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School Libraries

An Analysis of the Socio-Economical Differences in Lima

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Abstract: The aim of the thesis is to analyze the situation of school libraries in areas of different socio-economical characteristics within Metropolitan Lima, Peru. I will study how the ScL(s), are affected with regard to organization, resources and services. In this study, I have chosen ten school libraries from different socio-economical conditions. Three of these school libraries are elite private schools and the rest represent the public schools. The empirical study consisted of interviews with persons in charge of the school libraries in each school, interviews with the school principals, interviews with the public officials of the NLP (National Library of Peru) and questionnaires answered by the students. The thesis is also based on observations I have made. The empirical material has been theoretically analysed based on Loertscher's taxonomies of the school library media program. Loertscher's taxonomy is used to analyze the ScL's standard.

A major finding of this thesis is that the school libraries of the elite private schools have a high standard, taking an active role in their own operation; with library staffs which are autonomous and well trained, having the ability to make their own decisions. In contrast, the libraries from the public schools have an inferior standard when compared to the private schools. In the ScL(s) from the public schools the students do not have access to computers and the staffs do not have autonomy or access to training.

Keywords: socio-economic groups, school libraries, Loertscher, Peru, Lima.

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1. Introduction

This section presents the thesis topic, its purpose and questions and the definitions. Then I will provide an overview of the methods that are used. This chapter thereafter continues with the selection of the schools in the sample that is described and motivated. Then I will present the applied methods such as the observations, questionnaires, interviews and document studies. This chapter also deals with other areas like the theoretical framework that I will use to analyze my sample and the socio-economic theory. Next to this is the presentation of the literature in the previous research in regard to Sweden and Peru. Then I will give an account of the search process. The chapter concludes with the plan of the thesis.

1.1 Background

As a person living in Sweden but with a personal background in Lima, I realized how important the presence of a modern library is and how this influences society in a positive way. I especially started to think in general about the functions of the school library (ScL).

During my studies in the course “Libraries, Culture and Information from a Societal Perspective” my interest in school libraries (ScL)(s) raised the question of how school libraries function in Peru. How is the work organized? Which services does the ScL offer? I would like to know how a school library in a developing country works. The school in which I studied was a private school in a middle class neighbourhood and it was of typical average standard. I remember that the school had a little library, which was not well equipped with reading material and often only few students attended it. The students often attended the library during the lunch breaks and when the school day had finished. The library did not organize any activities to get the attention of the students; one of the reasons could be that the library staff thought that it was not important as the students here usually had books in their homes.

During my childhood in Peru I have personally experienced how the ScL worked and I have seen how passive they are when it comes to getting students coming to the library. This has led me to reflect on the situation of the ScL(s) in Lima-Peru.

In Peru there are many students who come from families who are short of funds; they can not afford to buy books nor other material which can strengthen their education. There are also many students who are not motivated to read because they do not see the importance of developing this skill in their environment.

I have a pre-understanding of the ScL(s) in Lima. My previous knowledge of the ScL(s) and my personal experience about how a specific ScL works were the reasons for my initial interest in this subject as the main topic for this thesis. An additional motive for the choice of this topic is that I wanted to write an innovative thesis concerning ScL(s) in Peru. I aim at providing a perspective of how a ScL can work in a context very different to what Swedish people are used to. This is the reason why I try to make an in-depth analysis of the situation of the ScL(s) in Lima. The study of the ScL, its role in a given society and the problems it faces, can give an idea of how the Peruvian society is functioning and how the ScL(s) are preparing for the future.

The ScL(s) are significant because they are considered tools in the education and cultural formation of the students. This is important for the development of students, who are the future of a country. Education is an important factor for development, it is especially important for developing countries as is the case of Peru. If the population is well educated it will be reflected in society, with an impact on the development of the economy, healthcare, culture, etc. Other significant features of the ScL is that it will give the student a closer understanding of how the society works and will open new possibilities for the use of his/her free time. In addition it encourages individual development and the interest in general knowledge. In this way the ScL contributes to reinforce the acquirement of knowledge and motivates their interest in new topics encouraging reading.

This work was possible through a Minor Field Study (MFS) grant offered by SIDA and administrated through the International Secretary of the University College of Borås (UCB). Through the MFS grant I got the opportunity of studying an issue related to the development process in a developing country over a period of two months. I was awarded the MFS grant in April 2004; it enabled me to spend 8 weeks in Lima-Peru to study the ScLs. I then decided to stay on and complete the field study. The field study was conducted from June until October 2004. During my stay I conducted several interviews with people connected to schools and ScL(s) in Lima. I also did information searches on the issue and furthermore I visited and observed the ScL(s).

1.2 Aim of the Study and Questions

The Peruvian society is not egalitarian; it is divided into different strata and socio-economic groups representing a social scale, which shows the existence of privileged and marginalized groups. This thesis analyses the ScL(s) in Lima, which can lead to a better understanding of how the Peruvian society is formed.

The aim of this thesis is to analyze the situation of the school libraries in areas that have different socio-economical characteristics in Lima. In particular I will study how the ScL(s) are affected with regard to organization, resources and services.

The main questions are:

How do the school libraries function and work in different socio-economical environments in Lima?

How are the socio-economical variations in the different areas in Lima reflected in the school libraries?

In order to answer these questions, I will proceed in the following way:

In the first and most important question, I will examine the ScL's status, by explaining the interviews and the questionnaires. In the second question I will analyse the ScL's based on the socio-economical factors.

1.3 Definitions

Most of the institutions that I will focus on are public organizations that are key sources if you are searching information regarding librarianship and education. Such is the case of the National Library of Peru (NLP) which is the institution responsible for the public libraries' and school libraries' matters.

I have based this thesis on the statistics about the number of schools and the number of registered students from the Educative Statistics Office of the Ministry of Education (ME). The ME is the entity responsible to govern and regulate basic education in Peru.

In the interviews with the principals and the persons in charge of the ScL(s) some informants mentioned that their school libraries are partly supported by institutions such as Parents Associations (PA) and Education Management Office of Lima (EMOL). EMOL, which is an administrative office which depends on the ME, is responsible for the schools that are located in certain geographical areas.

To facilitate the reading, I will, for future reference, throughout this thesis use the English abbreviations that I have translated.

EMOL;	Unidad de Gestión Educativa de Lima (UGEL) stands for Education Management Office of Lima (EMOL)
NLP;	Biblioteca Nacional del Perú (BINAPE) stands for National Library of Peru (NLP)
ME;	Ministerio de Educación (MED) stands for Ministry of Education (ME)
PA;	Asociación de Padres de Familia (APAFA) stands for Parents Associations (PA)
ScL;	stands for School Library (ScL)

1.4 Methodology

There are both qualitative and quantitative methods and they are all possible methods for this thesis.

Qualitative methods are characterized by data arising from written or spoken communication. It is also characterized by the lack of numbers. This method focuses on the informant's opinions and experiences from the point of view of how he understands the society around him and how he constructs meanings from these experiences. This process of the research is a typical feature in the qualitative method (Backman 1998, p. 31, 48).

Another point of view is presented by Sarantakos, in his book *Social Research*, where he affirms that the qualitative method intends to interpret qualitative data in a strict manner. The process of analysis is more detailed than quantitative research (Sarantakos 2005, p. 344).

On the other hand, the central part of the quantitative method is to measure numerical data. Some of the common methods in the quantitative research model are surveys and structured interviews. This is unlike qualitative research which often uses in-depth interviews. Quantitative and qualitative methods are valid and useful tools, each having a purpose that complement each other and together offer a more complete picture of society (ibid; p. 50).

The qualitative methods were useful because they allowed me to obtain opinions from informants concerning the functioning, services and needs of the ScL's. The informants' perspectives are considered valuable sources with varied levels of experience using the ScL. With this method it is also possible to obtain different kinds of opinions and attitudes of minds. Using the qualitative method I could ask extra questions of my informants to help clarify any misunderstandings. It should be noted however that it can sometimes be difficult to obtain the desired information even when using these methods, particularly if the informant does not want or dare to reveal this information.

The quantitative method was useful in this thesis because it allowed me to handle the results of the students' questionnaires in a sequential way. The sequential way implies collecting data, tabulating them numerically and presenting the data in tables. The last step enables one to show this information graphically. This method allowed me to quantify the different opinions of the students.

In this thesis I have chosen interviews, questionnaires, observations and document studies. Document studies include statistical data and legal norms, which come from both public and private institutions. The legal normative relates to education and the ScL(s). The statistical data consists of general facts about Lima's geographical areas as well as data on the socio-economical situation in Lima. The empirical part of this study consists of both qualitative and quantitative material. It comprises of questionnaires to students, interviews with school principals, public officials of the Biblioteca Nacional del Perú/National Library of Peru (NLP) and persons in charge of the ScL(s) and my own observations of the schools and their ScL(s). The interviews with the persons in charge of the ScL(s), the public officials, and school principals are qualitative in order to get data from the different ScL(s) about how the principals think and how the public officials look at the organization of ScL(s).

The interviews with the persons in charge of each ScL let me know how the ScL works and which services it offers. The interviews with the public officials were other types of interview, they are considered as oral sources. I performed this type of interviews to obtain facts about the school library system in Peru.

The questionnaires, which are primarily quantitative, allowed me to measure the students' opinions about their ScL. My personal observations of the schools and their ScL(s) consist of both qualitative and quantitative features.

Bearing this in mind I came to the conclusion that a combination of these methods would best suit my purpose. The methods used have led me to the triangulation process. There are various types of triangulation, the type that I have used is called "triangulation of method" consisting of mixing both qualitative and quantitative data. There are different ways of using these methods, the first one is to use one method first and then the other. The other manner is to use the qualitative method parallel to the quantitative method (Neuman 2006, p. 149 f). In this case I chose the latter.

The triangulation process is useful because it implies that it is better to look at a phenomenon from different perspectives rather than focusing on one perspective, because it improves precision. This triangulation procedure coincides with the way that I approached my field of study. The different target groups and the diverse techniques that I used for the collection of the data let me obtain my informants' different perspectives of the same event. Using these methods, the reasons for the differences between schools and the inequality among the ScL(s) themselves were studied. This data reflects the complexity of the Peruvian society.

I have planned and organized the thesis in the same chronological order that I gathered facts in Lima. In the subchapter 3.2 I introduce my field study with my first visit to the NLP, which is the institution that is in charge of the establishment and administration of the ScL's in Peru. The NLP was my first connection before I went in-depth into the field work. In this subchapter I will present the first interviews to the public officials that have worked in the NLP. In part 4 I will take up the results of the empirical part, presented in chronological order. I started with the observation in all the ten schools and their ScL(s). I also did some interviews with school principals and persons in charge of the ScL(s). As a last step I handed out the questionnaires to students. In most of the schools I could follow this order mentioned above. Moreover, in all the schools the school administration filled out a form to gather basic facts about the schools in order to obtain more information about them such as the number of registered students, the number of teachers, teaching languages, teaching fees, etc. (see appendix 2).

I have intended to choose some schools from the different socio-economical groups and look closer at how ScL works. I have tried to obtain the type of information necessary for me to achieve my goals from my target groups. The principals, the persons in charge of the ScL(s) and the NLP public officials answered the interviews. The questionnaires were answered by the students. I feel that interviews with NLP public officials are necessary because the written material that I have found is not comprehensive enough to achieve my goals.

For the selection of the schools I had followed some very useful suggestions made by professional educators working in the field. They recommended the use of a bigger sample set from public schools because the real problems are in the public schools. They also said that the sample should include big and well-established public and private schools.

In Lima there are different kinds of school standards. The schools are situated in diverse socio-economical areas from A to E. Schools situated in areas with the highest socio-economic conditions tend also to have the highest standards in all areas. Similarly, schools situated in areas with the lowest socio-economic conditions have the lowest standards.

The letters of the alphabet are used, by several Peruvian researchers and institutions like APOYO¹, to define the several socio-economic groups and their subgroups in a descending pattern. In that way the richest group is called group A, and the poorest is denoted letter E.

It is important to bear in mind that the average Peruvian citizen call private schools or public schools to talk about the schools. It is the different researchers within for instance the area of social sciences that use the letters of the alphabet to specify the socio-economical level that belong to the different types of schools.

1.4.1 Selection of the Schools

The initial aim with this MFS thesis was to perform a comparative study using the school libraries belonging to the groups A, B and C. When I arrived in Lima however, my original plan of schools samples needed to be changed due to several reasons. To contact some schools that were initially in the plan was difficult. Little by little, I was forced to make slight changes from my original plan.

The first schools that I visited were schools in the A category that were willing to participate. The B schools I visited were not willing to participate in the fieldwork. This problem led me to contact the C schools and they were willing to take part in the study. Not having the support from the B schools that are of middle class, led me to have a bigger sample from the C group. Because of the different characteristics in the C schools, I decided to divide them in two categories, C1 and C2. Group A is the upper class, group C is the working class, group C1 is denoted as middle working class here and C2 is regarded as low working class (low income group). I want to clarify that the group C2 is the group that has less economical resources in those three groups.

The sample consisted of ten ScL(s) from socio-economical groups A, C1 and C2 to establish a comparison between the ScL(s) and to study its similarities and differences. Three schools are from the A group, five schools are from the C1 and two schools are from the C2. Concerning the procedure to approach the schools I am following a formal procedure in the A schools which means that I handed out an introduction letter about myself and the project at the entrance of the schools.

In the C schools the collection of the data were performed the same day that I visited the schools without previous communication from my side.

In every school I had often very limited time to do all my tasks. Some of the interviews with the principals could not be conducted because time was too short. In such cases I left the questionnaire to the principals so I could collect the answers at a later date. I also received additional data about the ScL(s) of the sample by mail or post.

¹ For further information see subchapter 2.2 where I approach this topic in detail.

The sample from group A contains only elite private schools, such as: Newton², La Inmaculada³ (Inmaculada) and Alexander von Humboldt⁴ (Humboldt).

The sample from group C1 and C2 is comprised by public schools.

The schools of the subgroup C1 are: Juana Infantes Vera (Juana Infantes), Nuestra Señora de Guadalupe⁵ (Guadalupe), Rosa de Santa María⁶ (Rosa Sta Maria), César Vallejo (Vallejo) and Jorge Basadre Grohman (Basadre).

The schools in the C2 group are: Carlos Wiese Portocarrero (Wiese) and Imperio del Tahuantinsuyo (Tahuantinsuyo).

1.4.2 Observation

I used non-participant observation methods, consisting of observing and recording data from the schools and their ScL(s) with the help of the observations form. From this form I based both the qualitative and the quantitative parts of this thesis. One of the points taken up by this form allowed me to collect data about the area of the schools and their ScL(s) from the school administration and the persons in charge of the ScL(s).

This form has three parts, one about the school, the other about the ScL and the third part about the library staff (see appendix 6). The data about the schools concern the school building and the physical conditions such as the area, gardens, open areas and general comfortability. The other part of this form contains questions about the school library including questions about library building and the physical conditions within the library. The third part of the form is about the personal observations that I made regarding the staff of the ScL the day I performed the observation.

Details such as the number of tables and chairs in every ScL are not taken up in Section 4.1 because I think that those details do not enrich this work. In this section a brief summary is also included because I think it is important to place some sort of limit on the amount of material in this thesis.

1.4.3 The Questionnaires

Nick Moore points out that the advantage with questionnaire surveys is that they are flexible and can be used to collect information on almost any topic and to reach different number of people. The questionnaire that has closed questions is the common type of questionnaire; the respondent is asked a question and answers by choosing between alternatives. The main advantages with this type of questions are that they are easy to complete and to analyse, and reduce the number of unclear and ambiguous answers (ibid; p. 16f).

I chose, as a study group for the questionnaires the students of the fifth year of the secondary school from the sample. This grade is considered in the Peruvian education system to be the most important grade because it is the last.

² This school is an Anglo-Peruvian School.

³ This is a boys' school and the principal is a priest. It is a catholic school.

⁴ This is a Peruvian-German School.

⁵ This school is a boys' school.

⁶ This school is a girls' school. The rest of the school's sample is mixed.

They have studied for 11 years, and I think they have a clear idea of what the ScL(s) has helped them to achieve in their studies as well as in their personal development. In one school, the questionnaires are from the third year of secondary school because I could not get permission to hand out the questionnaires to the fifth year class. This is a total of 389 students from 10 schools in total. 144 students were from private schools (A schools) and 245 were from public schools (C schools). The questionnaires consisted of 11 questions answered in the classrooms. This is the main reason that I had an absent rate of zero. I received the questionnaires from every student that were present the day that I performed the study at their schools.

The initial plan was to hand out the questionnaires to two classes of each school to have a similar number of students from each school. The number of students per section varies significantly between schools. I decided to take between one and three classes for each grade, depending on the number of students represented in that grade. It is important to point out that it was the school administration that decided which classes should answer the questionnaires.

A major area that I have chosen to ask questions of the students concern the students' use of the ScL. Another area are questions about their opinions on different areas, such as the library material, the improvements that the ScL should make, opinions about the treatment they get in the ScL, and if they have any comments about their ScL. This last question was formulated as an open question. In this study, the questionnaire that I handed out to the students consisted of primarily quantitative questions. Nine out of eleven are closed questions. These questions were tabulated and converted to percentages.

The table below (table 1) presents the facts that I received from the schools' administration, like facts about the Nr. of students and the Nr. of classes in the 5th year of the secondary school. I gathered these facts with the help of Appendix 2. In this table, I also take up the classes that I have based my study on, and the total of questionnaires that I handed out in every school.

Table 1. Nr. of Students of the 5th Year, Nr. of Classes, Nr. of Questionnaires distributed and Nr. of Classes answering the Questionnaires.

Schools	Nr. of Students of the 5th Year	Nr of Classes	Nr. of Questionnaires distributed	Nr. of Classes answering the Questionnaires
Newton (A)	96	4	42	2
Inmaculada (A)	165	5	56	2
Humboldt (A)	96	5	46	3
Juana Infantes (C1)	109	4	38	2
Guadalupe (C1)	236	7	30	1
Rosa Sta Maria (C1)	278	9	34	1
Vallejo (C1)	192	5	35	1
Basadre (C1)	246	6	40	1
Wiesse (C2)	300	9	44	2
Tahuantinsuyo (C2)	152	5	24	1

Table 1. These facts are partly received from the school administration and partly collected the day I handed out the Questionnaires. All these data were collected on the day I visited the schools from August to September 2004. All this material is in the author's possession in written form.

1.4.4 The Interviews

I conducted 23 interviews, 20 of which were conducted with informants from the schools. They included 10 principals, 10 persons in charge of the ScL(s). The other three interviews were oral sources from the NLP and one of these was an informal interview.

The interviews were structured to be mainly qualitative, although some questions were of the quantitative type. All the interviews were written and conducted in Spanish. When suitable, the interviews were recorded on tape-recorder. Before the interviews a short presentation was made to inform them of the purpose of the study. On several occasions, it may not be possible to record the interviews because they may take place in a noisy environment.

The three oral sources were interviewed partly to get information about the school library system in Peru and partly to obtain documents about this topic. The first informal interview that was an oral source interview, conducted with the director executive Monica Delgado. She works in the Department of School Libraries of the NLP. The interview was conducted on July 2nd 2004. In this informal interview, I took only handwritten notes. The topic that I asked was if there were legal documents that regulate the ScL(s). From her, I received some legal documents that regulate the ScL and other education documents.

The second oral source interview was conducted with the public official Cesar Castro on July 26th 2004. He had worked over 20 years in the NLP. He was the technical manager of the National Library System (NLS) of the NLP the eighties. For future references I will use the abbreviation NLS. The interview was performed informal in his house. The interview was conducted with the help of some key topics. The topics that were covered were the standards of the ScL(s) and the integration of the ScL in the curriculum. Other subjects which were brought up, were the training of the staff of the ScL and the ScL as centre of learning resources.

The third oral source interview was conducted with Osmar Gonzales, who is technical director of the NLS that works in the NLP. The interview was performed in the NLP on July 27th 2004. This Interview was regulated formally with a questionnaire and was performed in the NLP. The topics in this interview were: the role of the ScL on the promotion of reading, and the training courses for the persons in charge of the ScL.

Regarding the interviews of the school principals, it was not possible in some schools, to interview the principals so the persons in charge of the ScL answered the questions instead. The interview questions were left in advance and the answers were collected later. In the A group Newton and Humboldt schools, I interviewed librarians instead of the school principals. In Newton the interview were conducted orally.

In Humboldt School I received the interview answers by mail. In other cases the questionnaire was answered in written form by the principals, as it was not possible to carry out interviews. Such was the case with the schools Juana Infantes (C1 group), Wiese and Tahuantinsuyo (C2 group). In the rest of the schools I could perform the interviews properly.

The topics around a questionnaire consisted of some questions that are in relation to the ScL(s) services as well as the training courses, budget, their work plans and the improvements planned for the near future at the libraries.

In the case of the interviews with the persons in charge of the ScL(s) the interview was long and consisted of 24 questions that were collected with their respective form. The issues brought up, concern the relation to the services of the ScL(s) and the students' use of their ScL(s).

1.4.5 Document Studies

The document studies I have performed were primarily qualitative, meaning that I have reviewed different kinds of documents coming from different types of Peruvian institutions, public and private. All the documents that I have taken up in this thesis are updated material which are considered relevant for the topic of the thesis. With regard to the literature that I have taken up in previous research I have only looked at updated material. From Peru, I have reviewed only one study about the ScL, since this was the updated research and it was the only relevant material about ScL that I found available. Concerning Swedish literature, I have looked at some Swedish Master's Theses which were concerned primarily about school libraries.

The statistical data I have used for information about socio-economic groups within Lima and the source come from APOYO, a Peruvian private institution of great prestige. Other statistical data that I have used was a study on the socio-economic groups according to geographical location in Lima which, written in an article published in the Peruvian newspaper *El Comercio*. Here again, the primary source was APOYO. I have also analyzed legal documents about public organizations, including education and other legal documents which concern ScL(s). I obtained some of these documents both from the Ministerio de Educación/Ministry of Education (ME), while others I found at the NLP.

From most of the school libraries of my sample, I received the work plan. In some schools the work plans are documents in writing, in other schools they are forms consisting of a few pages. In the schools that the work plans were extensive, I analyzed their contents, looking at the general characteristics, similarities or differences between them.

1.5 Theory

I concentrated on looking for a suitable theory in order to analyse how the school libraries of my sample have developed. I decided to look through Swedish research within librarianship in order to get ideas about the theories that other students and researchers referred to in their theses. I noticed that the taxonomy of David V. Loertscher was chosen in different theses about school libraries and I found his theory useful.

David V. Loertscher with a Ph.D from Indiana University, is presently a professor at the School of Library and Information Science at San José State University in USA (San José State University, School of Library & Information Science, 2008-11-25).

I think that his theory could be a good basis for my study. Loertscher's has analysed the role of school libraries and how they work in depth. He discusses this among other things, in his book, *Taxonomies of the School Library Media Program* (1988). The author gives a description of how the ScL functions in every level of the categorization.

As a theoretical perspective Loertscher's taxonomy has been adopted for this study and used to classify the sample ScL(s) according to the organization and services that is provided to the

users. Loertscher's model is used to put the ScL(s) in a scale from diverse levels that cover the basic services to the more advanced services.

Although this theory is produced in the United States, it will probably be applicable to understand the situation of the ScL(s) in developing countries. His theory is useful in general, because the taxonomy refers to different types of ScL(s), and the influence that the ScL has on the users and schools as a whole. For this reason I thought this theory could help me to analyse and to reflect on which role every ScL of my sample has and to understand how they should function. In my sample ScL(s) the gradation is linked to the socio-economical situation of the schools which I will explain in depth in the analyses of the ScL(s) according to the mentioned theory.

One of the Master thesis that discusses Loertscher's taxonomy is Helena Persson in "*Årets skolbibliotek*"-hur då?: en studie av utmärkelsen "*Årets skolbibliotek*" ("*School library of the year*"-how?: a study of the honour "*School library of the year*") (2003).

She says that Loertscher's taxonomy can be a good method that helps the schools to reflect on where in the taxonomy their ScL is located and then attempt to develop the ScL due to their own conditions. She points out the risk to fix a specific theory about the ScL, and recommends a use of different theories according to what works best for the ScL(s) in the practice (ibid; p. 19). Her thesis will be further discussed in the next subchapter Previous Research.

Monica Nilsson who is a librarian in Björnekullaskolan in Åstorp writes about Loertscher's taxonomy in her book *Skolbiblioteket- skolans informationscentrum: en praktisk handledning för skolbibliotekarier, lärare och skolledare* (*The school library- The school's information centre: a practical instruction for school librarians, teachers and principals*) (1998). Her point of view is that the taxonomy provides a good guide to achieve an overview of the structure and organization of the school library (ibid; p. 29).

In my opinion, I agree with Persson and Nilsson that this model could be a good support for the librarians to analyze, in depth, the different roles that the ScL(s) adopt. I think that in practice, many ScL(s) neglect to analyze their own workplace and that this passive attitude might block the ScL(s) development. I also think that Loertscher's theory might be useful for students, librarians and researchers in librarianship because it can be inspiring. Without this taxonomy, I think that I had not reflected about this classification of the ScL(s).

1.5.1 Loertscher's Taxonomy

Loertscher's model consists of building a ScL structure that is composed of every block and its respective level building taxonomy. Every level of the taxonomy represents significant pieces for the program to be successful. The best model is the mix of all the levels of the taxonomy. His model includes three basic foundation stones of the school library.

The first is a solid foundation stone that is called Solid Warehousing Support which should give easy access to the storehouse of materials, equipment, and facilities.

The second foundation is called Direct Services to Teachers and Students that requires an individual attention to teachers and students with support of teaching when demanded.

The third foundation stone is called Resource Based Teaching and is the most important of the three foundations mentioned above. This category demands that the library has a direct effect on learning.

In these three foundation stones there are features of both the clerical and professional role, but in the first foundation stone the clerical role is clearer unlike the second and the third foundation stone. The first difference between these three foundation stones is that in the first area the librarian has the responsibility for warehousing functions some role in direct services and a small role in the resource based-teaching. Another difference is that in the second foundation stone the half part of the day is spent in the clerical role and the other part of the day is spent in the professional role, whereas in the third area the librarian has a predominantly professional role. This implies that the professional devotes his/her time to the creation, execution, and evaluation of resource based teaching units in cooperation with teachers. A large amount of time is spent on providing individualized services and supervising warehousing functions. In this area the clerical role takes up a small part of the every day work (Loertscher 1988, p. 6, 9).

Every foundation stone is divided in levels. The librarian's role in the school library's taxonomy consists of eleven different levels that are presented below. The features of those levels are that they differ from each others, in the first levels of the classification the ScL have a passive role in the education whereas in the highest levels the ScL have an active role.

These are:

1. No Involvement
2. Self-Help Warehouse
3. Individual Reference Assistance
4. Spontaneous Interaction and Gathering
5. Cursory Planning
6. Planned Gathering
7. Evangelistic Outreach
8. Scheduled Planning in the Support Role
9. Instructional Design Level I
10. Instructional Design Level II
11. Curriculum Development (ibid; p. 10).

The first solid foundation stone include level 1 and 2

The characteristic of level one is that the librarian is not involved in any unit of the education, and do not work with the users. It also discusses that the non-users should be a minority and the librarian should never stop trying to “reach” the non-user.

At the second level the author discusses that the school library is a self-help warehouse. It includes that the librarian has organised materials and equipment so the users can find the materials that they need. In this level the librarian is focused on the selection, acquisition presentation and maintenance of the library material. It is a risk that the librarian stays at this warehouse level and never finishes with the routine tasks which implies the warehousing functions like shelving books. This type of library will not promote a solid contribution to education (ibid; p. 11).

The second foundation stone contain levels 3 through 7

When it comes to level three the services would be direct and the role of the librarian would be to know where to find information and materials from an infinite type of sources and using different types of libraries. In this level the library offers an advisory service for students and teachers. Students will need to learn how to manage information from different databases. The librarian will both deliver the information directly to the user and also guide the users to find and use information themselves.

When it comes to level four the librarian should be prepared to spontaneously gather material as well as organize different kinds of activities, games etc in order to use this in the teaching situations. The spontaneous services are important because they cover the spontaneous students’ needs and could contribute to starting students’ interests in the services of the library. Level five is concerned with the librarian’s work together with the teacher, and the role of being a good support and adviser to the teacher. The point is to encourage use of the new materials. The librarian makes a good use of his work experience which is the collecting tricks and different kinds of solutions in order to help the users. The librarian knows where and how to get the materials and equipment. This is the reason that work cooperation with the teacher could be profitable for the cursory planning (ibid; p. 11f).

In level six the most important thing is that the planning of the gathering of materials is done in advance when the teacher asks for a class projects. The task of the librarian would be to collect the right type of materials. In this level difficulties could appear if the librarian collects too much and if the material does not fulfil the right objective in the teaching unit.

In the next level (seven) the task of the librarians would be both to promote the library and to get users among the students, teachers and the administration. This might involve showing, teaching and encouraging the use of the material, the equipment as well as the audiovisual materials, to teachers. The librarian should also explain how those tools could suit their teaching. For students there are campaigns to motivate and involve them in the use of media material. The risk of those promotional campaigns is that they do not reach their objective (ibid; p. 12f).

The third foundation stone comprised by levels 8 to 11

In level eight the teaching is resource-based which implies that the librarian performs a formal planning with a teacher or group of students to provide them in advance with material or activities. The librarian is prepared to collect any material or perform a focused service desired by the teacher. The librarian is also able to gather any material that corresponds to the unit objectives formulated by the teacher. The students are encouraged to take a leadership role when they work on their small projects, the goal being to promote responsibility, planning, creativity and organizational skill in the students. The librarian also shows the students the support services of the library. The responsibilities of the librarian would be to prepare the materials and elaborate activities that could contribute to the success of the learning goals. In this level the librarian plays a subservient role to the teacher. The relationship between teacher and librarian is not on equal footing.

At the ninth level the librarian goes further and becomes a partner to the teachers. It implies that both work to reach the same goal that would be a successful education.

The planning is formal and performed in advance. The activities in this level are enriching to the teaching. In spite of those activities the library does not reach the central part of learning.

At level ten the teacher and the librarian perform the resource based teaching units so the activities of the library are not supplementary. In this level the involvement of the library is important in order to teach the unit content. Without the library's cooperation the teaching would be poorer.

When it comes to the last level (eleven) both the librarian and the teachers plan what will be taught in the school. The librarian has knowledge of materials sources, technology, books and teaching learning strategies which makes a valuable resource that contributes to the planning of the curriculum (ibid; p. 13f).

Fig 1. Loertscher's Taxonomy

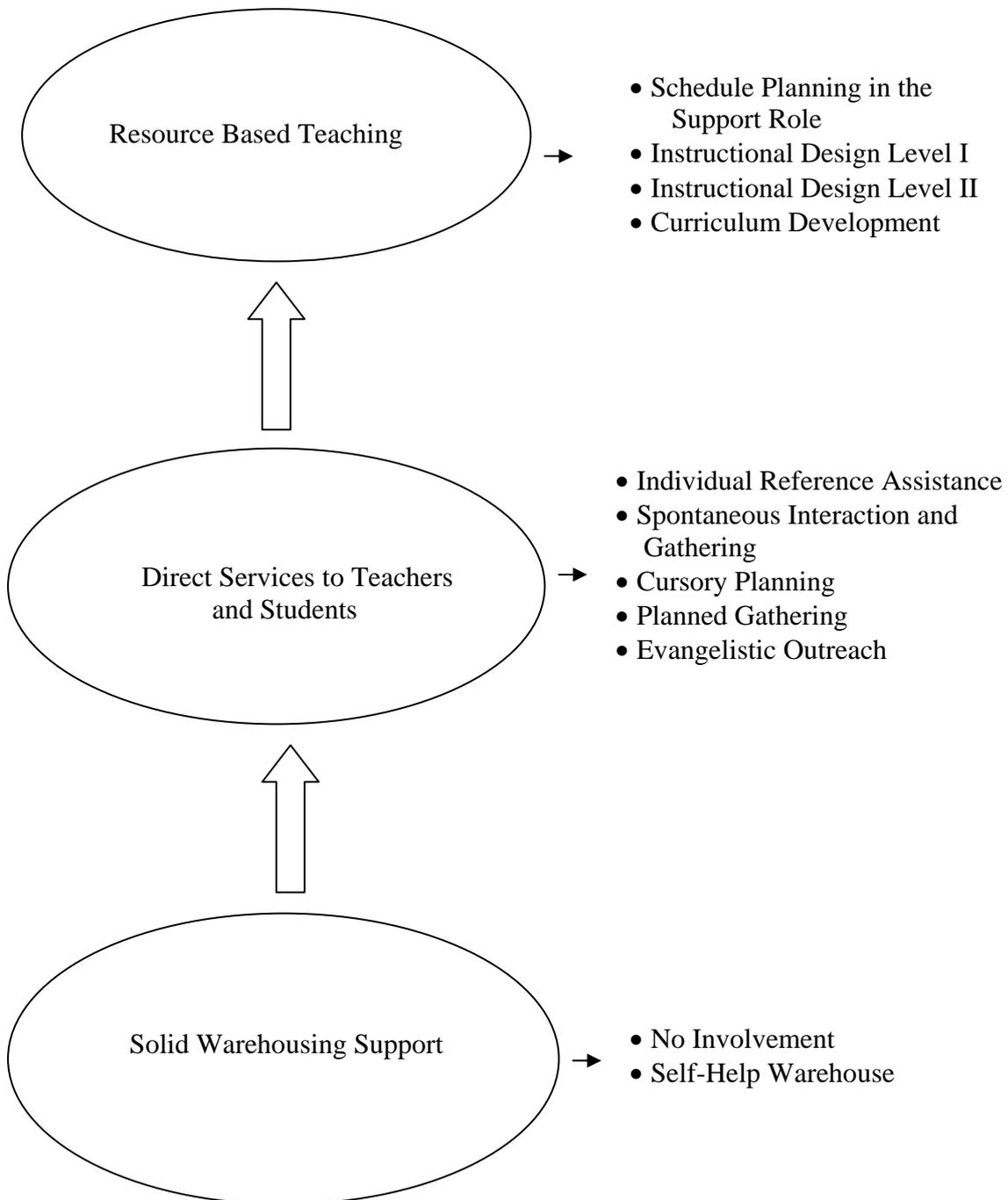


Fig. 1 The author's illustration of Loertscher's model (Loertscher 1988, p. 7, 10).

1.6 Socio-Economic Theory

The second theoretical perspective that I have used in my thesis is the socio-economic theory. In societies where there are huge social and economic differences, a condition of inequality that tends to be perpetuated. This situation distorts the harmonious development of the society and limits the future opportunities of its citizens. These societies consist of strata or groups which form a pyramidal social structure. The groups differ between one another in their location in the social structure, as well as in their characteristics. Individuals within a socio-economical group have similar social and economic characteristics.

Peruvian society is an example of society with such an unequal social structure. The population is divided into socio-economic groups that differ by their location in the social scale. These differences are present in every part of the society and in every institution in the society. This is why some groups have excellent access to services of quality while other groups have lesser access to quality services. On the other hand, there are groups that do not have access even to the basic services. Education, as an integral part of the society, reflects the contradictions and limitations present in the society.

Similarly, the ScL is not an island, but is surrounded by society. Peruvian society is characterized by large differences in incomes, living conditions and the educational level of the student's parents. In Peruvian society, the minority groups are in the top of the pyramid and the majority of groups are located at the base of the pyramid. The groups that are on the top of the pyramid have more economic capacities and higher levels of studies. For example, the A group has the highest average incomes and the majority of its members are well-educated. The B group has a good level of income and the majority is also well-educated. Members of the C group have limited economic resources and generally have only basic education with only a minority being well-educated. The D and the E group represent the poor sector. In the D group only half of the population has completed basic education and in the E group the majority have incomplete basic education.

The distribution of the population in Metropolitan Lima has the same logic of the socio-economic structure. Metropolitan Lima is divided in areas and districts. The districts are different between one another in the quality and quantity of the services that they offer to their inhabitants. There is a relationship between the districts and the socio-economic groups that reside in these districts. Some districts, for example, have a much higher percentage of people from the A group. Similarly, there are other districts consisting primarily of other socio-economical groups. The location of the schools and their ScL(s) has the similar logic. The districts where the most people from the A group live is where the A schools are located. The C schools of my sample there are located in areas that most people from the C group lives. This topic about the socio-economic groups in Lima and the socio-economic groups according to geographical location in Lima will be further discussed in details in the subchapters 2.2 and 2.3.

1.7 Previous Research and Other Material

Most of the text that follows below refers to the research about school libraries in Sweden and one research study is about Peru.

In Peru the research material about ScL(s) is limited, it was difficult to find up-to-date previous research about this topic. In order to search for material I visited two universities in Lima that have education of Library and Information Science, Universidad Nacional Mayor de San Marcos (UNMSM) and Pontificia Universidad Católica del Peru (PUCP). In the universities, I found old theses about libraries in Peru, which are not relevant to bring up here. One thesis was written in 1947, and others were written in the 70's and the 80's. Most of these theses were about public libraries.

I am presenting the most important research and theses about the school library that is significant for this thesis. I have attempted to give an overview of the research that has been published about this topic.

In regard to Swedish theses I found a couple, that are written at the University College of Borås (UCB). The first one is a Master's thesis "*Årets skolbibliotek*"-hur då?: en studie av utmärkelsen "*Årets skolbibliotek*"("School library of the year"-how?: a study of the honour "School library of the year") by Helena Persson (2003).

Persson studied three schools libraries that received the "School Library of the Year" award. Her thesis studied different curriculums from 1969, 1980 and 1994 focusing on the role ScL(s) in curriculums. Persson described how the three schools and their libraries work and how they are integrated into teaching. With this background, the author analyzed in which level of Loertscher's taxonomy of the school library media program are located those ScL(s), which is the theory of her study (ibid; p. 2, 7f).

The author stated how the curricula showed that the role of the ScL have varied over the years. In the first curriculum the ScL had a weak role, that is to say, the ScL was a place that could be used if was possible, whereas in the curriculum from 1994, the ScL had a stronger role and was considered as a tool for the education. The reason why those schools got the School Library of the Year award was that they have chosen to invest in their ScL(s) instead of saving money. These three schools have a goal of the promotion of reading and encouraging students to be independent information seekers. The author considered it positive that the schools of the sample were dispersed in Loertscher taxonomy because this is an indication that the work was performed at different levels (ibid; p. 70f, 75). I think that it is significant for a ScL to teach pupils to search for information and in this way contribute to continue their education as adults. These schools used different ways to teach the students how to find and use information, the staff is efficient and encourages the students to read and learn how to get the information needed.

The second thesis is *Folkbibliotek och lärcentra: ett pedagogiskt samarbete under utveckling* (Libraries and local learning centers: a pedagogical cooperation under development) by Karin Gustafsson (2004). Her research is about three Swedish librarians' views on which role they can play for the adult students in the Local Learning Centres (LLC).

She discussed how the librarians can help students in information seeking and learning.

The study was based on three municipalities, three LLC and three public libraries. Both the LLC and the public libraries are located in those municipalities. She studied the co-operation

between the LLC and the public libraries. First she presented the general characteristics of every municipality and then she compared and analysed every municipality respectively. She based her research on interviews from the learning centers, the persons in charge and the librarians from the public libraries.

The persons in charge at the learning centers viewed the librarians as important pedagogical resources for the adult students, whereas the librarians thought that their libraries could have an active role in the LLC. They had the goal to develop the library skills of the students by teaching and providing their knowledge in information literacy. Furthermore, they would like more space for study rooms and group rooms in the library. For the adult students it was important that those three public libraries have suitable study rooms and competent staff offering better service (ibid; p. 44-49). The researcher pointed out that the municipalities seem to be missing a common view about the significance and the role the library can play for the LLC. It is important that those who make the decisions in the communities are aware of the role that the library plays (ibid; p. 19).

The author had tried to analyze whether the libraries had a passive or an active role in the LLC. The findings are that the co-operation between the libraries and the LLC varied strongly. In two municipalities the co-operation between the LLC and the library was good; it implied that the teaching in information seeking for the adult students is more natural. The librarians helped the adult students and discuss the problems that turn up in connection with the studies. In one municipality the co-operation was not completely developed (ibid; p. 50).

Louise Limberg is professor and pedagogical leader at the Swedish School of Library and Information Science at the UCB. One of her books is *Skolbibliotek för kunskap och skapande- Ett idé-och servicematerial för lärare och bibliotekarier om biblioteket i undervisningen (The school library for knowledge and creative- Idea and service material for teachers and librarians regarding the library in teaching)* (1990). The Swedish researcher described how one in the different municipalities in Sweden worked in different ways with the school library as support. She based her research on six examples from the nine-year compulsory school and upper secondary school. She also took up the school library's role in teaching and the influences that it had on the students in order to increase their knowledge level. She had also analysed the role of the ScL in teaching with the help of the taxonomy. It is a simplified analysis in fewer steps than Loertscher's taxonomy. It comprised of four levels as described in the following: In the first step the ScL is like a warehouse. The following level is characterized by sporadic use of the ScL. The next step includes structured planning where the ScL is integrated in the teaching and the last level is represented by the pedagogical developmental work (ibid; p. 82f).

The concluding words in her book are among other things that the ScL was a part of the school, and the goal of the schools should be the same as that for the ScL(s). The ScL contributed to the school by supporting the active search of knowledge. It also encouraged to the critical thinking and judgment of information. The author said also that teamwork is important in the school, implying the co-operation with teachers and librarians, as well as with the ScL and the public library. The well functioning ScL is an excellent support for the school because it raises the level of both teaching and learning (ibid; p. 88f).

When it comes to studies about Peru the researcher and Peruvian librarian Gustavo von Bischoffshausen has carried out studies of the ScL(s). One of his studies is: *Políticas de bibliotecas escolares en el siglo XX: Bibliotecología, historia e investigación (The politics of the ScL(s) in the 20th century: librarianship, history and investigation)* (2002).

The researcher studied how the education and the ScL had developed at different speeds in Peru, during the different president periods from 1940 until 2002. Throughout a diagram that he took up gives him an overview about this issue. He examined the different measures that every government, the NLP and ME have made. These are the important participants that are involved in the development of the ScL(s) and the education. He discussed that in order to study the politics of the ScL, one should focus, in the different stages, on the participants, actions and legislation that been influential. The diagram that the researcher is based in his study is organized chronologically referring to 9 different presidential periods. The diagram showed every presidential period taken up by the researcher, the participants and their most important actions and some legislation that had been announced in particular time periods. This legislation had connections with the education and libraries in general. The actions in the diagram mentioned by the researcher are of multiple types, for example the establishment of school libraries in Lima or Peru and legislations regarding librarianship that was announced in some periods (ibid; p. 140-147). The diagram permits one to see that the development in the education and the ScL had been uneven. This is reflected during some president periods there were more measures taken regarding education and ScL(s), whereas in other periods there were no measures taken, that is to say it invested very little in both the education and the ScL during these periods.

Bischoffshausen mentioned that the NLP is the driving force regarding the promotion of the standardization in librarianship, the creation and the development of the public libraries and ScL(s). On the other hand the ME is the organization that is in charge of the politics for the education at the national level (ibid; p. 148).

He pointed out that there is not enough information regarding librarianship in Peru, it has published very little and the official documents regarding school libraries are very old and lack relevance. This study concluded that there are some factors that had limited the development of the ScL(s). One of these factors is the lack of legislation that should be supporting the ScL(s)'work, but can not support it because there are too few regulations for the ScL(s). In the second factor he pointed out that there is a lack of structure in the training of the ScL's staff; from part of the NLP and ME. They do not have a clear vision about which professional profile the ScL staff should have. The last factor was the lack of financing that is an obstacle to the development of the ScL(s) (ibid; p. 150f).

In my opinion, his study is able to show the most important policies for the education and the ScL(s) from the different stages. Although it might not be an in-depth study, one can get a basic idea about how was the situation of the education and libraries in the different periods.

1.8 Search Process

The search for literature has been performed both in Sweden and in Peru continuously, before during and after the field study. Before my travel to Lima, I visited different libraries in Stockholm, such as the Mångkulturellt Centrum/The Multicultural Centre, which has a broad selection of international reference material in many different languages. I have also visited a library which specializes in Latin America, the Library at the Department of Latin America, Stockholm University. In these institutions I received help from the librarians but nevertheless could not find any material about the school ScL(s) in Peru.

Literature searches were done in different databases such as Eric, Lisa, Libris and Artikelsök, using different keywords like “Latin American School Library”, “Peruvian School Library”, etc. The searches were unsuccessful. I also searched in the catalogue of the library of the UCB, using the same keywords, but again without success. I looked at some Master Theses concerning school libraries in Sweden, produced within our discipline and completed at UCB, which I will consider in this thesis. Although these theses are not from Latin American I consider them relevant.

In Lima searches for information were performed in different places: The ME, was the first place that I visited in order to look for material about ScL(s). There they informed me that it is the NLP Institute that is responsible for matters concerning librarianship. The ME recommended that I visit their web page. There I found complementary information about the education sector.

At the NLP, the institution responsible for the public libraries and ScL(s), I was provided with the laws, rules, decrees, and different relevant documents concerning education and some of them are about ScL(s). In the Department of School Libraries in Research and Librarianship, of NLP, is in charge of promoting studies about ScL(s) and editing several specialized publications regarding librarianship. They advised me on their published books and articles about the theme. Searches were also done with the help of the librarian from this department. the searching was unsuccessful, and it founds old material about ScL.

1.9 Plan of the Thesis

I think that the general conditions of the Peruvian society are unfamiliar to the circle of readers in Sweden. For this reason I consider it important to provide a general view of Peru and the socio-economic groups in Lima, before I move on to my thesis’s topic which is about the situation of the ScL in Lima.

In this first chapter I begin with a background, here I try to introduce the topic of my thesis and the reasons of the choice of the topic. Then I consider it relevant to put the section of method here where I present which ScL(s) are the sample of my study. The details about interviews and procedures for carrying out my research and the chosen theory are given here. The general view of Peru begins with chapter 2 in which I start to approach my study topic and continue with a logical structure. It implies that I give a short introduction about the country, and the education in Peru as well as information about Peruvian socio-economic groups in Lima and other areas and districts. The next chapters are, among other things, about school libraries in Peru and I begin to narrow my study. I follow the same procedure as before, I begin with a broad view which includes International Federation of Library

Associations and Institutions (IFLA)⁷/United Nations Educational, Scientific and Cultural Organization (UNESCO)⁸ guidelines, before I continue with the ScL organization in Peru. The education in Peru has a connection with the school libraries so I found it self-evident to deal with this topic before I look in depth at the school libraries in Lima. In the next last chapter I discuss the results of my empirical study and in the last chapter the analysis of the results from the field study are given, including data collected as observations, interviews and questionnaires from the ScL(s).

⁷ IFLA was founded in Edinburgh, Scotland, in 1927. IFLA is the leading international organization that represents the interests of library and information services and their users (IFLA 2008).

⁸ UNESCO was founded on 16 November 1945. UNESCO is an organization that promotes international cooperation in the fields of education, science, culture and communication (<http://portal.unesco.org>).

2. Peru-Lima

What follows below are general facts about the country. A description is offered of the socio-economic groups within Lima as well as division of these groups according to their geographical location. The structure of the Peruvian educational system is also discussed.

2.1 General Facts

Peru is a republic with an area of 1.29 million sq. km. The country is divided into 24 regions and one province, Callao. The largest city is the capital of Lima, with approximately 7.6 m inhabitants located on the central coast. The country is situated on the west coast of South America and is divided in three geographic regions; the Costa (coast) that borders to the Pacific Ocean; the Sierra (High Andes) and the Selva (rainforest) that is located to the east of the Andes. The General Population in 2004 is approximately 27 m inhabitants. Spanish is the main language of 70% of the population, followed by Quechua and Aymara. Peru is considered a multilingual and multicultural society since pre-hispanic times. The indigenous population are Amerindian, mainly Quechua speaking with some Aymara in the south and many other isolated groups in the east. The original native populations and their cultures, what remains of them, are concentrated to certain geographical areas in both the Andes and the jungle. The contemporary Peruvian culture is a product of the melting process of pre-Inca people, Inca culture, and western culture which comes from Spain (South America, Central America and the Caribbean 2006, p. 721f).

The Peruvian population is nowadays mainly urban. The geographical distribution of the population changed significantly in the coastal region after 1940. The migrants within the country looked for improved standards of living, better employment chances and access to infrastructure in the cities along the coastal strip. This meant that the population in the cities increased very rapidly (ibid; p. 728).

It is important to emphasize that the phenomenon of the migration in Peru was from the countryside towards the small and middle-sized cities, from middle-sized cities to bigger ones, and from them to Lima. The economic activity is highly concentrated to Lima. The extensive migration to Lima had generated both social and economical secondary problems such as: abandonment of the countryside, concentration of the population in the big cities and its consequences with housing shortage, overcrowding, precarious life conditions and collapse of the public services.

2.2 Socio-Economic Groups in Lima

I will examine the socio-economic groups in Lima. In order to provide reliable facts about these groups I consulted the Peruvian research institute APOYO, Opinión y Mercado/Support, Opinion and Market. The APOYO-group is a company of great prestige in Peru in among other things market research and public opinion analysis. It consists of eight companies offering a variety of professional services.

“APOYO’s mission is to offer specialized information and knowledge with the purpose of generating value for its clients’ entrepreneurial or institutional decisions.

Its vision is that of building a valuable outside information and knowledge source for leading executives in their organizations who wish to achieve global competitiveness” (APOYO, 2008).

I consider this institute APOYO, a reliable source, because one of the tasks of this institute is to provide information regarding the socio-economic levels profile in Lima. APOYO classifies the socio-economic groups according to ranking on a social scale and using alphabetical letters (A, B, C, D, E). The group A is on the top of the social scale, groups B and C are in the middle, and groups D and E are at the bottom.

A study by this research institute from 2004 is presented below which is based on two different documents that come from the same institute. Both documents deal with the socio-economic groups in Lima and complement each other; they are tables that mainly consist of figures and some facts. The first document is the *Niveles Socioeconómicos de la Gran Lima 2004-Distribución de Hogares y Personas por Nivel Socioeconómico*. (*Socio-Economical Levels of Metropolitan Lima 2004- Distribution of Families and People by their Socio-Economical Level*). I will base the facts about income, standard of living in the different socio-economical groups on this document. For future references I will use the abbreviation APOYO 2004a.

The second document is *Perfil del Jefe del Hogar 2004, Educación por Nivel Socioeconómico y Edad*. (*Profile of the Head of Home 2004, Education by Socio-Economical Level and Age*). I will base the facts about education and type of job in the different socio-economical groups on this document. For future references I will use the abbreviation APOYO 2004b. The brief information about those main groups is presented below.

The facts that follow below were from 2004.

Group A was 2.7% of Lima’s population. The average monthly income of a family in this group is 3.505 US\$. They live in large houses with a wide range of home electronics like computers (Apoyo, 2004a, p. 7, 10). The majority is well-educated, most of them work in the private sector, and often they hold high positions in the society as for example high public officials, high executives and entrepreneurs (Apoyo, 2004b, p. 33, 38f).

Group B included 14.1% of Lima’s population. The average monthly income of a family is 893 US\$. They have also a wide range of home electronics but only half of the population from this group has a computer at home (Apoyo, 2004a, p. 7, 12). In this group, the majority is also well-educated. They work as employees in the private sector, independent professionals as well as professional civil servants in the public sector (Apoyo, 2004b, p. 33, 39).

Group C represented 28.7% of Lima's population. The average monthly income of a family is around 398 US\$. They have the essential home electronics and only 19% have computers at home (Apoyo, 2004a, p. 7, 14). Most of the population from this group has a basic education and a minority is well-educated. They work, among other things, as skilled workers, mechanics, electricians, small traders, workers that are not qualified and school teachers (Apoyo, 2004b, p. 33, 39). I want to emphasize that this group is the well-established working-class.

Group D was equal to 35.1% of Lima's population. The average monthly income of a family is 221 US\$. They have minimal services and the basic service shortages start to become obvious (Apoyo, 2004a, p. 7, 16). Half of the population from this group has a basic education whereas the rest of the population has incomplete basic education. In this group there are temporary workers, mechanics, electricians, street salesmen (Apoyo, 2004b, p. 33, 39).

As stated by (Apoyo, 2004a, p. 7, 16) group E represented 19.4% of Lima's population. The average monthly income is 158 US\$. This group represents the extremely poor.

A big part of this group has an incomplete basic education. Concerning their type of job, there are similarities with the D group. Half of this group is unemployed (Apoyo, 2004b, p. 33, 39).

This study by APOYO shows that the socio-economic structure of Lima is similar to a social pyramid with a minority on top that have a stable economic situation and can even accumulate wealth. At the base there is a part with few possibilities to access a good standard of living. The economic and social situation of the Peruvian population as a whole is unequal; this inequality have led to the development of different socio-economical groups. The huge gaps of every socio-economical group shows in the income levels, property possession, educational level, access to adequate health-care, and use of leisure time. This implies that the opportunities of the individual are according to the social, cultural and economical levels from which he/she comes from.

2.3 Socio-Economic Groups According to Geographical Location in Lima

This subchapter is based on an article in the newspaper *El Comercio*, published April 12th 2004, that was written by Jaime Cordero about Lima's population. The primary source also comes from APOYO which conducted a study exclusively for this newspaper.

A study by APOYO points out that Metropolitan Lima is divided into six areas and forms the total of 36 districts, with different levels of development, denoting socio-economic differences. Every area in Lima is divided into districts having huge differences. There are modern districts that have excellent public services and distinguish themselves with the general welfare offered to their inhabitants. There are other, less developed districts that lack essential public services and possess a high concentration of the poor population. In these areas the inhabitant's welfare is not guaranteed (Cordero, 2004a, p. a2).

Further data about the percentage of the different socio-economical groups that live in every area are used and comes from the same institute (2006). The last information about the percentage of the number of areas I have revised by myself. This is based on the document *Perfiles Zonales de Lima Metropolitana 2006- Información Demográfica y Socioeconómica. (Profiles of the Areas in Metropolitan Lima 2006- The Socio-Economical and Demographical Information)*. This last document also comes from APOYO.

I revised it in the following way, I added up all the districts that belong to a specific area, and have the same socio-economic level. Lastly, I divided the figure with the number of districts. I have only considered the A, B and C socio-economic levels. Further on only the areas where my sample schools are located are considered. It involves three areas and their respective districts. The particular features from those areas, their inhabitants and their connection with their socio-economical group are explained. The schools that were included in this study are located in areas that are characteristic of the A and C socio-economic groups.

Fig. 2 Map of the Six Areas in Metropolitan Lima and its Districts

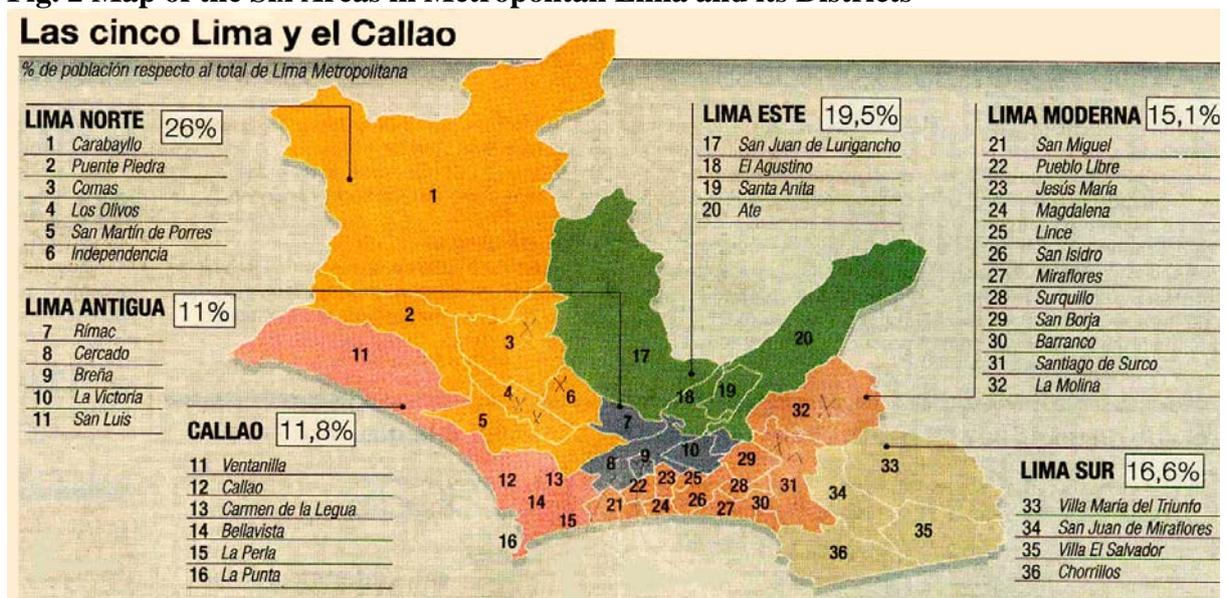


Fig 2. The percentage shows the population in comparison to the whole population of Metropolitan Lima. This Map was originally constructed by APOYO and was published in the newspaper *El Comercio* (Cordero, 2004, p. a2).

The area of Northern Lima (Lima Norte) has 2.095.025 inhabitants. This zone expands horizontally; there are many houses, few high buildings and scarce green areas. It is the more developed of all peripheral areas that have more economic potential and its inhabitants are mostly immigrants originally from northern 'sierra' (Cordero, 2004, p. a3).

In this area there are 5% of the group B, 37 % of the group C and there are no representatives from the A group (Apoyo 2006, p. 22). In this area there are some schools from group C1 and C2. In the district of Comas we have the school Wiese from group C2. In the district of Los Olivos we have the school Basadre from the group C1 and in the district of Independencia there is the school Tahuantinsuyo from group C2.

The area of Old Lima (Lima Antigua) has 888.972 inhabitants. In this area you can find the historical centre and half of the public institutions. It has a high density of population. There are few open areas (Cordero, 2004, p. a3). In this area there are 24% of the group B, 53% of the group C and there are no representatives from the A group (Apoyo 2006, p. 26).

Some of the schools from group C1 are in this area. In the district of Cercado we have the school Juana Infantes and in the district of Breña there are the schools Guadalupe and Rosa Sta Maria.

The area of Modern Lima (Lima Moderna) has 1.215.164 inhabitants. This area has a high consumer capacity and is constantly growing. In economic terms it is the most developed of all areas, and offers a wide range of goods and service in the city. In this area the modern

districts are located, and these are the districts where most of the inhabitants of the A group live (Cordero, 2004, p. a3). In this area 27 % from the A group, 55% from the B group and 14 % from the C group live (Apoyo 2006, p. 28). The schools from group A are in this area. In the district of Miraflores there is the Humboldt School. In the district of Surco we have the Inmaculada School and in the district of La Molina there is the Newton School.

In general in all the areas of Lima, there are some districts of the socio-economic group B points out the study of APOYO. This is also true concerning the lowest socio-economic level. Even in Modern Lima, it is possible to find people that belong to the lowest socio-economic group E (Cordero, 2004, p. a2).

2.4 The Peruvian Educational System

Peru is a democratic republic and it is the constitution that rules every institution of the state. The Peruvian state has the responsibility of the public education and the ME is the entity that governs and regulates basic education according to the National Education Act. The basic education is compulsory for all Peruvian citizens of school age and the duration is of eleven years. The education includes three levels: initial, primary and secondary. In Peru there are both private and public schools and the education in the public schools is free.

The table below (table 2) presents the basic statistics of the number of schools and number of students registered in the public and private educational system in Metropolitan Lima and Peru 2007.

Table 2. Number of Schools and Students in Peru in Comparison with Lima

Facts about Peru	Public Schools	Private Schools	Total
Number of schools	68.287	22.469	90.756
Number of registered students	6.636.96	1.891.664	8.527.860
Facts about Lima			
Number of schools	5.182	10.019	15.201
Number of registered students	1.191.530	897.415	2.088.945

Table 2. Number of schools and students in Peru in comparison with Lima (2007) Ministerio de Educación-Oficina Estadística.

Article 3-5 in *National Education Act* guarantee that everybody has the right to get a basic education that is complete and with good quality. There is freedom of teaching, which means that any person with the proper legal documents is entitled to establish and/or manage educational centers and educational programs. The State recognizes, supervises and regulates the private education with respect to the present law (Law 28044, July 2003).

3. The School Library's System

This chapter begins with the School Library Manifesto, and then continues as well as the School Libraries in Peru and their legal basis. This chapter concludes with the Interviews to the public officials.

3.1 School Library Manifesto IFLA/ Unesco

The information that follows below comes from IFLA's website.

The School Library Manifesto contains ideal rules of orientation about the ScL.

The Manifesto says that the ScL's function is to provide information, knowledge and ideas that are essential to prepare the students. It prepares them for lifelong learning experiences in our contemporary society.

The duty of the ScL is to make learning services available. It supplies books and other resources to all members of the school community, in order to develop their critical thinking and the ability to use information.

The school library is essential to every long-term strategy for literacy, education, information provision and economic, social and cultural development. As the responsibility of local, regional and national authorities, it must be supported by specific legislation and policies. School libraries must have adequate and sustained funding for trained staff, materials, technologies and facilities. They must be free of charge.
(<http://www.ifla.org/VII/s11/pubs/manifest.htm>)

Some of the aims of the ScL are to support and improve the education. Other additional objectives of the ScL are to encourage reading and support children's habit of reading for pleasure and learning. Another part of the ScL goals is to promote the use of school libraries and their services to the school community.

The role of the library staff should be to guide and to encourage the students' use of books and other information sources in different formats and media. The materials of ScL complement and enrich textbooks and teaching materials. Planning and teaching different information skills to teachers and students are other important tasks of the ScL staff. The library staff consists of professional qualified person, and it is essential that they continue their professional training and development. Another point is that it must promote the co-operation with teachers, in order to achieve the goals of the schools.

All members of the school community, without exception must be supplied with equal school library services. The services and the access to the ScL's material should be based on the UN's (United Nations) Declaration of Human Rights and Freedom and should not be fixed to different types of censorship such as ideological, religion or political.

3.2 The Peruvian School Library

In this subchapter I will take up briefly, the institution that influence the ScL's work, such as the NLP and their different departments. As a next step, I will present one informal interview that I conducted in the NLP. Further on, I will present the legal basis including the most relevant norms and regulations that have influenced in some way the work of the ScL(s). At the end of this subchapter I will present the interviews with the experts of the ScL.

In order to obtain data about the school library in Peru, I visited the NLP because this public institution is responsible in all the areas about libraries. It is also a key source if you are searching information regarding librarianship.

The information below comes from the NLP website.

The NLP is a public institution that is decentralized of the ME. It has administrative and economical autonomy and work in accordance with the educative and cultural politics that have determine the ME (Biblioteca Nacional del Perú, 2008a).

The NLP has multiple goals, some of them are:

- To strengthen the development of the library services at the national level with the support of the regional and local governments.
- To promote the training of the library staff for the development and optimisation of the library services at the national level.
- To promote the cooperation of the national and international institutions, in order to support the organization and management of programs for the libraries development at the national level (Biblioteca Nacional del Perú, 2008b).

One of the functions of the NLP is to arrange courses in librarianship, such as training in librarianship; further education and courses to be updated in information technology (Biblioteca Nacional del Perú, 2008c).

In the NLP there are different departments. One of them is the Department of School Libraries which is responsible for school library matters. The Department of School Libraries is the public authority that has multiple tasks it is, responsible of the elaboration of policies that establish the development of the school libraries network at the regional and the local levels. Another task is to arrange technical and professional trainings, as well as courses which bring the ScL staff up to date (Biblioteca Nacional del Perú, 2008d).

Another important department of the NLP is the National Library System (NLS), which is the department that coordinates the system of the public libraries and ScL(s) at the national level. The libraries at the national level are connected in a virtual way in order to provide the library services. The NLS is responsible of the establishment of the politics for the development of the library network. In this way the population can have access to the library services at the local level. The NLS has two centres: the coordinating centre of the network of the educative libraries, and the coordinating centre of the network of the public libraries (Sistema Nacional de Bibliotecas).

During my visit at the Department of School Libraries, I met Monica Delgado the executive director. I conducted an informal interview with her in which I took only handwritten notes. We discussed if there were some normative or legal documents that regulates the ScL(s).

I was informed that the Department of School Libraries has formed different legal norms that regulate the organization and the function of the ScL. These norms have as an aim to guide the public and private schools, and are valid throughout the entire Peruvian ScL system. The most important document is the “School Libraries Norms” which was published in 1984. The concept of the ScL is that it should be integrated in teaching and work as a support to learning. The ScL in the public schools do not receive a special budget. The government gives a budget to every public school which is meant to cover all expenses of the school, including those of the ScL(s) (Informal Interview, 2004-07-02).

Delgado advised me to visit another office of the NLP that is the Department of School Libraries in Research and Librarianship. In this Department I was advised to interview the technical directors of the NLP. These interviews I will take up further on.

3.2.1 Legal Basis for School Libraries in Peru

There are two important institutions that, according to the legal norms, should influence the ScL(s) work. The first one is the Education Management Office of Lima (EMOL) and the other is the Parents Associations (PA).

These institutions are important to mention here because they are connected to the ScL’s work. I will present their most important aspects and how they should work. In the National Education Act mentions that the Education Management Office of Lima (EMOL) is the executive branch of the ME that is decentralized and have some autonomy. This administrative office is responsible for the schools that are located in certain geographical areas. This authority has several functions, among other things to offer administrative and logistical support to the public schools. Another function is to promote libraries⁹ and to develop training programs for the administrative staff¹⁰ according to their needs (National Education Act - Law 28044 Article 73 & 74).

An additional organization that supports the ScL(s) is the Parents Associations (PA). The PA it is an important institution for the development of the ScL(s) for the public schools according to the regulations. According to the *Regulations of the Parents Associations* for the public schools the PA is a non-profit-making organization of the parents of the students which goal is to support the schools in the educative tasks. This organization is regulated by the ME (Supreme Decree N° 018-2004-ED Article 1 & 4). The funds of the PA come from the annual amounts that the parents have paid and the different activities that they make to raise money (Article 8 & 41). The regulations of the PA are directed to the public schools. The searching was done in the ME’s database and in the official Newspaper “*El Peruano*” that offers all the Peruvian legal norms.

In the Supreme Decree that was published in 1985 *Support of the Parents Associations to the ScL* (DS 52-85-ED), it says that 20% of the PA’s funds would be assigned to the school library for the establishment and development of the school libraries. It specified that the funds of the PA should be invested in the improvement of services, infrastructure and equipment. The document mentioned above also evaluates the PA’s support to the ScL. It says that the Decree in mention has been in function for 10 years, in which it has been

⁹ In this legal document they do not specify in which way EMOL promotes the libraries.

¹⁰ Administrative staff includes in this context the persons in charge of the ScL(s).

completely applied in some schools while in other schools it has not been applied at all (Lima, April 1995).¹¹

In 2004 a new *Regulations of the Parents Associations* was approved for the public schools. This Regulation does not specify an amount or percentage that should be assigned to support the ScL. It says that the economical resources of the PA should be used to improve the educational services of the schools (Regulations of the Parents Associations for the Public Schools, Supreme decree N° 018-2004-ED Article 8 & 41). I think that this document regulates that the support of the PA to the ScL is voluntary. This is the latest Regulation that is valid today for supporting the ScL.

3.2.2 Interviews with the Technical Directors in the National Library System

In this section I will present the interviews of the Peruvian experts in the field of School Libraries. The goal of these qualitative interviews was to get acquainted with their point of view regarding the situation of the ScL(s) in Peru.

Cesar Castro

First I interviewed Cesar Castro, on July 2004. He was charged with the duties of technical manager of the National Library System of the NLP. The following topics were covered in the interview: standards of the ScL, the ScL and the curriculum, the training of the staff of the ScL and the ScL as a centre of learning resources.

When it comes to the standards of the ScL(s), he said that they are a series of dispositions. They have a normative character to guide the organization and the working of the ScL. The standards should be based on reality, because if they do not work as they should in real situations, the standards will not have any influence on the ScL(s) and the curriculum. In Peru many of the standards of the ScL(s) do not completely fulfil their function. Sometimes they are merely dead letters, while in other cases the standards do serve a role, because it would be even worse without any standards at all.

Concerning the School Library and the curriculum Castro pointed out that the ScL should be integrated in the curriculum, as in any educational system. Integration in the curriculum means that before the librarians buy new material, it should be evaluated by the teachers, according to the curricular needs.

Regarding the training of the staff for the ScL, in 1983 the Department of the ScL from the NLP published the basic manual of school libraries and distributed the material around the country in the training courses. This set consists of manuals of instructions with a purpose to raise the level of competence of the staff of the ScL(s) and update their knowledge in their speciality. The manuals show the activities of the ScL, in detail and didactic form. For instance, it shows how a book should be entered to the collection of the library, and also how to organize the services of the school libraries. This basic course has been distributed to some ScL(s) until the 90's. After that, the schools received the course only by chapters.

Another area where Castro had strong opinions was about the ScL as a centre of learning resources. He pointed out that in 1982 the ME called to an international meeting where it

¹¹ This document was one of the legal documents that I received from Monica Delgado.

defined the characteristics of the ScL(s) as a centre of learning resources. One of the features of this centre of learning resources are that it should not only limit to organize the printed material, it should also organize the materials and a variety resources that suits the educational process. A ScL that only organizes printed material can not be a centre of learnings resources. He stated that this model of the centre of learning resources is not possible to apply in all the schools because of the great differences between the ScL(s) of the public and the private schools in Peru. The so-called ScL(s) of many public schools are far away from what one would actually call “school libraries” because they are completely without organization, or even a schedule of operation. They are more like warehouses of books than libraries. On the other hand there are other schools whose ScL(s) have a varied material, including audio-visual material. A ScL that aspires to be a centre of learning resources should be managed with pedagogical criteria and not only with librarianship criteria. It is better that a teacher with librarianship training runs the ScL than to have only a librarian running the ScL (Interview, 2004-07-26).

Osmar Gonzales

In a second interview in July 2004 I met Osmar Gonzales. He is the technical manager of the National Library System of the NLP. The following topics were approached in the Interview: the role of ScL(s) on the promotion of reading and the training courses for the person in charge of the ScL.

Gonzales’ point of view about reading is that the schools don’t have any clear political guidance to promote reading. Neither do they have any clear political guidance for acquiring books in order to provide incentive for reading among students, although cheap books can be found. There is no policy of equal development of ScL(s). Development here means the acquisition of knowledge and the use of new technologies.

He added further that culture in Peru is on its way down. There are neither rules nor standards. Culture and reading are not islands unto themselves; they respond to the global crisis that affects to the country. Reading as a habit, has decreased. The Peruvian citizen doesn’t consider reading as a real necessary value. Survival, the need to earn money, and obtaining a better life are the most important motivations. It is under this context that Gonzales says we ought to understand the problem of reading in our country (Peru). He pointed out that in spite of the advances of technology and the greater access to information, the Peruvian educational standards nowadays are very low.¹² The analysis of this phenomenon shows the absence of a policy for information and the unsuitable training of teachers.

The last topic that he discussed was the training courses for the persons in charge of the ScL(s). He said that the NLP organize training courses, and they also answer questions regarding training from interested people.¹³ There is no finished plan for ScL(s) and sometimes there’s no petition for this service. It is said to be difficult to train the librarians from the provinces due to limited economic resources. The provinces can’t pay the travel tickets and allowances for the staff from the NLP, in order that they receive the training. It is not a common activity due to lack of resources (Interview, 2004-07-27).

¹² Here, I think that my interviewee refers to the public education.

¹³ These training courses usually have a cost.

4. Results

In this chapter I will present the results of the empirical study. I will first start by looking at the observation, in every school building and in their libraries (see appendix 6). I will then continue with the results of my target groups such as the interviews with the principals in some cases answered by the persons in charge of the ScL(s). Then I present the results of the interviews to the persons in charge of the ScL(s). In this case the answers are classified by areas that are based on the questionnaires.

Finally I take up the results of the questionnaires to the students, where most of the questions are presented with their respective graphs. In some questions comments are also given if they are appropriate. In some parts I will give an account of what the principal and the persons in charge of the ScL said in the interviews.

4.1 Observation

In this subchapter I present facts from the observation of the schools, their ScL(s) and the staff of the ScL which I had collected with the help of an observation form.¹⁴ I will also include figures of the number of students that come from the different schools. The information in the school's form was received verbally by the school administration of every school. The observation is based on all the schools of my sample and their ScL(s). In order to give a general view of every school, I decided to present first in the table below (table 3) statistics concerning the schools such as the number of students that every school have, the area of the school buildings' sites and their ScL(s) in 2004. These last facts about the area of the schools, I received from the school administration and the facts about the area of the ScL(s), I received from the librarians.

Then I will give an account of the facts from the observations form.

Table 3. Statistics about the Schools and their ScL(s)

Schools	Number of Students	Area of the School Buildings Sites	Area of the ScL(s)
Newton (A)	990	110.000m ²	450m ²
Humboldt (A)	1.541	25.000m ²	280m ²
Inmaculada (A)	1.815	410.000m ²	500m ²
Juana Infantes (C1)	910	3.000m ²	120m ²
Guadalupe (C1)	1.897	8.000m ²	300m ²
Rosa Sta Maria (C1)	2.897	8.000m ²	80m ²
Vallejo (C1)	1.836	6.523m ²	31m ²
Basadre (C1)	1.500	4.000m ²	54m ²
Wiesse (C2)	1.800	22.358m ²	48m ²
Tahuantinsuyo (C2)	2.758	7.422m ²	47m ²

Table 3. These facts I received orally when I visited the schools from August to September 2004. For exact dates (see chapter References). All this material is in the author's possession in written form.

¹⁴ The Observations were performed during the day I conducted the school visits in every school.

School Buildings

The schools within group A are located in modern urban neighbourhood of lesser population density whereas the C group are located in, or near the downtown area in very-populated neighbourhoods. The communication and transport in both A and C schools (termed “the accessibility” in the observations form) with and to the rest of the city are good, in spite of the fact that the A schools are far from downtown.

In the A schools, the area of the school buildings sites is very large, and in the C schools is much smaller, not considering Wiese (C2) school where the school buildings sites are large (see table 3). The type of building and architecture are very different in the A and C schools. The A schools have their own style, have large green areas, with play grounds, swimming pool¹⁵ and sport areas. The maintenance and the state of conservation of the furniture is very good in the A schools. They are characterized by a high standard of cleanliness, detailed maintenance and state of the art, infrastructure is in good condition.

In the C schools the buildings have the same style; they are build of concrete and have small green areas and sport areas if they have. In general, the C schools share a very distinctive architecture which is frequently standardized. This is manifested through the classrooms’ form which is shaped like a U around the main yard. The buildings from the C group are old and their maintenance is precarious.¹⁶ The facilities of the schools from the C1 group cover the minimum requirements. On the contrary, the buildings of Guadalupe¹⁷ (C1 group) and from the C2 group are clearly neglected and their furniture is abandoned.

Library Buildings

All the ScL(s) from the A group have easy access. They are located in the 2nd floor of the building. Newton (A group) has the ScL, for the elementary school level on the first floor and for the secondary level on the second floor. Humboldt (A group) has separate buildings for primary and secondary levels and every building has its own ScL. The schools from this group have between 990 and 1.815 students and the area of their ScL(s) is large and oscilate from 280m² to 500m². The area of their ScL(s) is more than enough for the number of students that they have (see table 3).

The ScL(s) from the C group have easy access as well. The library functions are either on the 1st or in the 2nd floor and are generally converted classrooms that have become ScL(s).

The ScL(s) buildings are often cramped in relation to the number of students that range from 910 to 2.897 and the area of their ScL(s) oscillate from 31 m² to 300 m² (see table 3).

In the C1, C2 schools, the area of these ScL(s) is very small in relation to the number of students that each school has. Not considering the Guadalupe ScL that has an adequate size for the number of their students (see table 3).

¹⁵ In the case of Newton School.

¹⁶ In all C schools, classes are imparted in two or three shifts: morning, afternoon and evening. This is one of the reasons why the public schools are in such bad shape. The only exception is Guadalupe School that has one shift. (Facts from the study visits in every school performed from August to September 2004).

¹⁷ In the case of the Guadalupe School, it was the first public school in Peru and the building was built in the middle of the XIX century (Interview with the principal, 2004-09-21).

The library buildings of the A schools are quiet,¹⁸ comfortable with modern equipment, good illumination and suitable furniture. In the C schools the libraries are not very comfortable, the furniture is insufficient and, in some cases, clearly deteriorated and in precarious condition. In general, they are also quiet,¹⁹ not considering Wiese (C2 group) where the ScL was noisy.²⁰ They are also well-lit, with the exception of Guadalupe that had poor lighting.²¹

Staff of the School Libraries

Concerning my personal observations of the staff of all the ScL(s),²² I observed that the ScL(s) from A schools were dynamic and active: many users were reading, others were consulting the librarians or the on-line catalogue. There was a clear interest from the users to use the facilities provided by the ScL. Also, the librarian showed interest in the present thesis and answered any questions with distinctive kindness.

The C schools were not especially dynamic: I observed very few users during my visit and some ScL staff were indifferent to the subject of my thesis. It is important to mention that the staff, in the schools from the C1 group such as Basadre and Guadalupe, showed more interest than other schools.

4.2 Questions to the Principals

The objective of these interviews with the principals was to learn about the opinions held on the ScL by different principals, and to know what influence the principals have on the work of the ScL.²³ All questions embraced the plan of work of the ScL, the budget, the training of the library staff and the future plans of the ScL to obtain their goals. I have gathered the results of the interviews and organized them into topics in order to increase readability. In two schools of the A group (Newton and Humboldt), it was not possible to interview the principals so the librarians answered the questions instead. In one school of the C1 group (Juana Infantes), and two schools of the C2 group (Wiese and Tahuantinsuyo), I received the answers in letters from the principals. I noticed afterwards that the answers in letters were unclear and short and I had no possibility to ask the attendant again the questions, as I was already in Sweden.

¹⁸ During the day I performed the study visits in the ScL(s), it was quiet. I am aware, that it can be difficult to get a real idea about whether the libraries are soundproof or not, and this is valid for all the ScL(s) of the sample.

¹⁹ During the day I performed their respective study visits in every school.

²⁰ In my study visit in the Wiese School, I observed that the ScL was very noisy, due to the fact that the ScL is located next to the school's auditory (Study visit 2004-09-27).

²¹ I observed that the ScL of the Guadalupe School has an old fashioned aspect with huge ceilings and wooden floors (Study visit 2004-09-21).

²² From these facts it can be difficult to get a real idea about the situation in general in all the schools of the sample.

²³ In some schools the principals' answers were really short maybe because they are not involved in the work of the school library.

About the Work Plan of the Library

Concerning library work plans, most principals from both A and C schools explained that it was the responsibility of the person in charge of the ScL to edit and produce a work plan. Most of the ScL(s) had a work plan and the library staff often has those plans. In some A schools such as Newton the librarian made the emphasis that the ScL has autonomy, and she explained that it would not be possible to interview the principal for topics about ScL, and she could answer all the questions that were aimed to the principal. The librarian's answer was:

The school library has a work plan. This is an autonomous library, it means that the librarians have an independent work, so they can decide about the changes and who will carry them out.

In other schools the answers from the principal were really short, in the Inmaculada School, the principal said: "There are two librarians who run the library and they are in charge of the work plan"

In the C schools, there were other type of answers, in some schools the answers were long, and they also explained that even if the ScL have a work plan, the ScL can not be improved due to the lack of resources. Some principals in the C schools, even told me who carry them out the work plan. A description from the principal of Basadre School (C1) was:

The school has a work plan for the school library but it can't improve it due to the lack of resources. There's a working plan that is renewed every year in the Assembly of Coordination with the teachers in order, to establish new functions according to the school rules. This work plan is made by the "Library Committee" which consists of 5 people from the school: 2 teachers (a teacher in literature and a teacher in sciences) 2 library assistants and the principal. This committee has as its aim to improve the library and to manage resources according the requirements.

In the C1 school, as Vallejo the principal answer was very short: "The work plan is under the responsibility of the library's head."

I received a copy of the works plan from six schools of the sample.²⁴ The schools Guadalupe and Juana Infantes (C1) could not hand over their plan, and Humboldt (A) could only give me an outline with the main points considered in its annual plan. The Wiese School (C2 group) is the only school that had no work plan. Most of the work plans especially in the C schools were similar in content. Some schools had extensive plans that consisted of several pages and other plans were short.

The general characteristics of the work plan content for both A and C ScL(s) are as follows:

- Many of the plans reflects that every ScL have specific daily and monthly tasks that the ScL should carry out throughout the school year, which in Peru is from March until December.
- Evaluation of the ScL(s) work that describe their management, problems and perspectives.
- The plans bring up the solutions to the practical problems that some ScL(s) have.
- The improvement of service for the benefit of readers, and development of cultural activities.

²⁴ This additional data I received by mail or in some cases by post.

In the C schools, the plans reflected that there is an awareness regarding the reasons why the ScL(s) have deficiencies in infrastructure, furniture, bibliographical material and lack of staff all these in relation to the public demand.

Budget of the School Library

This question is whether the library has a budget and what percentage of the school's budget is given to the library. The reason why I asked my informants about the percentage was because the considerable inflation in Peru makes it impossible to talk about a specific amount of money that the ScL can receive. This amount changes all the time with the value of the currency. During the interview, I realized that it was not possible to get a clear answer about neither the issue of the budget nor the question of the percentage of the school's budget that goes to the ScL. I received evasive answers, perhaps because this seems to be a delicate subject, and I noticed that it was difficult to approach this issue in an open way.

The common answers from every ScL from the A group was that the budget is not fixed due to the unsteady economical situation of the country.

In the following text I will present the different descriptions about the economic situation that some principals have expressed in the C1 schools:

The principal of Vallejo School answered: The library doesn't have its own budget, but the library gets its material from a library materials depot that is financed by the ME. Every school is connected to such a depot; it's a kind of budget that is given for materials but the ME does not provide a budget for any specific ScL:s.

In another school of the C1 group the principal of Guadalupe explained the situation of his school answering the following:

We do not have any fixed percentage for the ScL, although this year we acquired some books, a magazine holder and a scanner. The PA provides little support to the ScL, and this support covers only essentials things like buying tools for cleaning, logistics, maintenance of classrooms, telephone service, furniture, etc.

As in the same way the principal of Basadre explained the situation of his school answering the following:

We have managed to arrange it so that the PA must give a percentage from their budget (20%) to the maintenance and improvement of the library. It's been assigned a common budget that other schools don't have. The ScL receives income from the PA's income plus the library card fees.

The schools from the C1 and C2 group do not count on a fixed budget for their libraries either. In these cases, the ScL are partly self sufficient and partly supported by institutions such as PA. Guadalupe (C1), Wiesse (C2) and Basadre (C1) schools receive some contribution from the PA. In the case of the Vallejo School from the C1 group it receives material support from the Unit Cost. Some schools from the (C1) Rosa Sta Maria and Juana Infantes have tried to find other ways to finance to support their ScL(s). Rosa Sta Maria receives some income from its candies and food kiosk, and the ScL Juana Infantes receives money from the library card fees. In the case of Juana Infantes ScL, it has also has received a DVD player donated by its kiosk to the ScL.

The Training of the Librarians and the Financing of the Libraries

In group A, the interviews revealed that the schools promote training of librarians and allow the ScL(s) to have autonomy. The schools are aware of the importance that continuous updating has for the work of any ScL. This fact can be appreciated, for instance, in the case of Humboldt, a school that finances the total cost of any training program which is considered important. The A schools maintain contact with institutions as well as with other schools, universities and with the NLP (in charge of programming courses, seminars and workshops within the Library Sciences area). According to the principal of Newton School their “training courses for the librarians are half-paid by the school. The school library’s staff members who are not professional are trained by the librarians. They are given specific functions”. And also in the case of the Inmaculada School in which, updating of ScL’s personnel is permanent.

It was a bit harder to comprehensively handle this subject in a way in the C schools, as unclear answers created difficulties. Most of the C schools lack economical resources, which prohibits them from promoting the training of the librarians.

The Basadre School, (C1) group, was the only school that said that the training to the ScL staff is permanent, adding that it is the NLP that organizes the training. In some schools from the C group I was told that it is the EMOLs that are in charge of the training courses, just as they are in Rosa Sta Maria (C1), Juana Infantes (C1), and Tahuantinsuyo (C2).

The principal of the school Juana Infantes said that “the training of the persons who are in charge of the ScL is personal and individual.” About if she could influence in those training courses she answered “Our school makes suggestions to the EMOL about the training or the school can enroll the library staff in conferences, courses and workshops.”

Since some principals said that they give economic compensation for the hours of absence from the job when training conflicts with their normal duties, one could say that some schools promote the training of the ScL staff indirectly; this is when they attend to the training courses in librarianship. This is the case of the C1 schools Vallejo, Basadre and Tahuantinsuyo (C2). The exception to this situation is the ScL staff of Guadalupe (C1), which annually attends every free course organized by the Municipality of Lima.

The Projects and Future Goals

Being elite and private, the schools from group A are able to plan changes and improvements related to, among others, infrastructure and acquire bibliographical material according to their own needs. Besides this, they are able to obtain technological support whenever it is required; also to promote the use of the library in different ways, and design different strategies to increase the reading level of students and general public, as the ScL of the Inmaculada is attempting to do. It is relevant to mention that Humboldt plans to modernize its systems, to maintain its on-line catalogue and to offer its services through the Internet (for the benefit of its students, parents and researchers in general). In the A school like Newton, the librarian’s answer was:

The improvements for the library in the next years are to build an extra room for library of the elementary school, so the current area for the first floor would be all for the high school and we ought to buy new furniture and to improve it with new books.

In the case of the C schools they have also some plans and future goals in mind that they will carry out. These are some of the improvements desired by the schools principals for the following years: Concerning the C1 schools such as Vallejo, the future goal is that there is politics involved in promoting the library of the classroom. Guadalupe plans to assign a fixed percentage of its budget to refurbish the library room and also to modernize the room of audiovisual material. Juana Infantes, Vallejo and Wiese (C2) plan to enlarge and update the library materials with donations coming from different organizations such as PA, former students and companies. The schools from the C2 as Wiese and Tahuantinsuyo intend to encourage the training of their ScL's staff. Basadre (C1) is also interested in refurbishing its building. Guadalupe, Juana Infantes and Basadre plan the extension of their ScL(s)'s opening hours, from 5:30pm to 6:30pm. In addition to this, the school also has a goal is to improve the buildings interior of the library.

4.3 Interviews with the Persons in Charge of the School Library

In order to simplify the transcription of the interviews with the persons in charge of the ScL(s) I have categorized their answers by subject, because some of the questions elicited very short or unclear answers. For these reasons, I have decided not to present the answers from some of the questions that appeared on the interview form.

1. Working experience of the library staff

In the schools from group A such as Newton, Inmaculada and Humboldt the librarians²⁵ have been working for seventeen, three and five years respectively.

In the schools from group C1 like Juana Infantes, Vallejo, Basadre, Guadalupe and Rosa Sta Maria the library staff have been working for four, ten, sixteen, seventeen and fifteen years respectively. In the C2 schools like Wiese the person in charge of the ScL has worked for 20 years and in Tahuantinsuyo the person in charge of the ScL have been working for 17 years.

2. Library's opening hours

Every ScL is open from Monday to Friday. In the A group, the ScL(s) are open about six to ten hours per day. The ScL(s) from the C1 group are open from eight to fourteen hours per day. The ScL from the C2 group such as Wiese is open fifteen hours, while Tahuantinsuyo is open eight hours.²⁶ In the ScL(s) from groups C1 and C2 the library staff works in shifts.

3. Access to the library

Every school has rules about who has access to the library. In the A schools students, former students, teachers, parents and school staff have access to the library services. In the C1 and C2 schools the access to the library is for the students, teachers and parents.

But only in the school Wiese from the C2 group allows people from the surrounding area²⁷ to also have access to the ScL.

²⁵ I call the members of the staff working in A school libraries *librarians* because they taken studies in librarianship, unlike C school staff members who have not done this.

²⁶ Most of the schools from the C1 and C2 group work in two or three shifts system. In the A schools there is only one shift.

²⁷ The school Wiese is located in the district of Comas. When I visited this school, there was a guard at the entrance of the school. This is also true of other schools in Peru. I believe therefore that is difficult for an outside person not belonging to the school community to come into the school and use the ScL.

4. Type of materials

The type of materials offered by the ScL(s) are among other things; texts books, literature, art books, encyclopaedias, dictionaries, audiovisual material, periodical publications, folding sheets, terrestrial globes and maps. The ScL(s) from this study have all the material mentioned. The difference is in the amount of the material for each student, the level of conservation, the type of didactic material and how up-to-date the library material is.

In the ScL(s) from the A group the library material and the audiovisual material is comprehensive and diverse, with a good state of conservation and well updated.

In the ScL(s) from the C1 and C2 group the library material consists of a limited number of issues which are insufficient for the number of students who need to use them. The materials lack variety, are in bad shape and are not well updated. There is little audiovisual material in some schools and the material they do have it is not up-to-date, while in still others schools audiovisual material is non-existent. Such is the case of Rosa Sta Maria and Vallejo from the C1 group.

5. Services offered by the School libraries

The services that some ScL(s) offer are: book loans, searching and book reservation, using Internet and photocopies, consulting and reference. Every ScL has different rules for lending books. The ScL(s) from group A offer all the services mentioned above. In Newton and Humboldt the lending period is for fifteen days, while the Inmaculada is for three days, with the possibility available to increase the lending period.

Both, C1 and C2 ScL(s) offer limited services. Most of the books are lent for use only in the ScL(s) and sometimes books are lent for classrooms. The reproduction of material is very poor when it exists, bookings and searches on Internet are non-existent, and there is no free access to the Internet in the library. In group C1, there are only three out of five ScL(s), which have lending service: Juana Infantes and Vallejo have a lending period of one day, while Guadalupe has a lending period of two days. Only in Juana Infantes there is a possibility to increase the lending period. Tahuantinsuyo was the only C2 school that allowed book lending that and only for one day loans.

6. System of loan

Most of the ScL(s) from this study use the library card. In some schools such as Newton from the A group they use a code-number instead of the library card. Vallejo and Basadre ScL(s) from the C1 group use a control notebook instead which is filled by the library staff.

Concerning the C2 schools, Wiese uses library cards, but in Tahuantinsuyo uses control notebooks.

7. Book loans between libraries

There are only interlibrary loans in two of the ten schools that I have visited.

In Humboldt, one of the schools A the interlibrary loan works with the group of the libraries in the district of Miraflores²⁸ in Lima.

²⁸ Miraflores is the district that is located in the area of “Modern Lima”.

In the future Humboldt School plans to work with the libraries that belong to the Association of the Private Schools of Cultural Associations.

In the C2 group such as the school Tahuantinsuyo there are interlibrary loans with another public school of the same district.²⁹

8. Number of books and issues

In this question I could get only the data from the total number of the books.

The number of books and their issues are varied in every school. In the group A as Newton, the Inmaculada and Humboldt the number of books are 29.000, 30.000 and 50.000 books respectively. The number of books mentioned above in these schools refers to the collections from the 5th Secondary School.³⁰

In the group C1 like Juana Infantes Vallejo, Guadalupe Rosa Sta Maria and Basadre, the numbers of books are 2.000, 1.054, 17.055, 1.800 and 3.000 books respectively. In the Guadalupe ScL there are also books from the XIX century. In the group C2 as Wiese and Tahuantinsuyo there are 1.500 and 3.000 books respectively.

9. Teaching of the use of the catalogue for searching for books and using by the students

In the A schools the library staff teaches the students to use the on-line catalogue which is used for searching the material needed for school work.

In the C schools it is not possible to teach the use of the catalogue because there is no on-line catalogue. In one of the schools from the C1 group, Guadalupe, students have access to a card catalogue for searching books.

10. Students attendance, book lending, and control of the book statistics

Every school controls the attendance of the students to the library. This is recorded by data in computers or manually in a control notebook. With respect to the record of book lending, the system of the schools is varied and differs one from each other. In some schools the lending record is very detailed and is done with computers, while in other schools there is a deficient or even absent control due to the lack of computer systems.

Every school from group A has an advanced computer system, with computerized records of students attendance, book lending and book statistics.

In group C1 only two of five schools like Guadalupe and Juana Infantes have ScL staff-only access to computers to maintain the accurate reporting of student attendance, book loans and book loan statistics. The rest of the schools from C1 and C2 perform the statistic control of the students attendance and book loans in a manual way. All the statistics are registered and presented to the school administration.

²⁹ It refers to the district of Independencia that is located in the area of "Northern Lima".

³⁰ In the case of the schools Newton and Humboldt the libraries are divided in two sections one for the elementary school level and the other for the high school level.

11. Classification systems used by the libraries

Most of the libraries from groups A, C1 and C2 use the Dewey classifications system. The exception is Vallejo (C1): The library staff said: “There is no classification system. The classification is made by schools subjects and by school levels as primary and secondary.” In Wiese School (C2) the classification system is being organized.

12. Origin of the library material and new acquisition frequency

In the A schools the library material comes from acquisitions and gifts. These schools have their own rules of acquisitions, and the frequency of new acquirement is one or twice a year. They acquire new material already available in-country or they import directly.

In the A schools as Humboldt the material is acquired from Germany once or twice a year according to their needs. The Inmaculada acquires new books at the book fair once a year.³¹ The Newton School also performs its acquisitions, among other things, at the book fair. In respect of the gifts, these schools receive gifts from students, parents, private organizations or institutions, which can be foreign or national. Every school maintains a special contact with some institution and the libraries receive gifts from them.

In the C1 and C2 schools the library materials come from acquisitions, gifts from the ME and from the students. In general in some schools from the C group the frequency pattern for acquisitions of new library material is once a year. Such is the case of the schools from the C1 group as Juana Infantes, Vallejo, Rosa Sta Maria, whereas in Tahuantinsuyo (C2) the ScL order books continuously whenever they need them. In other schools the acquisition is very seldom like in Wiese (C2) Guadalupe and Basadre (C1). Basadre is the only school that the library material comes from the PA.

The person in charge from Basadre answered:

The library’s material comes from the PA, there are also donations from institutions and book campaigns. Nothing comes from the ME. The library material is not acquired so frequently because due to the lack of resources. We have also suspended the acquisition by donations as often the books donated were in bad shape and we are worried about the material.

The person in charge from Wiese answered: “The library material is acquired very seldom. The library material comes from donations which happen also very seldom; from students themselves and former students. The ME donated some pedagogic materials”.

13. Discarding of material

In the schools from group A the material is discarded at the same speed as it is acquired. The Humboldt donates material that is no longer up-to-date. In the schools from the C1 group like Juana Infantes, Vallejo, and Guadalupe and also in the Tahuantinsuyo from the C2 group I was told that the ScL material is stored in a warehouse and not discarded. In the Rosa Sta Maria, Basadre (C1 group) and Wiese (C2 group) the material is discarded and the frequency varies from every school.

³¹ This event is hold in Lima and is a meeting of suppliers and representatives of publishers, which meets for some days at a sales exhibition.

14. Guided visits.

In the guided visits the library staff tells the students how the library works, the advantages of using the library services and the different possibilities that the library offers. In the A schools the ScL organize the guided visits to the library at the start of the school year.

Most of the ScL(s) from the C group the library rules are given in the classroom.

In Juana Infantes (C1) the guided visits are only for students of primary school and only in Rosa Sta Maria (C1) there are no guided visits.

15. Using of the Library by the students

The students from both groups use the library among other things; reference, studying, reading, doing their homework, searching information and working in groups.

16. Promotion of the library use and other activities

The ScL(s) from the A group organize exhibitions, cultural activities and competitions.

The Newton ScL celebrates anniversaries of writers and they give awards to students who borrow the most books during the year. In the Inmaculada ScL there are conferences about the quality and quantity of the library book collection. It has organized the “bibliographical alert” which has the aim to inform about new books on a continuous basis. These “alerts” are sent when students ask for the service and is performed by letter or e-mail. In the Humboldt School teachers are in charge of the activities to promote the library to the students.

In the C schools there are cultural activities, which are promoted by the authorities of the schools, the teachers, and with the support of the library staff. Most of the C schools celebrate the School Library Day, which is the 10th of November. In the Juana Infantes ScL (C1) there is a Reader’s Club, in which the students who participate have the benefit of borrowing books for longer times than other students. In the ScL day the celebration comprises reading competitions mainly for students of the primary schools. In the Basadre ScL (C1) there is information sessions about fast reading and information sessions for the parents about the library’s importance to their children. There are also outside activities. One of these activities consists of visits to the NLP and Congress Library in groups of about 50 students per visit. In Rosa Sta Maria and Vallejo the teachers of Literature have the responsibility of encouraging reading. In Guadalupe the teachers of Literature use the library for competitions of orthography.

In the C2 group like Tahuantinsuyo there is a reading hour in the library. This is only for primary school students however. In Wiese (C2) there are teachers of Literature who perform activities such as theatre in the room adjacent to the library.

The person in charge from this ScL answered:

There is the reading encouragement programme which is lead by the ME. This programme is soon to have a daily reading hour in the library; the books chosen are about literature. If the programme gets good results it will be performed for all the grades at the high school

The C2 schools are the only schools from the C group that have this reading programme.

17. How is the library used for teaching?

In general the teachers in both the A and C group encourage their students to make use of the library. This happens in an indirect way and differs in extent. For example, in some schools the teachers leave an assignment and the students go to the library to search information. In other cases the teachers take the students to the library in order for the students to do their work.

Summary

Concerning the working experience of the library staffs, A group of librarians had worked relatively short periods, typically between three and five years. Only in one school was there a librarian who had worked for a longer period (seventeen years). The library staffs of most of the schools from the C group had longer work experience than the A group librarians, ranging from four to twenty years. Every ScL is open from Monday to Friday. In the A group, the ScL(s) were open about six to ten hours per day. The ScL(s) from the C group had longer opening hours, extending from eight to fifteen hours per day.

Students, former students, teachers, parents and school staff in the A schools had access to the library services. In the C schools, however, the access to the library was limited to the students, teachers and parents.

There were significant differences between the different groups regarding the type of materials offered by the ScL(s). While the A group ScL's material was comprehensive, diverse, and well updated, the C group ScL's library material consisted of a very limited number of issues, lacked variety, were in poor condition and were poorly updated.

The services that the ScL(s) from the A group offer were: book loans, Internet access and photocopies. The lending period was fifteen days in two ScL's from this group, and three days in the third ScL. The ScL(s) from the C group offered limited services. Bookings and searches on Internet were non-existent, and there was no free access to the Internet in the library. Only four of seven ScL(s) of the C group offered short lending service. The loan period was only one day and only in one case was the loan period as much as two days.

Most of the ScL(s) used library cards. In one school from the A group they used code-numbers instead of library cards. In three ScL(s) of the C group used a control notebook instead. Only two schools used interlibrary loans. In one ScL of the A group interlibrary loans were done with the group of the libraries located in the same district. The other ScL using interlibrary loans was a ScL from the C2 group. These interlibrary loans were performed with another public school in the same district.

The number of books and their issues varied in every ScL. The ScL(s) from the A group carried from 29.000 to 50.000 books. By contrast, ScL(s) from the C1 carried from 1.054 to 17.055 books, while ScL(s) in the C2 group carried only from 1.500 to 3.000 books.

Concerning the teaching of the use of the catalogue in the A schools, the library staff taught the students to use the on-line catalogue which is used for searching the material needed for school work. There was no on-line catalogue in the C schools ScL(s), and thus it is not possible to teach the use of the on-line catalogue.

Every school from group A has computerized records of students attendance, book lending and book statistics. In most of the ScL's from the C group the library staffs performed these different controls and statistics manually. In general most of the ScL's from the C group did not have computers. Only two schools of the C1 group the ScL staff could perform the different controls in computers.

The Dewey system is the classifications system used by most of the libraries from groups A and C. However, the classification system of one library of the C2 group is being organized.

Regarding the origin of the library's material, acquisitions and gifts were the source of material in all schools. The frequency of new stocks in A schools was once or twice a year. The library's material in the C schools came from acquisitions and gifts from the ME and from the students. Only in one school of the (C1) the library material comes from the PA. In three schools from the C1 group the frequency pattern for acquisitions is once a year. In the rest of the schools from the C1 and C2 group acquisition seldom occurs.

When it comes to the discarding of the material in the schools from group A, the material is discarded at the same speed as it is acquired. In many schools from the C group the ScL material is stored in a warehouse and not discarded. The frequency varies from every school.

In the A schools the ScL organize the guided visits to the library at the start of the school year. Most of the ScL(s) from the C group the library rules are given in the classroom. The students from both groups use the library for the following purposes: reference, studying, reading, doing their homework, searching information and working in groups.

Encouragement of library utilisation as well as of other activities is similar for both the A and C groups. Both groups organize exhibitions, cultural activities and competitions which are promoted by the authorities of the schools, the teachers, and with the support of the library staff. In general the teachers in both the A and C group encourage their students to make use of the library. Library utilisation is promoted through school assignments to search information, or in other cases, the teachers take the students to the library to do their work. Through these methods the library is used as a teaching aid.

4.4 Questionnaires to the Students

This subchapter contains the results of the students' questionnaires, which is shown here in graphs, along with their respective comments. In order to measure if a service is good or not, I think that one should turn to the target group that, in this case, are the students.

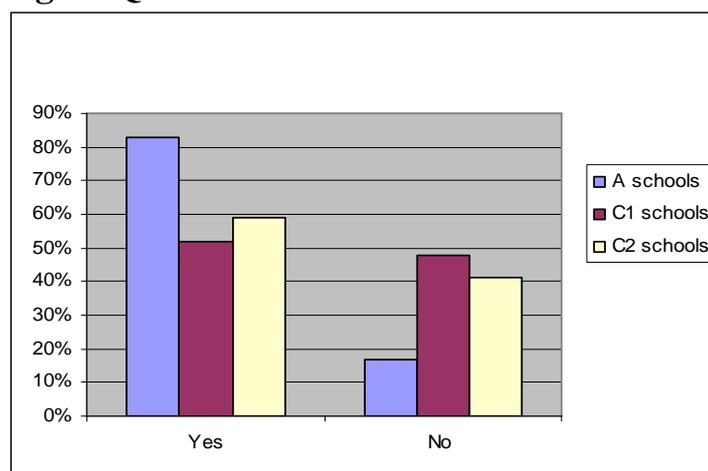
The questionnaires are an important tool that will help me measure the students' opinions about their ScL. The questionnaires were possible to tabulate numerically and presented in graphs with the help of MS Excel data handling program. In the appendix 1, I present the tables from every question that was converted to percentages. Those tables presented below were used as the basis upon which the graphs were constructed. The questionnaires were handed out to the students between August and September 2004.

Table 4. List of the Schools, Classes and Number of Questionnaires in this Thesis

Schools	Classes	Number of Questionnaires
Newton (A)	5 th C and D	42
Inmaculada (A)	5 th B and D	56
Humboldt (A)	5 th A2, C2, C3	46
Juana Infantes (C1)	5 th A and B	38
Guadalupe (C1)	5 th F	30
Rosa Sta Maria (C1)	5 th A	34
Vallejo (C1)	3 th A	35
Basadre (C1)	5 th A	40
Wiesse (C2)	5 th H and I	44
Tahuantinsuyo (C2)	5 th E	24

Table 4. These facts I received from the schools' administration with the help of Appendix 2. All these facts were collected the day I visited every school.

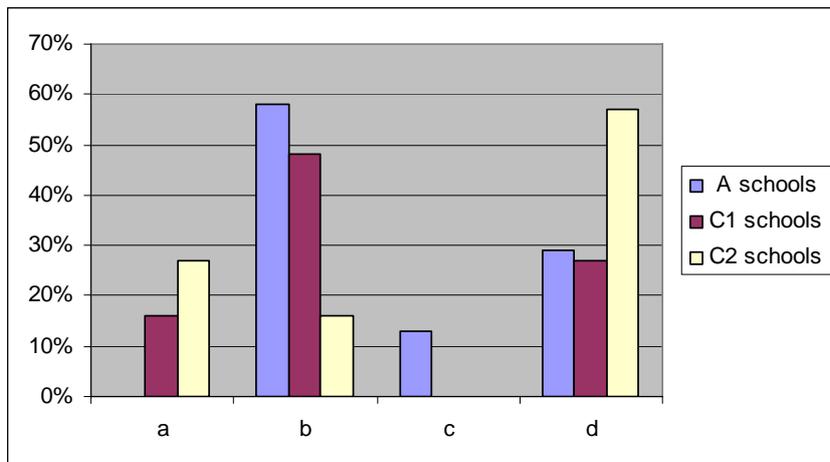
Fig. 3: Question 1 The Students' Use of School Libraries



The answers reflect the differences in the visit rates to the ScL(s) of the A schools and C schools. In the A schools the visit rate is higher than in the C schools; it reaches around 80% compared to almost 50% and 60% of the C1 and C2 schools. It is very probable that the visit rate is higher in the A schools because they are better equipped, more modern, more

comfortable and relatively more spacious compared to the inadequately furnished, cramped, unattractive and uncomfortable amenities of the C schools' ScLs.

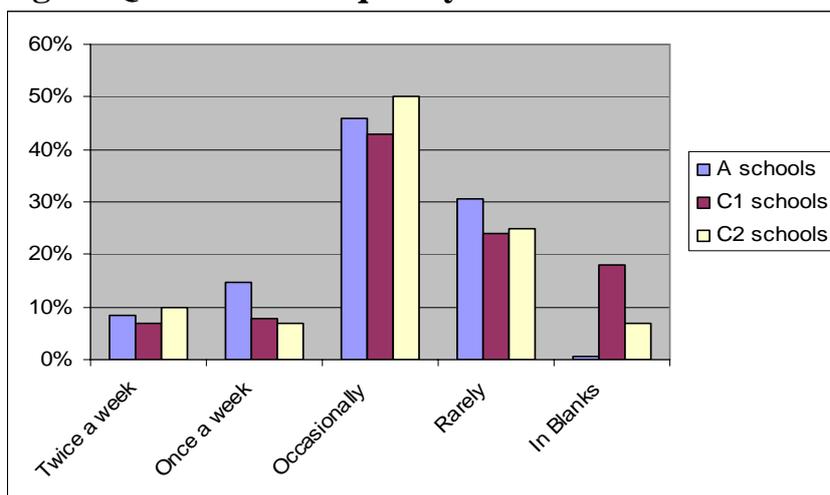
Fig. 4: Question 2 Reasons for not Using the School Library



- a. I can't find the book I am looking for
- b. I think it's not necessary
- c. I must be on time for the School Bus
- d. When I want to go, it's closed

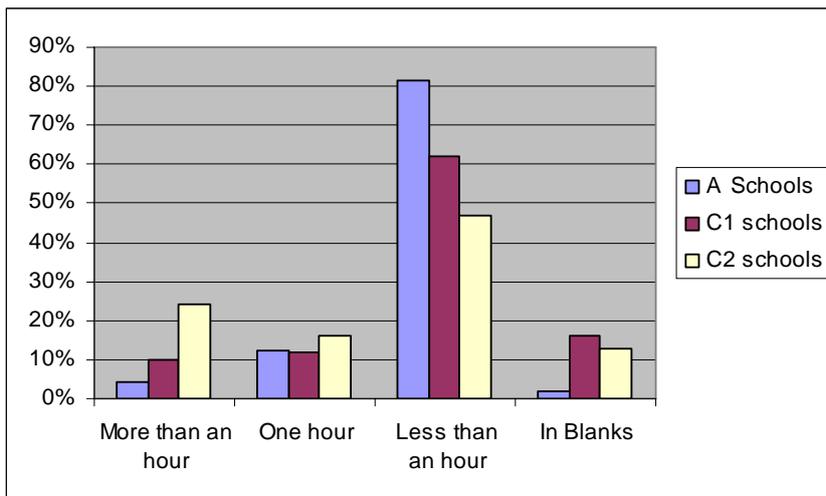
Regarding the reasons why the students do not use the ScL, I have tabulated the “no” answers from the previous question. In the A and C1 groups most of the students answered that they think it is not necessary to use the ScL, nearly (60%) and (50%) respectively. In the C2 group close to 60% answered that when they want to go to the ScL it is closed.

Fig. 5: Question 3 Frequency of the Students Visits to the School Library



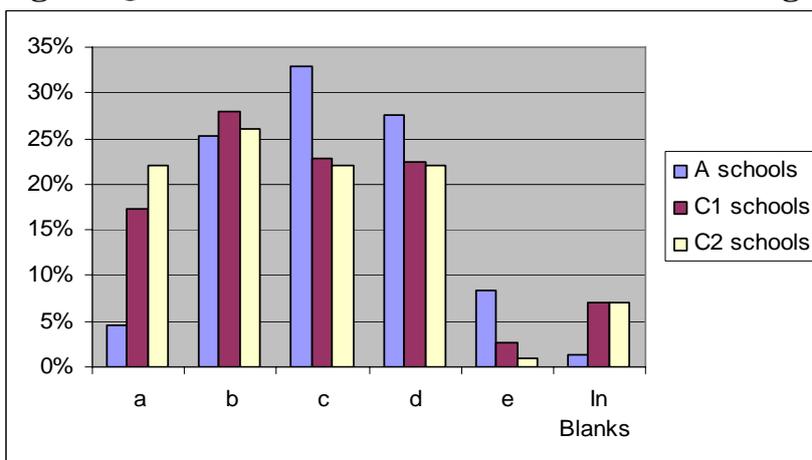
The answers show that the students visit the library with low frequency. This is indicated in the visit rate. The alternative “twice a week” was chosen by almost 10% of the students from both the A and C group. Most of the students in the A and C schools visit the library occasionally or rarely. The low visiting frequency to the ScL might be due to the little interest on the students' part to visit their ScL on their own.

Fig. 6: Question 4 Time that the Students Spent in the School Library



Most of the students in the A and C group answered that they stay in the library less than an hour, a smaller group stays in the library for one hour and around 20% of the C2 group stays more than an hour. These results show that in general most of the students spend a short time in the library.

Fig. 7: Question 5 The Students Reasons for Using the School Library



- a. To reinforce what I'm taught by my teachers
- b. To consult reference books
- c. To borrow the book I need
- d. To work in groups
- e. To surf the Internet

The answers show some differences between A and C schools.³² In the A schools the students first go to the library to borrow books, secondly they go to work in groups and then, they go to consult books. In the C schools the situation is the opposite the students mainly go to the library to consult books, secondly to lend books although this service is quite limited in those schools and at last they go to the library to work in groups. The alternative "To reinforce what

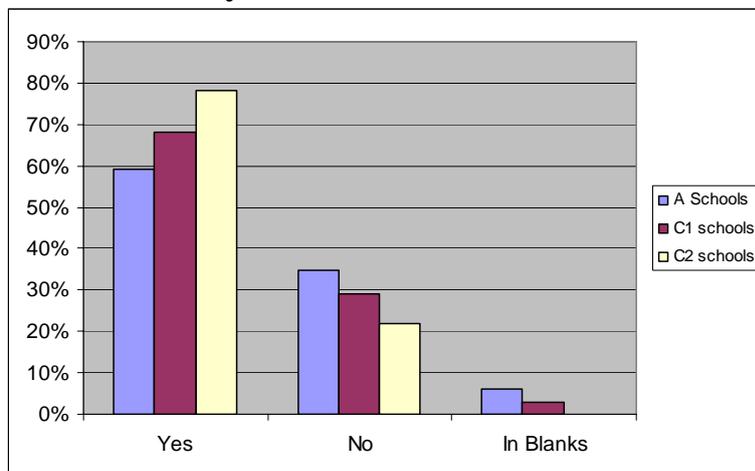
³² In this diagram, the students chose up to three answers.

I'm taught by my teachers" had a low answer rate in the A schools. This could be due to those students having access to their own libraries which they can use to reinforce their knowledge at home. In the case of the C schools around 17% (C1) and more than 20% (C2) chose this alternative. It was also low but it is less possible that those students have their own libraries at home. Those ScL(s) do not offer a wide range of books, are not well-equipped and might not attract the students to reinforce their knowledge.

Open Question Regarding the Students' Book Requirements (Question six)

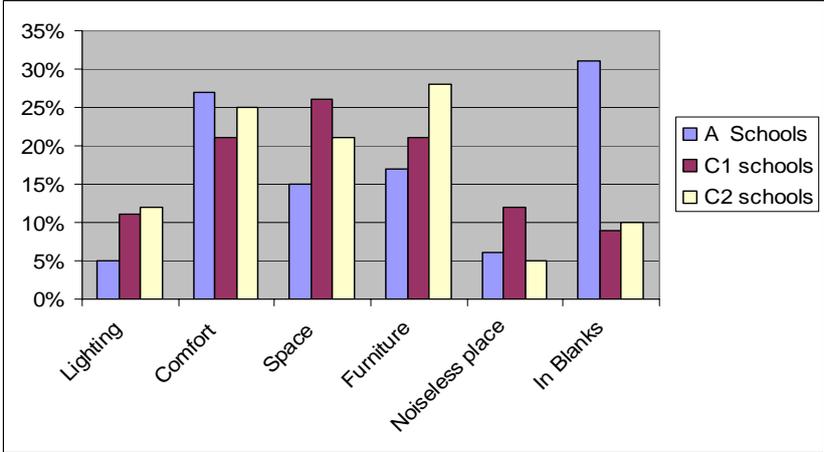
The students express their desires and opinions regarding the library material and its shortcomings. The answers reflect the libraries' need for and lack of books relating to certain topics and authors. To handle this data in an easy way I classified the books that the students mentioned regarding: School Texts, Literature, Politics, Theology, Philosophy and Recreation. In the answers there are some differences between A and C schools. In the A schools the students mentioned books outside the topics of the curriculum such as specialized books in different topics, mainly non-school texts. It is possible that the demands of the students from the private schools are more complex and reflect their interest in other topics as macroeconomics, calculus, religion and politics. Most of the students from the C schools focused their interest on the necessity of having basic, up-to-date, bibliographic material such as textbooks, reference books and fiction. They are also interested in getting access to preparatory books for university studies as well as books concerning national and international politics and computers.

Fig. 8: Question 7 The Students' Opinions on the Improvements of the School Library



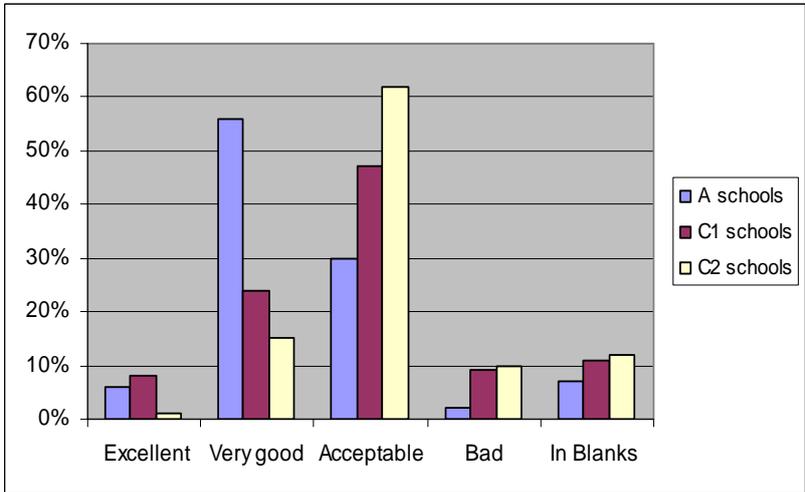
Most of the students from both groups think that the ScL should be improved. In the A schools close to 60% percent think that the ScL should improve and in the C1 schools nearly 70% whereas in the C2 schools almost 80% of the students think that the ScL should be improved. The results show that most of the students from the C group are aware about the different deficiencies that their ScL(s) have.

Fig. 9: Question 8 The Students Opinions about the Areas of Improvement of the School Library



This question is designed to know the students opinions regarding the changes that the ScL should make.³³ In the A schools there were many answers in blanks. In those schools most students thought that the library should improve its comfort, while second most students thought it should be the furniture. In the C1 schools the greatest dissatisfaction was with the space of the premises, with dissatisfaction over the comfort of the premises and the state of the furniture coming in second and third. Students in the C2 schools, however, thought that the ScL(s) should improve space, comfort of the premises and furniture, in that order.

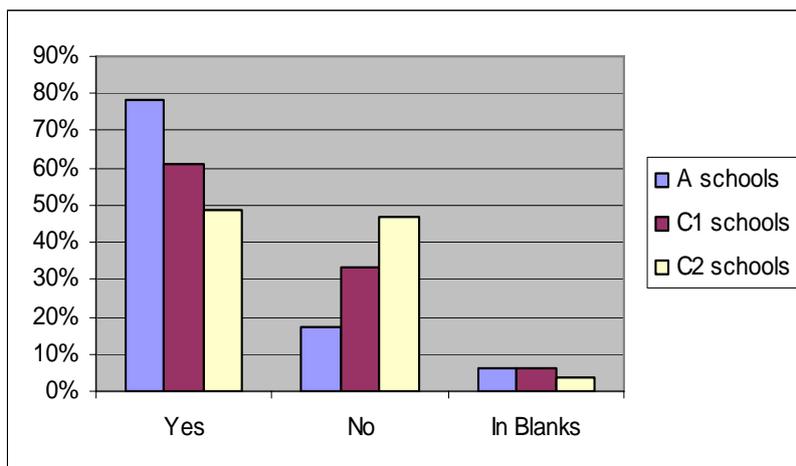
Fig. 10: Question 9 The Students’ Opinions about the Reception they Receive in the School Library



In general, most students have a positive opinion of the reception they receive. In the A schools the majority (56%), of the students consider that the attention they receive in the library is very good. In the C1 schools (47%) consider the attention as acceptable and in C2 (62%).

³³ In this diagram the students chose up to two answers.

Fig. 11: Question 10 The Students' Views on whether or not the Students Feel Well Treated and Comfortable in the ScL



Most of the students from the A schools mentioned that the library is a good place (78%), whereas the students from the groups C1 (61%) and C2 (49%) had a positive opinion.

The Students' Own Comments on their School Library (Question 11)

I thought that this question could reflect some new comments or ideas about the libraries but when analyzing the answers I realized that most of the students repeat almost the same answers from the previous questions. In general, the answers show that the students from public schools have a somewhat negative attitude and are more critical about their libraries while in private schools, the students have a more positive opinion. There are a high percentage of the students from the A schools which did not answer. In Inmaculada and Humboldt the non-answer rate was about 50% and in Newton, it was 30%.

In the C schools most of the students answered this question. Those that they didn't answer were small percentages which fluctuate between 13% (Wiesse) to 35% (Rosa Sta Maria).

Summary

The result of the questionnaires shows that the students from the A schools have greater interest in using the ScL than the students from the other groups. The visit to the ScL in the A schools is higher than in the C1 and the C2. In the A group it reaches around (80%) whereas in the C1 schools it reaches (50%) and (60 %) in the C2 schools.

The second question about the reasons for not using the ScL showed that most of the students from the A and C1 group don't use the ScL because they think it is not necessary, nearly (60%) and (50%) respectively. Close to 60% of the C2 group answered that when they want to go to the ScL it is closed.

The frequency of visits to the ScL shows that in the three groups most of the students, visit the ScL occasionally around 50 %, as it showed in the (third question). The time spent in the ScL for these three groups is less than an hour. It reaches (80%) in the A schools, C1 (60%) and close to (50%) in the C2. In general, most of the students spend a short time in the library, as is shown in question four.

The reason for using the ScL has a specific goal as is shown in question five. The answers show some differences in both groups. The use of the ScL depends on the students' needs and the services that every ScL offer. In the A schools the students first go to the library to lend books, secondly they go to work in groups and then they go to consult books. In the C schools, the students mainly go to the library to consult books, secondly to lend books and at last, they go to the library to work in groups.

With regard to the students' book requirements (question 6) there are some differences in the answers between A and C schools. In the A group there is an interest in the material that is outside the curriculum. In the C group the students' answers reflect the necessity to cover the needs to have basic material such as textbooks and up-to-date material that their ScL lacks.

All the groups think that the ScL should be improved (question 7). In the A schools close to (60%) compared to nearly (70%) and (80%) of the C1 and C2 schools. Question 8 takes up the areas that the students think that the ScL should improve. All three groups, agree that the improvements should be made in areas such as the comfort, the furniture and the space of the premises. In the A schools there were many answers in blanks (30%).

Question 9 takes up the students' opinions about the reception they receive in the ScL. In the A schools (56%) think it is "very good" whereas in the other schools the students consider the attention as acceptable C1 (47%) and C2 (62%).

Regarding whether or not the library is a good place where the students feel well treated (Question 10), shows that the attitude of the students to their ScL(s) are positive. Near on (80%) in the A schools, (61%) C1 and (49%) C2, had a positive opinion, that the library is a good place.

The last question that, is an open question (11), takes up the students' opinions on their ScL. As a rule the answers from the students of the C schools show some negative opinions and are more critical than the answers from students from the A schools that have a more positive opinion.

5. Analysis and Discussion of the Results

In this chapter I use the questions posed in the beginning as basis for my analysis. The first question was:

- How do the school libraries function and work in different socio-economical environments in Lima?

The schools in the A and C group function very differently. The A schools are private, have economical and administrative autonomy, just as their ScL(s). The C schools are public and their economy and administration depends on the ME. The analysis for every group, I will present separately starting with the A group and concluding with the C group. After analyzing every group, I will classify the sample of the ScL(s) in some block of Loertscher's taxonomy.

5.1 The School Library's Situation in the A group

When it comes to the A group the autonomy promotes and facilitates the development of the ScL. To have their own budget is also a factor that facilitates the acquisitions and the renewal of the material. These factors allow the ScL(s) to develop.

The ScL(s) in the A group have a high standard as the whole school in general. The ScL(s) high standard is reflected in their physical conditions and in the ScL(s) material that they have. During my study visits, I could see that they have modern equipment and suitable furniture. They offer the ideal conditions for the users in areas regarding the environment and the material that is new, extensive, has variety and is updated. Since these ScL(s) offer different services, and their ScL staff has studies in librarianship, they are able to satisfy the needs of the users in the best conditions.

The ScL(s) work is dynamic and they are an active entity that influences the learning process. They are also able to support the users according to their needs. The principals trust the librarians' decisions within the ScL and show respect for the ScL's need of modern equipment and well educated staff. The management of the ScLs is in charge of the professional staff that has continuous training. The librarians are confident of their own role. This was my impression during the interviews when the librarians stressed that the ScL has autonomy and that they have studies in librarianship.

Most of the students of the A schools belongs to the socio-economical group A. The educational- cultural level of the students is homogeneous. Most of the students from these schools have started their studies in the same school or in a school from the same level.

The students from the A group are satisfied with their ScL(s). A high percentage of the students visit the ScL but they spend a short time there. They use it mainly for consulting the bibliographical material or loaning books. The results of the students' questionnaires also show that few students use the Internet in the library. It is probable that these students have access to computers and Internet at home because they come from wealthy areas. This could be the reason why they are not dependent on the ScL's technology.

The positive attitude also includes the students of the Inmaculada school whose ScL it is the only from the A group that has closed shelves. Although the students from this school are

satisfied with their ScL, I think that the library with closed shelves prevents attracting new users and risks losing the common users.

These ScL(s) fulfil the recommendations of UNESCO regarding the role that the ScL should have.

5.1.1 The Analysis of the A Group According to Loertscher's Taxonomy

The three ScL(s) of the A group are located in the second block of Loertscher's taxonomy called: *The Direct Services to Teachers and Students*. They are located from level three to level seven, and they fulfill the criteria set for every level. In all the ScL's from this group both the students and librarians have access to computers.

It implies that the ScL(s) of the A group fulfill what Loertscher pointed out in level 3 regarding the "Individual Reference Assistance". In this level advice is given individually in the use of the sources as well as instruction in the use of databases. The students and teachers from these ScL(s) have individual support for the material search. They know how to use the Internet and the on-line catalogue and if they do not know they receive teaching and support from the librarian.

In level 4 called "Spontaneous Interaction and Gathering" Loertscher mentions that the librarian should be prepared to gather material spontaneously. I believe that the ScL's from this group are able to spontaneously gather material because they are well-equipped. Another reason is that they have a wide range of materials that are updated.

The ScL(s) from this group have all the material resources necessary to fulfil level 5 concerning "Cursory Planning". In this level Loertscher talks about the importance of being a good adviser to the teacher. These ScL(s) are prepared to be a good support for the teacher and the teaching. Since these ScL(s) have all the materials and equipment, the librarians can work together with the teacher for the course planning.

I can state that these ScL(s) fulfill the demands of what level 6 refers to as "Planned Gathering". This aspect is very important in the work of these ScL, exactly as Loertscher mentions that the ScL should support the teachers.

The ScL(s) from the A group, have a huge collections of books and their issues are varied. They have an average of 1.450 students that have access to 36.000 books on average. They have also comprehensive and diverse audiovisual material. With this equipment, the librarians are able to gather the material in order to develop a specific topic in the classroom. The librarians are responsible with the importance with materials, production activities, games or any other activity that take advantage of the unique teaching moment.

The ScL(s) of these schools fulfill the requirements of Loertscher level 7 that refers to the "Evangelistic Outreach" in order to attract users and to promote the library. The librarians have all the equipment and competence to work as mentors for the different user groups; students and teachers. In the guided visits, the librarians promote the advantages of using the library services. The librarians have the opportunity to market their ScL by explaining the different services that these libraries offer. Other forms of promotion for these libraries occur when ScL(s) organize cultural activities or when the teachers encourage their students to make use the library.

In general, the three ScL(s) from this group work in a similar way and has a good standard. The good standard of these ScL(s) allows the librarians to support the users; the students as well as the teachers. It also allows the existence of an interaction between them. These ScL(s) respond to the aims of a model school library because their work is professional, efficient and active. When I carried out the observation and the interviews I could verify that these ScL(s) fulfill an active role in order to satisfy the different needs of the users.

I find only two significant differences between the ScL's in the Newton and Humboldt schools. These ScL's have open shelves with a lending period of fifteen days, while the Inmaculada school has closed shelves and only a three days lending period. These aspects reduce the level of the ScL but in all other respects they reach the criteria for this second block of the taxonomy. In other words, the ScL from the Inmaculada school has a lower standard because it has closed and a very short lending period.

Concerning the third block of Loertschers taxonomy, I can not confirm or deny if all or some ScL(s) from the A group reach the criteria for the role that the ScL should have in this third block. The main reason is that I do not have enough material to state whether some ScL(s) should be located in this block.

In this third block Loertscher talks about, among other things, that the librarians work together with the teacher in planning what will be taught in the school. He bases this on an American reality that is very different from Peruvian standards. In the present Peruvian education system, the teachers have an active role in the education processes, while the librarians' role is almost completely supportive to the teachers. For the librarians to play an active role in the education planning, it would require a different structure of education, in which the role of teachers and the librarians could have a similar weight in the education.

Other aspect that prevents the Peruvian ScL's from reaching the third block of Loertscher's taxonomy is the influence of the librarians and teachers in the elaboration of the curriculum that Loertscher talks about. In Peru the curriculum is designed and defined by the ME without previous consultation with Peruvian schools. All schools have to obey the Law of Education, and must fulfill the curriculum. It is important to mention that these A schools and other private schools teach much more according to the national curriculum and most cases they even surpass the criteria described in the curriculum. In general, I can not judge if all teachers in these ScL's work together with the librarians. I have not based my field study on interviews with the teachers and I have not asked the librarians about this topic.

5.2 The School Library's Situation in the C Group

Concerning the C schools, their organization, administration and economy, are regulated by the ME and the EMOL. These institutions are responsible for the public schools and decide the budget for them. They also decide the acquisition of the ScL's equipment and their material. It implies that neither the authorities of the schools, nor the staff of the ScL(s) participate in the decisions in the matter of the ScL(s) because they do not have autonomy.

The lack of autonomy in all the C schools makes it difficult for these schools to invest in their ScL(s). The ScL(s) from the C group also have not got a budget. These are some examples for why these schools can not make any changes.

The budget assigned to the public schools is insufficient and it only allows for solving the most urgent problems of the school. The needs of the public schools are many because the student population is huge. For the public schools the ScL is just one more problem, because it implies expenses in the acquisitions of new material. It might be costly to equip and furnish the ScL's premises. These are expenses that the school's budget can not cover.

Since the ScL does not have any budget, it is not possible for the public schools to have policies of acquisitions. The new material to the ScL comes from the ME's dispatches without any regularity. It means that the quantity and type of the ScL's material it is decided by the ME. Few ScL(s) of the C1 and the C2 group receive some sporadic economical support from the PA. The ScL(s) that receive support from the PA are Guadalupe and Basadre (C1), and Wiese (C2). The rest of the schools from the C1 and the C2 group finance their ScL through income that they receive from their food kiosks and card fees, to mention just some examples.

The economical limitations and the lack of autonomy are serious limitations that affect the work planning and the development of the ScL(s). I think that these limitations have caused the ScL of the C group to be passive in their role in education.

The standard of the public schools is in general low. The premises of these schools are small in relation to the number of students that each school has. Most of the C schools and their ScL(s) work from one to three shifts and the lack of a proper maintenance has led to a low level of service. In general the C1 and C2 schools have limited services but the schools from the C1 group have a slightly better level of service. Looking at the number of students, the area of their school libraries, and the number of books in each C school, it is apparent that: It is impossible for the ScL from the C1 and C2 group to offer acceptable services. In the five schools of the C1 group, the average of the number of students is 1.808. Their ScL's have an average of 117 m², with an average of 1.900 books. This means that the number of books is nearly the same that the number of students. The ScL from the Guadalupe school (C1) is the only ScL that has a suitable size for the number of its students.

In the C2 group the situation is more limited. The C2 group has an average of 2.279 students and the average of the area of their ScL is 47 m². In the C2 group they have an average of 2.200 books. That is to say that these schools have smaller number of books in comparison to the number of students.

The ScL(s) do not satisfy the basic tasks. The books are lent mainly to the ScL and sometimes for classrooms. Only in few cases such as in three ScL(s) from the C1 group and just one from the C2 group, the book loans are only one day loans. In one ScL as the Guadalupe (C1) was the loan period as much as two days. These are some examples to get an idea of the few

services they offer. The ScL's material is insufficient for the number of students, lacks variety and is in bad shape. None of these ScL(s) have computers for the use of the students.

There is no technological support of any type, and the ScL's staff from most of the C schools has no access to computers. In the case of the ScL(s) from the C1 and C2 group, one can see that most of them, with the exception of the ScL from the Juana Infantes and Guadalupe schools, (C1) the library staff do not have access to computers. The lack of the on-line catalogue in these ScL(s) makes it hard for the library staff to teach the different processes for searching information. This fact limits the students' possibilities for development and the students' independence when searching information.

In many ScL(s) from the C group the closed shelves dominate. Three ScL's of the C group have closed shelves. These aspects can be a negative factor in attracting students to visit the ScL. The excess of the number of students and the long opening hours of the ScL(s) causes the ScL's material to deteriorate quickly. In general the ScL's material is not renewed at the same speed that it deteriorates, generating a work load for the ScL.

The library staff does not have professional studies in librarianship. The training is in most of the cases limited because the lack of economical resources. The principals know the needs for training and the limitations that the ScL's staff has when it comes to performing their work. The principal's attitudes about the training are different, some of them support it and others show indifference about this topic.

In general, I think that the library staff from all the ScL(s) from the C group shows conformism and resignation about their work. They have a lack of trust in their own role. I think that their attitude depends on the little influence that they have in the ScL's work. The library staff has all types of limitations when it comes to the ScL(s) material. It is hard for them, to carry out a good job or to offer a good service. I think that this affects the work ethics and promotes the resignation and apathy of the ScL's staff.

The ScL(s) from the C group offer the students the possibilities to have access to the ScL's material that they probably do not have in their home or can not afford in ordinary cases. Although these ScL(s) have deficient premises and lack of material, they fulfil an important role for their users. Unfortunately, the students' visit rate is not high; it only reaches about 50% and 60% of the C1 and C2 schools. In these ScL(s) the students mainly visit the library to consult reference books.

It is very clear that the ScL(s) from the C group do not comply with the recommendations of UNESCO when it comes to the basic rules that the ScL should reach. They do not have clear policies to promote the development of the ScL. They also do not have any budget that is assigned for this specific aim.

5.2.1 The Analysis of the C Group According to Loertscher's Taxonomy

I would situate the ScL(s) of the C group in the first block of Loertscher's taxonomy called: *The Solid Warehousing Services Building Block*. The first block in Loertscher's taxonomy is divided in level one and level two. The ScL's from the C group fit into levels one and two. They fulfil the standards for every level.

This implies that the ScL(s) of the C group fulfil what Loertscher pointed out in the first level of the taxonomy called "No Involvement". In this level, according to Loertscher, the non-user group is a big group and the ScL is passively involved in education.

The ScL(s) from the C1 and C2 group offer limited support to the users resulting not to be attractive to the users. The ScL(s) from the C group are a warehouse place where the library staff has a passive role instead of being involved in any unit of the education. The library staffs from the C groups do not have adequate material resources for either education in librarianship. This is why it can be difficult for them to have an active role in the education.

Level 2 is called "Self-Help Warehouse". This level refers to ScL(s) that offer the user good possibilities for direct access to the ScL's material. In this level the librarian is focused on the tasks as shelving books and other tasks that have a connection with the bureaucratic work. In this level the library does not give importance to or contribute to education, as in the level 1. All the ScL(s) from the C1 and C2 group spend the entire work day to selecting and maintain the ScL's material according to the criteria stated in this level.

The library staff is limited to the task of lending the ScL's material. Another task that they do is to carry out different kinds of statistical control that in many cases is performed manually. The main part of the time of the ScL's staff is spend on administrative work of the ScL. The contact with the users is limited, and efforts to promote interest in reading are scarce. The ScL(s) are not aimed at attracting new users. If those ScL(s) can not cover the minimal needs of the users that they have, it is utopist to believe to reach new users. To capture new users is an almost impossible task. They do not directly assist users by, for example, advising them on books.

In order to classify these ScL(s) according to Loertscher's taxonomy the following aspects were considered: The relationship of the library staff and teachers is limited to the needs and initiatives of the teachers. The library staff is not considered as an active element that influences the education. Perhaps this is because there is no clear guidance of the role that they should carry out. The ScL(s) from the C group have difficulties to progress to superior levels in Loertschers' taxonomy because they do not have autonomy or economical resources to make the urgent changes that they need to make. Another important aspect is that their staff has no education in librarianship. The ScL is not an important integral part of the school.

Concerning the first block Loertscher is in general very brief in his description about the ScL. He is focused on how the person in charge works and which task he/she performs in the ScL. He is also focused on which impact has the person in charge on the education.

In general, there are many gaps of knowledge and there are many aspects that Loertscher does not cover in this first block. For instance, he does not discuss which type of services the ScL's offer in this block. Concerning services I mean that he does not point out if the ScL has

computers, book loans or if the ScL has open or closed shelves. It does not either mention the underlying causes for why the ScL is located in this block. Are there economical reasons why the library staff has neglected its job; or could there be other reasons why the library staff has neglected its job? These aspects are important for analyzing the ScL(s) from the C1 and the C2 group. This American theory does not cover the aspects that are more problematic for the ScL's from the C group.

The first block of Loertscher is not entirely suitable for analyzing the ScL(s) from the C group. This is probably because that the taxonomy is based on ScL(s) from "industrialized country" and because he does not take into account ScL(s) from a developing country. This is reflected looking at the characteristics of the first block of the taxonomy. For the most part in this first block the ScL has an acceptable level, offering basic services. In general, the ScL(s) from the C group do not cover the minimal services that a modern ScL should offer. In this aspect of services the ScL's from the C group differs from Loertscher's taxonomy.

Probably Loertscher does not discuss the different services that the ScL offers in the first block, because it is implicit that the ScL should offer basic services. It is very possible that he bases in how it works the American ScL's, and maybe for him it is obvious that the ScL should offer the minimal requirements.

In conclusion, there is no common criterion to locate all the ScL's of my sample in a certain level of the first block. This is partly because Loertscher is very brief in the first block and partly because the first block does not completely adapt to analyze the ScL's from the C1 and C2 group.

5.3 Comparative Analysis of the Both Groups

There is both public and private education in Lima, regulated by the ME according to the National Law on Education. Private education is available to that sector of the society that can afford it and it is left to the market to manage it. It is implied that parents are free to choose the school they wish their child to attend. In reality, however, this choice is connected to the family's economic situation. The quality of schools varies according to the area that they are located in and the services that they offer.

The private schools of type A are very expensive and attended by wealthy students from the socio-economic group A. Students from other socio-economic groups such as the C group attend the public schools that are free. In this study, I chose the schools from the A group and the C group because these groups clearly show the socio-economic differences that are present in society.

The ScL(s) from the A group fulfill all UNESCO guidelines about the role that ScL(s) should play and the equipment they should have.

ScL(s) from the C group, on the other hand, have neither the budget to improve their premises nor the means to buy the basic material that they need. In other words, they can not make any changes because their poor economy does not allow it. All the problems that the ScL(s) from the C group have are linked to their economic difficulties. Furthermore, those working in C group ScL(s) are not professionally qualified. With working conditions such as these, the ScL(s) from the C group can not possibly fulfill UNESCO recommendations on the management and performances of libraries.

The type of ScL administration present is a differentiating factor between A and C schools. The ScL(s) from the A group have autonomy and their own budget, and both these points promote their development. Both factors allow them to make their own decisions and manage their organization in the direction that they wish. They also enable them to adapt to the needs of the latest educative technology. The ScL(s) with autonomy have the possibility to develop in a permanent way. These ScL(s) are active entities because they can obtain new information and knowledge in learning experiences in our contemporary society.

The ScL(s) from the C group have no autonomy and this fact limits the possibilities for their development. These groups have limitations in the quality, quantity, maintenance and updating of their material. The fact that the public schools have a limited budget and lack of autonomy makes it difficult for them to improve their organization. Another aspect that limits the development of the ScL(s) from the C group is that few or none of their staff have been professionally trained. The ScL(s) without autonomy have few possibilities to develop. The decisions about the organization and the economy in the public schools decide in another level as ME. This institution is far away from the real problems that every ScL from the C group has. In general, the decisions at the ScL from the public schools are linked to the educational policies of the different government periods.

Staff in ScL(s) from the C group is in general passive and their activities are limited to bureaucratic work. It is possible that such working conditions, where employees have few possibilities to make decisions or change things, generate frustration.

In all of the ScL(s) in the A group students and librarians have access to computers, whereas in the C group no ScL provides the students with access to computers. Only in two schools from the C1 group - Juana Infantes and Guadalupe - does the library staff have access to computers. This is one of the multiple areas that show the huge differences that exist between ScL(s) from the A and C groups respectively.

The ScL(s) from the C group have multiple deficiencies. The differences are linked to the geographical location of the schools. Public education should be of a high standard, but in reality the services are insufficient and don't respond to the needs of a developing society. This type of education becomes a restrictive factor for the development of Peruvian society.

The schools show a clear gradation regarding their infrastructure levels, services, teaching quality, didactic material and the technological as well as professional training of their staff. There is elite education and then there is public education which has all kinds of limitations.

It shows also that the private schools have a higher level and that the type of education students receive in Peru is connected to the type of school they attend. Students attending A schools receive all kinds of benefits and are provided with high quality services. Students attending C schools receive a mediocre education with poor services including the ScL. As a result of this low standard, these ScL(s) take on a passive role, serving merely as warehouses whose main function is to store books. Low standards also engender a lack of confidence in the people in charge of the school libraries as they see themselves as being of little use. The situation of the public school ScL(s) shows that they are an entity that is neglected by the state. This leaves them unable to fulfill their role in an appropriate way.

5.4 The Socio-Economical Variations in the Different Areas in Lima

The second question was:

- How are the socio-economical variations in the different areas in Lima reflected in the school libraries?

The socio-economical structure in Peru creates a situation of such inequality and injustice that it deteriorates and limits the development of the country. This structure completely negates the possibility of access to education under conditions of equality. As a result, only a minority sector of the population has access to an elite education. Most of the population has access to a public education that has limitations of all kinds. This situation will be perpetuated and become a deeply rooted problem if the structure of society remains as at present.

The ScL(s) situation can be explained or understood by the ScL(s) area in the districts that have different socio-economical structures. It implies that the schools that are located in a specific area have strong connections with their socio-economic level.

In Peru, the social and economical difference of the population as a whole is unequal; and it is reflected in every institution of the society. The inequality has generated the development of differentiated socio-economic groups. The structure of the Peruvian society is similar to a pyramid structure and this is evident in every aspect of society. This aspect is reflected in the socio-economic standing of the population, its income, its geographical location and in the institutions surrounding it, including the schools. Lima's large contrasting socio-economic classes, typifies this situation.

One of the studies performed by the research institute APOYO shows that Metropolitan Lima is divided into six areas. My fieldwork covers three areas: Modern Lima, Old Lima and Northern Lima. These areas have different levels of development, showing clearly the socio-economic differences that they have.

Another study made by APOYO shows that Metropolitan Lima is divided by multiple socio-economical groups with group A as the smallest group, representing only 2.7% of Lima's population. Group B, which represents the middle and upper-middle classes, includes 14.1% of Lima's population. Group C represents 28.7% of Lima's population and represents the lower-middle classes. Groups D and E are equal to 54.5% of Lima's population. This means that half of the population is at the bottom of the social scale.

The difference in income between these socio-economical groups is very large. In the A group, the average monthly income of a family is 3.505 US\$; in the group C, it is around 398 US\$. From group C and below, a family starts to have difficulties covering its basic expenses. Specifically, in groups D and E, the average income of a family is 221 US\$ and 158 US\$ respectively.

In areas where population A lives, schools of group A are present. The same occurs for schools of the C group. Group A schools are attended by the young elite and the education provided is for the next generation of elites.

This is reflected when looking at the A schools that are located in highly affluent areas of Modern Lima where the students attend these schools have homogeneous socio-economic backgrounds. In most of the cases the people belong to the A group often attend the A schools

which are located in the best districts. This is easy to understand considering that most of the wealthy people live in these districts. The different services available in these areas are of high quality, especially in the districts where the A schools are located. The standard of the A schools and their ScL(s) as well as the educative services that they offer is high.

In the case of the C schools the students who attend these schools are heterogeneous in their socio-economical level. Most of the students come from the C group, though a minority of students come from B or D socio-economical groups. The C schools are located in Old Lima and Northern Lima. Both of these areas contain a concentration of people from the socio-economical level C and, to a lesser extent, level B. In these areas there are some districts that have lower standards than others regarding the types of services and types of schools that are offered in these districts. The districts that belong to both Old Lima and Northern Lima show that there are slight differences.

Northern Lima contains both schools from the C1 and C2 groups. The differences are that the schools from the C2 group are located in districts that have lower standards than the districts where the C1 schools are located. These differences in standards exist despite the fact that the districts are located in the same socio-economic area. The standard of the schools' premises, and the educative services as well as their ScL(s) in general is low in the C group.

It is important to mention that Peruvian society is aware that private education often is of better quality than the public education. In many cases, the students attend the public schools only because the parents cannot afford to pay for a private education.

Because the students lack resources, it is very important to have access to the ScL's material. The ScL plays an important role for the student who lacks resources. It is very probable that the students from the C group are short of funds to have books in their homes and this is why the ScL could relieve this problem. The students from the C schools receive little or no support for their education in their home or in the school. The ScL from these types of schools offer a limited and poorly updated selection of books and magazines. The materials lack variety, but even though the ScL(s) have many shortages of all types of materials, it would be even worse without any ScL at all.

In the case of the students who attend the A schools, it is very probable that they have their own ScL, and even if their ScL does not possess a particular resource, they can afford to buy all types of ScL's material. In their home they have access to culture and information. In their schools they receive an elite education and in their ScL(s) they have access to ScL material that is very comprehensive, updated and diverse.

The situation of the A and C1 and C2 ScL(s) shows many things. First, it shows that access to information in the school libraries depends upon the type of schools the student attends. Second, it shows that the social-economical differences are very clear. This means that students belonging to a standard A school attend excellent schools and receive the best learning conditions to complement the basic, cultural, physical and technological education that they receive according to their socio-economical class. The students from these schools receive excellent teaching with the best professionals and with access to the best ScL(s).

6. Concluding Discussion

Reflections on the Methods Used

The questionnaires and the structured interviews are some of the data collecting methods that within the social sciences best can manage the reliability- and validity problem. I have used structured interviews, observations and questionnaires which ensures a reasonably good reliability in this thesis.

The results of the questionnaires show that the majority of the students from both groups have answered all the questions and I had an absent rate of zero. In general, the students answered the questionnaires in the right way and the questions that the students didn't answer were very few.

The students chose the right number of alternatives when they were asked to do that. Concerning the interviews with the persons in charge of the ScL(s) and the principals, it influences which knowledge one have about how the Peruvian society works and their different codes in order to perform good interviews. I think that it is an advantage to have previous knowledge. For me it was an advantage to have this pre-understanding and experienced because I am Peruvian. I felt comfortable and it is very probable that the informants could identify with me and therefore were willing to answer the questions. In some schools, I could not interview the principals verbally on site so I received the answers in letters. It deprived me of the possibility to get feedback and to ask attendant questions. Some of the answers in letters that I received were short and unclear which made them difficult to understand.

Concerning my personal observations they were carried out during the study visits to the schools. I am aware that one can get different results concerning the impression of the staff of the ScL(s) and the library staff's treatment of the students and the services at different points in time. In some ScL(s) from the C group were the ScL(s) almost empty during the observations occasion and this can influence the observation method. Maybe, if I had visited in another point of time I could observe that the ScL(s) were crowded and therefore they could be judged to be more dynamic. When it comes to the data collecting, using the questionnaires, the construction of the interview questions is important for validity. Concerning the students' questionnaires I have used mostly closed questions which are particularly suitable for measuring the attitudes and they increase the validity. The data that I have gathered have relevance for the topic of my study because I have measured the students' opinions about their ScL. The best way to measure their opinions were using the questionnaires. The sample is huge with a total of 389 students from 10 schools in all.

Respecting generalizations, since my study was based on only a few schools I cannot make generalizations. It is important to bear in mind that Lima is a city that has huge socio-economical contrasts which makes it difficult to carry out a study with a high generalization level. Even with a more extensive research study it would be difficult to reach generalizations because of the varying socio-economical conditions. This is why it is common that different research institutes based their research on the different areas in Lima and their districts.

I think that it is an advantage to use the four different methods because one can reach different target groups. The questionnaire is the most relevant to measure the attitudes of the students and to get a broad selection from them. I needed additional data from the school staff, that is

to say, from the library staff and the principals. This is why the interview methods were suitable because it gave the possibility to get feedback and one could ask attendant questions if it was needed. These were necessary partly in order to get the information that I needed and partly to understand the answers I received.

The Sample

I am aware that the sample of ScL(s) which I have based my thesis upon in is not representative because it does not represent the 10% of the total schools of Metropolitan Lima. This is why I can not generalize the results. This study showed the structure of the educational system and the ScL(s) within it in an unequal society. It also shows the great contrasts present in a developing country like Peru. Most countries of South America, indeed in the developing world, show a similar contrast, a contrast that is reflected in virtually every aspect of society. The sample shows how the differences in education provision influence the students' academic performance and their probable future place in the cultural, economic and political life of the country. Students from the A group are most likely to be the best prepared to acquire the more important and influential jobs. In other words, it shows that this type of educational system tends to favour the affluent population of society.

The Peruvian State

The Peruvian government seems not able to assume the responsibility of offering a good quality education with suitable services for all the students in the public schools.

The National Education Act guarantees that all Peruvian citizens of school age should have the right to receive a basic education that is complete and of good quality. In practice however, it remains a law that, for now at least, is not fully implemented partly because of the structure of the society and for the limited economy of the state.

In his interview analysis and opinions, Osmar Gonzales described the situation of the ScL(s) in Peru. He gives an overall picture of the problem of the school libraries and mentions that the country has been affected by the global crisis. He affirms that this global crisis affects the Peruvian society and their institutions and it limits the development of these. He believes that there are not any clear educative policies that have long-term goals. Every government applies its own education policies and governments change after every election. This has produced a lack of continuity in the long- term planning of education. This also has generated a lack of organization, little development and a low level of education.

It seems that the social and educational policies are not of high-priority for the state, and this affects the educational system adversely. Another factor that limits the development of the ScL(s) from the C group is the lack of clear policies and goals promoting the development of the ScL(s). Gustavo von Bischoffshausen, a Peruvian expert on librarianship, is critical of the organization of the library system in the country and asserts that there is a lack of suitable legislation.

The Role of Education and School Library Provision and Facilities

After studying different type of schools, I began to think about the role of the education as a factor for development. What are the conditions present which one can talk about that the Peruvian educational system contributing to the development of young people? Which conditions are present to cause one to maintain that the educational system becomes a factor enforcing the status quo in an unequal society?

The quality of the education has a clear impact on the individual development and is a good investment for their future. Especially for the students from the C group the schools and their ScL(s) are important. Through the school system some of the students can probably climb the social ladder.

By looking at the situation in Peruvian schools, it is possible to state that the structure of the educational system maintains the status quo. This type of education offers better opportunities for acquiring knowledge and for the preparation of students from sectors that are closest to the top of the socio-economic pyramid. This type of education becomes a restrictive factor for the development of any society. It is in this context that the role of the school library should be viewed especially for the C schools. Provision of adequate facilities is essential and should include, for instance, proper premises, meaningful and up-to-date stocks and equipment and trained staff. Gustavo von Bischoffshausen argues that the professional status and qualifications is diffusely formulated and that there is no proper organization and structure for school library staff training. Cesar Castro, another library expert, points out that the Department of the ScL distributed a basic manual of instructions for school librarians in 1983 and this continued until the 1990:s but it is not clear whether the course was updated or adapted to the needs of the school libraries. Nor is any mention made on whether any evaluations of the course were carried out. An important measure of school library performance is the existence of objectives and standards and the extent to which these are met. Castro is critical of the fulfilment of standards supported by the PA and this is borne out in many schools of my sample.

Moreover, Castro believes that the school library should be integrated into the curriculum. This idea coincides well with the findings in the study by Helena Persson (2003) which I have used in part for this thesis. In her study she mentions school libraries that received the "School Library of the Year" award because these were integrated into the teaching process. The study shows that the more integrated the school library is into the curriculum, the more active is, and should be, the role of the school library. Persson's school libraries function as model libraries with a good standard. It is very likely that the school libraries from the A group of my sample function very similarly.

For education in public schools to have added value, it is imperative that school libraries of good standard, with clearly stated goals and objectives, dedicated and trained staff, with a platform of cooperation with teachers, be provided to all public schools, that is, the C schools, on an equal basis. This requires a political decision and a will to implement the decision.

Difficulties that I Encountered

I discovered during the Minor Field Study that there are no current researches about ScL's in Peru. After all the unsuccessful searches and the field study I can affirm the following: The Peruvian institutions have not given priority to research on school libraries. I believe that the society as a whole has neglected this important institution.

The universities that have education in Library and Information Science have few theses on school libraries and these are not updated. Most of the theses that I found were about public libraries and only a few were about school libraries. Most of them were from the 70's and the 80's. Although research exists concerning Peruvian public libraries, other types of libraries and libraries in general, research material on ScL(s) is very limited. This caused me to reflect a great deal during my field work. I was also unable to find any theory relevant to the Peruvian ScL situation.

This aspect shows the low interest in the research about school libraries. It probably depends on the limited development of this institution. Another explanation could be the little support that the school library as an institution has received until now. As a consequence of this the school library has low status. There are also other factors that make research on school libraries difficult such as the lack of clear goals for the development of the ScL. There is also lack of standards that respond to long-term goals. There is also a lack of information, documentation and statistics about the real situation of the ScL(s).

Suggestions for Further Research

In my sample I have not interviewed the teachers in the various schools I examined. It would be interesting to know about their opinions about how the ScL's can develop. It would also be interesting to find out if and how they work together with the persons in charge.

Considering that there is no Peruvian theory about the ScL, it would be interesting to develop the American theory called Loertscher's theory, making some modifications according to the Peruvian reality. The modifications would have to address the great variance in the types of Peruvian ScL(s). For instance, many ScL's that I visited in the C schools of Peru have closed shelves which are only accessible to the library staff. This is one of the points that Loertscher does not mention in his taxonomy.

7. Summary

The aim of the thesis is to analyze the situation of school libraries in areas with varying different socio-economical characteristics within Metropolitan Lima, Peru. I focus primarily on studying how the ScL(s) are affected with regard to organization, resources and services. The main questions that I study are:

How do the school libraries function and work in different socio-economical environments in Lima?

How are the socio-economical variations in the different areas in Lima reflected in the school libraries?

The thesis is based on both the qualitative and the quantitative methods. The thesis consists of qualitative interviews with persons in charge of the school libraries of each school, interviews with the school principals and interviews with the public officials of the NLP. It also comprises quantitative questionnaires answered by the students, as well as my qualitative and quantitative personal observations of the schools and their ScL(s).

This thesis compares different socio-economic groups such as the A group which represents the wealthiest part of the society and the C group which represents the working class. For this study, I have chosen ten school libraries, from the A, C1 and C2 classification groups. Three of these school libraries belong to the A group and serve elite private schools, five are from the C1 group and two are from the C2 group. All of the C group libraries in this study serve public schools.

The empirical material is theoretically analysed based on Loertscher's taxonomies (1988). This theoretical background helps me to classify the ScL(s) according to the services that they offer. Loertscher's model is used to put the ScL(s) in a scale from diverse levels that cover the basic services to the more advanced services. The most important research and theses about the school library that is significant for this work is presented in the part covering previous research.

The second part of the thesis presents the general facts about the country and a description is given of the socio-economic groups within Lima as well as division of these groups according to their geographical location. In this part Peruvian society is explained as structured much like a pyramid, comprised of different layers of socio-economic groups. There are different areas in Lima that form districts that have different levels of development reflecting the socio-economic differences. Further on, a brief discussion about the structure of the Peruvian educational system is also discussed.

Then I start to focus on School Libraries starting with at a comprehensive level, using the School Library Manifesto. This Manifesto presents the ideal rules by values by which the School Library should function according to IFLA/UNESCO. The chapter then continues with an overview of the Peruvian School Library System where I take up the institutions that influence the ScL's work such as the National Library of Peru and their different departments. I give an account about my visit in the NLP and the informal interview that I performed in the Department of School Libraries. The legal basis that has connection with the School Libraries and the formal interviews with the public officials in the field of School Libraries are presented at the end of this chapter.

The result of the empirical study based on the observation, in every school building and in their libraries is presented. Then I continue with the results of my target groups such as the interviews with the principals, the results of the interviews with the persons in charge of the ScL(s). Finally, I have taken up the results of the questionnaires to the students, where most of the questions are presented with their respective graphs. The answers of all my informants are classified by areas that are based on the different forms that I used.

The major finding is that the school libraries from the A group have a high standard, where they take an active role in how they work and the library staff has the ability to make decisions because they receive training and have autonomy. On the other hand, it is very clear from this study, that the C group libraries have an inferior standard when compared to the A group. However, even in the C school libraries it is possible to find small differences in library standards, with C2 ScL(s) having lower standards than C1. In those ScL(s) the students do not have access to computers and the staff does not have autonomy or possibilities for training. There are tremendous socio-economic differences between the different areas and this is reflected in their schools.

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Study Visits.

Most of the empirical material was collected during the date mentioned below.

Schools of the sample:

Newton	16 August 2004
La Inmaculada	18 August 2004
Alexander von Humboldt	20 August 2004
Juana Infantes Vera	13 August 2004
Nuestra Señora de Guadalupe	21 September 2004
Rosa de Santa María	16 September 2004
Cesar Vallejo	21 September 2004
Jorge Basadre Grohman	23 September 2004
Carlos Wiese Portocarrero	27 September 2004
Imperio del Tahuantinsuyo	28 September 2004

Material is in author's possession in written form:

Interviews

Personal interviews with 10 school's principals and 10 Persons in charge of the school libraries. These interviews were conducted from August to September 2004.

Interviews and recordings in written form

Cesar Castro. Interview 2004-07-26
Osmar Gonzales. Interview 2004-07-27
Monica Delgado. Informal Interview 2004-07-02

Questionnaires

389 students' questionnaires

Observations

Observations of the 10 schools and their ScL(s)

Other Documents

School Libraries Work Plans:

Plan Anual Biblioteca I.E N 3049 *Imperio del Tahuantinsuyo*

Plan de Trabajo del Comité de Biblioteca 2002 *Jorge Basadre Gromman*

Plan Anual de Trabajo 2003 Biblioteca *Cesar Vallejo*

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Appendix 1 Tables Based on the Questionnaires to the Students

Table 5: Question 1. The Students' Use of School Libraries

Schools	Yes	No
Newton (A)	86%	14%
Inmaculada (A)	75%	25%
Humboldt (A)	91%	9%
Juana Infantes (C1)	71%	29%
Guadalupe (C1)	27%	73%
Rosa Sta Maria (C1)	68%	32%
Vallejo (C1)	51%	49%
Basadre (C1)	40%	60%
Wiesse (C2)	48%	52%
Tahuantinsuyo (C2)	79%	21%

Table 6: Question 2. Reasons for not Using the School Library

Schools	2a	2b	2c	2d
Newton (A)	0%	5%	33%	0%
Inmaculada (A)	0%	64%	0%	36%
Humboldt (A)	0%	5%	25%	5%
Juana Infantes (C1)	36%	45%	0%	45%
Guadalupe (C1)	5%	55%	0%	45%
Rosa Sta Maria (C1)	45%	36%	0%	18%
Vallejo (C1)	24%	47%	0%	29%
Basadre (C1)	4%	5%	0%	4%
Wiesse (C2)	30%	30%	0%	61%
Tahuantinsuyo (C2)	1%	0%	0%	9%

2a. I can't find the book I am looking for

2b. I think it's not necessary

2c. I must be on time for the School Bus

2d. When I want to go, it's closed

Table 7: Question 3. Frequency of the Students Visits to the School Library

Schools	Twice a week	Once a week	Occasionally	Rarely	In Blanks
Newton (A)	12%	14%	36%	38%	0%
Inmaculada (A)	0%	18%	55%	25%	2%
Humboldt (A)	15%	11%	44%	30%	0%
Juana Infantes (C1)	5%	11%	61%	13%	11%
Guadalupe (C1)	7%	3%	20%	20%	50%
Rosa Sta Maria (C1)	18%	12%	35%	29%	6%
Vallejo (C1)	6%	11%	40%	37%	6%
Basadre (C1)	3%	3%	53%	20%	23%
Wiesse (C2)	14%	11%	36%	27%	11%
Tahuantinsuyo (C2)	4%	0%	75%	21%	0%

Table 8: Question 4. Time that the Students Spent in the School Library

Schools	Less than an hour	One hour	More than an hour	In Blanks
Newton (A)	81%	12%	7%	0%
Inmaculada (A)	82%	11%	4%	4%
Humboldt (A)	80%	15%	2%	2%
Juana Infantes (C1)	81%	5%	3%	11%
Guadalupe (C1)	50%	3%	10%	37%
Rosa Sta Maria (C1)	79%	12%	9%	0%
Vallejo (C1)	74%	17%	3%	6%
Basadre (C1)	28%	20%	23%	30%
Wiesse (C2)	34%	23%	30%	14%
Tahuantinsuyo (C2)	71%	4%	13%	13%

Table 9: Question 5. The Students Reasons for Using the School Library

Schools	5a	5b	5c	5d	5e	In Blanks
Newton (A)	3%	23%	37%	30%	7%	0%
Inmaculada (A)	4%	27%	29%	24%	13%	3%
Humboldt (A)	6%	27%	33%	29%	4%	1%
Juana Infantes (C1)	11%	26%	25%	28%	7%	3%
Guadalupe (C1)	9%	23%	28%	12%	5%	23%
Rosa Sta Maria (C1)	12%	28%	29%	27%	0%	4%
Vallejo (C1)	27%	37%	13%	21%	1%	1%
Basadre (C1)	18%	27%	23%	23%	2%	8%
Wiesse (C2)	19%	24%	23%	24%	1%	8%
Tahuantinsuyo (C2)	28%	29%	20%	18%	2%	4%

5a. To reinforce what I'm taught by my teachers

5b. To consult reference books

5c. To borrow the book I need

5d. To work in groups

5e. To surf the Internet

Table 10: Question 7. The Students' Opinions on the Improvements of the School Library

Schools	Yes	No	In Blanks
Newton (A)	71%	26%	2%
Inmaculada (A)	63%	25%	13%
Humboldt (A)	43%	54%	2%
Juana Infantes (C1)	79%	18%	3%
Guadalupe (C1)	80%	20%	0%
Rosa Sta Maria (C1)	85%	12%	3%
Vallejo (C1)	9%	91%	0%
Basadre (C1)	85%	8%	8%
Wiesse (C2)	89%	11%	0%
Tahuantinsuyo (C2)	58%	42%	0%

Table 11: Question 8. The Students Opinions about the Areas of Improvement of the School Library

Schools	8a	8b	8c	8d	8e	In Blanks
Newton (A)	13%	31%	13%	13%	13%	19%
Inmaculada (A)	1%	28%	17%	23%	0%	31%
Humboldt (A)	0%	20%	14%	16%	5%	45%
Juana Infantes (C1)	7%	23%	30%	15%	11%	15%
Guadalupe (C1)	17%	23%	21%	21%	10%	8%
Rosa Sta Maria (C1)	21%	25%	13%	16%	17%	8%
Vallejo (C1)	5%	23%	28%	23%	11%	10%
Basadre (C1)	6%	14%	36%	28%	10%	7%
Wiesse (C2)	13%	20%	14%	33%	6%	13%
Tahuantinsuyo (C2)	9%	33%	30%	19%	5%	5%

8a. Lighting

8b. Comfort

8c. Space

8d. Furniture

8e. Noiseless place

Table 12: Question 9. The Students' Opinions about the Reception they Receive in the School Library

Schools	Excellent	Very good	Good	Bad	In Blanks
Newton (A)	0%	36%	60%	2%	2%
Inmaculada (A)	13%	63%	11%	2%	13%
Humboldt (A)	2%	65%	26%	2%	4%
Juana Infantes (C1)	11%	24%	50%	5%	11%
Guadalupe (C1)	7%	10%	60%	17%	7%
Rosa Sta Maria (C1)	3%	21%	53%	0%	24%
Vallejo (C1)	9%	26%	54%	6%	6%
Basadre (C1)	13%	38%	23%	18%	10%
Wiesse (C2)	2%	16%	52%	16%	14%
Tahuantinsuyo (C2)	0%	13%	79%	0%	8%

Table 13: Question 10. The Students' Views on Whether or not the Students Feel Well Treated and Comfortable in the ScL

Schools	Yes	No	In Blanks
Newton (A)	64%	31%	5%
Inmaculada (A)	84%	5%	11%
Humboldt (A)	83%	17%	0%
Juana Infantes (C1)	63%	34%	3%
Guadalupe (C1)	53%	30%	17%
Rosa Sta Maria (C1)	59%	38%	3%
Vallejo (C1)	66%	34%	0%
Basadre (C1)	63%	30%	8%
Wiesse (C2)	43%	50%	7%
Tahuantinsuyo (C2)	58%	42%	0%

Appendix 2 Form for the School

1. School: _____

School's Address: _____

2. School of:

Male Students Female Students Mixed

3. Registered Students in 2004

Primary School: _____ Secondary School: _____

Number of Students from the 5th Year of the Secondary School and Number of Classes

4. Teaching Staff:

Primary School: _____ Secondary School: _____

5. Teaching Fees:

Primary School _____ Secondary School: _____

6. School Uniform:

7. What other services does the School offer?

Appendix 3 Interview Questions with the Person in Charge of the School Library

School: _____

Name of the School Library Responsible: _____

In Charge Of: _____

Date: _____

1. How long have you been working at the library?
2. What's the library's opening hours?
3. Which services does the library offer?
4. Which classification system does the library work with?
5. Are there guided visits to the library?
6. Does the library have any catalogue and filing-card?
7. Do you teach students how to use the library catalogue? Do the students use the catalogue when searching books?
8. Is the library available to all the students? Who else can have access to it?
9. Is there any library interchange?
10. Do the users have any library card?
11. What do the students use the library for?
12. Do the students work in groups at the library?
13. Can the students borrow books for home?
14. Do you have statistics in the library about student attendance and book loans?
15. What kind of books and learning material does the library have?
16. How many books and issues does the library have?
17. Are there library material statistics?
18. Where does the library material come from?

19. How often is the library material acquired?
20. Are the books and/or library material discarded because of bad shape or poor update? Or any other reasons? How often is this happening?
21. How is the library used for teaching?
22. Are there activities to promote students to use the library?
23. Are there cultural activities in the library? What kind of activities does the library organize?
24. Are there any activities to promote reading? In which way do they promote reading?

Appendix 4 Interview Questions to the School Principal

1. Is there any plan of work on how the library should be run?
2. Does the library have a budget? What percentage of the school's budget is given to the library?
3. How are the library staff trained?
4. Is the person in charge of the school library motivated to attend training courses? How could you influence those courses?
5. What plans do you propose for the coming year to benefit the library?
6. What improvements will the library need?

Appendix 5 Questionnaire to the Students

COMPARATIVE RESEARCH OF SCHOOL LIBRARIES IN METROPOLITAN LIMA

School: _____

District: _____

Grade: _____

Class: _____

Date: _____

1. Do you use your school library? (if YES skip to question 3)

YES

NO

2. Why don't you use the library?

a. I can't find the book I am looking for

b. I think it's not necessary

c. I must be on time for the School Bus

d. When I want to go, it's closed

3. How often do you use the library?

a. Twice a week

b. Once a week

c. Occasionally

d. Rarely

4. How long do you spend at the library?

a. Less than an hour

b. One hour

c. More than an hour

5. What do you use the library for? (up to 3 answers)
 - a. To reinforce what I'm taught by my teachers
 - b. To consult reference books
 - c. To borrow the book I need
 - d. To work in groups
 - e. To surf the Internet

6. Mention the books related to the subjects of your study but you can't find at the library
 - a. _____
 - b. _____
 - c. _____

7. Do you think the library should be improved? (if NO skip to question 9)

YES

NO

8. What should be the changed? (up to 2 answers)
 - a. Lighting
 - b. Comfort
 - c. Space
 - d. Furniture
 - e. Noiseless place (absence of too much noise)

9. What do you think about the treatment you get at the library?
 - a. Excellent
 - b. Very good
 - c. Acceptable
 - d. Bad

10. Would you say the library is a good place where you feel good, comfortable, and well treated?

YES

NO

11. Do you have any comments that you would like to highlight about your school library?

Thank you for your collaboration!

Appendix 6 Observation of the School and their Libraries

School: _____

Date of Observation: _____

1. School

School Building

- Address and Location
- Accessibility
- Area m²

Physical Conditions within the School Building

- Condition
- Facilities

2. School Library

Library Building

- Location related to the School Building
- Accessibility
- Area m²

Physical Conditions within the Library

- Number of tables and seats
- Light
- Soundproof

3. Staff of the School Library

- Personal Observations
- Customer Service

Appendix 7- 2004 Socio-Economic Model, Metropolitan Lima

Fig. 12:

DISTRIBUCIÓN DE HOGARES Y PERSONAS POR NIVEL SOCIOECONÓMICO

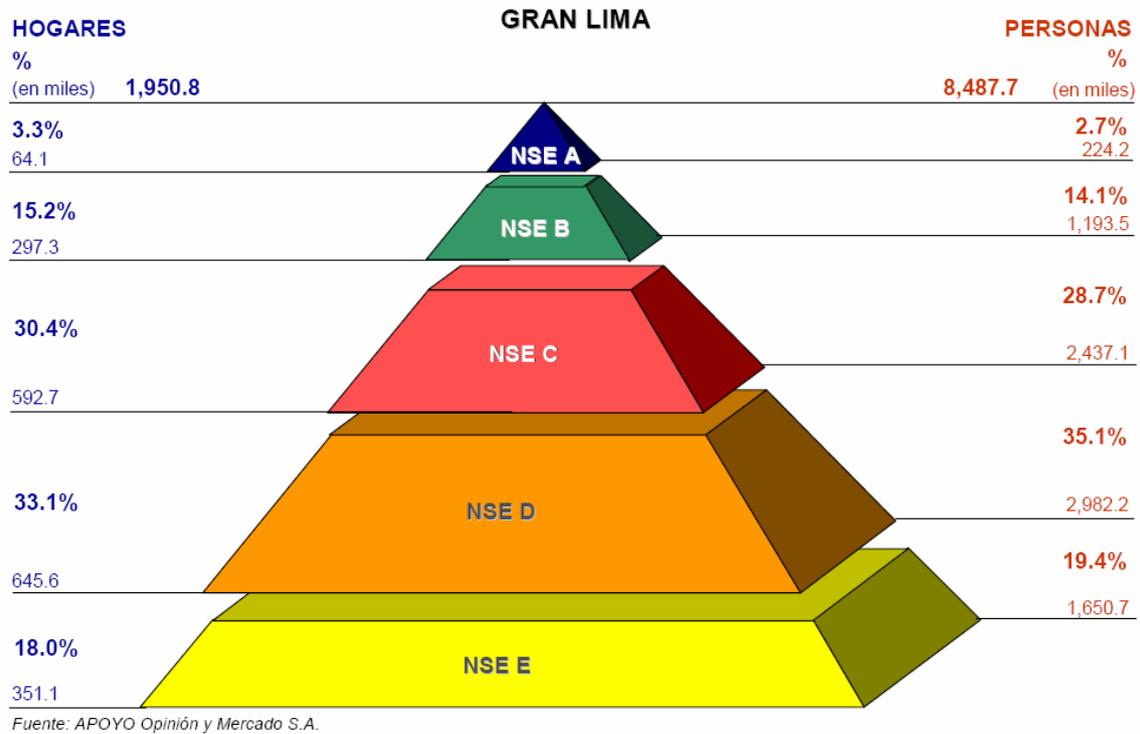


Fig 12. This pyramid was sent by APOYO [2008-09-12].