THE LEOPARD'S SPOTS ON THE MOVE: SCHOOL LIBRARIES IN EUROPE

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International research shows that the quality of students' learning outcomes is greatly enhanced by effective school libraries. All learners in each country of Europe are entitled to quality school library/media centres and services. In order to achieve this, each country in Europe, and the European Union, should adopt and implement the principles of the *IFLA/UNESCO School Library Manifesto*.

(ENSIL, *Amsterdam Statement on School Libraries and Information Literacy*, 2003)

1   INTRODUCTION

Countries in Europe are looking for gaining a better position in the international framework of the labour market. They show a "changing face" (Kalotay, 2004:28): the "Old Continent" is trying to become a more attractive and competitive place where working and doing business successfully. The European Union has also been trying to encourage this change, especially since the Lisbon Summit in 2000, and setting up inclusive and active policies (Commission of the European Communities, 2008): economy and societies in Europe need to be urgently reshaped in order to compete in a globalised world (ISTAG 20061-3) An increasing number of Europeans move within Europe; people from many countries, mainly from North Africa, Middle and Far East, move to Europe as well, to search for better conditions of living and working.

Human rights should, of course, always be granted and education is a key right. School instruction should provide <u>all individuals</u> with a good preparation, for their personal, cultural and professional development, and the school library should implement the curriculum and foster their learning process. For diversity is a characteristic of European countries, in that substantially common roots is found along with a variety of languages, cultures, history, traditions, etc. (for a detailed treatment of the natural form of a new idea of Europe see: Chabod, 1965); it goes without saying that school legislation may also vary from country to country.

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UNESCO has recently underlined how important information literacy is as the basis of knowledge societies "where the power of information and communication helps people access the knowledge they need to improve their daily lives and achieve their full potential" (UNESCO, 2008). It should also be taken in account that the school library has an important role to play in the field of information literacy and media education, as the *UNESCO/IFLA School Library Guidelines* and the *Manifesto*[2] state, and research consistently shows that "school libraries make a difference to student"[3]. In order to discuss these issues about information literacy and the school library/librarian's role, and furthermore to develop a European vision, a group of representatives[4] of school teachers' and librarians' associations and institutions gathered in Amsterdam, in March 2003, with representation from eight European countries and produced the above mentioned *Amsterdam Statement on School Libraries and Information Literacy*. The basic underpinning concept is that learning opportunities must be equally given to <u>all learners</u> throughout Europe, and the school librarian/information specialist should be properly educated and trained at an academic level (for instance, in post-graduate or master courses). Qualified school library staff is a fundamental prerequisite of providing the effective programs, which should be offered to the learning community by the school library/media centre.

If "gathering consistent information about the part played by libraries in developing the information resources within Europe is a difficult process and involves overcoming a number of practical problems" (Fuegi and Jennings, 2004:8), it is definitely not an easy task to draw an up-to-date and complete picture of the current situation of school libraries in Europe. This is due to the lack of information at the central level (for instance, in the Eurydice database[5]) or at the national/regional level. In general, schools are not asked to produce data and evidence about their school library services. Furthermore, we may find some data on a country in a specific period of time and no more data in the

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[2] Available in many languages at URL: http://www.ifla.org/VII/s11/pubs/schoolmanif.htm.

[3] See the IASL dedicated page with useful and interesting resources, accessible at URL: http://www.iasl-online.org/advocacy/make-a-difference.html.

[4] On that occasion the delegates from Austria, Italy, the Netherlands, Norway, Portugal, Russia, Sweden and the United Kingdom formulated and adopted the *Amsterdam statement*.
They also established an informal group, the **E**uropean **N**etwork for **S**chool Libraries and **I**nformation **L**iteracy (ENSIL, http://www.ensil.eu**),** which was formalised as a Foundation (Stichting ENSIL) in April 2008.

[5] Eurydice, the information network on education in Europe, "is an institutional network for gathering, monitoring, processing and circulating reliable and readily comparable information on education systems and policies throughout Europe", see more information at URL:
http:// www.eurydice.org/portal/page/portal/Eurydice/AboutEurydice.

following years for the same country. Luis Miguel Cencerrado, Coordinator of the "Centro de Documentación e Investigación de Literatura Infantil y Juvenil Fundación Germán Sánchez Ruipérez" in Salamanca (Spain), says that it is difficult to give a picture of the school libraries of his country because "ya que los pocos datos de los que disponemos no permiten trazar un panorama actual de estos servicios"[6] (Cencerrado, 1999). Data are not collected in a systematic and standardised way and "using existing data presents some or all of the following problems with the situation varying from country to country:

> • Missing data, for example: Sectors missing [e.g. no survey or sampling of school libraries in many countries]" (Fuegi and Jennings, 2004:8).

This problem emerged in *Libecon* studies,[7] for instance, and it has recently become more apparent, during the PhD research, which Mrs. Helen Boelens has been conducting since 2003, after the Amsterdam meeting.

The purpose of this paper is to give a general and up-to-date overview of the situation of school libraries and the school librarianship in Europe, mainly based both on existing literature, and on information personally gathered from (school) library organisations or associations representatives or, when not possible, through their websites. Some case histories, best practices and projects will be eventually reported, according to the IFLA/UNESCO school library elements and characters. The "leopard",[8] as a metaphor of the school libraries in Europe, will be explained later along the text. It also refers to a picture not as easy to be taken due to difficulties in defining Europe: apart being a geographical Continent, it may also consist in the countries currently forming the European Union[9] which doesn't however represent all European Countries.[10]

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6 i.e., "Those few data available don't enable us to draw an update overview of these services", L.M.

7 The LibEcon project (http://www.libecon.org/), a research study into international library economics, uses internet communications to develop a continuously updated database of library activities and associated costs in the context of their national economies. The LibEcon project is funded by the European Commission DG Information Society (www.cordis.lu/ist/ka3/digicult/home.html) within the 5th Framework Programme for research.

8 Source used for this mammal's definition and description: Britannica Online Encyclopedia.

9 European Union comprises 27 Countries, while the Council of Europe 47 (see map at URL: http://www.coe.int/T/I/Com/A_proposito_Coe/Stati-membri/).

10 In this paper, the Author prefers to think about Europe in a broader cultural and historical meaning, beyond political and geographical borders and limitations.

2 THE CONCEPTUAL FRAMEWORK OF SCHOOL LIBRARIES

An effective lifelong learning attitude and dimension should be acquired right from the early years of life: during the childhood. In order to successfully live in a complex and transitional society, an individual has to acquire and develop fundamental life skills. He/she should learn "to know, to do, to live together, with the others, and to be" (Delors, s.a.). In this perspective, information literacy is both a right and a crucial life skill (UNESCO, 2008). It can be effectively acquired through the stimulating learning environment and resources of the school library, through a challenging inquiry process which engages the student in the active construction of knowledge (Kulthau, Maniotes and Caspari, 2007).

The (school) library/librarian's role in information literacy education is well explored and recognized. Many library associations have developed information literacy competency standards and guidelines, as the Association of College and Research Libraries (ACRL, http://www.ala.org/ala/acrl/aboutacrl/aboutacrl.cfm), the Australian School Library Association (ASLA, http://www.asla.org.au/), the Australian and New Zealand Institute for Information Literacy (ANZIIL, http://www.anziil.org/), the Society of College, National and University Libraries (SCONUL, http://www.sconul.ac.uk/) etc.

In summing up, there is a sound literature and evidence also in Europe about the following points:
– A school librarian/information specialist, professionally trained, can give a meaningful contribution to the school curriculum design, its implementation and enhancement.
– A school library/media centre can be an effective learning environment, when some elements are well combined (qualified and trained staff, good, update and stimulating collections, suitable equipments and welcoming and functional spaces), within a pedagogical and cultural framework.
– The collaboration between the teaching and the library staff is a crucial factor in fostering the student's learning process and enhancing his/her learning outcomes.
– The collaboration between the school library and the public/children's library is another important factor in improving learning and reading skills and in offering a wide range of (traditional and digital) resources.

The way of meeting the above mentioned goals or standards may of course differ very much according to the specific legislation or tradition of each country.

Before going on, the definition of the term "school libraries" should be considered. The LibEcon Study defines "school libraries" as

> "Libraries attached to all types of schools and colleges below the third [tertiary] level of education whose primary function is to serve the pupils and teachers of such a school. **It may also serve the general public**.[11] This includes libraries and resource collections in all educational institutions below the third level which may be described as "Colleges", "Colleges of further education", "Vocational Institutes" etc." (Fuegi and Jennings, 2004:98).

This definition is formally correct: the term "school library", here, in this paper, also means "school library/media centre", "school documentation and information centre", "learning environment", "learning resource centre", "multimedia library" etc., according to the different ways, in the different parts of Europe, of defining a library which belongs to and serves a nursery/primary/secondary school. But, it is known that

> "We have many names for the things we love, as does the school library of today. The array of names may seem confusing, but the variety is best interpreted as reflecting new ways of doing things, different emphasis and aspiration towards reform in its entirety. What is more essential than the naming is what the school library is like and what happens there" (Frantsi, Kolu and Salminen, 2002:4).

Another ambiguous term is "school librarian", the qualified information professional who is responsible for the library services within a school and for their development and educational use: "Information manager, information literacy proponent, knowledge advocate – also known as the school librarian" (Clyde, 2002:28). In some countries, he/she may be a "teacher/librarian", as the person who has acquired both teaching and library qualifications, or a "documentalist" (information specialist), usually a teacher with a specialization in information and documentation science.

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[11] The bold letters are in the original text.

The following sections are arranged according to the main points of the above mentioned *IFLA-UNESCO Manifesto* in order to offer some information and reflections about each strategic aspect.

2.1 Mission

The school library has a specific educational mission, within a broad context, as follows:

> "The school library offers learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media. School Libraries link to the wider library and information network in accord with the principles in the UNESCO Public Library Manifesto" (IFLA-UNESCO, 2006).

The existing evidence-based literature, best practices and information about the educational role of the school and its impact on the students' learning outcomes (Williams, Wavell and Coles, 2001) should represent a helpful means for finding good reasons for establishing and developing a school library as a vibrant heart in the school community. Nevertheless the school library mission has often declined in very different ways and range in European countries or within a same country: from a more traditional role, as a simple support to teaching and reading activities, to a more advanced and dynamic concept (for instance, as the Spiral Curriculum, in Germany).

The school library programme is often focused (more or exclusively) on reading promotion, when a proper and effective information literacy education programme – including, of course, traditional and important activities as reading – should represent the challenge and the new frontier for the school library's mission. The educational mission of the school library and its cutting edge role in information literacy education becomes more apparent in some national projects as, for instance, in Norway (Barrett, 2007:15-18).

Spaces and equipment of course reflect this new concept: different learning and teaching styles must find an adequate environment and resources in a library just designed for learning. In many countries in Europe, there is an increasing attention to the well-being at school in order to stimulate and motivate pupils/students, and prevent early leavers. School libraries also are often involved in this process of school innovation: their space needs to be

"rethought" to fully meet the school community needs (La Marca, 2007; Ofstad, 2007:4-5; Hoerr, 2007:3-4). When properly redesigned (theoretically and practically), they reflect the pedagogical and methodological criteria which put the learner at the very heart of the teaching of his/her own learning process and the renewed spaces attract pupils/students, make them feel comfortable and more confident, as the Kalsbeek College experience clearly shows (Boelens, 2008, in Gamba and Trapletti, eds.:302-331).

2.2 Funding Legislation and Networks

Specific legislation and policies should support the school library as a vital factor in lifelong learning. Nevertheless it is not possible to find a specific guideline or recommendation in this field issued by the European Union. School libraries may be funded or helped by local authorities: e.g., City Councils assist school libraries in Norway; in Denmark "in connection with the *Folkeskole* (national primary school system), the municipalities must provide a long list of offers, such as school libraries" (Denmark, Indenrigs –og Sundhedsministeriet, 2002), or at national level as in France. More often they are funded by the school itself: it is up to the school to prepare and earmark a specific budget for the school library services and this means that the principal usually plays a crucial role in it and in fostering the school library. For instance, in Italy, due to the Act,[12] which established the school self-government, a school may invest in its library much, little or not at all. Even when school libraries are established by law, the principal has a great influence on their development and integration into the school curriculum. Regular and adequate funding is a great concern for school librarians: it may also happen that the school library services mainly depend on private assistance, as in almost all schools in Greece, as Professor Sofia Gavriilidis at the University of Tessaloniki recently reported in the UNESCO World Book Day meeting in Rome (May, 5th 2008) and in her lecture at the University of Padua (July, 5th 2008), apart from some limited pilot projects (Döllgast, 2003:286-295 and 291-292).

The school library is often only "implicitly" included in the school and/or library legislation. Only in a few countries (such as Denmark, Croatia, Poland and France), this type of library is explicitly considered. Many (school) librarians

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12 Repubblica Italiana (1997), "Legge 15 marzo 1997, n. 59 «Delega al Governo per il conferimento di funzioni e compiti alle regioni ed enti locali, per la riforma della Pubblica Amministrazione e per la semplificazione amministrativa»", *Gazzetta Ufficiale* n. 63 del 17 marzo, available at: http://www.parlamento.it/leggi/97059l.htm.

would be very happy if similar legislation in their own country officially stipulated that "the government provides subsidies for development within the public and school libraries" as is the case of the provisions of the Danish Act No. 340 of 17. May 2000 regarding library services (stated in Part 2, art.18). The school library is mentioned both in the Library Act and in the school legislation for instance, in Spain: the art. N° 113 of the Ley Orgánica 2/2006.[13] The recent Spanish *LEY 10/2007, de 22 de junio, de la lectura, del libro y de las bibliotecas* declares that:

> "Los resultados de   aterials os recientes sobre bibliotecas escolares han contribuido a una concienciación sobre la necesidad de reforzar los hábitos lectores en la escuela, para lo cual se requieren recursos   aterials y humanos y un planteamiento adecuado de las funciones que en la enseñanza pueden y deben cumplir este tipo de bibliotecas."[14]

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[13] "Articúlo 113. Bibliotecas escolares.

1. Los centros de enseñanza dispondrán de una biblioteca escolar.

2. Las Administraciones educativas completarán la dotación de las bibliotecas de los centros públicos de forma progresiva. A tal fin elaborarán un plan que permita alcanzar dicho objetivo dentro del periodo de implantación de la presente Ley.

3. Las bibliotecas escolares contribuirán a fomentar la lectura y a que el alumno acceda a la información y otros recursos para el aprendizaje de las demás áreas y materias y pueda formarse en el uso crítico de los mismos. Igualmente, contribuirán a hacer efectivo lo dispuesto en los artículos 19.3 y 26.2 de la presente Ley.

4. La organización de las bibliotecas escolares deberá permitir que funcionen como un espacio abierto a la comunidad educativa de los centros respectivos.

5. Los centros podrán llegar a acuerdos con los municipios respectivos, para el uso de bibliotecas municipales con las finalidades previstas en este artículo." Available at: http://noticias.juridicas.com/base_datos/Admin/lo2-2006.t4.html#a113.

i.e. "Article 113. School libraries.

1. A school must have a school library.

2. The Education Authorities will gradually complete the library provision. They will develop a plan in order to achieve this objective within the implementation time of this Act.

3. The school library will help in promoting reading for students who access the information and other resources for teaching materials and other areas and could form in the critical use of them. Alike, they will contribute to realizing the provisions of Articles 19.3 and 26.2 of this Law.

4. The organization of a school library should be allowed to function as an open space for the educational community of its respective centres.

5. The centres will reach agreements with the respective municipalities in order to use municipal libraries with the purposes set out in this article." [trans. by L.M.]

[14] "The results of recent studies on school libraries have contributed to an awareness of the need to strengthen the readership habits at school, which would require material and human resources and a proper approach of the functions in teaching and can be met this type of libraries", L.M.). Published in: BOE, núm. 150 Sábado 23 junio 2007, available at http://www.boe.es/boe/dias/2007/06/23/pdfs/A27140-27150.pdf.

See also: http://www.mepsyd.es/educa/jsp/plantilla.jsp?area=ccaa&id=8.

Anyway, the general lack of a formal recognition of the school library, both from the school and the library legislation, negatively affects the school library services development at local and national level, within the school and a whole country. In some cases there are some contradictory policies: in Spain, Portugal and Italy, for instance, relevant school library network projects were launched, but the school librarian position does not exist yet and this complicates mid- and long-term planning and development. Being a partner of a network definitely assists school libraries' and librarians' development because a network usually provides training, support and best practices as within the Portuguese *Rede de Bibliotecas Escolares* (www.rbe.min-edu.pt) or the Italian *Biblioteche nelle Scuole* Project (www.biblioscuole.it). The school library directory (www.fundaciongsr.es/bescolares), set up by the Fundacion German Sanchez Ruiperez, provides useful information and resources about school libraries. These are just some examples of a progressive enhancement of school library services standards. The participation of school libraries in the local or national library network may implement an OPAC system and, through it, enhance the bibliographic offerings (see, for instance, the Luxembourg Union Catalogue – www.bibnet.lu – and its integrated list of libraries, available at: http://aleph.etat.lu/F/?func=file&file_name=bibnet).

2.3 Goals of the school library

According to this statement in the mentioned *Manifesto* which affirms that "the school library is integral to the educational process", the school library services should foster and enhance the school's mission and curriculum, and should, consequently, provide the school community with a stimulating environment for <u>all learners</u> (e.g., children, parents, teachers and school staff). The several goals which are outlined in the IFLA-UNESCO *Manifesto* are usually met only in part, due to the lack of different kind of resources (e.g., collections, space, equipment and staff). Nevertheless there is a progressively increasing number of best practices which are stimulated by formal or informal networks, national or local projects, and above all, the commitment and the enthusiasm of the practitioners themselves in the field. Regarding the past, more scientific and professional literature in the school librarianship field is now available in many languages and offers a valid support to professionals (or would-be professionals). This literature presents new concepts on the school library as the lively heart in the school and in the learning process (see for instance: Centelles, 2007 or Casastán, 2002), as a dynamic learning environment (Christensen, 2007:8-10): this, of course, helps the professional development

and the acquisition of a deeper awareness and insight of the school library value.

2.4   Staff

The *IFLA-UNESCO School Library Manifesto* affirms that the

> "school librarian is the professionally qualified staff member responsible for planning and managing the school library, supported by as adequate staffing as possible, working together with all members of the school community, and liaising with the public library and others."

Research findings demonstrate that the library staff, when well trained and qualified, makes a difference in the school library services: nevertheless school librarian's education and training, qualification and recognition are hard issues still to be addressed at a European level. The situation in this field varies very much from country to country and sometimes within the same country.

Education for school librarianship can, as done at some Spanish universities such as Vic, Extremadura, Salamanca and others, be offered as a specific course with a profile of its own (Carpalho Bautista, 2002; Id., 2003) or some school library educational elements may be included in the teacher's academic education. More often, in-service training and post-graduate courses offer a teacher wanting to enter the field of school librarianship the possibility to become educated and trained in the school library field and to acquire some relevant competences (e.g., in school library organization and management, or curriculum related activities). Those specific qualifications may be preferred, but are not necessarily recognized or required by the Education Authority (at national or local level) when a teacher is appointed to a post in a school library as it happens in Portugal and Italy, where teacher-librarians have been educated within extensive national school library network programmes.

In some cases, a Library and Information Science diploma offered as a postgraduate specialization is required. In France, a teacher, after his/her graduation in a subject, can join the two year postgraduate course in Information Science and obtain the *CAPES de documentation* established in 1989 (Durpaire, 2004:51-52). This qualification is required to apply for the position of

enseignant documentaliste[15] (*professeur documentaliste* or *Prof Doc*, i.e. information specialist teacher) in a secondary school (middle and high), whilst no specific qualification is required to work in a primary school library. The *documentaliste* position is a teaching one as clearly reminded by the Fédération des Enseignants Documentalistes de l'Education Nationale (FABDEN).[16] All secondary schools have their teacher librarian (Charrier-Ligonat, 2002:23). Even though that position has existed for 20 years, the *documentalistes inquiets* would be more appreciated as school professionals and feel uncomfortable (Durpaire, 2004): it now seems to be at a risk due to a reduction of posts. (FADBEN, 2007, p.4)[17].

In Croatia, the librarian's position was established by the National Library Act in 1997[18] for all kind of libraries (the school ones included as well): graduates in Library and Information Science from the University of Zagreb can apply for the school librarian's positions. The teaching qualification is not required (but many school librarians come from the teaching profession). Almost all schools (from primary to higher ones) has set up a school library and has employed a school librarian.[19]

In Slovenia, the recent Act (Uradni list RS 16/2007 z dne 23. 2. 2007) states that every school has to have a school library (art. 68); the professional staff (teachers, librarians etc.) must possess an adequate pedagogical and tertiary educational background in the proper direction. In Austria, the law[20] states that a

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[15] Republique Française, Ministère de l'éducation nationale (1986), *Circulaire n° 86-123 du 13 mars 1986, Missions des personnels exerçant dans les centres de documentation et d'information*, BO n°12, 27 mars 1986. Available at: http://savoirscdi.cndp.fr/metier/TextesOfficiels/1980-1989/c860313.htm.

[16] "Dans les établissements secondaires, le professeur documentaliste est un enseignant qui, au sein de l'équipe pédagogique, est responsable d'un développement d'une culture de l'information chez chaque élève". [i.e., "Within the high school, the information specialist teacher is a teacher who, within the educational team, is responsible to make the student develop a culture of information", trans. by L.M.] See : FADBEN, "Forum sur l'évolution du métier", 9 Nov. 2007 (Pub. 28 Nov. 2007), available at: http://www.fadben.asso.fr/spip.php?article15. About the debat in France on the "Prof Doc", information literacy etc., see also the issue N°0043-0044-0045 Juillet-Août-Septembre 2005 of «Esquisse», available in PDF format at: http://www.aquitaine.iufm.fr/recherche/esquisse/pdf/esquisse43.pdf.

[17] FADBEN (2007), "Action de l'intersyndicale : demande d'audience au ministère le 26 novembre 2007", *Lettre de Mediadoc*, Décembre, p. 4.

[18] Republike Hrvatske (1997), Zakon o knjižnicama (NN 105/9.10.1997), available at http://www.nn.hr/clanci/sluzbeno/1997/1616.htm.

[19] Only about 50 schools (out of the 1,300 ones) do not have established or renovated their library yet according to the standards required, as pointed out at the last 20th Croatian School Library Meeting (Opatija, April 2008, 2nd-5th), http://www.husk.hr/udruga/skupovi.htm.

[20] Republik Österreich (1990), Act BGBl. Nr. 447/1990, http://ris1.bka.gv.at/bgbl-pdf/index.aspx?page=doc&id=20824.bgblpdf&db=bgblpdf&rank=9.

secondary school must have a school library and a part-time teacher librarian. In Romania, a full-time library job position is intended for schools with 600-700 students and 8,000 books, and ½ for 300 students and 4,000 books, accordin to the new Library Act[21]; the librarian (who has to have library qualifications at academic level) is recognized as a teaching staff member (Legea nr. 128/1997 privind Statutul personalului didactic). Furthermore, the above mentioned new Library Act (nr. 334/2002) states that "Bibliotecile scolare sunt parte integranta a procesului de instruire, formare si educare"[22] (art.37) and adequate funding has to be granted to the library every year (art.38).

It is possible to find external library professionals in private, international or in secondary schools (e.g. in the United Kingdom); more often it is not as common (as is the case in Spain, with 10% of secondary schools, mainly private ones[23]).

The teacher-librarian's position is established in Poland: although there is no special plan, Polish teacher-librarians try to collaborate and share information and advice,[24] and implement projects. A recent contest and conference was held in Warsaw:[25] the profession, its educational implications, the role of ICT and web 2.0 were discussed.

The teacher-librarian may granted a reduction of teaching hours (as in Germany, in Austria[26] or in Spain, Act of 29 June 1994). In Italy, there is no reduction of teaching hours but, as an extra-teaching job, the teacher may be paid from the school budget; he/she may work full-time in the library when he/she is no more able to teach classes due to a physical or mental disease.[27] Anyway, "the job of

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21 Republica România (2002), Legea nr. 334/2002 privind bibliotecile - Republicare. The text is downloadable in MS doc format in the legislation section of the Library Association website, at: http://www.abr.org.ro/abir/legea_bibliotecilor.doc.

22 i.e., "The school librarian is an integral part of the teaching, educational and instructional process", [trans. by L.M.]

23 See: Fundación Germán Sánchez Ruipérez (2005), Estudio de campo de las bibliotecas escolares en España. Salamanca: FGSR, http://www.fundaciongsr.es/pdfs/bibliotecas_escolares.pdf, p. 199.

24 The Polish Educational Portal "Interkl@sa" (www.interklasa.pl) has set up a forum devoted to school libraries, accessible at: http://forum.interklasa.pl/mvnforum/listthreads?forum=2. Another forum is "Bibliotecki w szkole" (http://www.bibliotekawszkole.pl/forum/). See also: http://ensil.pl.

25 The Conference was held at the "Akademia Pedagogiki Specjalnej" in Warszawa (ul. Szczęśliwicka 40) on May 16-17, 2008 (see programme at: http://www.ibo.edu.pl/bibliotekarze2008/).

26 Republik Österreich, *Act BGBl. Nr. 447/1990*, http://ris1.bka.gv.at/bgbl-pdf/index.aspx?page=doc&id=20824.bgblpdf&db=bgblpdf&rank=9.

27 This staff is in a depletion list and should leave the school in the near future moving to another public sector agency/institution or retiring. See the *Legge finanziaria 2003*, N. 289. Art. 35, comma 5, accessible at: http://www.camera.it/parlam/leggi/02289l.htm.

teaching librarian does not (as yet) exist in the Netherlands" (Boelens, 2007:18-19), as in most countries in Europe.

Education and training in school librarianship are offered by library associations, universities, or other bodies. In the UK, the School Library Association provides a wide range of courses (http://www.sla.org.uk/training-courses.php). In Portugal, the Gulbenkian Foundation has set up the "Theka" project which aims at educating and training teacher librarians (http://www.theka.org/), as a vital resource (Calixto, ed., 2007). In Italy the University of Padova offers post-graduate and master courses (http://www.educazione.unipd.it/gribs/index.php?option=com_content&task=view&id=83&Itemid=251).

3   THE COOPERATION BETWEEN PUBLIC AND SCHOOL LIBRARIES

The cooperation between public and school libraries is often a controversial issue (Aaron, 1980, 1992) because many (reciprocal) prejudices still exist, while an efficient and effective cooperation could foster both young and adult readers and help them in becoming and acting as critical thinkers (Biblioteksstyrelsen, 2008). Joint initiatives in the professional development field may also help to build new strategies of collaboration (School en openbare bibliotheek werken samen, 2008:39-41), but, of course, many factors are to be carefully considered such as co-planning, budget development, evaluation criteria etc. (Das, 2008: 289-301, in particular: p. 299, in Gamba and Trapletti, eds.).

Most reading projects (at national and local level) stimulate the collaboration between the public and the school library. The public library often offers the school the possibility of customized visits, extra loans, reading activities, meetings or workshops with authors or illustrators.

It should be considered absolutely "important for school libraries to cooperate with their local public libraries both to benefit the school and to make the most of local authority funding" (Sundt in IFLA, School Library Section, 2002:30). In the meantime, the school library should clearly bear in mind its educational mission and the librarian should also be qualified in teaching: "teaching is undoubtedly needed" (Tilke, 2002:71). Combined libraries services are usually sufficient in many areas – e.g., in some German states (Seefeldt and Syré, 2007:59-61), or in the more recent "Bibliopoint" Project promoted by the City

Council of Rome, Italy.[28] However, this development seems to occur more due to the lack of funding or suitable premises as a kind of necessary (or somewhat forced…) cooperation. A school may share its library space with the public library and extend its services and facilities beyond the school community within a broader cultural and social project, jointly shared and clearly defined.

A new and interesting concept of community services with the library at their heart has been developed in the last decade in the Netherlands, viz. the *brede school* in Dutch (i.e., broad school). Of course this concept has to take into account the physical design aspects, the accessibility for all (kids and adults) and many other issues (Olson, 1996). In this case the library may become the very crossroad of several institutions and services (van Santen, s.a. [post 2005]), serving the nursery and primary schools, young and family help etc. An example of this integration and collaboration is the Woerden Schilderskwartier near Utrecht (http://www.regiobibliotheekhetgroenehart.nl/adult/index?h=70).

4   LITERACY AND READING PROMOTION PLANS

Literacy has become a great concern to many countries in Europe after the PISA surveys and children's reading skills enhancement is an emergent issue. Many programmes and initiatives have been launched or re-launched recently: some of them involve the school library/librarian in a clear way, some others simply imply them.

In Portugal, the *Ler⁺ - Plano Nacional de Leitura* (i.e., Read more – National Reading Plan) main goal is the enhancement of literacy in Portuguese people in order to raise the country to the level of other European partners.[29] The Plan is a Governmental initiative promoted and organized by the Ministry of Education in collaboration with the Ministry of Cultural Heritage and the Parliament Cabinet. It has been assumed as a political priority since 2006.[30] The mentioned *Rede de Bibliotecas Escolares* (RBE) is involved in the plan.[31] With its libraries it

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[28]   See   the   flyer   available   in   PDF   format: http://www.comune.roma.it/was/repository/ContentManagement/information/N1842200561/bibliopoint%20depliant.pdf.

[29] The Plan "tem como objectivo central elevar os níveis de literacia dos portugueses e colocar o país a par dos nossos parceiros europeus" [i.e., "the enhancement of Portuguese people's literacy level is a core objective of the Plan in order to put the county at the same level of its European partners", trans. By L.M.]. See: http://www.planonacionaldeleitura.gov.pt/.

[30] The Plan was presented during the 35ᵗʰ IASL International Conference in Lisbon.

[31] The RBE co-ordinator is also the Reading Plan sub-commissioner: "O Plano está sedeado no Gabinete RBE, cuja coordenadora é, simultaneamente, sub-comissária do Plano" [i.e., "The Plan was

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represents an important infrastructure, which also fosters adult literacy and reading within the context of *Ler, é para já!*,[32] a special programme addressed to adult learners. Slovakia has launched reading promotion initiatives such as the competition "Let's read with Osmijanko", a Slovak popular fairy tale figure (see: http://www.osmijanko-ba.sk/); "Night with Andersen" reading in libraries during night[33]; a competition on the most interesting event generated by a school library in occasion of the International School Library Day (fourth Monday of October)[34].

In Spain, the 12 year reading plan *Plan de fomento de la lectura* was launched in 2001 in order to stimulate the Spanish people to discover the value of reading, to enhance their reading skills and acquire competencies in using different kind of media. School libraries are also involved as one of the plan actions[35] and their role may become relevant in regional plans (as in Andalucia, within its reading and school library plan[36]). Local reading promotion programmes (e.g., *Un libro es un amigo* in the Badajoz City Council) are also implemented depending on local authorities and sponsors.

In the UK, 2008 is the "National Year of Reading". It is promoted by the National Literacy Trust (NLT, www.literacytrust.org.uk), "an independent charity that changes lives through literacy". It aims at building a national passion for reading through several campaigns which actively involve schools too. Campaigns have labels such as the "National Reading Campaign", "Reading Champions" and "Reading Connects", which is addressed to primary and secondary schools. A rich website provides useful resources, toolkits etc., to help schools in building a reading community.[37]

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established in the School Libraries Network Cabinet, whose co-ordinator is in the meantime the sub-commissione of the Reading Plan", trans. by L.M.], see in: RBE, *10 anos: balanço e análise prospectiva*, at: http://www.rbe.min-edu.pt/np4/174.html.

[32] See: http://www.rbe.min-edu.pt/np4/162.html.

[33] See: http://www.infolib.sk/index/podstranka.php?id=51&idm=1&prm1=3&prm2=1&prm3=1899.

[34] See: http://www.spgk.sk/?2007-1.

[35] See: *Lineas de Actuation del Plan. B) Biblioteca escolares y otros programas en el area educativa*, http://www.planlectura.es/01desarrollo-del-plan-2.htm. See also:
Merlo Vega, José Antonio, *School libraries, information literacy and reading promotion initiatives in Spain*, 35th IASL Conference, Lisbon: IASL, available in PDF format at http://eprints.rclis.org/archive/00006836/01/Merlo_IASL.pdf;
PLEC - Proyecto de lectura para centros escolares, http://www.plec.es.

[36] LyB website: http://www.juntadeandalucia.es/educacion/lecturaybiblioteca; see also: JUNTA DE ANDALUCIA, CONSEJERIA DE EDUCACION (2006), *Plan LyB : Plan de Lectura y de Bibliotecas Escolares en los centros educativos públicos de Andalucía,* available in PDF format at:
http://www.juntadeandalucia.es/educacion/portal/com/bin/planlyb/contenidos/PLAN_LyB/documento _planLyB/1170763477017_plan_lectura_y_biblioteca_23-01-2006.pdf.

[37] See the full list and features here: http://www.literacytrust.org.uk/NLTprojects/index.html.

In Norway, *Gi rom for lesing* – i.e., Make Space for Reading – (2003-2007), funded by the Ministry of Education and Research, is a governmental "strategic plan to stimulate a love for reading and reading skills."[38]

In Italy, the *Amico Libro* Project was launched in 2007 to collect best practices: it gave € 1,000 "una tantum" for buying new books[39].

In Ireland the outstanding "Junior Certificate School Programme (JCSP)" was set up in 1997 in Ireland in order to prevent early school leavers. Since 2001 it has involved the school library through the "Demonstration Library Project", with relevant results on student's learning outcomes, interest and motivation (JCSP, 2005).[40] Thanks to

Thanks to this project,

> "All of the libraries have established programmes of library-based classes, events and activities. Reading and writing skills are developed, reading habits nurtured and the information skills needed to navigate and participate in society are practised.
> Librarians, working in professional partnership with teachers, run intensive and focused programmes aimed at improving teenager's literacy levels. A cross-curricular approach is taken to planning and designing all activities. It is an aim to have families and the wider community play an active role in activities."[41]

Foundations – such as Fundaçao Gulbenkian in Portugal (www.gulbenkian.pt), Fundación Germán Sánchez Ruipérez in Spain (www.fundaciongsr.es), Stiftung Lesen in Germany (www.stiftunglesen.de) etc. - are often instigators or partners of relevant initiatives, which actively involve school libraries and librarians in reading promotion projects.

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[38] See info at: http://www.regjeringen.no/en/dep/kd/Selected-topics/compulsory-education/strategic-plans/make-space-for-reading.html?id=279655.

[39] Ministero della Pubblica Istruzione, *Progetto Amico Libro*, at: http://www.pubblica.istruzione.it/eventiprogetti/amico_libro.shtml. 4214 schools (almost half the total amount) applied to the Ministerial call: 2751 projects (2/3 of the total) were submitted by nursery, primary and middle schools. This datum reflects the attention paid to reading both as a functional ability and as a powerful stimulus to curiosity and imagination. It has to be said that the schools applied to the Plan much more in the North than in the South of Italy. Furthermore, instead of buying (and offering) a wider range of titles, the school have in many cases bought multiple copies of the same book so that the positive impact of the funding was reduced.

[40] See also the Project development and update through its website (http://www.jcspliteracy.ie), reports, magazine, and newsletter available on line (last issue: N.° 8, March 2009, http://jcsp.slss.ie/resources/c/10/March%2009%20JCSP%20Newsletter%20-%20Final.pdf).

[41] http: //www.jcspliteracy.ie/library_demo_activities.htm.

5   ADVOCACY: THE ROLE OF ASSOCIATIONS

Marketing and advocating school libraries are crucial tasks: a strategic and effective advocacy helps in building a deeper understanding along with a better perception of the educational role and the value of the school library throughout the school and the local community. In this field, library associations play a relevant role (Agee and Lillard, 2005), besides promoting professional development, because they can set up initiatives, meetings, events and provide school librarians with advocacy kits, best practices list, opportunities to meet and share experience. Most national library associations have a school library section, committee or working group. There are also specific school library associations (as the School Library Association - SLA). The IFLA School Libraries and Resource Centres Section established in 1977, the International Association of School Librarianship (IASL) Europe (www.iasl-online.org) and European Network for School Libraries and Information Literacy (ENSIL, www.ensil.eu) bring the international flavour of school librarianship and represent a landmark for school librarians in Europe. The recent formalisation of ENSIL as a Foundation (Stichting Ensil) should make it easier to reach important goals such as to initiate research on school libraries and the school librarian profession, updating and disseminating information about them, advocating for school libraries and librarians, communicating about school librarianship and promoting professional development of school librarians.

International meetings held in Europe also stimulate the enhancement of school librarianship very much: they foster and motivate school librarians, and give them a relevant role in professional development. (School) library associations can foster the (school) librarians' training (Kõuts, 2007), provide important stimuli both to librarians and to government, and help to overcome the weakness of school library services, for instance in countries, which have become independent in the last decades and still have to face many political or economical problems, e.g., in Latvia, (http://www.goethe.de/z/30/infomoe/lettland/delett11.htm) Estonia and Lithuania (Gudauskas, 1994:271-287) or suffered from the Cold War as Romania (Anghelescu, 2001). Besides initiatives in the professional development field, a (school) library association can play a relevant role in the legal field: for instance, the Russian School Library Association (RUSLA, http://www.rusla.ru/rsba), is one of the main initiators of changing the Law "On Education" (n°. 3266-1, July 10, 1992). RUSLA is very much committed in "raising the social status and professional skills of school librarians": "protecting the interest of school librarians, to protect, first and foremost, the interest of children by strengthening an important environment for their

development" (Zhukova, 2008). Some of the goals of the Association are: working out a package of bills aimed at improving two Russian federal lawas – "On Education" and "On Library" (n.° 78, December 29, 1994) in terms of regulations on school libraries; continuing to involve key politicians and organizing professional development initiatives.[42]

Also, international yearly celebrations as the International School Library Day – ISLD (now, Month, i.e. ISLM, http://www.iasl-online.org/events/islm/) in October, or the UNESCO World Book Day in April, are good occasions for advocating and promoting the school library services within the school and the local community. Furthermore, working on the suggested themes – the 2008 ISLM is about "Literacy and Learning at your School Library" – is always a good opportunity to stimulate pupils/students, teachers and parents. This also means for the school librarians to experience, reflect, find new ways of collaboration within the school and the community, and with colleagues in different countries. Furthermore, the combination of two relevant international library events in Europe, scheduled by 2009 – the IFLA WLIC in August in Milan and the 38th IASL Conference incorporating the 13th Research Forum on School Librarianship in September in Padua and Abano Terme. These events, that will gather an international audience, may represent an interesting opportunity, especially for European (school)librarians/information specialists, not only to gather, of course, and discuss issues of their profession, but also – hopefully – to effectively communicate the value of their work, commitment and efforts, and claim for the needed attention to the delicate and strategic sector they represent for a meaningful lifelong learning.

6 CHALLENGES FOR 21ST SCHOOL LIBRARIES IN EUROPE

As a leopard (whose presence is found over a great number of countries, from Northern Africa to Easter Asia), we find a school library in most schools in Europe, but "it varies greatly in size and markings". In fact, the picture of school libraries in Europe shows us a wide range of quality in services and activities, existing problems – the lack of funding, formal recognition etc. – and interesting

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[42] e.g., the President Putin took part in the first RUSLA Congress on July 2nd 2007.

strengths and practices. It is possible to affirm that the situation is on the move, definitely faster than ever, and it is changing. In fact, besides education and training, networking helps school librarians in many ways: the exchange of experiences, tips, reflections etc. serves to foster a process of change both at a professional level and at a personal one, both in the school library area and in the wider school/community context. The new frontier of literacy and information literacy education will represent a challenging occasion for the school libraries' services to demonstrate how they are useful both in the school curriculum enhancement and in the local community development. "One of the main barriers to innovation in Europe is that the European market is still too fragmented" (ISTAG, 2006:38). This fragmentation and varying quality also affects education and school instruction (Commission of the European Communities, 2007). Of course, the educational goals (and the school library ones) would be met in a more efficient, effective and successful way if:

educational and cultural policies at European level included the school library as a cornerstone both in the school and the library systems;

school librarianship was (at least partially) included both in the teachers' and librarians' education and training: for the teachers need to know how to use the library as a learner-centred teaching methodology and an educational tool and environment; the children's/public and academic librarians need to know how to set up and implement their user's education plans more effectively;

the education and training in school librarianship were recognised and compulsory for those who want to be employed in a school library/information centre;

the school librarian/information specialist was recognized as an information and teaching professional;

school leaderships, teachers, parents, media knew more about the positive correlation between students' learning outcomes and the availability and use of good school library services within the curriculum,[43] and to what extent children benefit from a school library/information centre at the very heart of the school.[44]

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[43] See the useful resources "School Libraries Make a Difference to Student Achievement", in IASL webpage, reachable at: http://www.iasl-online.org/advocacy/make-a-difference.html.
[44] A broader awareness, of course, depends also on the school librarian's communication, marketing and leadership skills. Assessment data provided by the school library and the advocacy from school and/or library associations or organisations may help.

Despite the average size, as a leopard, the school library services in Europe "can, however, grow much larger" and adapt itself to a rapidly changing environment. The size and spacing of its characteristic spots, generally arranged in rosettes, also vary greatly: this "rosettes" in our filed may mean that attention and funding may be put more on reading promotion in a country, or on information literacy in another one, or on professional development and so on. Nevertheless these differences in pattern, there is a basic, common characteristic in all "leopards": their extraordinary agility (mainly - for the feline – in climbing trees), for the school librarians throughout Europe, in facing many difficulties, change and challenges as well, taking the risk and the responsibilities to enhance their school library services and activities, preparing pupils and students for the future.

In fact, the development of high quality school library services throughout Europe might enhance the European pupils/students' preparation in lifelong learning, make them develop the concept of European citizenship and overcome still existing divisions and prejudices, collaborate with each other in order to stimulate positive innovation and change in the "Old Continent": an open page this one, which is hard but very challenging to be written (Romano, 2005).

USEFUL LINKS[45]

a) International

International Association of School Librarianship – IASL:
　　　http://www.iasl-online-org.

International Federation of Library Associations and Institutions – IFLA, School
　　　Library Resource Centers Section:
　　　http://www.ifla.org/VII/s11/index.htm.

Organisation for Economic Cooperation and Development (OECD)
　　　http://www.oecd.org
　　　- OECD Glossary of Statistical Terms
　　　http://stats.oecd.org./glossary/detail.asp?ID=871

UNESCO's Information and Media Literacy Portal:
　　　http://portal.unesco.org/ci/en/ev.php-
　　　URL_ID=15886&URL_DO=DO_TOPIC&URL_SECTION=201.html.

b) Europe

European Council of International Schools – ECIS:
　　　http://www.ecis.org/.

The European Library Portal:
　　　http://www.theeuropeanlibrary.org/portal/index.html.

European NAvigator (ENA), the history of a united Europe on the Internet:
　　　http://www.ena.lu.

European Network of Innovative Schools – ENIS:
　　　http://enis.eun.org.

European Network for School Libraries and Information Literacy – ENSIL:
　　　http://www.ensil.eu.

European Schoolnet. The Gateway to Education in Europe:

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[45] The Author sincerely apologizes for eventually inaccurate or missing information. She tried to be as accurate as possible and personally checked out all resources and websites mentioned in this work. In some case it was not possible to locate any school library-related resources or the content was not clear enough because of language problems. The Author is, of course, grateful to those who will provide useful resources, integration and suggestions for a possible further edition.

http://www.eun.org/portal/index.htm.

Eurydice: The Information Network on Education in Europe:
    http://www.eurydice.org/portal/page/portal/Eurydice.

School Libraries As Multimedia Learning centres In-service Training –
    SLAMIT:
    http://www.slamit.org.

c) European Countries

AUSTRIA
Bibliotheken-Service für Schulen [Schools' Library Service]:
    http://www.bibliothekenservice.at/start-bs.html.

Der Büchereiverband Österreichs:
    http://www.bvoe.at/.

BELGIUM
Association Belge de Documentation [Belgian Association for Documentation]:
    http://www.abd-bvd.be/.

School en Bibliotheek:
    http://www.schoolenbibliotheek.be/portal/page?_pageid=1113,1&_dad=p
    ortal&_schema=PORTAL.

Vlaamse vereniging voor Bibliotheek-, Archief- en Documentatiewezen –
    VVBAD [Flamish Association of Libraries, Archives and Documentation
    Centres]:
    http://www.vvbad.be.

BULGARIA
СЪЮЗ НА БИБЛИОТЕЧНИТЕ И ИНФОРМАЦИОННИТЕ РАБОТНИЦИ
    В БЪЛГАРИЯ [Bulgarian Library Association]:
    http://www.lib.bg/.

CROATIA
Hrvatsko Knjizicarsko Drustvo [Croatian Library Association]:
    http://www.hkdrustvo.hr/.

Hrvatska udruga školskih knjižničara [Croatian Association of School Librarians]:
http://www.husk.hr/.

CZECH REPUBLIC
Association of Library and Information Professionals of the Czech Republic ["SKIP" in Czech]:
http://www.nkp.cz/o_knihovnach/konsorcia/skip/english/index_e.htm.

DENMARK
Danmarks Skolebibliotekarer [School Librarians' Association, ca. 2100 members]
http://www.skolebib.org

Kommunernes Skolebiblioteksforening [Municipal School Library Association]:
http://www.ksbf.dk/page/foreningen.html.

Skolebiblioteket [School library area and resources within the EMU portal]:
http://www.emu.dk/gsk/skolebib/index.html

ESTONIA
Eesti Raamatukoguhoidjate Ühing, Kooliraamatukogude Sektsioon [Estonian Library Association, School Libraries Section]:
http://www2.nlib.ee/ERY/kooli_rk_sekts/tegevus.html#2008.

FINLAND
Suomen koulukirjastoyhdistys ry [The Finnish School Library Association]:
http://www.suomenkoulukirjastoyhdistys.fi

Bookster at Helsinki City Library:
http://www.lib.hel.fi/en-GB/children/.

FRANCE
Fédération des enseignants documentalistes de l'éducation nationale – FADBEN [Federation of school teacher-information specialists] :
http://www.fadben.asso.fr

SavoirCDI:
http://savoirscdi.cndp.fr/accueil.htm.

GERMANY
Basedow1764's Weblog:
  http://basedow1764.wordpress.com/.

Schulmediothek. Das Portal rund um das Thema Schumediotek [School Media
  Library Portal of the German Library Association "Deutscher
  Bibliotheksverband"]:
  http://www.schulmediothek.de/

LAG Schulbibliotheken in Hessen e.V. [Assian School Library Association]:
  http://www.schulbibliotheken.de.

Bibliotheksportal [Library Portal], Kinderbibliotheken, Jugendbibliotheken,
  Schulbibliotheken [Children's; Young Adult and School Library
  webpage]:
  http://www.bibliotheksportal.de/hauptmenue/bibliotheken/bibliotheken-in-
  deutschland/bibliothekslandschaft/kinder-jugend-und-schulbibliotheken/.

GREECE
Ένωση Ελλήνων Βιβλιοθηκονόμων και Επιστημόνων Πληροφόρησης [Greek
  Library Association]
  http://www.eebep.gr/.

HUNGARY
Magyar Könyvtárosok Egyesülete [Hungarian Library Association]:
  http://www.mke.oszk.hu/.

Könyvtárostanárok Egyesülete [School Library Association]:
  http://www.ktep.hu/.

IRELAND
School Library Association in the Republic of Ireland (SLARI):
  http://slari.ie/Index.htm.

ITALY
Associazione italiana biblioteche, Commissione nazionale biblioteche
  scolastiche – AIB, CNBS [Italian Library Association, National
  Committee on School Libraries]:
  http://www.aib.it/aib/commiss/cnbse/cnbse.htm3.

Associazione dei documentalisti scolastici italiani - A.Doc.S.I.:
  http://www.biblioinrete.net/modules.php?name=Content&pa=showpage&pid=9.

Coordinamento nazionale bibliotecari scolastici – CONBS [National School Librarians' Coordination]:
http://conbs.altervista.org/.

Ministero della Pubblica Istruzione – MPI [Italian Ministry of Education]:
– Amico Libro [Book Project]:
http://www.pubblica.istruzione.it/eventiprogetti/amico_libro.shtml.

– Biblioscuole [School library Project]:
http://www.biblioscuole.it/public/.

LATVIA
Latvijas Skolu bibliotēku asociācija [Association of Latvian School Librarians - ALSL]:
http://www.liis.lv/LIIS/english/main.htm.

LITHUANIA

Lietuvos bibliotekininku draugija [Lithuanian Library Association]
http://www.lbd.lt/eindex.htm.

LUXEMBOURG
Association Luxembourgeoise des Bibliothécaires, Archivistes et Documentalistes – ALBAD [Luxembourg association of librarians, archivists and documentalists]
http://www.albad.lu/.
ALBAD School Library Section:
http://www.albad.lu/downloads/albadsectionbiblscol.pdf.

MALTA
Malta Library and Information Association (MaLIA)
http://malia-malta.info/.

The NETHERLANDS
Landelijke Werkgroep Schoolmediathecarissen Voortgezet Onderwijs - LWSVO [Dutch School Library Association]:
http://www.nvbonline.nl/273/lwsvo%3A_mediathecarissen.html.

Vereniging van Openbare Bibliotheken – VOB [Public Libraries Association]:
"Schoolbieb.nl" Project:
http://www.debibliotheken.nl/content.jsp?objectid=7483.

NORWAY

Skolebibliotekar-foreiningen i Norge – SiN [The Norwegian Association of School Librarians]:
http://www.skolebibliotekarforeningen.no/index.php?page=index.php.

Gi rom for lesing [A room for reading]:
http://www.skolenettet.no/moduler/templates/Module_Overview.aspx?id=%0917165&epslanguage=NO.

POLAND

Biblioteka Szkolna:
http://standardy.bibliotekaszkolna.net/.

Biblioteki Interka@si
http://www.biblioteka.edu.pl/.

BibWeb. Kurs Internetowy dla Bibliotekarzy [On line Course for School Librarians]:
http://www.bibweb.pl/.

ENSIL Poland:
http://ensil.pl/.

Pedagogiczna Biblioteka Wojewódzka im. prof. Tadeusza Kotarbińskiego w Łodzihttp, Serwis biblioteka szkolna:
http://www.pbw.lodz.pl/biblioteka_szkolna.htm.

The Polish Library Association, School Library Section:
http://www.ebib.info/content/category/10/69/61/.

PORTUGAL

Associação Portuguesa de Bibliotecários, Arquivistas e Documentalistas – BAD [Portoguese Association of Librarians, Archivists and Information Specialists]: http://www.apbad.pt/; BAD School library section:
http://www.apbad.pt/Seccoes/S_DocInfEscolar/SDIE.htm.

Rede de Bibliotecas Escolares – RBE [School Library Network]
http://www.rbe.min-edu.pt/.

Plano Nacional de leitura "Ler[+]":

www.planonacionaldeleitura.gov.pt.

Theka: Projecto Gulbenkian de Formação de Professores para o Desenvolvimento de Bibliotecas Escolares [Theka: A Gulbenkian Foundation Project for the school library development]:
www.theka.org.

ROMANIA
Asociația Bibliotecarilor din Învățământ – România [Romanian Library Association]:
http://www.abr.org.ro/abir/index.html.

Ministerul Ministerul Educației și Cercetării, Inspectoratul Scolar al Judetului Iasi, Biblioteca scolare [Ministry of Education, School Inspectorate, School Libraries] :
http://isj.is.edu.ro/site/page.php?16.

RUSSIA
Russian Library Association [with a School Library Section]:
http://www.rba.ru/eng/index.html.

Russian School Library Association – RUSLA:
http://www.rusla.ru/eng/#/eng/association/.

SLOVAC REPUBLIC
Slovenská asociácia knižníc [Slovak Library Association]:
http://www.sakba.sk/.

Slovenská pedagogická knižnica [School Library Association]:
http://www.spgk.sk/.

SLOVENE
Zveza bibliotekarskih društev Slovenije [Union of Slovene Library Associations]:
http://www.zbds-zveza.si/.

Šolskih knjižničarjev Slovenije [Slovene School Library Association]:
http://www.dsks.si/.

SPAIN
Aplicación para la gestión de bibliotecas escolares - ABIES:
http://abies.pntic.mec.es/.

Asociación Andaluza de Bibliotecarios:
	http://www.aab.es/Joomla/.

Col-legi Oficial de Bibliotecaris-Documentalistes de Catalunya [Official Association of Librarians-Documentalists of Catalonia]:
	http://www.cobdc.org/.

Ministerio de Cultura [Ministry of Cultural   Heritage]:
	"Plan de Fomento de la Lectura" ["Reading Promotion Plan"] 2004-2007:
	http://www.mcu.es/libro/MC/PFL/index.html.

SWEDEN
Kolla källan, Myndigheten för skolutveckling:
	http://kollakallan.skolutveckling.se/.

Skolbibliotek:
	http://www.skolbibliotek.se/.

Svensk biblioteksförening [Swedish Library Association]
	http://www.biblioteksforeningen.org/index.html.

SWITZERLAND
Association des Bibliothèques et Bibliothécaires Suisses - BBS [Swiss Library Association]:
	http://www.bbs.ch/xml_1/internet/de/intro.cfm.

TURKEY
Türk Kütüphaneciler Derneği [Turkish Library Association]:
	http://www.kutuphaneci.org.tr/web/node.php.

UKRAINE
Slavutich Association of School Libraries:
	http://www.sasl.at.ua.

UNITED KINGDOM
Chartered Institute of Library and Information Professionals – CILIP,
	– School Library Group:
	http://www.cilip.org.uk/specialinterestgroups/bysubject/school/.
	– School Library Group Scotland [Scottish Branch of the CILIP School Libraries Group -SLG]:
	http://www.slainte.org.uk/cilips/sigs/slgs/index.htm.

School Library Association (SLA):
    http://www.sla.org.uk.

Strongest Links: the Website of UK School Librarians:
    http://www.strongest-links.org.uk/.

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