

LEARNING RESOURCE CENTRE (LRC) EVALUATION MISSION FINAL REPORT

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Executive Summary

General Characteristics

The Learning Resource Centre (LRC) programme was one strategy of the MECE Project (Improvement of Quality and Equity of Education in public education) which was financed by the Chilean government and the World Bank.

The aim of the LRC component was to build up libraries to support educational, social and cultural activities at school and in the community, and contribute to the information needs of young people and teachers for curricular assignments.

LRC Programme Mission

The LRC programme's mission was to back up the curriculum implementation and to make room for effective learning in the educational process.

General Purpose of the LRC Programme

The object of the programme was to create or update a library in every school throughout the country, and to promote their progressive transformation to more interactive Learning Resource Centres with the potential to offer educational and cultural services beyond the school community.

The LRC's objective is to support curriculum development in all secondary schools, facilitating changes in teaching practices; encouraging new and more complex learning styles and methods; and stimulating the development of a positive and professional working environment (LRC/MINEDUC Objectives).

Evaluation of the LRC Programme

This report contains specific and practical recommendations, with directions and policies, for the running of school libraries, thus reinforcing the strategic role of the teaching-learning process.

The evaluation was based on 9 study cases taken out from a total of 1,445 secondary schools existing in Chile. Most schools visited were in urban areas and all served the lowest three socio-economic groups. The sample included only three non-municipal schools.

Methodology of the Evaluation Mission

The methodology adopted included the following elements:

- Reading, deep analysis and study of the Libraries/CRA Report on policies to implement Learning Resource Centres produced by MINEDUC.
- Review of the different materials published by the programme.
- Team work with the MINEDUC.
- Meetings with the different actors involved - MINEDUC officials, owners, researchers, training providers and representatives of the library profession.
- Visits to 9 schools to interview CRA co-ordinators, headteachers, teachers and students
- A survey of headteachers, co-ordinators, teachers and students at each school visited.

Main Findings

The evaluation disclosed both the strengths and the weaknesses of the LRC Programme, which can be summarised as follows:

Strengths

- Use of the LRC is very closely linked to the curriculum; the theoretical connection is firmly established.
- A basic LRC has been established in most secondary schools and provides high quality resources in a range of media; this is a most significant advance.
- The Basic Collection meets the basic information needs of students. Students appreciate that the LRC has social and personal benefits as well as educational ones; it is a place where they feel comfortable and safe. The students' opinions about the LRC were extremely positive, and although some of them saw it simply as a place to escape bad weather or a more pleasant alternative to the classroom, others pointed out special features they valued, such as the staff or resources.

Weaknesses

- There is no foreseeable financing to update resources or equipment after the initial collection has been provided, so they will soon become outdated.
- There is no sufficient integration between the LRC and Enlaces programmes.

- Lack of financing for the acquisition of current material in municipal schools in low-income neighbourhoods affects budgets.
- There are no sufficient trained co-ordinators, largely because duly trained people often leave their position. 40% of co-ordinators have no adequate training.
- Personnel expected to work without training or a minimum knowledge of librarianship.
- Many teachers make poor use of the facilities and have negative views of the LRC. To change attitudes and teaching methods proves to be difficult in many cases.
- There is a lack of 'library culture' in Chile and this means that many students do not value or respect books.
- An inadequate infrastructure.
- Inadequate use of the LRC (a place of punishment or detention).
- Insufficient and unfriendly services for the users.

Conclusions and recommendations

Central Level MINEDUC

- It is important to ensure that LRC provision matches the ethos of the school, its staff and students and its way of working. For example, some schools may have links with the local community to draw on; others may have an archive collection to consider; and yet others may have an active students' union which can play a key role.
- The training of human resources must be given top priority. A strategic alliance with universities should be established for the development of a training program to provide additional skills in pedagogical techniques and classroom management for co-ordinators trained in librarianship, and also those who initially trained as teachers with librarianship skills.
- Refocus attention on LRCs to make sure they are duly valued by owners and headteachers as when the LRC programme was first launched.
- Provide more explicit details in curriculum documentation and textbooks so that teachers can see how use of the LRC will result in specific learning achievements.
- At present, it is essential that students learn how to handle information adequately; therefore and according to the impact that LRC's have on the curriculum, it is necessary to implement this programme with students since primary school.
- It is important that teachers develop their information management skills so that they may in turn impart them to their students.
- The collection in all schools needs to be expanded; most groups of teachers and students complained about shortages of key texts. Procedures are needed to ensure that the collection is up to date, in good

conditions and relevant for the needs of the school and the students. LRC's will require new stock each year to maintain students' and teachers' interest and to keep up to date with developments in knowledge. The stock needs to be weeded regularly as well as new items added.

- The potential for benchmarking between LRCs in similar schools (based on size, ownership, urban/rural, socio-economic group or SIMCE scores, for example) could be investigated as this may help schools to share good practice and identify areas of strength and weakness.
- Work with universities to provide a curriculum support to develop LRCs, encouraging research to demonstrate links between LRC use and other learning outcomes.

Team Work LRC/Mineduc

- Develop standards for the library media programme (goals, budget, planning), the collection (range, selection procedures, organisation, accessibility, etc.) and facilities (accommodation and access). Rather than having one standard which all schools are expected to achieve, most models are progressive.
- Establish local and regional networking groups for co-ordinators. These could meet to discuss common problems, share ideas, attend training events, etc., and also keep in touch by email or phone. One or two pilot groups could be established in the short term before the scheme is rolled out across the country if it is successful.
- Develop training by means of seminars, training courses, lectures, to spread the LRC concept.
- Initial teacher training courses should include modules on the use of the LRC, plus an optional module on its management for those wishing to specialise in this area.
- Develop training programmes for library assistants (including community volunteers) to provide them with the skills to assist co-ordinators effectively.
- Support action research by teachers, librarians and LRC co-ordinators, for example, by offering bursaries or research grants.
- Conduct research into the possible links between LRC use and SIMCE and other learning outcomes. This will demonstrate the importance of the LRC to headteachers and owners.
- Use the primary school pilots to research the impact of the LRC (schools where LRCs are being introduced could be compared to a control group).
- Develop guidelines on what information skills teachers should expect to be demonstrated at each grade.

Owners

- Produce a plan of action (to be implemented by the municipal education departments (MEDs)) for the updating and expansion of LRCs. This should allow both the school and the community access to information; contribute significantly to the teaching-learning process; and facilitate self-learning.
- Continue to highlight the importance of the LRC in dialogue with headteachers and owners, in particular, to emphasise the importance and value of a professional, trained co-ordinator.

Headteachers

- Assess the development plan for the LRC, which should have clear aims and objectives and be in direct relationship to the school's aims, thus demonstrating the contribution the LRC is making.
- Investigate the possibility of centralised cataloguing to allow schools to import records rather than each school cataloguing its own stock. (Schools could contribute towards the costs of this service.)

Co-ordinators

- It is crucial that the LRC co-ordinator and teachers work together as a team to plan, deliver and assess learning activities.
- Create and maintain a centralised catalogue of all resources available in the school (i.e. in the LRC and elsewhere). A realistic timescale should be set out to allow progress on this activity to be tracked.
- Provide information for teachers and students on 'what the LRC has to offer' (e.g. a handout or a talk).
- Support the introduction of open shelves to encourage browsing.

Teachers

- Work with the LRC co-ordinators (as fellow professionals) and find out how they can best support teaching practice.
- Adopt rigorous and methodical approaches to planning which incorporate LRC activities.
- Use the LRC to encourage students to become independent learners.

Students

- Contribute to the running and development of the LRC (e.g. choosing resources, helping the co-ordinator at busy times, participating in cultural events).

- Use the LRC in a way which allows all students to share this space (e.g. work quietly).
- Take care of books borrowed and return them on time so other students may use them.

Viability and sustainability of LRCs

Making LRCs viable in the long term without MINEDUC funding is a difficult question, especially for those schools located in the poorer areas.

Although there are diverse alternative sources of financing, it is likely that none of them proves adequate by itself. In most cases, headteachers and coordinators are not aware of which financing sources are available, and therefore, schools may need advice to help them develop sustainable plans for their LRCs.

It is necessary that future support includes funding earmarked by school owners and allocated by headteachers; funds provided by parents, students (students union), the Book and Reading Council, organizations and local companies.

The following actions will be basic to assure the proper sustainability of LRCs:

- To share resources with institutions, university and public libraries; encouraging greater use of IT (e.g. networked PCs with Internet access, e-books, e-learning), and involvement in the 2010 Project of Digital Chile.
- To establish strategic alliances with the public libraries programme, e.g. to encourage municipal librarians to offer professional support to LRC coordinators for a better management and development of school libraries.
- To plan and carry out, together with the public libraries programme, any activities such as workshops, lectures, seminars to foment educational and cultural projects which may contribute to reading and the arts.

1. Background

1.1 Educational Reform in Chile

Since 1990, a coherent range of educational policies has been implemented in Chile; the single vision of quality and equality has been shared by 3 governments and 7 education ministers. The emphasis has been on working towards quality objectives and equity-related goals as, unlike other South American countries, the access agenda was largely dealt with in Chile during the preceding decades.

Primary schools in Chile serve 6-13 year olds, while secondary schools serve 14-18 year olds. In 2003, compulsory education was extended to twelve years. Ten years of general education are followed by two years when students may opt to study either an academic humanistic-scientific curriculum or a vocational profession-technical option. The split between the two modalities was 56:44 in 2001 (OECD, 2004: 13).

A new curriculum for primary education was introduced in 1996, and that for secondary education two years later. This was implemented in one grade each year until 2002. The reform involved reorganising subjects and introducing cross-curricular themes. There was a move from an emphasis on content to a focus on skills and competencies, accompanied by higher standards for achievement and measures to ensure that learning is connected to students' lives.

1.2 Problems remaining

Reform has been successful in expanding access and coverage; reducing drop-out rates; improving the learning resource base; and providing social assistance to those from lower-income backgrounds (OECD, 2004: 33-4).

However, there has been less success in improving results in SIMCE, TIMSS and PISA tests (OECD, 2004: 101).

30% of teachers in Chile are over 50 years of age (OECD, 2004: 46) and the majority are still accustomed to practices established under the military regime (OECD, 2004: 113). Cide found that, while both traditional and innovative teaching practices could be found in schools, the most common approach was transitional, having elements of both (cited in OECD, 2004: 36).

There is a noticeable divide in Chile's education system linked to the different administration arrangements of schools. Municipal schools are administered by Chile's 341 municipal governments; they may charge a small fee to parents. In 2001, 53.1% of students attended municipal schools. Private subsidised schools are financed through an attendance-based subsidy.

Children from like socio-economic backgrounds are concentrated in the same type of school. For example, private subsidised schools run 'for profit' are more likely to attract lower middle socio-economic class students, while municipal schools which do not charge fees have a high proportion of students from the lowest socio-economic groups. 72% of students from the poorest 10% of the population attend municipal schools (OECD, 2004: 68).

There is also a division in performance; SIMCE scores and drop-out rates have both been linked to socio-economic class (OECD, 2004: 232) and SIMCE scores in religious schools are higher than in municipal and non-religious subsidised private schools (OECD, 2004: 171). In addition, socio-economic class affects students' study options at secondary level. Poor students are under-represented in the academic stream and over-represented in the vocational stream (OECD, 2004: 181).

As is the case elsewhere in the world, access to information resources is affected by socio-economic class. The 2002 census reported that only 21% of Chilean homes have a PC and just 10% have Internet access (OECD, 2004: 237). Access to IT in the home is affected by family income and parents' education (OECD, 2004: 238).

1.3 Learning Resource Centres

Educational Reform therefore had two main aims: the improvement of both the quality and the equity of education and it was believed that information resources were a fundamental requirement to introduce children and teenagers to the world of knowledge and information. Any educational change creates a need for new sources of information and teaching and learning materials, but in Chile, this is particularly important because reform has led to increasingly learner-focused methods of education, where the student, rather than the teacher, is central to the process.

The Learning Resource Centre (LRC) programme was one strategy of the MECE Project (Improvement of Quality and Equity of Education in public education) which was financed by the government and the World Bank. Other components of the Programme included the Enlaces Project and the provision of textbooks. The aim of the LRC component was to build up libraries to support educational, social and cultural activities at school and in the community, and contribute to the information needs of young people and teachers for curricular assignments. Its objectives were:

- To increase the provision of printed and audiovisual materials for the use of teachers and students in secondary state-subsidized education, and for the community in general.
- To support an improvement in teaching practices, promoting the use of books and other materials as resources to support the teaching and learning process.
- To train teachers and students in the use, evaluation and selection of printed and audiovisual materials.

- To improve the administration of libraries, including training for the personnel in charge.
- To encourage reading as a recreational and learning activity among adults and young people.

Educational reform has encouraged a re-examination of the role of libraries in the teaching and learning process. The object of the programme was to create or update a library in every school throughout the country, and to promote their progressive transformation to more interactive Learning Resource Centres with the potential to offer educational and cultural services beyond the school community. The traditional school library, defined as “an organised centre of information for students and teachers”, was to be transformed into a multimedia centre containing material in different formats; integrated in the curriculum; and serving the whole school community.

The first task of CRA Co-ordination at central level was to carry out a diagnosis of the situation of the state and subsidised high schools at municipal level. This concluded that schools in poorer communities did not have a LRC, so teachers and students lack adequate information resources. There were a number of factors that lead to difficulties in the operation of school libraries. These can be summarised as follows:

- a) Shortage of budgetary resources to implement and to update libraries.
- b) Inadequate infrastructure
- c) Poor administration
- d) Personnel expected to work without training or lack of the most minimum knowledge of librarianship
- e) Insufficient and unfriendly services for the users.
- f) Inadequate use of the LRC (a place of punishment or detention)

g) Collection disconnected from curriculum content.

h) Disconnected from the school community

The supply of books, videos, cassettes, illustrations and CD-ROMs, newspapers and magazines, and other teaching materials, was carried out in stages and with active participation by teachers. 80% of the resources were selected directly with teams of teachers and students in each school. These were selected from catalogues of materials that had, in turn, been selected by expert professionals. The remaining 20% corresponded to a collection of materials which were chosen by MINEDUC; these focused on reference materials: dictionaries, encyclopaedias and core texts. The collection of books and other materials thus established comprises over one thousand items per school and was acquired and distributed in three stages, the last of which was completed in 2000. Technical processing was done centrally. For most schools, this is a manual system, but in 1999, the Red Cr@ Project was started at 50 secondary schools¹.

To purchase periodical publications, secondary schools receive annual funds that allow them to subscribe to an average of 12 newspapers and magazines. Each school selects the publications it needs. In addition, one basic audiovisual kit was delivered to each secondary school². As well as information resources, furniture was provided for all schools³; there are projects for the improvement of library infrastructure at 25% of schools.

When defining new study programmes, reference is made to the materials selected for LRCs, so that any teacher who uses MINEDUC's programmes knows which resources for the learning he/she can find in the LRC.

¹ These each received Logicat2000 software and training to automate their services, a barcode reader to allow the circulation of materials, records of readers, statistics on the use of resources, connections with multimedia resources and collective catalogues.

² TV set, video recorder, slide projector, screen, dataprojector and cassette deck

The LRC is managed by a co-ordinator. The MECE-Media Programme suggested that schools appoint a teacher to promote and strengthen the links between the library and the school's pedagogic and curricular needs. However, in practice, the post is often filled by a member of clerical staff. Co-ordinators were trained by attending regional seminars in 1995, 1998, 2001 and 2002, and received a manual for the management and administration of an LRC. Additional meetings have been held at municipal and provincial levels for co-ordinators to share experiences.

1.3.1 Learning Resource Centre standards

MINEDUC considers that the mission of school libraries is to support curriculum implementation and to generate learning experiences in an adequate space containing all the necessary information resources (printed and digital material, multimedia, etc.). The LRC's objective is to support curriculum development in all schools; facilitate changes in teaching practices; encourage new and more complex learning styles and methods; and stimulate the development of a positive and professional working environment (LRC/MINEDUC Objectives).

The LRC is the school's nucleus, equipped with a varied collection and technological systems and supervised by a professional librarian who is a specialist in information science, an active participant in the educational and intellectual work of the school and an active member of the teaching staff. This makes the LRC an educational centre, a culturally-enriching place for reading and a research and study laboratory.

In general, the LRCs visited do not fulfil the established standards. They mostly resemble a traditional school library where students borrow books to read or just browse. They are not a mediating agent between information

³ Chairs, tables, shelves, newspaper and magazines displays, furniture for the storage of audiovisual and other didactic materials, seats and cushions

and knowledge which is required to meet the needs of the educational reform.

1.4 Commentary on the theoretical basis of the LRC programme

The LRC programme would seem to be well considered both in terms of how it supports Chile's educational reform and also how it takes account of internationally recognised good practice.

Numerous studies have demonstrated the impact a well-developed school library can have on students' academic achievement (these are described in Haycock 1995a and 1995b). The most important research in this area has been carried out in the United States (Lance et al., 1993; 2000a; 2000b; 2000c; 2003). According to these studies, the size of the school library staff and its collection are the best predictors of academic attainment. This supports the approach taken in Chile to focus on providing collections for schools and training staff. Other important factors are funding, information technology and the integration of information literacy into the curriculum.

Possibly the most important strength of the LRC programme is the way in which it embeds information skills and library use within the curriculum. This approach helps to make the LRC an integral part of the curriculum rather than an added extra. Todd (1995) reported that integrated information skills instruction has a positive impact on students' learning and Baughman (2000) reported that test scores were higher in schools where the library was closely aligned to the curriculum framework.

The role a school library can play in the development of students' independent learning and cross-curricular transferable skills⁴ has been demonstrated by research in the UK (Kinnell, 1994). This means that a school library is extremely important in promoting student-centred learning

⁴ eg communication, numeracy, problem solving, personal and social skills, IT skills

in Chilean schools, and teaching skills and competences rather than simply content-based courses.

It is interesting that the decision was taken to promote the appointment of teachers as LRC co-ordinators rather than teacher-librarians (as in Canada and Australia for example) or qualified librarians (as in much of Europe). However, given the shortage of library professionals in Chile, this is an understandable decision. The emphasis on providing adequate training for school library specialists, which is a key feature of the LRC programme, is something which has been stressed by many international studies (eg Lance et al 1993; 2000a; 2000b; 2000c; Smith, 2001).

One aspect of good school library provision which has, perhaps, been overlooked is the need for teachers and librarians to work together. Lance et al (1993 and 2000) and Smith (2001) suggested that collaboration between library staff and teaching staff was important. Lance et al (2000) identified a link between students' test scores and increased library/teacher collaboration. Smith (2001) claimed that academic performance improved when librarians planned instructional units with teachers and provided staff development opportunities.

While much attention is devoted to the role of the LRC in supporting the curriculum, there is less emphasis on its role in literacy development. The contribution school libraries can make to literacy development has been reported by Froese (1997) who found that central school libraries had a greater impact on students' reading scores than classroom libraries.

The presence of networked computers is also important. The separate development of IT resources in Chilean schools, via the Enlaces project, means that these are rarely a fully integrated part of library provision. This is worrying as Lance et al. (2000) and Rodney et al. (2003) found that test scores rose with access to networked computers linking libraries with

classrooms, particularly when these provided Internet access, databases and library resources. Smith (2001) reported that library Internet connection and software packages affected academic performance.

Another concern is the lack of a long-term strategy for the sustainability of LRCs. MINEDUC has undoubtedly done much good in the initial establishment of LRCs in the majority of secondary schools in Chile, but there has not been sufficient consideration given to how LRCs are sustained and developed. As the UNESCO/IFLA School Library Manifesto states, "school libraries must have adequate and sustained funding for trained staff, materials, technologies and facilities" (UNESCO, 2000).

In summary, the LRC programme is a robust approach which should actively contribute to raising students' achievement and supporting educational reform. There are some areas of weakness which need to be addressed, but the fundamental approach is based on firm foundations.

2. Methodology

The aim of this evaluation is to examine the functioning of the LRCs in secondary schools in Chile and recommend improvements to the policies of MINEDUC.

The objectives of the evaluation are to:

- carefully examine the features and development of the LRC programme, highlighting its strengths and weaknesses as a resource to support the teaching and learning process
- describe and analyse the different stages of the programme
- provide a picture of the use (and the opinion) that both teachers and students make of the resources
- examine the extent to which the principles and achievements of the LRC have become embedded in the structure and functioning of schools.
- evaluate the different ways in which LRCs are being used to benefit learning
- make recommendations and suggestions for the best possible functioning of LRCs and for the achievement of their intended purposes in secondary education
- describe and analyse the elements which could make the LRC programme applicable to primary education.

The methodology adopted included the elements detailed below.

1. Reading, deep analysis and study of the Libraries/CRA Report about policies to implement Learning Resource Centres produced by MINEDUC.
2. Examination of the different materials published by the programme.
3. Team work with MINEDUC.

4. Meetings with the different actors involved including: MINEDUC officials, owners, researchers, training providers and representatives of the library profession.
5. Visits to 9 schools to interview CRA co-ordinators, headteachers, teachers and students (a short description of each of the schools visited is contained in Appendix A).
6. A survey of headteachers, co-ordinators, teachers and students at each of the schools visited (copies of the surveys can be found in Appendix B).

It must be remembered that this evaluation is based, primarily, on just 9 case studies out of a total of 1,445 high school LRCs in Chile. Most of the schools visited were in urban areas and all catered for the lowest three socio-economic groups. The sample includes only 3 non-municipal schools. It is hoped that the additional evaluation activities currently being undertaken by MINEDUC will help to supplement the data presented in this report.

3. Summary of the main findings (SWOT analysis)

The findings of this evaluation can best be summarised by the following analysis of the main strengths, weaknesses, opportunities and threats (SWOT) currently facing LRCs.

STRENGTHS

MINEDUC (national infrastructure)

- Use of the LRC is very closely linked to the curriculum; the theoretical connection is firmly established
- A basic LRC has been established in most secondary schools and provides high quality resources in a range of media; this is a huge advance
- The Basic Collection meets the basic information needs of students.

Owners and headteachers (school infrastructure)

- Some owners and headteachers do value the LRC and appreciate the contribution it can make to learning.
- All the educational institutions visited had an adequate infrastructure for the LRC.

LRC Co-ordinators

- Training has been provided for many LRC Co-ordinators and is continuing
- Many co-ordinators ensure the LRC is actively involved in the daily life of the school, for example, through involvement in cultural events

Teachers

- Some teachers make highly effective use of the LRC
- Most Spanish, languages and social science teachers make some use of the LRC
- In some schools, teachers are involved in the development of the LRC eg obtaining funding, suggesting resources

Students

- There is good independent use of the LRC by students in most schools

- Many students display highly positive attitudes towards the LRC and are keen to be involved in its development
- Most students use the LRC to complete homework
- Students appreciate that the LRC has social and personal benefits as well as educational ones; it is a place where they feel comfortable and safe
- In some schools students are actively involved in running the LRC

The local community

- In many schools, parents displayed an active interest in the LRC
- Some schools and LRCs have developed links with local companies

WEAKNESSES

MINEDUC (national infrastructure)

- There is no mechanism to update resources or equipment after the initial collection has been provided, so they will quickly become out-of-date
- There is insufficient integration between the LRC and Enlaces programmes.

Owners/headteachers (school infrastructure)

- Lack of support for Municipal Schools in low income neighbourhoods affects budgets for purchasing updated material.
- Schools are unable to earmark funds for staff if owners do not provide sufficient funding
- Physical access to resources is restricted because resources are not on open shelves and many LRCs are too small to accommodate a whole class
- The room allocated as a LRC is often not appropriate; many are too small and in a poor state of repair
- Use of the LRC premises (30%) for activities which are not appropriate; the LRC becomes an all-purpose room

- The LRC and the IT infrastructure are not adequately connected in most schools
- In many schools, there are insufficient LRC resources for the specialism taught in the school.

LRC co-ordinators

- There are insufficient trained co-ordinators, largely because people who have received training do not stay in the post. 40% of co-ordinators have no adequate training
- The appointment of the LRC co-ordinator is often not given careful consideration and the best person may not be appointed.
- There are often insufficient staff to allow effective use of the LRC and this limits opening hours
- Weakness in the management of LRCs.

Teachers

- Teachers are often unaware of the resources available in the LRC as a number have no catalogue and do not allow browsing. Teachers do not have adequate tools to have access to information (eg catalogue and Internet)
- Teachers do not have trust in the services provided by the LRC and because of this many staff do not use the LRC properly
- The quality of teachers' use of the LRC is highly varied; use tends to be particularly poor among science and maths teachers
- Teachers make little use of the LRC for professional development
- Teachers lack the ability to use information as a fundamental resource to improve the quality of education
- Many teachers view the LRC as a resource for students rather than teachers.

Students

- Students are often unaware of the resources available in the LRC as a number have no catalogue and do not allow browsing. Students do not have adequate tools to have access to information (eg catalogue and Internet)
- Loss of bibliographic material is a constant feature in all institutions
- Some students feel the LRC is too curriculum-focused and does not cater for their leisure interests.

The local community

- In economically and culturally deprived areas it is extremely difficult to engage the local community in LRC development
- School LRCs are rarely connected to other libraries in Chile.

OPPORTUNITIES

MINEDUC (national infrastructure)

- Although MINEDUC has limited power over schools' owners, it can persuade and encourage schools to develop their LRCs.

Headteachers/owners (school infrastructure)

- The LRC could contribute to the improvement of the quality and equity of education, allowing the correct use and access to information. This will undoubtedly help students find their place in the academic and working world much better.
- Schools can bid for special funds to enhance their collections

LRC Co-ordinators

- New training methods (remote learning) are allowing more co-ordinators to receive training
- There are two possible routes to becoming an LRC co-ordinator; either a teacher or a librarian can be highly effective in the post

Teachers

- There are opportunities to raise the awareness among teachers that they can have access to diverse resources and services in the LRC.
- Some teachers make highly effective use of the LRC and could act as role models for others who have less confidence
- Teachers can save time and effort by making effective use of the LRC and its co-ordinator (eg obtaining resources, developing teaching materials)
- Younger teachers are making greater use of the LRC and have more confidence in encouraging students to become independent learners; this bodes well for the future.

Students

- Students generally display highly positive attitudes towards the LRC and this could be harnessed to good effect (eg involvement of the student union in LRC developments, students helping to run the LRC)

The local community

- In many schools parents have displayed an active interest in the LRC and this could be developed further
- Links with local companies can help to expand the LRC collection.

THREATS

MINEDUC (national infrastructure)

- There is a lack of sustainable funding and this is a significant threat to the future maintenance and development of LRCs.

Headteachers/owners (school infrastructure)

- Many headteachers and owners, especially private owners, do not realise the importance of the LRC; it is not their key concern and they devote little attention to it
- Authorities representing budget managers do not appreciate the importance of the LRCs as a contribution to quality and equality

education. There is frequent budget cutting carried out by local authorities and budget managers.

- The LRC is often not connected to IT provision in the school which may mean it is sidelined.

LRC Co-ordinators

- There is a high turnover of co-ordinators; when a co-ordinator leaves the skills they have developed leave with them
- It is not a post with high status or credibility within the school so it is difficult to attract the best candidates to the post
- Even co-ordinators who are trained cannot devote sufficient time to professional activities because of a lack of staff

Teachers

- Many teachers make poor use of the facilities and have negative views of the LRC; it is difficult to change attitudes and teaching methods, especially of older teachers
- Teachers' professional development is being hampered because they make little use of the LRC for this purpose.
- Teachers are not encouraged to make frequent use of the LRC because many are too small to accommodate a whole class
- The LRC may become associated with certain disciplines (eg Spanish, social sciences); science teachers can feel excluded.

Students

- There is a lack of a 'library culture' in Chile and this means that many students do not value and respect books.

The local community

- The lack of a 'library culture' makes it difficult to engage parents and communities in LRC development

- Insufficient communication with other libraries (eg public and university libraries) makes resource sharing and professional support difficult.

4. Attitudes towards the LRC

4.1 MINEDUC

MINEDUC clearly sees the LRC programme as a key component of the reform process and has devoted substantial resources to its implementation. However, it is concerned about a number of questions:

- Is the theoretical concept of an LRC appropriate for the educational system and reform in Chile?
- Has the idea of an LRC, as embedded in the reform agenda, been implemented in practice?
- Are the resources which have been provided being used effectively by teachers?
- Have schools and their owners made provision to sustain the LRC?
- Has the training which has been delivered to LRC co-ordinators been effective?
- Are headteachers and owners convinced of the value of the LRC?

4.2 Owners

Some owners of schools (municipalities, religious organisations or other private owners) view the LRC as important, but many do not appreciate its value; in particular, they do not understand its pedagogical role and are not convinced that it can make a positive contribution to students' performance. This results in decisions such as allocating insufficient hours for the co-ordinator to carry out their role or appointing a non-professional with no training to the post of co-ordinator. The lack of active participation by private owners in this evaluation is, perhaps, a reflection of their level of interest in LRCs⁵.

⁵ Various owners were invited to meet with the evaluators, but only municipal owners turned up for the meeting

Some owners explained that they were interested in the LRC, but were unable to direct more resources towards it simply because it was only one of a number of priorities. Some felt that this aspect of the reform had been sidelined and was now less of a focus. They did not link the LRC directly to improving pedagogy and performance.

4.3 Headteachers

The attitude of the headteacher is critical in determining the success of the LRC. The attitudes of the headteachers interviewed varied considerably. A few headteachers did have a definite vision of the LRC and seemed to appreciate its possibilities. In School 4, the concept of the LRC included PC labs and science labs, although these were physically separate. In the future, the headteacher envisaged the LRC having study rooms, videos rooms and small meeting rooms. The headteacher at School 5 had a more externally focussed vision of the LRC. He was interested in opening the LRC at weekends and possibly opening it to the local community. The headteacher at School 7 was proud of the fact that this LRC was one of the best in the district. He believed that his school's good performance was largely due to work done in the LRC and he emphasised the importance of team working between the LRC co-ordinator and teachers to improve education. Most headteachers felt the LRC was important, but did not link its use to improvements in performance. Understandably, headteachers had other priorities, so if the LRC co-ordinator was not a dynamic individual, the LRC might easily be sidelined.

4.4 Teachers

Although some teachers did make good use the LRC, many did not use the resources (human and physical) to their full extent. Some were not even aware what resources were available. Often, younger teachers were prepared to take on the challenge of the new curriculum, but older teachers were reluctant to change.

In a number of schools, teachers saw the LRC as a resource for students rather than teachers. As a consequence, it was rarely seen as a resource for continuing professional development. In some schools, it was more usual for teachers to work within their departments and keep the majority of their resources there rather than house all resources centrally in the LRC. This means teachers are unaware what resources are available in the school as a whole and are not encouraged to make use of the LRC.

The teachers at Schools 2, 4 and 7 were most involved in the development of the LRC. They had obtained funding to purchase additional stock and were able to suggest new resources each year. Teachers at School 5 were also positive; they believed that the LRC had made a major impact on the school as students were motivated to work there and were supported by knowledgeable staff.

Overall, there were very few examples of more innovative uses of the LRC by teachers or methods of teaching which made full use of the co-ordinator's skills. Teachers saw the LRC as an added extra rather than a resource which was central to their teaching.

4.5 Students

In general, students were extremely positive about the LRC. Although some saw it simply as a place to escape bad weather or a more pleasant alternative to the classroom, others pointed out special features they valued, such as the staff or resources. Both teachers and students described the atmosphere in the LRC as one of openness and trust, somewhere for students to go without fear and a place of refuge if they were worried about something. In all but one school, the LRC staff were described as helpful and approachable. However, the students interviewed by the evaluators may not be a representative group of the whole student body.

In some schools, students were actively involved in the development of the LRC. For example, at School 4, a group of students helped to run the LRC during lunchtime and the students' union had purchased resources. Here, students described the LRC as "a second home". It was seen as the main place where they were able to get information and was therefore highly important to them. Those students interviewed stressed that the LRC was not just used by a select group, but was popular throughout the school.

Although students made many suggestions for improvements to the LRC, most were clearly pleased with the resources which were available and proud of their schools and LRCs. Students at several schools compared their LRC favourably with those at other schools.

Students in most schools had strong views about how the LRC should develop; they wanted to be involved rather than leaving all the decisions to adults. Many students felt that the LRC was too curriculum-focused and did not reflect the needs and interests of young people. The majority of students felt strongly that the LRC shelves should be open to allow them easy access to books and to allow them to browse.

4.6 Parents/local community

Several schools relied on the support of parents to purchase new resources for the LRC. The parents at School 5 had actually helped to expand the LRC building and had contributed towards computers and newspaper subscriptions. Some schools had received donations from local companies. This was especially common in technical-professional schools. For instance, students at School 3 were encouraged to bring in professional literature from their placement workplaces.

However, despite these positive examples, most LRCs visited were not yet playing a major role within the local community.

5. Physical resources

5.1 The LRC environment

The physical condition of LRCs varied considerably. Some were light, open, attractive spaces, but others were dark, cold and very small for the number of students in the school. In general, students liked the atmosphere of the LRC, but would like to see a number of environmental changes, in particular, more space. The temperature and ventilation of the LRC were mentioned as problems in some schools. Security was obviously a major issue in some schools where the LRC was locked and barred.

In many schools, the tables were arranged in long rows, making the LRC appear like a classroom and not conducive to either small group working or students who wished to study alone. At all schools, a lack of space was mentioned as a problem by the students interviewed and some requested separate areas for different activities such as reading and playing games which would generate different levels of noise. Even in schools with larger libraries, teachers said it was impossible to bring a whole class to the LRC to work.

Even if space was limited, some schools made good use of the space available. For example, School 7 had redesigned the LRC to create two separate rooms, one of which could be used to view videos. This school also had a small area with comfortable chairs for reading newspapers. The LRC in School 3 was a reasonably sized, light, open room. It had been redesigned to open up the space. Simple cosmetic improvements made a noticeable difference; despite the poor state of the buildings at School 6, the LRC was decorated with student artwork. The LRC in School 4 had recently been moved from an older part of the school. This had made it into a warmer and more attractive space which promoted reading and research. In addition to the main LRC, there was a separate study room.

In some schools, the LRC was used for other purposes, for example, staff meetings and teacher training. While this was not a problem if opening hours were limited, it may mean that the LRC is not always available to students.

5.2 Resources in the LRC

The number and range of resources available was a problem mentioned in all the student interviews. Both students and teachers believed that more copies of core textbooks were needed. Students were frequently frustrated by long waiting lists for books and teachers had no class sets of key texts available. In addition, both teachers and students felt that the books in the LRC were often not the most appropriate because they were not up-to-date. A common problem in technical-professional schools was that there were insufficient resources relating to the specialism of the school. This might be because these more specialised books were expensive and went out of date quickly.

Even in schools with a large collection of resources, there were still problems. School 2 had over 8,000 resources in the LRC (including archive material). Students realised that there was a wider range of books than at other schools, but they wanted newer, more useful, interactive resources as well as more copies of popular books.

Several schools did not have a full catalogue of resources, so there was no way for teachers and students to discover what materials were available in the LRC. In a number of schools teachers were clearly unaware of what was available. In School 1, teachers believed they had to look outside the school, to universities for example, for resources to use to plan and deliver lessons. In other schools, teachers had made a special effort to acquaint themselves with the stock available for their subject areas and then played an important role in encouraging students to use the LRC by telling them what was available and where to find it. The lack of catalogues means it is not possible

for schools to share resources at this point. Even more importantly, it means that it is not always easy for students to loan books. Being able to take resources out of the LRC was clearly important to students, not just to the classroom, but to read at their leisure.

During all the visits, teachers, librarians, library assistants and students mentioned the problems of vandalism and fears that books would be stolen if there were left on open shelves. They believed that the majority of students did not value books and because they were expensive to replace, schools were reluctant to allow open access to their collections. Only School 5 had complete open access to materials; all the other schools visited had complete, or partial, closed access. The books were located behind a counter or on locked shelving. In some schools, some books, such as dictionaries, were available for students to access directly, while others were locked away. Some schools such as School 3, had a policy to open up the shelves gradually. Students in schools with closed access said they would like to browse the materials. Teachers too commented that closed shelving meant that students were forced to rely on the library staff and did not learn how to do research for themselves. It was clear that making books inaccessible to students and not having a catalogue meant that the resources were being not used to their full potential.

The provision of IT resources varied from school to school. At School 3, although there was an Internet terminal in the LRC, it was not available for students to use; they had to ask the co-ordinator to search for them. School 6 had no computers in the LRC. In contrast, School 5 had six Internet PCs in the LRC and these were a great attraction for students.

Some schools had an archive collection as well as modern, curriculum-related materials. The collection at School 4, which was an historic school linked to the history of Chile, was slowly being weeded and archive items separated

from the main stock, although proper storage arrangements had not been made yet.

5.3 Atmosphere of the LRC

It was only possible to comment in detail on the atmosphere of those libraries which staff and students were using at the time of the visits (Schools 2, 3, 4 and 5). The LRCs in these schools were clearly well-used. They were not hushed environments, but students were working productively, mostly in groups. There was a lot of activity and interaction and students were well-behaved. This observation is supported by the fact that in six of the seven schools visited, the overall atmosphere of the LRC was described extremely positively by students and teachers; it was described as welcoming, comfortable and friendly. Students' observed use of the LRC was encouraging given the lack of a 'library culture' or a 'reading culture' in Chile, which was referred to on numerous occasions.

6. Activity in the LRC

6.1 Pedagogical use

Use of the LRC varied between schools, but also between individual teachers at the same school and between curriculum areas. Spanish teachers were among the most frequent users, using it for preparation, with classes, to allow students to choose books, to play videos and to find information from the Internet. Languages (French and English) and social science (history and geography) teachers all made extensive use of the LRC too. These teachers were knowledgeable about the resources available.

Science teachers were less frequent users of the LRC and a number complained about the lack of resources. In Schools 2 and 4, science teachers felt that there had been too much emphasis on arts and humanities resources at the expense of their subjects. This was a problem as scientific texts become outdated very quickly. There is a danger of science teachers feeling excluded from the LRC and viewing it as a resource for arts teachers only. Gym teachers also made less use of the LRC, but in most schools, students who could not do sport were sent to the LRC to research a related topic, such as healthy eating or the rules of a sport.

Some teachers had a limited view of the LRC, seeing it primarily as a bookstore for previous years' textbooks or a place from which they could loan equipment such as OHPs. Others did attempt to link to the LRC in their teaching, but this was usually fairly limited, for example, by referring to a bibliography in homework assignments. One of the most common uses of the LRC was as a room for teachers to show videos. While this encourages the use of different media, it does not encourage a great deal of active participation from students. The use of books compared with the Internet depended on the preferences of individual teachers even in schools where there was good PC access.

The size of the LRC could limit its pedagogical use. It was impossible for teachers at School 4, bringing a whole class to the LRC as there was insufficient space. They usually took books from the LRC to their classrooms, but this meant that students did not become used to doing their own research.

Some initial teacher training courses deal with the use of different media and, since the reforms of the 1990s, teacher training has had to adapt to the new demands placed on teachers. No teachers said they had been trained how to make effective use of the LRC and many were clearly not even aware of what resources were available in the LRC and it was clear from discussions with teachers that there was great variation in their ability to use the LRC with their classes.

Students' training in using the LRC was limited in many schools. The lack of a catalogue and closed access made it difficult for students to develop independent research skills. However, the co-ordinator at School 7 trained those students who were planning to sit the college entrance exam to teach them how to use a university library. Students in all the schools visited said they used the LRC for homework; most realised that teachers based homework assignments around resources they knew were available in the LRC. It was valued as a place to study, especially as somewhere to work on group assignments. Students in School 5 wanted the LRC to open on Saturdays because they had nowhere else to do their homework at weekends.

6.2 Professional development

Few teachers used the LRC for professional development; this had not occurred to most as a possibility. At School 6, a teacher who was registered on a Masters course said the materials she needed were not available in the LRC. A teacher at School 7 commented that it was not practical for teachers to use the LRC for this purpose as much of their preparation was done at

home. One of the few professional development opportunities was at School 4 where the co-ordinator invited publishers to visit the school to present new materials for teachers.

6.3 Cultural activities

In most schools, co-ordinators gave examples of cultural activities which had taken place in the LRC. For instance, School 1 had held poetry and reading contests and the LRC was used as a rehearsal room for the folk group. In School 4, a play had recently been staged to mark Neruda's centenary and book and art displays had been organised. Classical music was often played in the LRC. At School 5, there was an annual Book Week when the LRC invited special guests such as local poets, ran competitions and held exhibitions.

6.4 Recreation use

Most LRCs were busiest during breaks and in the time between morning and afternoon shifts. At these times, students could read newspapers and magazines as well as doing homework. At several schools, students played chess, cards and board games, but this type of activity was noisy and sometimes interfered with other uses of the LRC.

Students at School 3 thought that there should be more modern fiction in the LRC; they believed that the current choice of books reflected teachers' interests, but did not cater for students' needs. Students at School 5 also wanted resources which would 'broaden their horizons' rather than being restricted to textbooks; they wanted magazines which reflected their interests and more resources dealing with contemporary issues such as abortion, sex and divorce.

In Schools 6 and 7, students said they could find books on their leisure interests, so these students were likely to use the LRC for recreational

reading as well as school work and felt a clear sense of ownership of the LRC. In Schools 2 and 3, some teachers also used the LRC for their own leisure reading.

7. The role of the LRC co-ordinator and other LRC staff

7.1 The background of co-ordinators

MINEDUC encourages schools to appoint a professional to the post of LRC co-ordinator. The lack of trained library professionals in Chile and the fact that better paid jobs are available elsewhere means that this is likely to be a teacher. However, in practice, the co-ordinator is often an untrained clerical assistant and, even if a teacher is appointed, it is often a teacher who has spare time or has problems such as long term illness, rather than someone with an active interest in the job. The issue of professionalism was widely discussed. The lack of a trained professional to manage the LRC was identified as the key problem in many schools. The time allocated to the co-ordinator and other staff affected LRC opening hours. Many students would like the LRC to be open for longer, especially at weekends. There was a clear need for more staff in schools which were open for long hours and had two or more shifts of students.

The diverse backgrounds of co-ordinators is reflected in those interviewed for this evaluation. The co-ordinator in School 3 was a qualified librarian, but had not updated her skills for 30 years. In Schools 1 and 7 the co-ordinators were clerical assistants. The co-ordinators in Schools 2, 4, 5, 6 and 9 were teachers. They had between 12 and 44 hours to devote to the LRC each week, but some also had other duties such as supervising PC labs. In School 2, the co-ordinator was assisted by two other teachers. In School 9, there was an assistant librarian. The co-ordinator in School 5 was supported by a professional librarian who worked each morning and a further 44 hours' administrative support. School 4 employed additional technical assistants, but these were not trained. Also, students from the local library school came to the school for their work placements. School 8 did not have a co-ordinator; the teacher in charge had resigned the position and management of the LRC was neglected.

7.2 The role of the co-ordinator

The tasks carried out by LRC co-ordinators varied from school to school. Some had a direct pedagogical role. For example, in School 7, the co-ordinator prepared packs for teachers containing activities they could do in the classroom. Other duties were more 'library-related' tasks, such as responding to teachers' requests for information, performing Internet searches and preparing lists of new materials for the staff room. Some co-ordinators also mentioned technical duties such as assisting teaching staff with projectors and other equipment. At schools with archive collections, weeding material and caring for historic documents was another aspect of the co-ordinator's role. Overall, assisting students was seen as the key aspect of the co-ordinator's role. In interviews with students, the role of the co-ordinator was clearly felt to be important. Most commented on the helpfulness of LRC staff, confirming the findings of the Catholic University. As most collections were closed access and many schools had no catalogue, the co-ordinator was an essential interface between students and resources. Most had build up a good relationship with students. Most students felt comfortable in the LRC and saw the co-ordinator as someone approachable and as an adult they could talk to. However, it is more questionable how much support co-ordinators are able to give students in matters directly relating to their studies.

The position of the co-ordinator within the school's management structure is important because this reflects how the role is view by teachers and managers. Again, practice varied. The co-ordinator at School 3 did not attend staff meetings, but the co-ordinator at School 4 did so regularly. The co-ordinator (or librarian) in School 5 attended the weekly teachers' meeting to inform the staff about new additions to the LRC and also met with each of the working professional groups.

7.3 Training

If the person appointed as co-ordinator is a teacher, they will have a good knowledge of pedagogy, but are unlikely to have the library skills necessary

to run the LRC. Similarly, someone who has been trained as a librarian will have the information and library skills, but may well lack the classroom management skills and knowledge of pedagogy required. Both therefore require some additional training.

The training received by co-ordinators interview varied. In Schools 1 and 9, the co-ordinators had received no training. The co-ordinator in School 1 described herself as a self-learner; she developed her knowledge of school libraries while doing the job. The co-ordinator in School 3 was a qualified librarian, but her skills had not been updated in the 30 years since she qualified and she had no training in school librarianship. The co-ordinator at School 2 had attended a six-month college course and the co-ordinator at School 4 had attended courses organised by MINEDUC. The co-ordinator at School 7 had attended a number of courses at the University of Chile. The co-ordinator at School 6 was enrolled on the remote learning course developed by the Catholic University. Training for other LRC staff was very rare. The LRC assistant at School 6 was being trained by the librarian on an informal basis.

8. Conclusions and recommendations

There is not one model LRC. It is important to ensure that LRC provision matches the ethos of the school, its staff and students and its way of working. For example, some schools may have links with the local community to draw on; others may have an archive collection to consider; and yet others may have an active students' union which can play a key role.

8.1 The relationships between the main actors

It was not possible to investigate the attitudes of owners towards LRC development in great depth in this evaluation. However, it was clear that many were not fully engaged with the concept which has been promoted by MINEDUC. They have other concerns and, at present, the LRC is not a priority for most. This might be due to a lack of awareness of its potential or of the ways in which it can contribute to students' learning and attainment. Although LRCs are seen as integral to the curriculum by the national government, this is not understood locally.

The autonomy of headteachers varied between schools; some supported the LRC verbally and financially, but others felt they could do little. It was not possible within the scope of this evaluation to investigate fully the relationships between headteachers and owners, but it is clear that a common set of aims for the LRC is vital, as is good communication.

It is crucial that the LRC co-ordinator and teachers work together as a team to plan, deliver and assess learning activities. This is not happening in many schools; teachers do not appreciate the role the LRC co-ordinator might play and co-ordinators did not promote this aspect of their role sufficiently to teachers. The involvement of the LRC co-ordinator in teachers' professional development is one of the weakest aspects of their role and more needs to be done to develop and promote this.

Teachers do not share ideas about how to use the LRC. This could encourage those who lack confidence. As well as direct training in how to make use of the LRC, teachers may need considerable reassurance and support if they are to adopt new teaching practices. This needs to be provided by LRC co-ordinators and teachers who have more experience in using the LRC, and reinforced by headteachers. Co-ordinators need to be involved in staff meetings and similar activities with teachers so they are seen as fellow professionals.

The role of the headteacher is crucial to encourage collaboration between the LRC co-ordinator and teachers as well as fostering positive attitudes among both staff and students. It was noticeable that in schools where the headteachers were most supportive of the LRC, teachers displayed the most positive attitudes and made the greatest use of the LRC. Similarly, the Head of TPU can play an important role in facilitating communication. Communication between teachers and students is also crucial. Furthermore, students can encourage each other to visit the LRC and use its resources.

There was very limited evidence of networking between LRC co-ordinators to share ideas and solve common problems. This was clearly not a priority for most.

8.2 Collections and access

The number of resources in the LRC is important. The size of the library collection is crucial in helping to raise academic achievement (Lance et al, 1993 and 2000, Smith, 2001, Elley, 1994, Hall-Ellis & Berry, 1995, Baughman, 2000). The variety of the library collection was identified as another factor which had an impact on attainment (Lance et al , 1993 and 2000, Smith 2001, and Kentucky Department of Education, 2001).

The collection in all schools needs to be expanded; most groups of teachers and students complained about shortages of key texts. Procedures are

needed to ensure that the collection is up to date, in good condition and relevant for the needs to the school and its students. LRCs will require new stock each year to maintain students' and teachers' interest and to keep up to date with developments in knowledge. The stock needs to be weeded regularly as well as new items added⁶.

It is difficult to prescribe an ideal number of items for an LRC collection. A formula could be devised based on factors such as the number of students, age of students and type of school⁷. Libraries could have a recommended budget level based on the number of students and the average cost of books for that age group⁸. This would also have to take account of the fact that technical-professional schools require specialist literature which is likely to be more expensive.

This will not solve the problem of access to the LRC collections. As many are on locked shelves or behind the librarian's desk, students and teachers do not have easy access to materials and cannot browse.

8.3 The viability and sustainability of LRCs

How to make LRCs viable in the long term without MINEDUC funding is a difficult question. There are several alternative sources of funding, but none are likely to be adequate on its own. Many headteachers and co-ordinators were not aware of the sources of funding available, so schools are likely to need advice to devise sustainable plans for their LRCs. Future funding is likely to include at least some of the following:

- Funding earmarked for the LRC by school owners
- Funding allocated to the LRC by headteachers (eg fees collected from parents)

⁶ In the UK, for example, CILIP (the professional body for librarians) recommends that 10% of stock is replaced annually.

⁷ In the UK, The Publishers' Association has devised such a formula, see <http://www.books-raise-standards.co.uk.pdf>

⁸ £8.00 per pupil (approx 8000 Chilean dollars) was recommended by ASCEL/CILIP in 2002 based on current UK book prices.

- Funds provided by parents
- Funds provided by students eg student union
- Funding from organisations such as the Book and Reading Council
- Funds provided by local companies.

All these have limitations. For example, funding from the Book and Reading Council and similar organisations is likely to be a one-off grant and will not ensure the sustainability of the LRC; funding from parents and students is only likely to be a small amount, not sufficient to sustain the LRC on its own. Although funding from these sources may be sufficient to sustain some LRCs, for those which are economically and culturally poor areas, devising a plan to ensure the LRC is viable is much more difficult. In these circumstances, it is particularly important to share resources by:

- sharing resources produced within the school (eg materials developed during student fieldwork could be placed in the LRC and made available to other students and teachers)
- ensuring that all school resources are located centrally in the LRC and catalogued to make them available to all
- sharing between institutions. This is not possible for schools which do not have a basic catalogue, but it is being considered in more forward-thinking schools
- sharing between libraries (eg university and public libraries). This may be particularly useful for vocational resources
- encouraging greater use of IT (eg networked PCs with Internet access, e-books)
- involvement in the 2010 Project of Digital Chile.

8.4 The development of standards

Any standards produced need to take account of the situation in Chile's schools and the primary aims of the LRC programme. Many of the existing models for school library standards were developed in the United States. The most common approach is to evaluate:

- the role of the library media specialist (LRC co-ordinator) and other LRC personnel
- the library media programme (goals, budget, planning)
- the collection (range, selection procedures, organisation, accessibility etc)
- facilities (accommodation and access).

Rather than having one standard which all schools are expected to achieve, most models are progressive. For example, the Texas School Library Standards (Texas Education Agency, 1997) defines 'exemplary', 'recognised', 'acceptable' and 'below standard' libraries. For some indicators, there are recommended levels of provision, for instance, to qualify as exemplary, a school with 701-1050 students should have 2 qualified librarians and 2 library assistants. The system recently devised in England also has a series of levels with descriptions of the characteristics of typical libraries at each level⁹.

The potential for benchmarking between LRCs in similar schools (based on size, ownership, urban/rural, socio-economic group or SIMCE scores for example) could be investigated as this may help schools to share good practice and identify areas of strength and weakness.

8.5 The extension of the LRC concept into primary schools

Education in how to use libraries and to care for books needs to start long before children reach secondary school; it is important to introduce these ideas from pre-school education. The extension of the LRC programme into primary schools is vital to develop children's information skills and appreciation of books from an early age. It is difficult to prescribe detailed measures which need to be taken to introduce LRCs into primary schools in

⁹ See <http://www.teachernet.gov.uk/teachingandlearning/resourcematerials/schoollibraries/>

Chile as no primary schools were visited and primary school headteachers and teachers were not consulted.

Primary schools are smaller, have better links with parents and the local community and teachers have to teach a number of subjects. There are likely to be a number of important differences between LRCs in primary and secondary schools. Smith (2001) found that different library variables affected improved student performance in primary and secondary schools. In primary schools, expenditure, Internet connection and software packages were most important, whereas in high schools, the most important factors were opening hours, staffing levels, collection size, periodical subscriptions, joint planning between librarians and teachers and professional development for teachers. This suggests that greater emphasis may need to be placed on IT provision in primary schools. Markless and Streatfield (1994) suggested that the basic range of books in primary schools is likely to be similar as they do not have subject specialisms. This may mean that a greater percentage of a basic collection could be selected by MINEDUC. There is more emphasis on reading and literacy development in primary schools, so activities such as storytimes are likely to be important.

It is, perhaps, even more important to have well-trained LRC staff and to provide adequate training for teachers in primary schools as younger children have fewer independent learning skills and are likely to require more support. The design of primary school LRCs requires careful consideration if it is to be an attractive learning environment for young children. The classroom style layout and uninspiring décor in many secondary LRCs should be avoided.

8.6 Critical success factors

The evaluation has identified the following critical success factors:

- Active parental involvement (eg fundraising for resources, encouraging children to read and to use the LRC or helping in the LRC as community volunteers)

- A headteacher who offers encouragement and practical support to the co-ordinator and appreciates the importance of the role
- Owners who appreciate the value of the LRC and provide adequate staffing and resources to ensure it serves the whole school community
- 'Student ownership' (eg helping to choose resources for the LRC, helping to run the LRC or active involvement in cultural activities)
- An enthusiastic, proactive co-ordinator who has been adequately trained
- Other knowledgeable, trained staff to support the co-ordinator in the day-to-day running of the LRC
- Teachers who are prepared to try new methods and develop new approaches
- A catalogue of resources available in the LRC and, if appropriate, elsewhere in the school
- A bright, warm, welcoming environment where teachers and students feel comfortable
- Sufficient space to allow different activities to take place simultaneously and, if possible to accommodate a class
- Up-to-date resources (print and IT) tailored to the needs of the curriculum and the school community.

8.7 Recommendations

❖ Primary recommendations

• Secondary recommendations

8.7.1 Recommendations for MINEDUC

- ❖ Refocus attention on LRCs to make sure they are seen as being as important among owners and headteachers as when the programme was

first introduced. Progress can be made in the short term, but will need to be revisited every 3-5 years.

- ❖ Provide more explicit details in curriculum documentation and textbooks so that teachers can see how use of the LRC will result in specific learning outcomes being achieved¹⁰.
- Increase awareness of funding available for the development of LRCs among schools and owners.
- Encourage headteachers to earmark funds for the LRC where they have the power to do so. This needs to be an ongoing activity.

8.7.2 Recommendations for MINEDUC working with national library organisations

- ❖ Identify model or showcase LRCs to demonstrate what can be achieved. Co-ordinators, headteachers, teachers and owners should be invited to visit these.
- ❖ Identify 'Champion' or 'consultant' LRC co-ordinators who can act as mentors to others, especially to those new to the role.
- ❖ Establish local and regional networking groups for co-ordinators. These could meet to discuss common problems, share ideas, attend training events etc and also keep in touch by email or phone. One or two pilot groups could be established in the short term before the scheme is rolled out across the country if it is successful.
- ❖ Set up a national mailing list and portal for LRC co-ordinators to share ideas and resources¹¹.
- ❖ Continue to highlight the importance of the LRC in dialogue with headteachers and owners, in particular, to emphasise the importance and value of a professional, trained co-ordinator.
- ❖ Support the introduction of open shelves to encourage browsing.

¹⁰ Hopefully this will be achieved through the CRA team's input into textbooks specs

- Investigate the possibility of centralised cataloguing to allow schools to import records rather than each school cataloguing its own stock (schools could contribute towards the costs of this service)
- Arrange for schools to hold class sets of textbooks which can be swapped between schools.
- Encourage organisations who produce information about contemporary issues (eg drugs, sexual health, the environment) to send information to LRC co-ordinators.
- Hold regional workshops for LRC co-ordinators to update their skills and network with colleagues
- Support schools in the self-evaluation of their LRC to identify areas for improvement.
- Investigate the feasibility of dual use public and school libraries, especially for primary schools and in rural areas.

8.7.3 Recommendations for MINEDUC, working with universities

To provide training

- ❖ Develop training (a multidisciplinary masters course) to provide additional skills in pedagogical techniques and classroom management for co-ordinators trained in librarianship, and also to provide those who initially trained as teachers with librarianship skills.
- ❖ Initial teacher training courses should include modules on the use of the LRC, plus an optional module on its management for those wishing to specialise in this area
- ❖ Develop training programmes for library assistants (including community volunteers) to provide them with the skills to assist co-ordinators effectively

¹¹ see <http://www.strongest-links.org.uk/> for an example

- Encourage co-ordinators to share relevant knowledge they have gained from their training with others in the school, in particular library assistants. This will help to ensure that knowledge is not lost if the co-ordinator leaves.
- Investigate the possibility of offering specialist school library (and children's literature) modules as part of teacher training and librarianship degrees.

To encourage research

- ❖ Conduct research into the possible links between LRC use and SIMCE and other learning outcomes. This will demonstrate the importance of the LRC to headteachers and owners.
- ❖ Use the introduction of LRCs in a limited number of primary schools as a pilot to identify what works.
- Use the primary school pilots to research the impact of the LRC (schools where LRC are being introduced could be compared to a control group)
- Support action research by teachers and LRC co-ordinators, for example, by offering bursaries or research grants.
- Develop guidelines on what information skills teachers should expect to be demonstrated at each grade¹².

8.7.4 Recommendations for national library organisations

- ❖ Provide advice on the storage, weeding etc of archive materials.
- Promote the value and importance of regional cultural heritage.
- Investigate a system to allow the loan of materials between school libraries, public libraries and university libraries (especially for more specialised books). This will take a number of years to establish and will require much negotiation.

¹² See <http://www.ebase.uce.ac.uk/docs/eval-tools-Curriculum-Planning-Checklist.doc> for an example

- Encourage public librarians to offer professional support to LRC co-ordinators, especially those new to the role or who initially trained as teachers.
- Programme workshops to support educational and cultural projects which contribute to reading and the arts.

8.7.5 Recommendations for school owners and headteachers

In order to implement these recommendations, owners and headteachers will need to work together.

- ❖ Produce a plan of action (to be implemented the Municipal Education Department (MEDs)) for the updating and expansion of LRCs. This should allow both the school and the community access to information; contribute significantly to the teaching-learning process; and facilitate self-learning.
- ❖ Owners and headteachers need to work as a management team to generate policies and strategies that contribute to the modernisation and expansion of the LRCs according to international standards.
- ❖ Owners and headteachers need to ensure there are sufficient staff in the LRC to allow it to open throughout and beyond school day. This is especially important in schools which open for long hours with two or more shifts of students. If there is always someone present in the LRC, this will help to allow open access to resources.
- ❖ Ensure that the LRC is a dedicated room (ie one which is not commonly used for other purposes). It should be open when it is required by students.
- ❖ Make repairs and improvements as necessary to the physical structure of the LRC.

8.7.6 Recommendations for headteachers and LRC co-ordinators

In order to implement these recommendations, headteachers and LRC co-ordinators will need to work together.

- ❖ The LRC Co-ordinator should be involved in staff meetings and other activities. More formal and informal interaction with teachers will help the co-ordinator to be more proactive in supporting teachers.
- ❖ The development plan for the LRC should have clear aims and objectives and be directly linked to the school's aims. It should be evaluated in order to demonstrate the contribution the LRC is making and reviewed on a 3 year cycle, with progress on individual sections being monitored more frequently.
- ❖ There should be greater co-ordination of the Enlaces and LRC programmes at a school level, for example, by locating these in close proximity; having them managed by the same person; or simply greater communication between the co-ordinators of each. This is important if the LRC is to be seen as a multimedia centre rather than simply a book depository. Incorporating IT resources is important to develop students' information skills and make the LRC more relevant and attractive. This is a long term aim.
- ❖ Improve the provision of recreational resources which are important to develop literacy and reading habits. This is important to foster positive attitudes towards the LRC among students and improves literacy skills.
- ❖ Schools with archive materials as well as current curriculum-related resources should try to separate the archive from the LRC. This should be undertaken as soon as practical as it ensures that valuable documents are preserved and makes the true purpose of the LRC clearer to students and teachers.
- Schools should undertake their own self-evaluation of the LRC to identify strengths and weaknesses and to investigate the impact of the LRC. This needs to be ongoing as part of the planning process.

- Encourage teachers to observe colleagues' use of LRC to get ideas which they can transfer to their own teaching and offer suggestions for improvement. This is a scheme which could be introduced gradually and developed into a programme which offers all teachers the opportunity to observe colleagues.
- Encourage subject teachers to place resources centrally in the LRC rather than creating a large number of departmental libraries. This is a medium term aim which is only likely to be accepted by teachers when they start to appreciate the value of the LRC.
- Encourage teachers and students to create resources for the LRC and share teaching and learning materials, for example fieldwork projects and customer service videos. This should be an ongoing activity which creates a substantial bank of resources over time.
- Encourage parents and other community groups to become involved in the development of the LRC (eg fundraising activities, donating books or helping to improve the décor). This may be possible in the short term in schools where parents are more actively involved, but may need to be developed over a longer period in other schools.
- Make use of community leaders. (eg training to be LRC assistants to provide support for the co-ordinator. This may be particularly relevant in areas with high unemployment).
- Investigate the possibilities of private sponsorship for the LRC. This may be a particularly relevant option for technical-professional schools with links to local companies.

8.7.7 Recommendations for LRC co-ordinators

Although these recommendations are, primarily, the responsibility of the LRC co-ordinator, he/she will need support in implementing them from the school's headteacher, teachers and owners.

- ❖ Create and maintain a centralised catalogue of all resources available in the school (ie in the LRC and elsewhere). A realistic timescale should be set out to allow progress on this activity to be tracked.
- ❖ Become more directly involved in delivering the curriculum (eg team teaching to deliver information skills or splitting a larger class into two groups to give them an opportunity to carry out research in the LRC). This is a medium to long-term objective and may take time to embed in the practice of a school.
- ❖ Introduce open shelves to encourage browsing. This needs to be accompanied by a publicity campaign to make students aware of the importance of books and why they must be cared for (eg older students could talk to younger groups about importance of books and LRC). This may need to be introduced gradually over several years.
- ❖ Allow students to borrow books from the LRC to take home as well as to their classroom.
- ❖ Improve the display, décor and layout of the LRC (eg displays of student artwork, posters, creating 'reading corners' and small clusters of tables for students to work in groups). This could also help to make the best use of space in smaller LRCs. Some measures can be achieved relatively quickly and easily, but needs to be constantly reviewed and developed.
- ❖ Encourage student ownership of the LRC (eg choosing stock, helping to run the LRC, student artwork displays or cultural events). Involve the student council in the development of the LRC (eg funds for resources and campaigns to promote better use of the LRC). Some progress can be made in the short term, but needs to be ongoing.
- ❖ Carry out an annual review of the LRC collection to ensure that it is up-to-date, appropriate for the needs of the school and in good repair.
- Work on innovative strategies and activities to stimulate reading. This is a long term, ongoing activity which will need to be evaluated and refocused every 1-2 years.

- Consider the display of books in LRCs (eg face-on display, exhibits of books on a certain topic or frequently borrowed books).
- Introduce a range of services for teachers based on their suggestions and needs (eg newscuttings, current awareness updates, bibliographies on curriculum topics, arranging for loans of materials from other libraries). This can be developed and revised over time to take account of changing needs.
- Oversee production programmes of audiovisual teaching materials.
- Provide information for teachers on 'what the LRC has to offer' (eg a handout or a talk). This is a short-term aim which can be achieved quickly, but will need to be updated every 2-3 years.
- Monitor departmental use of the LRC and target those who are not using it regularly. Monitoring should be carried out termly or yearly.
- Co-ordinators in technical-professional schools should supplement their collection with in-house documentation and other materials from other companies they have links with. This is an ongoing activity
- Consider providing basic reference materials as e-books (eg dictionaries) so they are more readily available and easily updated.
- Make LRC resources available to students online (eg catalogue, information on how to use resources, opening times).
- Develop links with other libraries (eg public libraries, university libraries) to share resources. This should be a long-term aim and will only be possible once other recommendations (eg a catalogue of LRC resources) have been achieved.
- Organise joint activities with public libraries (eg book weeks, reading competitions¹³).

¹³ See <http://www.ebase.uce.ac.uk/docs/eval-tools-Curriculum-Planning-Checklist.doc> for an example

8.7.8 Recommendations for teachers

- ❖ Work with the LRC co-ordinator (as a fellow professional) and find out how they can best support teaching practice
- ❖ Adopt rigorous and methodical approaches to planning which incorporate LRC activities
- ❖ Use the LRC to encourage students to become independent learners
- Consider how the LRC can support professional development
- Devise and pilot cross-curricular projects (eg science teachers working with social science teachers) making use of the LRC
- Arrange to observe lessons taught by colleagues using the LRC to share ideas
- Deposit resources in the LRC rather than keeping them in departments.
- Familiarise themselves with the resources available in the LRC and promote these to students.
- Teach LRC and research skills as part of all courses.

8.7.9 Recommendations for students

- ❖ Contribute to the running and development of the LRC (eg choosing resources, helping the co-ordinator at busy times, participating in cultural events).
- ❖ Use the LRC in a way which allows all students to share this space (eg work quietly).
- ❖ Take care of books borrowed and return them on time so other students can use them.
- Encourage other students to use the LRC.
- Use the LRC to complete homework assignments and to borrow books for leisure reading.
- Ask the library staff for help when necessary.

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APPENDIX A
EDUCATIONAL ESTABLISHMENTS VISITED

EDUCATIONAL ESTABLISHMENTS VISITED

- 1. Centro Educacional San Ramón, RM**
- 2. Liceo N° 1 Javiera Carrera, RM**
- 3. Escuela Nacional de Artes Gráficas Héctor Gómez, RM**
- 4. Liceo Eduardo de la Barra, V region**
- 5. Liceo Comercial Alberto Blest Gana, V region**
- 6. Complejo Educacional Pedro Prado, RM**
- 7. Liceo Gabriela Mistral, A-15, RM**
- 8. Liceo Industrial, Valdivia, X region**
- 9. Colegio María Auxiliadora, X region**

INDIVIDUALIZATION AND DESCRIPTION

1) Name: Centro Educacional San Ramón

♦ General information

Commune: San Ramón (RM), South Stgo

Register : 331 students

Socio-economic Level: Low socio-economic level

SIMCE : 189

LRC creation: 1994

Dependence : Municipalized

Modality: Technical-professional

Resources : All (MINEDUC)

Programme: Lyceum by all

a) Individualized LRC service delivery

Opinion:

1.- Headmaster:

- She was absent for another commitment with educational authority.

2.- Head TPU :

- She only acknowledges that the LRC exists. She does not assert opinion on the quality of the services.
- She agreed on the suggestions provided, and took note of them.

3.- Teachers :

- They do not have time to go to the LRC, because they work part-time in this school.
- They only borrow maps and dictionaries for in-class usage.
- They need updated specialized materials.

4.- Students :

- They do not like the service provided by the LRC.
- They think that the library manager discriminates some students.
- They need updated specialized materials.
- They use the LRC only marginally.

5.- Co-ordinator library manager:

- She thinks that a suitable service is provided.
- The collection is not catalogued.
- This school has a limited schedule.
- LRC has multipurpose room (video, slides, conferences).
- Out of school book loans (domicile) are restricted.

- Library manager and library assistant do not have suitable training.

b) Quality and use of infrastructure

The infrastructure consists on a room too small for the number of students it serves. Additionally, there is a multipurpose room, which enables an improvement of the LRC's tasks.

c) Quality of service delivery

- The services provided by the LRC are adequate and diverse.
- They have a small size collection. The books sent by the Ministry of Education appear new due to lack of use .
- There is a restrictive application of too many procedures for the use of the materials in inventory.

d) Knowledge and skills of service co-ordinator library manager or library assistant

- Knowledge in library sciences is insufficient and has not been professionalized.
- Management of the library is less than average, because there is not a full use of available resources.

e) Relationships between students and teachers with co-ordinator, library manager or library assistant

- Poor quality interactions between users and the library assistant due to her lack of training.
- He does not motivate the pupils to use the LRC effectively.

f) General Observations

- The communal government does not have a clear policy for education development, which impacts LRC implementation.
- The student population belongs to a low socio-economic level, with many individuals in social risk.
- Many students belong to dysfunctional families.

2) Name: Liceo N° 1 Javiera Carrera

✓ **General information**

Commune: Santiago Centro

Register : 1920

Socio-economic Level: Socio-economic, middle level

SIMCE : 330

JEC: No

LRC creation: 1996
Dependence : Municipalized
Modality: Scientific/Humanist
Resources : All (MINEDUC)
LRC : Closed shelves area and open shelves.
Programme: RedCRA@

a) Individualized LRC service delivery

Opinion:

1.- Headmaster:

- She is proactive in the search of solutions to identified problems. She looks for strategic alliances. Master in Educational Organization.
- She thinks that the LRC have an impact on teaching, learning and attainment of learning goals.
- She describes school performance as very good teaching, based on lively and stimulating activities, excellent subject knowledge and a high level of challenge for the students.

2.- Head TPU :

- She values LRC services.
- She was open to suggestions for improvement and took note of them.

3.- Teachers :

- They used the LRC, because most of the teachers had incorporated LRC in their planning.
- They think that it is urgent to renew the bibliographical material.
- A great number of teachers have attended courses of pedagogic update and others have academic degrees.
- It lacks English material.

4.- Students :

- They like the service provide by the LRC, but they think that the library staff should have training in new strategies for attention of public.
- They said that the school has a very strong learning culture, staff and students show intellectual curiosity and rigor.
- They think that their school is a nice place to study and learn research skills, which encourages personal development.
- Internet use is very important for students and they request an improvement the informatic platform.
- They consider the LRC as an important centre of knowledge and culture.

- They consider that the infrastructure and the collection is inadequate.

5.- Co-ordinator library manager:

- She thinks that she provides a suitable service, because the collection is used by teachers and students.
- There is catalogue of the collection, but it has not been updated.
- They have an extensive schedule.
- LRC is used for several cultural activities.
- The loan of bibliographic material is in room and take-home.
- *Library assistant does not have suitable training.*

b) Quality and use of infrastructure

- The physical infrastructure has an adequate size, but presents poor illumination and ventilation for the number of users.
- Due to the extensive use given to the LRC, a new building should be considered.

c) Quality of service delivery

- The services provided by the LRC are adequate.
- It has a good Chilean history collection. The books sent by the Education Ministry are subject to a restrictive application of procedures for home loans.
- It has expedite services, in spite of having an outdated informatic platform.

d) Knowledge and skills of service co-ordinator, library manager or library assistant

- Knowledge in library science and administration can be improved to optimize the bibliographic, informatic and multimedia resources.
- Management has to improve, so that the resources can be used to their full potential.

e) Relationships between students and teachers with co-ordinator, library manager or library assistant

- There is a good relationship between the users and library personnel.
- The library assistant does not motivate the pupils to use the LRC effectively, due to her lack of training.

f) General Observations

- The communal government has a policy for educational development, which has no impact in LRC implementation. Therefore they sought other sources of resources.

- The purpose of closed shelves area is to protect library material which by virtue of its condition, format, value, subject, content or illustrations, is subject to damage, mutilation or theft on open shelves.
- The school library is a hundred years old and contains an important Chilean history collection.
- Attitudes and behaviour are outstanding at all levels.
- The range of opportunities is very good and prepares the pupils very well for the next stage in the educational process.

3) Name: Escuela Nacional de Artes Gráficas Héctor Gómez

✓ General information

Commune: Santiago Centro

Register : 788

JEC: Yes

Socio-economic Level: Middle socio-economic level

SIMCE : 293

LRC creation: 1997

Dependence : Municipalized

Modality: Technical-Professional

Resources : Col.I y II de CRA/MINEDUC

LRC : Closed shelves area and open shelves area

Programme:Monte Grande

a) Individualized LRC service delivery

Opinion:

1.- Headmaster:

- He is proactive in the search of solutions, they have established alliances with the printing industry.
- He thinks that the LRC has an impact on teaching, learning and attainment of educational goals.

2.- Head TPU :

- He values the LRC services and the impact on the school community.
- He would like suggestions for improvement and new sources of financing.

3.- Teachers :

- They use the LRC and have incorporated LRC collection in their planning.
- They think that it is urgent to renew the bibliographical material, because new knowledge and current trends on printing processes is of vital importance.
- A significant number of teachers have attended actualization courses.

g) Students :

- They like the services provided by the LRC, but they think that it is urgent to enlarge the specialized collection, because it enables better learning.
- They think that it is a nice place for study, research and personal development.
- They consider al LRC as an important centre of knowledge and culture, but it lacks recreational literature.

h) Co-ordinator Library manager:

- She qualifies her performance as adequate, because the collection is available for teachers and students.
- The collection has been catalogued by the librarian.
- They have an extensive schedule.
- LRC is used for several cultural activities.
- The use of bibliographic material is in room and take home.

g) Quality and use of infrastructure

- The physical infrastructure has an adequate size, good illumination and ventilation, and very good furniture.
- The LRC is not used in all their potentialities, services are provided in accordance to outdated approaches to library services, which has not been updated.

h) Quality of service delivery

- The services provides by the LRC are adequate, but it is managed by a conservative librarian.
- They have their own collection plus the books provided by the Ministry of Education.
- It has a collection of reference and a specialized collection with restricted access due to fear of damage or theft.

i) Knowledge and skills of service co-ordinator, library manager, librarian or library assistant

- Lack of professionals with updated knowledge in library science. The librarian should have more initiatives and display a more proactive attitude.
- Management of the library is very basic; she does not develop all the potentialities of the LRC.

j) Relationships between students, teachers with co-ordinator, library manager or library assistant

- There is a good relationship between the users and the librarian.
- The librarian does not have a policy to motivate the use of the LRC to its full potential.

k) General Observations

- The communal government has a policy of educational development, but it does not impacts on LRC implementation. Therefore they have sought other sources of resources.
- Closed shelves area: the purpose is to protect library material which by virtue of its condition, format, value, subject content or illustrations, may be subject to damage, mutilation or theft on open shelves.
- The range of opportunities is very good and prepares the pupils very well for the next stage in the education or work establishment.

4) Name: Liceo Eduardo de la Barra

✓ **General information**

Commune: Valparaíso

Register : 2081

JEC: No

Socio-economic Level: Middle socio-economic level

SIMCE : 265

LRC creation: 1995

Dependence : Municipalized

Modality: Humanistic/Scientific

Resources : Col. I y II de CRA/MINEDUC

LRC : Closed shelves area and open shelves area

a) Individualized LRC the service delivery

Opinion:

1.- Headmaster:

- He think that the LRC has an impact on teaching, learning and attainment of educational goals.
- He said that teachers and management staff are all highly committed to providing the best possible education in a lively and stimulating atmosphere, therefore they use the resources of the LRC.

2.- Head TPU :

- He praises the quality of the LRC services and the impact in the school community.
- He would like suggestions about new sources of financing to improve the provided services.

3.- Teachers :

- The teachers have incorporated LRC collection in their required and suggested bibliographies.
- They think that it is urgent to renew the bibliographical material and consider updated bibliography of vital importance.
- A significant number of teachers have attended courses of actualization.

4.- Students :

- The pupils have excellent attitudes towards LRC. They show a high degree of interest in their work and school activities.
- They like the service provide by the LRC, but they think that it is fundamental and urgent to update and enlarge the collection.
- They think that it is a nice place for study, research and personal development.
- They consider al LRC as an important centre of knowledge and culture, but it lacks recreational literature.
- Relationships are excellent, students have many opportunities of development and are keen to benefit from all that LRC offers.

5.- Co-ordinator library manager:

- She considers her performance as adequate.
- The collection has been is catalogued and classified by librarian.
- It has a printed catalogue and a partial on-line data base.
- They have an extensive schedule.
- LRC is used for diverse cultural activities.
- The loan of the bibliographic material is in room and take home .

a) Quality and use of infrastructure

- The physical infrastructure is adequate, with proper artificial light and ventilated rooms.
- The LRC is used permanently by the school community.

b) Quality of service delivery

- The services provided by the LRC are adequate, the librarian has a proactive attitude.

- They have their own collection and the books provided by the Ministry of Education.
- It has a history reference collection.

c) Knowledge and skills of service co-ordinator library manager, librarian or library assistant

- LRC staff lacks professional knowledge in bibliotecology.
- The positive attitudes detected on staff could be better capitalized through further training of personnel.

d) Relationships between students and teachers with co-ordinator, library manager or library assistant

- Good relations between the users and library staff
- The library does not have an articulated management policy to motivate the use of the LRC.

e) General Observations

- The communal government has a policy of educational development, but it does not impact in LRC implementation, therefore they have sought other sources of financing.
- Closed shelves area, the purpose is to protect library material which by virtue of its condition, format, value, subject content or illustrations may be subject to damage, mutilation or theft.
- There is a motivated school community, which provides a fruitful educational capital that should be supported.

5) Name: Liceo Comercial Alberto Blest Gana

✓ **General information**

Commune: Viña del Mar

Register : 2081

JEC: No

Socio-economic Level: Middle socio-economic level

SIMCE : 265

JEC: No

LRC creation: 1995

Dependence : Municipalized

Modality: Technical/Professional

Resources : Col.I y II de CRA/MINEDUC

LRC : Open shelves area

a) Individualized LRC the service delivery

Opinion:

1.- Headmaster:

- He describes the curriculum as good overall. There is an extensive provision of extra-curricular activities, particularly adequate in sports and music.
- He has established alliances with press firms and related organizations.
- He thinks that the LRC has an impact on teaching, learning and attainment of educational goals.
- Pupils receive very good information support, which enables them to make curricular progress and take active part in academic life.

2.- Head TPU :

- He emphasizes the need to provide good services through the LRC.
- He praises the quality of the LRC services and the impact in the school community.

3.- Teachers :

- All teachers consider extensive use of LRC services in their curriculums.
- They think that it is urgent to update the bibliographical material, specially in the trade, marketing, businesses and tourism fields, among others.

4.- Students :

- They value the services provide by the LRC, but they think that it is fundamental and urgent to implement a specialized collection in the different fields of the school programme.
- They think that it is a nice place for study, research are personal development, but request a space for silent study.
- They consider LRC as an important centre of knowledge and culture, but it lacks recreational literature.

5.- Co-ordinator Library manager:

- He regards her performance as adequate.
- The collection has been catalogued by librarian specially hired for that purpose. A permanent position for her is being considered.
- They are implementing an automated system and an online catalogue.

- They have an extensive schedule.
- LRC is utilized for several cultural activities
- The loan of the bibliographic material is in room and take home .

f) **Quality and use of infrastructure**

The physical infrastructure adequate in size and is properly furnished, but has inadequate light and ventilation.

g) **Quality of service delivery**

- The services provides by the LRC are adequate, enabled by a proactive librarian.
- They have their own collection and the items provided by the Ministry of Education.
- It has a collection of reference and a specialized collection with minimal restrictions conditioned by the reserve system.

h) **Knowledge and skills of service co-ordinator library manager, librarian or library assistant**

- ♦ Hired professional with knowledge in library science and educational resources. Librarian considered to be very proactive.
- ♦ Management of the library is adequate, with potential for further improvement.

i) **Relationships between students and teachers with co-ordinator, library manager or library assistant**

- Good relations between the users and the librarian.
- There is an adequate policy of motivation and information about the LRC capabilities.

j) **General Observations**

- This is one of the few institutions with an all-open shelves policy, with emphasis on non-punitive policies.
- There is no explicit mentions by LRC staff or school management of concerns regarding destruction or theft of collection volumes.
- School management has capitalized its human resources adequately, with positive feedback from the user community of the school. It is considered that further improvement is possible through the continuation of the present policy.

6) Name: Complejo Educacional Pedro Prado

✓ **General information**

Commune: Lo Prado (RM), West Santiago
Register : 1 300 students
Socio-economic Level: Middle-low socio-economic level
SIMCE : 215
JEC: No
LRC creation: 1996
Dependence : Municipalized
Modality: Polyvalent
Resources : All (MINEDUC)
Programme: Lyceum by All

i) Individualized LRC service delivery

Opinion:

1.- Headmaster:

- He pointed out that the school has some problems that mirror the conditions of the local community; these include gangs, drugs, loitering, disorderly conduct, fights, larceny, and vandalism.
- He considers that LCR can provide useful tools to implement the educational model of the reform.
- He argues that the entire staff is committed to make improvements in the situation, but the complexity of school reality makes improvement to be a difficult task.

2.- Head TPU :

- He only acknowledges that the LRC exists. She does not assert opinion on the quality of the services.
- He agreed on the suggestions provided, in order to generate some sort of strategy of motivation through LRC.

3.- Teachers :

- They do not consider the use of LRC as a priority, because their emphasis is directed towards the work related to conduct problems.
- Because of the robberies different classes have formed their own collections in the classrooms.
- There is an urgent need to update LRC collections, in order to motivate the students into new readings.

4.- Students :

- They do not like the service provided by the LRC.
- They think that the library assistant is not qualified to give a good service

- They claim to need updated materials.
- They use the LRC only marginally, because the gang members use it to play cards.

5.- Co-ordinator library manager:

- He thinks that a suitable service is provided.
- The collection is not catalogued.
- This school has a limited schedule.
- LRC is a multipurpose room.
- Out of school book loans (domicile) are restricted.
- *Library assistant does not have suitable training.*
- The LRC must be closed with steel bar to protect it from robberies.

j) Quality and use of infrastructure

- The infrastructure consists on a room too small for the number of students it serves. Additionally, it is used for several different purposes, which prevents a normal use by most of the students.

k) Quality of service delivery

- The quality of the services provided by the LRC is below average.
- They have a small size collection. The books sent by the Ministry of Education appear new due to lack of use.
- There is a restrictive application of procedures for the use of the materials in inventory.

l) Knowledge and skills of service co-ordinator library manager or library assistant

- Knowledge in bibliotecology is insufficient and has not been professionalized.
- Management of the LRC is poor and there is not a full use of available resources. The LRC is a room with books, few of which have been used.

m) Relationships between students and teachers with co-ordinator, library manager or library assistant

- Poor quality interactions between users and the library assistant, due to his lack of training.
- He does not motivate the pupils to use the LRC effectively.
- The library assistant is a teacher of social sciences with insufficient training to direct a LRC.

n) General Observations

- The communal government does not have a clear policy for education development, which impacts LRC implementation.
- The student population belongs to a middle-low socio-economic level, with many individuals in social risk.
- Many students belong to dysfunctional families.
- Any progress in LRC implementation is tied to the improvement of general conditions of the school, particularly in regards to behavioural misconduct. Without a comprehensive strategy that contemplates a work with other institutions of the community, progress is unlikely in the short term.

7) Name: Liceo Gabriela Mistral, A-15

✓ General information

Commune: North Santiago

Register : 441

JEC: Yes

Socio-economic Level: Middle Low socio-economic level

SIMCE : 235

LRC creation: 1997

Dependence : Municipalized

Modality: Humanistic / Scientific

Resources : Col.I y II de CRA/MINEDUC

LRC : Closed shelves area and open shelves area

b) Individualized LRC service delivery

Opinion:

1.- Headmaster:

- He is proactive in the search of solutions, they have established alliances with the printing industry, organizations, parents and others.
- He thinks that the LRC has an impact on teaching, learning and attainment of educational goals.

2.- Head TPU :

- She values the LRC services and the impact on the school community.
- She would like suggestions for improvement and new sources of financing.

3.- Teachers :

- They use the LRC and have incorporated LRC collection in their planning.

- They think that it is urgent to renew the bibliographical material, because new knowledge and current trends on printing processes are of vital importance.
- The directors and some teachers have attended updated courses.

o) Students :

- They like the services provided by the LRC, but they think that it is urgent to enlarge the specialized collection, because it enables better learning.
- They think that it is a nice place for study, research and personal development.
- They consider LRC as an important centre of knowledge and culture, but it lacks recreational literature.

p) Co-ordinator Library manager:

- She assesses her performance as adequate, because the collection is available for teachers and students.
- The collection has been partially catalogued.
- They have an extensive schedule.
- LRC is used for several cultural activities.
- The use of bibliographic material is in room and take home.
- It is separated room of the bibliographic with the multimedia material.
- The bibliographic collection es separated from the multimedia material.

l) Quality and use of infrastructure

- The physical infrastructure has an adequate size, good illumination and ventilation, and very good furniture.
- The LRC is not used its full potential. Services are provided in accordance to outdated approaches to library services, which has not been updated.

m) Quality of service delivery

- The services provides by the LRC are adequate, it is managed by a library assistant.
- They have their own collection plus the books provided by the Ministry of Education.
- It has a collection of reference and a collection with restricted access due to fear of damage or theft.

n) Knowledge and skills of service co-ordinator, library manager, librarian or library assistant

- The library assistant's knowledge allows her to have more initiative and displays a proactive attitude.

- Management of the library is good, she develops many the potentialities of the LRC.

o) Relationships between students, teachers with co-ordinator, library manager or library assistant

- There is a good relationship between the users and the library assistant.
- The library assistant does have a policy to motivate the use of the LRC to its full potential.

p) General Observations

- The communal government has a policy of educational development, but it does not impacts on LRC implementation. Therefore they have sought other sources of resources.
- Closed shelves area: the purpose is to protect library material which by virtue of its condition, format, value, subject content or illustrations, may be subject to damage, mutilation or theft on open shelves.
- The range of opportunities is very good and prepares the pupils very well for the next stage in the education or their future jobs.

8) Name: Liceo Industrial de Valdivia

✓ **General information**

Commune: Valdivia

Register : 1400

JEC: Yes

Socio-economic Level: Low socio-economic level

SIMCE :

LRC creation: 1997

Dependence : Municipalized

Modality: Technical-Professional

Resources : Col.I y II de CRA/MINEDUC

LRC : Closed shelves area

c) Individualized LRC service delivery

Opinion:

1.- Headmaster:

- He is not informed about what happens in LRC.
- He said that the head of TPU will inform us.

2.- Head TPU :

- He values the LRC services , because he was coordinating the LRC.
- He would like to have suggestions for improvement and new sources of financing.

3.- Teachers :

- Most the teachers do not make use of use the LRC and incorporate the LRC collection in their planning.
- They think that it is urgent to renew the bibliographical material, because new knowledge and current trends on printing processes is of vital importance.

q) Students :

- The students in general do not speak, they do not express their opinion.
- They do not like the services provided by the LRC, but they think that it is urgent to change the library assistant and to enlarge the specialized collection, because it enables better learning.
- They think that it is a nice place to study, to do research and personal development.
- They consider the LRC as an important centre of knowledge and culture, but it lacks proper service and recreational literature.

r) Co-ordinator Library manager:

- She assesses her performance as adequate.
- The collection is not catalogued.
- They have a short schedule.
- LRC is used for few cultural activities.
- The use of bibliographic material takes places in the library room.

q) Quality and use of infrastructure

- The physical infrastructure has an adequate size, good illumination and ventilation, and very good furniture.
- The LRC is not used in all its potentialities, services are provided in accordance to outdated approaches to library services, which has not been updated.

r) Quality of service delivery

- The services provides by the LRC are not adequate, but it is managed by a conservative library assistant.
- They have their own collection plus the books provided by the Ministry of Education.
- It has a collection of reference and a specialized collection with restricted access due to fear of damage or theft.

s) Knowledge and skills of service co-ordinator, library manager, librarian or library assistant

- Lack of library assistant with updated knowledge in bibliotecology. The library assistant should have more initiative and display a more proactive attitude.
- Management of the library is very basic; she does not develop all the potentialities of the LRC.

t) Relationships between students, teachers with co-ordinator, library manager or library assistant

- There is a bad relationship between the users and the library assistant.
- The library assistant does not have a policy to motivate the use of the LRC to its full potential.

u) General Observations

- The communal government has a policy of educational development, but it does not impact on LRC implementation.
- Closed shelves area: the purpose is to protect library material which by virtue of its condition, format, value, subject content or illustrations, may be subject to damage, mutilation or theft on open shelves.
- The range of opportunities is very good and prepares the pupils very well for the next stage in the education or work establishment.
- Students' hopes and interest in relation to LRC use must be worked out in such a way that they feel motivated again to make use of the facilities.

9) Name: Colegio María Auxiliadora

✓ **General information**

Commune: Valdivia

Register : 702

Socio-economic Level: Middle socio-economic level

SIMCE :

JEC: No

LRC creation: 1995

Dependence : Subsidized

Modality: Humanistic /Scientific

Resources : Col.I y II de CRA/MINEDUC

LRC : Open shelves area

a) Individualized LRC the service delivery

Opinion:

1.- Headmaster:

- She thinks that the LRC has an impact on teaching, learning and attainment of educational goals
- He has established alliances with religious congregations and related organizations. .
- Pupils receive very good information support, which enables them to make curricular progress and take active part in academic life.

2.- Head TPU :

- He emphasizes the need to provide good services through the LRC.
- He praises the quality of the LRC services and the impact in the school community.

3.- Teachers :

- All teachers consider extensive use of LRC services in their curriculums.
- They think that it is urgent to update the bibliographical material.
- The library personnel is must photocopy material apart from their regular jobs.

4.- Students :

- They value the services provide by the LRC, but they think that it is fundamental and urgent to implement a specialized collection in the different fields of the school programme.
- They think that it is a nice place to study, to do research and personal development, but request a space for silent study.
- They consider LRC as an important centre of knowledge and culture, but it lacks recreational literature.
- they think that the LRC must have a collection where the regional culture material is important for the regional identity

5.- Co-ordinator Library manager (Library Assistant):

- He regards her performance as adequate.
- The collection has not been catalogued.
- They have an extensive schedule.
- LRC is utilized for several cultural activities
- The loan of the bibliographic material is in the library room and can be taken home as well .

- She said that Library co-ordinator she only has a few hours for LRC, because she is a Biology teachers.

k) Quality and use of infrastructure

The physical infrastructure inadequate in size and is properly furnished, but has adequate light and ventilation.

l) Quality of service delivery

- The services provides by the LRC are adequate.
- They have their own collection and the items provided by the Ministry of Education.
- It has a collection of reference and a specialized collection with minimal restrictions conditioned.

m) Knowledge and skills of service co-ordinator library manager, librarian or library assistant

- Knowledge in bibliotecology is insufficient and has not been professionalized.
- Management of the library is inadequate, with potential for further improvement.

n) Relationships between students and teachers with co-ordinator, library manager or library assistant

- Good relations between the users and the library coordinator and assistant .
- There is not an adequate policy of motivation and information about the LRC capabilities.

o) General Observations

- This is one of the institutions with an all-open shelves policy, but with some restrictions.

The LRC is isolated from the rest of educational unit.