

# INTERNATIONAL LIBRARIES:

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## An Open Textbook



Mountaintop free library, Seoul, South Korea. Photograph by Christopher Hollister (2012)

Authored by students from the Department of Information Science  
LIS 503: International Librarianship course  
University at Buffalo  
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Instructor: Christopher Hollister

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# PREFACE

*International Libraries: An Open Textbook* is a reference sourcebook about the libraries and the field of librarianship in non-North American countries around the world. Each chapter in this volume includes a profile of a featured country's variety of libraries, its library histories, its systems of library education, and its library practices, laws, and professional associations. Graduate students in the University at Buffalo's Department of Information Science authored these chapters for the LIS 503: International Librarianship course during the summer term of 2019. The text was developed under the a Creative Commons license (CC BY-NC-SA 4.0) as an open educational resource that can be adapted for future sections of the International Librarianship course or for similar courses offered in library and information programs at other institutions.

The original version of *International Libraries: An Open Textbook* was produced on Google Drive; a complete and unedited copy will remain there in perpetuity. Some of the original chapters were excluded from this public edition to accommodate students who did not wish to have their work openly available, to account for students who did not sign a required institutional agreement allowing for digital conversion, access, storage, and preservation, and to respect common and reasonable standards of academic quality. This edition was modified from the original to align with criteria for posting to the University at Buffalo's institutional repository. Numerous images and figures were removed: some for copyright compliance and others for more practical matters of design, length, and accessibility requirements. Only minor edits were made to the actual text to address misspellings and glaring grammatical errors. To maintain the integrity of students' coursework, no further adjustments were made.

The instructor offers his most sincere thanks to the LIS 503: International Librarianship students who provided a leap of faith in the development of this volume, which was the product of an ambitious open pedagogy experiment. Albeit, this undertaking was a new and sometimes uncomfortable learning exercise for this progressive group of students, they embraced the ideals of open education, renewable coursework, and educational experimentation and innovation. Readers of this text will encounter imperfections that are characteristic of student coursework; it is therefore important to emphasize here that the text is the product of a condensed, six-week summer course instead of a more forgiving, traditional fourteen-week semester. Of greater effect, however, readers will also encounter an abundance of student care, respect, and admiration for the libraries and the field of librarianship in the countries that are featured herein.

Christopher Hollister  
Instructor  
LIS 503: International Librarianship  
Summer 2019

# CONTRIBUTING AUTHORS

- Amanda B. Reed
  - Sarah M.H. Johnson
  - Heather Severson
  - Michael Green
  - Melissa L. Rubin
  - Anne Windholz
  - Celia J. Dehais
  - Hannah Taylor
  - Sioban Gilligan
  - Mien Wong
  - Laura E. Cernik
  - Matthew C. Davis
  - Christine E. Gates
  - Mallory S. Quinn
  - Deanna K. Roberts
  - Emily Wejchert
  - Kathleen Lynch
  - Sarah R. Harrington
  - Anita Duka
  - Tara E.M. Montini
  - Sally Schaefer
- 

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# AUSTRALIA

*Amanda B. Reed*

LIS 503: International Librarianship  
Department of Information Science  
University at Buffalo

## Country Profile

Australia has a deep, rich history beginning over 30,000 years ago with the aborigines and Torres Strait Islanders, the first people to inhabit the land. The aborigines lived on the coastline of Australia and were known as “hunter-gatherers and fire-stick farmers” as they often would use fire to clear lands to attract smaller grass-eating mammals (“Nations Online” n.d.). The Torres Strait Islanders lived north of Queensland (Burns 2017). In 1770, European settlement began on the eastern coast of the country and by 1786 a penal colony was formed and established as New South Wales. Over the span of 60 years, over 160,000 prisoners were sent to only New South Wales, South and Western Australia were founded by free immigrants.

Life changed quickly for the Australian people in 1851 with the discovery of gold. The British government decided that due to the expanding wealth and population of Australia they would be able to sufficiently and successfully self-govern. With this new found wealth brought industrial development in manufacturing, river transportation and railroads. After many years of fruitful expansion, a severe drought and fragile economy caused a depression in the mid 1890’s. From this depression, the Commonwealth of Australia was established in 1901 after a draft constitution was voted on by the people. The Australian judiciary is similar to the political system in the United States. There is a federal government with specific responsibilities while the rest is defined by the colonies or newly named states. The executive authority however is defined by British influence in which a prime minister heads a cabinet (“Nations Online” n.d.). Based on data from 2014, Australia was the sixth largest country and sits between the Indian and Pacific oceans with a population of approximately 23.6 million people (“Australian Library and Information Association” n.d.).

## History

The history of Australian libraries began much like other library systems around the world with subscription libraries. Before public libraries were created, subscription libraries existed in which users would pay a fee, or subscription to access that libraries materials and resources. In 1826 the Australian Subscription Library was established “for colonials who were desperate to read books” (“State Library New South Wales” n.d.). Having a membership to a subscription library was a sign of status as poorer citizens could not afford a membership thus not having access to the same informational resources as the wealthy (Shoker 2016). In 1869, the New South Wales government purchased the Australian Subscription Library to then form the Sydney Free Public Library, known today as the State Library of New South Wales. The State Library of New South Wales is the oldest library in Australia and the first true public library in this community.



Australia's cultural preservation and archival efforts can be found throughout every library institution whether at the National Library or library associations such as Library and Information Service of Western as well as the Australian Library and Information Association.

### *National*

The National Library of Australia was established under the National Library Act (1960) and falls within the governance of the Communications and the Arts portfolio under the Australian government's Department of Communications and the Arts. Before the National Library Act in 1960, the National Library was part of the Commonwealth Parliamentary Library that dates back to 1901. The National Library provides access to Australian Collections that help to preserve Australia's history. In addition to print materials, the National Library also provides digital resources, programming and information technology support to other libraries ("National and State Libraries Australia" n.d.).

### *Public*

The National and State Libraries Australia (NSLA) is a collaborative consortium of national, state and territory libraries. These libraries consist of Libraries Tasmania, State Library Victoria, Northern Territory Library, State Library New South Wales, National Library of Australia, Government of South Australia, State Library South Australia and ACT Government. Collections are shared amongst each other to "contribute to a more informed public policy, and share [their] knowledge and expertise to increase the professional capability of staff and to build a workforce for the future" ("National and State Libraries Australia" n.d.).

### *School*

The Australian School Library Association is the national authority for teacher librarianship and school library resource services. The goal of the association is to support teacher librarians through independent lifelong learning and provide opportunities for professional development, encouraging effective, cooperative use of school resources and maximizing their dual skills of teaching and librarianship ("Australian School Library Association" n.d.).

### *Special*

An example of a special library in Australia can be found in the Parliamentary Library. This library is responsible for publishing the Parliamentary Handbook of the Commonwealth of Australia. This handbook helps to outline the political system in Australia and is published with each Parliament. The Parliamentary Library provides assistance to senators, members and their staff as well as staff of parliamentary departments and the Governor-General ("Parliament of Australia" n.d.).

## **Library and Information Science Education**

### *Schools*

Librarians in Australia have a multitude of options when pursuing education in the Library and Information Science field. The Australian Library and Information Association provides accreditation for bachelors, graduate and master courses. These programs are available for people wanting to work in archives, libraries and records management, school libraries or public libraries in Australia. There are currently 11 universities throughout the country that provide this education (“Australian Library and Information Association” n.d.).

### *Accreditation*

Participating in a library and information science program that is accredited is important because this means the University meets the requirements and guidelines set forth by the Australian Library and Information Association. To gain accreditation, the University must meet the core knowledge and skills criteria established by educators, practitioners and employers in the field (“Australian Library and Information Association” n.d.).

### *Certifications for Professionals*

Certifications are offered at the diploma level for library technicians. This diploma allows graduates to obtain “specialized, technical and managerial skills required to work as a team member or supervisor in a wide variety of libraries and information agencies” (Australian Library and Information Association” n.d.). The institutions that offer diplomas for library technicians also offer certificates in library and information management.

## **Library Organizations**

The Australian Library and Information Association (ALIA) was established in 1937 under the Australian Institute of Librarians. This organization serves all types of library professionals from the private or nonprofit sector as well as anyone who has an interest in libraries and information management. This organization focuses on advocacy, education, lifelong learning, literacy, transformation within the profession, promotion of intellectual freedom and preservation (Australian). There are many offshoots to this association that include specialized interest areas to support librarians in all aspects of their work (“Australian Library and Information Association” n.d.).

The Australian School Library Association (ASLA) provides support and opportunities for those in the field of teacher librarianship and school library resource services. The organizations goals are to promote independent lifelong learning and decision making skills through high standards of the profession, tracking trends in technology for the most efficient uses and supporting optimum use of the dual skills needed to perform teaching and librarian duties (“Australian School Library Association” n.d.).

### *Library Legislation*

The National Library Act 1960 established the National Library of Australia to “maintain and develop a national collection of library material, including a comprehensive collection of library materials relating to Australia and the Australian people” (“Federal Register of Legislation” 2011).

In 1971 the States Grants (Secondary Schools Libraries) Act was created to provide financial assistance to the state libraries at secondary schools. These funds were to be used for materials and equipment specifically for libraries (“Federal Registration of Legislation” 1971).

Under the Environment Protection and Biodiversity Conservation Act 1999, Director-General of the National Library of Australia, Dr. Marie-Louise Ayres created the Conservation Management Plan for the National Library of Australia building in 2018. This policy addressed a wide range of issues including; training, conservation of the building and materials inside as well as uses (“Federal Register of Legislation” 2018).

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# CHINA

*Sarah M.H. Johnson*

LIS 503: International Librarianship  
Department of Information Science  
University at Buffalo

## Country Profile

### *Introduction*

Officially known as the People's Republic of China (PRC, 中国, or Zhōngguó), China is the largest of all Asian countries as well as the most populous. China's history extends as far back as 1200 BCE in the fertile basin of the Yellow River (Huang He). For millennia, China's political system was based on a succession of hereditary imperial dynasties, beginning with the Xia dynasty in the 21st century BCE. Since then, China has continued to expand, fracture and reunify. With the fall of a weaker dynasty came the rise of a new and powerful dynasty. The Qin dynasty unified warring states and provided a system of centralized control (221-207 BCE); the Han dynasty sought to expand the country, and invented some of the greatest inventions at that time, which included the compass and papermaking (206 BCE-220 CE); Buddhism was introduced from India during the Wei, Shu, and Wu dynasties (220-265); and gunpowder and moveable type was invented during the Tang dynasty (618-907). Dynastic rule ended in 1912 with the foundation of the Republic of China (ROC) by Sun Yatsen. After the Civil War, which occurred intermittently between 1927-1949, the Communist Party of China lead by Mao Zedong established the People's Republic of China, an autocratic socialist system. The Republic of China retreated to Taiwan where the political status remains disputed today.

### *Geography*

China is bordered by 14 countries: Afghanistan, Bhutan, Burma, India, Kazakhstan, North Korea, Kyrgyzstan, Laos, Mongolia, Nepal, Pakistan, Russia, Tajikistan, and Vietnam. China is also bordered by the East China Sea, the Yellow Sea, the South China Sea and the Korea Bay. China is the fourth largest country in the world at 9,596,960 square kilometers. Over two-thirds of the country are hills, mountains and plateaus, the highest being Mount Everest in the Himalayas on the Nepal-Tibet border, and the lowest being the Ayding Lake in the Turpan Depression in the north.

### *People and Society*

China has the largest population in the world at about 1.42 billion people (according to the United Nations' "World Population Prospects" (2017). The population growth rate is estimated to be increasing at a rate of .37% ("The World Factbook: China," 2018), however some scholars are concerned this population growth will sharply decline as a result of China's "one-child policy" implemented in 1979. Replaced in 2016 in favor of a two-child policy, China continues

to struggle with the effects of this policy, which have resulted in an imbalance between the sex ratio at birth. According to the World Factbook, China's sex ratio at birth is currently at 113 boys for every 100 girls which is beyond the global normal range of 105 boys for every 100 girls. This may also be a direct result of sex-selective abortion due to China's traditional preference for boys. It is estimated that China's population growth will start to decline after 2030 ("World Population Prospects," 2017).

The majority of China's population can be found in the Eastern half of the country; the West with its vast mountainous and desert areas, remains sparsely populated ("The World Factbook: China," 2018). High population density is found along the Yangtze and Yellow Rivers, most notably Shanghai with 25.582 million and China's capital Beijing with 19.618 million.

The Chinese government officially recognizes 56 ethnic groups in China, the largest of these being the Han Chinese at 91.6% of the total population. Others include Zhuang, Hui, Manchu, Uighur, Miao, Yi, Tujia, Tibetan, Mongol, Korean and many other nationalities, which make up the rest of the population at 8.4%.

There are over 300 languages spoken in China (many being varieties of Chinese or Sino-Tibetan languages). All are considered living languages. Standard Chinese or Mandarin (based on the Beijing dialect) is the official language, however Zhuang is official in Guangxi Zhuang, Yue (Cantonese) is official in Guangdong, Mongolian is official in Nei Mongol, Uighur is official in Xinjiang Uygur, Kyrgyz is official in Xinjiang Uygur, and Tibetan is official in Xizang (Tibet) ("The World Factbook: China," 2018).

Officially atheist, according to the China Family Panel Studies (CFPS) in 2014, 73.56% of the population self-identify as Non-Religious or practice Chinese Folk belief (a non-theist humanistic religion that melds Confucianism, Taoism and Chinese Buddhism), 15.87% practice Buddhism, 2.53% practice Christianity while 8% adhere to other various religious Taoist sects ("China Family Panel Studies," 2016).

### *Economy*

China has the largest economy and is the highest exporter in the world, but one that continues to pursue state-directed industrial, trade and investment policies. The World Factbook estimated China's GDP (Purchasing Power Parity) to be \$23.2 trillion in 2017, while its exports were well above \$2 trillion. Currently, the United States accounts for 19% of its exports, next to Hong Kong at 12%, Japan at 6% and South Korea at 4.5% ("The World Factbook: China," 2018).

Following Mao Zedong's death in 1976, China's new leadership began to reform the economy which quickly became one of the fastest growing economies in the world. In 2014, China surpassed the United States as the largest economy in the world. China became one of the largest exporters in 2010, and the largest trading nation in 2013. However, China's per capita income is below the world average (China's GDP per capita is \$16,700 as of 2017 while the world average is \$17,300). It ranks behind over 70 countries and is considered a middle income country ("The World Bank," 2017).

The Chinese Government faces numerous economic challenges, including: “(a) reducing its high domestic savings rate and correspondingly low domestic household consumption; (b) managing its high corporate debt burden to maintain financial stability; (c) controlling off-balance sheet local government debt used to finance infrastructure stimulus; (d) facilitating higher-wage job opportunities for the aspiring middle class, including rural migrants and college graduates, while maintaining competitiveness; (e) dampening speculative investment in the real estate sector without sharply slowing the economy; (f) reducing industrial overcapacity; and (g) raising productivity growth rates through the more efficient allocation of capital and state-support for innovation” (“The World Factbook: China,” 2018).

## **History**

China has a very long and rich history, and the history of library development is no exception. There are many views on the divisions of the historical periods of library development (Yi, 2013) and most researchers divide the periods according to Chinese historical periods of social, economic, scientific and political development (Zhang, 2014).

### *Ancient Libraries (Pre-1840 CE)*

The earliest known libraries in China were those of oracle bone (or tortoise shell) inscriptions in Anyang, China which dated as far back as 1041 BCE during the Shang Dynasty (1600-1046 BCE). Engraved with the earliest-surviving Chinese script, these bone fragments recorded how the Xia dynasty was overthrown (Yi, 2013) and pointed to evidence of a royal library. During the Zhou dynasty (770-221 BCE), Laozi, the founder of the Taoist school of philosophy, was the “custodian of the Heavenly Archives” and could be considered the first known librarian. He was in charge of the imperial library, where original government documents were housed. With the disintegration of feudalism in 221 BCE, the Qin dynasty ushered in a new era of a unified empire. In order to ensure unification, the emperor instituted the standardization of writing and the censorship of literature, and in 213 BCE decreed that all books- with the exception of certain technical works and state documents- must be burned (Lin, 1998). This was known as the “burning of the books and the burying of the scholars.”

The Han dynasty sought to recover the works of the scholars from the previous dynasty in 206 BCE and established the first centralized imperial library. “Xiang Liu...was appointed custodian of this collection and compiled the earliest known bibliography, the *Bielu*, or *Separate Records*, for the imperial library. His son, Xin Liu, later produced a classified catalog, the *Qilue*, or *Seven Epitomes*, thus creating the first classification scheme and descriptive cataloging of Chinese books” (Lin, 1998). By the Sui dynasty (581-618), there were well over 300,000 volumes in the imperial library; and with the invention of block printing, the Tang dynasty (618-907) saw an explosion in its library collection size. Private libraries became quite popular at this time. Civil war and political upheavals marked the end of the Tang dynasty and as a consequence reduced the imperial library’s collections to a mere 13,900 volumes. This scattering and rebuilding of library collections occurred throughout the Song and Yuan dynasties (960-1368).

According to Lin, “The imperial libraries of the [previous] Chinese dynasties were both archives and depositories of national literature. They were for the use of the imperial family, high

officials, and noted scholars, but were not open to the general public. However, during the Song, Yuan, and Ming dynasties, the libraries at the imperial academy and the state colleges of different provinces were open to all students” (1998). During the Qing dynasty (1644-1912) in 1782, The Complete Library of the Four Treasures (Siku Quanshu) was completed, containing over 3,500 titles in 79,337 volumes (Zhang, 2014). They were classified using four categories: classics, history, philosophy and literature, and 44 sub-categories. This was used as a major tool in cataloguing and classification until the modern classification system was introduced to China.

### *Modern Libraries (1840-1948)*

Prior to this time, libraries were used solely as book repositories and were “restricted to basic functions, such as collecting, preserving and compiling. The provision of user services was rarely mentioned” (Zhang, 2014). Due to China’s defeat in the Opium Wars with Great Britain, China’s government repositories saw a long period of decline. By the 1850s, three out of seven repositories were either looted or burned. During this time, Chinese diplomats were sent to Europe and North America for cultural exchange, which enabled the diplomats to gain first-hand information about modern libraries (Zhang, 2014). The first modern library Shanghai Xujiahui Tu Shu Guan was established by a Catholic community in Shanghai in 1847, and in 1904 the first formal public library was built in Anhui province. In 1909, Emperor Qianlong founded the first National Library of China (NLC), though its doors would not officially open until 1912. According to Lin, “a large number of Chinese intellectuals were aware of the relatively underdeveloped state of Chinese libraries and the library practices of Europe, Japan, and America were introduced indiscriminately into China. As time went on, however, a special emphasis was placed on American librarianship, and by the 1920s, it began to be the only type of librarianship practiced in China” (1998).

A series of imperial edicts from 1905-1911 brought about the establishment of thousands of new schools and many provincial libraries. This transformed academic book repositories, which were originally associated with traditional education, into modern public libraries. In 1910, the Xuebu (Ministry of Education, Science and Culture of the Qing government) issued the first library law: a library would be established in the national capital and capitals of each province, and expand into each prefecture and county. It also specified the functions and services of libraries and the nature of their collections (Lin, 1998).

After the foundation of the Republic of China in 1912, the Bureau of Social Education in the Ministry of Education oversaw and promoted the creation of public libraries. Two sets of regulations were set forth: ‘The Rules Pertaining to Libraries’ focused on the creation of these libraries, and ‘The Regulations Governing Popular Libraries’ was utilized to direct the promotion, organization and administration of libraries (Zhang, 2014). This split public libraries into two groups; popular libraries catered to the public while regular public libraries emphasized academic materials. “Three great social forces stimulated the growth and development of modern Chinese libraries,” writes Lin, “Namely, the literary renaissance; the student movement of May 4, 1919; and the mass education movement” (1998). With the continued development of the modern library movement, public, academic, and special libraries flourished.



Perhaps the most notable figure during these developments was American educator, Mary Elizabeth Wood, who came to China in 1899 and became an English teacher at Boone Middle School in Wuhan, Hubei province (Lin, 1998). Confronted by the lack of public libraries in China, Wood founded the first modern school library in 1910 and opened it to the public. Through Wood's continuous efforts, she was able to secure enough funds to send two college graduates to the United States for library training, who became the first professionally trained librarians in China. Additionally, she established the Boone Library School in 1920, the first library school in China (later it would become the Department of Library Science in Wuhan University). "These events marked the beginning of the American influence on modern Chinese libraries" (Lin, 1998).

By 1936 there were well over 2000 public libraries in China, however this would drastically decrease as a result of the Japanese invasion and occupation. "According to postwar statistics..." writes Zhang, "more than 2000 libraries were ruined in the southeast coastal provinces alone, and an estimated 10 million volumes lost. In 1947, only 716 public libraries and 1492 academic/school libraries remained" (2014).

From 1949 to 1965, the Chinese government once again took up library reconstruction, this time adopting the Soviet Union's experience, theories and principles to rebuild libraries and library services (Zhang, 2014). And once again, these efforts to rebuild would be thwarted during the Cultural Revolution (1966-1976). Zhang describes this time as being an "unprecedented catastrophe [rather] than a revolution" where libraries "suffered from destruction...Many researchers and experts in this field were persecuted. Library education also was forced to a standstill" (Zhang, 2014).

In 1978, China launched a reform and opening policy that would continue to present day. The Chinese government re-established the national library association and provided widespread support for the rebuilding of libraries, library collections and professional expertise (Zhang, 2014). The National Library of China published the Cataloging Rule for Chinese Documents in 1974, which replaces the decimal system used previously. Soon after the Cultural Revolution, library schools were reopened and an upsurge in library science and information science emerged.

In the mid-1990s, the significance and creation of digital libraries in China became prevalent and several universities began research on library digitization. The China Primary Digital Library Project (CPDLP) launched in 1996, the proposal for the China Academic Library and Information System (CALIS) began in 1998 and in 1999, the China Digital Library Project was set up (Zhang, 2014). China continues to research, explore and implement the latest technologies and advancements in their libraries today.

### **Types of Libraries**

Chinese libraries can be grouped into five systems: National, public, academic, school and special. Each library is affiliated with a different government agency. Despite these different affiliations, libraries have similar organizational structures and have been coordinating daily functions since 1987. However, due to this variance in government affiliation, each library

system has its own mission, policies, clients, funding sources, and technological advancements (Zhang & Tan, 2011).

### *National*

Founded in 1909 by Emperor Qianlong of the Qing dynasty, the National Library of China (NLC) officially opened its doors in 1912. Today, the NLC is a repository for the nation's publications, serves as a national bibliographic center, a center for preservation and conservation of ancient books, as well as the national museum of ancient books. According to the Operation Statistics in 2006, the collection totaled 25,704,360 volumes, received 3,905,361 visitors, and circulated 18,026,417 items ("National Library of China," 2006).

### *Public*

The public library system in China is composed of libraries affiliated with government agencies at national, provincial, municipal, county and township levels (Zhang & Tan, 2011). Since each public library is supported by its governing agency, its financial status is impacted by local economic situations, which can vary greatly among different regions. Rural libraries, for example, tend to lag behind in terms of economic growth, lack of funds, technological advancements, and cultural resources. Nevertheless, public libraries have experienced growth at a rapid rate since the foundation of the People's Republic of China. "Various factors like the new policies and funds from the government, the application of new techniques, and booming demand from the public have all contributed to the prosperous development of public libraries" (Fang, 2013).

As of 2017, there were about 3,100 public libraries in China providing culture service, information service and knowledge service to the public. In an attempt to bridge the information and digital gaps between the economically advanced and underdeveloped regions, several national programs were developed across the country. These programs include: Books for the Countryside, Cultural Information Resource Sharing (CIRS) and Preservation and Digitization of Chinese Ancient Books (PDCAB) (Zhang & Tan, 2011). Each of these programs has been quite successful thus far, and has sought to remain sustainable through government reinforced policies and assessments.

The Shanghai Library is the largest public library in the country, and one of the largest in the world. Its collection holds an impressive 50 million volumes. The Shanghai Library opened its building in 1996 following a merger with the Institute of Scientific and Technological Information of Shanghai (ISTIS). This resulted in the first library in China to combine a public library with one for science, technology and industry research, and thus serves the general public, the scientific community, and the city's legislature and administration (Adolphus, n.d.).

Children's Libraries are public libraries that serve children under 18 years of age, and as of 2007, total over 200 libraries and 7000 reading rooms (Zhang & Tan, 2011).

### *Academic*

Academic libraries are generally affiliated and operated by the Ministry of Education with a university or college committee to oversee, coordinate and allocate budgets. Currently, academic libraries follow a set of regulations issued by the Ministry of Education in 2002, which are: “(1) to develop print and electronic collections; (2) to provide access services; (3) to deliver user instructions; (4) to coordinate research resource distributions in home institutions; and (5) to participate in the national projects of developing Chinese academic library and information systems.” (Zhang & Tan, 2011). In 1995, the Ministry of Education created Project 211 in an attempt to bring academic libraries up to international research standards. This was followed three years later (in May 1998) with the 985 Project which aimed to fund a smaller number of universities (nine initially) for a period of three years (Adolphus, n.d.).

As of August 2009, there are over 3,900 higher education institutions in China, many of which include a library. Some of the most notable academic libraries are Tsinghua University Library, Peking University Library, Nanjing University Library, Shanghai Jiao Tong University Library, and Sun Yat-sen University Library. These libraries all have extensive print and digital collections, offer reference services, have various databases (including foreign language databases) as well as authentication systems and virtual reference (Adolphus, n.d.). New technological developments have brought about tremendous changes in academic libraries. According to Liu and Huang, these include information resources digitization, knowledge commons, Massive open online courses (MOOCs), mobile services, institutional repositories, data curation, social media networks, and open access (2018).

### *School*

School libraries are under the supervision of the State School Library Management Commission, which is a part of the Ministry of Education. The number of school libraries nearly doubled between 1996-2004 (there were a total of 234,825 school libraries in 2004) (Zhang & Tan, 2011). Many of these libraries have separate buildings. In 2015, the Ministry of Education released a statement expressing its desire to have libraries in most primary and secondary schools across China by the end of 2020 (“China Promotes Libraries in Primary, Middle Schools,” 2015). Like many rural public libraries in China, rural school libraries struggle with a lack of funds and resources.

In addition to primary and secondary school libraries, China has many Communist Party (CP) school libraries that receive support and attention from the government. CP Libraries provide training and research resources to cadre trainees, and as of 2009 there were more than 2900 CP school libraries. “In terms of collections,” Zhang and Tan write, “the [Central Committee of the Communist Party] School Library housed 189,384 titles by the end of the 1980s, and the figure rose to 220,000 titles by the end of 1998...Currently, the library owns more than 150 kinds of databases through self-development and subscription, over 200,000 e-books, 5 million of online newspaper articles and some 6 million bibliographies” (2011).

### *Special*

Special libraries in China are often libraries that are scientific or technological in nature. They are affiliated to a central authority system and scientific research system, and aim to provide

subject and field-based scientific and technological literature resource guarantees, subject information service, and strategic information research service (Fang, 2013).

The National Science Library, Chinese Academy of Sciences (NSLC) is the research library service system of CAS as well as the National Library of Sciences in Chinese National Science and Technology Libraries (NSTL) system. The NSLC consists of a Central Library (based in Beijing, formerly the Library of CAS) and three branch libraries: the Lanzhou Branch Library, the Chengdu Branch Library, and the Wuhan Branch Library. NSLC functions as the national reserve library for information resources in natural sciences, interdisciplinary fields, and high-tech fields, and serves the researchers and students of CAS as well as the researchers around the country. It also provides services in information analysis, research information management, digital library development, scientific publishing (with its 17 academic and professional journals), and promotion of sciences (“The National Science Library, CAS,” 2017).

## **Library and Information Science Education**

### *Schools*

The number of LIS education schools has increased from two (Peking University and Wuhan University) in 1977 to 73 in 2016 (Xue, Wu, Zhu & Chu, 2019). Most schools in China have transitioned their program names from “information science” to “information resource management.” LIS education in China includes in-service education and regular education. “In-service education is carried out through the tutorials mainly provided for employees in library or other information services without the need for formal education or training...Regular education covers undergraduate and graduate education. The undergraduate program is a 4-year full time program” (Zhang, 2014). Classes include: Reader’s Advisory, Data Mining, Infometrics, Information Security, Information Ethics, and many others (Xue, Wu, Zhu & Chu, 2019).

### *Accreditation*

China does not have an accreditation board (like the American Library Association in the United States). However, all degree programs are ranked and assessed by the Center for Degree Granting and Graduate Education in the Ministry of Education. The first evaluation of degree programs (including the MLIS program) was done in 2002–2004 and the fourth is now underway (Xue, Wu, Zhu & Chu, 2019).

### *Certifications for professionals*

Currently, there are limited opportunities for continuing education in China for professional Librarians.

## **Library Organizations**

- China Society for Library Science (CSLC)
- Library Association of China (LAC)

- Library Society of China

## **Library Legislation**

China has passed many rules and regulations regarding library work, however the very first national library law was not issued until just recently. The Public Library Law of China, passed by the 12th Standing Committee of the National People's Congress in 2017, was officially enacted January 1, 2018. According to the China Daily, "It requires governments at the county level or higher to set up public libraries that provide reading services and spaces, and are open to the public for free. Libraries must also organize public lectures, activities to promote reading, training and exhibitions, and other public cultural service programs" (2018).

### *Censorship in China*

In China, all publishing, including academic and scholarly work, is in the hands of the state. This has been the case for decades, if not hundreds of years. China has had a long history of political censorship; recall the Qin Dynasty's infamous "burning of the books and the burying of the scholars" in 213 BCE. Each dynasty that followed introduced different levels of censorship. After the Revolution ended in 1976, libraries were once again viewed as important institutions to re-educate the masses and reform scientific research (Pun, 2016). Though Chinese libraries are much more open than they were prior to Mao Zedong's death, restrictions on intellectual freedom continue to reflect the legacy of the Cultural Revolution. Evidence of these restrictions can be seen in two articles of China's constitution, adopted in 1982:

Article 22: The state promotes the development of literature and art, the press, broadcasting and television undertakings, publishing and distribution services, libraries, museums, cultural centers and other cultural undertakings, that serve the people and socialism and sponsors mass cultural activities.

Article 51: The exercise by citizens of the People's Republic of China of their freedoms and rights may not infringe upon the interests of the state, of society, and of the collective, or upon the lawful freedoms and rights of other citizens" (Pun, 2016).

Despite the Chinese government determining the production, management and dissemination of information, many have found other ways in which to access information without challenging or contradicting the authority of the government.

For example, with the support of the American Library Association (ALA), the Chinese American Librarians Association (CALA) actively pursues collaborations and cross-cultural dialogue, as well as supporting and advocating for the value of intellectual freedom. CALA is currently the largest Asian American professional library associations, with over 700 members, and is an active affiliate of the ALA (Pun, 2016). In 1989, during the student protests in Beijing, CALA played a role in supporting intellectual freedom within the country by affirming its support of democracy and the freedom to access information. CALA has, "offered to send books to China, establish rapport with librarians in the country, and promote seminars and librarian

exchanges between the United States and China...CALA is one of the key ways of preserving and disseminating intellectual freedom in China” (Pun, 2016).

Due to China’s turbulent history, censorship and the value of intellectual freedom continue to be a struggle in China today. Pun calls upon Chinese librarians to “recognize the significance of the impact of censorship in society” and “always be aware of the need to create or maintain cross-cultural dialogue with others who are unfamiliar with the effects and ramifications of limited access to information” (2016).

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# COSTA RICA

## *Heather Severson*

LIS 503: International Librarianship  
Department of Information Science  
University at Buffalo and University of Washington iSchool

## **Country Profile**

### *Geography*

Costa Rica is located in Central America in an area that covers 51,000 square kilometers (19,729 square miles), with a relatively long coastline along both the Atlantic and Pacific oceans. The climate is tropical and subtropical. The dry season takes place December to April, and the rainy season is May to November. It is cooler in the rugged highlands of the Guanacaste Mountain Range, the Central Mountain Range, and the Talamanca Mountain Range (Embassy of Costa Rica, n.d.).

Costa Rica possesses approximately 6% of the world's biodiversity in 12 different life zones, 20 national parks, 26 protected areas, 9 forest reserves, 8 biological reserves and 7 wildlife sanctuaries. The country is home to several active volcanoes: Arenal Volcano, Irazu Volcano, Rincon de la Vieja Volcano, and Turrialba Volcano (Embassy of Costa Rica, n.d.).

### *History*

The Republic of Costa Rica is one of the oldest democracies in the Americas. Settlement began in 1522, after Christopher Columbus's 1502 landfall. Costa Rica achieved independence on September 15, 1821, joining other Central American provinces in a joint declaration of independence from Spain. Costa Rica abolished its military forces on December 1, 1948. The Constitution was adopted on November 7, 1949. The official language is Spanish, though many people speak English (Embassy of Costa Rica, n.d.; Central Intelligence Agency, 2019).

### *Government*

Costa Rica's government is made up of administrative divisions in 7 provinces (Alajuela, Cartago, Guanacaste, Heredia, Limón, Puntarenas, San José), which are further divided into 81 subdivisions (cantones), which are then divided into 421 districts. The capital is San José. Costa Rican government is ruled by a series of constitutional controls. The Executive branch is made up of the President, two Vice-presidents, and a 57 Congressmen cabinet, all elected every 4 years. Judicial Power "ensures law compliance and covers both nationals and foreigners within the country's territory (Embassy of Costa Rica, n.d.)." The Judicial Branch is made up of the Supreme Court (22 justices are elected for eight-year terms by the Legislative Assembly) and Tribunals. The Legislative Branch is made up of the 57-seat Unicameral Legislative Assembly.



Members are elected by direct popular vote to serve four-year terms (Embassy of Costa Rica, n.d.).

### *Education*

Education expenditures are 6% of Costa Rica's Gross Domestic Product (GDP) (Embassy of Costa Rica, n.d.). The 2007 CIA World Factbook and the Costa Rican Embassy report the literacy rate to be 96%, while the IFLA /FAIFE World Report 2007 sets it at 70%. Since 1869, public education in Costa Rica has been free and mandatory. The educational system is ranked 32nd in the world, the highest in Latin America, according to the World Economic Forum Global Competitiveness Report 2008-2009. Of the 9,870 educational institutions, there are 2,778 preschools, 4,071 primary schools, 830 secondary schools, 2,129 special education institutions, 5 night schools, 2 para-universities, and 55 universities (Embassy of Costa Rica, n.d.).

### *Wellbeing*

Costa Rica has a population of 4.89 million. Costa Rica devotes substantial resources to investment in health and education. Health expenditures make up 21.5% of the government budget. In the last 20 years, poverty was reduced from 40% to less than 20%. Ninety-nine percent of the population is served with piped water. Public health coverage is available for 90.4% of the population. Life expectancy for Costa Rican citizens is 79.3 years. Costa Rica was ranked first place in Latin America for political stability by the 2008 World Bank Study for Global Governance Indicators. In 2009, Costa Rica was ranked as the country with the highest rate of happiness in the Happy Planet Index. The unemployment rate is 6.5%. Costa Rica has set a goal to become a carbon-neutral country by 2021 (Embassy of Costa Rica, n.d.).

Often cited as a model for conservation, community development, and economic growth (World Bank, 2019; Global Security.org, n.d.), Costa Rica is the birthplace of ecotourism. An estimated 80% of all visitors come to participate in eco-tourism. Tourism is Costa Rica's main source of income and hard currency, with more than 1.7 million tourists per year, mostly from the United States and Canada, and earnings of approximately \$1.7 billion US dollars per year (Embassy of Costa Rica, n.d.).

The IFLA Committee on Freedom of Access to Information and Freedom of Expression (FAIFE) published the World Report on Libraries and Intellectual Freedom in 2001, in the first attempt to systematically collect information on freedom of access to information related to libraries and information services and their users. The report, revised in 2007, offers a global perspective on the status of intellectual freedom in libraries, information services, and librarianship. Costa Rica is among the countries queried for their status on these issues. Approximately 92% of Costa Rica's population has access to telephone service (Embassy of Costa Rica, n.d.). According to the 2007 IFLA/FAIFE Country Report, twenty-seven percent of the population (1,214,400 Internet users) had online access as of August 2007. An "average" amount of local content, defined as content that originates in the country, is available on the Internet in local languages. The Costa Rica library association filters information on library Internet terminals to a certain degree, motivated by the desire to protect children, safeguard national security [e.g. antiterrorism measures], safeguard national culture, and prevent access to pornography. The use of filtering

software is somewhat widespread in the libraries for the protection of children. Internet access is free of charge for library users to access the Internet on library computers in public libraries, university libraries, and school libraries. The state or other library authorities have made extra funding available for Internet access in the library system (IFLA Country Reports: Costa Rica, 2007).

## **Types of Libraries**

The National Library System (SINABI) is a network of libraries across the country. The General Directorate of Libraries was established in 1971 as a program of the Ministry of Culture and Youth. On January 13, 2000, it was named the National System of Libraries (SINABI) by Decree No. 23382-C. The General Directorate of Libraries promotes the development of the libraries, including the National Library, the Public Libraries Network, and the ISBN and ISSN Agencies. SINABI has a web portal ([www.sinabi.go.cr](http://www.sinabi.go.cr)) and a Bibliobús. SINABI promotes a social and cultural development for the strengthening of a democratic and pluralistic society; promoting knowledge, education, culture, recreation and the dissemination of local and national memory, through access to resources, services and information technologies. SINABI's objective is to establish policies, programs, projects and actions aimed at the development of the National System of Libraries that promote education, research, recreation and national culture for the efficient provision of services.

The National Library and the Public Library of Alajuela are named after Miguel Obregón Lizano to honor more than 17 years of his work, including the establishment of the National Library in 1888, the first Regulation of Public Libraries (Agreement CXCVII, 18-4-1890), and the first catalog of the National Library. Mr. Obregón served as Director General of The National Library System between 1890 and 1915.

The Costa Rican Bibliography, begun in 1820, has a current size of 46,093 records, including books, brochures, magazines, degree theses, audiovisual and digital material, and maps. General selection criteria includes print and digital material that was recovered and published in the country about the country in the international field, and all the material published in Costa Rica that is processed for the National Library. The National System of Libraries (SINABI), Technical Unit is responsible for national bibliographic control. Recipients of services include users nationally and internationally. From 1820 to 1995, it was published in printed form, and from 1996 onward it was presented in digital form. The Bibliography is presented in an annual publication in a single volume.

The Costa Rican Bibliography offers the history of the nation's library bibliographic holdings, beginning with Adolfo Blen's handwritten index cards of newspaper articles, magazines and books, with information from 1820 to 1930. This is known as "Catalogo Blen," and resulted in the 6-volume Analytical Bibliography of Adolfo Blen's bibliographic work. This was followed by Luis Dobles Segreda's Bibliographic Index of Costa Rica includes books, brochures maps, in 9 volumes ranging from 1931 to 1936. Later volumes, 10 and 11, were added. The National Library compiled the Bibliographic Bulletin from 1948 to 1956, including books, brochures, magazines and newsletters. In 1958 its name changed to the Costa Rican Bibliographic Yearbook, and was taken over by the Costa Rican Association of Librarians. Some time periods

were covered with retrospective bibliographies: Costa Rican Bibliography 1937-1945; Costa Rican Bibliography 1975-1983; and Costa Rican Bibliography 1984-1993. In 1994, the Research and Bibliography Unit of the National Library took responsibility for the Costa Rican Bibliography (SINABI, 2012).

The Bibliography can be found at <http://www.sinabi.go.cr/Biblioteca%20Digital/Bibliografia%20Nacional.aspx>. The National Agency The Technical Unit website for ISBN is [isbn@sinabi.go.cr](mailto:isbn@sinabi.go.cr), and for ISSN is [issn@sinabi.go.cr](mailto:issn@sinabi.go.cr).

### *National*

The Miguel Obregón Lizano National Library collects and preserves the national bibliographic heritage of Costa Rica. Three copies of every publication made in the country are deposited in the library, per the Printing Law and Law of Copyright and Related Rights. This library was created by agreement No. 231 on October 13, 1888. The documentary collection of the library began with books donated by the University of Santo Tomás, which closed in 1885. Subsequently, more documents were added, among which were books, newspapers, official documents, and documents of the Office of Deposit and Exchange of Publications that had been created in 1887 (SINABI, 2012).

The documentary collection of the National Library contains a bibliographic collection divided into national books, foreign volumes, newspaper collections containing national and foreign magazines, newspapers, audiovisuals, and a collection of reference works (National Library of Costa Rica, n.d.).

The National Library is located in San José, between avenues 3 and 3B, streets 15 and 17, on the north side of the National Park in the National Library Building. It is open Monday through Friday from 8:00 a.m. to 6:00 p.m. The library contains study areas and a reference desk, but is not a public lending library (Hansen, n.d.)

### *Public*

Costa Rica has 56 public libraries, including branch libraries. Fewer than 20% of public libraries offer Internet access to users (IFLA Country Reports: Costa Rica, 2007).

### *Academic*

Costa Rica has 15 university libraries with 81-100% offering Internet access to users (IFLA Country Reports: Costa Rica, 2007).

### *School*

Costa Rica has 523 school libraries, with 21-40% offering Internet access to users. (IFLA Country Reports: Costa Rica, 2007).

Lesley Farmer's 2013 presentation, Collaboration in support of library training, for the World Library and Information Congress: IFLA General Conference and Council in Singapore, addressed the topics of school libraries and professional library associations. Costa Rica was one of the countries observed in an ethnographic study of the role of professional library associations in school librarian education. While considering international guidelines for school libraries and school librarians, Farmer explored school librarian pre-service education and in-service professional development "in light of communities of practice and the contingency theory of socialization." She found that "professional library associations provide culturally relevant professional development that melds professional expertise and socialization." In Costa Rica, Farmer worked with the school library services director, interviewed school librarians, and observed in-service training for school librarians. Research was linked to Communities of Practice and Socialization theories (Farmer, 2013).

### *Special*

There are 30 government-funded research libraries, 81-100% of which offer Internet access to users (IFLA Country Reports: Costa Rica, 2007).

### **Library and Information Science Education**

In 1956, the Costa Rican Association of Librarians approved the celebration of an exclusive day to focus on librarian activity in Costa Rica. The association designated March 19th the "Day of the Costa Rican Librarian" to honor the contribution of library professionals as social agents in the construction of information. In 1968, the University of Costa Rica (UCR) first offered a course in librarianship in order to provide specialized knowledge in the discipline and guarantee the execution of librarianship work as a serious, professional, and specialized endeavor. Forty years later, three additional universities train professionals in librarianship: the National University of Costa Rica (UNA), the Distance State University (UNED) and the private Autonomous University of Central America (UACA) (Rojas, 2019).

The University of Costa Rica Faculty of Education School of Library Science and Information Sciences offers a Bachelor's Degree in Library Science with an emphasis in Information Sciences, a Licentiate in Library Science with emphasis in Information Sciences, and a Master's degree in Library Science and Information Sciences. The School of Social Sciences School of History offers an Archival Module (ALA World List, 2013).

The National University Faculty of Philosophy and Literature School of Library Science, Documentation and Information offers a Bachelor's Degree in Library Science and Documentation with Emphasis in Information Management. The University also offers a Bachelor's Degree in Library Science and Documentation with an Emphasis on Information Technology and Communication (ALA World List, 2013).

As in other global locations, the name of the university degree for the practice of librarianship has changed in Central America and Latin America. Librarianship was originally offered as a diploma. Later, the qualification was offered as a Documentation Degree. Currently, it is offered

as a Degree in Information and Documentation. Some professionals obtain a degree in a field related to documentation, such as Journalism, Philology, History, etc. and then seek a specialized master's degree. Aspiring librarians are advised to examine requirements for specific jobs, some of which require a Degree in Documentation, while others ask for multidisciplinary experience and education. (eMagister, n.d).

## **Library Organizations**

The College of Professional Librarianship (COPROBI) (<https://www.coprobi.co.cr/contenido/>) provides information and ongoing training for members and the public in general. “The College of Librarians of Costa Rica or COBI was transformed on July 19, 2013 in COPROBI, by publishing Law 9148 in the Official Gazette, reforming Law 5402. This reform is a response to the professional reality of librarianship in today's society. The COPROBI is a Professional Association recognized nationally and internationally, brings together responsible librarians and committed to provide society, greater and better opportunities to access sources, resources and information services (COPROBI, n.d.)”

COPROBI affiliations include the Federation of Professional Associations of Costa Rica (FECOPROU). The Federation is a non-state public law entity, constituted by the 28 University Professional Associations of Costa Rica, whose creation corresponds to a Law of the Republic, and the Central American Federation of Library Associations (FECEAB). The Central American Federation of Library Associations is the liaison between the Presidents of the Librarian Associations of Central America with the objective of legalizing and acting together, following the Accords of San Salvador 2018.

The Regional Center for the Promotion of Books in Latin America and the Caribbean (CERLALC) is an intergovernmental body, under the auspices of UNESCO, which “works on the creation of conditions for the development of reading societies (CERLALC, n.d.)” As such, it provides timely, relevant, and useful information for global librarianship, particularly surrounding libraries within its target areas, but informing a more global, comparative audience. CERLALC supports “the promotion of book production and circulation, the promotion of reading and writing, and the stimulation and protection of intellectual creation (UNESCO CERLALC, n.d.)”

CERLALC takes action in several areas on national and regional levels. The organization provides technical assistance for the design, evaluation, and revision of public policies in the publishing industry and library systems. The organization promotes reading and copyright, and works to support appropriate legislation in these areas. CERLALC contributes to research to inform public policy and decision making of Ibero-American governments in all aspects of “the development of reading societies (CERLALC, n.d.)” CERLALC presents publications as well as in-person and virtual training in topics including publishing, the promotion of reading, libraries, and copyright. CERLALC programs involve collaboration in knowledge management between various private and governmental entities.

While Ana Torres’ 1985, dissertation *Barriers to Library Cooperation in Costa Rica*, is 34 years old at the time of this writing, and cannot be considered as “timely” for our purposes of

investigation of contemporary circumstances in global libraries, the research review, research questions, and conclusions continue to be relevant to the context of Costa Rican libraries. Torres writes, “International institutions have paved the way to library development in Latin America. Costa Rica is no exception. UNESCO, within its General Information Program (GIP) has provided sponsorship of numerous conferences and workshops in the last thirty years (Torres, 1985).”

Thirty-four years later, many challenges in libraries inevitably continue, and may be solved in the same manner as they have been in times past. “Library cooperation in Costa Rica is seen as a means to deal with problems such as: the shortage of resources in libraries, the duplication of efforts in technical processes, the need to coordinate library development, the need to improve library education, and professional development (Torres, 1985).”

At the time of this 1985 dissertation, there were five cooperative programs in operation, serving specific clientele with different purposes, providing services such as interlibrary loan, reference, and dissemination of information (Torres, 1985). In terms of relevance, and evaluation of growth over nearly four decades, this provides a point of comparison for today’s mechanisms for library cooperation within Costa Rica and across a larger global context.

- School Libraries System, part of Proyecto Desarrollo del Sisema de Bibliotecas Escolares de Costa Rica, sponsored by the Organization of American States. Initiated in 1975. Administration in a department in the Ministry of Education in San Jose.
- Public Libraries System, founded in 1980.
- Children’s Libraries System, founded in 1984.
- Libraries, Documentation, and Information System of the University of Costa Rica, founded in 1984.

It is encouraging to observe growth and change over time. Torres wrote, “It would be useful for Costa Ricans to study and adapt models from elsewhere. The librarians need to be exposed to guidelines and previous experiences from other environment (1985).” Indeed, Costa Rican libraries offer vibrant participation in a number of collaborations. Some examples include welcoming international librarians and students through the Institute for Central American Development Studies (ICADS, 2019), library student internships to create multimedia online educational tools to present cloud forest research (Canino, 2017; Kutner and Canino, 2018), library building activities with organizations such as Libraries Without Borders (Students, 2010), and sister library programs to support reading among children and young adults (IFLA Sister Libraries, 2018).

### **Library Legislation**

National legislation on legal deposit or voluntary deposit agreements includes Printing Law No. 32 of July 12, 1902 and associated amendments, and Copyright and Related Rights Law No. 6683 of November 4, 1982. The Bibliography is cataloged to material of some institutions of the Executive Power of the Republic Decree N ° 117-49-C dated August 6, 1980, part of the national program Cataloging in Publication (CEP). The Bibliography uses the Anglo-American Cataloging Rules RCA cataloging code, with Level 2 levels of description, Lists of Headings for

Libraries LEMEN 3 for rules on matters, and MARC21 rules on name authorities and metadata formats. Metadata is available for reuse in the public domain (SINABI, 2012).

The library association adopted a Code of Ethics in 1991, and regularly considers implications and revision. The Code regulates the relationship of service, ethics, and right to information. The Code of Ethics addresses the librarian's obligations to the profession, colleagues, the community, and society in terms of continuous improvement through professional development and collaboration, efficiency, defending freedom and access to information, protection of confidentiality, service to the community, and ultimately, the improvement of society (Code of Ethics, n.d.).

In 2007, the Costa Rica Library Association had a five-year plan to adopt the IFLA UNESCO Internet Manifesto, which asserts, "Library and information services should be essential gateways to the Internet, its resources and services. Their role is to act as access points which offer convenience, guidance and support, whilst helping overcome barriers created by differences," and "Freedom of access to information and freedom of expression, regardless of format and frontiers, is a central responsibility of the library and information profession in resources, technology and skills (IFLA, 2014).

The library association adopted the IFLA Glasgow Declaration on Libraries, Information Services and Intellectual Freedom. "In keeping with its spirit and the Costa Rican commitment to democracy, libraries recognize the confidentiality of users and refuse to disclose their records to third parties (IFLA/FAIFE WORLD REPORT 2007)."

#### *United Nations 2030 Agenda*

On May 22, 2019, Ministers of culture and their representatives from 12 countries in Latin America and the Caribbean affirmed their commitment to the UN 2030 Agenda, and to the power of libraries and access to information to achieve it, by signing the Buenos Aires Declaration. "The Declaration reiterates the importance of the UN 2030 Agenda, the need for access to information in order to achieve it, and how libraries can contribute. It includes commitments to supporting library systems nationally, promoting collaboration, and passing laws, nationally and globally." Ministers and representatives from Costa Rica joined the following countries in the Forum of Ministers of Culture of Latin America and the Caribbean: Argentina, Aruba, Brazil, the Dominican Republic, Ecuador, Grenada, Jamaica, Mexico, Nicaragua, Panama, Paraguay, Peru, Spain, and Uruguay.

The Declaration (2019) affirmed that the participants see the United Nations 2030 Agenda "as a roadmap to stronger, fairer and more sustainable development for all." The Ministers emphasized the "place of access to information both as a universal human right and as a cross-cutting driver of development, both through enabling understanding, innovation and good governance at the national and regional level, and better decision-making and new opportunities at the individual and community." They noted that "meaningful access" to information "is not just about having essential internet connections, but also about having the space, skills and rights to find, understand, apply, create and share information." They noted that "everyone has a right of access to information that can help them improve their lives, regardless of gender, resources or any

other factor” and that “the free flow of information across borders is necessary to support research, innovation and access to heritage.”

The Ministers committed to recognize “the indispensable contribution of libraries” to various development strategies for all members of society. They committed to ensuring that “libraries of all types have the resources, support and infrastructure needed to carry out their missions.” The ministers supported several strategies to “increase performance and impact on people’s lives,” including cooperation between libraries at regional, national, and global levels to engage in cross border research, professional library associations, national libraries, skill and capacity building, passing laws to foster operation in a digital world, and copyright reforms (IFLA, 2019).

In 2015, the United Nations published *Transforming our world: The 2030 agenda for sustainable development: Sustainable development knowledge platform*. While libraries are not explicitly named in the document, these institutions seem like obvious and essential collaborators in the “Means of implementation and the Global Partnership.” The institutions who signed on to the agenda resolved, before 2020, “to end poverty and hunger everywhere; to combat inequalities within and among countries; to build peaceful, just and inclusive societies; to protect human rights and promote gender equality and the empowerment of women and girls; and to ensure the lasting protection of the planet and its natural resources... and create conditions for sustainable, inclusive and sustained economic growth, shared prosperity and decent work for all, taking into account different levels of national development and capacities” Part of the ambitious vision of these participants includes “a world with universal literacy... a world with equitable and universal access to quality education at all levels (United Nations, 2015).”

Some of the ways libraries have an essential contribution to the means for implementation of the agenda include all aspects of Goal 4, to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” These include ensuring access to “free, equitable, and quality” primary and secondary education for all girls and boys, equal access for all women and men to “affordable and quality technical, vocational and tertiary education, including university,” substantial increase in skills leading to employment, entrepreneurship, and sustainable development, and sustainable lifestyles, elimination of gender disparities in education and vocational training, and ensuring literacy and numeracy for all youth and most adults. All people should know about “human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development (United Nations, 2015).” Upgraded education facilities, scholarships, and an increase in the supply of qualified teachers are important aspects of realizing this vision.

Librarians can play an essential role in pursuit of several additional goals. Goal 5 is to “achieve gender equality and empower all women and girls.” Librarians can help to “enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women. Goal 8 is to “promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. Library programs and resources can help to “substantially reduce the proportion of youth not in employment, education or training.” Goal 9 is to “build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.” Librarians can help to “significantly increase access to



information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries.” Goal 16 is to “promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.” The fundamental calling of librarians is to “ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements (United Nations, 2015).”

### *Informed Librarianship in Costa Rica*

Costa Rican librarians are engaged in vibrant and informative research that informs the field locally and internationally, though most research is available in Spanish. When abstracts are provided in English, it is possible that the research may have a broader reach. In a local context, Xinia Rojas-González and Juan Antonio Rodríguez-Álvarez studied demographic, academic, labor features and economic characteristics of the student population of the School of Library and Information Science (EBCI) of the University of Costa Rica. They found that the majority of the student population was female for all curricular levels offered by the school. A majority of female students came from rural populations, while most males came from metropolitan areas. (Rojas-González and Rodríguez-Álvarez, 2015). Magda Cecilia Sandí Sandí and Rebecca Vargas Bolaños wrote a technical report to describe the link between teaching and research in the the link between teaching and research in the School of Library and Information Science (SLIS) at the The University of Costa Rica (UCR) in order to work towards a stronger curriculum for library students (Sandí Sandí and Vargas Bolaños, 2017).

Kimberly Naranjo Mora, Gloriela Navarro Araya, and Tatiana Zúñiga Seravalli conducted research exploring the application of bibliotherapy services in a Costa Rican public school library. The librarian, supported by specialists in education, psychology and emotional support services, worked with children with behavioral problems, “seeking to improve their behavior, and promoting the culture of peace through recreational and creative activities whose main shaft is reading (Mora et al. 2017).” Their findings could have implications for school librarians and others who work with youth across the world, not just in Spanish-speaking countries.

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# CROATIA

*Michael Green*

LIS 503: International Librarianship  
Department of Information Science  
University at Buffalo

## Country Profile

Located at the northernmost end of the Balkan Peninsula, Croatia is a European country with a population of approximately 4.2 million (“Living in the EU,” n.d.). Though small, Croatia is quite geographically varied, primarily defined by its long, island-dotted coast on the Adriatic Sea, the mountainous Dinarides in the center of the country, and the flatlands at the country’s eastern end. The vast majority of Croatians identify as Roman Catholics, although Orthodox Christians and Muslims form small religious minorities (“World Factbook,” n.d.). Prior to Croatia’s independence in 1991, the area currently called Croatia existed within several Yugoslav states and regimes throughout a turbulent and often violent twentieth century. Most recently, rapid democratization, steady economic growth, and increased political stability all played a part in Croatia joining the European Union in 2013 (“Croatia: Overview,” n.d.). The Croatian economy is primarily concerned with industry, as well as with wholesale and retail trade, and it is very connected to the European Union, with the vast majority of imports and exports involving other EU countries (“Croatia: Trade and Economy,” n.d.).

## History

The earliest Croatian libraries were founded by Roman Catholic religious orders and wealthy private collectors during the late Middle Ages, but modern public, school, and academic libraries largely did not begin to appear until the nineteenth century, when the contemporary country of Croatia was part of the Austro-Hungarian Empire (Stričević & Pehar, 2015). Following the collapse of the Austro-Hungarian Empire at the end of World War I, various forms of libraries continued to grow in Croatia while it was a part of the Kingdom of Yugoslavia from 1918-1941 and later the Socialist Federal Republic of Yugoslavia from 1946-1991 (Stričević & Pehar, 2015). During Croatia’s War for Independence and other related Balkan conflicts during the early 1990s, the country experienced a vast amount of damage to its historical and cultural heritage, including damage to or destruction of hundreds of libraries (Stričević & Pehar, 2015). Naturally, postwar reconstruction led to the creation of many new libraries at the turn of the twenty-first century, and the country’s libraries became more structured and unified, replacing the decentralized management common before and during the wars (Stričević & Pehar, 2015). While many elements of Croatia’s libraries have been restored since the end of the Balkan wars, many valuable historical and academic collections were irreparably lost in the conflict (Stričević & Pehar, 2015).

## **Types of Libraries**

### *National*

Dating from the beginning of the seventeenth century, the Croatian National Library currently also serves as the main library for the University of Zagreb (Objavljeno, 2011). The library, which started as the library of a Jesuit school, gained national prominence toward the end of the nineteenth century when it became the central information collection of the newly founded university (Objavljeno, 2011). The collection eventually entered its current building and became the official national collection in 1995, shortly after Croatia gained its independence from Yugoslavia (Objavljeno, 2011).

### *Public*

By the 2010s, Croatia contained nearly 270 public libraries, with a combined collection of nearly 9.3 million items (Sabolović-Krajina, 2019). As Croatia entered the twenty-first century and joined the European Union, public libraries were viewed as increasingly vital centers for the development of civil democracy (Sabolović-Krajina, 2019). Croatian public libraries are financially supported by the Croatian Ministry of Culture, and levels of funding have remained relatively stable in the wake of joining the EU (Sabolović-Krajina, 2019). However, funding is not always distributed equally among regional libraries, and the success of a particular library's development and operation can be highly dependent upon its location (Stričević & Pehar, 2015). In addition to continuing the traditional role of public libraries in Croatian society, which includes a significant emphasis on the development of national identity and perceived cultural heritage, Croatian public libraries have recently emphasized more Western library goals, such as information education and publically accessible technology (Sabolović-Krajina, 2019). However, the lack of a consistent national strategy for introducing technology to Croatian libraries has led to some challenges, including a lack of interoperability between different libraries' cataloging systems and library-management software (Stričević & Pehar, 2015).

### *Academic*

Modern Croatian librarianship largely grew out of the tradition established by its academic libraries. By the early nineteenth century the Zagreb Royal Academy had already established the need for trained librarians and outlined the skills needed for the profession (Živković, n.d.). In addition to the national library at the University of Zagreb, academic libraries can be found attached to universities in most large Croatian cities, including Rijeka, Zadar, Split, and Dubrovnik.

### *School*

Individual schools have been required by Croatian law to have a library since the late twentieth century (Lovrinčević & Kovačević, 2007). In addition to classroom support, school libraries run reading programs, facilitate writing and research workshops, and conduct other relevant activities (Tam, Choi, Tkalcevic, Zheng & Dukic, 2017). Additionally, primary school libraries

and librarians play a very active role in introducing students to reading and basic information literacy (Lovrinčević & Kovačević, 2007). Unfortunately, The Croatian Association of School Librarians does not have an English-language presence on the internet.

### *Special*

At the beginning of the 2010s, Croatia contained nearly 160 special libraries of varying types, most of which were attached to museums, galleries, or private companies (Stričević & Pehar, 2015). Special libraries connected to churches or monasteries are particularly noteworthy, as they tend to be among the country's oldest collections and frequently contain unique items with significant historical or archival value (Stričević & Pehar, 2015).

## **Library and Information Science Education**

### *Schools*

A Library and Information Science degree (or its equivalent) can be obtained at universities in Zagreb, Zadar, and Osijek (Wilson, n.d.). Since Croatians are considered citizens of the European Union, they also have relatively easy access to relevant degree programs at universities in other EU countries. Additional opportunities for continuing education frequently exist at the institutional level (Horvat, 2004).

### *Accreditation*

Little information about degree accreditation appears to be available in English. Accreditation is not referenced in the English-language versions of websites for relevant universities or for the Croatian Library Association.

### *Certifications for Professionals*

Additional professional certifications, such as archives or data science, can be obtained through the same universities as the LIS degrees.

## **Library Organizations**

The Croatian Library Association, founded in the early 1940s, serves as Croatia's main organization for librarians and library science (Živković, n.d.). In addition to defining and enforcing a Code of Ethics for Croatian librarians (Croatian Library Association, n.d.), chief activities of the Association include proposing library-focused legislation, publishing library related items, and translating international library literature into Croatian ("Activities," n.d.). Over two-dozen committees exist within the Association, each focusing on more specific areas of library science, such as medical libraries, copyright, and advocacy, among others ("Professional bodies," n.d.).

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# ECUADOR

*Melissa L. Rubin*

LIS 503: International Librarianship  
Department of Information Science  
University at Buffalo

## Country Profile

Ecuador is located in the northwestern region of South America. The country sits on the equator line and encompasses the Galapagos Islands, measuring a total of 280,000 square kilometers (Hanratty, 1989, p. 54). The country “encompasses a wide range of natural formations and climates, from the desert-like southern coast to the snowcapped peaks of the Andes Mountains to the plains of the Amazon River Basin” (Hanratty, 1989, p. 54).

Many Ecuadorians fall into two main categories: indigenous Amerindians or mestizos. Amerindians “include a number of Indian-language-speaking populations,” such as the Sierra and Oriente Indians; highland and lowland mestizos are often Spanish-speaking from “mixed Indian and European descent” (Macleod & Pozo Velez, 2019). Since the beginning of the 21st century, there has been an influx of immigration from Colombia and Peru. Colombians, the largest immigrant population in Ecuador, fled their country to escape violence and crop destruction; the second largest immigrant group, Peruvians, migrated to Ecuador for higher wages in 2000 after the country adopted the U.S. dollar as their national currency (Macleod & Pozo Velez, 2019). Ecuadorians often associate more closely with their village or region than with their national identity (Macleod & Pozo Velez, 2019). “At a minimum, the country may be divided into a dozen major folk-cultural regions” and numerous, more “localized cultures” also exist (Macleod & Pozo Velez, 2019). As a result, there are different cultural values and priorities within the country when it comes to the development of educational and library systems.

Ecuador is governed as a democracy and “constitutional conventions became a common feature in Ecuador’s political system in an effort to eliminate the instability” of the mid-1990s to early 21st century, when many presidents failed to carry out a full four-year term (Macleod & Pozo Velez, 2019). “Ecuador’s economy was transformed after the 1960s by the growth of industry and the discovery of oil,” and as a result, there was “rapid growth and progress in health, education and housing” (BBC News, 2018). However, inflation further widened the socio-economic gap and created inequalities for access to public education. Since then, the Ecuadorian government has made major progress in making information available to disadvantaged classes, “ethnic groups and to women” (Macleod & Pozo Velez, 2019). Nevertheless, general lack of government funding as well as religious and nonsectarian private schools continue to put “great strains on the educational system” (Macleod & Pozo Velez, 2019).

## History

Since Ecuador is one of the most naturally diverse countries in the world, it has become a hotspot for scientific research. Some of the earliest scientific expeditions took place in Ecuador, such as Charles-Marie de La Condamine, who measured the circumference of the earth, and Charles Darwin, who established “basic theories of modern geography, ecology, and evolutionary biology” (Macleod & Pozo Velez, 2019). But despite the country’s scientific significance, Ecuador has faced many challenges in creating educational resource centers and libraries for public use. In general, the library’s primary mission is to provide equal access to reduce “informational, educational, cultural, and digital divides” (Abdullahi, 2017). This aim is no different for libraries in Latin America; however, cultural and economic inequalities play a major role in the creation of public information centers. Local and international organizations have worked to correct these disparities in Ecuador. “For example, the International Federation of Library Associations and Institutions (IFLA) and UNESCO through its Regional Centre for Book Development in Latin America and the Caribbean (CERALALC) have attempted to support all types of libraries to perform their principal responsibility,” which is to encourage education and social transformation (Abdullahi, 2017). Although the socio-economic and cultural climate of Ecuador could inhibit “lifelong development and citizen participation” in libraries, the IFLA is confident that technology has created more possibilities for encouraging information access and use (Abdullahi, 2017). Digital libraries can help encourage the people of Ecuador to expand their communication and search processes, and hone new skills for interacting with information. Also, academic and special libraries continue to grow as the middle class seeks greater educational opportunities from universities and research centers.

## **Types of Libraries**

### *National*

National Libraries play a major role in honoring and preserving the diverse culture of Ecuador. Ecuador’s national libraries are funded by the government and non-profit cultural institutions. For example, Casa de la Cultura Ecuatoriana is an organization that sponsors research, programs, and publications about Ecuadorian culture. Their mission is to preserve Ecuador’s history, educate the community, and raise cultural awareness by providing information access to users nationally and internationally (Coronel, 2019). The organization was established in 1944, and they have many branches operating throughout Ecuador. One of the main institutions that Casa de la Cultura Ecuatoriana sponsors is The National Library of Ecuador Eugenio Espejo. This national library plays a major role in salvaging and improving access to “the printed cultural heritage of Ecuador and will become one of the main bibliographic centers to collect, preserve, and disseminate” publications about Ecuador (Coronel, 2019).

Other notable national libraries in Ecuador that are recognized by the Casa de la Cultura Ecuatoriana and American Library Association are the Biblioteca Nacional del Ecuador and the Centro Cultural Biblioteca Ecuatoriana Aurelio Espinosa Polit. Located in Quito, the Centro Cultural Biblioteca Ecuatoriana Aurelio Espinosa Polit is Ecuador’s premier library that “specializes in Ecuadorian issues” (Nogales & Arcos, 2019). The organization aims to “collect, conserve, and disseminate all written material in Ecuador or that is related to the country” (Nogales & Arcos, 2019). The extensive collections and investment in Ecuador’s national

libraries reveal a great deal about the country's values and their emphasis on their eclectic local heritage.

### *Public*

Although there is not a great deal of information that specifically addresses the creation of public library systems and policies in Ecuador, much can be inferred by studying the development of libraries in other Latin American countries. There are numerous government-funded and non-profit groups that work to provide access to reading and information for marginalized social groups in Latin America that have likely affected library systems in Ecuador (Abdullahi, 2017). Some of the largest and most popular public libraries in Ecuador are the Biblioteca Municipal de Guayaquil, Biblioteca Municipal de Gullanzhapa, and Biblioteca Municipal "Federico Gonzalaz Suarez," which are all primarily funded by the government.

Many Latin American government and non-profit agencies work to address the gap that the digital world has created; people now require a basic knowledge of technology and the internet to effectively access information. As a result, the rise of digital libraries in Ecuador is a phenomenon that should not be overlooked. The general lack of funding for public information services in Ecuador, digital or otherwise, and the effects of natural disasters have caught the attention of many non-profit groups. For example, Libraries Without Borders is a non-profit group dedicated to providing general information access to those in need. The group has developed libraries in fifty countries, programs in twenty-three different languages, and has "curated more than 28,000 sources of knowledge and information" for underprivileged communities worldwide (Libraries Without Borders, 2017). After a devastating earthquake hit Ecuador in April 2016, Libraries Without Borders joined forces with BUILD and Avanti to install two digital libraries at community centers in Coaque. These libraries are equipped with computers and staff to help train and guide users during their information search process. Libraries Without Borders and other driving forces behind digital libraries recognize that the effects of natural disasters shed light on the "isolation and chronic neglect" of marginalized communities in Ecuador (Libraries Without Borders, 2017).

### *Academic*

Universities and academic libraries are on the rise in Ecuador. Using patterns observed from other institutions in Latin America and the Caribbean, it can be inferred that academic libraries in Ecuador share their five core features with other "macro-universities" (Abdullahi, 2017). For example, most academic libraries in Ecuador serve an upwards of 60,000 students. The universities offer a wide array of "disciplines, majors and specializations at the graduate and undergraduate level" and the majority of country's quality research is generated from these macro-universities (Abdullahi, 2017). Furthermore, academic libraries are considered to be public in nature, since they are sponsored by government funds that are allocated for higher education; as a result, institutions often house significant cultural and historical collections (Abdullahi, 2017). The oldest, largest, and most significant library in Ecuador is the Central University Library located in Quito (Advameg, 2019).

Since the implementation of the National Constitution of 2008, the Council for Quality Assurance of Higher Education of Ecuador (CEAACES) has transformed the standards for higher education and created firm guidelines for academic institutions and libraries (Hardt, 2014). “Transitioning to a culture of academic quality and integrity in higher education, Ecuador’s more than 4,000 academic programs that serve over 620,000 students across 71 institutions have been assessed for academic rigor and accredited according to the new CEAACES academic standards. Beginning in 2009 and completed in 2012, the government conducted an in-depth evaluation of each of the country’s universities, assessing them across forty-eight standards to generate an individual institutional ranking ranging from A through E. As a result, the government decommissioned fourteen of the seventy-one universities because they did not meet the rigorous new accreditation standards laid out by CEAACES” (Hardt, 2014). The CEAACES allows academic institutions and libraries in Ecuador continue to develop; the quality and variety of relevant resources attribute to their value in Ecuadorian society.

### *School*

With the great socio-economic divide, illiteracy is one of Ecuador’s major challenges in education. Until the middle of the 19th century, Latin American governments looked to individual families and churches to educate the youth of the nation (Abdullahi, 2017). Schools, using a single textbook, were reserved for the elite. In response to the changing political climate in the 1970s, the National Information System” was formed to create a national information policy strategy that was in tow with the United Nations Educational, Scientific, and Cultural Organization (UNESCO) (Abdullahi, 2017). The National Information System designed and co-sponsored programs to develop strategies, methodologies, training, and support materials for school libraries. By the 1980s, there was a greater awareness of the needs and challenges that school libraries face in Latin America. In Ecuador, radical or “neo-liberal political currents promoted reforms” of state education policies, which ultimately led to the “establishment of school libraries and the position of school librarian” (Abdullahi, 2017). Since then, there has been a greater emphasis placed on on-going reading programs and expanding library services. For example, school libraries in Ecuador are working to expand their physical spaces and collections, technology, equipment, services and programs, access to the web, training, library cooperation, and program sustainability (Abdullahi, 2017).

### *Special*

There are many special libraries in Ecuador, many of which are law libraries. One example would be El Corte Constitucional del Ecuador, which is a virtual library that provides information on the country’s constitution, laws, and major legal cases. There are also conservation and environmental centers that provide the public with small specialized collections. For example, The Charles Darwin Research Station includes an exhibition hall, curated garden with native agriculture, and a public library.

## **Library and Information Science Education**

### *Schools*

Universidad de Guayaquil is a co-educational non-profit higher education institution established in 1867 (uniRank, 2019). Located in the city of Guayaquil, the university provides over 45,000 students with “officially recognized higher education degrees” in a wide array of areas of study, including topics covered by information and library science (uniRank, 2019). Universidad de Guayaquil has a competitive and selection admission process for bachelor’s degrees based on an entrance examination (uniRank, 2019).

Universidad Nacional de Loja was established in 1859; it is a non-profit higher education institution located in the urban city town of Loja (uniRank, 2019). The institution has several major branches in Ecuador, including Santa Rosa, Quito, Zapotillo, and Cuenca. The coeducational university serves approximately 25,000 students and offers bachelor and master degrees in a wide array of topics, including topics covered by information and library science (uniRank, 2019).

### *Accreditation*

Consejo de Evaluacion, Acreditacion y Aseguramiento de la Calidad de la Educacion Superior del Ecuador (CEAACES): Also known as the Council for Quality Assurance of Higher Education of Ecuador, the CEAACES with the support of the National Constitution of 2008 has “transformed how Ecuador’s universities are accredited,” funded, and administered (Hardt, 2014). The CEAACES was founded as part of the Higher Education Law of 2010, which sets guidelines and regulations for universities. As part of the educational reform, the CEAACES creates accreditation standards and assesses the performance of higher education institutions. The CEAACES re-evaluates institutional needs “every five years to ensure academic integrity” (Hardt, 2014).

### *Certifications for Professionals*

La Escuela de Bibliotecologia y Archivologia (Universidad de Guayaquil): As of 2017, the librarianship and archives program offered through Universidad de Guayaquil is no longer offered by the Facultad de Filosofia y Ciencias de la Educacion department; the program has been reestablished as its own entity under the department of Social Communication (Torres, 2017). The librarianship program’s redesign includes classes in “statistics, bilingual training and information technology,” and trains students in managing, filing, and processing print and digital information (Torres, 2017).

Area de Educacion, Arte y Comunicación (Universidad Nacional de Loja): Universidad Nacional de Loja offers degrees in Education, Art, and Communication. The certificate, bachelors, and master’s programs that fall under the school of Educacion, Arte y Comunicacion are offered in-person and online. Topics include but are not limited to information and behavioral science, communication, psychology, education, journalism, and fine art (Universidades de Ecuador, 2010).

Bibliotecología (Universidad Nacional de Loja): Students can earn a degree in bibliotecología or librarianship through Universidad Nacional de Loja's distance learning courses. The degree will provide students with general knowledge of information and library science, heighten their sensitivity and familiarity with social services, and strengthen their ability to "analyze and synthesize information (Universidad Nacional de Loja, 2019). This program fosters "communication skills with students, teachers" and the library community as a whole, and encourages collaboration, teamwork, and leadership (Universidad Nacional de Loja, 2019). This distance learning bibliotecología program will also help future librarians interpret and analyze information needs, prepare and curate archives, as well as develop library services and programs (Universidad Nacional de Loja, 2019).

### **Library Organizations**

The International Federation of Library Associations and Institutions (IFLA): The IFLA is "the leading international body representing the interests of library and information services and their users. It is the global voice of the library and information profession" (IFLA, 2019). The group supports all types of libraries worldwide, and encourages education, information access, and social transformation through the use of technology (Abdullahi, 2017).

Centro Regional para el Fomento del Libro en América Latina y el Caribe (CERLALC): CERLALC is an "international intergovernmental organization, which provides technical advice to Ibero-American governments in the definition and application of policies, programs, projects and actions for the promotion of books, reading and copyright" for libraries and educational agencies (UNESCO, 2017).

The National Information System: The National Information System created information policies and strategies that are in tow with the practices of the United Nations Educational, Scientific, and Cultural Organization, UNESCO (Abdullahi, 2017). The group designed and co-sponsored many programs to develop methodologies, training, and support for school libraries in Latin America (Abdullahi, 2017).

Casa de la Cultura Ecuatoriana: Casa de la Cultura Ecuatoriana is an organization that sponsors research, programs, and publications about Ecuadorian culture. Their mission is to preserve Ecuador's history, educate the community, and raise cultural awareness by providing information access to users nationally and internationally. The organization was established in 1944, and they have many library branches that throughout Ecuador. One of the main institutions that Casa de la Cultura Ecuatoriana sponsors is the National Library of Ecuador Eugenio Espejo, which aims to "collection, preserve, and disseminate" information about Ecuadorian culture (Coronel, 2019).

### **Library Legislation**

Although it is difficult to find specific library legislation that was passed in Ecuador, it can be inferred that library information policies and procedures are designed using the Library of Congress's Handbook of Latin American Studies and the Law Library of Congress's resources.

The development of school library legislation is likely predominantly linked to the National Information System and UNESCO (Abdullahi, 2017). More research is needed to discover specific evidence about Ecuador's library legislation.

#### Additional Sections

There are not many sources that explicitly address librarians and librarianship in Ecuador, so much of the research above is based on general knowledge about systems in Latin America and the Caribbean. Furthermore, the research that informs this chapter is derived from a combination of primary and secondary sources on Ecuador and countries in Latin America.

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# EGYPT

*Anne Windholz*

LIS 503: International Librarianship  
Department of Information Science  
University at Buffalo

## Country Profile

### *History*

The first kingdom in what is now called Egypt arose in 3200 B.C., with different dynasties following for the next three million years. Around 341 B.C. the dynasties were replaced by Romans, Greeks and Byzantines, and then around 600 A.D. the Arabs took control and introduced Islam and Arabic into the culture. The Suez Canal was completed in 1869, which turned Egypt into even more of an important transportation city than it already was. In 1882 colonial Britain took control of Egypt's government until Egypt achieved full sovereignty from Britain in 1952.

In early 2011 widespread protests took place against President Mubarak's government, and Mubarak resigned less than a month later. During the protests more than 800 people were killed and over 6,000 injured. The Egyptian military stepped up to fill the vacuum left by the president until mid-2012 when Mohammed Morsi took up the role of president after being elected with other members of the Muslim Brotherhood. In mid-2013 the military removed Morsi from the presidency in a coup d'etat led by General Abdel Fattah El-Sisi. In 2014 El-Sisi was elected president, and remains so to this day.

### *People*

Egypt currently has the largest growing population in the Arab world with a current population of a little more than 99 million (CIA World Factbook, 2019). Arabic is the official language, and people in the country are predominately Muslim with a Sunni majority.

### *Geography*

Egypt is eight times the size of the state of Ohio, and sits on the northeast corner of Africa. Geography functions as an important feature for Egypt's relevance in the world with it being an African country close to Asia and Europe. Additionally, many waterways such as the Nile are international hubs of transportation running through the country (CIA World Factbook, 2019).

### *Economy*

The primary sources of the Egyptian economy include agriculture, tourism, manufacturing, hydrocarbons and other various activities (CIA World Factbook, 2019). Egypt had a centralized

economy in the 1950s and 1960s, but opened up under the presidency of President Anwar el-Sadat and then Hosni Mubarak. Despite relative success bringing in foreign investment, lack of job opportunities and unfavorable living conditions led to public discontent and thus the January 2011 revolution as discussed above (CIA World Factbook, 2019).

## **Library History**

The African continent has a strong history of oral based communication which functions as the “traditional living library” (Abdullahi, 2017). In regards to the academic LIS profession, Zulu (1993) notes that it is incorrect to credit the development of LIS professions to Western civilization because “history confirms that Kemet (Egypt) and other ancient civilizations had long evolved a system for managing information and knowledge prior to the dawn of colonial plunder” (Zulu, 1993). Krzys & Litton & Hewitt (1983) note the North African Arab states such as Egypt “have a centuries old legacy which sometimes impedes efforts at modernization,” but also notes that “centuries of slave trade and pillage are to a marked extent responsible for the dearth of societal progress.” As of 2006, the majority of libraries in Egypt were still not automated yet (Hady & Shaker).

### *Colonialism*

Abdullahi (2017) links the advent of libraries, and public libraries specifically, with colonialism. This link is important because, while Egypt has its own unique history of libraries, the impact of colonialism bleeds into all aspects of the LIS profession in Egypt today. When colonists came to Egypt they established libraries with an emphasis on “promoting their culture in colonized countries,” (Abdullahi, 2017). Over time, these libraries became “the microcosm of the macrocosmic colonial powers and special vehicles for subtle colonization and perpetuation of the status quo,” (Abdullahi, 2017).

With the onset of colonialism came the concepts of “philanthropy” and good will “development” donations in Africa (Abdullahi, 2017). It can be argued that philanthropy is intricately tied to colonialism, and thus good intentioned organizations such as Librarians Without Borders might actually continue to entrench a culture of control, dependence and neocolonialism. Either way, librarians must be mindful of these histories in creating, maintaining and taking donations for their libraries.

Currently, in a fruitful effort toward decolonization, indigenous librarianship has become a burgeoning field to explore this. Indigenous librarianship unites “the discipline of librarianship with Indigenous approaches to knowledge, theory, and research methodology,” (Burns et al., 2017) and could help illuminate the experiences of the indigenous Nubian people of Egypt.

### *Alexandria*

The Egyptian city of Alexandria functioned in ancient times as a prominent place for scholars, artists, poets and scientists. The idea of the Library of Alexandria was conceived by Alexander the Great with the goal of connecting the knowledge of the east and west. The plan was executed

by King Ptolemy who also helped create the first university. To collect written documents quickly, it was ordered that any ship docking in Alexandria had to turn over all of its books for the local scribes to copy. The originals were kept in the Library of Alexandria, and the copies were returned to the ships (MacLeod et al., 2000). All texts were compiled on papyrus, translations of texts into other languages were compiled (Carroll & Harvey, 2001).

Though there is evidence of libraries from the Middle East before Alexandria, the Library of Alexandria “promised something different” with its compilation of eastern and western texts (MacLeod et al., 2000). The Library of Alexandria functioned as a crossroads for Greek, Syrian, Roman and Jewish culture by holding scrolls of Greek, Hebrew and Mesopotamian literature as well as other artifacts from the time period (MacLeod et al., 2000) with its central geographic location being of utmost importance (Webb, 2013). The Library of Alexandria played an important role in Greek and Roman civilization, on which Western civilization is based (Carroll & Harvey, 2001).

The legacy of the ancient Library of Alexandria is cited as the place where “humans first collected, seriously and systematically, the knowledge of the world,” (Carroll & Harvey, 2001), and aimed to collect “complete coverage of everything ever written” (MacLeod et al., 2000). This library was also the first of that time period to use a system of classification, cataloging and a depository system (Carroll & Harvey, 2001). On the flip side it was also the first library to “underwrite a program of cultural imperialism” (MacLeod et al., 2000), which would start a Hellenistic tradition of royal libraries being a center for administrative rule as well as being centers for prestige and storing cultural knowledge (MacLeod et al., 2000). Sometime during the 5th century AD the Library of Alexandria disappeared. It is not known for sure why it ceased to exist.

The creation of a new Bibliotheca Alexandrina was completed in 2002 with the idea that “in embracing the totality and diversity of human experience, [the new library] becomes the matrix for a new spirit of inquiry and fosters a heightened perception of knowledge as a collaborative process,” (Carroll & Harvey, 2001). The new library was completed in 2001, and UNESCO listed it as a major accomplishment of the World Decade for Cultural Development. An international competition was launched for the design of the library, and fostered international cooperation with the project (Borman, 2017). The Bibliotheca Alexandrina also houses the International School of Information Studies, which UNESCO recommended be known by the acronym ISIS as a reminder of the mythology of Isis and Osiris (Carroll & Harvey, 2001). The school is multilingual and teaches in English, French and Arabic.

## **Types of Libraries**

### *National*

National libraries of North Africa are “distinguished by rich historical collections, particularly of manuscripts, their national status tending to center on the preeminence of their collections rather than their role in a system of national information provision,” (McGowan, 2017). Egyptian national libraries are currently “embracing the possibilities provided by new technology to digitize and make available their collections internationally,” (McGowan, 2017). Chisita and

Abdullahi (2014) state that the “information and digital divide between urban and rural areas should be closed through the development of a robust national library system with viable subsystems that integrate culture, tradition and technology in order to effectively support national development through uplifting citizens to work towards peace and development.” The National Library and Archives of Egypt was founded in 1870 and is the largest library in Egypt complete with collections that date before the creation of libraries. It was closed in 2014 after a car bomb attack, and is set to reopen in the near future. Since the 2011 revolution in Egypt, the country has changed the way libraries are run as well as security measures (Borman, 2017).

Bibliotheca Alexandrina is the second largest national library in Egypt, and the third largest library in general in Egypt. Bibliotheca Alexandrina is modeled after the ancient national Library of Alexandria, and was established in 2002. A special section of the library is curated for the visually impaired, and uses special software to provide access to books, journal articles and some web sites (Bibliotheca Alexandrina, 2019). The new library also digitized much of its collection, so that people anywhere in the world can view the documents with an internet connection. Bibliotheca Alexandrina is also complete with a planetarium and a conference center in addition to the main library (Borman, 2017).

### *Public*

The UNESCO Public Library Manifesto provides guidelines for public libraries around the world and “proclaims UNESCO’s belief in the public library as a living force for education, culture and information, as an essential agent for the fostering of peace and spiritual welfare through the minds of men and women” (IFLA 1994),” (Abdullahi, 2017). Currently, the library environment in Arab countries such as Egypt suffer “from lack of training” due to decreasing budgets (Library Journal, 2019). The Greater Cairo Public Library is the largest public library in Egypt and in addition to the physical library it provides online services such as the Unified Arab Index which brings together knowledge and culture from institutions in the Arab world. Academic literature in English is missing in regards to public libraries in Egypt.

### *Academic*

Egypt has the largest number of academic libraries outside of the US as of 2001 (Carroll & Harvey, 2001). Egypt has high levels of automation and digitization in their academic libraries, with great progress in regards to technological developments (Ani, 2005, p. 68). This is a particular achievement in that many countries in Africa struggle with technological advancements because of the high costs associated with internet connections (Abdullahi, 2017). Beets and Van Louw (2005) note that “the deep seated colonial legacy makes transformation [toward decolonization] of education that much more of a challenge”. The current Euro-American centered LIS education system has little value in non-Western contexts.

In a transformed LIS educational system, education is the combined product of the “substantial cultural contributions made by all peoples including the people of Africa” through “a shift from education being a domesticator to education being a liberator” (Abdullahi, 2017). The question then becomes not in comparing African academic libraries to Western libraries, but if African

libraries are equipped for the unique process of decolonialization of knowledge on the African continent to thus share with the world. The challenges of publishing in “western” journals has been a roadblock for many LIS programs in the Global South, however, the open access movement promotes a freer flow of information, and hopefully a “reversal of the straight North to South trajectory” (Abdullahi, 2017).

### *School*

The present educational system in Africa is very “exam-oriented” as part of the legacy of colonialism. With the use of textbooks for single subjects, the school library in African countries such as Egypt is not used as much as it historically has been (Abdullahi, 2017). Further, though the African publishing industry is developing, it is not developing fast enough for school libraries to populate the shelves with African books. Thus, the cost of shipping books internationally is more expensive (Abdullahi, 2017).

A short but informative article in the *International Leads* journal documents recent workshops for school librarians in Egypt with a particular focus on understanding the psychology of the young students the librarians serve to better understand user needs. The workshop was part of a larger “transforming libraries” campaign (Mohamed & Elmeawad, 2017).

The Cairo American College is an international school for grades K-12 with a school library boasting access to physical books and materials as well as online access to Overdrive, EBSCOHost and Follet Quest. Local Egyptian school libraries prove difficult to research in English, and academic literature around the subject is lacking.

### *Special*

As of 1986, there were 383 special libraries in Egypt with only 41 of those being in the private sector (Dimitroff, 1993). Special libraries tend to have more funding than other libraries in Egypt, but the funding is still relatively small compared to funding for libraries in the Global North (Dimitroff, 1993). Updated literature is lacking in the area of special libraries in Egypt.

## **Library and Information Science Education**

LIS education in Egypt began in the 1950s when the “Archives and Librarianship Institute” was established at Cairo University (Hady & Shaker, 2006), after which Egypt became the first Arab nation to incorporate LIS studies into universities (Magdy, 2011). The LIS department at Cairo University was the only one in the country until more started opening up in the early 1980s, and since then the prominence of LIS departments in Egyptian universities has grown rapidly (Hady & Shaker, 2006).

For students to be able to enroll in a LIS undergraduate program in Egypt, they must have the general certificate for secondary school (Hady & Shaker, 2006). The undergraduate LIS degree takes four years with a bachelor of arts at completion. Within this degree program there are required and elective courses and LIS professors are required to have a doctoral degree in order

to teach at universities. LIS programs also offer masters and doctoral degrees. Many LIS schools in African countries such as Egypt are making adjustments to their LIS program to focus on producing professionals for the current job market in the ICT information environment. (Abdullahi, 2017).

### *Schools*

Egypt has the largest number of LIS schools outside of the US as of 2001 (Carroll & Harvey). Though the need for trained library staff has existed since libraries have existed, “scholars who have researched and written about this topic have disregarded the ancient period of the Alexandrian Library and focused only from the 20th-century period,” (Abdullahi, 2017). Ocholla (2000) notes that this focus on “Western” LIS schools is an effect of colonialism, and makes nonwestern countries dependent still on the West for resources.

In a 2006 study Hady & Shaker document cataloging trends in ten of the LIS universities in Egypt: Cairo University, Ain Shams University, Monoufia University, Minia University, Helwan University, Cairo University (Bani Swif Branch), South Valley University (Sohaj Branch), Banha University, Alexandria University and October 6 University. Through this study, Hady & Shaker note an “increasing focus on machine-readable cataloging, cooperation in cataloging, improving the practical part of cataloging and classification education, the need for continuing education of instructors, and continuing development of cataloging courses.” At some universities, all LIS students take the same courses, while at other universities students take their final year of school to specialize in Librarianship, Archives or Information Technology (Hady & Shaker, 2006). Library schools in Egypt are traditionally theoretical, and thus do not include much course space for marketing, administration, technology, etc. This has had an impact on LIS students facing challenges when entering the job market, but Egyptian LIS departments are making adjustments to change this (Magdy, 2011).

Hady & Shaker (2006) note a 1998 study that suggests a complete teaching plan for classification in the Arab world. Currently, LIS student in Egypt take 3-5 cataloging and classification courses. However, between schools there is a “wide divergence between theoretical and practical hours.”(Hady & Shaker, 2006). For LIS students who train in practical cataloging hours, cataloging systems are set up in student computer labs (bibliographic labs). These labs consist of cataloging rules (AACR for the most part), subject heading lists (Arabic as well as Library of Congress) and classification schemes, which are mostly DDC translated into Arabic. Library materials in the bibliographic labs are mostly in Arabic, but also in English and French (Hady & Shaker, 2006). Basic cataloging classes cover Anglo-American cataloging rules, while advanced courses focus on cooperative cataloging (Hady & Shaker, 2006). Updated academic literature in English is missing in regards to LIS practices.

### *Accreditation*

According to the ALA World List of accredited libraries last updated in 2013 there were two listed accredited libraries within Egypt at that time: Ain Shams University and Cairo University. There is missing literature in English pertaining to LIS school accreditation standards in Egypt.

### *Certifications for professionals*

There are annual conferences and workshops for Egyptian librarians through various library organizations. However, there is missing literature in regards to certification programs for librarians in Egypt.

### **Library Organizations**

In Africa there are organizations called library consortiums, which use the “collective buying power of members. The consortium will negotiate discounted prices on a wide variety of library resources and services essential to excellent library service for libraries in Africa. Such a consortium can provide for unique needs of the various schools. It can be organized as a national or sector specific legal entity. The use of union catalogues and cooperative subscriptions can enable school libraries to achieve economies of scale,” (Abdullahi, 2017).

There is no Egyptian chapter of the American Library Association International Relations Office. Below a few library organizations of which Egypt is a part are listed:

- ELA: Egyptian Libraries Association, established in 1944, is similar to the ALA in the United States with an annual conference included.
- MELA: Middle East Librarians Association was established in 1972 and unites librarians who “service Middle Eastern library materials.”
- AfLIA: African Library and Information Associations and Institutions brings together librarians from the African continent.
- Egyptian Libraries Network allows for searching of Egyptian library databases via the internet with Arabic and English language.

### **Library Legislation**

Law number 9 in 1951 established the “Archives and Librarianship Institute” in First Found University (now called Cairo University) (Hady & Shaker, 2006).

### **Additional Information**

More availability of databases and online resources in Arabic, or any language other than English, is a priority for Egyptian librarians. Though many librarians are able to navigate English language databases, research could be greatly improved by databases originally created in Arabic (Borman, 2017).

In 2016, the Egyptian government confirmed a deal with various database vendors to create the Egyptian Knowledge Bank (Borman, 2017). However, librarians have voiced concern about the database due to privacy issues and long-term plans. Additionally, while internet speeds in large cities such as Alexandria and Cairo provide easy access to this database, smaller cities around Egypt do not have as reliable of internet access.

## Conclusion

There is missing academic literature in many areas including public libraries, school libraries and certifications. Some of the academic literature uses outdated terms such as “developed” and “developing” nations when the terms Global North and Global South are the appropriate terms. Egypt has a rich history of libraries, which continues to this day and deserves more academic literature and exploration into the subject.

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# FINLAND

*Celia J. Dehais*

LIS 503: International Librarianship  
Department of Information Science  
University at Buffalo

## Country Profile

Finland is a European country near the Arctic Circle, spanning 338,145 square kilometers (Hill, 2017). The Finnish coastline consists of thousands of small islands. Thousands of lakes cover the mid region of the country, with the north being comprised mostly of forested areas. The climate is particularly mild for the region due to its proximity to the Gulf Stream (Hill, 2017).

Finland has a population of 5,517,919 people (“Statistics Finland,” 2019). 93.4% of the population is made up of Finns, with 5.6% being Swedish, 0.5% being Russian, and 0.3% being Estonian. The remainder is comprised of the two main ethnic groups of Finland, the Sami and the Roma who each represent 0.1% (Hill, 2017). The primary languages spoken in Finland include Finnish, which is spoken by 89% of the population, and Swedish, which is spoken by 5.3% (Hill, 2017).

Finland is governed by an elected parliament and a government, and utilizes a republican constitution. Parliament deals directly with legislative affairs, whereas the government deals with defense, and foreign affairs and can submit legislation proposals to the parliament. Parliament positions are elected, and each election results in a four-year term of service for the member. In addition to the government and parliament, Finland has both a President and a Prime Minister. The President serves a six-year term and appoints the Prime Minister. The Prime Minister can then appoint other ministers in the Finnish government (Hill, 2017).

## History

The original occupants of Finland were typically hunters, trappers, and farmers who are thought to have arrived in the country from others surrounding the Baltic Sea in northern Europe. Parts of Finland were later colonized by Sweden (Hill, 2017). The country was a province and grand duchy of Sweden from the 1150’s until 1809. From 1809 until 1917 it was a grand duchy of Russia, and became an independent republic during the Russian Revolution (Hill, 2017). After fighting the Russo-Finnish War in 1939 and 1940. Finland surrendered western Karelia to the USSR. Finland later sided with Germany during World War II after appeals for protection from its western neighbors went unanswered. After holding the Soviets back for three years, the Finnish troops were forced to ask for peace, the treaty for which required relinquishing lands to the USSR as well as the expulsion of German forces from Finland. In 1955 the Soviet troops withdrew from their bases in Finland, after which Finland became an active member of the United Nations. In 1975, Finland signed the Helsinki Accords, calling for cooperation across Europe in matters of security, economics, politics, and human rights (Hill, 2017). At this point, Finland focused on good relations with the USSR as well as active neutrality in matters of

foreign policy. The collapse of the Soviet market led to a financial depression in Finland in 1994. In March of that year, Finland began seeking membership into the EU, which was granted in 1995. It further joined the European economic union in 1999 and began using the Euro as its form of currency in 2002. (Hill, 2017)

The history of libraries in Finland begins in the Middle Ages. Between the 12th and 16th centuries, libraries in Finland were established by the Catholic Church and members of the Swedish Aristocracy which occupied Finland at the time. These libraries acted as archives used to house and protect written manuscripts by these groups. Unfortunately, most of these original pieces did not survive to the present due to frequent attacks on Finland over the course of history (Tuominen & Saarti, 2012). In 1640, the Academy of Turku was established, and with the country's first university came its own library. During the 18th century, church libraries that had been established began to let the public access their collections. At the same time, early independent book clubs began to form allowing readers the chance to read non-religious texts in addition to what was available through the churches. The first official public library in Finland was established in 1794 in the city of Vassa (Tuominen & Saarti, 2012). The beginnings of what would become the modern Finnish library system were established in the 19th century when the country was under Russian rule. At this time, Finland established Finnish as a national language alongside Swedish. More and more public libraries began to open, forming from reading clubs and the public education movement, which enforced the need for public libraries across the nation. At the start of the 20th century, Finnish library activists pushed for the country to develop public libraries in the same manner and the United States, with most individual cities opening their own libraries, funded by the state. In 1961, Finland passed the Library Act, which emphasized having high quality public libraries, and categorized them as one of the necessary services for the developing country. By the 1970's, all academic and public libraries were open to the public free of charge (Tuominen & Saarti, 2012).

## **Types of Libraries**

### *National*

National libraries in Finland are open to the public for research, preservation, and storage of materials. In addition to physical collections, these libraries also provide access to digital copies of tangible media as well as collections of original digital materials. These libraries have also launched projects focused on increasing digital media usage, availability, and security such as those created by the National Library of Finland. The National Library in particular focuses on projects which also take into account copyright issues and items entering the public domain. (Pääkkönen, 2016)

There are two national libraries in Finland: the National Library of Finland, and the National Repository Library. The National Library of Finland is the oldest and largest library in the country. It provides access to both print and digital materials, as well as various specialized services. These services include Evaluation Tools, Digitizing and Preservation, System Platforms, the Finnish National Bibliography, Licensing, Conversion and Transmission Services of Metadata, Metadata Reserve, Expert Services of Data Description, and Legal Deposit. Physical collections included in the library are the National Collection, Special Collections, the

National Audio Archive, the Slavonic Library, the Humanist Collection, and the Manuscript Collection (“National Library of Finland,” 2019). In addition, the library provides access to FINNA which allows users to search and view digital copies of materials from the country’s museums, libraries, and archives remotely (“Finna. Fi,” 2019).

The National Repository Library acts as a storage for library materials serving all Finnish libraries and information service providers. It receives, stores, and sends these materials to information centers across the country and acts as a key point in the Finnish library network. As with the National Library of Finland, the National Repository library also provides access to FINNA. (“National Repository Library,” 2019)

### *Public*

There are 879 public/ municipal libraries in Finland (“Library Directory,” 2019). Public libraries provide access to both print and digital resources for both citizens and immigrants to Finland. Public libraries in Finland had nearly 50 million physical visits and 38 million virtual visits over the course of 2018, with almost 2 million members of the population (35%) borrowing materials. (“Statistics Finland,” 2019) The most frequently utilized benefits of public libraries are pleasure reading, self-education, travel and vacation research, cultural activities, and health research (Vakkari, Aabø, Audunson, Huysmans, & Oomes, 2014). Public libraries are a key point of focus for the Finnish Ministry of Education and Culture. The Ministry created the Public Libraries Act which aims to provide access to information for all in addition to promoting literacy and lifelong learning among its citizens (“The Ministry of Education and Culture,” 2019).

### *Academic*

There are 103 academic libraries in Finland, comprised of both polytechnic and university libraries. These libraries are housed in both standard institutions of higher learning, which offer bachelor’s and master’s degrees as well as PhDs, and institutions offering education in trade work and other professional certifications (“Library Directory,” 2019). Academic libraries in Finland primarily serve both an educational and research role. There has been a push towards open access scientific publications and digital resources. As such, academic libraries have been rapidly shifting towards digital publication and distribution of scholarly documents for educational and research use. This has in turn shaped the collection policies of academic libraries towards creating extensive collections of shared digital content (Saarti, Laitinen, & Vattulainen, 2017). All academic libraries are open to the public free of charge (Tuominen & Saarti, 2012).

### *School*

Despite having one of the best educational systems in the world, many schools in Finland do not have their own libraries. Those that do, often have outdated collections that do not adequately serve their students. In many cases, classrooms have a co-teaching strategy featuring a teacher and a specialist, other classroom teacher, or teacher librarian. (Loertscher & Koechlin, 2015) In situations with a teacher librarian involved, the teacher will focus on a main subject of study, and the teacher librarian may follow up the curriculum with appropriate research techniques surrounding the topic. (Loertscher & Koechlin, 2015) Despite the benefits of this model and the

focus on co-teaching, most Finnish schools do not have teacher librarians either, and instead choose to utilize the skills of their classroom teachers (Loertscher & Koechlin, 2015). Despite the lack of libraries in the schools themselves, students still have many options for library access due to Finland's public and university libraries being open to all members of the public

### *Special*

There are 31 special libraries in Finland. These include collections such as private organization libraries, research libraries, and the Library of Parliament ("Library Directory," 2019). These libraries can be both independent, such as medical libraries, or government funded, such as libraries for those with disabilities. The Public Libraries Act of 2017 regulates all of these libraries. Under this act, these libraries focus on supporting the users and providing free and open access to services for members of the public ("The Ministry of Education and Culture," 2019). An example of this is The Library of Parliament, which provides access to legal, social, political, and parliamentary information through its library and archives ("Library of Parliament," 2019).

## **Library and Information Science Education**

### *Schools*

There are currently only three accredited schools of information and library science in Finland. These are Åbo Akademi, Oulu University, and the University of Tampere. The Tampere University of Technology also has a joint program with the University of Tampere. Åbo Akademi's Department of Library and Information Science operates through their Faculty of Economics and Social Science. Oulu University's Department of Information Studies operates through their Faculty of Humanities. The University of Tampere's Department of Information Studies operates through their Faculty of Information Sciences, and Tampere University of Technology's joint program is run through the Tampere Graduate School of Information Science and Engineering (SBIRES, 2013). Each of these schools provides future library and information professionals with the skills they need to succeed in the field.

### *Accreditation*

All library legislation is directed by Finland's Ministry of Education and Culture. The ministry manages all procedure and policy for libraries in Finland with the goal of available access to all users. This includes requirements for the accreditation of both libraries and librarians ("The Ministry of Education and Culture," 2019).

### *Certifications for Professionals*

Finland, like other Scandinavian countries, has shifted Library and Information Science education from vocational training to formalized higher education programs. Courses in LIS education include bachelor's degree level course work as well as master's programs and PhD options. In most cases, a master's degree is preferred. Librarians can obtain their degree through

any of the three universities in Finland with Library and Information Science programs of study (Horvat, Kajberg, Oğuz, & Tammaro, 2017).

### **Library Organizations**

Library and information professionals in Finland can participate in several professional organizations. Three of these organizations are solely Finnish. These include The Finnish Library Association, Finlands svenska biblioteksförening FSBF (Finland's Swedish Library Association), and The Finnish Research Library Association. ("Library organizations," 2019) The Finnish Library Association is a non-profit organization promoting the further education of librarians. It specifically supports public libraries in Finland. The FLA, along with public libraries in Tanzania, is a key player in the "Libraries for All" project. This project works to increase access to information through public libraries in two Tanzanian cities, Dar es Salaam and Dodoma ("Finnish Library Association," 2019). FSBF focuses on libraries and librarianship in Swedish-speaking Finland. The organization focuses on the education of librarians as well as research in the field of library science. ("Finlands Svenska Biblioteksförening," 2019) The Finnish Research Library Association is an organization of librarians working in the fields of education and research. It focuses on promoting the role that librarians play in the field, and provides further education and training for its members. ("Finnish Research Library Association," 2019.)

Finnish Library and Information Professionals may also participate in organizations available across Europe. These include the European Bureau of Library, Information and Documentation Associations (EBLIDA), and The International Federation of Library Associations and Institutions (IFLA). ("Library organizations," 2019) EBLIDA encompasses all of Europe and functions as an independent organization spanning libraries and other documentation sites across the continent ("European Bureau of Library Information and Documentation Associations (EBLIDA)," 2019). The IFLA is an international organization focusing on both librarians and libraries as well as their users ("International Federation of Library Associations and Institutions (IFLA)," 2019).

In addition to the European organizations, Finnish Library and Information Professionals may choose to join the Nordic Co-operation. This group functions as the official co-operative organization of the Nordic countries in all aspects. The countries included in this group include Denmark, Iceland, Norway, Sweden, Finland, Greenland, the Faroe Islands, and Åland ("Nordic cooperation," 2019).

### **Library Legislation**

All legislation regarding libraries in Finland is managed at the national level. The Finnish Ministry of Education and Culture oversees the country's libraries, as well as education from early childhood through higher education and vocational training, student financial aid, culture, copyright, religious affairs, and physical activity ("The Ministry of Education and Culture," 2019). The Ministry drafts any legislative measures regarding libraries. The ministry then enforces those that are approved by the Finnish Parliament. Their main agenda in regards to

libraries is the enforcement of the Public Libraries Act of 2017, which focuses on the tasks and services of both national and public libraries that will best serve the population of the country (“The Ministry of Education and Culture,” 2019).

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# FRANCE

*Hannah Taylor*

LIS 503: International Librarianship  
Department of Information Science  
University at Buffalo

## Country Profile

The country of France (La République Française, or French Republic) sits in the Western half of the European continent, spanning approximately 550,000 square kilometres divided in 18 regions, and containing nearly 70 million people. Its capital, and largest city with roughly 2 million inhabitants, is Paris, located near the northernmost tip of the rough five-pointed star that is France's landscape. France is considered one of the major European cultural centers, and is globally renowned for its contributions to art, fashion and gastronomy among others (France, 2019b). Unsurprisingly, one of the leading influences in its economy is tourism, along with manufacturing and pharmaceuticals (France, 2019a). Its library system is both complex and well-regarded, ranging from its famous national library in Paris to its many regional branches.

During history's Iron Age, the area that would become known as France was inhabited by the Celtic people of Gaul, until Rome invaded and kept this land under Roman rule until the late 400's. At this point, it switched rulers to the Germanic Franks and became known as the kingdom of Francia in 987, gaining power and influence to become one of Europe's major cultural centers by the late Middle Ages to the Renaissance, despite the upheaval of religious civil war between Catholics and Protestants (France, 2019b).

Like many other countries at the time, France took up the idea that would become known as 'manifest destiny' within the newly formed United States. It began exercising its 'right' as a major European power much like the British Empire to colonize territories all over the world, from such widespread places as North America and the Caribbean to India and Africa (French colonial empire, 2019). In the late 18th century, the famed French Revolution overthrew the French monarchy, and established France as a republic. It remains La République Française, despite the attempts of one General Napoleon Bonaparte to establish a French Empire in the beginning of the 19th century and the depredations of World Wars I and II (France, 2019).

## History

There is, perhaps, less published scholarship on the history of the French library system than of other European nations. American research in this area is constrained by the limitations of international information access and the author's imperfect knowledge of the French language. However, the following information sheds some light upon different aspects of French libraries in history.

According to the French National Library's website, French nobility influenced the creation of what we might call the first libraries. Roughly translated, it states:

In 1368, Charles V installed his collection of books in a specially created room in the Louvre: a dozen years later, the room held more than 900 volumes. Thus began a tradition that the kings of France have since taken to heart to maintain. (BnF, 2019)

An official ordination, inspired by this collection, came in 1537 for the creation of a royal library. In 1719, King Louis XIV appointed the Abbé Jean-Paul Bignon to the post of Royal Librarian, who turned the royal collection into its first real semblance of what might be called a true 'library'. Bignon arranged the vast assortment of materials into separate special collections, pushed for the creation of an acquisitions department, and (translated), 'was concerned with creating access for the library equally to intelligentsia as to those simply curious (BnF, 2019).' This further laid the seeds for the creation of the National Library itself, whose modern iteration will be discussed further in the chapter.

On a broader scale, there is evidence indicating that since at least the 19th century there is a strong tradition of commercial lending libraries throughout France's provinces. These libraries, known as cabinets de lectures, could be found throughout the 83 separate districts or departments, servicing a wide demographic spread of population from rural to urban, farmers to civil servants, and young to old.

Falconer's (2016) study on a collection of these cabinets provides invaluable insight into the place that these institutions held within the French community. On average, the yearly cost to a prospective user was 30 francs, and for that sum they could borrow over a hundred books if so desired in one calendar year, ranging from philosophical texts by Voltaire to the latest plays to the new-fangled Novel (or Roman). And not only did they function as simply lending libraries, but they were also book-binders, printing presses, and tourist welcome centers, providing maps and souvenirs. Research indicates that these cabinets may have been closer to bookstores, somewhere in between a truly free modern library and a place to purchase books as well as other sundries (Falconer, 2016). Amusingly, this lending of newly-published popular fiction romans, and otherwise catering to the community it served, resulted in people being rather prejudiced against these libraries as low-brow and uncultured, and something that the bourgeois Did Not Do (Falconer, 2016).

Meanwhile, across the globe, the long arm of the French empire was reaching into places such as the area known as Le Maghreb (at the time Algeria, Tanzania and Morocco) and Timbuktu in Africa. Subsequently, new libraries were created and established as a tool of colonization and dissemination of French culture. While most of its former colonies have since gained their independence, repercussions of French colonialism still reverberate to this day (Davies & Trayler-Smith, 2019).

## **Types of Libraries**

### *National*

Possibly the most well-regarded and well-known of French libraries is its National Library: formerly known as simply Bibliothèque nationale, as of 1994 it is now Bibliothèque nationale de France (BnF). This is a bit of a misnomer as the BnF is actually split into 6 separate sites, 4 in the capital and 2 farther afield:

- The ‘main’ branch, Bibliothèque François-Mitterrand, in Paris;
- The ‘special collections’ branch, Site Richelieu, in Paris, housing its collections of coins and medals, maps and plans, and manuscripts, among others;
- The Bibliothèque de l’Arsenal in Paris, specializing in literature from the 16th-19th centuries, stemming from a collection from the Marquis de Paulmy in 1756;
- The Bibliothèque-musée de l’Opera in Paris, home to the Department of Performing Arts with collections of scenery, programs and other ephemera from the Opera Garnier;
- A conservation site in Bussy-Saint-George, an eastern suburb of Paris;
- And another conservation site in Sablé-sur-Sarthe, a commune in the Loire region of western France. These latter two function as digitization and document restoration operations (Andissac et al., 2014; BnF, 2019).

The BnF is one of the oldest libraries in the world; its very first iteration was created in 1666 to pay homage to King Louis XIV (BnF, 2019), stemming from that aforementioned precedent set by Charles V roughly 300 years prior. It contains 35 million documents in a variety of formats from print to iconographic to digital, the latter of which present a particular challenge (Andissac et al., 2014). For example, BnF is currently in the process of fine-tuning its digital reference library Gallica, specifically its legal depository (Derrot & Koskas, 2016). Libraries all over the world are presented with a unique challenge when it comes to digital (particularly born-digital) content, and especially with legal documents: should they be treated like digital entities or as books, and if so, how should their metadata be catalogued? Derrot and Koskas’ (2016) article detailing this process in BnF’s Gallica examines the intricacies of working with the ONline Information eXchange (ONIX) standards, which in France are provided through the document’s publisher and contain a great deal of uniquely digital metadata. At the BnF, cataloguers also have their own subject indexing called RAMEAU (Répertoire d’Autorité-Matière Encyclopédique Et Alphabétique Unifié), and due to the nature of digital cataloguing, can upload these unique metadata directly to the publisher and vice versa (Derrot & Koskas, 2016).

Despite being one of France’s oldest living institutions, the BnF is still very much on the cutting edge of the library and information science sphere, and rightly keeps its place as ‘one of the most important libraries in the world’ (Andissac et al., 2014).

### *Public*

France has a rich tradition of public libraries and a wealth of branches of various kinds throughout the country. In Paris alone, besides the BnF each of the 20 burroughs or arrondissements contains its own ‘central’ library as well as multiple smaller quartier libraries and special libraries, which will be examined further in another section of this chapter (Ferguson, 1971).

As mentioned before, French public libraries have been well-established with the example of the provincial cabinets de lectures at least as far back as the nineteenth century (Falconer, 2016).

The earliest town library was founded in the town of Lyon in 1530, and several others were set up by the start of the French Revolution in 1789. As per Ferguson (1971):

At this period collection points were established in Paris and other centres for the purpose of storing the large stocks of books and manuscripts previously owned by the religious houses and the noble families. These confiscations were allocated to various municipalities where there were made to be accessible to all. (Ferguson, 1971)

Thus began the birth of French public libraries, with collections of rare books and philosophical manuscripts. Some libraries were uninterested and quickly reallocated the items to other parties; others, however, conserved these treatises and added more, attracting the attention of scholars. From 1830 onwards, these municipal libraries saw a steady stream of growth in use from interested historians and other scholars, creating an atmosphere of culture and study for a privileged few in direct contrast to the cabinets de lecture (Ferguson, 1971).

Only by the end of the 1970's did a 'modern' library system really take root in France (Andissac et al., 2014), although there is some evidence that it took cues from the United States library systems after World Wars I and II (Sorice, 2017). Today, nearly 16,000 public libraries service much of the French population with access to rare books and collections as well as the newest romans (as they're still called), music and movies, computer access and digital documents (Andissac et al., 2014). Many libraries organize events from conferences to concerts often with other local cultural organizations, highlighting the growing global trend among libraries to become more user-oriented and broader community service institutions (Andissac et al., 2014).

An interesting phenomenon that will only be touched on briefly due to time and space constraints is the idea of public libraries as political institutions. This was brought up earlier in the context of French colonialism in Africa, but continues today in France proper. Denis Marklen published an article in 2016 about incidents of violence (not against library workers or other people, but looting and vandalism) occurring in French libraries in banlieues or suburbs, where many of the classe populaire reside. As Marklen points out, there is not necessarily a good translation for classe populaire, but working class probably comes closest; additionally, many are immigrants from former French colonies and have little formal 'education' in the Western sense (Marklen, 2016). Much of the violence seems to occur around times of political turmoil, such as voting in elections. Marklen examines some of the interplay between the French motto of 'Liberté, Égalité, Fraternité' (Freedom, Equality, Brotherhood), and the idea of libraries as symbols of democracy, yet simultaneously symbols of the 'upper-class' and of the idea of people who read as being 'better' (Marklen, 2016).

### *Academic*

The idea of libraries as symbols of a culture of learning and education, for good and for evil, flows naturally to the subject of French academic libraries. French universities have a long, distinguished history, beginning in the twelfth century and enduring many upheavals such as the ubiquitous French revolutions and two world wars. For the most part, their subject matter is focused on science, medicine and pharmacy, law and economics, and lettres et sciences humaines or liberal arts (Ferguson, 1971).

The French schooling system overall is quite rigorous and serious, and yet most French academic libraries are, to be frank, somewhat old-fashioned compared to their brethren in other parts of Europe. Unlike the growing library trends to become more user-oriented and a broader source of digital and physical information, academic libraries remain strictly academia/book focused (Bisbrouck, 2008). Marie-Françoise Bisbrouck conducted a two-part research study evaluating university library buildings and staff during 1992-1997 and 2000-2007, and published a (2008) article on this topic that is quite illustrative. She found that the majority of the 30 and 22 libraries, respectively, were single-purpose library-use-only facilities, with a handful of joint usage with other departments like data collection but with the library side still strongly favoured (Bisbrouck, 2008). Despite construction to add more seats in many of the libraries, when compared with the growth of the student population these libraries actually regressed in terms of seating availability and space, as well as available electrical sockets (to take one example). Demand for study rooms and study areas remains high, which has not changed since 1999 (the end of the first part of the study), and any facilities beyond these are quite limited. None of the libraries had cafés, four had drink vending machines, two had cloakrooms/lockers (which are apparently prohibited under the national anti-terrorism plan), and nine had 'salons' where one could sit and read, or simply wait for a friend. Only nine libraries mentioned any sort of automated loan or returns system, or for transferring items between collections.

To quote Bisbrouck:

French academic libraries remain, therefore, essentially places of work, from which any degree of fantasy is excluded, even if certain progress may be observed in relation to the 1999 survey. (Bisbrouck, 2008)

Not only are the facilities not particularly user-friendly, but a strong percentage of the libraries surveyed were at or beyond capacity for book storage space, and almost 50% were constructed with water pipes going through the closed stacks areas.

Further research is required into this area of the French library system, but a postulated reason for these literally old-school facilities is that this is the 'price of success'. France has seen a massive rate of growth in the percentage of students attending university and therefore a boom in new facility creation as fast as possible. Yet compared to other European countries such as Germany, which has among other things an off-site 'silo' for the closed stacks area with an automated retrieval system to thus free up more space, France is just not on the same level (Bisbrouck, 2008).

### *School*

Separate from French academic and university libraries, French école or school libraries date from 1860, when a mandate decreed that each school was required to have one. In 1915, school libraries were additionally required to be supported with federal and state grants, and if possible be in a specific room that was open not only to students but to alumni, teachers and scholars (Ferguson, 1971). Unfortunately, the actual execution of these edicts was less than adequate; many were quite underfunded and as a result had somewhat paltry collections.

According to Abdullahi's (2017) comprehensive text on global library and information science, after World War II the idea of French libraries as storage facilities for documents began to shift towards a more user-oriented model. Perhaps this too was influenced by library advances in the United States as previously mentioned (Sorice, 2017). By the 1960's and 1970's there were library centres in primary and secondary schools that were focused on student needs and diversity of information sources, among other 'modern' library considerations (Abdullahi, 2017). As mentioned previously, much information beyond what is given here is somewhat lacking. There is, however, a long-standing tradition in France of whole libraries/library materials specifically for children, which will be elaborated on in the next section.

### *Special*

There are myriad special libraries in France, ranging from specific topics in every discipline, to unique physical libraries such as mobile libraries (Andissac et al., 2014; Ferguson, 1971). Due to time and space constraints only a few will be touched upon here.

### *Children's*

As aforementioned, the idea of French library spaces geared specifically towards children has a strong tradition, starting with the creation of L'Heure Joyeuse (literally, The Happy Hour) library in the Latin quartier of Paris in 1924. This library, interestingly, was created by the book committee of the Children's Library of New York, and it was headed by Marguerite Gruny, a pioneer in the field of children's librarianship. It was subsequently taken over by the city of Paris, who then provided children's libraries to other arrondissements. Despite somewhat inadequate premises and limited resources, many municipal libraries have created children's spaces within their confines as well (Ferguson, 1971). Courses devoted to children's librarianship are also now offered at French universities (requiring additional coursework in child psychology, for example). The response on the part of those children using these libraries has been uniformly positive, perhaps in response to the high pressure system of education in primary and secondary schools in France (Ferguson, 1971). There is also a strong body of French children's literature such as Asterix and TinTin (as well as les bandes dessinées or comic strips), providing a rich wealth of materials to populate the shelves of these children-centric spaces. As well as materials geared specifically towards them, children can attend youth-oriented programming at these libraries such as story-time or film screenings, just like most other children-oriented facilities around the globe.

### *Prisons*

France has a centuries-old tradition of prison libraries, beginning with the discovery of books stamped with correctional facility information in the beginning of the 19th century (Cramard & McLoughlin, 2011). Government documents from this time indicate that the Penitentiary Administration attempted to control and organize these small libraries, which were funded through prisoner donations and prison funds. New acquisitions were selected through a committee and then processed and distributed (Cramard & McLoughlin, 2011). These materials were quite limited in scope: the only 'allowed' materials were strongly religious or otherwise

morality-based, and were for the edification and improvement of the inmates; no romans, nothing racy or political, etc. This would not change until 1975, roughly 150 years after the start of the first prison library, when this strict ban was lifted to allow inmates to obtain written materials of their choice, as approved by the administration and if they had not been subject to disciplinary action within the last three months (Cramard & McLoughlin, 2011).

In the beginning of the 1980's, François Mitterand (whom the main site of the BnF is named after) was elected as France's president and the Minister of Culture assumed a more prominent role under his administration. This paved the way for gradual changes to correctional facilities and their libraries, culminating in the radical idea, in 1983, 'to reform prison libraries in accordance with the public library model (Cramard & McLoughlin, 2011).'

Not only did this reformation take place but government agencies made the decision to involve public libraries and librarians in the actual operation of prison libraries: creating acquisition and collection development initiatives, staffing the libraries with professional library staff, and allowing the inmates to actually visit the libraries in person, rather than select their books from a list. Over the next decade or so prison libraries were gradually accorded the same guidelines and facilities as public libraries such as freedom of information and community programming, spreading throughout the various regions of France (Cramard & McLoughlin, 2011).

### *Documentation*

Unlike many other countries, France is unique in that it professionally separates its public service work from its documentation/archival work. This makes sense considering it traditionally has decoupled library science from information science (which will be discussed in the subsequent section). Documentation jobs are overall highly competitive civil service positions within various government ministries or technical institutes. Due to the advances of digital technology these jobs have changed a great deal and splintered into a variety of specialties in different types of document work (Andissac et al., 2014).

### **Library and Information Science Education**

What would come to be known as 'library and information science' or LIS was started by Paul Otlet and Henri Lafontaine in the late 19th century, and was later brought to fruition by French librarian Suzanne Briet in the 20th century (Ibekwe-SanJuan, 2012). However, there is not actually as strong a tradition of LIS higher education in France as in other disciplines. It wasn't until the 1970's that such a course track was even offered in French universities, and today any LIS studies can be found grouped under Information and Communication Sciences. According to Fidelia Ibekwe-SanJuan's (2012) article on the state of LIS studies in France, "Library science or what stands for it in France (bibliothéconomie) is managed by librarians (Ibekwe-SanJuan, 2012)."

This is particularly interesting given France's strong encouragement of academic higher education and rigorous training in most other disciplines. A possible reason given by Ibekwe-SanJuan for this comparative lack of rigour is a historical precedent of separation between the 'library' and 'information science' of LIS; information science was regarded as a tool to advance



political agendas through creation of information highways, separate from the land of humanities scholarship and books (Ibekwe-SanJuan, 2012). Thusly, while the scientific discipline of LIS was fostered along with the rest of France's STEM science disciplines, the library aspect was not linked until later.

### *Schools*

According to the American Library Association (ALA) website, the following French universities offer an LIS disciplinary track:

- Conservatoire National des Arts et Métiers
- CRRM, Marseille - Faculté des Sciences et Techniques de St Jérôme
- Ecole Nationale Supérieure des Sciences de l'Information et des Bibliothèques
- L'Institut Universitaire de Technologie Grenoble 2 (IUT 2)
- Université Charles-de-Gaulle - Lille 3
- L'IUP Métiers de l'Information et de la Communication
- Le DESS en Information et Communication des Organisations (DESSICO)
- Université Paris I, Panthéon-Sorbonne
- Université Paris 8 - Vincennes - St-Denis
- Université René Descartes Paris V
- L'Université de Toulouse II Le Mirail
- Université de Tours (World List, 2019)

These schools have a variety of levels of certification and specialization, from children's literature to archival work to information and media management. The very first library school was Bibliothèque Sainte-Geneviève, and the course of librarianship was offered starting in 1880 (Ferguson, 1971). Modern day LIS coursework subscribes more-or-less to the rigorous academic culture of France with many years of schooling and accreditation etc., but it took a long time to get up to that level, as aforementioned.

### *Accreditation/Certifications for Professionals*

According to Ferguson (1971), there are four main divisions of library staff in France, from categories A-D. Caveat, of course, that this information is nearly fifty years old and therefore may not be up-to-date.

- Category A. Corps scientifique: administration and management, the highest level. There are 4 sublevels within the category.
- Category B. Corps technique: technical processes. There are 3 sublevels within the category.
- Category C. Corps des magasiniers: control and management of materials. There are 3 sublevels within the category.
- Category D. Corps des gardiens: "concerned with shelf order, the finding of books for readers and the supervision of public rooms" (Ferguson, 1971). There is only 1 level in the category.

There are differing levels and degrees of certification depending on what type of library the library worker will be working in. There are three general levels of certification with corresponding levels of advancement, but in addition there are specific levels for university or academic librarians vs. public librarians (who have even more categories and levels of division) vs. specialist librarians (Ferguson, 1971). These certificates are all approached with the same degree of rigor and academic excellence that exemplifies the French education system. However, they are not universally compatible with other countries' higher education qualifications, which has hampered mobility in Europe for French librarians (Andissac et al., 2014).

## **Library Organizations**

- According to the ALA website, France has the following library organizations (Library Associations Around the World, 2019):
- Association des bibliothécaires français
- Association des Professionnels de L'Information et de la Documentation (ADBS)
- Association des Directeurs de Bibliothèques Départementales de Prêt (ADBDP)
- Association des Directeurs et des personnels de direction des Bibliothèques Universitaires et de la Documentation (ADBU)
- Fédération Française pour la Coopération des Bibliothèques, des Métiers du Livre et de la Documentation (FFLB)
- Comité Français IFLA (CFI)

These all seem to correspond to the varying levels of accreditation as previously mentioned; some are more administrative where others are more specialist tracks such as archival work. Due to LIS being a relative newcomer to the French formal education system, these associations do not have long histories; the majority were founded within the last 40 years, with the exception of the Association des bibliothécaires français and Comité Français IFLA (founded in the early 20th century).

## **Library Legislation**

There appears to be little information available regarding library legislation in France, at least that is available in the United States. What information can be found is solely in French and some is quite outdated- one initially promising source was found to be from the late 1800's! However, a small amount of information was gleaned from La Ministère de la Culture (Ministry of Culture, or MC) website.

According to the MC website, the majority of libraries are under the jurisdiction of their respective territories. Municipal, public and special libraries fall under state government control, and academic libraries fall under the Ministry of Higher Education and Research (and also their respective state governments). As a result, each library can have wildly varying guidelines and approaches. The exceptions are the BnF and the Bibliothèque publique d'information (BPI), which "fall under the direct control of the Ministry of Culture and Communication" (Bibliothèques, 2019). However, it seems as though this may be changing, as the Ministry of Culture indicates that they are attempting to at least compile all the guidelines in one place on

their website (Bibliothèques, 2019), perhaps leading to a more universal set of library legislation in France.

## **Afterword**

To close this chapter: a sample of the modern French library and information science sphere. According to an (2012) article in UPI Newstrack, France enacted restrictions in 2009 to severely restrict and punish digital piracy, allowing authorities to cut off internet access to repeat offenders. In a quintessentially French response (remembering this is a country with a long history of revolutions), a group of Parisian librarians urged library patrons to copy their libraries' books and DVDs. The group is headed by a French librarian-blogger known as Silvae, and these librarians even hosted technological copying parties at their facilities. As Silvae wrote: "What is the first objective of a library? It's to distribute books and works of art" (French librarian encourage copying, 2012).

And, after all, isn't the French national motto Freedom, Equality and Brotherhood?

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# GERMANY

*Sioban Gilligan*

LIS 503: International Librarianship  
Department of Information Science  
University at Buffalo

## Country Profile

The Federal Republic of Germany is located in central northwestern Europe, bordered by Denmark, Poland, Czech Republic, Austria, Switzerland, Luxemburg, France, Belgium, and the Netherlands. Germany is the second most populous nation in Europe, with approximately 82 million inhabitants. The federal republic consists of 16 states. Their governmental system is categorized as a decentralized federal system and is broken down into three levels: municipalities, states, and federal government. Municipalities and states carry out a majority of the legislation, with the federal government responsible for a few areas (Plassmann, 2014). When looking further at both the education and library systems of the country, we will see how this again comes into play.

After the fall of the Nazi party at the end of World War II, Germany was divided into four military occupied zones. The two western zones formed the Federal Republic of Germany, and the two eastern zones formed the German Democratic Republic (GDR). Informally referred to as East and West Germany, the separation increased as time went on both between the two nations as well as the globe. The two nations developed in different ways over the span of 41 years. East and West Germany were unified in 1990 forming the Federal Republic of Germany. Reunification was a difficult process, as half of the new modern day Germany was under communist rule for so many decades.

## History

Germany's history has greatly impacted the information and library systems. The country was a part of two world wars as well as many political and social changes that resulted in censoring of materials as well as destroying collections due to both political views as well as damage suffered during war. Post WWII and the separation of Germany led to two different library systems developing in different ways that posed challenges during reunification.

The library that is known today as the National German Library was founded in 1912 in Leipzig, Germany. The German Book Traders' Association, the City of Leipzig, and the Kingdom of Saxony signed a contract creating the Deutsche Bücherei, with the goal of collecting, cataloging, and making all works published in Germany, as well as foreign published works in the German language available in one single location.

In 1933, The Deutsche Bücherei was taken over by the Reich Ministry of Public Enlightenment and Propaganda. The Nazi Party withdrew many items in the collection, furthering and

perpetuating their control over the content that the people of Germany had access to. The library was damaged during an air raid in 1943 and closed for two years.

Post World War II, Germany was split into the Federal Republic of Germany, and the two eastern zones formed the German Democratic Republic (GDR). The GDR maintained the national library in Leipzig, and the Federal Republic of Germany created a new headquarters for the National Library in Frankfurt. Both the Federal Republic and the GDR felt the effects of the war, and had been the sites of many air raids. Many buildings were in disrepair and damaged severely from the war. Construction and rebuilding larger buildings were not a priority in the GDR and consequently many larger library facilities closed, but there was a strong support of public libraries throughout the country. The socialist aspect plays a role in the support of public libraries because libraries aid in educating the citizens that it serves, making culture and education available to all (Wimmer, 2014). The differences between the Federal Republic of Germany and the GDR's collections were present. The GDR's funds and political beliefs hindered their acquisition of materials. Works published in Western Germany that were not scientific were not acquired for their collections. Not only were their collections lacking, but their technologies were behind. Upon unification and merging of the two national libraries, there were many gaps to be filled within libraries across the western half of Germany.

The German National Library as well as library systems across the nation have grown and developed into a much more balanced, yet still are individual and representative of the communities that they serve. While operated by their own states, there are networks of libraries throughout the nation that work together for interlibrary loans.

## **Types of Libraries**

The German library system can be broken down into four different levels. The first level is where basic information needs can be met by small to medium sized public libraries. Under the second level of libraries is where more research based information needs are met, typically by city libraries. The next level is for more specialized information needs, met by special libraries and university libraries. Level four refers to an even higher specialized information need that level three, met by special libraries, special collections within university libraries, central specialized libraries, and libraries with national collections.

### *National*

The German National Library is a collaboration of two libraries. Established in 1912 is the Deutsche Bücherei in Leipzig. The Deutsche Bibliothek was established in 1946 in Frankfurt am Main. In 1990 during the reunification process the two institutions were merged into one federal institution. In 2006 the official title of Deutsche Nationalbibliothek, German National Library, was given. There is also a music archive in Berlin that is a part of the national library. Since 1913 the national library goal is to collect, catalog, and make all works published in Germany, as well as foreign published works in the German language. Mandated by law, when someone publishes something in Germany they must send a copy to each National Library location, and if digitally published, must submit a digital file to be added to the national archive (DNB, 2019). Similarly, state libraries collect all publications within their respective state. Figure one now

represents some data as of January 2019 for the vast size and demand that the national library alone meets.

### *Public*

According to the German Library Association, there are 7,979 public libraries within Germany. Out of those libraries, only a little over 2,000 are led by professional staff. The remaining 5,950 libraries are run by either volunteers or part-time staff. Due to the nature and organization of the German government there is not set rule or way that public libraries are funded. Public libraries can be funded through friends of the library and other similar organizations or library royalties paid from the state and in some cases the federal government, along with public donations and budgets allocated through the municipalities (Plassmann, 2014). Falling under the jurisdiction of the municipalities, there are no laws that require public libraries to operate nor are there guaranteed laws and rights for public libraries across the nation, as there are in other countries.

### *Academic*

Germany has approximately 250 academic libraries, most of which are funded by state level governments (Goethe-Institut, 2016). Academic libraries are highly specialized institutions. The academic libraries mirror the type of learning that takes place at the university. Universities of applied science academic libraries are set up to house and store lots of different materials to meet the needs of the student's required studies. Schools that are more geared towards Undergraduate Bachelor degrees have more space for studying and working in a library setting, as many materials are repetitive or accessed online (Lux, 2011). All university libraries offer information literacy classes at all levels to help meet the needs of the students.

### *School*

School libraries are lacking in Germany. There are several different factors that play into the fact that school libraries have been neglected. Referencing back to the governmental structure of Germany, cultural affairs including sciences, arts, schools and education all fall on the responsibility of the state rather than the federal government level. It is estimated that approximately 18-20% of the general and vocational schools in Germany have school libraries or reading corners (Seefeldt, 2017). Seefeldt's article mentions that there is a shortage of librarians and trained library staff in Germany, which adds to the shortage of school librarians. Many schools are not adequately equipped with libraries, and the regional differences within schools from state to state creates even more of a divide for a national program to be offered.

## **Library and Information Science Education**

### *Schools*

- Berlin School of Library and Information Science
- Cologne University of Applied Sciences
- HTWK Leipzig

- Fachhochschule Potsdam
- University of Applied Sciences Hamburg
- Hanover University of Applied Sciences
- Technische Hochschule Köln

Students have a few different levels of education options within the field of information science. The desired level of work within a library requires different levels of education, similarly to the United States. Levels are further discussed within certifications for professionals.

### *Accreditation*

There is not an abundance of information about schools being accredited as there are in the United States. However, there are two universities whose degrees are recognized by the American Library Association. Individuals possessing a master's degree in Library Science from the Berlin School of Library and Information Science or Cologne University of Applied Sciences would be eligible for work in a United States library.

### *Certifications for Professionals*

The German education system differs in a few ways from the American education system. Secondary education, is separated into two different sections, lower-secondary and upper-secondary. Lower secondary school students continue to learn basic general education principles. In upper-secondary school, there is a shift towards vocational training. Students learn and prepare for jobs that they will hold upon graduation or can prepare students to go to university. Students pursuing a degree in library science have several options for different levels of education.

The first level of education that a student can pursue within the field of library science starts after grade 10. Students can enter into a three-year training program, where 10 weeks of school and 10 weeks working in a library alternate. Gaining both practical hands-on experience of day to day operations of a library, as well as gaining classroom knowledge creates well rounded individuals. Individuals who complete the program are well prepared to perform a variety of tasks within a library, such as maintaining stacks, working at circulation desks and other simple duties. Graduates of this level of training/education are considered library staff, not yet librarians.

The second level of education is librarian certification. This program takes four years and is offered at several universities. Similar to the first level of training, there is an emphasis on extensive practical in-library training. The tasks performed by librarians with this level of certification are at a higher level than previous training levels; high level cataloging, reference desk, material acquisition. Librarians at this level are often found in public libraries and sometimes special libraries.

The third level of education is for librarians looking to work in scientific or academic libraries. The research I have on this level is a little bit mixed, and the more substantial work that I have is quite outdated. Formerly librarians at this level would enter into a program that included a one-year internship at a special library and a one-year instruction at a special library school. One



article actually states that the training program for librarians at this level was undergoing extensive changes. Librarians also can go further with their training and pursue a doctorate in Library Science, which is offered only at the Berlin School for Information Science.

There are also different training opportunities through the German National Library. Through their website, training is offered through a three-year program at either location in media and information services. Training is offered through the Leipzig location computer science/system integration, which is also a three-year program. The German National Library also offers work placement assistance to students and trainees.

## **Library Organizations**

The German Library Association (Deutscher Bibliotheksverband, or DVB) is a national association aiding and unifying the needs and interests of all libraries throughout the nation with a little over 2,100 members as of 2018. There are 16 regional chapters in each state to represent the individual needs of libraries and their users in each region as well as providing education and training programs for its members.

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# HONG KONG

*Mien Wong*

LIS 503: International Librarianship  
Department of Information Science  
University at Buffalo

## Country Profile

Hong Kong (香港), which means “Fragrant Harbor” in Chinese, is a densely populated urban center of bustling life, busy shopping streets, and compact skyscrapers, all of which are set in the backdrop of mountains and harbors at the southern coast of China. Its unique identity is deeply rooted in its Chinese culture and profoundly shaped by many decades of British colonial rule (1841-1997). The official languages are Chinese (written: traditional Chinese, spoken: Cantonese, a Chinese dialect prevalent in southeast China) and English. Street signs and official documents are all in Chinese and English. Both languages are also conducted across all government service points, as well as in many universities, libraries and corporations.

Although it is often referred to as one or the other, Hong Kong is technically neither a country or city. It is a special administrative region (SAR) of China. Its official name is Hong Kong Special Administrative Region of the People’s Republic of China (HKSAR). Under the “one country, two systems” principle, China has agreed to give Hong Kong a high degree of autonomy to self-govern and maintain its social and economic policies for 50 years after the Handover of 1997 from British rule to China. However, as the 50-year mark counts down towards 2047, China has been increasingly exerting its unwelcome presence over Hong Kong, what some described as “mainlandization” (“Two Decades After Taking Over Hong Kong”, 2017). Hong Kong’s resistance to China’s encroachment has led to many protests and unrest, particularly in the last few years.

Hong Kong is one of the most populous regions in the world, with an estimated population of 7.48 million (“Population”, n.d.) in a 1,107 square kilometer (427 square miles) area (“Hong Kong - the facts”, n.d.). Surrounded by the Pearl River Delta and South China Sea, Hong Kong consists of three main territories - Kowloon, Hong Kong Island, and the New Territories - and 260 rocky islands that are mostly uninhabitable (“Geography of Hong Kong”, n.d.). A major factor for its land scarcity issue is that only less than 25% of the region has been developed due to its mountainous terrains (TravelInsideWorld, 2018). Hong Kong’s particular geography and harbors led to it being a major port for trading when it was discovered by the British in the 19th century. Eventually, it expanded and grew into what is today’s global financial hub as well.

Based on Hong Kong’s 2016 census, the demographics of Hong Kong are 92% ethnic Chinese, with the remaining 8% comprised of: Filipino, Indonesian, Caucasian, Indian, Pakistani, Nepalese, Japanese, Thai and other ethnic groups (“The demographics”, n.d.). A more detailed breakdown of the non-Chinese ethnic groups can be found at the Race Relations Unit of the Hong Kong SAR Government website: [https://www.had.gov.hk/rru/english/info/info\\_dem.html](https://www.had.gov.hk/rru/english/info/info_dem.html).

## **History**

Under British rule, one of the earliest libraries known to exist in Hong Kong is the Morrison Education Society's library, a collection of 3,500 volumes that was transferred from Macao in 1842. Later in 1869, the collection was presented to the first public library opened in City Hall but then later loaned to the University of Hong Kong Library, which opened in 1918. In 1925, it became a permanent part of the university library special collections known as the Morrison Collection, the first rare book collection the university received ("Special collections", n.d.).

Other earlier libraries in Hong Kong include school libraries, such as the one in Queen's College (initially named Central Government School in 1862) and the special libraries of the Hong Kong Club and Helena May Institute (Kan, 1963). Queen's College was initially named the Central Government School and started out as the first public secondary school built in 1862 in Hong Kong by the British colonial government ("Queen's College", n.d.). One special library collection was established through the China Branch of the Royal Asiatic Society, which was founded in 1847, then collapsed in 1859, and later resurrected as the Royal Asiatic Society Hong Kong (RASHK) in 1959. Its current library collection, consisting of more than 8,000 books, photos, and audiovisual materials relating to the China and East Asia, is housed in the Special Collections of the present day Hong Kong Central Library on long term loan, made available to the general public ("Special collections", n.d.). Among some of their gift collections, the library of the old Hong Kong Club, the pre-war library of South China Morning Post, and personal library of Madam du Breuil have also been added to the RASHK Library Collection.

It was not until the 1950s, after recovering from the Japanese occupation and aftermath of WWII, that library services began taking shape, evolving into today's modern library framework of Hong Kong ("History of Hong Kong Library Association", n.d.). In 1958, the Hong Kong Library Association was established to connect library practitioners from different libraries and promote the development of the library profession. Following the demolition of the old city hall in 1933, in which the first public library was set up, a new City Hall was built in 1962 to provide a more "comprehensive library system" with more English and Chinese books added to the collection (Kan, 1963, p. 6).

With the support of the Hong Kong SAR Government and joint effort of library professionals, the number of public libraries have more than doubled from 35 (as listed in the 1963 Libraries in Hong Kong directory) to today's 70 branch locations, 12 mobile libraries, and three self-service library stations in Hong Kong. With more colleges, schools and other establishments being built in response to the growing population, the number of academic, school and special libraries have also naturally increased.

## **Types of Libraries**

### *National*

Being that Hong Kong is not its own independent nation, the idea of a national library has only emerged fairly recently with the new building of Hong Kong Central Library in 2001. It essentially replaced the function of the City Hall Central Library as a national library that was

built in 1962. With the creation of Hong Kong Central Library, the latter was renamed to City Hall Public Library.

At 12 stories high and a collection holdings of over 2.5 million, Hong Kong Central Library is the largest public library in Hong Kong and functions as Hong Kong's national library ("Hong Kong Central Library", n.d.). It serves as the designated depository library for nine international organizations: Asian Development Bank, European Union, International Labour Organization, International Maritime Organization, United Nations, United Nations Educational, Scientific and Cultural Organization, World Bank, World Trade Organization and World Food Programme. Newspapers from all over the world are available to peruse. There are security guards on each floor.

In addition to the standard computer/multimedia spaces, meeting/reading rooms and study areas, some notable features include a large (1500 sq. meters) gallery space, lecture theatre, cafeteria, gift shop and a music practice room equipped with a piano in it. It also houses Special Collections, which consists primarily of materials relating to Hong Kong and its local history. The collections include rare books, manuscripts, maps, photos, music scores, archival documents, and audio/video materials. The space has temperature control monitoring for optimal environment for preservation of their rare book and archival stacks.

Hong Kong Central Library is also exceptionally kid- and family-friendly, providing not only the children's library but also a toy library, children's activity room, children's multimedia room, and a private baby care room for diaper changing as well as nursing. According to their library website ("History and background", n.d.), Hong Kong Central Library has the "highest attendance and borrowing rates among Hong Kong public libraries".

### *Public*

Hong Kong Public Libraries (HKPL) system is a network of 70 branch libraries, 12 mobile libraries and three self-service library stations, utilizing an automated integrated library system for catalog access and other library services. It is one of the largest bilingual management systems in the world, allowing users the option to view and search on the library website either in traditional/simplified Chinese or English ("Hong Kong Public Libraries", n.d.).

The self-service library station is a new pilot program launched in 2017, with one set up in each of the three main areas of Hong Kong - Hong Kong Island, Kowloon, and New Territories. Because there was a 10% drop seen in library visits from 2011 to 2015 that coincided with the surge of e-books, the idea for the self-service library station is to promote reading in the community by providing better access to the physical books (Liu, 2017). It offers 24-hour service in the form of a vending machine-style station that holds over 300 Chinese and English books to choose from. The collection is updated on a regular basis to provide a diverse variation of genres and titles for different age groups, depending on such factors as the district site profile, usage patterns, book reviews, and user requests ("Collection Development", n.d.). Patrons can reserve items and pick up at any of the library locations that are convenient to them.

Guided by the UNESCO Public Library Manifesto, HKPL believes in “the public library as a living for education, culture and information, and as an essential agent for the fostering of peace and spiritual welfare through the minds of men and women” (“Introduction”, n.d.). It operates under the management of the Leisure and Cultural Services Department of the Hong Kong SAR Government.

Currently, the library collection consists of a total of 14.9 million items among all the library locations across the territory of Hong Kong. Library statistics and user reviews show that the public libraries are frequently visited and used. From the myriad of services and events offered that go beyond the basic public library offerings, it is clear that the HKPL plays an important role in serving the community.

### *Academic*

Not to be misled by the outdated appearance of many Hong Kong institution websites, Hong Kong is home to some of the top innovative universities in Asia and worldwide, namely, the University of Hong Kong, Hong Kong University of Science and Technology, Chinese University of Hong Kong, and Hong Kong Polytechnic University.

From a robust university, one can uncover outstanding, flourishing libraries, striving to provide up-to-date quality resources and services to the students, faculty and communities they serve. For Hong Kong, the success of these academic libraries may be attributed to substantial government funding, the ongoing commitment of region-wide collaboration, the propelling vision of internationalism, and a deep-set fundamental value placed on the importance of education within the culture.

According to the Hong Kong SAR Government’s 2019-20 Revenue and Expenditure report, the largest expenditure goes to education, an allocation of \$124 billion, about 20% of its total expenditure. A budget of over 22 billion is given to the University Grants Committee (UGC), a prominent non-statutory advisory body that counsels the government on the strategic development and funding of higher education (“Head 190”, n.d.). Hong Kong has eight public universities that are well-funded by the UGC. While each of the UGC-funded universities maintains significant control over its curriculum standards and institution operations, UGC is there to ensure quality control, efficiency, cost-effective and public accountability (“Roles and Functions”, n.d.).

Similarly, the library consortium of the Joint University Librarians Advisory Committee (JULAC), strives to consolidate and collaborate on library information resources and services for shared benefits, cost-savings and efficiency among the eight public university libraries. It has led to the development of the Hong Kong Academic Library Link (HKALL), a shared library catalog of over 5 million monographs accessible to the students and staff of the eight member universities. Along with the catalog comes the implementation of the JULAC Library Card, which can be used to access materials at other UGC-funded university libraries. Other resource sharing projects include the Electronic Resources Academic Library Link (ERALL), a catalog consisting of over 16,000 English language e-books, and the Rapid Inter Library Loan (RapidILL), a collaborative global inter-library loan system with other participating libraries in

Hong Kong, United States, Canada, and Taiwan, that offers 24-hour turnaround time for lending requests (“Resource Sharing Projects”, n.d.).

The UGC initiated the mission for the public universities to become internationally recognized, encouraging them to fortify and build upon existing strengths beyond the regional level. Over the years, the UGC has stimulated and reinforced the development of “an interlocking but differentiated system, where the whole higher education sector would be viewed as one force in the regional and international arenas of higher education”, so that each institution would “fulful [sic] a unique role based on its strengths, with the ultimate aim to make Hong Kong ‘the education hub of the region’” (“Brief History”, n.d.). Initiatives for internationalization include actively promoting foreign student exchange programs, recruitment of talents (students and faculty) outside of Hong Kong, and collaborating with institutions around the world.

The “interlocking but differentiated system” idea is reflected in the diverse array of library collections among the eight institutions. From the University of Hong Kong (HKU), there are seven distinctive libraries: Dental Library, Liu Che Woo Law Library, Music Library, Tin Ka Ping Education Library, Yu Chun Keung Medical Library, Fung Ping Shan Library (its Chinese library consisting of rare books, genealogical materials, stone rubbings, and periodicals), and the Main Library, which also houses Special Collections. Other universities like the Hong Kong Polytechnic University (PolyU) and the Hong Kong University of Science and Technology (HKUST), have collecting strengths in the sciences, engineering, business, technology and design. The Chinese University of Hong Kong (CUHK) Library also has a broad scope of library collections, particularly in the liberal arts, including the Architecture Library that is open 24 hours every day for its School of Architecture students and staff.

In recent years, a number of renovation projects have expanded and transformed library spaces that are less about shelving needs but more about what would appeal to the users and their needs. What resulted from this is a library environment that can serve as a learning space, a technology hub, a social gathering place, a community meeting spot, and/or even a personal place of sanctuary. More learning commons have been built, along with technology studios that provide the latest technological resources, such as those in PolyU’s iSpace that consists of a makerspace, digital video wall room, and other equipment for scanning, video-recording, 3D printing, etc. There are also new innovative study spaces with inventive seating and tables, as seen in the beautifully designed Learning Garden of the CUHK Library, in which a dark basement was turned into a colorful space, with light filtering through the glass ceiling under a pool on the floor above.

### *School*

Hong Kong’s education system is quite rigorous and ranked in the top five among the education systems in the world (The Economist Intelligence Unit, 2014). The Government plays an active role in setting up policies and recommendations on school operations and curriculum structure. Before 1965, the Education Bureau did not establish any formal school library guidelines and not all schools offer library services. With recommendations from education research reports on the value of the library serving as the school’s resource center to support teaching and learning, the Government began funding the development of the school library and the newly created position

of the teacher-librarian (“Lishǐ”, n.d.). What might have started out as locked bookcases are now school libraries that are 3-to-4-classroom size space, with most of them being more than 100 square meters (1,200 square feet) (Hung, 2002).

In addition to their book collections, many school libraries also provide access to technological resources, such as computers, printers, photocopiers, scanners, projectors and DVD players. According to a study on school librarians with regards to their profession, the amount of technology appears to correspond with the support from the principal and other teaching staff (Lo, Chen, Dukic & Youn, 2014). The study also finds that school libraries with more technological resources tend to have high circulation statistics. With the current trend of the library space becoming less book-centric and more user-centered around learning needs, new technology and collaborative study, more school libraries (such as those of better funded private international schools in Hong Kong) are following in that direction towards new creative space design.

### *Special*

There are numerous special libraries in Hong Kong, ranging from vocational reference libraries, private collections of special interests to resource centers within membership-based clubs and community organizations. Many are free and open to the public, including museums and educational centers, like the ones at Hong Kong Science Museum and Lung Fu Shan Environmental Education Centre. Others require admission or membership fees, or applications to be considered for access, such as Tung Wah Museum Reference Library and The Hong Kong Society for the Blind’s Resource Centre for the Deafblind.

Among the special libraries are also government resource centers from various departments, such as the Education Bureau Central Resources Centre, which provides reference materials and training relating to education, teaching, children’s development and other resources and services specifically for parents, teachers, and other education professionals. There is also the Government Records Service, in which archival repositories of over 1.5 million records are maintained. The public records are searchable online and date as far back as mid-19th century.

Others include the Civil Engineering Library, Health Education Exhibition & Resource Centre, and the Hong Kong Film Archive Resource Centre. Over 40 special libraries and resource centres are listed on the HKPL website: <https://www.hkpl.gov.hk/en/locations/other-libraries.html#special>

### **Library and Information Science Education**

Education in the field of library and information science in Hong Kong include degree programs for both master and bachelor degrees. There are also diploma programs in library studies and teacher librarianship, as well as certificate programs and individual courses one can take for professional development and/or beginning a career in the information and library field.

A list of the programs and courses can be found at this web address: <https://hkla.org/study-programme/local-library-education-and-training-programmes/>



## **Library Organizations**

Hong Kong Library Association (HKLA), established in 1958, is a professional organization for librarians and information professionals in Hong Kong. It is active in promoting the development of information and library services and building a strong network both within and outside of Hong Kong.

Hong Kong Libraries Connect (HKLC) is an independent group of library professionals in Hong Kong coming together to share their stories and experiences relating to librarianship. Like HKLA, they are also committed to advancing the library profession but unlike, HKLA, there is no formal membership structure and no membership fees to participate and contribute to the organization.

Government Librarians Association is a library organization specifically for library directors and associate directors who are employed by the Hong Kong SAR government. Part of their mission is to maintain the professionalism of librarianship, promote fair and reasonable employment conditions, and address issues and matters concerning employers and employees.

Hong Kong Teacher-Librarians' Association is a non-profit organization originally founded in 1983 by a group of school library directors to promote the school library profession. It is open to librarians, educators and any individual or institution interested in the development of the school library and information literacy education.

Association of Librarians of English Speaking Schools Hong Kong (ALESS) is a networking association providing support and sharing of knowledge and resources for school librarians and information professionals at English-speaking schools.

## **Digital Library Collections of Interest**

- Hong Kong Memory
- Hong Kong Historical Post Card

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# ICELAND

*Laura E. Cernik*

LIS 503: International Librarianship  
Department of Information Science  
University at Buffalo

## Country Profile

Iceland (Ísland in Icelandic) is an island nation in the Northern Atlantic. In Iceland are some of the largest glaciers and most active volcanoes in Europe. Despite these seemingly extreme natural phenomena, Iceland has a temperate climate as a result of the Gulf Stream (Iceland Travel, n.d.). The island itself is 40,000 square miles, making it the second largest island in Europe, after Great Britain. Iceland is constantly growing at a rate of about two inches a year as a result of its location directly above the Mid-Atlantic Ridge (Geography, n.d.), where the Eurasian and American tectonic plates are separating to form more of the Earth's crust (MAR Introduction to the Mid-Atlantic Ridge, 2000).

Icelandic is the native tongue of the country and is closely related to Old Norse, but English is a widely-spoken second language. Despite the centuries of foreign rule the country experienced, first under Norway and then Denmark, Iceland has developed their own culture separate from the other Scandinavian countries as a result of geographic isolation, which is most notably seen in their language. Icelandic is incomprehensible to other Scandinavians (Sigurður Gylfi Magnússon, 2010), which is noteworthy in that the other core Scandinavian languages (Danish, Swedish, and Norwegian) are mutually intelligible to their speakers (The Nordic Co-operation, n.d.).

Iceland's population as of 2018 was 343,518 people, with a little over 60% of the population living around the capital city of Reykjavík (The Big Picture- Iceland, n.d.). This number of people makes Iceland the least-populated country in all of Europe. The island is primarily comprised of uninhabited land with large groups of people focused in urban centers, and 80% of the country is currently vacant (Geography, n.d.). As a result of the focus on people around urban areas, and with Reykjavík having the highest density of people, much of the scholarship around Icelandic libraries is focused on this urban center (The World Factbook-Iceland, n.d.).

## History

Iceland was settled by medieval Scandinavians, primarily from Norway, in the year 874 CE. The Icelanders ruled themselves in this period, with powerful and wealthy men serving as leaders in an island-wide public assembly called the Althing (Riddle, 2016). Compared to its other Scandinavian neighbors, Iceland has always been sparsely populated. In the eleventh century, Iceland had about a third of the population of its closest neighbor, Norway; only about 70,000 people lived on the island at the time (Sigurður Gylfi Magnússon, 2010). Iceland came under

foreign rule by Norway in 1262-1264 (Jón Vidar Sigurdsson, 2017) and remained under their control for the rest of the Medieval period.

This early time, from the settlement of the country to the Norwegian dominance, is considered the golden age (gullöld) of Icelandic history and literature and is when the events of the famous Icelandic sagas occurred, although the actual stories were written down later (Oslund, K., 2011). This window of medieval history provides a strong cultural sense of pride for Icelanders, and they tap into this medieval past so much that their Parliament is still called the Althing and is a continuation of the medieval assembly, which they claim makes them the oldest parliamentary democracy in the world (Government of Iceland, n.d.).

Whatever their claims to a glorious past, Iceland has not had sovereignty for very long. Centuries of power struggles between the Scandinavian countries of Norway, Sweden, and Denmark (Harald Gustafsson, 2017) led to the Kingdom of Denmark taking possession of Iceland in the Early Modern Period. A strong wave of nationalism shook the country in the 19th century (Guðmundur Hálfðanarson, 1995), which resulted in Iceland being granted limited home rule in the latter half of that century. Iceland officially declared their independency from Denmark in 1944, following the Nazi occupation of Denmark (Gudmundur Hálfðanarson, 2006).

Libraries in Iceland developed from private reading societies, the first of which was formed in 1790 in southern Iceland. These societies' goal was to import nonfiction into the country (Sigrún Klara Hannesdóttir, 1993). One of these literary societies, the Icelandic Society for the Advancement of Learning, was founded in 1779, and merged with and adopted the name of the Icelandic Literary Society in 1818 (Icelandic Literary Society 200 Years: Exhibition in the National Library, n.d.), making it both the oldest literary club and publisher in modern-day Iceland (Um Félagið, n.d.). The same year as this merger, the first National Library of Iceland was developed, but it would not be open to the public until 1825 (Short History of the National and University Library of Iceland, n.d and Sigrún Klara Hannesdóttir, 1993).

The development of these organizations point to a burgeoning literary culture; however, many of these institutions were exclusive and allowed no public access. It was not until 1833 that the first public reading society developed on a smaller island off the western coast. It is from this public reading society that the first public library was built in 1864. More libraries developed in the 19th century. The Icelandic government took a large hand in supporting the finances of libraries in the 1950s. Iceland has a high level of literacy, and reading is an important cultural activity. Outside of the library framework, many Icelanders have extensive home collections of books, so much that there is a cultural tradition around book giving at Christmas (Sigrún Klara Hannesdóttir, 1993).

## **Types of Libraries**

*National and University Library of Iceland*

*National (1818-1994): Stiftisbókasafn*



Today, the National Library of Iceland is the Landsbókasafn Íslands Háskólabókasafn (National and University Library of Iceland). It is both the national library of the country as well as the university library of the University of Iceland in Reykjavík. This dual purpose was a result of a merger in 1994 between these two libraries (Davidson-Arnott, 2005).

The original National Library, the Stiftingsbókasafn, was developed in 1818, as a result of the work of the Danish antiquarian Carl Christian Rafn (Short History of the National and University Library of Iceland, n.d), who had a deep love and passion for the historic Icelandic saga literature (New England Historic Genealogical Society, 1881). The library did not have its own building at the time but was housed in the upper floor of the Reykjavík Cathedral. The National Library of Iceland remained a private institution until it was opened to the public in 1825 (Sigrún Klara Hannesdóttir, 1993). A librarian was not hired until 1848; this librarian was Jón Arnason, who held the position from 1848-1887. An avid folklorist, Jón Arnason was not a trained librarian, but that did not stop him from becoming the president of the Reykjavík branch of the Icelandic Literary Society (Warner, C. D., 1896). The Stiftingsbókasafn was moved to the Althingi (Icelandic Parliament) building in 1881, and in 1900 received its first full-time librarian to oversee the growing collection. The library moved once again in 1909 to a new building, where it shared its space with the Icelandic National Museum and the Icelandic Natural History Museum (Short History of the National and University Library of Iceland, n.d.).

#### *University of Iceland (1911-1994)*

The University of Iceland was founded on June 17th of 1911 in Reykjavík, Iceland. It was created by merging a seminary, the School of Medicine, and the School of Law together. Each of these schools formed one of the branches of the faculty, with the fourth and final faculty group being created by the Faculty of Philosophy, which was born from this merger. At the time there were only 45 students attending the university (History-University of Iceland, n.d.), which would not reach 100 students until the early 1920s (Guðmundur Hálfðanarson, n.d.).

The library at the University of Iceland was divided for many years, with each of the four faculties having their own libraries. When the University of Iceland was relocated to a new building in 1940, the libraries were combined into one, forming the first University of Iceland Library. In 1941, legislation passed that required the University library to have a copy of every book published in Iceland. At the time, the library only contained 30 thousand books. Despite this growing collection, up until 1964, the library only had one librarian. The number of librarians increased until 1994, when there were 20 librarians overseeing the collection of 345 thousand books (Short History of the National and University Library of Iceland, n.d).

#### *The National and University of Iceland Library: Landsbókasafn Íslands Háskólabókasafn*

Plans to unite the National Library and the University of Iceland Library were developed in the 1950s, but the final merger did not occur until 1994 (Short History of the National and University Library of Iceland, n.d). As of 2005, the library had a full-time staff of 94 people, only 33 of whom were librarians (Davidson-Arnott, 2005). Since 1888, the National Library has published the Icelandic Bibliography, a list of all the published works in Iceland (Sigrún Klara Hannesdóttir, 2005). This library is both the largest in Iceland (with 1 million items) and the

largest academic collection in Iceland. Most of its items can be borrowed, either by a student with a library card or anyone willing to pay a small fee for a library card (About-Landsbókasafn Íslands Háskólabókasafn, n.d.).

### *Public*

The Icelandic Ministry of Education, Science and Culture oversees all libraries in Iceland, including the public libraries and school libraries (Ivir, 2005). Public libraries in Iceland often use the Dewey Decimal System to catalog their books (David-Arnott, 2005). These institutions developed slowly over the course of the 20th century. By the late-1990s, the small size of local populations around these public libraries had led to the creation of several small libraries across the country that were only open a few times a week and run by volunteers. In 1997, governmental legislation led to an overhaul of the library system, resulting in new facilities and the establishment of professional librarian staff in many places. The largest public library is Borgarbókasafn, the Reykjavík City Library, which opened in 1923 (Sigrún Klara Hannesdóttir, 2005). Anyone in Iceland is allowed to access the public library, provided they have a public library card (Libraries and Archives, n.d.), and at the Reykjavík City Library, people under 18, senior citizens, and people with disabilities are given a free library card. A regular library card costs 2.000 ISK (about \$16 USD).

The library contains items ranging from fiction and nonfiction books to music, movies, and even comic books and provides access to computers as well. There are six library branches in the city and two mobile units, each with a different purpose. The bookmobile named Bókabíllinn Höfðingi (“The Chief”) visits forty different locations in the city. The other bookmobile, called Æringi (“The Jester”) is a story mobile intended for children that visits preschools and daycares (The Reykjavík City Library, n.d.).

### *Academic*

There are seven universities in Iceland. This was not the case in 1994, when the University of Iceland and the National Library united. At that time, the University of Iceland was the only university in the entire country. Many of the newer colleges have small physical holdings and instead rely heavily on electronic resources to provide services to students (Sigrún Klara Hannesdóttir, 2005). More and more Icelanders are attending college each year. Between 2003 and 2018, there was a 14.7% spike in statistics in the demographic age group of 25-64 year-olds who have a university education (Statistics Iceland, April 20th, 2018).

### *Specialist Universities in Iceland:*

The University of Bifröst – A private institution that specializes in law, politics, business and management (Bifröst University, n.d.). The library has about 21,000 volumes in English and Icelandic focusing on the school’s subject areas. It also has two special collections, that of Jónas Jónsson from Hrifla and the collection of Guðmundur Sveinsson, who formerly ran Bifröst University (Library—Bifröst University, 2018).

Listaháskóli Íslands (The Icelandic University of the Arts) – Programs at this institution focus on providing students with education in the arts, from theatrics like music and dance, to architecture and design (Icelandic University of the Arts, n.d.). The library at this university is specialized to focus on art and design. It is the largest collection of art and design resources in Iceland. Students can access items like books and magazines as well as sheet music, video and audio recordings, and other electronic resources in the collection (About the Library—Iceland University of the Arts, n.d.).

Háskólinn Í Reykavík (Reykavík University) – This university focuses its subject areas on industry, with four different schools: the school of business, the school of computer science, the school of science and engineering, and the school of law (Reykavík University, n.d.). The university library website does not mention anything about its collection, only that they provide students access to electronic and print materials, as well as work stations, computer stations and group study spots onsite (Library and Information Services— Reykjavík University, n.d.).

Landbúnaðarháskóli Íslands (The Agricultural University of Iceland) – This institution focuses on agricultural and environmental sciences, with particular emphasis on conservation and sustainability (Agricultural University of Iceland, n.d.). The university is broken down across Iceland in three locations, with the teaching facilities located at Reykir in Hveragerði, the research area at Keldnaholt in Reykjavík, and the main offices at Hvanneyri in Borgarbyggð (The School—Agricultural University of Iceland, n.d.). The school does not list what is in its collection, but does note that each branch has its own library, with the one at Hvanneyri being the main library (The Library—Agricultural University of Iceland, n.d.).

Háskólinn á Hólum (Hólar University College) – Offers students education in three subjects: Aquaculture and fish biology, equine studies, and tourism studies. This school traces its roots to the agricultural university that resided in the same location in 1882 (Hólar University College, n.d.). The school website does not make any mention of a library (Háskólinn á Hólum, n.d.).

### *Generalist Universities*

Akureyri University – This university provides undergraduate and graduate degrees in three schools of study: health science, humanities and social sciences, and business and science. The school also has a small specialization in arctic studies, with programs like the Polar Law masters degree (Akureyri University, n.d.). The university's library is open to everyone, with loans being reserved to people who have an Icelandic Identity Number (Library Services: Circulation— Akureyri University, n.d.). The library provides students with access to physical and digital resources, as well as the ability to sit down with an information specialist in residence if needed (Library Services: About the Library—Akureyri University, n.d.).

University of Iceland – See above.

### *School*

As mentioned above, The Ministry of Education, Science and Culture oversees public school libraries in Iceland (Ivir, 2005). The variation seen in school libraries is often connected to the

size of the school. Large urban schools tend to have larger libraries with educated staff, while rural schools, with smaller class sizes, have smaller collections and resources. School libraries often see collaboration between teachers and librarians to teach subject matter. It is common in primary school to have a small classroom library, where students can choose from books on the shelf to read. Students in both primary and secondary schools can visit their school library to use books, magazines, and digital devices if their school has access to them. Collaborations are not uncommon between school and local public libraries to promote reading, as literacy is considered a valuable skill for students (European Literacy PolicyNetwork, 2016). Some primary school libraries are operated by the municipal government and are combined with the public libraries to better serve both public and student users. Secondary schools are required to operate their own libraries (Ingibjörg Steinunn Sverrisdóttir, & Thórdís T. Thórarinsdóttir, 2012).

### *Special*

Náttúrufræðistofnun Íslands (Icelandic Institute of Natural History) – Their libraries, one in Garðabær and one in Akureyri, hold many volumes and journals on natural history, botany, geology, paleontology, and zoology (Location and Opening Hours--Icelandic Institute of Natural History, n.d.).

Stofnun Árna Magnússonar í íslenskum fræðum (Árni Magnússon Institute for Icelandic Studies) – A university institution that is under the auspices of the Ministry of Education, Science and Culture. Its goal is to preserve Icelandic language and literature and facilitate research in the field of Icelandic Studies. The library houses several historic Icelandic manuscripts, including saga literature (Um stofnunina, n.d.).

ICES – Country-wide access to electronic resources has been established in Iceland through the development of a program called The Icelandic Consortium of Electronic Subscriptions (ICES). It was developed by the Ministry of Education, Science and Culture with support from libraries in the country. Anyone in Iceland has access to this digital library, provided that they have access to a computer and a connection to a local Icelandic Internet Service Provider. While not a library in the traditional sense, ICES provides services to schools and the public without having to be in the physical space of a library (Ingibjörg Steinunn Sverrisdóttir, & Thórdís T. Thórarinsdóttir, 2012). ICES provides service to the government, research institutions, academic, public, special, and school libraries in Iceland. It is overseen by the head of the National and University Library (Iceland Consortium, n.d.).

## **Library and Information Science Education**

### *Schools*

Formal education for librarians began in 1956 under the direction of Dr. Björn Sigfússon, the director of the University of Iceland library. Dr. Sigfússon's goal was to train librarians for the not-yet-united University of Iceland Library and the National Library. The program was not offered as its own subject, but was an add-on to another degree program, usually Icelandic history and literature. It was not until 1965 that the first Bachelor's Degree in librarianship was offered. Library education is offered as a three-year bachelor's course, and since 2004, the

University of Iceland has offered a Master of Library Science. Many Icelandic librarians attend colleges abroad, a historic trend that is still common today (Sigrún Klara Hannesdóttir, 2005).

### *Accreditation*

The Ministry of Education, Science and Culture oversees all education, from pre-primary schooling to tertiary education and adult learning. It accredits all of the universities in Iceland (Education--Government of Iceland, n.d.), and thus the library degree programs in the country are accredited through it. It is unclear, however, if there is a system of accreditation for the libraries themselves. While the government oversees the libraries, the literature has not made mention of an accreditation process in Iceland. More research is needed on this topic.

### *Certifications for Professionals*

Menntamálastofnun (The Directorate of Education) is an administrative institution established in 2015 that oversees the administration of Icelandic education in an effort to improve it for students. The directorate inherited certain responsibilities, like literacy concerns, from the Ministry of Education, Science and Culture (License for Librarians, n.d.). It requires that librarians in Iceland apply for a license to be able to use the professional title of Librarian. Those eligible to apply are those who have completed a BA in library science at the University of Iceland, those who have 60 credits worth of library and information science classes and have completed a final exam at the University of Iceland, anyone who has obtained an equivalent degree abroad and are recognized as librarians in that country, and, finally, those who have taken a final exam from a university and possess an additional degree in library and information science (Lög um bókasafnsfræðinga, 1984). These requirements for librarians are based on a law from 1984, which was updated in 2001 to include library and information science, not just library, in its definition (Lög um breyting á lögum um bókasafnsfræðinga, 2001).

## **Library Organizations**

The main library organization in Iceland is Upplýsing – Félag bókasafns- og upplýsingafræða (Information – the Icelandic Library and Information Science Association). This organization developed as a merger between four different library associations in the late 1990s. The merger occurred because the library field felt that a united association would provide better service to library users, particularly regarding policymaking and representation of librarians. The goals of the organization are to strengthen ties between professionals in the library and information field, help in developing libraries, promote libraries and their importance in society, and to strengthen ties with Icelandic associations and international organizations with similar goals (Information-the Icelandic Library and Information Science Association, n.d.).

## **Library Legislation**

Libraries Act No. 35, 16 May 1997 – Libraries shall provide information access to all people, including computer equipment. The libraries must provide services to the public, as they are repositories of knowledge (Library Act No. 36, 16 May 1997).

The National and University Library of Iceland Act 2011 No. 142 28 September – Cemented the united formation of the University of Iceland Library and the National Library of Iceland and outlined the institutional structure and tasks the library is to carry out (Act on the National and University Library of Iceland No. 142, 2011).

Library Act No 150 28 December – Ministry of Education, Science and Culture officially takes on the position of overseeing all libraries in Iceland and any resulting changes (Library Act No. 150, 2012).

### **Additional Information**

#### *Icelandic Digital Library Resources*

- Gegnir – A consolidated library catalog for most of the libraries in Iceland.
- Leitir – A search portal that searches through several Icelandic library catalogues, including Gegnir.
- Bækur – A digital collection of old Icelandic printed books.
- Hvar – A nationwide search portal for digital databases and journals.
- Timarit – A database of digital reproductions of Icelandic, Faroese and Greenlandic journals and newspapers.

For more resources and information visit the following web address:

<https://landsbokasafn.is/index.php/library-websites>

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# JAPAN

*Matthew C. Davis*

LIS 503: International Librarianship  
Department of Information Science  
University at Buffalo

## Country Profile

Japan (日本 Nippon or Nihon) is an island country in East Asia. The four main islands, Hokkaido (北海道 Hokkaidō), Honshu (本州 Honshū), Shikoku (四国 Shikoku), and Kyushu (九州 Kyūshū), make up almost the entire land-area of the country. Much of the land-area is made up of mountainous terrain, including volcanoes, e.g., Mount Fuji (富士山 Fujisan), which rises to 3,776 meters (12,388 feet) and is a World Heritage Site. The capital city has moved throughout the millennia, from Nara (奈良市 Nara-shi), Nagaoka-kyo (長岡京 Nagaoka-kyō), then to modern day Kyoto (京都 Kyōto), before finally landing in Tokyo. Tokyo (東京 Tōkyō), which translates literally into English “Eastern Capital” has been the country’s capital since 1869. It is one of the most, if not the most populous metropolitan areas in the world. Japan is made up of mostly Japanese nationals, with a total population of 125 million, according to the CIA World Factbook. Its major religions are Shinto (神道 Shintō), Buddhism (仏教), Christianity (キリスト教), and other/non. The government is made up by an Emperor, Prime Minister, Speaker of the House of Representatives (lower), President of the House of Councillors (higher), and Chief Justice. The two houses make up the National Diet (国会 Kokkai).  
History

The Japanese people are among the most literate people in the world (Masai, 2019) and Japanese children have the highest reading literacy, math, and science scores, according to the Organisation for Economic Co-operation and Development (oecdbetterlifeindex.org). Japan is still a very paper-centric country and is one of the highest publishers of books in the world (Masai, 2019). This love of books is rooted in an ancient history from 770 CE, which is when the oldest printing was done in Japan. This writing is named One Million Pagoda Dharani (Hyakumantō darani 百万塔陀羅尼) and is held at the British Library (The British Library, n.d.). Print publishing in Japan is pervasive with thousands of monthly magazines published from just one publishing house, Kōdansha (Masai, 2019). Print has a rich tradition, starting in the Nara period (710–784 CE). This is the period when Japanese Buddhism started to train monks in its temples and the Taiho Code (大宝律令 Taihō-ritsuryō) was implemented, which reorganized the government and administrative law at the beginning of the Nara period (Sellers and Wakashige, 2011). This also was when the country started to archive official governmental records (Sellers and Wakashige, 2011). This is also the same period when Isonokami no Yakatsugu (石上 宅嗣) opened the first library (文庫 bunko) in Japan (Sellers and Wakashige, 2011). Newer forms of libraries developed in the Heian period (平安時代 Heian jidai, 794–1185) in the form of repositories of clans, and in the Kamakura period (鎌倉時代 Kamakura

jidai, 1185–1333) in the form of expanding schools of Buddhism and their writings (Sellers and Wakashige, 2011).

There were about 600 rental libraries (貸本 Kashi-hon) in the Edo (or Tokugawa) period (江戸時代 Edo jidai, 1603–1867), which developed into the modern concept of a public library (Sellers and Wakashige, 2011). There is one unique rental library that stands out among the other Kanshi-hon in the Edo period, namely the Ōnoya Sōhachi (大野屋惣八) or Daisō. According to Markus (2013), the Daisō “represents the most vigorous expression of the institutional commercial lending library, and defines the outermost limits of such an enterprise in contemporary Japan” (p. 510). The Daisō housed over 20,000 items and collected material “more suggestive of a private family collection” rather than the contemporary items that other local bookstores carried (Markus, 2013, p. 511–512). Men, women, and children were welcome to rent materials and was open from 1767–1899. The collection was then sold to private collectors, the National Diet Library, and libraries of Kyoto, Tokyo, and Tsukuba universities (Markus, 2013, p. 512).

## **Types of Libraries**

### *National*

The National Diet Library (NDL (国立国会図書館 Kokuritsu Kokkai Toshokan)) is the national library of Japan and was established in 1948. Its 1948 mission comes from Article 2 of the law that created the NDL, which states, The National Diet Library shall collect books and other library materials for the purpose of assisting the members of the National Diet in the performance of their duties and also for the roles of providing certain library services as hereinafter specified for the executive and judicial agencies of the national government and for the people of Japan (ndl.go.jp).

The NDL is physically located in the four locations, the main building in Tokyo, the Annex that is near the main building, the Kansai-kan (国立国会図書館関西館 Kokuritsu Kokkai Toshokan Kansai-kan) based in Kyoto, and the International Library of Children's Literature, which was the Ueno Branch Library in Tokyo (ndl.go.jp). The NDL stores over 17 million volumes and acquired over 830,000 items in 2016 (ndl.go.jp).

### *Public*

The first public library was established in 1872, which quickly led to the founding of the Japan Library Association (JLA (日本図書館協会)). The Tokyo Metropolitan Library (東京都立図書館 Tōkyō toritsu toshokan) has two main locations, one in Hibiya (日比谷) and the other in Tachikawa (立川市 Tachikawa-shi) (library.metro.tokyo.jp). Each city with a population over 50,000 people has its own public library, however the majority of towns in Japan are lacking a public library (JLA; Sellers and Wakashige, 2011; Yang, 2017). According to the most recent data from JLA (2018), there were 3,296 public libraries through Japan.

### *Academic*

The first academic library was at the Imperial University (帝國大學), established in 1886, which is present-day University of Tokyo (東京大学). Keio University (慶應義塾大学) is a private university and has six media centers (libraries) that support the current students and faculty (keio.ac.jp). According to Kaur (2017), statistics from 2002 reported that “There are 1,257 university libraries and 324 college libraries. There are 260 million books and over 3,500 journal titles held in these libraries” (p. 183). Using 2010 statistics from the JLA, Sellers and Wakashige (2011) reported “academic libraries have grown to a total of 1,325 libraries affiliated with 686 universities, including 626 branch libraries, and an additional 339 junior and technical college libraries” (p. 208).

### *School*

According to JLA, “In the 2008 school year, Japan had 22,476 elementary schools, 10,915 junior high schools, 5,243 high schools, 37 middle schools, and 1,026 special schools” (jla.or.jp). A law in 1997 allowed for greater expertise and qualifications of teacher librarians (教師司書 Kyōshi shisho) in Japan which are overseen by school librarians (学校司書 Gakkō shisho). Around 20 billion yen (185 million USD) was spent on school libraries in 2007 and 2008 (JLA). There is not, however, any legislation or policies regulating the school or teacher librarian positions (Kumbar, 2017).

### *Special*

There are over 1,761 special libraries (専門図書館 Senmon toshokan) in Japan today (JLA). As referenced above, the rental libraries should be considered in this section as well, at least for historical context. Below are some examples of special libraries in Japan. The Japan Braille Library (日本点字図書館 Nippon Tenji Toshokan) was founded in 1940 and holds over 20,000 titles and serves 10,000 patrons annually (Japan Braille Library, “History”). There are also special music libraries across Japan, many of which are part of the The Special and Public Libraries Committee (SPLC) of the Music Library Association of Japan (MLAJ). The Tokyo Bunka Kaikan (東京文化会館) is a music hall in Tokyo that has a music library that includes “books and journals on Western art music, Japanese traditional music and performing arts, printed music, and AV materials” (Itoh, 2010, pp. 311–311). There is also a Record Museum and Library (レ・コード館 Recōdokan) in Niikappu (新冠町 Niikappu-chō), Hokkaido that has a collection of “780,000 analog sound recordings, which were donated by the public across the country” (Itoh, 2010, p. 312). There are many other special music libraries and museums: Min-On Concert Association (民主音楽協会 Minshu Ongaku Kyōkai) Library (min-on.org), Music Library of Japan Choral Association (全日本合唱連盟 音楽資料室) (jcanet.or.jp), and the Miyagi Michio Memorial Hall Library (宮城道雄記念館資料室) (miyagakai.gr.jp).

## **Library and Information Science Education**

### *Schools*

According to Sellers and Wakashige (2011), “The first courses in librarianship in a Japanese university were held at the Tokyo Imperial University from 1918–1922” (p. 216). In 1921, the Ministry of Education created a one-year program as part of librarian training in the Imperial Library (Karisiddappa, Asundi, & Lin, 2017). This eventually developed into The Library Act in 1950 (more below). A 2003–2006 study by the Japan Society of Library and Information Science discovered several shortcomings of the modern LIS education system in Japan. Miwa (2006) concluded the employment of librarians and information professionals is being outsourced, the teacher librarian curriculum is not up-to-date, and LIS graduate programs have little oversight and quality assurance. A study of qualified public librarians in Japan also in 2005–2006 concluded that most instructors in the program were male, many without a master’s degree, many were older and have not worked in a while, some had little to no experience working in a library, and the instructors were dissatisfied with the universities “that try to increase the number of students rather than improve the quality of the education” (Tsuji et al., 2006, pp. 253–254). Sellers and Wakashige note that there are “over 200 colleges and universities which offer library education programs, ranging from course work for teacher/librarian certification, to library and information science majors in undergraduate studies, to graduate degrees including doctoral programs, and to degrees programs through distance learning” (2011, p. 217). A few universities that offer these programs are Keio University, University of Tsukuba, Surugadai University, University of Tokyo, Kyoto University, Tsurumi University, and Kyushu University. These all have departments of Library and Information Science and offer mostly master’s degrees for academic librarianship (Yamamoto, n.d.).

### *Accreditation*

Miwa (2010) states that there is no accrediting body in Japan (indeed, Southeast Asia). It has been proposed by members of the Congress of Southeast Asian Librarians (CONSAL). Miwa also notes that the JLA “does not grapple with professional accreditation, nor collaborate with international counterparts to cope with the globalization of LIS professional systems” (2010, p. 132). Her 2010 article argues for a collaborative approach to the LIS system in Japan and Southeast Asia.

### *Certifications for professionals*

Japan has certificates for public librarians, issued by the Ministry of Education, Culture, Sports, Science, and Technology (MEXT). This includes 24 credit hours of library science courses (Yamamoto & Oshiro, n.d., pp. 2–3). There is no specific formal certification for academic or special librarians (Karisiddappa, Asundi, & Lin, 2017), instead there are degrees (above).

### *Library Organizations*

There is only one national association of libraries in Japan, named the Japan Library Association—日本図書館協会 Nihon Toshokan Kyōkai (JLA). The JLA was formed in 1892 and is the oldest library association in the world after the USA's and UK's (jla.or.jp). There are about 7,000 members of the JLA, both individual and institutional. There are several divisions that make up the JLA, including the School Library Section, University Library Section, Public Library Section, Junior and Senior College Library Section, Special Library Section, and the LIS Education Section. There are also over a dozen committees including the Multicultural, Child and Youth, User Education, and International Exchange Committees.

The Japan Association of Private University Libraries—私立大学図書館協会 Shiritsu daigaku toshokan kyōkai (JASPUL) originated in 1930 as the Tokyo Private University Library Association (jaspul.org). As of 2010, there are over 500 private university libraries part of the JASPUL, which is about 90% of Japan's total private university libraries. A committee of interest is the Committee for International Library Cooperation (CILC) and it involved in four major projects: duplicate book donations, sponsorship of an international symposium in Japan, exchange programs for libraries between the JASPUL and other global libraries, and the sending of JASPUL librarians to conferences around the world.

The Japan Medical Library Association—日本医学図書館協会 Nihon Igaku Toshokan Kyokai (JMLA)'s mission is to “contribute to the progress of health, medicine and related areas by promoting health sciences library activities and encouraging research and development of medical and health information so that patrons can access and build advanced medical knowledge” (plaza.umni.ac.jp). The JMLA started in 1927 and was formed into a non-profit in 2003. There are several committees, including the Academic Information Consortium, Continuing Education and Research, and the International Cooperation Committee (ICC). The ICC conducts “planning and operations in international relations, including intercommunication, cooperation and joint projects with related organizations and associations in other countries” (plaza.umni.ac.jp). The JMLA also has a journal, with a recent article titled, “The Meaning of “Children Should Know Their Own Bodies”: the Activities of Nonprofit Organization That Teach Children about Their Bodies” (Setoyama, 2019).

The Japan Special Libraries Association—専門図書館協議会 Senmon toshokan kyōgi-kai (JSLA) was established in 1952 and has the stated purpose to contribute to the improvement and development by establishing an organic collaboration between the government, local councils, private organizations, research institutes, companies, universities and other libraries, the library, the information room, and the information management department” (jsla.or.jp). They also have a publication, titled The Specialist Library (専門図書館 Senmon toshokan).

## **Library Legislation**

The National Diet Library Law—立国会図書館法 Tachi kokkaitoshokanhō (1948; amended in 2009).

The Library Act of Japan—図書館法 Toshokan-hō (1950). Kawasaki, Yamaguchi, & Takashima (1996) highlighted a few items from the Library Act, stating, “This law, adopted

under the direction of the US Occupational Forces, has the following provisions, among others: Forbidding of fees for any library service; authorization of local governments to establish public libraries; recognition of the importance of professional librarians; establishment of a library advisory council in which citizens have opportunities to participate in the management of libraries” (para. 3). This act, however, does not apply to academic or special librarians. Yamamoto (n.d.) states that “It is one of the wonders how Japanese academic libraries can function in such a personnel policy in the digital age” (p. 5).

The School Library Law—学校図書館法 Gakkō toshokan-hō (1953; amended in 1997 and 2014).

The Declaration on Freedom of the Library—図書館の自由に関する宣言 Toshokan no jiyū ni kansuru sengen revised in 1954 and 1979.

The Code of Ethics for Librarians—図書館員の倫理綱領 Toshokan-in no rinri kōryō was established in 1980.

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# IRELAND

*Christine E. Gates*

LIS 503: International Librarianship  
Department of Information Science  
University at Buffalo

## Country Profile

An island in Northwestern Europe in the North Atlantic Ocean. Ireland's main geographical features include low central plains surrounded by coastal mountains. Although Ireland is mainly an independent country as a Constitutional Democracy, Northern Ireland is still a part of the United Kingdom. The government of Ireland consists of an elected parliament, which makes the laws, and a president who is head of state. The head of the government is the Taoiseach which means chief. Throughout history, Ireland's economy was dependent mainly on farming and agriculture. Starting in the 1950s, the government successfully began a campaign and attracted more businesses to the island turning Ireland from one of Europe's poorest countries into its second wealthiest. However, the global recession in the late 2000s, created serious financial problems for the nation, but over the past few years the economy has started to recover (Iberra, 2019).

## History

The Celts settled on the island around 700 B.C. and remained there for nearly 2000 years. During the ninth century, the Vikings invaded Ireland and established settlements some of which would become the country's main cities, including Dublin. The aggressive entry into the island created a series of battles with the Celts which would span over the next 200 years until 1014 when the Battle of Clontarf would unite the country. The peace was short lived as Norman Vikings, who had taken control of England, invaded the country and declared it an English territory. During the 1600s, the official religion of England became Protestant, but many of the Irish remained Roman Catholic. The divide in religion would create tensions that would eventually lead to a revolution. By the 1820s, the Irish began a movement for Irish sovereignty due to unfair laws passed by the British. However, it wasn't until 1948 that most of Ireland became an independent country (Iberra, 2019).

The library system in Ireland dates back to 1707 when the first library built was Marsh's Library in Dublin. It was designed by Sir William Robinson and named for Archbishop Narcissus Marsh, both Englishmen, who ordered its construction. It continues to act as a functioning library today. It wasn't until the Public Libraries Act 1855 that a solid foundation was provided for the public education system in Ireland. In 1947, An Chomhairle Leabharlanna was established under the Public Libraries Act. The main functions include assisting and supporting local authorities and advising the responsible Minister on the strategic development of the public library service. These functions were later transferred to Libraries Development, Local Government Management Agency (Ring, 2018).

## **Types of Libraries**

### *National*

The National Library of Ireland was established by the Dublin Science and Art Museum Act, 1877, and is located on Kildare Street close to Trinity College. It is in the Center of Dublin and is open to the public, free of charge. The collections that are housed in the library work well for people who are finding difficulty locating materials through public or academic libraries. The library is supported by private individuals and organizations as well as donations of material for the collections. In 2006, the Yeats family donated the papers of William Butler Yeats whose exhibition in the library has gained many awards and accreditations. The National Library also has a variety of services for librarians such as “Travelling Exhibitions” which allows librarians the ability to use the exhibits in their libraries, to share catalogue records, to access newspapers on microfilm, and to access any records of material that are published in Ireland (National Library of Ireland, 2000).

### *Public*

The public library system in Ireland has a strong presence due to connections with government agencies who view these institutions as assets that provide structure and support for the communities where they reside. Each county and city is responsible for management and implementation of services in the respective areas. A joint five-year public library strategy, *Our Public Libraries 2022-Inspiring, Connecting, and Empowering Communities*, launched by the Minister for Rural and Community Development, Michael Ring is in inception. The plan spans from 2018 – 2022. Ring as well as other stakeholders such as Tom Enright, Chair, Libraries Development committee and various politicians across Ireland are in collaboration on this project to redefine the library’s role as a literacy support system, research center, focal point for community and cultural development -basically the hub of the community in which it resides. In 2016, there were 330 library branches and 31 mobile libraries across 31 local authorities, and over 754,748 members.

The vision for this plan is to create a brand that will strengthen the library as the center of the community. Extensive consultations between ten public focus groups (key views from the public), four library staff workshops (public library staff input), and three regional workshops with elected members (Irish Government input) facilitate this work. The projected outcome over the next five years will focus on areas such as support for library staff, investment in the infrastructure of the library, development in new funding programs, investment in the promotion of the library, and creation of a strong relationship between the library and the local government agencies (Ring, 2018).

### *Academic*

Ireland has several academic libraries-Trinity College, University College Cork, Maynooth University, and many more. Recently, Queens University Belfast and University of Ulster have created a working relationship with these libraries as well. Ireland views the academic libraries as important parts of their parent institutions; they are important tools for instruction and

curriculum support. Because methods of learning have evolved due to advances in technology, the role of librarian has changed from book handler to teacher librarian. In previous years, librarians were not viewed as teachers but rather as reference guides creating the misconception that librarians were only qualified to assist students with the questions they had regarding their research and incapable of formulating questions that would enhance and advance that research. The need for librarians to be media literate is vital in creating state of the art academic libraries. As a result, teacher librarians are participating in professional development and programs designed to accommodate this shift in the paradigm (Cleary, Cohen, & Delaney, 2019).

### *School*

The libraries in the public school system have often been unappreciated because school libraries were believed to be dusty, dismal places where mean old ladies held books. Recently though, due to new initiatives and shifts in school curriculums, libraries and librarians are slowly being recognized as essential tools to get students reading. Unfortunately, lack of funding hinders the creation of an inviting space that would draw in young people. There are however, good libraries in many schools which are run by a strong librarian; the librarian being the key factor is the equation (The O'Brien Press, 2012). According to research done by Dr. Jessica Bates(2011), a professor at Ulster University, the library is an essential part of the education process, especially for students from disadvantaged homes. Her case study illustrates the positive impact that libraries have both academically and socially on a students' development. Bates found that students acquired social skills such as negotiation, public speaking skills, and language acquisition as a result of his/her interaction with the library. It was also thought of as a safe haven and "stimulating environment" for many students who gained comfort in the books that were read while there. Conclusions from the study showed that the key stakeholders, staff and parents viewed the library as an instructional tool that provided a variety of resources and opportunities for learning. Independent time in the library for students offered a chance for social interaction which was perceived to improve students' overall demeanor.

### *Special*

Special libraries are categorized with academic libraries. The Academic and Special Libraries (A&SL) are a section of the Library Association of Ireland (LAI) whose main focus is to ensure advocacy the librarians and information specialists working in academic, research, not-for-profit, corporate and other specialist librarians (National Library of Ireland, 2000).

## **Library and Information Science Education**

### *Schools*

Master level degrees in Library and Information Studies (LIS) operate on a system of 10 levels. Many universities' Graduate studies are referred to as third-level education and operate on a National Qualifications Framework (NQF) system, which requires learners to show what they know, understand, and are able to do in regards to specific qualifications (Bologna, 2016). Masters' Degrees achieved at the universities are a level 9. While many universities adhere to

these assessment measures, there are some who argue that qualifications are not being addressed and/or met for LIS students, especially in the area of Health Studies. According to the SHELLI Report, which outlines the need to identify the skills and competencies required for health care librarians, identified a significant gap among Irish health care librarians. LIS curricula lack the courses necessary to provide this training. Aoife Lawton and Jane Burns (2015), both healthcare experts, have identified the issue as a lack of a clear universal definition of the competencies and skills that need to be addressed. Dr. Judith Wusteman (2013), a professor at the University College of Dublin, argues that librarians as information specialists need to be media literate and have a working knowledge of the Virtual Research Environment (VRE) which provides librarians with the skills required to conduct effective research using a digital scope. Because the focus of Irish curricula has shifted from content driven to outcome based within recent years, Wusterman feels that it is imperative that this model be implemented in the LIS programs, so that students exit the colleges possessing the competencies and skills necessary for success. Although Wusterman's push for the implementation of these courses is logical, the coursework necessary to create digitally literate 21st century Information Architects has not been implemented in the LIS curricula yet.

### *Accreditation*

Qualified applicants for the LIS graduate program will possess a Bachelor's degree with at least a 2.1 GPA, a minimum of six weeks experience working in a library or information environment (can take place during course of study), and two letters of reference. Duration to complete the degree is a year full time and two years part-time (Bologna, 2016). Janet Harrison, Claire Creaser, and Helen Greenwood, Loughborough University, report that many health librarians receive more generic than specific librarian training at the college level which is what lends heavily to the wide skill gap in the profession (2013).

### *Certifications for professionals*

While there are accredited LIS programs at many of the universities, it is not a requirement for library applicants in the workforce to possess a library degree. Applicants for library positions must possess a degree, but it can be in any discipline. School library positions require teacher certification not a specific library degree (Ren, 2017).

### **Library Organizations**

The Library Association of Ireland (LAI) is an organization whose focus is on ensuring standards, networking, advocacy, professional development, and the research and education of libraries and librarianship in Ireland. They are also responsible for accrediting the courses offered by the Universities and Colleges in Ireland for the LIS curriculum. Consortium of National and University Libraries (CONUL) is a consortium of Ireland's research libraries. CONUL's goals include the development and improvement of library and information services at the university level (Ren, 2016).

## Library Legislation

- Public Libraries Act of 1947
- Public Library Act of 1855

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# NEW ZEALAND

*Mallory S. Quinn*

LIS 503: International Librarianship  
Department of Information Science  
University at Buffalo

## Country Profile

Unlike most countries of the world, New Zealand has a short human history. It begins in the late 13th century, when the Māori people first arrived from Polynesia. They called it Aotearoa, which means land of the long white cloud, a name that is still used today. In 1642, European settlers and missionaries began arriving in New Zealand. Ultimately, this led to the British government claiming it as a colony through the Treaty of Waitangi almost two hundred years later in 1840. Though the treaty gave the Māori ownership of their land, it was not strictly followed, and many wars broke out as the Māori fought for their territory. Despite these conflicts, New Zealand did not have to fight for its independence. Instead, a series of political acts slowly granted New Zealand the right to self-governance. This began in 1907, when New Zealand officially became a dominion instead of a colony. In 1947, the Statute of Westminster acknowledged that the New Zealand Parliament had the sole power to make laws, and the 1986 Constitution Act officially ended all British legislative authority and allocated the responsibility of governing back to New Zealand (Manatū Taonga Ministry for Culture and Heritage, n.d.).

Today, New Zealand, which consists of two main islands and numerous smaller islands in the South Pacific Ocean, has a population of approximately 4.5 million people, three-quarters of whom live on the North Island. Seventy-one percent of New Zealanders are of European descent and 14% are Māori. As such, the two most spoken languages are English and Māori. While New Zealand was once an agrarian economy, in more recent history, the country has moved toward an industrialized, free market economy (Central Intelligence Agency, 2019). The geography of New Zealand ranges from volcanoes on the North Island, to the South Island's Southern Alps mountain range, which divides the island into a rainforest on the west and farmland plains on the east. (Manatū Taonga Ministry for Culture and Heritage, n.d.).

## History

Libraries were established in New Zealand after European settlement. The nation's first library cannot be definitively determined but was either the Port Nicholson Exchange and Public Library or the Wellington Working Men's Association Library. Both opened in 1841, though the Port Nicholson Library closed the following year, only to be re-opened in 1842 as a Mechanic's Institute (Manatū Taonga Ministry for Culture and Heritage, n.d.). Public libraries continued to be set up in the following decades, and by 1926, New Zealand had 435 public libraries. Though called public libraries, these libraries required a subscription fee in order to borrow books and were more like private members' collections (Lamond, 2017). Philanthropist Andrew Carnegie attempted to change this model when he began giving grants to cities to build public libraries

with the stipulation that the local governments had to guarantee the services would be free for everyone. The Thames Library was New Zealand's first Carnegie library when it opened in 1905 (Manatū Taonga Ministry for Culture and Heritage, n.d.). The Carnegie Corporation also studied New Zealand's libraries and issued the Munn-Barr report in 1934 with recommendations to improve the unfavorable library conditions of that time. These recommendations helped to direct the development of libraries for the next 50 years (Lamond, 2017). In addition, the Carnegie Corporation aided in the establishment of four academic libraries at universities in Auckland, Wellington, Christchurch, and Dunedin (Manatū Taonga Ministry for Culture and Heritage, n.d.).

The Munn-Barr report also recommended that New Zealand have a national library service. Accordingly, the National Library of New Zealand was established in 1965 through the combination of three pre-existing libraries: the General Assembly Library, the Alexander Turnbull Library, and the National Library Service. The General Assembly Library, founded in 1858, was a special library for government officials (which, in 1985, became a separate entity known as the Parliamentary Library). The National Library Service was the result of a 1945 consolidation of the Country Library Service and the School Library Service. The Alexander Turnbull Library was a private collection of over 55,000 books bequeathed to the country upon his death in 1918. Alexander Turnbull had strived to collect anything published in or about New Zealand. He had also amassed an assortment of artwork, prints and maps, as well as a large literature collection, with a notable attention to works by John Milton. Once these three libraries had been combined under the National Library Act, a new building needed to be built. Construction for the new library began in 1974, was suspended from 1976 to 1981 because of funding, and was completed in 1987. The following year, the National Library became an autonomous government department, a status that was removed in 2011 when it was integrated into the Department of Internal Affairs (National Library of New Zealand, n.d.).

## **Types of Libraries**

### *National*

The National Library of New Zealand, the country's legal deposit library, defines its purpose as collecting, connecting, and co-creating. That is, the library aims to collect the country's taonga (treasures), connect New Zealanders to national and international resources, and co-create by working with New Zealanders to turn knowledge into value (National Library of New Zealand, n.d.). To this end, the National Library's four main functions are collecting and preserving the country's documents, supplementing and advising other libraries in New Zealand, offering services to schools, and working internationally with similar institutions (Manatū Taonga Ministry for Culture and Heritage, n.d.).

The National Library Wellington is where the majority of public services and collections are housed. The ground floor is a contemporary space called the Te Ahumairangi, which means whirlwind or sacred place (Moorfield, 2019). Fittingly, this is a place where New Zealanders can explore their heritage. It includes audio/visual pods to listen to Te Reo Māori oral histories; a massive, interactive touchscreen called The Lifelines table, which allows users to search historical places, people, or dates, as well as explore the library's collections; an open space

called network, providing wi-fi, PCs, Macs, printers, and scanners; and numerous gallery spaces. The Wellington building also houses the Alexander Turnbull Library, a Children's Holocaust Memorial, reading rooms, an exhibition on the country's birds, a piano room, a conference center, and a cafe. The National Library Auckland is a center for educators, providing advice on school libraries and digital literacy, teaching and learning resources, and professional development. The National Library Christchurch serves as an additional education center, offering similar services as the Auckland branch; however, while the Auckland branch is open to the public daily, the Christchurch location is open only by appointment (National Library of New Zealand, n.d.).

As apparent by the devotion of two buildings for educators, the National Library of New Zealand has a strong partnership with schools. The Services to Schools program advises school libraries, promotes reading engagement, helps teach digital literacy, hosts professional development events for educators and school librarians, offers free online teaching resources, and provides a lending service for whole-school resources as well as individual titles (National Library of New Zealand, n.d.). Beginning in 2013, Services to Schools prioritized distributing Māori and other Pacific materials to schools (Manatū Taonga Ministry for Culture and Heritage, n.d.).

The National Library also has a close relationship with the country's public libraries. An example of this is the implementation of The Aotearoa People's Network of Kaharoa (APNK). The APNK is an initiative funded by the government and managed by the National Library to provide reliable internet access to public libraries. Since 2007, the broadband network has reached 145 libraries and over 700 computers (Sutherland, 2012). In addition, the National Library has partnered with the Association of Public Library Managers (APLM) to develop a nationwide shared library management system (Abdullahi, 2017). This system, Kōtui, meaning interlace or interweave in Māori, is available by subscription to public libraries. As of June 2019, 37 libraries use Kōtui, cataloging a combined 1,546,000 items (Kōtui, 2018). The National Library of New Zealand also works with libraries in Australia through its membership in the National and State Libraries of Australia (NSLA) organization (Abdullahi, 2017).

The National Library is not only making technological advances but has a history of recognizing and advancing women. In 1976, Mary Ronnie was hired as the National Librarian, making her the first woman in the world to hold this title. In 1980, the National Library named one of its children's collections after Dorothy Neale, a woman who worked hard to promote children's libraries in the 1940s and 1950s, a role for which she also received recognition internationally (Manatū Taonga Ministry for Culture and Heritage, n.d.).

### *Public*

Public libraries are an important part of New Zealand's culture. A 2003 survey by Statistics New Zealand found that using public libraries was the country's second most popular activity after book purchasing. During the four-week period that the survey took place, 1,100,000 people used public libraries, 39% of the adult population (Abdullahi, 2017). To fulfill the country's love of reading, there were 386 public libraries in New Zealand as of 2013. This includes large city libraries as well as designated rooms in community halls that are used as libraries and accessible only by requesting a key. These eleven key-accessed libraries are in remote areas and are based

on the honor system; the library rooms are completely unstaffed (Manatū Taonga Ministry for Culture and Heritage, n.d.). On the other end of the spectrum, the Auckland Libraries serve over 1,000,000 people (Abdullahi, 2017).

The Local Government Authority (LGA), also referred to as the Council, is responsible for public libraries, which are funded by local taxes. While many libraries have one central building and numerous branch libraries, they are not all set up this way. Some libraries are business units attached to the LGA. Business units are able to make purchases without the approval of any overarching controlling body. Another arrangement is for a library's governance to be overseen by a trust. These Council-appointed trustees make decisions about the library's money and resources (Abdullahi, 2017).

Despite the grants from Andrew Carnegie to build free public libraries, fees remained in place at many New Zealand libraries until the 1980s. Interestingly, in the 1990s, the concept of charging for items at the public libraries was reinstated (Manatū Taonga Ministry for Culture and Heritage, n.d.). Even in the present day, there are borrowing fees at some public libraries. For example, the Auckland Council Libraries charge \$2 for music CDs, \$3 for DVDs, \$6 for console video games, and \$6 for top picks (Auckland Council, n.d.). The Wellington City Libraries has an elaborate system of fees differentiating costs for adults, children, out of towners, and those who are Leisure Card members. Bestseller books cost adults, children, and Leisure Card members \$5 for 10 days, and out of towners \$7. Other books are free for all but out of towners (who must pay \$2 for three weeks), while a one-week checkout of CDs cost adults and children \$1, out of towners \$3, and Leisure Card members 50c (Wellington City Council, n.d.). Using the internet can also incur a fee at some libraries. Specifically, fees are often charged when it comes to more recreational uses such as email or casually browsing the web. However, libraries will usually have a list of websites that users are able to access for free. (Abdullahi, 2017).

Libraries in New Zealand have access to a unique service called Te Puna Search. This web-based search allows users to browse a combined catalog of the holdings throughout all libraries in New Zealand (Christchurch City Libraries, 2019; National Library of New Zealand, n.d.). Te Puna searches WorldCat, a national bibliography called Publications New Zealand, Music Hire, the Internet Archive, Google Scholar, and international databases. It also includes Index New Zealand, a database of 1,000 New Zealand periodicals and newspapers; NZResearch, a collection of research from universities and polytechnics in New Zealand; Fantastic Fiction, which has 50,000 author bibliographies; and DigitalNZ, a government initiative to make the contents of libraries, archives, museums, and government entities digitized and discoverable (Christchurch City Libraries, 2019).

The implementation of APNK, the service that provides internet access to public libraries, helps to ensure that the features of Te Puna Search are available to all library users. However, having a nationwide consortium of broadband internet also means that individual libraries do not have the ability to block or filter content that they may deem inappropriate. This became an issue after a mass shooting in Christchurch in 2019. After the violent events, complaints were made at a Kāpiti library about violent games being played on library computers. However, the library staff were unable to do anything but place signs near the computers asking users to be respectful and not play shooting games. This prompted Kāpiti Mayor K Gurnathan to petition the National

Library to block violent gun-related computer games from local libraries. The National Library said that APNK already has filters to block objectionable content, but the Kāpiti library staff is asking for a “long-term national policy” to be enacted (Willis, 2019).

Though these libraries may not have control over such policies, moving forward, public libraries in New Zealand have identified many other goals. Among these are creating a countrywide approach to acquiring e-books, developing an evidence-based tool that will evaluate public libraries, collaborating with the local government, partnering with schools, coordinating with the National Library to improve literacy rates through a National Year of Reading program, and expanding digital solutions for public library materials (Sutherland, 2012).

### *Academic*

The tertiary education system in New Zealand consists of universities and technical and further education (TAFE) institutes, which are usually referred to as polytechnics or institutes of technology (ITPs). These TAFE institutes offer bachelor’s degrees, as well as non-degree vocational education, while universities can award undergraduate and postgraduate degrees and certificates. Additionally, New Zealand has Wānanga, Māori teaching and research institutions (Abdullahi, 2017).

As of 2013, New Zealand had 68 academic libraries. This includes 29 university libraries, 20 polytechnic libraries, 14 libraries at private training institutes, and five Wānanga libraries (Manatū Taonga Ministry for Culture and Heritage, n.d.). All tertiary schools in New Zealand receive government funding and are encouraged to do research for additional capital. The government’s Performance Based Research Fund distributes the money based on the output of research at the school (Lamond, 2017).

The academic libraries in New Zealand are highly collaborative. In 2005, a New Zealand librarian conducted a study and determined that 88% of libraries participated in some type of collaborative agreement. Mainly, these partnerships involved joint licensing agreements, reciprocal borrowing, and acquisition purchasing agreements. Notably, the motivation behind these agreements is not to save money. Libraries reported that their primary reason for collaborating was to provide better services for their users, and the secondary purpose was to increase their collection. Saving money was ranked third. Interestingly, academic library collaborations in New Zealand are largely informal, with less than a quarter of the schools having entered into a written contract for their shared services. The majority of the libraries in the study (78%) agreed that collaboration was crucial to their future and expected the practice to increase over time (Finnerty, 2005). Indeed, it has continued with a unique borrowing network established in January 2013 when Australia and New Zealand merged their university library councils. The new cooperative group, University Libraries of Australia and New Zealand (ULANZ), serves 1.3 million students (Abdullahi, 2017).

Beyond borrowing and purchasing agreements, these libraries have also found a way to collaborate on storing their print materials. In 2009, the Council of New Zealand University Librarians (CONZUL) began a project wherein the universities would share the cost of storing their print serials, which have largely been digitized, in a single, commercial warehouse. Using a

process called consecutive deposit, the universities added their collections one by one to ensure that no items were duplicated. They all agreed that by placing their materials into the collective storage, they were relinquishing their rights to ownership and can never take the items back to their individual libraries. However, these materials are still available for interlibrary loan, and the records remain in the university and national catalogs (Abdullahi, 2017).

Academic libraries at all eight universities and at many polytechnics also serve as institutional repositories and support the effort toward open access. The collected papers are made available through NZResearch, a database that is included in Te Puna Search, and are thereby accessible to the entire country. Additionally, New Zealand's eight universities are members of the Australasian Open Access Support Group (AOASG), which includes nine Australian universities as well. The group advocates for open content (Abdullahi, 2017).

### *School*

New Zealand has 2,500 school libraries. In some cases, a school may have more than one library, and in other rural areas, the school library is combined with a public library (Manatū Taonga Ministry for Culture and Heritage, n.d.). These libraries aim to support the five key competencies identified in the New Zealand curriculum. These competencies include: “thinking; relating to others; using language, skills, and texts; managing self; and participating and contributing” (Ministry of Education, 2014). Funding for school libraries is allocated by the individual schools' Boards of Trustees, and thus can vary greatly. There is also no government law requiring schools to have libraries (National Library of New Zealand, 2018).

There are also no specific education degrees for school librarians or teacher-librarians, but school library staff do abide by the Library and Information Association of New Zealand Aotearoa's (LIANZA) professional registration scheme and its eleven Bodies of Knowledge (BOKs) (Abdullahi, 2017). The School Library Association of New Zealand Aotearoa (SLANZA) also supports school libraries with professional development opportunities, book lists by reading level, a curated collection of school library blogs, a SLANZA newsletter, and more (School Library Association of New Zealand Aotearoa [SLANZA], n.d.).

Similar to the cooperative agreement that Australian and New Zealand academic libraries have, the two countries have collaborated to manage resources in school libraries. The Schools Catalogue Information Service (SCIS) allows for schools to access a database of 1.5 million bibliographic records. New Zealand schools also participate in a consortium with the Ministry of Education to make access to digital materials widely available through Electronic Purchasing In Collaboration (EPIC). EPIC offers schools a large assortment of e-learning databases such as EBSCO, Encyclopedia Britannica, Gale Cengage, Oxford Online, and more. The National Library also helps to ensure schools have all the materials they need. The Services to Schools program includes guides for collection development (Abdullahi, 2017) and an online reference chat called “Any Questions” (Lamond, 2017).

To help access these databases and online resources, in 2012, the Ministry of Education proposed the Network for Learning, a system that provides ultra-fast broadband internet to schools in a safe and affordable manner. This network also allows the government to provide online content

to schools and to procure services centrally, which saves money (Sutherland, 2012). As of 2016, 98% of schools in the country were connected to the managed internet service, protecting the majority of students from malware, phishing scams, and inappropriate sites. Ensuring that all schools have internet access has been especially impactful to small schools with libraries that often could not keep up with demand. Now, a class of students are able to use the internet for resources instead of having to share one physical book. (The Network for Learning, 2016).

In May 2018, LIANZA, SLANZA, and the National Library's Services to Schools surveyed all of the school libraries in the country. The three organizations are planning to use the data they collected to better assist the schools going forward, such as adding services and support in areas where the schools identified a need. Though the survey responses did vary greatly in terms of the libraries' operations and logistics, the common view was the same: school libraries have "an important part to play in supporting literacy development for students, learning across the curriculum, and student well-being" (National Library of New Zealand, 2018, p. 49).

### *Special*

New Zealand has 225 special libraries, as of 2015, spanning many categories. The top five categories of special libraries include the central government with 45 libraries, followed by 39 law libraries, 38 health or medical libraries, 27 agricultural libraries, and 15 research libraries. (Abdullahi, 2017). Examples of special libraries from each of the top five categories follows.

The largest special library in New Zealand is the Parliamentary Library (Abdullahi, 2017). While the primary purpose of the Parliamentary Library is to serve the members of Parliament, the library also serves the Parliamentary Service staff and members of the public. The majority of the library's publications, such as research papers and bill digests, are available for download on the New Zealand Parliament's website (Association of Parliamentary Libraries of Australasia, 2014).

The New Zealand Law Society has law libraries in the Auckland, Wellington, and Christchurch High Court buildings and numerous other small branches throughout the country. These special libraries are not open to the public but are private establishments only for associate members of the New Zealand Law Society. Their hard copy resources cover legal information on New Zealand and the Commonwealth, while their online databases expand to Canada, the United Kingdom, and Australia (New Zealand Law Society, 2019).

There are 38 health and medical libraries in New Zealand. Twenty-one are in hospitals, 12 cater to not-for-profit health organizations, and others are academic (Abdullahi, 2017). The Ministry of Health also runs its own library that is open to the public, though users are not allowed to take materials out of this library. The library building and its 15,000 books are located in Thordon, while its electronic resources – including the Ministry of Health's publications and access to 250 journals – are available online (Ministry of Health, 2019).

The special libraries dealing with agriculture are primarily research centers, such as the AgResearch Information Services - Knowledge, Ruakura Research Centre, which is located in Hamilton, New Zealand. This research center, which is more of an unconventional library, does

have a librarian and multiple types of interlibrary loan memberships including Te Puna Search. The Ministry for Primary Industries (formally the Ministry of Agriculture and Farming) has a library as well, which is located in Wellington and is also a member of New Zealand's interlibrary loan schemes including Te Puna (National Library of New Zealand, n.d.).

The Alexander Turnbull Library, while technically part of the National Library, is also considered one of the foremost research libraries in New Zealand and has maintained much of its autonomy even after being incorporated into the National Library. One of Alexander Turnbull's stipulations was that the 55,000 items he bequeathed to the country must stay together and form a reference library. Two other research libraries in New Zealand also began with generous donations. The Grey Collection of Auckland City Libraries was formed when Sir George Grey donated 8,000 items in 1887, and Dr. Thomas Morland Hocken donated his collection to the University of Otago in 1908, which established the Hocken Library at the school (Manatū Taonga Ministry for Culture and Heritage, n.d.).

Although the current 225 special libraries cover many specialty areas and thus serve a wide array of people, the number of special libraries in New Zealand has unfortunately been decreasing in recent years (Abdullahi, 2017).

## **Library and Information Science Education**

### *Schools*

There are currently three schools in New Zealand that offer library and information science (LIS) programs. The Victoria University of Wellington School of Information Management is the only school with post-graduate coursework in Information Studies, including master's and PhD options. The Open Polytechnic of New Zealand provides sub-degree and undergraduate diplomas, certificates, and degrees on library services, information management, and records management. Finally, Te Wānanga o Raukawa, a Māori institution, issues one-year diplomas and three-year bachelor's degrees in Puna Maumahara/Information Management to students who go on to become bilingual and bicultural managers of Māori information resources (Lamond, 2017; Library and Information Association of New Zealand Aotearoa [LIANZA], 2019).

### *Accreditation*

There is no official accreditation of LIS education in New Zealand. In lieu of such an accrediting system, LIANZA has established a professional registration scheme in which candidates must demonstrate competencies in eleven Bodies of Knowledge (BOKs). These BOKs were developed from the International Federation of Library Associations and Institutions (IFLA) guidelines. The 11th BOK was added by LIANZA specifically to require an understanding of Māori culture and language (Abdullahi, 2017). The IFLA adopted the 11th guideline in 2012 after years of lobbying by New Zealand delegates (Lilley and Paringatai, 2014).

The eleven BOKs are as follows:

- The information environment, information policy and ethics



- Generating, communicating and using information
- Information needs and design
- The information access process
- Organization, retrieval, preservation and conservation
- Research, analysis and interpretation of information
- Application of information and communication technologies
- Information resource management and knowledge management
- Management in information organizations
- Assessing service effectiveness
- Awareness of indigenous (Māori) knowledge paradigms (LIANZA, 2019)

LIANZA has also reviewed all of the LIS education programs to ensure that the curriculum covers all aspects of the BOKs and has requested changes when necessary. The team repeats this review process every five years (Abdullahi, 2017). Furthermore, it should be noted that while professional registration is encouraged and oftentimes stated as a requirement in job descriptions, the professional registration scheme is entirely voluntary and LIS professionals are not required to complete it to work as librarians (Lilley and Paringatai, 2014).

Although there is no accrediting body specifically for LIS programs, there is a countrywide system called the New Zealand Qualification Framework (NZQF) that structures different levels of higher education based on distinct learning outcomes. These qualifications are regularly reviewed by the New Zealand Qualifications Authority (NZQA). The system has 10 levels and is based on the complexity of the education program. Levels one through three are certificate programs earned during secondary school. Level four is a certificate program through a tertiary school. At levels five and six, a student can earn either a certificate or a diploma. Level seven includes bachelor's degrees, graduate diplomas, diplomas, and graduate certificates. Level eight is for postgraduate certificates, postgraduate diplomas, and bachelor honours degrees. Finally, level nine is a master's degree, and level 10 is a doctoral degree (New Zealand Qualifications Authority, n.d.).

### *Certifications for Professionals*

There are numerous paths one can take to become a LIS professional in New Zealand. As seen in Table 1, this can range from a non-degree certificate to a bachelor's or master's degree. An interesting point of note, while LIS programs for teacher-librarians, or school librarians, used to be offered by the Auckland College of Education, there are currently no qualifications for these positions at any school in New Zealand. (Abdullahi, 2017).

Table 1. Qualifications in Librarianship and Information Management

Title	Qualification Type	NZQA Level	Credits	School
New Zealand Certificate in Library Practice	Certificate	3	40	The Open Polytechnic of New Zealand

Title	Qualification Type	NZQA Level	Credits	School
New Zealand Diploma in Library and Information Studies	Diploma	5	120	The Open Polytechnic of New Zealand
New Zealand Certificate in Library and Information Services for Children and Teens	Certificate	6	80	The Open Polytechnic of New Zealand
New Zealand Diploma in Records and Information Management	Diploma	6	120	The Open Polytechnic of New Zealand
Bachelor of Library and Information Studies	Bachelor's Degree	7	360	The Open Polytechnic of New Zealand
Graduate Certificate in Library and Information Leadership	Graduate Certificate	7	60	The Open Polytechnic of New Zealand
Postgraduate Certificate in Information Studies	Postgraduate Certificate	8	60	Victoria University of Wellington
Postgraduate Diploma in Information Studies	Postgraduate Diploma	8	120	Victoria University of Wellington
Master of Information Studies	Master's Degree	9	180	Victoria University of Wellington

Note. Data for qualifications in librarianship and information management from New Zealand Qualifications Authority (n.d.).

## Library Organizations

New Zealand is a country with many library organizations serving a diverse spectrum of LIS professionals and specialties. One of the oldest organizations is LIANZA, which dates back to 1910, though it was not officially incorporated until 1939 (Lamond, 2017; LIANZA, 2019). As of June 2019, LIANZA has 1,300 personal members and over 300 institutional members. They strive to strengthen members “to be innovative and responsive to future information needs” (LIANZA, 2019). As mentioned, LIANZA has created a professional registration scheme for librarians, but the organization also promotes the value of libraries, advocates for the LIS sector on a governmental level, collaborates with other LIS organizations globally, and keeps members informed about issues in the field. In addition, LIANZA supports LIS professionals through recognition awards and grants. To date, they have bestowed 462 grants (LIANZA, 2019).

Te Rōpū Whakahau (TRW) is an organization that supports Māori professionals in the LIS field. It began in 1992 as a special interest group within LIANZA and became incorporated as its own independent organization in 1996. TRW provides professional development opportunities, works to improve Māori access, informs the LIS industry on best practice for the care of Māori materials and services, and advocates for multicultural policy (Te Rōpū Whakahau, 2019). Notably, TRW has worked with the National Library of New Zealand to create Māori subject headings for library cataloging purposes (Lamond, 2017). Globally, many cataloging systems,

such as the Dewey Decimal Classification System and the Library of Congress Classification System, do not include subject headings that are inclusive to indigenous people (Burns, Doyle, Joseph, & Krebs, 2017).

The Association of Public Library Managers (APLM) was established in 2007 as an advocacy organization specifically for managers of public libraries. The group has expanded and now uses the name Public Libraries of New Zealand (Abdullahi, 2017). They represent managers, libraries, and users and work with over 300 public libraries to ensure New Zealand's public libraries are meeting the needs of their users (Public Libraries of New Zealand, 2019). This organization has worked with the National Library and Local Government New Zealand to create strategic frameworks for the future of public libraries (Sutherland, 2012).

The Council of New Zealand University Librarians (CONZUL) is a committee within the organization Universities New Zealand - Te Pōkai Tara. CONZUL works to ensure students and staff at New Zealand universities have access to information resources and emphasize the need for open scholarship. CONZUL also helps orchestrate collaborative purchasing through ULANZ and the Council of New Zealand University Librarians Acquisitions Consortium (CONZULAC). Currently, CONZUL is made up of committee members from all eight of New Zealand's universities (Universities NZ - Te Pōkai Tara, 2019).

While, as the name suggests, the School Library Association of New Zealand Aotearoa (SLANZA) focuses primarily on school libraries, their membership includes more than just school librarians. Public library staff, National Library staff, teachers, principals, publishers, and booksellers are all among SLANZA's membership. The organization advocates for libraries and students at the school and national levels, and they provide professional development resources. Annually, they recognize individuals who have achieved excellence as a school librarian or principal, as well as for promoting school libraries, promoting reading, and information literacy programs (SLANZA, n.d.).

There are other, more specialized library organizations as well, such as the New Zealand Law Librarians' Association (NZLLA), which strives to strengthen the law librarian profession, offers professional development, advocates on the national level, and works with similar organizations internationally (New Zealand Law Librarians Association, n.d.). The Australian and New Zealand Theological Library Association (ANZTLA) is another specialized organization. Since 1985, ANZTLA has worked to support theological and religious libraries through education on standards of librarianship, promotion of services, and their in-house publications (Australian and New Zealand Theological Library Association Ltd, 2016). The Special Libraries Association, an international organization, has an Australia and New Zealand Chapter that offers members webinars, an online magazine, volunteer opportunities, and the ability to network and form professional relationships with librarians around the world (Special Libraries Association, 2019). While an exhaustive list of every library organization and international chapter in New Zealand could not be ascertained, every effort was made to offer an array of examples from different areas in the field and highlight some of the most influential.

## **Library Legislation**

New Zealand has had legislation regarding libraries throughout much of its history, but two of the more recent laws that pertain to public and national libraries today were passed in the early 2000s. The Local Government Act of 2002, a comprehensive piece of legislation that outlines many aspects of governing in the country, states that if the government establishes a public library then all residents must be allowed to join the library for free. However, the law does not say that libraries are a required service, nor does it address whether or not borrowing materials should be free of fees (Lamond, 2017; New Zealand Government, 2002).

The National Library of New Zealand Act of 2003 repealed and replaced the National Library Act of 1965. This new law outlines the purpose of the National Library, including its role as the country's legal deposit (Lamond, 2017). This mandated legal deposit applies to physical and digital content, and the Act of 2003 even went so far as to declare websites public documents, so they must be deposited as well (Library of Congress, 2011). The Act of 2003 also established the Library and Information Advisory Commission (LIAC), which advises the Minister of Internal Affairs on issues in library and information services. This commission's reports are given to the Minister four times a year and are confidential, though the agendas are public and available on their website. The LIAC is also required to focus on Mātauranga Māori (Māori knowledge) and have a written position statement to do so (Department of Internal Affairs, 2019). The emphasis on the incorporation of Māori culture is seen throughout many facets of the LIS field in New Zealand.

### **Libraries and Māori Culture**

New Zealand has a unique and flourishing bicultural society that is very inclusive of its indigenous people, the Māori. Beginning in the 1960s, the New Zealand Library Association (which later became LIANZA) partnered with the Māori Education Foundation to increase library usage and the number of Māori librarians. As a result, a scholarship was established for Māori students to enroll in the New Zealand Library School in 1965 (Manatū Taonga Ministry for Culture and Heritage, n.d.). Early LIS education included a postgraduate diploma at Victoria University and an undergraduate certificate at Wellington Teachers' College, but neither school addressed Māori culture in their programs. In response, students formed a group called Te Rōpū Takawaenga (meaning the bridge builders), claiming that when Victoria University was reviewed in 1987, the review did not consider the curriculum in relation to Māori users. While the group's efforts did help the movement toward a more inclusive curriculum, it was not entirely successful. It was this lack of progress that eventually prompted the creation of the LIS program at Te Wānanga o Raukawa (a Māori tertiary school). Current education programs have become more inclusive as the addition of the 11th BOK to the registration scheme has prompted LIS coursework to specifically address Māori needs and services (Lilley and Paringatai, 2014).

A bicultural education system is important not only to ensure the information needs of the Māori people are being met but is also crucial to preserving the rich Māori history. While there are many written historical documents from the Māori, due in part to early missionaries' teachings, much of the culture's knowledge has been preserved through carvings, weavings, inscriptions, and oral tradition (Lilley and Paringatai, 2014). Documenting and preserving this kind of history tends to be overlooked, though efforts are being made to change that. As previously noted, many cataloging systems around the world do not include subject headings for topics about indigenous

people. New Zealand has rectified this problem by developing a Māori thesaurus. After its adoption, the Māori Subject Headings, or Ngā Upoko Tukutuku, became the first assemblage of indigenous subject headings recognized by the United States Library of Congress. Along these same lines, New Zealand has had a bilingual online public access catalog (OPAC) system since 1995 (Manatū Taonga Ministry for Culture and Heritage, n.d.).

Action has also been taken to verify that the country's libraries are serving the Māori people in the best way possible. In 1997, LIANZA released a report called *Te Ara Tika Guiding Voices*, results of a survey of Māori needs and opinions of library services. The report shared the main themes of Māori interest: intellectual access and information literacy, relationships between libraries and schools, Māori staffing, libraries in Māori communities, and intellectual property. In response, the National Library created *A Plan for Partnership (Te Kaupapa Mahi Tahī)*, which was released in 2001 and is renewed every five years. The plan addresses Māori services within the National Library (Burns et al, 2017).

With its focus on Māori services, creation of a national catalog search, and effort to ensure all residents have access to the internet, New Zealand is a country that values libraries and the information needs of its people. The current literature, library organizations, and strategic plans all point toward the continued success of this book-loving, information-sharing nation's LIS field.

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# PALESTINE

*Deanna K. Roberts*

LIS 503: International Librarianship  
Department of Information Science  
University at Buffalo

## Country Profile

Since 1948 Palestine has been an occupied land under military control by the modern State of Israel. Palestine's categorization as an independent nation-state is a complicated and contested issue because it is not a recognized country, nor a region—it is a territory comprising of three cut-off locations, the West Bank, Gaza, and East Jerusalem (Lefebvre-Danset, p.322). For more than 70 years, the apartheid system of repression that Israel has inflicted on Palestinians has caused their economic and social structures to collapse. Librarians in the Occupied Territories work endlessly to ensure that the once vibrant Palestinian culture remains active and does not become a distant memory. Collecting and curating materials that speak to the past presence, and current living, of Palestinians in the historic land of Palestine is in itself an act of resistance. However, this is increasingly difficult as the normalization of the seizure of books, confiscation of supplies, limited budgets, and “security” checkpoints continue. With increased “security” measures by the State of Israel, the daily lives of Palestinians become more confined each day. One reason why the Jewish state feels a need to protect itself is because of the decades long narrative that Arabs are terrorists.

Much of Israeli media and academia have characterized the Palestinian resistance movement as a key factor in the global history of terrorism. The role of the academics to validate this depiction with ‘scientific’ research that both recorded acts of Palestinian violence and proved the applicability of theoretical definitions of terrorism to these acts. Israeli politicians and the media fully accepted this portrayal, although during the period of the brief, failed Oslo Accords it was toned down (Pappe, 2014, p.28). These images of Palestinians as terrorists are deeply rooted in the Zionist agenda as well as in the historical memory of many Jewish Israeli citizens.

The socio-political religious conflict between Palestine and Israel create significant tension and disagreement, one thing that is agreed upon is that no one agrees. The situation in both the West Bank and Gaza is both dire and ambiguous and there is no clear, easily agreeable solution about what can be done to bring a lasting peace to the region. While opinions differ on both the history and present reality on the ground in both Israel proper and the Occupied Territories the truth is that since the Nakba, or catastrophe, of the Israeli war against the Palestinian people in 1948, Palestine has been shrinking

## History



In order to understand the present reality within Israel/Palestine, knowing the historical background is necessary. Before diving into this complicated web, a few terms must be clarified. Palestine refers to the historic land that exists in the region. Palestinians are the non-Jewish, Arab community living inside both Israel proper and inside the West Bank and Gaza. The Occupied Territories are the lands within this geographic location that have been illegally seized and settled by the modern nation-state of Israel. For the purposes of this chapter, the State of Israel will refer to the current and modern country, not the ancient nation and biblical people. Additionally, there is a difference between Judaism and political Zionism that impacts how the politics of the region are understood. Judaism is a religious tradition that is based upon the Hebrew Bible scriptures and tradition. Zionism is a political movement to create a Jewish Homeland. Theodor Herzl proposed that this political strategy would be the solution for both anti-Semitism and Jewish secular culture (Encyclopedia Britannica). “It is impossible to discuss the realities of the West Bank situation and what this means for Palestinians without reference to Israel’s political ideology of Zionism... the objective of Zionism from the beginning has been to take control for the Jewish people, as much of the land of Palestine with as few non-Jewish natives there as possible.” (Christison, p.33). Political Zionism is the ideology at the center of the dehumanization of the Palestinian people.

Zionism was European Jewry’s response to the devastating effects of anti-Semitism and in particular to the despair at the failure of the Enlightenment to confer rights and equality to the Jews of Europe. The Zionist national movement was driven as much by a fierce need for dignity and self-determination as by a feeling of physical vulnerability. Modern Israel is, more than anything, a source of pride for Jews: it is good to have survived, and Israeli is the proof of our survival (Braverman, p.55).

Zionism has been a tool that modern day Israel uses as a way to ensure that the Jewish culture, faith, and religious story is kept alive. It is important to differentiate between the religion of Judaism and the political movement of Zionism when beginning to understand the current lived reality for the human beings that live on this land.

One popular narrative within the Zionist movement is that there were no people living in historic Palestine prior to the British mandate (Pappe 2014, p.29). The case is often made that the Jewish people, migrating after horrific persecution in Europe, came to an uninhabited land. This popular story is utterly false. Historically, non-Jewish Arab peoples of multiple religious traditions and ethnic backgrounds have been calling Palestine home for centuries. The Arab population in Palestine is descended from people who lived in the area during the mandate period, and in many cases, for centuries prior (Encyclopedia Britannica). The Arabs of Palestine have always overwhelmingly been opposed to a Jewish state, or to large-scale Jewish immigration, which has often led to their dispossession from their lands. Contrary to popular Zionist opinions, Palestinian culture existed in historic Palestine before the first wave of Holocaust surviving Jews migrated to the region.

While there was a small community of Jews living in historic Palestine, they were the minority. By the 1920s Palestinian culture had experience a renaissance of sorts and started to mass produce literature, cinema, and boasted a wealthy aristocratic class. According to Jewish Israeli historian Ilan Pappé, many Palestinians were wealthy in terms of assets and education (The Great

Book Robbery). By 1840 Palestine had revert back to a part of the Ottoman empire and was opened up to the British, Austrians, and Russians that came to the aid of the Ottoman's. This increased international interest in Palestine led to the creation of consulates in Jerusalem and ports in Palestine's coastal cities. The Ottoman Land Law of 1858 led to the development of private property, agricultural production for the world market, the decline of tribal social organization, growth of the population, and the enrichment of the noble families. The Ottoman's extended their military, municipal, judicial, and educational systems to Palestine which brought marked increases in foreign settlements. By 1919 the population of Palestine was majority Muslim at 535,000 with about 70,000 mostly Arab Christians, and around 85,000 Jews (Encyclopedia Britannica).

Even though it was dissolved in 1934, the brief life of the Arab Executive Committee born out of the December 1920 congress in Haifa, left a legacy that held Arabs in their deserved social standing until 1948. This basic policy that set the position that Palestine was an autonomous Arab entity and rejected any rights of the Jews in Palestine to taking the land was held in place until the Zionist's moved for war in 1948. The Arab Revolt of 1936-1939 was the first sustained act of violence by Arab Palestinians and caught the British off guard. Thousands of Arabs from all walks of life were mobilized with a sense of nationalism that was spread into the activities of literary circles, the press, and schools. Although it signaled the birth of national identity the revolt was unsuccessful in many ways. Their traditional leaders were either killed, arrested, or deported leaving the remaining population divided, dispirited, and disarmed (Encyclopedia Britannica).

The period during the Second World War in Europe allowed for the building up of a Jewish contingency in the area that would eventually lead to the military takeover of Palestine. One final critical factor that is important is the influence that the Holocaust has had on the historical narrative and collective memories of the Jewish population in the modern State of Israel. Fleeing Europe after incredible horror, death, and catastrophe the Jewish people came to the British Mandate of Palestine after the war in hopes of finding solace in their traditional homeland. For many Jews, the Holocaust killed their faith. For others, the Holocaust killed their Jewish identity. Yet, for most, it sparked a deep desire to reclaim whatever identity and history they could in order to solidify their ethnic, cultural, and religious identity as Jews.

Unlike much of the planet, the geographic space within the area of Israel and Palestine boasts a long and complicated history that is intrinsically connected to three different religious traditions. It is impossible to discuss and understand the current struggle in the Holy Land today, if you are unaware of the biblical history of the land. It is also impossible to learn about the modern conflict if avoiding religious and political discourse is a primary objective. Religious narratives are tied to places, people are tied to their religious narratives, and as such, people become tied to the land in which these stories happened. It becomes complicated when there are three valid religious traditions that all have valid claims to space and place within Israel and Palestine. The three major world religions—Christianity, Islam, and Judaism are all tied to the historic land of Palestine. For Christians, Palestine was the place where Jesus was born, lived, and walked out his ministry. Jewish people are connected to the land because the biblical narrative of the Israelite people in the Hebrew Bible occurs in the geographic region of what is now known as modern day Israel, Egypt, and Jordan. For both Christians and Jews, factually knowing whether or not the story of the Bible happened or not is of little importance. What is important is the

belief in the story. For Muslim's, Jerusalem is the site where Muhammad rose to heaven and was given, by Allah, the second pillar of Islam, to pray five times a day. Each of these traditions have a legitimate claim to the importance of this land to their faith. In a perfect world, these three communities would be able to live peacefully with one another. Yet, the world is not perfect and fighting for the right to both space and place has been at the core of how the modern conflict has developed. Beliefs are powerful. Beliefs mixed with ingrained prejudice is dangerous. In 2006 Ilan Pappé wrote, "The ideology that enabled the depopulation of half of Palestine's native people in 1948 is still alive and continues to drive the inexorable, sometimes indiscernible, cleansing of those Palestinians who live there today (p.259)." In 2019, the Zionist agenda to take over more land for the Jewish Homeland, coupled with the idea that all Palestinians are terrorists, is still projecting its ugly voice into the lived lives of both Israeli Jews, non-Jewish Israeli's, and those living in the Occupied Territories.

For many Israeli Jews, the memory of the Holocaust is still a large part of the collective narrative. "The protection of the Holocaust memory in Israel from any critique is consensual and widespread (Pappé, 2014, p. 153)." Still today, anyone who speaks out against the actions of the political state of Israel, is more often than not, slandered with anti-Semitic rhetoric. To be critical of the Israeli government equals anti-Semitic thoughts. According to Yehuda Elkana, an academic who was imprisoned in Auschwitz at the age of ten, Israeli's harbor an exaggerated sense of themselves as victims, and in his view, it is this self-image that prevents them [Jewish Israel] from seeing the Palestinians in a "more reasonable light." Elkana stated that Israel would use this image of perpetual victim to "justify the crudest behavior to the Palestinians" and would end up "mimicking the behavior of the worst of their enemies [Hitler]" (Pappé, 2014, p.157). While the world should never forget the atrocities and violence against the Jews that occurred in Europe during World War II, it cannot be kept alive to justify cruelly against another community.

### **The Great Book Robbery**

During his postdoctoral studies, historian Gish Amit uncovered a story that had been hidden for decades. His larger doctoral dissertation, *The Jewish National and University Library 1945-1955: The Transfer to Israel of Holocaust Victims' Books, the Appropriation of Books of Jewish Emigrants from the East, and the Collection of Palestinian Books during the 1948 War*, describes the process of how Israeli forces, both military and civil worked together to destroy what Ilan Pappé describes as the "Palestinian narrative." Amit's writing suggests that the efforts of the early modern State of Israel were to both save the books which may not have been preserved, and to simultaneously destroy any trace of Palestinian cultural heritage. He points to numerous primary source documents, mostly in Hebrew, that show a paper trail that indicates the motivations behind the 1948-1949 collecting of Palestinian books was unlikely to have been done out of pure good intentions. One of the former Jewish Israeli librarians that was interviewed in the film, mentions that these books were taken to be safe-guarded with every intention to be returned to the owners. However, the reality is that even when the children and grandchildren of the original owner's come looking for their family's precious items, it becomes clear that the Israeli National Library never had, and likely never will have, an intention of returning the stolen books.

During the period between May 1948 and February 1949 the staff of the Jewish National and University Library at Hebrew University collected approximately 30,000 volumes (books, manuscripts, journals, newspapers, etc.) that were left behind by Palestinians as they were forcibly removed from their homelands due to the ongoing war. Additionally, in the years following 1948, the newly developed Custodian of Absentee Property gathered around 40,000-50,000 books from other Palestinian cities and lands—many of these books were textbooks originally belonging to British mandate schools that were later sold for profit to Arab schools. Some 26,000 books were deemed “unsuitable” for Arab schools inside the new State of Israel, due to their content, and were sold as paper waste. Amit speaks to the important reality that occupation is not just about overtaking physical space it is also about rendering the culture of the loser lifeless. “Palestinian books were placed within the shrine of Israeli libraries, fossilized on the shelves—accessible and at the same time completely lifeless (Amit, 2008, p.8).” Little research has been done on the effects of the war on Palestinian culture, and Amit’s contribution is a good representation of what should and must be an ongoing effort in the future.

The Great Book Robbery is a provocative film that should be widely watched. It brings light to a story that was kept away from the light in order to conceal the morally murky dealings of Israel as it began to be formed. As the film suggests, the operation of collecting Palestinian libraries was both an effort to exclude Palestinians from the national collective, which was to be entirely and solely Jewish, and a realization of Zionism’s self-conceptualization as an active agent whose mission was moral—to bring the enlightenment to the Middle East, making it an outpost of Europe. The notion that modern Israel is the only, and last standing, democratic society in the Middle East denies any responsibility that Israel should have over the atrocious and illegal actions it has taken towards the Palestinian people. This denial, this sentiment that Israel has not acted in any kind of problematic behavior, allows for the Israeli government to continue to break down the Palestinian’s sense of personhood, collective voice, and national identity. The thoughts and actions that surround Israel, that they are the victims, engulfed on all sides by Palestinian terrorists, is a distorted message that corrupts the way information reaches the Occupied Territories, access to information within the Occupied Territories and the type of story that comes out of the Occupied Territories.

## **Types of Libraries**

### *National*

There is not a National Library in Palestine, because Palestine has not been given de facto statehood. The only National Library in the area is the Israeli National Library which exists in Jerusalem at Hebrew University. The Israeli National Library contains a large collection of Palestinian materials that were acquired during the 1968-1969 period of war. This collection includes manuscripts on subjects including the Islamic faith and law, Palestinian history, the history of the Arab world, fictional literary works, and non-fiction books. The staff of the National Library of Israel says that the collection of Palestinian manuscripts and books, “left” in 1948, numbers about 6,477 titles, and these items are cataloged in the library as “AP” or abandoned property (Aderet, p.6). “The fact that the library didn’t bring to the public’s attention the affair of collecting or theft...and the fact that these manuscripts remained in the library’s storage rooms without any active effort by the library to return the books to their owners--these

are the most disturbing and problematic sides of the affair (Aderet, p.3).” Depending on the source, the acquisition of these resources was either done out of a desire to save and protect these items from damage or it was an intentional action to erase evidence of Palestinian culture, and to decimate the Palestinian narrative.

During his research, Amit came across more records of gathering books between 1945-1955 and states that the Zionist movement, “denied the cultural heritage of other groups in Israel by taking possession of their intellectual treasures (Aderet, p.6).” As Amit notes, “On the one hand, the books were collected and not burned or left in the abandoned houses in the Arab neighborhoods that had been emptied...had they not been collected their fate would have been sealed—not a trace of them would remain...The National Library...protected the books from the war...(Aderet, p.4).” Whether they were preserved or stolen, a large amount of Palestinian owned titles remains locked away in the rare books area of the Israeli National Library with little to no access given to those of Palestinian heritage. “For example, the Israeli State Archives, located in Jerusalem, are not accessible to Palestinians from the West Bank who may not be allowed to cross checkpoints, and certainly not to those in the Gaza Strip to whom the border is closed entirely (Kuntz, p.5).” Restricting movement to Palestinian’s in Israel and the Occupied Territories has become the norm. Even though Jerusalem and Bethlehem are separated by only four miles, the trip between the two can often take two to three hours. If a Palestinian residing in Jerusalem, or a Palestinian residing in the West Bank, do not have the appropriate paperwork and permits, they are denied access through the checkpoints. Even if someone possess proof that they need a permit, Israel often denies these requests which effectively traps Palestinians within the confinements of their neighborhood. The wall checkpoints that prohibit Palestinians from being able to access their historical narratives, memories that keep culture alive, is a violent form of apartheid practice.

Not only has the Israeli National Library practiced the perpetual borrowing and “protection” of Palestinian abandoned property, it has also acquired, without permission, titles from non-European Jews who immigrate to the country.

Rabbi Yehiel Umassi, a Yemenite spiritual leader who immigrated in 1950, told about one such incident. Before boarding the plane, he entrusted 10 of the community’s Torah scrolls to a man from the Jewish Agency. When he showed up to pick them up from the JA’s storehouses in Tel Aviv they weren’t there. In a letter that year to the agency, he wrote: Upon their arrival...the parcels were unwrapped, the crates broken, the sacks were torn and the books with valuable things were stolen (Aderet, p.3).

To date, there are approximately 430 Yemenite manuscripts held in the National Library of Israel. For the owners of these precious and valuable items, of both Palestinian and Yemenite belonging, the items were taken while the owners were not present and without their permission. Prominent Christian-Arab teacher Khalil Sakakini, who died in 1953, describes his sorrow with these words: “Farewell, my chosen, inestimable dear books. I do not know what your fate has been after we left. Were you plundered? Were you burned? Were you transferred, with precious respect, to a public or private library?” (Aderet, p.5). Until 1950 items in the abandoned property classification, particularly those seized from Palestinian homes and institutions, within the library were cataloged by owners’ surnames, making it easier to track original ownership. However, since the 1960s they have been catalogued only with the “AP” designation and it

seems that the Israeli Custodian of Abstantee Property and the National Library have no plans to return them to the descendants of their rightful owners.

### *Public*

When you walk into a library or cultural center in the West Bank, you walk across tracks left by military tanks that crush street and sidewalk pavements, smash cars, and eat parts of fences and homes...as you step into one of these little heavens, you are surrounded by organized space, colored paintings on the walls, posters. And you appreciate the quiet, the quiet we amuse ourselves with here when we associate a librarian with “ssshhhhh.”- Ghada Elturk

Abu Salma Public Library in Nazareth original opened in 1980 or 1981 in an old house. Nazareth is the only majority Palestinian city within Israel proper and the library serves over 100,000 patrons from the city, as well as the surrounding villages. The library collection here is mostly academic titles with some fiction and non-fiction works in Arabic, English, and Hebrew. As in other areas inside Israel proper, the West Bank, and Gaza library funds are usually the first thing to get cut from budgets. Funding for building maintenance comes from the municipality in the form of taxes, yet the funding for books, computers, and programs comes from the Israeli government. Government funding is based on the amount of library staff on location. In Nazareth there are currently four positions, filled by six staff members, who are doing the work of 11 (Librarians for Palestine). This artificially low headcount results in low funding. Books are expensive and due to the lack of funds, maintaining an updated collection is nearly impossible. Instead of being given cash for acquisition purchases, the librarians are given credits that can only be used at certain government approved vendors. However, in order to navigate around this official system and be able to purchase from other vendors, there is an unofficial system that is utilized. There is a chain of people that works to get these titles, however by the time the process is said and done, four to five people have handled the materials— all wanting a five to ten percent fee for their labors.

The Nablus Public Library first opened its doors in 1960 and is the largest public library in Palestine. According to Librarians with Palestine, the Nablus municipality provides a budget for the library, but there is not enough to support collections development. In order to develop the collection, they largely depend on donations from universities and they purchase books from local sellers. One major restriction placed on libraries within Palestine is the prohibition of books purchased from Lebanon. Lebanon is a central publishing hub within the Arab world and the ban on books from this country stunts the availability of Arabic voices within the collections' holdings. One of the major contributions that the Nablus Public Library gives to the local, and global community, is its section on the experiences of Palestinian political prisoners of Israel. This section is an archive made up, and used by, Palestinians that have been imprisoned in Israeli jails. The collection boasts 8,000 volumes of published books as well as 870 notebooks covering the years of 1975-1995. So many Palestinians have been held as political prisoners by Israeli that the prison system has turned into a center of active learning.

When Israel was forced to close the Nablus-area prisons after the Oslo Accords, the books that were formerly held in the small library at the Nablus prison found their way into the hands of the Nablus Municipal Library. This collection is heavily used to reconstruct the story of the

Palestinian struggle of the 1970s, 80s and 90s. The pages of these well-loved and well-read books oftentimes contain notes and other marginalia that were written by prisoners who read them (Librarians for Palestine). In addition to the special collection on materials from prisoner's, the Nablus Library also has a Children's Centre.

The Nablus Children's Centre Library was a priority for the community. The library serves as an entry point for all user's and has a collection of materials for children ages six to sixteen. There is one librarian on staff with other trained personnel that assist as needed. The collection of 6,000 items does not circulate in an effort to keep the materials in good condition. The center holds a weekly event where mothers can read to their children aged three to five (too young for kindergarten) and become more familiar with the library. The mission of this children's library is to continue pursuits that will foster learning about Palestinian culture and center the importance of education. Unfortunately, since the second Intifada (2000-2005), the library has been unable to add any new materials to their collection due to tightened restrictions.

The Al-Bireh Public Library near Ramallah is a vibrant and important center of culture and learning inside the West Bank. After the library was bombed by the Israeli invasion, just after its opening in 1967, the library has become a space for popular education, folklore, transmission of Palestinian culture, and politicization (Natarajan and Mermelstein, p.250-254). The library offers access seven days a week and has a collection of around 50,000 volumes. Al-Bireh Public Library was first founded in an apartment with warplanes circling overhead, as one librarian recalls, and is intrinsically tied with the resistance movement (Librarians for Palestine). In addition to providing access to books, the staff provide field trips to help assist in olive harvesting and planting as part of its initiative for youthlibrary service. Like other libraries within Palestine, it is increasingly difficult for Al-Bireh to develop their collections. By 1993 over 5,000 titles were banned by Israel and the strict ban on items coming from Lebanon means that most of the collection that they do hold is of lower quality. In a 2013 interview, librarian Hamsa el-Said recalled that being a librarian within the setting of an occupation means to struggle daily with colonialism and oppression. To him, the role of the librarian is to work to preserve the Palestinian national identity and culture and to de-colonize the feelings that Palestinians have about themselves. He encourages the users of his library to be both active agents of change and engaged readers. He says that people should never trust a book and he encourages them to be critical of what they read. In addition to working towards library literacy he works to create cultural activities that foster community building and a sense of identity among the Palestinians within his community. In addition to reaching the community outside the doors of the library, the library works with those confined in the walls of Israeli prisons. They donate items to prisons even though the Israeli authorities confiscate many materials in their efforts to keep prisoners uninformed and uneducated. However, this does not stop Al-Bireh Library from doing what it can to open the minds of the people being held captive by the Israeli military.

On Thursday, August 9, 2018 the Al-Meshal Cultural Center in Gaza was bombed by Israeli forces. This five story building housed a theatre for arts and dabkeh, an Egyptian community center, various cultural association offices, and a library. For residents of Gaza this establishment was more than just a building. The center was a cultural landmark and was where memories were kept. The center was a place where life and connection could exist within an already isolated and cut off community. Even though the Israeli Defence Force (IDF) noted that they were aware that

the center was used for civilian affairs, but because of reports about Hamas activity within the building, they targeted it nonetheless. Due to construction restrictions, permit issues, lack of money and supplies, the center has not been able to be rebuilt. Much of Gaza lies in rubble as rebuilding is thwarted on all sides by Israel. Violence is nothing new for Arab communities living within the walls of the Occupied Territories, and it unfortunately does not look like there is an end in sight. Yet libraries and librarians within Palestine do the best they can to keep hope alive.

### *Academic*

Al-Quds University is a Palestinian University with several campuses located in Jerusalem, Al-Bireh, and Abu Dis. Like all Palestinian libraries within the Occupied Territories and inside Israel proper, procuring funding for books and resources is a constant challenge. In addition to the financial strains, the Israeli government controls materials moving across the Israeli border. While donations are sometimes helpful, they are also a detriment to the collection development process. In one instance, Al-Quds received a charitable donation of 30,000 volumes and after sorting through them it was decided that only three to four hundred titles would be beneficial to the collection (Librarians for Palestine).

In addition to funding and collections issues, the Al-Quds campuses have been a hot spot for Israeli military aggression. With routine attacks from 2012-2014, 2016 and most recently in 2018 the university closed multiple times affecting students learning and access to the libraries on campus. One of the goals of the military occupation is to relentlessly attack institutions of higher learning, and Al-Quds is at the center of these acts of violence. Universities in the West Bank and Gaza are key incubators of the resistance and major channels of Palestinians' aspirations for freedom and justice (Reimer, p.1). Students are at the front lines of the Palestinian resistance and are often held at checkpoints for several hours while trying to travel from home to class and vice versa. Movement is heavily restricted for Palestinian students living in the West Bank and for those in Gaza, they are living in an open air prison. During Israel's 2014 war on Gaza 66% of students at Al Azhar University lost their homes. "The scars left on Gazan students are a graphic illustration of the deeper reality of Palestine as a whole: the progressive amputation of universities is central to Israel's intentions (Reimer, p.1-2)." Yet, despite all of Israel's attempts to destroy education for Palestinians, it is one among a few things that the populations of Gaza and the West Bank have left. Given Israel's continued blockade of Palestinian universities, it is no surprise that Palestine, by international standards, has a high rate of participation on tertiary education.

Birzeit University Library is currently facing collections development issues due to the continued confiscation of books and other materials by Israeli customs and border control. As Diana Sayej-Naser said in an interview during the 2016 American Library Association conference in Orlando, "we have issues with getting books from outside the country, especially from the Arab world. A few are confiscated due to their titles. Sometimes the title is a key to confiscate the book." In addition to books being held by customs, students are often held at the interior checkpoints for carrying books that belong to the university. Sayej-Naser notes that many of the library's books have been lost to the Israeli military as students attempt to pass through checkpoints.



Like Al-Quds, Birzeit is no stranger to military violence. On March 8, 2018 armed Israeli soldiers disguised as students made a violent intrusion onto the Birzeit campus, the fifth such incident in just two years, and kidnapped the head of the student council. During the struggle live rounds were fired (Reimer, p.3). Sadly, the violence does not end with physical assaults on campuses, students, faculty, and staff at Palestinian universities. The universities are structurally undermined as the crippled economies of the West Bank and Gaza cannot produce the tuition fees necessary to fund university budgets.

Furthermore, tightening Israeli regulations on foreign work visas and the near impossibility of academic freedom makes it hard for these universities to attract international faculty and staff. Between the high rates of visa denials, and the increased violence on higher education centers, Palestine is an unpopular destination for academics and library professionals. This leaves many Palestinian universities siloed in local enclaves, desperate for international contacts and resources. While university staff, faculty, and students have it difficult, it is far harder for primary and secondary schools to acquire the necessary supplies to allow for adequate libraries and learning for students.

### *School*

According to Ibtisam Abu-Duhou, there are no studies or objective data to inform judgement about the quality of education or skills imparted on children living under the Occupation (p.3). However, both government and humanitarian run schools inside the West Bank and Gaza do not have the funds or resources to have libraries for their students. While the West Bank generally fares better than Gaza, each location has problems. In Gaza, there are not enough books for Gazans in general. The entire holdings of all open and functional libraries is 70,000 volumes for over 1.8 million people. In many instances, just having a building to learn, read, and teach in is a hard enough reality. In 2014, 258 schools were damaged when Israel waged war against Gaza. Making things more difficult, the current U.S. Administration has blocked funding for several U.S.-based funding projects to restore schools, water, and sewer systems in Gaza. With severely high unemployment rates, utterly damaged spaces that are unable to be rebuilt, and a broken economy, the possibility of libraries in Gaza for school aged children is a dream.

However, not all hope is lost. Mosab Abu Toha, a young Gazan with a degree in English literature has been unable to travel the world, except through books. He and his friend Shafi Salem have collected hundreds of books (currently housed in Mosab's apartment) with the dream of opening a library, with a bookshop and cafe, in a building of its own (Pollit, p.2). Among donors to this growing collection is Noam Chomsky who says that, "It has been amazing, and inspiring, to see how people surviving in the Gaza prison, subject to constant and vicious attacks and living under conditions of brutal deprivation, continue to maintain their dignity and commitment to a better life (Polit, p.3)." Amidst the harsh conditions imposed by Israel on Gaza, the Palestinian people living here still maintain and keep hope alive.

In the West Bank, the stories of school libraries are reflected in the few anecdotes shared by librarians in a video edited by Rachel Mattson in 2015. They each discuss the various struggles facing their schools. One librarian, who works in a school for seventh through twelfth grades, discusses how her library was burned 3 years earlier and they have yet to rebuild. Another

librarian speaks to the importance of working as best she can with various colleagues to turn libraries into cultural centers, available to everyone. The last librarian in this video discusses how the school library functions not just as a space for schoolchildren, but also as a center of learning and education for adults and families in the wider community.

In addition to the lack of adequate libraries for schools in the West Bank and in Gaza, the seventy Arab schools within the 1948 borders of Israel have to adhere to specific policies and regulations regarding education and access to information. Books on several topics are prohibited in the schools, including information regarding the Palestinian Liberation Organization (PLO), and any subject dealing with Palestinian culture and history is not allowed to be taught in the school system (Kuntz, p.8). The Israeli curriculum is a form of propaganda and has strict regulations about what can be taught and how it can be taught. Working against the set curriculum can be dangerous for schools, yet almost all non-Jewish Israeli schools do what they can to challenge the dominant, pro-Zionist, narrative that Israel constructs.

You can even make beauty from stones that put a bump in your way. -Johann von Goethe

The Carmelit School is a private religious school located in Haifa, inside the borders of the modern Israeli state. The school serves the first through twelfth grades and has a collection of about 6,000 volumes. Each year the school has a book march, or book club, where the librarian chooses texts of good quality and high appeal for the students to read and discuss. At the end of the term there is a celebration that includes writing, art, and theatre. This yearly event encourages students to read individually and collectively and at the end they choose their favorite book from that year's selections. The school is now managed by a Franciscan friar and sits near the foot of Mount Carmel. Haifa is a unique place within the borders of modern Israel. It is known for its peacefulness, religious tolerance, and apolitical nature (Librarians for Palestine). This may be because the city is diverse, and most of the Jewish residents are immigrants from the former Soviet Union. While the school is run by Christians, and has a high percentage of students that identify as Christian, there are also students who identify as Druze and Muslim. The school hopes to create a clear path and sense of urgency for the place of Christians within Israel. Within Israel, the West Bank, and Gaza Christians are in the minority. As of 2013, about 2% of the population within the borders of Israel proper identified as practicing Christians. Within the Occupied Territories of Gaza and the West Bank, there are approximately 50,000 Christians, most of whom self-identify as Palestinian Arabs and live within the West Bank. The world often forgets that Christians exist within Israel and Palestine and theologian scholar writers like Mitri Raheb and Naim Ateek invest their energies in making sure that the world remembers. A discussion of schools and institutions working to keep the Palestinian spirit alive would be incomplete without the mention of the Diyar Consortium in Bethlehem. Diyar began in 1995 and was founded as the International Center in Bethlehem aiming to assist people living under occupation to be able to creatively resist. Today it functions as a consortium of Lutheran based, ecumenically focused institutions, that serves all Palestinians from "the womb to the tomb." Diyar's mission is to, "build a country, stone by stone; to empower a community, person by person; to create institutions that give life in abundance." Provided programs support the formation, development, and reinforcement of Palestinian culture and identity through the arts, music, theatre, dance, sports, book publishing, and media productions. Now retired Rev. Dr. Mitri Raheb, who served as the President of Diyar, Dar al-Kalima University College in

Bethlehem, and the Senior Pastor at Christmas Lutheran Church in Bethlehem was also the chief editor of one of the initiatives of Diyar Publishing. Through their publishing arm, the central purpose of Diyar is to make sure that Palestine and Palestinians remain alive in an environment that is perpetually trying to crush the spirit of the people.

### *Special*

Al-Budeiri Family Library is a small private library and archive located in the Old City of Jerusalem. Its collection includes about 900 manuscripts dating back to the 12th century C.E. The library's collection sprung out of the personal holdings of Sufi scholar, Sheikh Muhammad Ibn Budair, known as Ibn al-Hubaysh. He was a prolific writer and authored a number of literary works, most notably a poem written about the defeat of Napoleon before the walls of 'Akka in 1799. According to the Palestinian American Research Center, roughly half of the library's manuscripts are well-preserved, with another quarter needing only rebinding (by Islamic experts), and the remainder in total or partial disrepair. The library is still run by the family out of the home of al-Hubaysh, as noted in his will. It is open to the public by appointment only.

Khalidi Family Library is perhaps the largest manuscript collection within Palestine with more than 2,000 titles. Its collection has developed over the years through a series of gifts and it includes thousands of titles in Arabic, English, French, and Turkish. While a majority of the holdings are on the subject of the history of the Islamic religion, there is a sizable holding of manuscripts that are on the topic of the history of Palestine. There are also a number of rare manuscripts that are considered originals, with 112 manuscripts written in the handwriting of the author. While the Khalidi Library is open to the public, the demographic that it serves most frequently are researchers.

The Issaf Nashashibi Center for Culture and Literature holds some of the best preserved manuscripts. In addition to the holdings of books and manuscripts there is a collection of newspapers that date back to 1967. The collection is housed in the home of the late Palestinian literary figure Is'af al-Nashashibi. Ownership of the property was officially transferred to the Dar Al-Tifl al-'Arabi Institution, founded by Hind al-Husayni who knew the importance of maintaining manuscripts for the survival of Palestinian heritage. Like many Palestinian libraries within Jerusalem, the West Bank, and Gaza the Nashashibi Center is in need of an online computer cataloging system. However, this does not stop the library from serving between 50-100 patrons each week (Palestinian American Research Center).

### **Library and Information Science Education**

There are no library school programs or training opportunities available to Palestinians in Palestine. Due to budget issues and travel bans, it is incredibly hard for librarians to receive proper training in Palestine. It is equally difficult for international librarians to get to both the West Bank and Gaza. In general, Gaza has many professionally trained librarians with no access to jobs, and the West Bank has many job openings but no librarians to staff them. Neither location is particularly desirable to live in, and even when international librarians try to come work in Palestine their visa applications are often denied by Israel. "Librarians with MLS degrees are uncommon due to the political unrest in the air, the financial limitations, and the lack

of standards for professional employment...the profession of librarianship is neither recognized nor well-understood in the region” (Eberhart, pg. 1). Librarians at both Birzeit and Al-Quds Universities remark on how difficult it is to establish librarianship as a profession in the West Bank. “There are no post-undergraduate library schools in the West Bank and it is very difficult to find professional librarians and archivists (Kuntz, p.9).” In addition to a lack of library professionals, there is no shared catalog for the libraries within the Occupied Territories. There is no unified Palestinian union library catalog due to the exorbitant expense and each university must pay to maintain its own catalog. Because of a lack of union catalog, and the presence of the apartheid wall, interlibrary loan does not exist. The Israeli checkpoints make movement difficult for Palestinian librarians to attend meetings, so while the Palestinian Library Association exists in theory, in practice it is not allowed to flourish.

Another problem that faces librarians and librarianship within the Occupied Territories is the “tepid” international response. The International Federation of Libraries and Archives (IFLA) tends to side with US politics and compares Israeli and Palestinian libraries and archives as if they existed on equal footing (Kuntz, p.9). This practice denies the continued Israeli destruction and continued harassment of Palestinian libraries and archives. The effects of colonialism and occupation on libraries, archives, and Palestinian society is tangible and should not be ignored by the international community.

While there are no programs for library science in the West Bank and Gaza, there is one program that assists school principals within the West Bank to gain library skills. The Center for Applied Research in Education, Occupied Palestinian Territories (CARE Palestine), Library Development Program provides training to equip principles with the necessary skills to run and maintain libraries for their schools. However, as with many internationally funded programs, information on this project is not well maintained and what information is available is limited and dated.

### **Library Organizations with Palestine and International Organizations Working with Palestine**

“In 1994, the Palestinian Library Association saw the light of day, but, being subject to restrictions on assembly and movement imposed by the occupying power, it is difficult for it to play a major role in the development of libraries (Lefebvre-Danset, p.2).”

Because of the tightened restrictions on movement, the Palestinian Library Association (PLA) and the Palestinian Librarian and Information Consortium (PALICO) the shift of these two associations are to establish academic libraries as educational centers and to advance the professional status of librarians in the area. Mandatory retirement for librarians in Palestine is 65 and as of 2016, 80% of the 82 librarians in Palestine are close to this age. In order to advance librarianship, librarians in Palestine mention items that the international community can help promote. These are:

- freely available e-resources (particularly in Arabic)
- funding for local digitization projects
- training in librarianship
- scholarships for Palestinian librarians to attend international conferences

- partnerships with library organizations
- new books donated directly from publishers for international librarians to travel to Palestine for work, training, and experience

Randa Kamal makes the comparison between hospitals and libraries, “Just as hospitals treat patients with good medicine, libraries need the best information to serve their communities (Eberhart, 2).” The international community must help Palestinian librarians get the access to information that they need so that the communities of Palestinians, living in illegal occupation, have the best chance of survival. In order to connect with librarians around the world that are working in solidarity with Palestine, the following organizations are a good place to begin:

#### *International Organizations*

- Librarians and Archivists for Palestine (LAP)
- American Library Association (ALA) - Social Responsibilities Round Table (SRRT), International Responsibilities Task Force (IRTF)
- The International Federation of Library Associations and Institutions (IFLA) Freedom of Access to Information Freedom of Expression Advisory Committee (FAIFE)

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# POLAND

*Emily Wejchert*

LIS 503: International Librarianship  
Department of Information Science  
University at Buffalo

## Country Profile

The Republic of Poland, or simply, Poland, is a parliamentary republic located in Central and Eastern Europe. Its capital is Warsaw and the country is divided into sixteen voivodeships, or provinces. Poland's current estimated population is roughly 38,000,000 people, of which 96.9% are of Polish ethnicity. Other ethnic groups include Silesian, German, Ukrainian, Romani, Tatar, and Lemko. Polish is the official language. Catholicism is practiced by 87% of Poles, followed by "unspecified" religious affiliation (10%), and Polish Autocephalous Orthodoxy (1.2%). The median age in Poland is 41.1 years. A member of both NATO and the European Union, Poland's infrastructure and economy has seen significant growth since the 1990s ("Europe: Poland," 2019).

Poland's geography is almost entirely coastal plain lands, with the northernmost point of the Carpathian Mountains (regionally called the Tatra Mountains) in the south of the country. The Vistula river flows in a S-shape throughout the country, allowing for the development of many cities along its shores. Notable cities in Poland are Warsaw, Poznan, Krakow, and the northern port city of Gdansk ("Europe: Poland," 2019).

## History

Poland's history is characterized by its ongoing struggle for statehood, most recently in the 20th century. Given Poland's periods of flourishing participation in the arts and sciences versus its periods of loss of independence both politically and culturally, this section will discuss Polish libraries and information access in the context of its political and cultural history ("History of Poland," 2019).

### *Medieval Period*

Poles derive from the Slavic tribes that began settling in the region in the eighth century. Following this tribal period, a series of medieval dynasties began in the tenth century, which resulted in the expansion of Polish territories. Poles established their first libraries in the 10th century, which were embryonic, or liturgical, libraries. Throughout the early middle ages, these libraries collected imported illuminated manuscripts dating back to the eighth century. In addition to liturgical libraries, whose users were typically high clergy and political rulers, it was common for the aristocracy to collect personal libraries (Kocojowa, 1993).



### *Renaissance Period and the Polish-Lithuanian Commonwealth (1385-1764)*

With the start of the Jagiellonian dynasty (1385-1572), Poland began an alliance with Lithuania, resulting in the Polish-Lithuanian Commonwealth (1569-1764). Together, these two periods comprise the Polish Golden Age, in which arts, sciences, and education flourished alongside geographical expanse. Copernicus published his scientific revelations in 1543 and printing began in 1661 with the first Polish newspaper, *Merkuriusz Polski*. This period included the founding of Jagiellonian University in 1364, which built robust collections in its library. Additionally, Poland opened its first public library in 1747, the Załuski Library in Warsaw. Among the founding of official public or university libraries, Polish nobility maintained smaller private libraries. During this period, authors, writers, professors, librarians, and private book collectors initiated a Polish literary and cultural canon. In addition, Poles founded monastic, public, and school libraries. Polish libraries during this time assumed the responsibility to preserve and provide access to intellectual, artistic, and political works (“History of Poland,” 2019; Kocojowa, 1993; “Polish Golden Age,” 2019).

### *Russian, Prussian, and Austro-Hungarian Partitioning (1792-1918)*

By 1795, Poland experienced its first loss of statehood, as it was partitioned by Russia, Prussia, and Austro-Hungary until 1918. Poles staged several resistance uprisings, particularly in Warsaw. At the same time, Poles continued their participation in arts, literature, philosophy, and sciences as a soft but vital means of fighting cultural oppression, termed organic work. University and public libraries’ continued to assume the role of preservation of Polish culture under the often shifting levels of tolerance under different rule (Dzurak, 2018). The following section discusses the differing impacts on culture and libraries in each of the three partitioned areas of former Poland.

Russian Warsaw’s libraries entered a period of growth versus seizure. By 1795, the Załuski Library’s collection had been confiscated and brought to St. Petersburg (Kocojowa, 1993). On the other hand, with the founding of Warsaw University in 1816, Poles in Warsaw had access to a public circulating library. Its director, Samuel Pogumil Linde was a Polish Enlightenment figure as well as lexicographer of the Polish language (Dzurak, 2018). This library and smaller public libraries’ collections were later removed to Russia following an uprising in 1830. In this and other partitioned areas of Poland, Poles began to further support libraries to preserve their culture facing destruction (Kocojowa, 1993).

In the area partitioned by Prussia (later Germany), Poznan was the center city. Despite Germanization, libraries in this section were able to build collections and spaces promoting public education and preservation of some Polish material. The Raczyński Library, founded in 1829, was the first public library in Poznan. The Raczyński Library placed an emphasis on reading rooms and work spaces, and its founders established a publishing house that distributed mass-readership material on the history of Poland. Other libraries such as the Library of the Poznan Society of the Friends of Science also had missions to educate the public with their donation-based collections (Dzurak, 2018).

In the Austro-Hungarian section, Krakow maintained its rich participation in trade, education and culture. In 1818, the Academy of Krakow became Jagiellonian University, a critical cultural and educational hub, holding the largest collection in partitioned Poland. From 1868-1905, Jagiellonian Library's director, Karol Estreicher, placed explicit emphasis on the collection and reconstitution of Polish heritage materials during partitioning. By 1918, the end of the partitioned era, Jagiellonian University's library continued to be the largest repository of Polish material, with 400,000 volumes prior to the first world war (Dżurak, 2018).

Overall, this period formed some of the roles that libraries would have in the coming periods: preserving cultural records, providing space and materials for literacy and cultural education, or, more frequently, witnessing the confiscation of collections for the purposes political oppression. During this time, Polish emigres, particularly in Paris, began establishing libraries internationally as a means of preservation (Kocojowa, 1993).

### *Second Polish Republic (1918-1939)*

Interwar Poland enjoyed another resurgence in intellectualism, the arts, and education. At the same time, ethnic tensions within Poland began to grow: Poles enjoyed free compulsory education in Polish, but Ukrainians and Jews faced discrimination in accessing education in their languages and cultures ("History of Poland," 2019).

Libraries during this time began to modernize with regard to institutional affiliation (e.g., librarians joined IFLA in 1917), cataloging efforts, and building networks of libraries across Poland. Library scientific efforts began during this period as well, including Jan Muszkowski's 1936 sociological publication *The Life of Books* (Kocowoja, 1993).

### *World War II*

In 1939, Poland once again lost statehood under German rule. The cultural erasure within Poland under Hitler included widespread extermination of Jews, Poles, and other ethnicities living in Poland, namely Ukrainians and Belarusians ("History of Poland," 2019). Overall, libraries were intentionally destroyed in German-occupied Poland. Buildings and collections were typically burned, with research and school libraries heavily targeted. Any collections saved were those of German interest. The German Department of Education and Culture strictly oversaw any libraries and educational centers that did survive ("Poland Under Nazi Rule," n.d.). Librarians were among professions targeted for imprisonment (Kocojowa, 1993). Pre-war Poland held approximately 22.5 million volumes across its libraries; during World War II, 15 million of these volumes were destroyed. This number does not include private collections from Polish or Jewish homes and organizations, whose records were seized or destroyed, thus leaving little information on their collective size and scope. Many public, school, university, and research libraries suffered losses of nearly 100% of their collections (Bienkowska, 1994; Kocojowa, 1993; "List of Libraries Damaged," 2019).

### *The People's Republic of Poland/Communist Poland (1945-1989)*

Shortly after World War II, Poland fell under Communist rule by Russia in 1948, which severely restricted access to resources and information. However, two years prior to this, the Library Act

of 1946 mandated the state to oversee research, school, and public libraries. Thus, training in librarianship began in 1946, and library networks grew despite limited resources. Later, as this period progressed, cataloging and electronic database management efforts became a focus of libraries. However, given Communist impact on Poland's economy, acquisitions of databases and books became cost-prohibitive. During this time, Polish emigre libraries continued in London, Paris, Switzerland, Canada and the United States, in an effort to continue Polish collections and librarianship (Kocojowa, 1993).

### *Third Polish Republic (1989-present)*

The fall of Communism in Poland in 1989 created modern Poland. Transitioning out of a heavily-censored and restricted relationship to information, Polish libraries and publishing houses initially faced the challenge of intending to reclaim information but lacking the economy to do so. As Poland transitioned out of Communism, the economic conditions threatened to close many public and school libraries (Kocojowa, 1993). However, with the economic improvement in Poland since the 1990s and 2000s, libraries today continue to maintain significant collections at the national, public, academic, school, and specialized level.

## **Types of Libraries**

### *National*

The National Library of Poland is located in the capital city of Warsaw. Established in 1928, it reconstituted Załuski Library's collection. Suffering subsequent vast losses of its collection in World War II, the National Library today holds over 8.5 million volumes of monographs, newspapers, sheet music, recorded sound, atlases and maps, electronic publications, and ephemera. Approximately 90% of the National Library's holdings are obligatory legal deposit. The National Library is considered a scientific library (see section "Scientific, Academic, and Research Libraries" below) by the Minister of Culture and National Heritage ("Libraries in Poland," 2016; "The National Library," n.d.; "National Library of Poland," 2019).

The National Library conducts significant digitization efforts, offering open-access to digitized archival material of notable Polish works. In addition, the National Library maintains partnership with Europeana Collections, offering digitized archival material from European culture and history ("The National Library," n.d.; "National Library of Poland," 2019).

The director of the National Library of Poland since 2007 is Tomasz Makowski, an active author of several articles and books on the topic of libraries and information preservation. He is a member of several professional boards, including UNESCO, the National Museum in Krakow, and the Archives Board, among others. He specializes in the history of libraries and archival studies (Dobrołęcki, 2008; "Tomasz Makowski," 2019).

### *Public*

After the National Library, Poland maintains sixteen regional libraries systems according to its voivodeship, or provincial, structure. Although library regions are supervised nominally by their voivodeships, smaller districts and municipalities have the responsibility of both financing and operating their own libraries. Under this structure are approximately 8,000 local libraries distributed across rural, suburban, and urban Poland. Of these, 2,608 are considered main libraries and the remaining 5,486 are library branches. Like many European public libraries, Polish public libraries continue to shift toward user-centered spaces and services, with capital upgrades modernizing libraries into community and cultural centers. (Koren, 2017; “Libraries in Poland,” 2016).

Together, public libraries in Poland see 6.5 million visits and 18.4 circulations of volumes annually. Public library user demographics indicate a declining trend in the population of young readers and an upward trend in that of older readers, which aligns with Poland’s age demographic. As of 2014, Poland’s public library system collects over 130,000,000 books and periodicals and five million special collection items. Public libraries continue to devote resources to digitization efforts as well as continued collection development (Koren, 2017; “Libraries in Poland,” 2016).

#### *Scientific, Academic, and Research Libraries*

Poland recognizes academic, research, and some special libraries as scientific libraries. Although not part of a unified system as with Poland’s public libraries, this category of library requires certain criteria to be met to be classified as such. Notably, the Minister of Culture and National Heritage will classify a library as a scientific library if it 1) curates a special collection in support of research, 2) employs at least one librarian with a subject-specific advanced degree, and 3) maintains sufficient IT infrastructure to support access to digital databases and collections. Scientific status affords the library access to funding for research, staff development, and digitization (“Libraries in Poland,” 2016).

Scientific libraries are distinguished by distinct categories. Central scientific libraries can include academic or non-academic central libraries, which maintain fundamental, centrally-located collections in support of a research function. Some examples are Jagiellonian University, the central scientific library of the social sciences, the Central Medical Library, which maintains Poland’s central medical collection, and the Sejm Library, the central legislative library. Next, libraries belonging to research institutes maintain research-specific collections, but at a more local level than central scientific libraries. A further distinction of scientific libraries includes those belonging to the Polish Academy of Sciences. These libraries are funded by units of their parent organization and maintain their network through this organization. Finally, academic scientific libraries are affiliated with and funded by their parent academic institution. Scientific libraries of all categories play a strong role at the local and national level in cataloging, digitization, national and scientific repository (“Libraries in Poland,” 2016).

#### *School*

School libraries and teacher-librarians in Poland are governed by the Regulation of the Minister of National Education. As of the 2012/13 school year, from the 34,270 schools in Poland, 20,363

contain libraries. Polish school libraries in total hold 153,138,659 volumes and serve 4,689,182 students. (“Libraries in Poland,” 2016).

In addition to school libraries, Poland maintains pedagogical libraries for the purposes of teacher training. Their collections include materials on pedagogy, child and adolescent development, and materials supporting subjects under study (“Libraries in Poland,” 2016).

### *Special*

Special libraries in Poland range from church libraries, Jewish historical libraries, museum libraries, and, among others, mountaineering libraries. Church libraries in Poland existed from the start of libraries in Poland (Kocojowa, 1993). They continue today throughout the country, including the Jasna Gora monastery in Czestechowa, an area of annual pilgrimage for Catholic Poles (Lewanski, 1974). Jewish libraries were re-established to some extent following World War II. Examples include the Museum of the History of Polish Jews, which maintains digital collections and a special research collection on Jewish history in Poland (“POLIN Museum of the History of Polish Jews,” n.d.). Museum libraries can range from local interest to specialized cultural interest. The archives at the historical Ketrzyn Muzeum, maintains historical, church, and public records as well as special collections of photographs and postcards of local interest (“Muzeum im.W Kętrzyńskiego w Kętrzyni” n.d.).

In addition to special religious and museum libraries, Poland also maintains a Central Mountaineering Library, headquartered in Krakow, that collects history and information on the Tatra mountains located in Southern Poland. The Central Mountaineering Library maintains collections locally in the Tatras in partnership with the Tatra Museum in Poland’s main mountaineering destination, Zakopane (Lewanski, 1974).

### **Library and Information Science Education**

Library and Information Science (LIS) programs in Poland require university accreditation and are largely based off of four models: 1) reciprocal bachelor/master programs, 2) specialized-librarianship hosted by non-LIS departments conferring graduate-level degrees, 3) master’s-level LIS study and 4) doctoral studies (Horvat, Kajberg, Oğuz and Tammara, 2017).

Poland and other Eastern European countries have traditionally emphasized book-science or bibliology in their library programs. This perspective of library science examines the history and use of books, rather than users, and book-science scholars from Poland still maintain a strong presence in the field. In recent decades, however, LIS education in Poland has increasingly turned toward information and knowledge management as well as digitization efforts, particularly preservation of cultural heritage (Horvat et. al. 2017).

Some examples of schools offering Library and Information Science programs at the undergraduate, graduate, and doctoral level are Jagiellonian University, University of Warsaw, and University of Wroclaw (“Institute of Information and Library Science,” 2015; “Institute of Information Studies of the Jagiellonian University,” 2019; “Scientific Information and Library Studies on The University of Warsaw,” n.d.).

## *Accreditation and Levels of Certification*

Library and Information Science certifications are awarded at the undergraduate, graduate, and doctoral level. The Polish Accreditation Committee (PKA) oversees, monitors, and evaluates higher education including LIS. The Committee is publicly funded. Established in 2001 by the Act of 20th July 2001, the Committee is governed by the Law on Higher Education of 27 July 2005. PKA maintains reciprocity with accrediting bodies in France, Austria, Switzerland, Netherlands, and Spain (“PKA-Polish Accreditation Committee,” 2015).

## **Library Organizations**

The Polish Library Association (PLA) is the main library association in Poland, with its roots beginning in 1915. Governed by Congress, it offers professional development for librarians and information professionals in diverse roles, including but not limited to: public, research, and school libraries; preservation and archival libraries, and library committees. PLA is a member of IFLA (International Federation of Library Associations and Institutions), EBLIDA (European Bureau of Library, Information and Documentation Associations) and IAML (International Association of Music Libraries), among other international organizations (“PLA Structure and Activity,” 2015).

## **Library Legislation**

Academic libraries and their accrediting body, PKA, are governed by the Law on Higher Education, 2005 (“PKA-Polish Accreditation Committee,” 2015). Public libraries rely on various local legislation rather than national or state for funding and overall management (“Libraries in Poland,” 2016).

## **International Collections**

Continuing the tradition of building emigre collections, Poland’s Ministry of Culture and National Heritage has made considerable efforts to cultivate Polish collections internationally in the 21st century. The Polish Institute of Arts and Sciences in New York collaborates with Poland’s Head Office of State Archives to collect, archive, and digitize works about Poland and Poles published in the English language. In addition, conservation efforts of Polish materials are made in partnership with New York. In 2004-2008, the Pilsudski Institute of America in New York coordinated with the Main Archive of Old Files in Warsaw the shipment of archival material documenting the Silesian Uprising. The partnership continues among Poland and American cities with significant Polish populations, such as New York and Chicago, representing the global effort of preserving Polish materials, and maintaining the tradition of international librarianship established with Polish emigre libraries (Siemaszkiewicz, 2013).

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# PORTUGAL

*Kathleen Lynch*

LIS 503: International Librarianship  
Department of Information Science  
University at Buffalo

## Country Profile

Portugal, or the República Portuguesa (Portuguese Republic), is the westernmost country of Europe. It is a relatively small country, with an area of 57,222 square miles (“Portugal,” 2017). Portugal shares a border with Spain to the North and the East, and is surrounded by the Atlantic Ocean to the West and South, with 1,114 miles of coastline (“Portugal,” 2017).

As of July 2018, Portugal had an approximate population of 10,355,493 (“Europe: Portugal,” 2019). Most of this population lives along the expansive coastline, as both Lisbon (Lisboa) and Porto, respectively the country’s capital city and second largest city, are on the Atlantic. 81% of Portuguese people identify as Roman Catholic, with other Christian groups, unspecified religions, and no religion accounting for nearly the rest of the population; just 0.6% of Portuguese people identify as “other religion,” including Muslim and Jewish (“Europe: Portugal,” 2019). The Portuguese are “white homogeneous Mediterranean,” though there is a Portuguese population of fewer than 100,000 individuals of black African descent (“Europe: Portugal,” 2019). Another notable immigration trend is a small number of Eastern Europeans who began arriving in Portugal starting around 1990. Approximately 95.7% of the Portuguese population over 15 are literate, the average citizen spends 16 years in school, and unemployment, as of 2017, is an estimated 9.7% (“Europe: Portugal,” 2019).

## History

Portugal, like many European countries, has a long, complex, history including monarchies, occupations, dictatorships, and modernization. In 1094, the area now known as Portugal was awarded to Henry of Burgundy by the monarchs of Castile and León (part of modern-day Spain). His son, Alfonso I, achieved independence for the country some 50 years later. In the mid-1200s, Portugal’s boundaries were officially established and Lisbon was named the capital city (“Portugal,” 2017).

The “golden age” of Portugal was the 15th and 16th centuries, during which time Portuguese explorers sailed much of the world and the monarchy claimed land in Africa, India, Southeast Asia, and, most famously, Brazil (“Portugal,” 2017). The 17th and 18th centuries, called Portugal’s “silver age,” were marked by wealth brought in from Brazil that revitalized Portugal’s capital city, which was especially necessary as much of Lisbon had been destroyed by an earthquake in 1755 (“Portugal,” 2017). In 1822, Brazil gained its independence, which changed Portugal greatly.

A republican regime deposed the Portuguese monarchy in 1910. This was called the First Republic (Primeira República Portuguesa), and lasted only until a 1926 military coup d'état. The military regime gave way to a "corporative dictatorship" known as the Estado Novo (New State), which lasted until 1974 (Opello et al., 2019). The Estado Novo was put in place by the economist António de Oliveira Salazar, who created democratic-looking institutions but ruled the country as a dictator (Opello et al., 2019). The government traded hands through a series of military coups through the late 1960s and early 1970s, after which time the Portuguese government introduced elections of mixed success ("Portugal," 2017). The Revolução dos Cravos (Revolution of Carnations) happened in April 1974, after which time the country wrote and adopted a 1976 constitution, thus restoring democracy (Opello et al., 2019).

### *Modern Government*

Portugal's current government was laid out by the 1976 constitution, which the Portuguese have since revised multiple times, most notably in 1982 and 1986 (Opello et al., 2019). Under this constitution, Portugal is a semi-presidential democratic republic. In 1986, Portugal elected its first president, Mário Alberto Nobre Lopes Soares. The current structure of government includes a President (elected by popular vote for a five-year term), the parliament called the Assembly of the Republic (230 popularly elected members, based on proportional representation), and a Prime Minister (nominated by the Assembly of the Republic and confirmed by the President) (Opello et al. 2019; "Portugal," 2017). The Prime Minister oversees the Council of Ministers, a cabinet of ministers that preside over various government departments. Notably, the Ministries of Education and Culture oversee Portugal's school library network, and Portugal's national library falls under the jurisdiction of the Secretary of State for Culture, who in turn falls under the jurisdiction of the Minister of Culture, who is in the Council of Ministers ("Apresentação," 2019; "History," n.d.).

At the local level, there are three degrees of government divisions. Directly under the national government are 20 districts (18 mainland and two island districts). The districts are further divided into municipalities, of which there are over 300. Municipalities are further divided into parishes, of which there are approximately 4,000 (Opello et al., 2019). Public libraries in Portugal are linked to the government at the municipal level.

Internationally, Portugal was one of the 12 founding members of the North Atlantic Treaty Organization (NATO) in 1949. The country joined the United Nations (UN) in 1955 and the European Union (EU) in 1986. Portugal is also a member of various other international organizations such as the World Bank, the World Health Organization, and the Western European Union (Opello et al., 2019).

### *Economy*

At its peak, when it was a world power with colonies on various continents, Portugal was the richest country in the world (Opello et al., 2019). However, Portugal suffered economically during the 19th and 20th centuries. In the mid-1970s, Portugal started the long process of decolonizing its remaining territories, which began a period of particularly acute economic struggles for the country. In the 1980s, Portugal was one of the poorest countries in Western

Europe. In 1983, among the 16 Western European countries, Portugal had by far the lowest per capita income, the lowest median educational attainment (though there was no data for three countries), and was one of two countries for which rate of urbanization could not be determined (Krzys, Litton, & Hewitt, 1983, pp. 120-121). A study in the same decade found that 20% of the Portuguese population above the age of 15 was illiterate (Opello et al., 2019). It was at the end of the 1980s and into the next decade that the Portuguese government began to look to libraries to improve education and address illiteracy, despite the country's limited funds. The 1990s were marked by continued economic recession and government struggles. The country's economy continued to suffer to the point that, in 2011, Portugal became the third country to apply for emergency financial assistance from the EU. Portugal received aid from the EU, but progress was slow ("Portugal," 2017). Peak unemployment hit in 2013 at an estimated 18% ("Europe: Portugal," 2019). Since then, however, the country has seen economic growth and a decrease in unemployment year over year, suggesting Portugal is coming out of its major recession ("Portugal," 2017). Despite these economic issues, the Portuguese government has dedicated time and attention to the country's libraries over the last 20-30 years. Libraries of all types have benefited from increased state attention, including funding and policy-making, starting in the mid-1980s and continuing today.

## **Types of Libraries**

### *National*

Portugal's national library has had multiple names and iterations, but is now known as the Biblioteca Nacional de Portugal (National Library of Portugal, or BNP). It began in Lisbon in 1796, was called the Royal Court Public Library, and was Portugal's first public library (Soares, 2010). McGowan (2017) claims Portugal's national library actually dates back further, connected to the Mesa Censória (Board of Censorship) of 1768, an early form of legal deposit that evaluated Portuguese published works and received a copy of each one (p. 3323). The BNP, however, states that the 1768 deposit was a collection, not a library; the name translates to English as "The Library of the Royal Board of Censorship" ("History," n.d.). When the Royal Charter of 1796 officially started the first Portuguese national library, The Library of the Royal Board of Censorship became the first collection. At its onset, the national library received money from both the monarchy and public donations. In 1805 the country's first official deposit law was enacted, which required a copy of any book published in Portugal to be deposited in the national library. In 1834 the institution was renamed the Biblioteca Nacional de Lisboa (National Library of Lisbon), and began receiving and cataloging religious documents ("History," n.d.). In 1918, during Portugal's first fledgling republican government, the national library started lending to universities and other academic institutions. Also at this time, the national library collected data regarding its own circulation numbers (Soares, 2010).

An 11-year construction project culminated in 1969, when the massive holdings of the national library moved to a new building in Lisbon. Exact numbers regarding the 1969 collection are unavailable; however, the BNP had just under two million volumes in the mid-1980s (Buller, 1988). In the 1980s, librarians began computerizing the collection. The national library created the National Bibliographic Database (PORBASE) during this time, and it is still in use today ("History," n.d.). PORBASE let Portuguese libraries at all levels upload bibliographic records to

a national database, which improved automation and collaboration for libraries all over the country. The national library oversaw the implementation of this project, and even provided training to libraries connecting their catalogs (Soares, 2010). In the early 2000s, the national library supervised the creation of the National Digital Library (Biblioteca Nacional Digital). In 2007 the national library was renamed the Biblioteca Nacional de Portugal (BNP) and “began a restructuring process that is seeking to help both enrich and publicise the nation’s bibliographic heritage, and to modernise, rationalise and improve its own operations in such a way as to serve the public, the professional community, and publishers and booksellers” (“History,” n.d.).

Today, the BNP has a collection of approximately 2.3 million volumes (“Portugal,” 2017). The BNP provides in-person and distance services to patrons, including reading, reference, bibliographic information, interlibrary loan, and copying services. Librarians also provide tours, maintain meeting spaces, and support cultural events (“Services,” n.d.). The BNP has a general collection as well as Rare Books and Manuscripts, Cartography, Iconography, Music, and Reading for the Visually Impaired collections, among others. The BNP reports a special emphasis on Portuguese works (“Collections,” n.d.).

Portugal also has the Arquivo Nacional da Torre do Tombo (The National Archive of Torre do Tombo). Historians believe this institution began operations as far back as 1378, most likely started by Fernando I. Through 1755, the archives functioned as a royal entity, preserving and maintaining documents related to the monarchy, including records of interactions with other sovereignties (“História,” 2017). Archivists did major work arranging, describing, and indexing the collection in the 1600s and 1700s. In 1755, an earthquake hit Lisbon and the palace tower where the archives resided collapsed. Portuguese citizens dug the records out of the ruins. The documents temporarily occupied a town square, then a monastery, before moving to their Torre Tombo location, where they stayed from 1791-1927 (“História,” 2017). Since 1990, the records have been housed in a building specifically built for the National Archives. In its modern operations, the National Archive of Torre do Tombo strives to provide access to information, to appraise and assess collections, and to demonstrate the official archival policies of Portugal to the rest of the country. The National Archive is under the purview of the General Directorate for Book, Archives and Libraries (Direção-Geral do Livro, dos Arquivos e das Bibliotecas, or DGLAB). National Archives services include Reading, Reference, Research, Certifications, Preservation and Acquisitions (“História,” 2017). Collections include royal documents, administrative documents from the monarchy, family and individual archives, photographs, and religious files (“Fundos e coleções,” 2019). The existence of genealogical finding aids suggests it is a useful place for genealogists to track ancestry. Since 2004, the Association of Friends of Torre do Tombo group (Associação dos Amigos da Torre do Tombo) has supported the archives.

### *Public*

Public libraries as they exist today in Portugal are a relatively recent development. In 1987 the Portuguese government developed a program called the Portuguese Public Library Network (Red Nacional de Bibliotecas Públicas, or RNBP). The Ministry of Culture oversees the DGLAB (General Directorate for Book, Archives and Libraries), which in turn “aims to plan and support” the RNBP (“Portuguese Public Library Network,” 2019). Since the introduction of the RNBP, the state has emphasized restoring existing libraries and planning for and constructing new ones

(Soares, 2010). A goal of this 1987 legislation was to create public library services in each of the country's municipalities, which today number over 300 ("Portugal," 2017).

Since 1987, the government has pushed public libraries to digitize catalogs, promote collaboration among themselves, and rethink their own value. Local authorities took advantage of the new funding channels and Portugal's new emphasis on public libraries by adding cultural functions to their library buildings, such as auditoriums, cultural archives, art galleries, and more (Moura, 2004). Moura (2004) reports, "[f]undamental contributions to the life-long learning and social inclusion aspects, which are recognised as inevitable objectives in our days, are now added to the public library's basic missions of information and recreation" (p. 4).

The DGLAB states that as of June 2019, there were 238 public libraries in Portugal ("Portuguese Public Library Network," 2019). This is compared to fewer than 200 public libraries in 2011 ("Portugal," 2017). As of 2010, only a third of public libraries contributed to the national catalogue known as the Public Libraries Knowledge Network (Soares, 2010). The DGLAB reveals there are only 12 library networks that are inter-municipality in Portugal, suggesting there may be little collaboration in many parts of the country ("Portuguese Public Library Network," 2019). These numbers imply that the network of Portuguese public libraries is growing and the goal of at least one public library per municipality is feasible. However, effectively linking them all cohesively will require additional work.

### *Academic*

Portuguese universities and their libraries greatly vary in terms of size, age, and services. As of 2013, an estimated 66.2% of Portugal's school-age population was enrolled in institutions of higher education, of which there are approximately 40 ("Portugal," 2017; Saraiva, Rodrigues, & Rodrigues, 2010). The majority of universities in Portugal are public, such as the two largest schools: the Universities of Porto and Lisbon. However, there are also private and religious institutions, the most famous of which is the Portuguese Catholic University (Universidade Católica Portuguesa), which was created in Lisbon due to a 1986 papal decree (Opello et al., 2019; "Portugal," 2017). There are also polytechnic institutes, military schools, technical schools, and other specialized schools (Oppello, et al., 2019). At least in English, much less information is available regarding libraries at specialized or private schools than at public ones. Therefore, the following discussion focuses on the libraries in Portuguese public universities.

The most famous example of a state university in Portugal is the University of Coimbra (Universidade de Coimbra), which was founded in 1290. It is the oldest institution of higher learning in the country, and was the only university in all of Portugal until 1911 ("Portugal," 2017). Today, as with other large universities in Portugal, the University of Coimbra operates a system of many interconnected libraries. This library network is called the Integrated System of the Coimbra University Libraries (Serviço Integrado das Bibliotecas da Universidade de Coimbra, or SIBUC), which encompasses about 90 libraries and holds about two million volumes (Sanches, 2015). The SIBUC is the largest university library system in the country and the second largest library in Portugal overall, after only the BNP (Sanches, 2015). The main body of the SIBUC is the General Library (Biblioteca Geral), which supports university research, preservation and dissemination of bibliographic information, and oversees the technical logistics

of the SIBUC (“Mission,” n.d.). The General Library of the University of Coimbra provides an English-language “organogram,” which shows how the library and its staff function. The most famous standalone library in the SIBUC is Joanina Library, which was built between 1717 and 1728 and houses approximately 57,000 works, all published before 1800 (“Visit,” n.d.). It is famous for its Baroque architecture and its elaborate interior, which is covered in gold foil shelves and ornate paintings, and took 40 months to complete (“Visit,” n.d.).

Portuguese university libraries are modernizing, but not without issue. For instance, Sanches (2015) notes that the extensive network of the University of Lisbon libraries, created in part through merging two universities, needs to focus its efforts on increasing communication between libraries, enhancing collaboration, and improving user access to information across all libraries. Furthermore, after conducting a case study of four public Portuguese university libraries, Sanches (2015) makes a few key conclusions. She states that the common themes are an ongoing search to find a “a balance between tradition and innovation,” continuous adjustment to emerging technologies, and a desire for university libraries to have an increased pedagogical function (p. 391). In general, she deduces, “technical efficacy and resource optimization are the most recently emphasized aspects due to the political, economic, environmental and social context” of Europe and Portugal (Sanches, 2015, p. 392). She goes on to say that the evidence of these shortcomings makes it especially necessary to think about how to “act upon” these limitations and improve Portuguese university library services (Sanches, 2015, p. 392).

In an empirical study, Melo and Pires (2011) found that the “information-seeking behaviour and the use of the electronic scientific information of the Portuguese academic community have changed” (p. 153). Their survey findings suggest that PhD students and professors are likely to use the print and digital resources of their university libraries in combination, but undergraduate and Master’s students use neither print nor electronic sources with regularity. Many users who utilize their libraries’ online resources do so outside the walls of the library. Further, the most common resources university students utilize from the libraries are electronic journals accessed through paid subscriptions (Melo & Pires, 2011). Considering the studies of both Sanches (2015) and Melo and Pires (2011), the picture of Portuguese academic libraries is not so different from many countries’ university libraries. The struggles to define libraries as places, provide proper education to patrons, identify and give access to necessary resources, and redefine the role of the academic librarian are not unique in the 21st century.

### *School*

To better understand the intricacies of school libraries in Portugal, a brief explanation of the school system is necessary. Basic education is mandatory, starts at six years old, and lasts for nine years. It is divided into three cycles (first, second, and third), which last four, two, and three years, respectively. This is followed by secondary education, which is a single, three-year cycle, in which students may choose between general, professional, vocational, or artistic programs (“Portugal,” 2017).

The 1990s ushered in an era of change for Portuguese school libraries. The School Libraries Network (Rede de Bibliotecas Escolares, or RBE), a project that the Ministry of Education runs, began in 1996 and is a collaborative effort involving municipal governments, public libraries,

and local education authorities (Terra, Fujita & Agustín Lacruz, 2016). Scholars have noted the importance that the Portuguese government puts on school libraries, as conveyed by the RBE. For instance, Martins and Martins (2012) write that the underlying principles of the RBE “place the school library as an essential resource at the heart of the education system, where it plays a critical role in skills and literacies development, as well as in the preparation of the lifelong learner” (pp. 266-267).

School librarians in Portugal are first educated as teachers, then later receive “complementary specialised training in school librarianship through continuing professional development or postgraduate level education” (Martins & Martins, 2012, p. 267). That school librarians are first trained as teachers is not coincidental. This supports the Portuguese government’s aim to create learning spaces in libraries, where librarians can help develop literacy and other core skills. Collaboration between librarians and teachers in Portugal is expected in order to meet learning goals (Martins & Martins, 2012). Per the RBE, the professor bibliotecário (“librarian teacher”) is responsible for library operations, providing education in line with the school’s curriculum, and training other library staff (“Apresentação,” 2019).

By 2012, the RBE had received nearly 50 million Euros in funding (Martins & Martins, 2012). The RBE spent some money advocating for and training teacher librarians so school libraries could be adequately staffed with educated professionals. RBE funding also helped establish many new school libraries (Martins & Martins, 2012). Each school in the second and third cycles of basic education had an integrated library by 2008, with about 2,500 school libraries covered by the RBE in 2014 (Terra, Fujita & Agustín Lacruz, 2016). By 2012 every Portuguese student in basic education and 92% of students in secondary education had access to an equipped school library (Martins & Martins, 2012, p. 267). These libraries follow RBE guidelines and “provide access to resources that stimulate intellectual growth and the development of critical thinking skills” (Martins & Martins, 2012, p. 267).

The RBE adopted the School Libraries Evaluation Model (SLEM) in 2008 as a way of measuring school libraries’ development, operation, and contributions to learning. This model relies in part on self-evaluation. The four major areas of SLEM provide insight into the values and expectations of the Portuguese government for their school libraries; these areas are: “(1) Supporting Curriculum Development; (2) Promoting Reading and Literacy; (3) Projects, Partnerships and Community-Oriented Activities; and (4) School Library Management” (Martins & Martins, 2012, p. 266). Thus, the Portuguese government presumes its school libraries will act as more than book deposits. The government expects school librarians to engage their students and community in ongoing learning, a key cultural value in Portugal.

### *Special*

The special libraries of Portugal, as in many countries, range in purpose and scope. Many of them were established by monarchies, and have transitioned from royal to national status; that is, they started as entities privately owned by kings, and have since become public institutions. Others are associated with the modern government through the military, parliament, or public schools. Many universities have more than one library, and at least one of those libraries could be considered “special.” Below is a non-exhaustive sample of Portuguese special libraries.

The National Palace of Ajuda (Palácio Nacional da Ajuda), located in Lisbon, has a functioning library that has been in the same wing of the palace since 1880, though the library as an entity can trace its origins as far back as the 15th century (“Biblioteca da Ajuda,” n.d.). In 1811 the Portuguese government moved all the holdings of this library to Brazil to avoid destruction by invading French armies. Ten years later, only the royal manuscripts from the original library returned to Portugal (“Biblioteca da Ajuda,” n.d.). That collection, along with religious archival materials and other government documents, make up the updated library. Current collections include manuscripts, travel books, histories, musical manuscripts, periodicals, cartographies, and more. The library has over three kilometers of full shelving, comprising over 150,000 printed documents (“Biblioteca da Ajuda,” n.d.). In 2012 the library became an official service of the Ajuda Palace. The palace is a department of the Directorate-General for Cultural Heritage, which falls under the Ministry of Culture. Therefore, the Ajuda Palace Library is a government organization (“Biblioteca da Ajuda,” n.d.).

The Biblioteca e Arquivo da Assembleia da República (The Library and Archive of the Assembly of the Republic), sometimes known by the new name it received in 2017, Biblioteca Passos Manuel, is a government library. The goal of this library is “supporting parliamentary proceedings” (“Biblioteca AR,” n.d.). Founded in 1836, this library today holds 23,000 volumes and about 5,000 antique books (“Biblioteca AR,” n.d.). The original collections are of documents related to parliamentary proceedings and the former Portuguese colonies. After the 1974 revolution, the library’s purpose expanded to include collections related to law, economics, politics, science, technology, and more. The library serves many user populations, including members of parliament, administrators, and other government staff, while notably also welcoming “any citizen searching for information that is not available in other libraries and documentation services, namely parliamentary information” (“Biblioteca AR,” n.d.).

Other than the parliamentary library, there does not appear to be specific law libraries in Portugal. Instead, universities that have law departments (faculdades de direito) have specialty libraries on campus that focus on law. This is perhaps not surprising given the expansive number of libraries within networks of large Portuguese schools. The University of Coimbra’s law school website says its library was created in 1911 and “has been considered to be the fifth best legal library worldwide” (“Faculty of Law,” 2019).

There is likewise no evidence of state-run medical libraries. While there is an Academy of Sciences of Lisbon (Academia das Ciências de Lisboa), its focus is on sciences in general, not health sciences. Again, the University of Coimbra has a related special library: the health sciences library (Biblioteca das Ciências da Saúde). In all, medical libraries seem to exist exclusively at universities with medical schools (faculdades de medicina).

This list is by no means comprehensive. There are many more special libraries in Portugal with varied purposes, but a detailed description of each is beyond the scope of this chapter. For example, the Biblioteca Central do Marinha (BCM) (Central Library of the Navy) functions as a government entity and has extensive maritime collections and archives. The Biblioteca de Arte da Fundação Calouste Gulbenkian (Gulbenkian Art Library) is the library of a famous art museum, and focuses on collecting history of visual arts. There are various special libraries in Portugal, many of which have rich histories. Universities are sometimes called upon to offer



specialized library services, and these libraries function within the university's own network, instead of being run by the government. As in many other countries, there is no one "standard" special library in Portugal, but the country does not lack for specialty libraries.

### **Library and Information Science Education**

Compared to other countries, Portugal was an early adopter of Library and Information Science (LIS) education. Decree-Law of 29 December 1887 established *Curso Superior de Bibliotecário-Arquivista* (the Higher Course for Librarians and Archivists) (Ribeiro, 2008). This 19th century degree was, innovatively, taught through split organizations: the University of Coimbra, the National Library, and the National Archives (Ribeiro, 2008). Ribeiro and Pinto (2009) state that Portugal's LIS education is distinctive because, until the 1980s, it included teaching library and archives sciences simultaneously, not as separate degrees. The republican regime that began in 1910 increased Portuguese interest in education and literacy. By 1918, LIS education was a university-level course of study, which it remains today (Ribeiro, 2008).

In its long history, LIS education in Portugal has changed in name, level of degree, popularity, and curriculum. Ribeiro and Pinto (2009) argue that the system still needs adjusting, despite many positive changes that have properly modernized LIS education. They delineate the following three main issues with current Portuguese LIS education: a lack of progressive education from Bachelor's degree through PhD; a lack of academic teaching faculty (as opposed to the current teachers, who are mainly practitioners); and too strong an emphasis on application as opposed to "academic and scientific concerns" (Ribeiro & Pinto, 2009, p. 8).

#### *Schools*

Until the year 1969, the University of Coimbra was the only school in Portugal that offered LIS education. The next to embrace it were the Universities of Lisbon and Porto, as well as a private university that Ribeiro (2008) does not name. Until 1998, LIS education was offered at only those four schools. The popularity of LIS education continued to spread in the 2000s, and other universities created LIS programs. As of 2008, there were nine private schools and eight public ones that offered LIS education (Ribeiro, 2008, p. 36). Though more recent numbers are not available, there is evidence of growth. In 1983 there were 50 LIS students in all of Portugal, but in 2008 there were an estimated 640 (Ribeiro, 2008).

Under the current two-year Master's program, schools teach LIS students similar classes in the first year, and allow specialization in the second. As of 1982, and for the first time in Portugal's history, archival sciences and information sciences are split - these constitute the second-year specialization options (Ribeiro & Pinto, 2009). According to Ribeiro and Pinto (2009), the modern LIS degree in Portugal has the following emphases in the core curriculum: "[t]heory and research methods, systems analysis, technical procedures for organising and representing information and related to storage and retrieval procedures, along with informational behaviour and seeking" (p. 9).

### *Accreditation*

There is no accrediting body specifically charged with overseeing LIS programs in Portugal the way the American Library Association (ALA) accredits LIS programs in the United States. Websites of known LIS programs (e.g., the Master's degree at the University of Lisbon and the Bachelor's degree at the University of Coimbra), do not mention LIS-specific organizations. However, university websites do mention a general higher education accrediting body called Agência de Avaliação e Acreditação do Ensino Superior (the Agency for Assessment and Accreditation of Higher Education, or A3ES).

The English version of the A3ES website explains that after “the recent development of quality assurance systems, namely those in the European space, the Portuguese state has decided to create [A3ES] by Decree-Law no. 369/2007, of 5th November, with the purpose of promoting and ensuring the quality of higher education” (“About A3ES,” n.d.). Though the 2007 law created the agency, it was not functional until 2009. A3ES is a private foundation, with legal status that allows it to function as a public utility. The agency is a member of the European Association for Quality Assurance in Higher Education (“About A3ES,” n.d.). The purpose of A3ES is to accredit higher education programs generally, not specific to LIS. It is worth noting that, per the European Consortium for Accreditation (ECA), of which A3ES is a member, universities must pay A3ES to be considered for accreditation (“A3ES,” 2014). The Portuguese government provided initial funding for developing the agency and an accreditation program, but now it has a fee-based structure that requires universities to pay for its services. The ECA reports A3ES is the “sole Agency with the authority to accredit higher education institutions and degree programmes in Portugal” (“A3ES,” 2014). Thus, universities must pay A3ES for each of their programs to be evaluated, or they cannot possibly receive accreditation.

### *Certifications for Professionals*

The Higher Course for Librarians and Archivists was the only form of LIS education between 1887 and 1982 (Ribeiro & Pinto, 2009). It oscillated between a vocational degree and a university degree due to enrollment issues, but it maintained a steady degree title. Currently, a two-year Master's is by far the most common level of LIS study in Portugal. The current degree program, the Curso de Especialização em Ciências Documentais (Specialization Course in Documentation Sciences, or CECD) began in 1983 (Ribeiro, 2008). To apply, applicants do not need to have studied LIS as an undergraduate, but must have a Bachelor's degree. Therefore, Ribeiro (2008) states that, despite the label as a “specialization course,” the typical LIS Master's really provides basic training (p. 36). Nonetheless, the modern LIS degree in Portugal is considered specialized and postgraduate. The specific Master's title an information professional pursues in Portugal can vary in name. As of 2008, there were 13 different LIS Master's courses in Portugal (Ribeiro, 2008). The most common title was “Master's in Documentation Sciences,” appearing at three schools, followed by “Master's in Information Management” and “Master's in Information Science,” appearing at two universities each (Ribeiro, 2008, p. 38).

A British school introduced a unique program to support internationalization in librarianship in the early 1990s. It was a partnership between the United Kingdom's University of Sheffield and the Lisbon-based Laboratório Nacional de Engenharia e Tecnologia Industrial (National

Laboratory of Industrial Engineering and Technology). It allowed students to study LIS in Lisbon and receive a Master of Science in Information Management from the University of Sheffield (Ribeiro, 2008). Ribeiro (2008) reports that this was a popular program that other Portuguese universities mimicked, but there is no clear supporting evidence of the current or continued existence of such programs, at least in English.

In accordance with the Bologna Process, Portugal is striving to introduce LIS education at all levels. LIS education for undergraduates is rare and first started in 2001 (Ribeiro, 2008). PhD programs are so uncommon that Ribeiro (2008) notes, “[o]nly very exceptionally does this occur” (p. 37). In fact, as of 2008, only three PhD LIS theses had ever been written in Portugal. Ribeiro (2008) speculates that this may be in part because Portuguese students go to other countries to pursue doctorates in LIS. Therefore, it may be that there are more Portuguese LIS professionals holding PhDs than this number suggests, but not many were educated in Portugal.

### **Library Organizations**

There is one major professional library organization in Portugal: the Associação Portuguesa de Bibliotecários Arquivistas e Documentalistas (BAD, or Portuguese Association of Librarians, Archivists and Documentation Professionals). Librarians founded BAD in 1973. The organization has clear objectives, including encouraging research, raising awareness of professional identity and ethics for information professionals, and defending the right to information (“Quem Somos,” 2019). BAD releases annual activities reports and plans and holds an annual meeting. Their *Secções e Grupos de Trabalho* (Sections and Working Groups) page lists many subgroups within the organization, including those for higher education librarians, school librarians, museum information systems professionals, and more (“Secções,” 2019).

BAD recommends a few other professional opportunities on their website, none of which are separate organizations. For example, BAD endorses the Caucus of Portuguese Language Librarians, which meets annually at the International Federation of Library Associations and Institutions (IFLA) conference. Another is the Meeting of Portuguese Language Librarians, which is likewise an event rather than an organization (“Cooperação,” 2010). Due to the fact that BAD does not reference work with other organizations, despite its many links and explicit aim of collaboration, it appears BAD is the sole library organization for LIS professionals in Portugal.

### **Library Legislation**

The Portuguese federal government decreed the creation of many libraries and library organizations in Portugal. In addition to specific laws that created the institutions, there are oftentimes laws that influence the ways these organizations are run and funded.

#### *National*

The BNP falls under the administration of the Secretary of State for Culture. Federal decrees and ordinances mandate its functions. The current BNP by-law, Decree-Law no. 78/2012, was approved on March 27, 2012 (“Organization,” n.d.). Laws likewise mandate its structure and

organization. At the top of the legally-defined structure of the BNP are a General Director and a Subdirector. In August 2012, ordinance no. 199/2012 established the offices of three Direções de Serviços (Service Directors), who fall directly below the subdirector. There are three legally mandated service directors: Service Director for General Books, Service Director for Special Collections, and Service Director for Information Systems. Another dispatch from 2012 created a “flexible unit,” (divisão), which handles administrative issues. Interestingly, the structure of the BNP includes a public library in Évora as a “dependent unit” (“Organization,” n.d.). Figure 1 is a chart the BNP provides that shows the legally ordained structure of the national library. Though the BNP website offers an official English translation for most of its pages, they provide this chart only in Portuguese. Nonetheless, the strict, mandated structure and the hierarchy of the organization are clear, despite potential language barriers.

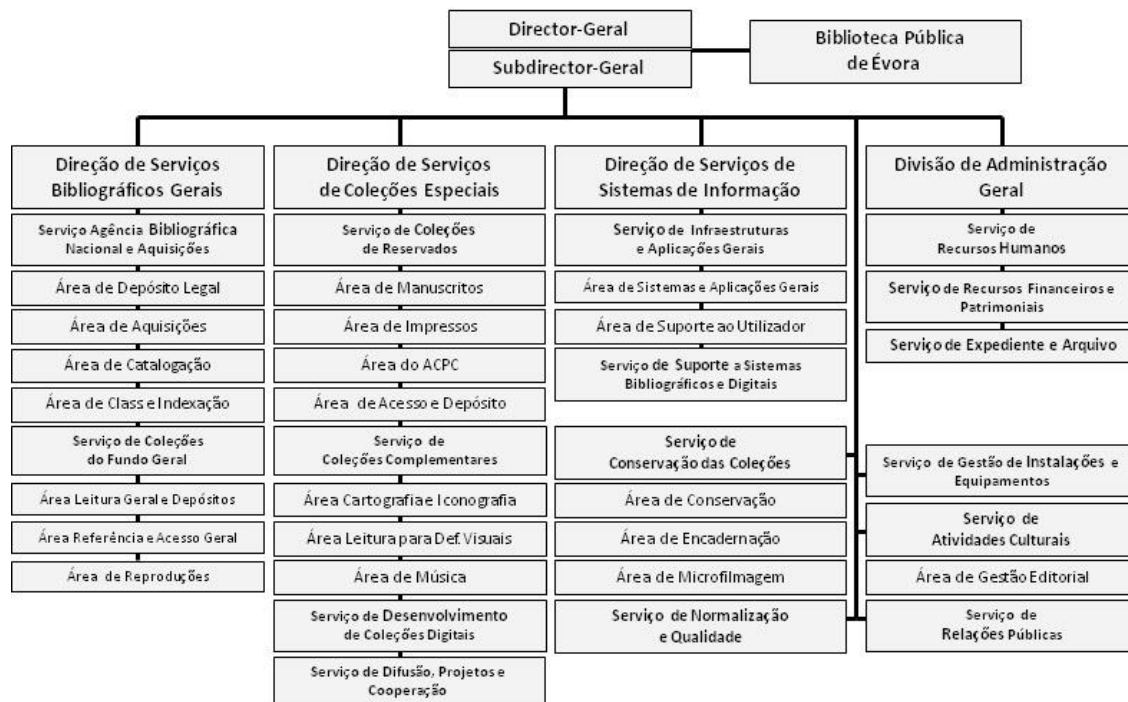


Figure 1: Organization chart for the BNP, as set out by Portuguese decree-laws and ordinances. This image was retrieved from <http://www.bnportugal.gov.pt>, is attributed to Biblioteca Nacional de Portugal, and is licensed under a Creative Commons Attribution 4.0 International license.

The National Archives of Torre do Tombo is also a state-run institution. All of Portugal’s national archives were consolidated into a unified system in 2012, under Decree-Law no. 103/2012. Subsequent legislation, specifically Ordinance no. 192/2012 of June 19 and Dispatch no. 9339/2012 of July 11, lays out the structures and functions of the Torre do Tombo Archives. The two major, legally-mandated offices are the Communication and Access Division and the Technical Documentation and Acquisitions Division (“Missão e Objectivos,” 2014).

*Public*

The current functioning of public libraries in Portugal is largely the result of a series of legislation that began in the late 1980s. Decree-Law 111/87, signed on March 11, 1987, first introduced a plan to fund public municipal libraries. The introduction to this law states that the Portuguese government must guard the right of the people to have access to public libraries (Moura, 2004). Ten years later, Decree-Law 90/97 of April 19, 1997 created the Portuguese Institute for the Book and Libraries (Instituto Português do Livro e das Bibliotecas, or IPLB). This institution falls under the Ministry of Culture, and is thus a federal entity. At its onset, the IPLB was immediately responsible for running coordinated library programs. Moura (2004) translates portions of the law and says the IPLB had to create “projects and actions in order to contribute to a cultural reorganisation of the country” (p. 2). Importantly, the IPLB also had to create libraries and programming that would, in Moura’s translation, decrease “the regional differences, illiteracy and cultural exclusion” throughout Portugal (p. 2).

For a municipality to construct a new public library, they must apply to the state. The process begins with the municipality first submitting a proposal to the IPLB. If a proposal is granted by the IPLB, the state provides 50% of funding for a new library, with the rest of the money coming from the municipality (Moura, 2004). This early co-funding results in the federal government owning the equipment in each public library it supports. Co-funding only continues if, at each stage, the new public library meets a series of minimum requirements (Moura, 2004). Once the building is up and running, the local library takes on the majority of future costs. While the state-run program aims to achieve consistency, Moura (2004) comments on the delicate issue of providing “equitable distribution of library services, all over the country,” which may require the allocation of a disproportionate amount of money to rural areas (p. 3).

### *Academic*

Academic libraries in Portugal are often part of an expansive university library network. It does not appear that federal decree-laws dictate the functions or budgets of these academic libraries. Library websites from the Universities of Lisbon, Porto, and Coimbra do not state that laws impact their structures or duties. However, the regulation of services and the structure and job functions of certain offices of the University of Coimbra were published in *Diário da República* (The Official Journal) 2.<sup>a</sup> série - N.º 238 - 10 de Dezembro de 2009. This official publication has two series. The first series is for printing acts of the government, and the second series is for “acts of an administrative nature, jurisdictional documents and public and private contracts” (“Official Journal,” n.d.). Thus, due to its publication in the second series, the administrative documentation for the University of Coimbra libraries is institutional in nature, and not state law. This is likely the case for all other Portuguese university libraries: legislation that affects them is internal, not federal law.

One instance of the Portuguese government’s direct involvement in a university’s library is at the University of Coimbra. The SIBUC is significant because of “the implementation of the Legal Deposit and the choice of this library as its depositary from 1932 onwards” (Sanchez, 2015, p. 382). While the university has a legal duty, this government involvement is for a specific project and does not affect the overall operations of the libraries. Also, it is worth noting that Portugal’s extensive legal deposit law (Decree-Law No. 74 of March 3, 1982) requires a total of fourteen copies to be put in deposit, and only two go to the University of Coimbra (“Mandatory Deposit

Laws,” 2017). Thus, though the University of Coimbra plays an important role in Portugal’s Legal Deposit, it is not the sole responsible entity.

### *School*

School libraries were overhauled relatively recently in Portugal. In 1996, the Ministries of Education and Culture launched the School Library Network, or RBE. The RBE website makes references to decree laws that dictate its functions and responsibilities. The website does not, however, mention any one law that established the RBE itself, nor can evidence of a decree-law creating the RBE be found elsewhere. Nonetheless, the RBE “articulates its action with other services of the Ministry of Education, regional educational services, municipalities, municipal libraries and other institutions” (“Presentation,” n.d.). Thus, the RBE operates as a function of the Ministry of Education, and therefore works at a federal level.

There are, however, explicit federal decree-laws that dictate the position of the school librarian (professor bibliotecário). Ordinance 756/2009 from July, 2009 (updated in 2010 and 2011) made the school librarian a legally mandated position with a minimum tenure of four years and recognized the professor bibliotecário as an official profession (Martin & Martin, 2012; Terra, Fujita & Agustín Lacruz, 2016). Terra, Fujita and Agustín Lacruz (2016) argue this legislation aimed to give schools educated librarians in order to “enable school libraries to play their innovative role in school organization and to promote access skills and information use within the educational community” (p. 280). Even more recently, the Ordinance no. 192-A/2015 of June 29 provided updated regulations for the role of the teacher librarian, including the process of appointing teachers to the position, insolvency rules, coordinator positions, and more (“Portaria n.º 192-A/2015 de 29 de junho,” n.d.). The RBE says this legislation ensures the role of teacher librarian is filled by qualified and specialized individuals (“Portaria n.º 192-A/2015 de 29 de junho,” n.d.).

### *Special*

Portuguese special libraries tend to be either state-run, private, or academic. No one type of legislation is standard for all special libraries. The state does not govern private special libraries, such as art libraries and individual collections. State-run special libraries also seem to vary in their governance. For example, Portugal’s Parliamentary library (Biblioteca da Assembleia da República) is regulated by Art.º 15.º da Resolução da Assembleia da República n.º 20/2004, which has specific articles to address its powers, hours of operation, and who has access to the collections (“Regulamento,” n.d.). On the other hand, the Central Library of the Navy was created by a Portuguese queen, and their website provides no evidence that its structure or function is today dictated by the state (“Historia da Biblioteca,” n.d.). Special libraries that are associated with universities are subject to university legislation, but not Portuguese government legislation.

## **Additional Information**

### *Open Access*

A 2010 study by Portuguese authors suggests that, due to lack of funding for research and academic institutions, uptake of open access activities in Portugal has been relatively slow (Saraiva, Rodrigues, & Rodrigues, 2010). For instance, as of 2010, less than 10% of institutional research was deposited in digital repositories (Saraiva, Rodrigues, & Rodrigues, 2010). Nonetheless, the prevalence of these repositories has been increasing since they first began appearing in 2007. Saraiva, Rodrigues and Rodrigues (2010) indicate that part of the “slow” development of open access has been due to the small number of Portuguese-language, peer-reviewed journals, and the fact that the prestigious journals that do exist in Portugal are still primarily circulated in print. This likely decreases demand for open access.

Anecdotally, though, it seems that Portugal is considering open access and copyright in a more innovative way than many other countries. A good number of official university, government, and library websites for Portuguese institutions use Creative Commons licenses. Very few American government entities, in comparison, would allow a Creative Commons CC BY 4.0 license to be their only form of protection. Perhaps Portuguese scholars are posed to adopt open access more universally in the coming years due to a relatively small backlog of Portuguese-language, digital, protected content and a more open-minded attitude.

### *Searching and Sources*

Acquiring authoritative sources to populate this chapter was difficult. For one, many relevant sources come from Portuguese authors and are therefore in Portuguese. There are a few ways around this. Some websites, such as those from the BNP and the University of Coimbra, provide official English translations, available by clicking a flag to toggle between languages. On other websites, Google Translate proved to be quite useful. For PDF scans without optical character recognition (OCR), knowledge of Spanish allowed for approximate translations. This is of course not ideal, but general comprehension was possible because some words are extremely similar in Portuguese and Spanish (e.g., the word “school” is *escuela* in Spanish and *escola* in Portuguese). Whenever available, articles written by Portuguese scholars in English inform this chapter. Portuguese authors whose entire reference lists linked to Portuguese-language articles provide access to Portuguese scholarship that would have otherwise been unattainable due to language barriers. Examples are Melo and Pires (2011) and Ribeiro and Pinto (2009).

In addition to the issue of language, many resources on Portuguese libraries are outdated. Ribeiro (2008) provided the most recent numbers on LIS education. A 2019 article by Ibekwe claimed to have newer information, but the author exclusively cites Ribeiro, giving no updated data. Additionally, many available resources are useful case studies, but do not provide higher level information. Furthermore, some claims were incorrect or at least conflicting. For instance, the American Library Association (ALA) page “Library Associations Around the World” links to two Portuguese library associations: BAD, and one called Liberpolis. While Liberpolis seems to have been at some point connected to libraries, the link the ALA provides is to a company that

sells virtual private server hosting. As another example, one website suggested the IPLB legislation had been revoked, but no other website made a similar claim.

Even more frustrating than conflicting information was unavailable information. This required determining if the information was available only in Portuguese, available in English and inaccessible due to improper searching, or truly not available at all. For instance, and quite unexpectedly, it was impossible to find a definitive total number of Portuguese universities. In the end, a qualified assertion was the best available source to answer that question. For other issues it was necessary to consider multiple authoritative sources that did not provide an answer to a question, and therefore conclude the information simply did not exist. This was the case when searching for federal decree-laws about academic libraries; these decree-laws are unavailable because academic libraries are not subject to federal decree-laws. However, this approach has the potential to be problematic: absence of evidence is not evidence of absence.

### *Bats in the Stacks*

Portugal, with its rich history and antique institutions, faces different library challenges than do newer countries with newer libraries. A famous example of this is that both the Joanina Library at the University of Coimbra and the Library at the National Palace of Mafra are home to bat colonies. These bats, originally considered an infestation, are now considered valuable resources. They eat gnats, moths, and other insects that pose a threat to the books. The bats have been in residence since the 19th century at the latest; many historians believe they have been in the libraries even longer (Case, 2018). It takes creative thinking on the part of Portuguese librarians to recognize the benefits of bats as opposed to the disadvantages.

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# SPAIN

*Sarah R. Harrington*

LIS 503: International Librarianship  
Department of Information Science  
University at Buffalo

## Country Profile

Spain is geographically located in southwestern Europe, and Spain and Portugal are the two countries on the Iberian Peninsula. Spain shares a border with Portugal on its western edge, France and Andorra on its northern edge, and Gibraltar on the Southern tip, which formerly belonged to Spain, but was ceded to Great Britain at the end of the War of the Spanish Succession (“Spain: Facts, Culture, History, & Points of Interest,” n.d.). Morocco is a short distance away, across the Strait of Gibraltar to the South. Spain has coastal regions by the Bay of Biscay, the Balearic Sea, and the Mediterranean Sea (“Which Countries Border Spain?,” n.d.). The Balearic Islands to the east and the Canary Islands to the west are part of Spain’s territory. Spain is governed by a parliamentary constitutional monarchy, meaning that there is both a hereditary king and an elected prime minister and his cabinet. Spain also has regional and local levels of government (Ross, Richardson & Sangrador-Vegas, 2016).

Spain’s estimated population from 2018 was 49,331,076 (“Europe: Spain,” n.d.). Castilian Spanish is the official national language, with other languages recognized regionally, such as Catalan, Galician, Basque, and Aranese. Spain has struggled with a high unemployment rate since the 2008 financial crisis (Eavis, 2016), with recent estimates showing 13.8% unemployment (Unemployment in Europe (monthly),” 2019). Thirty-four percent of the Spanish population has not completed high school level education, and the Spanish government is attempting to lower this figure through education reforms (“Spain: Overview of the Education System,” 2018).

## History

Spain’s first libraries were constructed during the 5th-8th centuries, thanks to the Visigoth kingdom that ruled during that period (Escolar-Sobrino, 1993 & Olszewski, 2017). During the High Middle Ages, most noteworthy libraries could be found in monasteries. The Moors invaded Spain in 711 and the Caliphate of Cordoba became one of Europe’s renowned cultural centers, with libraries and bookstores providing unprecedented access to collections. In the Late Middle Ages, universities became hubs for the best libraries. The first academic library was established at the University of Palencia in 1208 (Olszewski, 2017). The University of Palencia was short lived, but paved the way for the University of Salamanca in 1218, which is now the oldest university in Spain. The cultural and intellectual revolution of the Renaissance paved the way for universities in urban areas, including Seville (1505), Granada (1532), and Santiago de Compostela (1550). The Columbian Library opened around 1518, noteworthy because it was one of the first libraries to open its collections to the public.

The National Library of Spain, formerly called the Royal Library, was founded by King Philip V in 1712 (“Chronology,” 2019). The library was originally formed with two purposes in mind: 1) To encourage subjects to read, and 2) To combine the libraries of those who fled the country after the War of Spanish Succession. In 1836, the government took ownership of the library, and the library changed its name from the Royal Library to the National Library (Biblioteca Nacional). The library obtained rare and valuable materials in 1869 when Manuel Ruiz Zorrilla authorized confiscation of materials from cathedrals and monasteries. In 1896, by Royal Decree, all works printed in Spain needed to have a copy delivered to the National Library as well. The libraries gained even more materials from the Confiscation Committee during the Civil War in 1936-1939. Most recently, in 2011, patrons may now submit online works to the National Library if the deposits help preserve Spanish culture (“Digital Legal Deposit,” 2018).

## **Types of Libraries**

### *National*

Spain’s National Library, Biblioteca Nacional de Espana ([www.bne.es](http://www.bne.es)), is the largest library in Spain. The library’s mission statement defines its main purpose as follows:

To compile, catalogue and conserve bibliographic assets produced in any language of the Spanish state, or in other languages, for the purposes of research, culture and information.  
To foster research through the study, loan and reproduction of its bibliographic assets  
To disseminate information on Spanish bibliographic production based on entries to the copyright library (“Mission and/or Vision Statements of Government Libraries,” 2010).

To this end, the National Library receives copies of every book that is published in Spain, and also houses rare and valuable materials. The library boasts a Library Museum and Exhibit Rooms, all of which are publicly accessible. The museum offers guided tours for individuals and groups with prior registration. Once per year, the national library hosts an “Open Day,” and tour groups are brought into restricted areas and can view some of the more valuable material.

### *Public*

The Commission for Interchange and Acquisition of Books for Public Libraries, established in 1939, was created to supply books to libraries and create public libraries where they were lacking. In 1947, the National Reading Service was created to promote reading among the Spanish population. Now, Spanish public libraries add about 3 million books to their collections annually, which are composed primarily of monographs (89% of materials) (Olszewski, 2017). The Survey on Cultural Habits and Practices (SCHP) is a tool that helps track cultural engagement in Spain. In their article on changing trends in Spanish libraries, Villarroya and Ateca-Amestoy (2018) analyzed data from the 2002–2003, 2006–2007, 2010–2011 and 2014–2015 surveys and used findings to provide commentary on Spanish trends in public libraries. The authors note that public libraries have experienced a shift in purpose, changing from, “places for quiet work, study and lending books, to meeting spaces for socializing, sharing and active learning” (p.223). Furthermore, expectations for access have shifted, with public libraries taking

care to collect materials for ethnic minorities, children, older adults, and those needing access accommodations.

### *Academic*

The oldest university libraries include the University of Salamanca (1254 A.D.) and the University of Valladolid (1346 A.D.), but three-fourths of the academic libraries in Spain were founded in the 1960's or later (Olszewski, 2017). Two-thirds of Spanish universities are public institutions, and most of the private institutions are affiliated with the Roman Catholic Church. In 1998, the Conference of Rectors of Spanish Universities (CRUE) created an organization called the Network of Spanish University Libraries (REBIUN). REBIUN's goal is to, "Lead, coordinate and give directives to university and scientific libraries, promoting cooperation and the realization of joint projects to respond to the new challenges that universities have in the areas of learning, teaching, research and training throughout life" ("Mission and vision," 2017). REBIUN presently has 76 member institutions, including 50 public universities and 26 private universities.

### *School*

Prior to the 1990's, schools in Spain struggled to meet the educational needs of its pupils, with a mismatch between economic needs and educational offerings and failure to live up to education systems in comparable European countries (Marchesi, 1999). In 1990, the General Organic Law of the Educational System (LOGSE) education reform project aimed to obtain a 90% graduation rate from lower secondary education (12-16 years), but Spain's schools still report high rates of drop out (Bolívar, 2015). Attention to school libraries began to increase after the 1990 educational reforms, but it took Spain until 2006 to pass education reform specifically addressing the need for school libraries ("Observatory of the School Library," n.d.) The 1993 edition of the American Library Association's World Encyclopedia of Library and Information Services paints a dire picture of the state of school libraries, stating, "There are no school libraries in Spain worthy of the name," and noting that, "The books that make up these collections consist of occasional gifts from the Ministry of Education" (Escolar-Sobrino, 1993, p.487). As of 2017, school libraries had just 2836 administrative units and 3429 service points, with only 656 library staff members staffing these units (Olszewski, 2017). School libraries in Spain are severely understaffed and in need of additional funding and resources.

### *Special*

Special libraries in Spain include government, military, prisons, associations, archives, museums, health sciences, research, religious, corporate, and more. As of 2017, special libraries employed 5177 salaried staff, one-third professional librarians (Olszewski, 2017). As a stark difference between special and public libraries, books only comprise 42% of special library collections, and circulation is not a central activity for many special libraries because many materials are for library use only.

## **Library and Information Science Education**

### *Schools*

In 1915, the first library school was established in Barcelona, the Escola Especial de Bibliotecarios (Special School for Librarians). In 1978, the Spanish government granted universities the authority to award a new degree, the Diplomatura in Library and Information Science (similar to a U.S. bachelor's degree). In present day Spain, twelve universities offer the Diplomatura, eleven offer the Licenciatura and eight offer the Doctorate (Olszewski, 2017). The American Library Association published a list of schools offering degrees in Library Science education, last updated in 2013 ("World List," 2013):

- Universidad de Alcal
- Universitat Autnoma de Barcelona
- Universitat de Barcelona
- Universidad Carlos III de Madrid
- Universidad Complutense de Madrid
- Universidad de Extremadura en Badajoz
- Universidad de Granada
- Universidad de León
- Universidad de Murcia
- Universitat Oberta de Catalunya
- Universidad Politécnica de Valencia
- Universidad de Salamanca
- Universitat de València
- Universitat de Vic
- Universidad de Zaragoza

### *Accreditation*

The Bologna Agreement was passed in 1999, with the aim of standardizing degrees so that degrees can be recognized in countries across the European Union (Olszewski, 2017). The European Higher Education Area (EHEA) was established thanks to the Bologna Agreement, and includes membership countries (including Spain) who coordinate their efforts to improve higher education. The EHEA is regulated by centralized agencies representing educational stakeholders like institutions, students and quality assurance agencies.

### *Certifications for Professionals*

Library science degrees can be earned in three levels. The first is the Diplomatura, which is completed after three years and is similar to the United States bachelor degree. The second is the Licenciatura, which takes 4-5 years to complete and is similar to the United States master's degree. The final level is the Doctorate degree (Olszewski, 2017).

## **Library Organizations**

The largest professional library association of Spain is the Assembly of the Spanish Federation of Societies of Archivists, Librarians, Documentalists and Museology (FESABID) (<http://www.fesabid.org>). FESABID is a group of nineteen professional library associations with over 7000 members with the goal to, “enrich the collaboration among its members and strengthen the exchange of knowledge in order to increase the level of professionalism of its components.”

The Spanish Federation of Associations of Archivists, Librarians, Archaeologists, Museologists and Documentalists (ANABAD) is another key professional player, with its main goal to, “Promote the professional development of its associates and the services entrusted to them, it lacks profit purpose and will dedicate the benefits eventually obtained to the development of its activities” (<https://www.anabad.org>).

Another association is the Spanish Association for Documentation and Information (SEDIC) (<https://www.sedic.es/>). SEDIC has hosted an Information Management Conference every year since 1999 and seeks to bring together professionals in different sectors for collaborative efforts.

## **Directions for Future Research**

It should be noted that it is surprisingly difficult to find current English language materials on Spanish libraries. Readers looking closely may notice that much of the above information comes from the 2017 Encyclopedia chapter, “Spain: Libraries, Archives, and Museums” (Olszewski, 2017) because it is one of the few up to date sources available. Furthermore, FESABID.ORG has a link for English translation, but ANABAD.org does. English language resources from ANABAD.org would be extremely helpful for understanding professional practices in Spanish libraries. Additional research in the English language and accurate translations from ANABAD.org are needed for a deeper understanding of Spanish libraries.

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# SWEDEN

*Anita Duka*

LIS 503: International Librarianship  
Department of Information Science  
University at Buffalo

## Country Profile

Sweden is a country in Northern Europe. It is one of Europe's biggest countries in area, but also one of the most thinly populated (Kent, 2019). Sweden has an area of 450,295 square miles (CIA, 2019) and a population of 10,223,505 people (Sweden, 2019). Stockholm is Sweden's capital and most populous city. Sweden and its neighbor Norway occupy the Scandinavian Peninsula. Sweden, Norway, and Denmark are called the Scandinavian countries and have close cultural, economic, historical, language, and religious ties. Sweden's border with Norway is hilly and, in parts, mountainous. Sweden has four main land regions: (1) the Mountain Range, (2) the Inner Northland, (3) the Swedish Lowland, and (4) the South Swedish Highland (Kent, 2019). Most Swedes live in the south where the climate is milder and there is better connectivity to mainland Europe; the interior areas of the north remain sparsely populated (CIA, 2019). Most of Sweden's people live in urban areas, which lie mainly in the central and southern parts of the country. Ethnic groups in Sweden are: Swedish 80.9%, Syrian 1.8%, Finnish 1.4%, Iraqi 1.4%, other 14.5% (CIA, 2019). Swedish is a Germanic language that closely resembles Danish and Norwegian. People from Sweden, Denmark, and Norway can usually understand one another. Most Swedes are members of the Lutheran Church. Lutheranism was Sweden's official religion from the 1500's until 2000. Sweden is a highly industrialized nation. Its economy is based on a combination of advanced engineering and service industries and it relies heavily on exports. Most Swedish industry is privately owned and government ownership is concentrated in energy, mines, and public transportation (Kent, 2019).

## History

Before the fifteenth century, Sweden had no university of its own. Due to the efforts of the Archbishop of Uppsala in 1477, the Pope was encouraged to grant a Charter for the University of Uppsala, which quickly became a major place of learning, not only in Sweden, but for Scandinavia as a whole. It started with an emphasis on historical and antiquarian studies and eventually building up a library (Glasgow, 2002).

Gustavus Adolphus was an enlightened monarch, who spoke several languages; and he originated the famous Royal Library in Stockholm, endowing it with a variety of bookish and literary treasures. Parts of the Royal Library were lost when Queen Christina (1632-1654) carried off a large number of books to Rome after she renounced her throne (Glasgow, 2002). The Royal Library suffered more losses as a result of a disastrous fire in 1697 where 17,286 bound volumes and 1,103 manuscripts were lost (National Library of Sweden, 2019).

The history of public libraries can be traced back to the 19th century when different popular movements built up libraries for their own general educational purposes (Lidman, 1990). Swedish public library development is based on a tradition of education for all. Compulsory schooling was introduced with an act in 1842. The act also regulated the activities of the parish libraries. The vicars were responsible for the establishment of parish libraries in order to encourage reading. The parish library collections consisted of books on religion, housekeeping and agriculture in order to provide the population with moral and practical advice. However, the parish libraries depended on individual enthusiasm but this enthusiasm gradually faded away. By the end of the 19th century it was evident that the parish libraries were incapable, and even unwilling, to cope with the challenges of a new time (Thomas, 2010).

The parish libraries and the elementary school libraries had a great deal in common during the nineteenth century. At the end of that century, libraries especially for the elementary schools were founded by the teachers in many municipalities and rural districts. At that time, the importance of good libraries for children and also for adults was more strongly emphasized than before. State aid was distributed, particularly for libraries in the elementary school, due to The Public Library Decree of 1912 (Torstensson, 1990).

Starting in the mid-1930s, public libraries were gradually taken over by the municipalities. In 1985, the Swedish Parliament decided that public libraries were an instrument of public educational policy and constitute an important part of the democratic process (Lidman, 1990). Decades ago, public libraries and academic libraries in Sweden operated in separate and closed circles. Library users could be divided into two main groups: the general public and the scholars. Public libraries could be found in almost every town and in larger villages in the countryside. The number of universities and, as a consequence, of university libraries, was limited and they were situated far from the main part of the population (Thomas, 2010).

## **Types of Libraries**

### *National*

According to the official website of the National Library of Sweden, “The National Library is both a library and a government agency. Our assignment ultimately concerns defending the values of democracy, equality, and free speech” (Kungl Biblioteket, n.d.). The royal book collections date as far back as the 1500s, but it was not until the 1600s that the library was created. In the 1800s developments in printing technology led to an increase in the number of books being published (Thomas, 2010). On May 7, 1697 the Royal Palace Tre Kronor burned down, and two thirds, about 17,000 books and 1000 manuscripts of the Royal Library’s collections were destroyed in the fire. On November 9, 1877 the library became an independent authority and formally the National Library of Sweden (Kungl Biblioteket, n.d.). In 1878, the Royal Library moved into a new library building in Humlegården. During the last 130 years several extensions and reconstructions have been undertaken. A large extension took place between 1992 and 1997 and two underground stack buildings of 9,000 square meters each were constructed (Thomas, 2010).

The collections of the National Library consist of more than 18 million objects, including books, posters, pictures, manuscripts, and newspapers. The audio-visual collection consists of more than 7 million hours of recorded material (National Library of Sweden, 2019). The National Library of Sweden does not evaluate nor screen the materials. They are all saved as they are, regardless of form and content. This makes it an independent source for research for everyone and future generations (Kungl Biblioteket, n.d.).

The use of the National Library has also undergone some changes. The National Library is situated in the most central and attractive part of Stockholm. Libraries financed by public funding are in principle open to everyone, so the general public should be able to use the National Library. Once a sanctuary for scholars, today it is heavily occupied by undergraduate students and the general public are frequent users. Sometimes conflicts arise, as the traditional users are not always happy about the numbers of newcomers (Thomas, 2010).

### *Public*

The Swedish library system is a well-developed nationwide library network. The network includes 290 public library systems with more than 2,000 service points. Almost 60 percent of the population are public library users. The libraries offer access to more than 3000 commercial databases and library premises are equipped with some 6000 computers with Internet access. Public libraries are today heavily used by university students, so heavily that it sometimes causes conflicts with the service for the general public. Public libraries are financed by local authorities (Thomas, 2010).

The move towards a modern public library system started in the early 20th century with the American public library idea as a model. Swedish libraries now operate under the belief that libraries should be open for all, have open shelves and have collections reflecting all kinds of thoughts and ideas. The influence from the new world was brought to Sweden by Valfrid Palmgren, who had the opportunity to go for a study tour to the United States (Thomas, 2010).

In the last three decades there have been ups and downs, but on the whole public libraries have undergone positive changes. Even if circulation rates show an annual decrease, public libraries are still heavily used. The amount of printed material being checked out is decreasing while the use of electronic resources is increasing. Children continue to be heavy library users. A number of surveys have shown that about 90 percent of children up to 13 years of age use the library. The reason could be that children's library services have high priority in most libraries (Thomas, 2010).

### *Academic*

The number of institutions for higher education has increased significantly during the past decades. Today, there are 39 universities and university colleges situated in 30 cities. The university and university college libraries are part of the Swedish higher education system, and under the jurisdiction of the Ministry of Education. The oldest universities are the University of Uppsala that was founded in 1477 and the University of Lund that dates back to 1666. The university library of Lund was founded at the same time as the university (Thomas, 2010).

The University Library in Uppsala dates back to 1620. The library is now housing the largest book collection in Sweden. The collection has continued to grow, not only due to the legal deposit material and regular purchases, but to a great extent due to a number of valuable donations of rare books and manuscripts. In 2000, due to external funding and later also extra funding from the university, the library could start the project to catalogue and to digitize the collection (Thomas, 2010).

The Lund University Library has large collections of printed material and manuscripts spanning a long period of time, and covering all languages and subject fields. In 1698, the university library was made a legal deposit library. Today, beside the National Library, Lund University Library has a statutory requirement to keep Swedish publications in printed form into eternity. The University Library in Lund has played an important role in developing scientific publishing, especially within the Open Access program. The library is also developing services for electronic publishing of university research and undergraduate theses. Lund University Library is part of the network of 14 Swedish and Danish universities and university colleges (Thomas, 2010).

For a while, the universities in Uppsala and Lund were the only universities in Sweden. As time went on, higher education was extended to other parts of the country. The next generation of universities was established in Gothenburg, Stockholm, Umeå and Linköping. The Gothenburg university college was established in 1861, received university status in 1954. Then, in 1961, the library became a university library (Thomas, 2010).

The Stockholm University College received university status in 1960. In the 1970s, the university moved to a campus in Frescati, just north of the city center. Also in the 1970s, the university library got its own building at the campus. The library moved into the new building designed by the architect Ralph Erskine in 1985. The Stockholm University Library is one of the biggest research libraries, with 12 branches and 1.5 million visits annually. The collection includes various valuable donations such as the Swedenborg Collection, now on the UNESCO Memory of the World List (Thomas, 2010).

### *School*

Since the 1980s, Swedish school librarians have looked to role models in North America, particularly the United States of America. Basic philosophy about the educational role of school libraries, efforts to improve curriculum involvement, and the design of facilities and the level of resources have inspired and influenced thinking and action in the school library field. Because Sweden has huge, sparsely populated areas outside the big urban communities, the structure and organization of schools and libraries varies considerably. In the rural areas, you find elementary schools with 20-30 students, or even fewer. Urban areas, naturally, have bigger schools, and secondary schools normally have a larger number of students than the lower levels. The size of senior high schools may reach more than 2,000 students. Since the 1960s, high schools normally have school libraries of their own run by professional librarians. In Sweden, school librarians are not required to have the double qualification from both LIS and education. (Limberg, 1999). School libraries, as well as public libraries, are the responsibility of the local authorities. While public libraries have advanced over time, school libraries have lagged behind. According to the

Library Act, there should be suitably distributed school libraries in order to stimulate student interest in reading and literature and also to provide material for their education (Thomas, 2010).

According to a statistical survey made by the Swedish Arts Council in 2008, just 67 percent of pupils had access to a school library, while 18 percent, or 250,000 pupils, had no access at all to a school library. Since the 1960s, there has been a trend to set up dual use libraries, which means combined public and school libraries. Today, more than 500 public libraries also serve as a school library. Quite often the public library, willingly or unwillingly, serve as a substitute for the school library. According to a Government Bill in 2009, regulations concerning school libraries were moved from the Library Act to the school legislation in 2010 (Thomas, 2010).

### *County*

To support the public library systems, there are 20 county libraries, three lending centers, one lending center for foreign language materials, and one repository library. County libraries were established in the 1930s, and the county library system was completed in the 1950s. The primary role for the county libraries were to support the smaller public libraries within their region with book deposits and interlibrary loans. The purpose behind the county library system was to create a national infrastructure in order to make sure that all citizens have equal access to knowledge and culture (Thomas, 2010).

Today the 20 county library systems still support local public libraries with books and other materials, but circulation of book deposits have been replaced with individual interlibrary loans. County libraries encourage cooperation and development through regional and inter-regional development projects, such as professional training, reading promotion, development of library service for different target groups, lifelong learning, and more (Thomas, 2010).

### *Special*

There are almost 40 special libraries in Sweden, some of which have very old and rich collections which are used by students, researchers, and the public. One library is The Dag Hammarskjöld library in Uppsala. It was established in 1966 as a memorial to Dag Hammarskjöld, Secretary General of the United Nations 1953–1960. The library is a national repository library for UN documents. The collections are focused on the social sciences and the services have a focus on international relations. The Dag Hammarskjöld library belongs to the Uppsala University Library organization (Thomas, 2010).

The Swedish Institute for Children's Books (Sbi) in Stockholm was founded in 1965. It is a foundation, but the library is mainly financed by the Ministry of Education. The institute has a rich collection of children's books. The first book for young readers was published in Sweden in 1591. The collections of the institute contain most of the books for young readers published in Sweden since then (Thomas, 2010).

The Library of the Swedish Academy of Letters, History, and Antiquities in Stockholm is part of the National Heritage Board. The origin of the library dates back to the early years of the Swedish Academy in the late 1700s. The library has a large collection with main subject areas in

archaeology, medieval art and architecture, numismatics and Sweden's cultural heritage and its protection and preservation. The collection contains literature from all over the world, in addition to Swedish bank history and Swedish economic history. The library also owns a collection of books on classical archeology, ancient history and Egyptology. The collection has been developed largely by donations (Thomas, 2010).

The Swedish Library of Talking Books and Braille (TPB), the first library for the blind in Sweden, was founded in 1892. Since 1980, TPB is a government authority under the Ministry of Culture and is entirely funded by the government. In collaboration with local libraries, TPB provides access to printed materials for people with disabilities. TPB produces and lends talking books and books in Braille. The library has a stock of about 80,000 talking books, and is a national lending center for talking books. The target group is estimated to be 6 percent of the population, and the number of borrowers at the local libraries is approximately 50,000. The library also gives information on matters concerning talking books and Braille. TPB has a special service aimed at disabled students at university level. A new service was introduced in 2009 that allows students to download books individually (Thomas, 2010).

The Nobel Library was founded in 1909. The library assists the Swedish Academy in their evaluations for the Nobel Prize in Literature. The Swedish Academy has awarded the Nobel Prize in Literature since 1901. The library collection consists of about 200,000 volumes and specializes in literature. The focus is on contemporary literature in the original languages. The Nobel Library is a private library serving the members of the Swedish Academy, but the library is also open for the public to borrow from the collections, and to use reference materials, magazines and periodicals (Thomas, 2010).

## **Library and Information Science Education**

### *Schools*

In Sweden, there are seven institutions that offer Library and Information Science (LIS) education, four institutions that offer undergraduate LIS education, and six institutions that offer postgraduate LIS education (Borrego, 2015). The six institutions offering postgraduate LIS education are as follows:

- University of Borås
- Linköping University
- Lund University
- Umeå University
- Uppsala University
- Växjö University (Worldlist, n.d.)

### *Accreditation*

After numerous searches on a variety of databases and online resources such as the International Federation of Library Associations and Institutions and The Swedish Library Association, it appears that no information is available regarding accreditation of library programs in Sweden.

## *Certifications for Professionals*

There is very little information on what certifications are needed for library professionals and the tiny information that is available is outdated. In an article from 1978 about music librarians, it states “University statutes prescribe a master’s or doctor’s degree for libraries...” (Carlsson, 1978). Also, school librarians are not required to have the double qualification from both LIS and education (Limberg, 1999).

## **Library Organizations**

The Swedish Library Association (SAB) was founded in 1915. The objectives were to promote Swedish library development. The association was open to institutional as well as individual members. Very early on, the association focused on the publishing of the library journal, (*Biblioteksbladet*) and on professional publications. The association played an active role in the creation of the Swedish classification scheme that was introduced in the 1920s. The system was used in most Swedish libraries until the switch to the Dewey system. The association became a member of IFLA in 1930 (Thomas, 2010).

In 2000, SAB merged with the Association for Academic Libraries, Svenska Bibliotekariesamfundet (SBS) that had been founded in 1921. The association has taken an active role in the promotion of library legislation. The association has relationships and is in communication with politicians and other decision makers in order to promote library services. In 2007, the association introduced a nationwide campaign called Library Lovers, which draws attention to the importance of well-developed library resources (Thomas, 2010).

## **Library Legislation**

In 1661, the first Legal Deposit Act is passed, requiring every printer to provide a copy of all printed publications in Sweden to the Royal Library before the work was distributed. The original intention of the Act was censorship. It was a way for the king to control all publications before they the public could read them.

In 1707, the number of legal copies was increased to six. They were distributed to the Royal Library, to the universities in Lund, Uppsala, Turku (Finland) and Dorpat (Estonia). Today the publishers are required to send seven copies. In addition to the copy sent to the Royal Library/National Library, copies are distributed to the university libraries in Lund, Uppsala, Stockholm, Gothenburg, Umeå, and Linköping. The National Library and the University Library in Lund are required to preserve all the legal deposit material for the future, while the other university libraries are allowed to discard what is not needed in their collections (Thomas, 2010). Today, legal deposit regulations support the National Library’s work with collecting the Swedish national heritage. Without legal deposit, the National Library would not have become the abundant source of knowledge that it is today (Kunlgl Biblioteket, n.d.).

The Library Act, introduced in 1997, regulates tasks and responsibilities for all publicly funded libraries. Not only were public and school libraries were impacted by this act but also university



libraries, special libraries and all other publicly funded library service were regulated by the act. This act also stated that every local authority must have a public library. That means that all 290 local authorities have a public library system. The act also stated that all libraries must lend literature free of charge (Thomas, 2010).

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# TURKEY

*Tara E.M. Montini*

LIS 503: International Librarianship  
Department of Information Science  
University at Buffalo

## Country Profile

Turkey is officially known as the Republic of Turkey (Türkiye Cumhuriyeti) and its capital is Ankara. Turkey is located in the Middle East and lies in both Europe and Asia. It is slightly bigger than Texas, with an area of 783,562 sq km (Central Intelligence Agency, 2019). The largest city in Turkey is Istanbul, which is also its largest seaport. Turkey is a multiparty republic with one legislative house known as the Grand National Assembly of Turkey. On October 29, 1923, after the fall of the Ottoman Empire at the end of World War I, Mustafa Kemal (Atatürk) founded the Republic of Turkey and was elected as its first president. He worked to create a secular, modernized, and uniform nation. The country has had a few coups, the most recent was a failed attempt in 2016, but has continued to return to a democratic government. Currency issues, political instability, and other problems have caused an economic downturn that has put Turkey into a recession. People are dissatisfied with the rising living costs and economic issues and showed their discontent in the March 2019 elections, which led to the ruling AKP party to lose support in some areas. Turkey is not a member of the European Union (EU) but has been working towards gaining membership for many years and continues to work on reforms to gain admittance to the EU (“Turkey”, 2019).

According to a July 2018 estimate by the Central Intelligence Agency, the country has a population of 81,257,239, with 70-75% of the population identifying as Turkish and about 75% of the population living in urban areas. The forced population exchange between Turkey and Greece in 1923 aimed to create more homogeneous countries and about 1.3 million Greeks and approximately 400,000 Turks were moved during this exchange (“Turkey”, 2019). The literacy rate, from a 2016 estimate, is 96.2%. The official language is Turkish and 99.8% of the population is Muslim, mostly Sunni. According to a 2018 estimate, 40.14% of the population is between the ages of 0-24, 43.26% is between the ages of 25-54, and 16.61% is 54 and up (Central Intelligence Agency, 2019).

Most of the region has a temperate climate with hot, dry summers and mild, wet winters. Turkey has a high central plateau, a narrow coastal plain, and several mountain ranges. Almost half of the country’s land is used for agricultural purposes and there are many natural resources, including coal, clay, and hydropower. Northern Turkey has a risk of severe earthquakes and its three historically active volcanoes have not erupted since the 1800s or earlier. Turkey is currently handling environmental issues that include water and air pollution, deforestation, land degradation, conservation of biodiversity, and oil spill concerns from increasing ship traffic (Central Intelligence Agency, 2019).

## History

The history of libraries in Turkey begins with the Ottoman Empire. Throughout the 600+ year lifespan of the Ottoman Empire, libraries were established by each religious and/or ethnic community to serve its people. There are not many studies done on the libraries of the minority communities, such as the Jewish, Christian, Armenian, and Greek (Rûm) communities, but there are many accounts of the libraries established by the Ottoman Turks (Keseroğlu, 2016).

Libraries established by the Ottoman Turks were done so by wealthy benefactors who wished “to bestow, on behalf of God, favors upon the people” (Keseroğlu, 2016). The libraries were known as vakif (foundation) libraries and “were part of külliye (Islamic-Ottoman social complexes), which included religious, educational, and social-support organizations” (Keseroğlu, 2016). The wealthy individuals who founded these libraries created the vakifye (charter) which specified things such as how the library would run, what books would be in the collection, and who would benefit from the institution. The charter could not be changed and the libraries usually fulfilled the needs that a university, school, and public library would (Keseroğlu, 2016).

With the collapse of the Ottoman Empire, the Republic of Turkey was formed and the country’s focus centered on the culture of the Turkish people and becoming more secular in nature. The religious libraries became grouped together in city centers and libraries, in general, played an important role in the new country because of the knowledge they held and their role in cultural policies. Atatürk, the new leader, was concerned with the educational issues in the country and how to educate peasants. He enacted laws that helped centralize collections relating to the history of the Ottomans and ones that helped collect books for libraries. Western culture heavily influenced the development of libraries and librarianship during this time period. To help increase literacy rates and spread the Turkish culture, nongovernmental organizations (NGOs) were formed and included the Branch of Library and Publishing as one of their nine branches (Keseroğlu, 2016).

From the start of the republic in 1923 to 1950, many improvements and milestones occurred under the single party government. John Dewey visited in 1939 to prepare reports on education in the country, many universities became home to scientists escaping Nazi Germany, and the first children’s library was established in 1925. This time period saw the introduction of librarianship courses, improvement in the literacy rate, and an increase in the number of libraries in Turkey (Keseroğlu, 2016).

The change from a single party to a multiparty system during the 1950 election caused some changes in the structure of government institutions. Regulations were passed relating to public libraries, and the creation of the first Department of Librarianship at Ankara University occurred in 1954. Foreign experts were still used to address education and library problems during this time (Keseroğlu, 2016).

The coup d’état in 1960 led to the National, public, and children’s libraries being structured under the General Directorate of Libraries. During the 1970s, many libraries and library related issues were ignored due to the chaos of the government. Production in agriculture and industry decreased during this era and as a result, university libraries acquired less materials and some

were almost closed. The coup d'état in 1980 saw some library regulations enacted to more align libraries with the current government and a short-lived effort of publishing materials for public libraries. The 1990s saw many government changes and different regulations regarding libraries. The constant changing of power and eventual authoritarian rule meant "libraries, like all other institutions, were treated as political organizations...supporters of the ruling party rather than experts in the field were appointed as heads of libraries" (Keseroğlu, 2016).

The period from 2001 to 2013 saw a decrease in the number of public libraries and registered members, despite developmental plans. This time period did see an increase in the number of books in libraries and the number of library workers. However, only 15.1% of these workers hold a degree in librarianship (Keseroğlu, 2016). Libraries continue to be run by constantly changing government appointed officials, rather than library professionals, and library users do not often challenge the government decisions regarding libraries (Keseroğlu, 2016). The failed 2016 coup led to a crackdown on books associated with Fethullah Gülen (the Turkish Islamic scholar accused of organizing the coup), his followers, or publishing houses closed after the crackdown. This crackdown saw almost 140,000 books removed from over 1,100 libraries (Turkeypurge, 2017).

## **Types of Libraries**

### *National*

The National Library of Turkey, Millî Kütüphane, is located in the city of Ankara. It was established in 1946 and opened to users in 1948. The Law on the Establishment of National Libraries was enacted on March 29, 1950 and gave legal identity to the library. The Additional Law on the Establishment of the National Library was enacted on May 18, 1955. This addition established a Bibliography Institute. It was put under the General Directorate of Libraries after the 1960 coup d'état and again moved in 1971 to the Ministry of Culture. The library moved to its current location in 1983 after it outgrew its location. The library is one of six Turkish libraries that benefits from the 1934 Legal Deposit Act. The library president does not have to have a degree related to the library field (Keseroğlu, 2016) (Millî Kütüphane, n.d.).

The National Library of Turkey's mission is to support national research on the country's culture and to serve readers by collecting artifacts and documents that were produced or published within Turkey or by Turks abroad. The library provides books to researchers, up-to-date bibliographies published periodically and upon request, reading and study rooms, a Speaking Library Center for the visually impaired, conference and event halls, computers, wifi, microfilm, and photocopying services for users outside of the city (Millî Kütüphane, n.d.).

### *Public*

Public libraries are run by the Ministry of Culture and Tourism, General Directorate of Libraries and Publications. The children's libraries of the early 20th century are now mostly in public libraries, but some do still have their own building. A few municipalities have their own libraries as well. The government is the main financier of public libraries, with city private offices offering some aid and many local authorities providing buildings for the libraries. Mobile

libraries exist to help serve the population in rural areas. The continual government changes do affect public libraries and there are possible laws that may be passed that would have local authorities become responsible for public libraries and create great change in the public library world in Turkey (Yilmaz, 2010).

Public libraries are working to engage users and attract new members, especially after a 2013 study highlighted the low amount of users. Various projects have been tried in order to increase users, including the pilot Librar-e Turkey program. The program was very successful in increasing the amount of library users and led to the Libraries for Everyone Project. This project's goal was to increase the number of library users and help create a culture of library use in Turkey. It also helped to offer library training to staff and other types of training to library users. The project also aimed to help libraries become community centers that meet patrons' information needs (Al, Dogan, Soydal & Taskin, 2019).

### *Academic*

University libraries are working towards engaging students more by trying out new methods such as pilot instruction programs that help students learn more about how to use the library and how to find valid sources. A study by Fry (2016) found that many students prefer to use the internet to find information but students that received instruction on library resources reported a higher use of the library and its resources and were better able to determine the credibility of a resource (Fry, 2016).

The oldest university in Turkey is Istanbul University and it was established in 1453 (Istanbul University, 2019). The beginnings of the Istanbul University Libraries starts in about 1470. The university libraries offer services and collections that include interlibrary loan, reference services, scanning, internet and wifi, databases, e-books, services for students with disabilities, rare books, and off campus access (Istanbul University Libraries, 2019).

### *School*

School libraries are currently being revamped to rectify problems found by earlier studies conducted on Turkish school libraries. The solution was to establish Enriched or Z-libraries in schools, which have updated technology, resources, and infrastructure. The Ministry of National Education began installing these libraries in schools in 2011 and continues to do so. The goal of these libraries is to prevent students from falling behind in today's information world and provide equal access to information to students. A study by Alver (2019) showed that while there are some areas that can be improved, such as having more trained full-time librarians and being open more hours, students and teachers felt that the libraries fulfilled their missions and were useful. These new libraries were found to increase student usage of the library, especially outside of school hours (Alver, 2019).

### *Special - Prison*

The earliest documentation of a prison library is from 1913, while the area was still under Ottoman rule. The newly formed republic focused more on prisoner reform instead of physical

punishment. However, the earliest legislation discussing prison libraries is from the Regulation about Management of Correctional Facilities and Detention Houses and Execution of Sentences from the Ministry of Justice in 1967. The last amendment to this regulation was in 2004. The legislation mentions libraries in prisons in Articles 189 and 193. The purpose of prison libraries is laid out by the Ministry of Justice (as cited Dilek-Kayaoglu & Demir, 2014) in the legislation is as follows:

In all institutions, a library which has books which will provide rehabilitation for inmates and increase their public and professional knowledge, will introduce Ataturk's reforms and principles, Turkish history, Turkish culture, and Turkish literature, and give love of human, nation and country to them, and provide for the establishment of their spiritual development ...

Current prison library conditions do not meet the standards set out in legislation to help aid prisoners in education, rehabilitation, and vocations. The libraries have out-of-date and in poor condition materials, below recommended amounts of books as set out by IFLA, no journal subscriptions, and no professional librarians on staff. Education staff or correction officers usually run the library and many libraries do not allow inmates to physically enter the area, only request materials, due to safety concerns (Dilek-Kayaoglu & Demir, 2014).

## **Library and Information Science Education**

### *Schools*

In 1954, Ankara University established the first Department of Librarianship in Turkey (Keseroğlu, 2016). It was originally established as the Institute of Librarianship and renamed the Department of Librarianship in 1964. This department served as a model for other universities. The creation of librarianship courses allowed for the acceptance of librarianship as a profession in the country. The department expanded to include Information Science courses in 1970 and the departments of Archival Studies and Documentation and Information were founded in 1989. The departments were combined and renamed in 2002 as the Department of Information and Records Management. The department maintains an up-to-date curriculum and strives to prepare students for the field by providing them with the necessary information, skills, and competencies. Students can earn a B.A., M.A., or Ph.D. in Information and Records Management (Ankara University, n.d.).

The following list of universities and their related departments comes from the World List of schools and departments of information science, information management and related disciplines created by Professor Tom Wilson of the University of Sheffield, UK (Wilson, 2013). English language resources on Library and Information Science and related studies are not readily found and this was the most current resource discovered.

- Ankara University, Faculty of Letters, Department of Library Science
- Baskent University, Faculty of Communication, Department of Knowledge Management

- Bilkent University, School of Applied Technology and Management, Department of Business Information Management, Department of Computer Technology and Information Systems
- Bogazici University, Department of Management Information Systems
- Eastern Mediterranean University, Faculty of Arts and Sciences, Department of Mathematics, M.S. Program in Information Systems
- Hacettepe University, Faculty of Letters, Department of Information Management
- Marmara University, Faculty of Letters, Department of Information Management

### *Accreditation*

Universities in Turkey are accredited by the Council of Higher Education (Yükseköğretim Kurulu abbreviated as YÖK). The Council of Higher Education was established in 1981 and is responsible for the planning, structuring, and maintaining quality assurance mechanisms in Turkish higher education (YÖK, 2018). Specific librarianship accreditations were not found while researching English language materials on this topic.

### *Certifications for Professionals*

English language literature on this topic was not readily found. Resources cited in this chapter do allude to there being professionally trained and non-professionally trained staff in libraries, with an effort to provide more training to library staff. There are also Turkish universities that provide degrees in library and information related studies, as mentioned earlier in this section.

## **Library Organizations**

Turkish Library Association (Türk Kütüphaneciler Derneği)

Website: <http://kutuphaneci.org.tr/>

The Turkish Library Association is headquartered in Ankara. The organization's mission is to help strengthen the library profession by spreading awareness about the field, promoting solidarity in the field, and supporting free access to information. Membership is open to those who have studied or are interested in librarianship, archives, and archive management (Turkish Library Association, n.d.).

University and Research Librarians Association (UNAK)

Website: <http://www.unak.org.tr/>

The University and Research Librarians Association is headquartered in Ankara. The organization's mission is to bring academics, librarians, administrators, students, and others in the fields of library and information sciences together and create cooperation opportunities. Membership is open to those teaching or working in the above fields (UNAK, 2018).

## **Library Legislation**

The following is not a complete list of laws and regulations relating to libraries in Turkey. There are not many specific pieces of legislation relating to libraries and many of those in place are regulations that change according to the goals and promotion of the current government, not necessarily the improvement of libraries.

- Legal Deposit Act - 1934 - To collect all Ottoman legacy books in one place. Specified collecting five copies of all printed books for libraries. Grew to benefit six libraries in Turkey (Ankara City Public Library, Izmir National Library, Istanbul University Library, Beyazit State Library, National Library, and Turkish Grand National Assembly Library).
- Law on the Establishment of National Libraries - 1950 - Gave legal identity to the National Library that was established in 1946.
- Children's Libraries Regulation - 1952
- Public Borrowing Service Regulation - 1953
- Additional Law on the Establishment of the National Library - 1955 - Established a Bibliography Institute.
- Regulation about Management of Correctional Facilities and Detention Houses and Execution of Sentences - 1967 - Ministry of Justice legislation that contains the first discussion of prison libraries in Articles 189 and 193. The last amendment to this was made in 2004. States the purpose of prison libraries.
- Library Regulations revised - 1981 - Library regulations were revised to reflect the views of the new civilian-military government.
- Library Regulations continually revised - 1990s to present - Library regulations continue to be revised based on the current government in power.

(Keseroğlu, 2016), (Dilek-Kayaoglu & Demir, 2014)

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# UNITED ARAB EMIRATES

*Sally A. Schaefer*

LIS 503: International Librarianship  
Department of Information Science  
University at Buffalo

## I. Country Profile

The United Arab Emirates (UAE) is a country in Western Asia located on the southeast end of the Arabian Peninsula. It is bordered by Oman to the east, Saudi Arabia to the south and west, and the Persian Gulf to the north. It has a total area of 83,600 square kilometers (32,300 square miles) and a population of approximately 9.5 million, of which nearly 8 million are expatriates (CIA, n.d.). The country is comprised of seven emirates - Abu Dhabi (containing the capital), Ajman, Dubai (the most populous), Fujairah, Ras Al Khaimah, Sharjah, and Umm Al Quwain. The UAE is governed by a federal constitutional monarchy in which each emirate has its own local government and municipal governments. Each of the seven emirates elects its own ruler, or "emir." The seven emirs form the Federal Supreme Council. Every five years, the Council elects both a president and a vice-president.

The UAE is ethnically diverse, with citizens of Indian, Emirati, Bangladeshi, Pakistani, Egyptian, Filipino, and other ethnic backgrounds (CIA, n.d.). The official language is Arabic and the official religion is Islam. The legal system in the UAE is based on a dual system of Sharia and civil courts (CIA, n.d.).

## II. History

Prior to the 1960s, while still under British rule, the UAE was described as the poorest country in the world (Boumarafi, 1996). When the UAE discovered and began to export oil in the 1960s, the UAE rapidly became one of the world's fastest growing economies and a hub of international business and trade. The UAE government soon acknowledged that an economy founded on a limited resource was unstable, thus it sought to invest oil revenues in more secure sectors. In particular, the government invested in sectors aimed toward providing better living standards for UAE residents and, therefore, investment in educational programs became a top priority (Boumarafi, 1996).

By the 1970s, more than 800 schools were in operation in the UAE, and in 1977, the "University of the Emirates," the first university in the country, was established at Al Ain city, where it served over 10,000 students (Boumarafi, 1996). Through the 1970s, 80s, and 90s, a number of higher colleges spread throughout the UAE providing technical training programs (Boumarafi, 1996). The educational curriculum for these schools and universities aimed to provide students with problem-solving capabilities and to cultivate a desire for ongoing independent learning. The development of efficient library and information services therefore proved necessary in order to support the learning, teaching, and research activities of students and faculty seeking to meet curriculum goals.

### **III. Types of Libraries**

#### *1. National*

The National Archives, located in Abu Dhabi, is the main national library in the UAE. The National Archives was established in 1968 for the purpose of collecting documents and information related to the history and culture of the Arabian Peninsula in general, and the United Arab Emirates in particular, from primary sources in both Arab and foreign countries (National Archives, 2018). The Archives documents, indexes, and translates the materials collected, and then publishes specialized historical research based on these materials (National Archives, 2018). The Archives is one of the oldest cultural institutions in the UAE and the largest documentation organization in the Arabian Gulf region (National Archives, 2018). According the National Archives website:

“...the National Archives has achieved a pioneer status as the first of its kind in the Middle East and the sixth in the world, due to its adoption of the latest technologies available to accomplish its mission. It is one of the oldest cultural institutions in the United Arab Emirates and the largest documentation organization in the Arabian Gulf region” (National Archives, 2018, “About Us”).

The Archives’ stated duties include collecting materials related to the history and culture of the UAE and Gulf Cooperation Council (GCC) states from primary sources in Arab and foreign countries; documenting recent developments in the UAE and GCC countries; preserving administrative documents collected from various governmental bodies and major companies within the UAE; digitizing and publishing archival materials for preservation and public access purposes; preparing and publishing research relating to the Gulf region; organizing conferences and workshops in order to promote research and enrich cultural life in the UAE; participating in international conferences; supporting academic interaction with other GCC and Arab countries; fostering scientific research among younger generations; and providing various organizations with resources and information relevant to their fields of study (National Archives, 2018).

The Archives’ holdings include UAE government documents, oral history records and documents, and collections of various historical documents (National Archives, 2018). In addition to its physical location in Abu Dhabi, the National Archives maintains an extensive website that provides access to digital versions of some of its collections and offers online services related to research, document procurement, and outreach (National Archives, 2018). The website also includes an education section that describes education programs for students and teachers, as well as a media center with links to new articles, upcoming events, recent electronic publications, and social media accounts (National Archives, 2018).

#### *2. Public*

Individual emirates and many major cities have their own public library systems. Each emirate is responsible for establishing, funding, and maintaining its own library system(s). Some of the more prominent public library systems in the country are highlighted below.

## *Dubai*

The first Dubai Public Library was established in 1963 (Dubai Public Library, 2014). As the city grew into a commercial center, the local government planned to introduce more libraries in a network throughout the city. In the last 20 years, new branch libraries were opened in seven different communities around the city. The network has become a “highly regarded practical and reliable reference library in the GCC and Arab region (Dubai Public Library, 2014, “About Us”). The Dubai Public Library network currently includes eight libraries for adults and seven for children, as well as multi-purpose halls and classrooms. All branches of the Dubai Public Library are connected via computer networks and are linked with other modern library networks, thereby providing access to a range of diverse information sources in both Arabic and English.

According to its website, the Dubai Public Library network offers three types of services – basic, electronic, and supporting (Dubai Public Library, 2016). “Basic services,” which may be described as encompassing both general library services and community services, include general information services, guidance counseling, reference services, borrowing services, as well as access to recent publications, newspapers and magazines, and other data resources (Dubai Public Library, 2016). “Electronic services” include access to the Internet, wifi, multimedia, databases, and catalogs (Dubai Public Library, 2016). “Support services” include classroom and hall reservation, as well as various document related services, such as photocopying and scanning, printing, spiral binding, lamination, and document storage on CDs (Dubai Public Library, 2016). Children’s libraries in the Dubai Public Library system offer not only large collections of books appropriate for children of different age groups and reference services related to these materials, but also reading and activities rooms, areas for computer and audiovisual materials, and a variety of children’s activities, including storytelling, cultural and educational films, drawing workshops, seminars and lectures for children, and “cultural competitions and incentives” (Dubai Public Library, 2015, “Children’s Library”).

## *Sharjah*

The Sharjah Library was originally founded in 1925 as the “Qasimi Library” by Shaikh Sultan bin Saqr Al Quasimi to be his private library (Sharjah Library, 2019). After changing hands and buildings many times, it was eventually shifted to the Sharjah Municipality building and renamed “Sharjah Library” (Sharjah Library, 2019). It functioned under the Ministry of Information for a short period of time before being brought under the Department of Culture & Information, Sharjah (Sharjah Library, 2019). The Sharjah Library network currently contains five branches. Goals of the Sharjah Public Library include supporting educational objectives through provision of references, books, and self-education items; supporting cultural objectives by acting as a major cultural center for the community; and supporting information technology objectives by providing access to efficient sources and technologies (Sharjah Library, 2019).

## *Abu Dhabi*

There are six library branches located throughout Abu Dhabi: Qasr Al Watan Library, Khalifa Park Library, Al-Bahia Library, Al-Marfa Library, Zayed Central Library, and Al Wathba Library (Abu Dhabi Culture & Tourism, 2019). Together, these six branches offer over 255,000

titles in Arabic and English (Abu Dhabi, 2019). Available materials include fiction and nonfiction books for children and adults, reference books, e-books, Arabic and foreign language periodicals, magazines, scientific and specialized journals, and audio-visual materials (Abu Dhabi, 2019). Services provided include children's storytelling, book signings, art displays, special event programming, borrowing services, Internet services, study retreats, and meeting room use (Abu Dhabi, 2019).

Qasr Al Watan Library is significant in that it is located within Abu Dhabi's Presidential Palace (Abu Dhabi, 2019). The Library houses a collection of over 50,000 titles, including modern books, newspapers, and online databases, as well as memoirs, diaries, and other rarer print materials dating back to the 17th century (Dennehy, 2019). As of March 2019, the majority of materials offered were in Arabic, however, there are plans to increase the number of English language materials (Dennehy, 2019). As part of the Abu Dhabi public library system, the Library is free and open to the public, though a refundable deposit of Dh400 (approximately \$100 USD) is required in exchange for borrowing privileges (Dennehy, 2019). Visitors may not only browse and borrow items from the circulating collection, but also consult the Library's rarer, non-circulating materials on-site. Library curators hope that the serene atmosphere of the space will primarily attract students and researchers (Dennehy, 2019).

#### *Future Libraries*

Two new library construction projects are currently underway in the UAE: the Mohammed bin Rashid Library in Dubai and the House of Wisdom in Sharjah. Construction on the seven-story, one million square foot Mohammed bin Rashid Library began in the fall of 2016 and, according to Dubai Municipality social media accounts, is 80% complete as of June 2019 (Badam, 2016). The mission of the Library is to preserve Emirati culture, promote the Arabic language, publish new titles and a contemporary Arabic dictionary, and translate titles into Arabic (Badam, 2016). The building will house not only an immense collection of books (1.5 million volumes, 1 million audio books, 2 million e-books), but also a center for conservation and restoration of historical manuscripts as well as a museum section displaying cultural artifacts (Badam, 2016). The Library plans to host over one hundred cultural and intellectual events annually in its seminar and conference rooms (Badam, 2016).

Following Sharjah's appointment as UNESCO's 2019 World Book Capital, the Sharjah Investment and Development Authority announced plans for a new high-tech library and cultural center called the House of Wisdom, to be opened in 2020 (Gillett, 2019). The two-story building will house over 100,000 books, while also acting as a "social hub for learning, supported by innovation and technology" (Gillett, 2019). The building will offer a cafe, a children's educational space, a reading area, a quiet study area, reading lounges, a prayer room, a women's section, an archive, and large spaces for exhibitions (Gillett, 2019). The exterior will feature a "knowledge" garden and a children's playground (Gillett, 2019).

#### *Emirates National Catalog of Libraries*

The UAE's Ministry of Culture & Knowledge Development is currently on a mission to create a unified electronic catalog of all UAE library and information center collections. So far, there are

22 academic, six public, and seven special participating libraries/library systems, including the Department of Heritage and Cultural Affairs, Dubai Courts system, Dubai Health Authority, Emirates Center for Strategic Studies and Research, the National Archives, National Energy and Water Research Center, and the Statistics Centre of Abu Dhabi (UAE Ministry of Culture & Knowledge Development, 2016). The website states that all libraries within the UAE that have integrated systems to manage their collections are welcome to apply to join the Emirates National Catalog of Libraries. (UAE Ministry of Culture & Knowledge Development, 2016).

### *3. Academic*

Major universities in the UAE include one or more library facilities providing services related to circulation, reference, research, and information literacy. Library collections are generally comprised of print materials, mainly books, print journals, and reference materials, but sometimes also CDs and DVDs; and electronic materials, including e-Books and online access to journals, periodicals, university theses, and databases. Each university library's collection development policy is based on the needs of its students and faculty. Physical library facilities generally offer access to computers and wifi, printing, photocopying, scanning, and multimedia stations for using audio and visual resources. Web services include access to online catalogs, subject guides, online repositories, databases, course reserves, and interlibrary loan services, as well as online reference assistance and room reservation forms.

Additionally, the United Arab Emirates University, Zayed University, and Higher Colleges of Technology libraries are involved in a cooperative project called LIWA (Library Information Web Access). LIWA is a cooperative project of the United Arab Emirates Higher Education Library Consortium (LIWA, n.d.). Libraries from the three universities have contributed to a single searchable catalog of over one million books and other library resources (LIWA, n.d.). Students from participating institutions are able to search a single catalog for items held by any of the contributing university libraries and request any items unavailable through their home university's libraries as interlibrary loans.

### *4. School*

There are two main types of school systems in the UAE: public schools, which follow UAE standards/curriculum and offer classes taught in Arabic, and private international schools, which can be American, British, French, German, Indian, or International Baccalaureate style schools with classes taught in various languages (Trowbridge, 2016). The former type is most often attended by students of Emirati families, while the latter type is more often chosen by expat families. Despite teaching style and curriculum differences, both types of school systems incorporate school libraries as centers of educational and curriculum support for students, parents, and teachers.

Though a 1996 report on the state of libraries in the UAE claimed that school libraries at that time were simply "collections of books...kept in a room," with no reference or curriculum support services offered in support of the collections, this no longer seems to be the case (Boumarafi, 1996, p. 338). Recent reports on libraries in both public and private schools describe the libraries as "learning resource centers" equipped with high-tech gadgets and

welcoming meeting spaces for students and teachers (Pennington, 2016). The goals of these centers are to support school curriculum, develop students' skills, and "promote a culture of reading in schools" (Pennington, 2016). Public school libraries in Dubai and the Northern Emirates offer use of electronic tablets, 3D printers, and interactive digital tools that promote literacy and independent learning (Pennington, 2016). Abu Dhabi's school libraries act as community centers where students go to read in cozy corners, conduct research on their laptops while using the library wifi, meet other classmates for group discussions and film screenings, and check out new fiction books, among a variety of other activities (Sankar, 2016).

The role of school librarians varies according to the type of school system, but in general involves supporting the educational objectives of their school systems. This might include promoting reading programs, teaching research and study skills, assisting students with technical issues, and providing reference and curriculum services for students, parents, and teachers (Trowbridge, 2016). In international schools, the role of the school librarian in supporting literacy development is extremely important, as students come from a variety of cultural backgrounds and may not initially be fluent in the language of instruction used at their school (Trowbridge, 2016).

## 5. *Special*

### *UAE Federation Library*

The UAE Federation Library, part of the Emirates Center for Strategic Studies and Research (ECSSR), has specialized holdings in economic, political, and social sciences as related to the UAE in particular and the Gulf Region in general (ECSSR, 2010). The main function of the Library is to support the research needs of the ECSSR by providing access to international reference materials, general and specialized encyclopedias, periodicals, maps, electronic databases, and primary source materials (such as official reports and documents), as well as any other materials of interest to the ECSSR (ECSSR, 2010). Materials are available in both English and Arabic (ECSSR, 2010). The Center and the Library were established in Abu Dhabi in 1994 by the president of the UAE to facilitate the study of economic, socio-political, and security issues that affect the UAE and larger Gulf Region (ETH Zurich, 2019).

### *Juma Al-Majid Center for Culture and Heritage Library*

The Juma Al-Majid Center for Culture and Heritage in Dubai was founded in 1989 by local philanthropist Juma Al-Majid for the purpose of assisting UAE citizens, and scholars globally, in acquiring research materials (Juma Al-Majid Center, 2019). The Center's main library houses 350,000 titles mainly dealing with Arab history and culture, 7,000 periodicals representing 660,000 issues, and over 300,000 original and photocopied manuscripts (Juma Al-Majid Center, 2019). The library's collection includes print, multimedia, and digital materials available in Arabic, English, Persian, French, and other languages (Juma Al-Majid Center, 2019). In addition to the main library, the Center encompasses more than 80 private libraries established by individual scientists, anthropologists, literary figures, and philosophers from other countries (Juma Al-Majid Center, 2019). The Center oversees the acquisition, preservation, restoration, cataloging, classification, and reproduction/digitization of rare and/or damaged print materials.

Training courses, workshops, and exhibitions related to preservation and restoration techniques are offered through the Center's preservation and restoration department (Juma Al-Majid Center, 2019). The department also provides restoration tools to several Arab and Islamic institutions (Juma Al-Majid Center, 2019). Finally, the Center's research and publishing department issues a quarterly journal focused on contemporary cultural, literary, scientific, and philosophical topics (Juma Al-Majid Center, 2019).

#### **IV. Library and Information Science Education**

##### *1. LIS programs*

Many institutions, including Abu Dhabi University, American University in the Emirates, American University of Sharjah, University of Sharjah, United Arab Emirates University, and Khalifa University, among others, offer undergraduate and graduate programs in computing and information science, information technology, information systems, and information security. While these fields are related to the field of library and information science, their focus on software and application development, database and network administration, web design, and cyber security is much greater; any allusion to library or reference services in these types of programs is rare.

American University in the Emirates offers a master's degree in "knowledge management," a multidisciplinary program that includes courses related to business management, information technology, and information science (American University in the Emirates, 2017). The program is 30 credits and requires either a final capstone project, in which the student works with a sponsoring organization to tackle a "real-world" issue, or a thesis paper (American University in the Emirates, 2017). The master's in knowledge management degree is perhaps the program most similar to an LIS program that is offered by a higher education institution in the UAE.

##### *2. Accreditation*

Higher education institutions in the United Arab Emirates are accredited and evaluated through the Ministry of Education's Commission for Academic Accreditation in order to ensure that "the offered educational programs are authentic and in line with international standards" (UAE Ministry of Education, 2019). There are currently 76 accredited higher education institutions in the UAE, with the majority of institutions located in Abu Dhabi and Dubai (UAE Ministry of Education, 2019). Several institutions are satellite institutions affiliated with parent institutions outside the UAE, such as New York University, Paris Sorbonne University, and Rochester Institute of Technology.

Outside the accreditation policy for higher education institutions in general, there is no specific accreditation policy for library and information science programs.

##### *3. Certifications for Professionals*



No certifications for librarians appear to be offered in the UAE. Some online sources suggest that Abu Dhabi Vocational Education and Training Institute (ADVETI) offers a certification in librarianship, however, no mention of the program appears on the ADVETI website (ADVETI, 2016).

## **V. Professional Organizations and Conferences**

### *Special Libraries Association, Arabian Gulf Chapter (SLA-AGC)*

Founded in 1909, the Special Libraries Association (SLA) is a global organization headquartered in the United States that serves over 12,000 members representing 83 countries (SLA-AGC, 2017). Members are information professionals from corporate, academic, government, and other fields. The Arabian Gulf Chapter (AGC) of the SLA was established in 1992 and is headquartered in Bahrain (SLA-AGC, 2017). The Chapter publishes a quarterly newsletter and organizes annual conferences, exhibitions, and workshops (SLA-AGC, 2017). Its stated objectives are to support library/information centers and promote relationships between information professionals in the region by offering educational programs and networking opportunities, including workshops, lectures, meetings and conferences (SLA-AGC, 2017). Membership is given to individuals and corporations within the territories of the Gulf Cooperative Council countries (Saudi Arabia, Bahrain, Qatar, UAE, Kuwait, and Oman) as well as members from other Arab and foreign countries (SLA-AGC, 2017).

### *Sharjah International Book Fair and Conference*

Since 2014, Sharjah has hosted an annual international book fair and library conference that is a collaboration between the American Library Association (ALA) and the Sharjah International Book Fair (SIBF). The conference is managed and partially sponsored by the Combined Book Exhibit, a book promotion and exhibition service for authors and publishers at major book fairs (ALA, 2019, “6th Sharjah”; Combined Book Exhibit, 2019). The first Sharjah International Book Fair/ALA Library Conference attracted over 600 librarians representing 20 countries (ALA, 2019, “Past Sharjah”). The annual conference includes lectures and poster sessions on an array of topics led by local experts as well as esteemed presenters from the United States and other countries (ALA, 2019, “6th Sharjah”). Past keynote speakers include Julie Todaro, Jim Neal, and Loida Garcia-Febo, former ALA Presidents; Miguel Figueroa, Director of the ALA Center for the Future of Libraries; Khaled Mohamed Emam Elhalaby, President of the Arab Federation for Libraries and Information (AFLI); and Brian Bannon, CEO and Commissioner of the Chicago Public Libraries (ALA, 2019, “Past Sharjah”). The Sharjah International Book Fair, which is concurrent with the conference, is one of the largest book fairs in the world and “the most prestigious in the Arab world” (ALA, 2019, “6th Sharjah”).

## **VI. Library Legislation**

The creation of a “knowledge-based economy” which relies on scientific research and innovation is a major aspect of the UAE’s current economic plan (Government.ae, 2019). The UAE federal government has set forth educational objectives in support of this objective. These objectives

are, namely, ensuring affordable/accessible education for all students, ensuring high quality curriculum and teaching, developing primary and secondary education and minimizing dropouts, promoting a national identity and sense of belonging among students, and ensuring that administrative services are efficient and effective (Ministry of Education, 2010). In turn, each individual emirate is responsible for developing a regional plan in support of the Ministry of Education's objectives and the UAE's shift toward a knowledge-based economy. Various federal and regional organizations work in support of these objectives. Notably, the Ministry of Culture & Knowledge Development has recently proposed the development of several library related initiatives, including the Emirates National Gate of Libraries (ENGL), which aims to strengthen the role of libraries at the regional, national, and international level, as well as foster partnerships between UAE libraries and information centers, and among information professionals and specialists; the Emirates National Catalog of Libraries (ENCL), a national electronic search interface for the combined holdings in participating libraries; the Emirates National Program for Libraries Management (ENPLM), which seeks to establish a collaborative system and structure for all UAE libraries, including a collaborative IT infrastructure; the Smart Library, an online center for resources in Arabic and English, including digitized versions of physical resources held by UAE libraries; the Emirates Digital Library (EDL), a national electronic repository for online collections (currently up and running); the Emirates National Directory of Libraries (ENDL), a national database of statistics regarding libraries and demographics in the UAE; and the Emirates National Bibliography (ENB), a national registry of all literary works published in the UAE. (Ministry of Culture and Knowledge, UAE, 2016).

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