

# *IFLA/UNESCO School Library Manifesto for Creating One World*

## Germany, Iran and Turkey in Comparative Perspective

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School libraries are indispensable adjuncts to education, a base for generating innovative thinking, a stimulus to culture, and an aid to individual self-development. The IFLA/UNESCO School Library Manifesto, the qualitative standard for universal provision, recommends that for each country there should be work on developing links between the school's objectives and its library's service. The Manifesto strongly endorses the creation of strong and effective school libraries. The national school library systems in Germany, Iran and Turkey have provided information services over the years, yet inadequate study to evaluate these services has limited understanding of the effects of the Manifesto. This study examined the impact of the Manifesto through literature

analysis, visiting 425 school libraries in these countries and/or using their websites, interviews with 1107 individuals, and a summative comparative evaluation. The results reveal that the national implementations of the Manifesto, its statements on objectives and duties, are a valuable support to ongoing processes of policy formulation. The study also shows evaluations from the librarians' own perspectives, and uncovers general suggestions for more efficient and effective solutions. The comparisons completed in 2008 reveal important information about the impact of the Manifesto in school library services, and enable recommendations to be made for the future use and development of the Manifesto.

### *Introduction*

The first library standard as a report for schools of different sizes in the United States was set in 1915 by the Committee on Library Organization and Equipment (CLOE) within the Department of Secondary Education of the National Education Association (NEA). This landmark report was adopted by the NEA in 1918 and later by the American Library Association (ALA) in 1920. The influence of the school library programs which were developed and published in the 1960s by the ALA and American Association of School Librarians (AASL) was seen in national standards, guidelines and policies in the United States and Western Europe. Generally, however, every country developed and documented its own standards, reflecting differences in the provision of school library services not only between countries, but also within a country. Governments' interest, political considerations, the structure of education systems, varying cultural values,

and professional programs influenced the preparation of documents at national levels. Since 1990, various international organisations such as, the International Association of School Librarianship (IASL), the International Book Committee (IBC), the International Federation of Library Associations and Institutions (IFLA) and UNESCO have wanted to prepare international principles for common use. The principles of the School Library Manifesto were developed by IFLA in consultation with the IFLA Section on School Libraries and Resource Centres and IASL, and subsequently endorsed by UNESCO. The Manifesto (which was endorsed at the IASL Annual General Meeting in August 2002) was prepared in 1998, published in 1999 and adopted by IFLA Section on School Libraries and Resource Centres, UNESCO and IASL in 2000. It was designed to provide a guide for the evaluation of libraries which emphasizes general criteria, such as: the mission, funding, legislation and networks, goals, staff, operation and management, imple-

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menting the principles of the Manifesto. It is an important international statement of principles of service and it is sufficiently broad to be applicable to almost every school library service in any country of the world. It is now freely available in its entirety in a constantly increasing number of languages (currently more than 35 languages) on the IFLA website (<http://www.ifla.org/VII/s11/pubs/schoolmanif.htm>).

Following the publication of the 1999 edition of the Manifesto, the IFLA/UNESCO School Library Guidelines gives a new direction for the development of libraries, particularly in recognizing their fundamental mission and improving their legal framework. The Guidelines are also available for free downloading in a variety of languages from the IFLA website (<http://www.ifla.org/VII/s11/pubs/sguide02.pdf>). To evaluate national standards or criteria (guidelines, recommendations, regulations, specific policies) against the IFLA/UNESCO School Library Manifesto becomes crucial for stimulating and planning ongoing and continuous development.

### *Literature review*

The literature was searched extensively prior to undertaking the survey, and several documents relevant to school library policies, standards and guidelines were found (Lowrie 1972; Carroll 1981; Lowrie and Nagakura 1991; Singh 1993; Galler 1996; Barrett and Brown 2004; FEBAB and IFLA 2005). Bernhard (1997) prepared a book including publications, papers, articles, guidelines, policies, laws, reports, association lists, and programs relevant to school libraries from 63 countries. Only this book includes information concerning Germany, Iran and Turkey. Specifically, there are no up-to-date comparative analyses which identify the differences and similarities in attitudes toward using standards and the Manifesto among school libraries in these countries.

### *The research – Aims and objectives*

The purpose of this research is to find out important information about the impact of IFLA/UNESCO School Library Manifesto in school library services. The aim is to contribute to efforts in progress, by providing concrete evidence of school library

policies and collecting information on the important role such policies could play.

The objectives of the research are identified as follows:

- Define and summarize the components of the current standards for the school library services in Germany, Iran and Turkey, applied in 2006–2008;
- Make an evaluation of the impact of the Manifesto;
- As regards the national profiling of the standards an attempt is made to:
  - Examine their impact on society;
  - Evaluate findings;
- Finally an attempt is made to generalize factors contributing to the development and successful promotion of libraries.

### *Methodology*

Problems in library development are caused by a combination of factors, and these factors have to be examined in the context of librarianship, of education and of social and cultural background in a comparative problem study (Simsova 1982; Crossley and Watson 2004). Comparison of library services in different countries offers opportunities for identifying common ground while distinguishing differences, as well as for assimilating what is useful and discarding what is not. Although it is impossible to give a comprehensive coverage of all countries, this research provides an assessment of some recent developments that have taken place as part of a worldwide trend. By using the comparative method, it is possible to understand what is important as a vehicle for learning from others' strengths, to minimize weaknesses, and to further international understanding.

This research article has been developed on the basis of the Manifesto by making a comparative study of school libraries in three very different countries: Germany, Iran and Turkey. The situation in each of the three countries is dealt with separately (in alphabetical order). Sharing experiences across countries will enable these countries and others to learn from each other.

### *Population*

In order to receive original, new and comprehensive data and information, the population for this study included school libraries, branch libraries within a school centre, school library service centres, media centres from Germany, Iran and Turkey. The con-

cept of school librarianship is certainly not new for these countries. Despite very different social systems, levels of economic development, geographic locations, educational systems and cultural backgrounds, the three countries have much in common in the application of modern librarianship techniques. In reality, however, the school libraries in these countries, as a group, are the least developed of all their libraries.

### Sample

Bonn, Cologne, Dortmund, Frankfurt am Main, Munich, and Oberhausen, Germany; Tabriz, Tehran, and Zanjan, Iran; and Ankara, Istanbul, and Izmir, Turkey, were selected randomly as the foci for the study. The data and information related to the research were derived using random sampling procedures and these data have been collected, since March 2004, from different sources such as the literature, national standards and reports, the main library's home page, structured interviews, and email correspondence.

The study focused on the school library systems. The standards and reports related to these systems and the Manifesto as an international qualitative standard were reviewed as the primary purposes of these documents are to provide a framework for the ongoing professional applications in the development of library services. A sample of all types of school libraries was drawn from each of these three countries. These included all the main school library services in Germany, all the reachable school libraries in Iran, and the best 190 school libraries on the Turkish Ministry National Education list. In total, 425 school libraries were visited and/or their websites were accessed, including: 43 libraries and 81 websites from Germany; 37 libraries and 74 websites from Iran; 87 libraries and 103 websites from Turkey. At first, structured interviews with the authorities, librarians, teachers and volunteers were undertaken at those school libraries and national or regional departments that were personally visited. In addition, librarians' e-mail addresses were identified from libraries' websites, using search engines or directories. Structured interviews were conducted with these librarians through e-mail correspondence. A total of 1107 individuals responded to this survey and each school was represented by one to five individual respondents. This study allowed for more than one response, but the most frequent of

responses to each interview question identified each library

Between February 2006 and April 2008, 167 libraries in the above 12 cities were personally visited, 258 library websites in the three countries were accessed, and more than 2500 e-mail communications were undertaken to identify information about standards, the Manifesto and evaluations from the librarians' own perspectives. Systems, standards and the use of the Manifesto are compared; one object is compared with another, one country with another, and so on.

### Comparisons

Aspects that received attention are the environment, establishment, governance, and the basic involvement of the three library systems. A summary of these aspects is provided in Table 1.

When comparing the three systems, it becomes clear that each has its own strengths and weaknesses. The German school library system is relatively well-developed in certain areas such as collections, services and cooperation, and efforts have been made since the early 2000s to address previous inadequacies in integration of library provision with education systems (Baumert and *et al.* 2001; Bertelsmann Stiftung and NRW 2004; Dankert 2004). Similarly, the beginnings of a move towards more resource-based teaching and learning in schools with libraries supporting the curriculum with a range of materials are a particularly significant aspect of developments in Iran. The weakness of Iranian school libraries lies in the fact that services have been adapted to the complicated bureaucratic system and lack of co-operation. As part of the process of empowerment, equipment not normally available in school libraries for student use, like computers, printers and some media resources, are made available to patrons to enable them to produce their own materials (Jovkar and Kinnell 1993; Sazeman Amozesh Pervash Otsan Zanjan 2004). Every school has a library in Turkey. This emphasizes that the strengths are resources and equipment. The Turkish school library is near to its users. Overall, both principals and school librarians agreed that the existence of a school library was important (Önal 2005). The biggest weakness of the Turkish school library system is that it is not addressing the real needs of the educational environments it is serving, neither through active participation in user-centred

Table 1. Comparative table: school library systems

Components	Germany	Iran	Turkey
<b>Environment</b>	Western European country with a high income economy	Middle Eastern and West Asian country with lower middle income economy	European and Middle Eastern country with upper middle income economy
<b>Establishment</b>	By request of school and the Federal Government	Official actions since 1966 and the Islamic Revolution of 1979	Requirements for School Libraries Bylaw since 1959
<b>Governance</b>	Governed by local and regional authorities; Contact with school library service centers	The Ministry of Education	The Ministry of National Education
<b>Aims</b>	To provide learner – centered education	To select, collect, describe, store, and manage information	To develop quality programs and services
<b>Finance</b>	Financed by the Federal Government; Sponsorship from private organisations	Financed by the Ministry of Education; The assistance of the Supreme Council of Education, and the General Offices of Education	Financed by the Ministry of National Education; Sponsorship from private organisations; Donations by national and/or international organisations
<b>Staff</b>	Librarians, teachers, school administrative staff, voluntary helpers	Teachers and staff with appropriate training	Librarians, teachers and non-professional staff
<b>Collection</b>	Rich and updated	Basic research and recreation	Basic research and recreation
<b>Types of media</b>	Print formats, audiovisual materials, electronic resources and environments	Print formats, audiovisual materials, electronic resources and environments	Print formats, audiovisual materials, electronic resources and environments
<b>Users</b>	Can charge membership fee	Serves whole school free of charge	Serves whole school free of charge
<b>Services</b>	Information services; Audio-visual services; Media presentations in teaching; Reading development programs	Cultural, educational and recreational services	Curriculum based information services; Information literacy teaching units
<b>Cooperation</b>	Cooperation between the city library and media center; Contact with local public libraries and branch libraries; Using media boxes	Cooperation between local public libraries and schools	Sharing of resources between different organizations common feature

services, nor in the kinds of services considered an integral part of the education system (Önal 1995,

2005; Türkiye Cumhuriyeti Milli Eğitim Bakanlığı 2007).

Table 2. Standards for the school library services

Standards Used	Germany	Iran	Turkey
<b>Documents</b>	No specific nation-wide norms	Standards and guidelines	Standards and Bylaw
<b>Types</b>	Guidelines, Regulations, Recommendations	Standard documents, Content standards, Specify policies	National standards, Technology standards
<b>Policy</b>	Use facilities, Information access, Reading improvement, Information & inquiry	Use facilities, Teaching & learning, Collection development, Information & inquiry, Encouraging reading	Use facilities, Technology & Internet, Programs administration, Information & inquiry, Encouraging reading
<b>Cataloguing</b>	Regeln für die alphabetische Katalogisierung – RAK	Anglo American Cataloging Rules – AACR2	Anglo American Cataloging Rules – AACR2
<b>Classification</b>	Dewey Decimal Classification – DDC	Dewey Decimal Classification – DDC	Dewey Decimal Classification – DDC
<b>Implementation</b>	Local and regional	Local and regional	National
<b>Information networks</b>	Schulen ans Nets [Schools on the Net]	Roshd Network [Schools Network]	Bilgiye Erişim Portali [Global Gateway]
<b>Networks targets</b>	All schools connected to Internet by 2001	All schools connected to Internet by 2000	All schools connected to Internet and development of Global Gateway by 2005

### *Standards and implementations*

An examination of the sample of libraries in these three countries revealed that none of the libraries in Germany made reference to standards or documents for services on their websites, although guidelines, regulations and recommendations are found in official documents. The Iranian libraries mentioned it on 60 percent of their websites, and the Turkish libraries mentioned it on 95 percent of their websites. The most likely explanation for this relies on cultural differences among Germany, Iran and Turkey. In Germany, if the libraries have documents or laws for services, everybody will be expected to follow the rules under all conditions and to “play by the rules”. A possible explanation is based on the tendency for people to disobey the regulations or standards in Iran and Turkey, attributed to the lack of supply of regulation and lack of demand for regulation or laws.

While standards for the services provide guidelines, the librarians need to be informed, educated and made aware of the national and international standards to develop their behaviours and policies. Standards related to specific areas for each of these countries are presented in Table 2.

Libraries in Germany generally follow local and regional guidelines or rules as standards. They are specific, though sometimes not very helpful for nationwide use. The Manifesto has been recommended, even though it still was not accepted everywhere. The Manifesto presents a coherent vision that specifies the particular values and beliefs that guide policy and practice within the school library program (Dahm 2005; Lux 2002; Seefeldt and Syré 2003, 86). Since 1996, a German educational Internet has been coordinated under the Schulen ans Netz [Schools on the Net] initiative, which is a joint program between the Federal Ministry of Education, Science, Research and Tech-

nology and Deutsche Telecom. Aside from developing an overall technological infrastructure for schools the Schulen ans Netz also focuses on providing a consulting network for schools, a program of teacher training, and fosters cooperation between schools, universities, libraries and companies (Bundesministerium für Bildung und Forschung 2007; Flemming 2003).

Iranian librarians are aware of the need to monitor their services against standards but sometimes have difficulties putting this into nationwide action. Several specific standards and guidelines are published in Iranian professional and research literature (Alivand 1998; Tavoni and Asefi 1998; Mejadi 1999; Mir Hüseyini 1999; Hanafi 2002). Usually those deal only with one library type such as elementary or secondary school libraries and with user groups who tend to value existing library services highly. What is needed, and for some time has been under consideration by the Ministry of Education, is a wide-scale and representative national survey of Iranian society attitudes towards school library services. Originating from the National Information Technology plan issued in 2000, Iran has been working towards the proposed extensive centralized "Schools National Network" designed to establish an "information network". This forms part of the planned integration of information technology into major sectors, namely: government, education, leisure, publishing and media (The Islamic Republic of Iran 2007).

Turkish libraries have a long experience of preparing standards from the beginning of the twentieth century and these standards are the basis of all assessments of library performance in the country. The Ministry of National Education, the main coordinating body for librarianship in Turkey, requires annual reports from all libraries. The task of collecting data is delegated to the School Libraries Branch created within the Department of Publications. It also has an obligation, along with the Turkish Statistical Institute, to prepare and implement standards in the field of information, documentation and archives. Among them was the first school libraries bylaw in 1959 (Türkiye Cumhuriyeti Maarif Vekaleti 1959), which was revised in 1976 (Türkiye Cumhuriyeti Milli Eğitim Bakanlığı 1976) and revised again in 2001 (Türkiye Cumhuriyeti Milli Eğitim Bakanlığı 2001). The recent bylaw and the principles of the Manifesto constitute the basis for Turkish Standards for

School Libraries (Türkiye Cumhuriyeti Milli Eğitim Bakanlığı 2006). This provides descriptions of activities and statistical data for the school library network. The Ministry of National Education is charged with research and development into "cyber-information services" and the operation and expansion of Global Gateway, a nationwide education information system (Türkiye Cumhuriyeti Milli Eğitim Bakanlığı 2007, 110–116). Alongside this body the Turkish government also established the Turkish Research Information Centre.

Table 3 presents evaluations from the librarians' own perspectives. Evaluation areas are:

- *Awareness* – understanding of the aims, roles and responsibilities which the Manifesto indicates as important in developing an effective program. This involves both physical and intellectual perspectives. It shows when librarians became knowledgeable about the Manifesto.
- *Use* – presents a broad vision can be positive or negative. It is important to use and refer to the Manifesto in many different contexts. The earlier experiences was summarized with the librarians' view about how useful has the Manifesto been in helping them.
- *Expectation* – results here give an indication of how librarians convert their ideas related to the Manifesto into practical action.
- *Future plans* – which looks at action plans, changing the way the service was delivered, and promoting diversity. Librarians' future plans describe how to interpret the themes of the Manifesto and incorporate them into the functions of their individual library programs.

Results from the four evaluation areas clearly indicate that libraries in Germany are engaged in more activities (the earliest awareness, the highest impact, the greatest expectations, future plans) than libraries in Iran and Turkey. Iranian libraries take traditional attitudes compared with the more defensive attitude of the German libraries. The Turkish school libraries bylaw and standards, mentioned before, were created on the basis of the Manifesto and reflect that libraries are concerned about standardization issues. It is also possible that these variations reflect different sanctions and variations in legal systems among the three countries.

### *A national emphasis*

In line with the main research question, the general aim of the study was to define the impact of the Manifesto and to ensure that robust data were available to confirm evidence of impact. Table 4

Table 3. Evaluation of the IFLA/UNESCO School Library Manifesto

<b>Evaluation Areas</b>	<b>Germany</b> %	<b>Iran</b> %	<b>Turkey</b> %
<b>Awareness</b>			
Since 2002 and before	30	20	22
For the period 2003–2005	52	45	50
Now (Since 2006)	18	35	28
<b>Use</b>			
Very helpful	19	11	19
Sometimes helpful	48	29	35
Rarely helpful	14	22	17
Non use	19	38	29
<b>Expectations</b>			
Developing policies	39	31	21
Organizing activities	26	29	43
Improving performance	25	21	24
Nothing	10	19	12
<b>Future plans</b>			
Continuous integration with the Manifesto	52	36	45
Collaborate on selected programs	41	46	43
Non Use the Manifesto	7	18	12
<b>Total (N)</b>	<b>100</b> <b>(N=124)</b>	<b>100</b> <b>(N=111)</b>	<b>100</b> <b>(N=190)</b>

Table 4. Summary of the major impacts of the IFLA/UNESCO School Library Manifesto and implementation

<b>Implementation</b>	<b>Germany</b> %	<b>Iran</b> %	<b>Turkey</b> %
Furthering access to standards	28	31	38
Integrating education and training	20	14	20
Providing effective and efficient access to materials	17	18	14
Developing budget criteria and budget	15	12	7
Managing program	10	7	6
Reaching qualitative standards	5	7	10
Improving professional knowledge and skills	5	11	5
<b>Total (N)</b>	<b>100</b> <b>(N=124)</b>	<b>100</b> <b>(N=111)</b>	<b>100</b> <b>(N=190)</b>

presents answers to this question. Even where similar problems exist, different responses may be identified because of the issues relating to implementing particular changes in the different political, organizational, financial or legislative contexts. Considering the strategic significance of the Manifesto, implementations were identified in each of the following areas, listed here according to the importance attached to them by the librarians responding to questions shown in Table 4:

- *Furthering access to standards.* It shows that the librarians consider using the Manifesto for developing, implementing and expanding library services.
- *Integrating education and training.* Based on the assessment of prior services, this indicates that the library program is developed through the collaborative efforts of the school's educational team (the principal, the librarians, and the teachers), setting the Manifesto as the qualitative standards for information services.
- *Providing effective and efficient access to materials.* Through this guidance the Manifesto refers to collecting and accessing learning and teaching resources, enhancing Internet library

services, images, moving images and sound, including investigation of the link between the electronic library and learning technologies.

- *Developing budget criteria and budget.* Recommendations of the Manifesto used for planning annual budget and managed a flexible budget which reflects the instructional program.
- *Managing program.* The Manifesto provides guidance in solving problems.
- *Reaching qualitative standards.* The Manifesto supports the continuous development of quality and its measurement on a spectrum from “what is” to “what should be”.
- *Improving professional knowledge and skills.* The competencies for librarians and certification requirements are influenced by the Manifesto and standards from various sources, e.g. professional associations and local governmental units.

School libraries in the three countries exhibited different levels of response to the Manifesto. German librarians accept responsibility for the Manifesto concerns. Iranian librarians assume social responsibility over the Manifesto and help with authorities to develop a framework of specific standards so they are applicable for multiple and varied use. Turkish librarians do only what is legally required. Many schools in these countries have achieved excellence in their library programs, but many others desire a new stimulus to improve their standards.

The standards need to direct the attainment of excellence for future school library programs and these programs to ultimately change schools by becoming exemplary models for teaching and learning. The Manifesto has attempted to bring new direction and philosophy to school librarianship. Achievement of the Manifesto will address ideas on new content for the standards as well as content that should continue in the new standards, programs and guidelines.

### *Findings*

The aim was to find and present information about the national policies, local regulations, general concepts and standardizing for school libraries, and evaluations from the librarians’ own perspectives in 425 school libraries in Germany, Iran and Turkey.

A concise representation of the findings of this survey is as follows:

1. Although every country is aware of the importance of library and information services, the school libraries are not usually looked upon favourably in the educational system. This is

because the means to ensure the development of school libraries is still lacking.

2. Librarians need to be aware of local regulations for providing professional services, national standards for administering programs and international standards for implementing new strategies.
3. The Manifesto is helpful in that librarians will now know what service goals they should meet and not only how to achieve them but also how well their own service is performing compared to others.
4. IFLA and UNESCO’s strategies, policies and plans that implemented the principles of the Manifesto are a valuable support to the ongoing process of policy formulation. But, this support requires a policy to guide its implementation countrywide.
5. Generally, technology standards and networks for school libraries in every country aim to connect every school and library to the Internet.
6. Librarians already familiar with national, local and regional standards have fewer problems than those not familiar.
7. Librarians prefer to use a translation of the Manifesto rather than original text. The terminology used in the Manifesto is a significant factor.
8. New standards are being developed to help the Manifesto and the general library rules are being enriched as more resources (such as IFLA/ UNESCO School Library Guidelines) become available via the web. These will help in introducing some new services to the users and bring changes in management of libraries all over the world.
9. Except in Turkey, there are no clearly articulated national standards for management of school library resources, personnel, stock, library building, resource sharing, cooperation, and services.

### *Conclusions*

While trying to catch up with new developments, school libraries usually try to benefit from the different experiences in schools and librarianship. These experiences have affected library programs, education systems, specifically in traditional library systems. At this point, the Manifesto shows the concerted efforts of a group of library enthusiasts to promote activities in order to make libraries an



effective service in the community. At a very high level, the Manifesto offers short and succinct guidance, but it is a major communications tool for school library development throughout the world. It is a practical working document with a variety of guidelines and standards that are useful in developing local and/or national services. It can be used to persuade decision makers of the importance of well-organized services. It provides advice on developing priorities, policies and laws for services. Using the Manifesto for a large number of school libraries emphasizes the absolute necessity for library managers, staff and authorities to promote its services to the users and to have a written promotional policy to support the planned promotion of its services. Finally, the information and ideas contained in the Manifesto are supported by IFLA and UNESCO, the most important international organizations for school libraries worldwide.

This research indicates that the voluntary use and the non-use of library standards may be a factor hampering access to information. Non-standard solutions may not be practical. When we conduct research on the IFLA/UNESCO School Library Manifesto, and school library standards, there is a possibility that some librarians may not fully understand what is meant and how it will be useful. However, librarians seek the best combination of national, regional and international standards to provide the most useful assessments of their services. With regard to contemporary issues and priorities, the research conducted here suggests that these will inevitably be influenced by a combination of international, national and local values and judgments, which include working in the spirit of the Manifesto.

As to the national implementation of the Manifesto, its statements on objectives and duties are a valuable support to ongoing processes of policy formulation in Germany, Iran, and Turkey. It was determined that these countries exhibit divergent values and attitudes toward the major impacts of the Manifesto and implementation. A stronger message needs to be conveyed to librarians that the Manifesto is a qualitative standard and it can be developed with assistance from librarians. Consideration of the German, Iranian, Turkish experiences should allow colleagues to share information about the value of considering international standards, especially the Manifesto, when developing local solutions. School library communities will always

need to reflect on their own political and social contexts in shaping their standards and it is only through such analysis that the strengths and limitations of particular approaches can be understood. Such thinking, coupled with genuine conversations between representatives of different school librarianship traditions, will help distinguish practice from theory, standards, and strengthen professional frameworks. It is possible that the professional associations in these countries are assuming higher levels of social responsibility. This could only be determined in further studies.

It is not possible to understand many things in proper perspective unless we look at them comparatively. Evaluation against the recommendations of the Manifesto can help librarians better understand standard services, and can serve its purpose of promoting the basic ideas behind school library operations in many countries. Collated and published information can play a significant role in embedding internationally recommended service levels in national and local implementations. Sharing experiences relating service levels to the Manifesto will create synergy within the school library world. National and local implementations are, however, going at different speeds and with different emphases.

Overall, it can be concluded that the identification of such differences in these settings provides the impetus to continue to conduct research into the internationalization of school library services and standards. Such efforts should take place in order to make it possible to meet the challenges of making twenty-first century education and information services as globally oriented as possible. The need for sharing these experiences (as with the three cases provided above) is at least one way of building a better understanding of the Manifesto.

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