# Fecundity of the field of environmental education for library impact in the current decade of transformation - Footnotes

## Importance of acknowledging the unprecedented nature of the situation we are in

1: <https://climateclock.world/>

2: [The times are urgent, so let us slow down](https://www.youtube.com/watch?v=bBVAYzBteIo) (2018) : <https://www.youtube.com/watch?v=bBVAYzBteIo>

3: As the french anthropologist Philippe Descola reminds us, many societies do not share the dualistic vision of (Western) naturalistic societies. Other conceptions of being together also exist (Ubuntu, Buen vivir, etc).

## A quick overview of the situation and the players involved

4: See for example, <https://www.growingminds.co.za/deschooling-reading-list/>

5: <https://transitionnetwork.org/>

6: For a well-documented example of such third spaces, see "Participatory city" in England <http://www.participatorycity.org/>.

7: The 1972 Stockholm Conference organized by UNESCO at the initiative of Sweden led to the creation of the United Nations Environment Program (UNEP) and a joint declaration that stated that it was "essential to provide education on environmental issues to the younger generation as well as to adults."

8: https://centrere.uqam.ca/; The Centr'ERE follows since 2012 a research chair in environmental education established in 2001. Among other things, this center has implemented a Quebec Strategy for Environmental Education and Eco-citizenship with a group of actors from 57 institutions and organizations aware of the need to energetically promote the role of environmental education and eco-citizenship in Quebec. Libraries are not among these partners.

9: <https://www.lepacte.ca/bilan-des-deux-ans-du-pacte/> (in French).

10: <http://www.ala.org/tools/sites/ala.org.tools/files/content/ResComm_ProgGuide%20FINAL100820.pdf>

11: These include the hiring of an environmentalist-in-residence for a branch of Toronto Public library (Peet, L., 2018) and the existence since 2020 of at least one example of a public library that is also an environmental education center: the Greenpoint Library and Environmental Education Center in New York City (Thompson, A., 2021). <https://www.bklynlibrary.org/locations/greenpoint>

## Methodology

12: <https://escholarship.org/uc/uclalib_egj>

13: The journal is described as "a professional, refereed publication dedicated to the dissemination of information regarding sources on environmental protection, conservation, natural resource management, and ecologically balanced regional development /.../ The journal serves communities as an educational environmental resource, and includes both practical and scholarly articles, bibliographies, reviews, editorial comments, and announcements. EGJ is written for librarians, information consultants, environmentalists, ecologists, regional planers, publishers, booksellers, researchers, educators, students, and internet users interested in worldwide environmental topics”. This journal is an eloquent testimony, especially for North America, that librarians working in libraries of all types have been involved in environmental and sustainable development actions for decades.

14: <http://www.netzwerk-gruene-bibliothek.de/bibliografie/>. This database contained 540 references in October 2021.

15: In addition to field observations, we analyzed the programming of activities from the Facebook pages of these libraries during the years 2020 and 2021: nature of the activities, number of regular partners, type of celebrations etc...

## Is EE a specific area of library activity in library databases?

16: <https://www.passerelles.quebec/communaute/4404/le-collaboratoire-des-bibliotheques-en-transition>. This blog is a part of "Passerelles", a Quebec platform build to facilitate collective projects and social innovation (75 articles published in October 2021).

17: “A green library is not an exclusive club for those fortunate enough to have LEED certification. The author proposes that we shift the trend and use the term “green library” to refer to any library that promotes sustainability through education, operations, and outreach.” (Aulisio, 2013).

18: « Challenges to adaptation are widely noted as major limit »

## Identified analysis attempts

19: Félizat, P. (2021, January 14), in French. The article documents the evolution of a national library team's ability to work in a more participatory way in the context of pandemic-induced disruption.

20: For example, Otto Scharmer's Theory U.

21: Selection methodology is not specified.

22: A great number of authors refer to this dominant paradigm. Nathalice Cardoso, a Brazilian librarian and researcher working on "The social responsibility of librarianship in transforming society to achieve the Sustainable Development Goals (SDGs)", recently developed in Germany "a calculator to measure the score of each library's contribution to the UN SDGs". This “calculator” gives a good idea of the educational activities that libraries generally emphasize according to this type of classification <http://libraryscience.de/fr/calculateur/>.

23: The triple bottom line or triple performance, also known as the triple "P" (People, Planet, Profit) has been widely used by the American libraries association (ALA). The "quadruple bottom line" would replace it today by adding another "P" which would be an additional element to be adapted according to the context: culture, spirituality, progress through innovation, governance, etc.

## Attention points derived from EE research

24: Challenges of environmental education in a time of disruption. October 13, 2021 Conference: <https://centrere.uqam.ca/evenements-a-venir/journees-ere/>

25: It is not only about pollution, melting ice etc. but also about migrants, mosquitoes, war, car use etc.

26: SD proposes 17 Sustainable Development Goals, a proposal in which each goal is independent of the others and even antagonistic. For example, goal 8 on decent work and economic growth and goal 13 on climate action. If the first is achieved, the second is impossible to achieve.

27: She also defines the term "Green information literacy", a seldom-used concept that concerns more the eco-civism of the institution than its educational activities. This concept is about acting on the environmental weight of producing and consuming information in the library.

28: She wrote: “A pillar of ESD is Environmental Education (EE)” and “The foundation of ESD is EE, leading to an increase in the level of EL, important for the safe and successful future of our planet”.

29: González Gaudiano, E. J. (2021, july 6). La sustentabilidad como política universitaria. Édgar J. González Gaudiano. <https://edgargonzalezgaudiano.blogspot.com/2021/07/la-sustentabilidad-como-politica.html>

30: They were detailed in the previously cited Electronic Green Journal (Haugen, C.S., 2010).

## A huge potential

31: The method experienced in the field of popular education by Majo Hansotte makes it possible to narrate unfair and destructive situations to create a reaction and an active involvement. The method uses 4 intelligences: deconstructive, narrative, prescriptive and argumentative.

32: This method consists in leaving the omnipresent rational and in reactivating, through art and poetry, the existence of more sensitive links to approach a form of "wild thought".

33: Investing in Sonic environment education in Quebec libraries could be of particular interest since one of its leaders, Raymond Murray Schafer (1933-2021), is Canadian and his memory and work should be now celebrated (Babin, M. (2017).

## An alternative to characterize EE in libraries: using David Lankes' 8 libraries mandates

34: These representations have been used with obvious pleasure by librarians around the world, including in the form of a cube game in France (Bats, R, 2020).

# An example of analysis: The “Symbol of community aspirations” mandate

35: Lindsey Rae: Biophilic design in library space, <https://www.slideshare.net/librarianlinz/biophilic-design-in-library-spaces> (2018).

# Conclusion

36: The notion of systemic or wicked problem, increasingly popularized, is of course known and experienced by librarians through the equally resistant issues of literacies. It is not clear, however, that they are sufficiently trained in these issues. Training on "change management" remains in high demand in librarianship and, in this context, the concept of learning community, for example, remains perhaps to be further appropriated. However, an interesting article addresses related topics in the context of an experiment in a library in Barcelona. (Ochôa, P et al., 2021).