence of the success of programs and services
• Surveys or interviews, which measure changes or improvements in attitudes, Fimatsiaanyf Referen
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teens is filled with noise from walkmans, mobile phones, and MP3 players, all of which are allowed in the library. Music may be legally downloaded to their music players. There is a high level of trust between the teens and the library staff, which results in self-control by the teens. The media library has sponsored a cartooning workshop and features short films created by the teens on the library welcome screens.

Teen Lock-in Night

Teens ages 15 to 20 voluntarily locked themselves (with adult supervision) into the library for an overnight literacy experience, in Troyes France. The topic for the evening was "Books and Cinema." For the entire night, teenagers watched short films, talked with writers, film directors and screenwriters, and at the end, shared a breakfast with them. Events such as this nurture independence, creativity, and a positive attitude toward the library.

Expanding Services to Visually Impaired Teens

In 2007, the Lucien Herr Library in Saint Jacques de la Lande in Brittany, France expanded access to their annual literature prize for teenagers, to those who are blind and visually impaired. The multimedia library arranged for audio transcriptions of the 10 titles in the competition. In 2008 professional actors will read the entries. Several copies of the audio books were distributed to local teens, along with playing devices. Rather than being marginalized, teens with disabilities are valued and provided with the tools to participate in library activities.

Youth Helping Youth

The Bookworm Cafe Club in Rijeka, Croatia is the most long-lasting teen activity in the city, which is known for its Teens for Teens/Young for Young project. The project started in 2001 in the form of a series of coordinated workshops led by young library members for other users of their own age. The Club meets once a month and draws young readers ages 14 to 19, who come together for their common interest in books and reading. Each month the group decides on a book to read and discuss. The members also manage a bulletin board in the library for news about meetings and themes, and for posting recommendations. They also write recommendations for the library's web site and have on occasion read their reviews on the radio. The Club is an excellent example of youth participation in action.

Creative Performing

Teens are being given the opportunity to present their creative skills to others through a program entitled "Svastarnica" in Zadar City, Croatia. This is a monthly program based on the "open mic" concept, in which teens are encouraged to give a creative performance in front of their peers. "Svastarnica" is a program which enables all teens to perform, to present their skills and capabilities in a variety of disciplines such as singing, dancing, acting, art, fashion, and creative writing. New generations of teens are now adding other forms of entertainment such as quizzes, pantomime, charades, and other competitive games. Although the purpose is to build self-confidence and have fun, librarians who coordinate the program also implement topics from youth literature, in order to promote reading in a relaxing and friendly environment.

Staff Game Night

Introducing library staff to teen culture and lifestyle can be an essential step forward in serving teens. A library in Richmond, Virginia in the U. S. recently hosted a teen game night for library employees, who gathered after work on a Friday evening to eat pizza and play a variety of games that are popular with teens, such as Guitar Hero, Wii, and Dance Dance Revolution. They found that they enjoyed playing the games and creating their online Avatars for Wii. It gave the staff a new appreciation for this aspect of teen culture, and created a feeling of connection with teens in the community.

Teen Tech Week

| *needs to* | *| in planning* | *| already* | *| achieving and |*
| *consider* | *stages* | *implemented* | *evaluating*

10. **Maintain** adequate staffing to offer reference and readers' advisory services, as well as to present programs.
Where is the library on this continuum?
|_____

16. **Invite** presenters and speakers to enhance and expand a variety of topics of interest like parenting skills, use of internet, drugs etc.
Where is the library on this continuum?

|_____|_____|_____|_____|
| *needs to* | *in planning* | *already* | *achieving and* |
consider | *stages* | *implemented* | *evaluating*
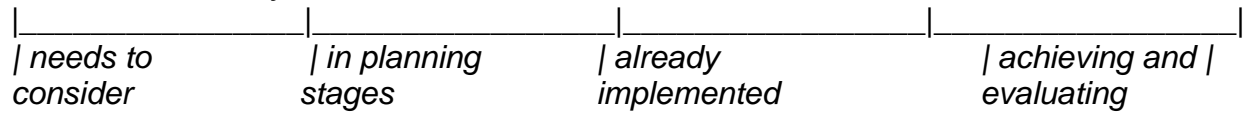
17. **Publicise**, through a website and a variety of other means, including oral media, and in the languages of the community, the values of the public library as a rich and

_____	_____	_____	_____
needs to	in planning	already	achieving and
consider	stages	implemented	evaluating

Appendix B
40 Developmental Assets®

Through extensive research, Search Institute has identified the following 40 building blocks of healthy development that help young people grow up healthy, caring, and responsible. The asset definitions shown in this chart are based on research on adolescents (6th to 12th grades).

Asset Type Asset Name & Definition:
EXTERNAL ASSETS
Support Family support
Family life provides high levels of love and support.
Positive family communication
Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
Other adult relationships
Young person receives support from three or more nonparent adults.
Caring neighborhood
Young person experiences caring neighbors.
Caring school climate
School provides a caring, encouraging environment.
Parent involvement in schooling
Parent(s) are actively involved in helping young person succeed in school.
Empowerment Community values youth
Young person perceives that adults in the community value youth.
Youth as resources
Young people are given useful roles in the community.
Service to others
Young person serves in the community one hour or more per week.

Parent(s) and other adults model positive, responsible behavior.
Positive peer influence
Young person's best friends model responsible behavior.
High expectations
Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time
Creative activities
Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
Youth programs
Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
Religious community
Young person spends one hour or more per week in activities in a religious institution.
Time at home Young person is out with friends "with nothing special to do" two or fewer nights per week.

INTERNAL ASSETS
Commitment to Learning Achievement motivation
Young person is motivated to do well in school.
School engagement
Young person is actively engaged in learning.
Homework
Young person reports doing at least one hour of homework every school day.
Bonding to school
Young person cares about her or his school.
Reading for pleasure
Young person reads for pleasure three or more hours per week.
Positive Values Caring
Young person places high value on helping other people.
Equality and social justice
Young person places high value on promoting equality and reducing hunger and poverty.
Integrity
Young person acts on convictions and stands up for her or his beliefs.
Honesty
Young person "tells the truth even when it is not easy."
Responsibility
Young person accepts and takes personal responsibility.
Restraint
Young person believes it is important not to be sexually active or to use

alcohol or other drugs.

Social Competencies
Planning and decision making
Young person knows how to plan ahead and make choices.
Interpersonal competence
Young person has empathy, sensitivity, and friendship skills.
Cultural competence
Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
Resistance skills
Young person can resist negative peer pressure and dangerous situations.
Peaceful conflict resolution
Young person seeks to resolve conflict nonviolently.