

***Putting Libraries in to Real Action: The Case of Children & Young Adults
Intellectual Fostering Society and the Reciprocal Role of Its Libraries***

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This article aims at familiarizing readers with Institute for the Intellectual Development of Children and Young Adults. As it is a good example for youngsters' libraries especially in developing countries and regions with less populated well equipped libraries. On the other hand, based on a survey this article examines the reciprocal supportive role of library and local programs in Institute's centers in order to complement our findings. For this complementary study two types of questionnaires was distributed among educators and educator – librarians for measuring the reciprocal supportive role of highly interested activities (those with more than 500000 attendees in 2006 all over Iran) in libraries of Mashhad and Tehran as two major cities with reasonable budget and equipments. Overall results suggest partially reasonable reciprocal support.

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Introduction

Focusing specifically on children and teenagers' leisure time, Children & Young Adults Intellectual Fostering Society (also called Institute for the Intellectual Development of Children and Young Adults) tries to bring what youngsters like to do and what libraries do together. Activities of the Institute usually consist of two parts, free activities and predefined ones. But they both share a common set of attributes:

1. Activities belong to youngsters' leisure time. Thus there is no obligation in attending meetings or classes, and activities should certainly be diverse, interesting and dynamic.
2. Learning is performed only through informal education resorts. Needless to explain the differences between formal and informal education processes, it's important to understand that if there is to be any learning in the library it shall never be obligatory, quantitative or passive.
3. Putting creativity in to practice. Leisure time is the right time for creativity as duties do not occupy the mind and one is totally free from boundaries of what shall be done and what not to do (kiumarthee, 2002). Centers do try to take this advantage.
4. Attracting children and teenagers. No obligation, less incentives from schools and not knowing what Institute's centers do, makes the diverting world outside a powerful rival for centers. In such a situation attracting young people is really a hard job for centers' staff.
5. Active participation. For eliminating any chance of being passive, centers' staff shall never be sole speakers. Letting children expressing themselves gradually provides a nice and easy relationship among staff and members which leads to a dynamic and creative environment.
6. Diversity of activities. This diversity provides a suitable environment which meets different interests. Since the activities are free there is no must in the way they are performed.

Regarding these attributes, what make Institute's centers different from other institutes or societies are their libraries. Bringing children to a library environment wishing youngsters gradually get accustomed to such a place; the main aim is not attending classes or meetings but using the library; although this might be different with youngsters.

As for the purpose of this paper we intend to orient readers with Children & Young Adults Intellectual Fostering Society which we call it Institute from this point onward, as a good example of a successful attempt in acquainting the youth with library through some activities. A part of this paper reports results of a research focusing on centers' services to their users. These results reflects reciprocal role of two groups of take-carers in libraries called educators and educator-librarians (those we call them librarians from this point onward). According to preliminary parts and the reported results we intend to suggest similar institutes for children libraries especially for countries with low reading rates or budgeting problems, because these two deficiencies are of main problems of the Institute for the Intellectual Development of Children and Young Adults.



Attributes of Successful Activities



- *Activities belong to youngsters' leisure time.*
- *Learning is performed only through informal education resorts.*
- *Putting creativity in to practice*
- *Attracting children and teenagers.*
- *Active participation.*
- *Diversity of activities.*



Institute for the Intellectual Development of Children and Young Adults



- *Pre Revolution Era*
 - *1965 & 1966 the rise*
 - *Supported by Frarah Foundation*
- *Post Revolution Era*
 - *War and standing still (off cores not emollition)*
 - *Rise of Festivals*
 - *Support of Ministry of Education*

Part One:

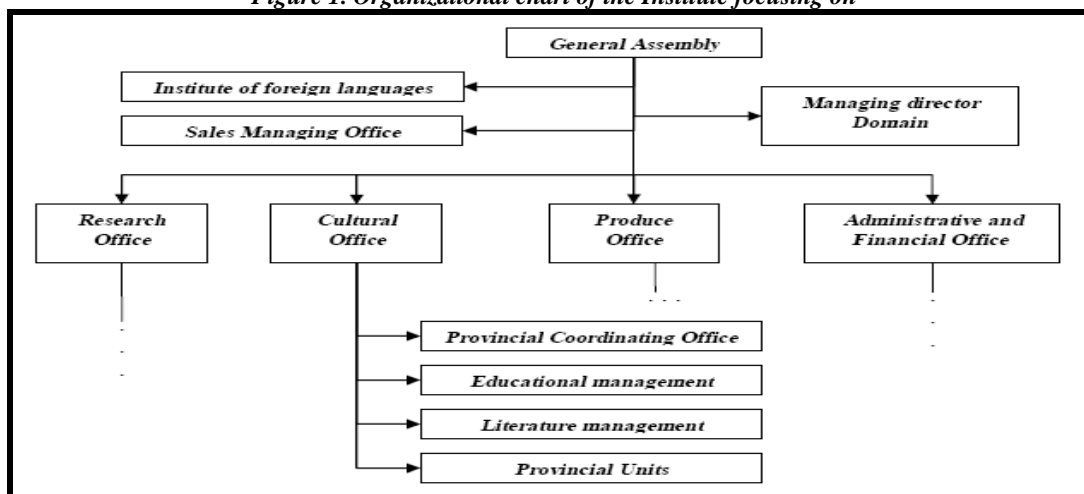
History Adds Value

The Institute was founded in 1965 and it started its official activities in 1966 with support of Farrah Foundation in form of its first libraries in Tehran and then its mobile and rural libraries. Establishing a publishing company also in 1966 and its theatre center, film archive and research office shows its quick rise. As one of the few remaining institutes after Iran's Revolution one infers it has had robust foundations, and regarding new activities during post revolution such as postal libraries, periodicals' festivals, book festivals and etc. it seems that Institute tries to improve and accommodate itself (sajjadian, 2001). 4 decades of experience in working with the youth, documenting part of these through research office and use of expert educators and librarians is the added value of time for this Institute.

Institute's Current Position

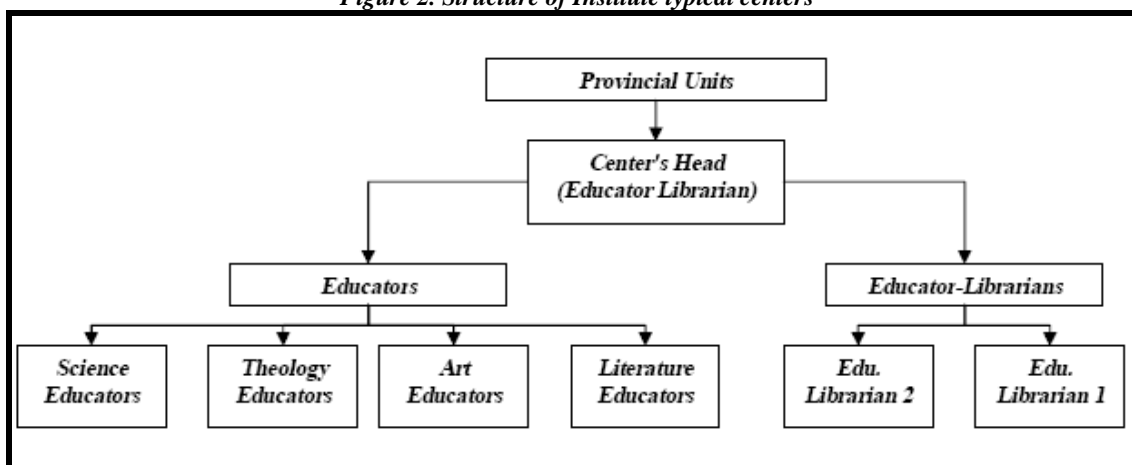
Institute is legally and officially attached to Ministry of Education but it has its own organizational chart which is shown in figure 1 (Sajjadian, 2001) and because this paper focuses on centers, figure 1 also focuses on the cultural office as the upper body for centers.

Figure 1. Organizational chart of the Institute focusing on



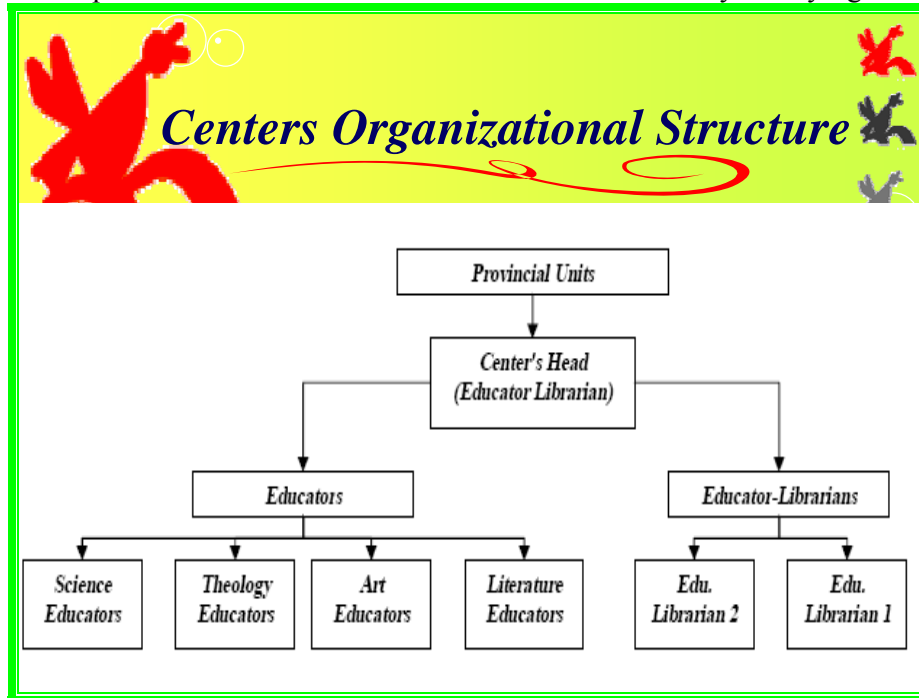
Libraries, classes, meetings and even local festivals are mastered in centers which are administered by provincial units and act under the cultural office supervision. Figure 2 shows the structure of a typical center.

Figure 2. Structure of Institute typical centers



As it is evident in figure 2 center's head is always an experienced librarian. Her duties are planning, coordination and preparing the requirements for activities. Each center has three librarians but researchers through their observation noticed that there are some centers which have only one or two librarians according to their size. These centers also have different educators mastered in diverse fields in order to perform the informal education or host the meetings. Here the essence of playing a reciprocal role by both sides (i.e. educators and librarians) outstands. Both parties should do their best in order to achieve a goal, and that goal is to attract the youth and bring them to a cultural environment enriched by a library where some of them meet a real partially well equipped library for the first time and others use it as a parallel rich source of information

(hopefully) along with their school library, home stack or any other library they use. Aim of the whole center is to provide an informational environment which is every library's goal indeed.



Activities and Attracting Youngsters

About 300 Institute's centers all over Iran are not just libraries but also they perform recreational & educational activities such as drawing, ceramics, movie making, photography or story telling, poetry hours, writing articles, life of noble characters and many others. Provincial units group all the activities in five distinct fields:

1. Cultural Activities
2. Arts
3. Scientific and Team working
4. Literature
5. Theologies

According to institute's statistical information with more than 6895088 attendees from all over Iran, "cultural activities" is the first field to be mentioned among others. Story telling, games, poetry, handicrafts, book hours and recommending books sessions are among most appreciated activities in this field. Drawing from arts field, and also meetings and festivals in scientific and team work were among other most appreciated activities.



Activities

1. *Cultural Activities*
2. *Arts*
3. *Scientific and Team working*
4. *Literature*
5. *Theologies*

Education and educator-librarians

Every educator regardless of rank, position, or field is a take-carer in institute's centers. But due to their constant presence in centers, educator-librarians (also called cultural educators) are considered to be the prime take-carers. It's the librarian who children know as a friend helping him/her with information sources. According to different needs, they have different specialties from IT to use of brail books; and from different fields in art to child psychology. They also should be talented in match making between performed activities and their current collection.



Centers' Staff

- o *Educator-librarians (Cultural Educators)*
*We call them simply **LIBRARIANS** 😊*
- o *Educators (in different fields).*

Library requirements

Centers' libraries should be a suitable place for at least two different types of users, i.e. children (6-12) and teenagers (13-16). Thus they have to acquire suitable resources, environment and facilities.

Keeping this fact in mind in every center there have been some considerations:

1. Placing the reception (staff, office) in the central point accessible from every where.
2. Good shelving suitable for children not higher than 120 cm.
3. Furnishing with suitable accessories for children (desks and chairs).
4. Use of colors all over the place.
5. Acquiring the requirement for activities such as puppet or ordinary theater and etc.

But according to some previous researches such as sajjadian (2001) ahmadi & madadi (2000) or kiumarthee (2002) these are still not so suitable for teenagers and centers are losing this group of users gradually.



Equipments

1. ***Placing the reception (staff, office) in the central point accessible from every where.***
2. ***Good shelving suitable for children not higher than 120 cm.***
3. ***Furnishing with suitable accessories for children (desks and chairs).***
4. ***Use of colors all over the place.***
5. ***Acquiring the requirement for activities such as puppet or ordinary theater and etc.***

Part Two:

The Reciprocal Role through a Research Looking Glass

As mentioned before, interactivity of libraries and Institute's activities is the prerequisite of achieving the goal for every center. The novel idea of the complementary research performed here is looking to the different dimensions of requirements of attracting youngsters from an interactive and reciprocal point of view i.e. analyzing views of educators on the activities side and librarians on the library side of every center, comparing them and inferring some hidden points which were compromised by other researchers due to their methodology. In most of the pervious attempts in Iran specially regarding the Institute, no distinction among librarians and educators who perform the activities were made and thus some valuable information were lost (ex. Kiumartee et al., 2002; Sajjadian, 2001; shahverdi et al., 2001; pouladi etal. 2000; Important elememts in book selecting..., 1981 mahtaj,1974; etc). Thus our research is based on this assumption that although educators and librarians share a common goal their duties, specialties, requirements and thus their views are different. Texts and surveys show this is usually activities attractions that bring children in to the centers and it is through activities that they gradually acquainted with the library. When a child applies for a class or any other activity he/she will automatically becomes a library member.

Librarians do their best to meet the needs but these are educators who see the real results. On the other hand it's the educators' duty to cooperate with library and try every possible way to ignite the lust in target child to use the library but this is the librarian who sees what has been the outcome. In order to achieve the top level of performance both parties have to act reciprocally and here we tried to examine this interactivity through a survey.

For this purpose two major cities (Tehran & Mashhad) were selected for data gathering, since measuring the difference between cities was not important for us. Due to insufficient and inaccurate information regarding the number of educators and librarians no sampling was made and we reached the total research population after the study (189). From this population 154 people responded the questionnaire (about 20% did not respond the questions). Also an informal interview was also performed with all of the centers' heads in order to collect complementary and supportive information.

For better understanding and disambiguation, we discuss interaction of libraries and Institute activities from three different angles:

1. Information sources,
2. Cooperation between librarians and educators,
3. Physical accessibility.



Research Population

- o *Centers' Staff in two major cities in IRAN (Mashhad & Tehran) whit sum of 189.*
- o *About 20% did not respond the questions (As we could not reach them or they were not interested in participation).*
- o *Some 154 person answered the questionnaire (98 librarians and 56 educators)*

Reciprocity from three angles

1. *Information sources,*
2. *Cooperation between librarians and educators,*
3. *Physical accessibility.*

All according to what librarians and educators see

Information sources

In general the central tendency indicator for answers of librarians and educators (154 respondents) regarding the quality of current resources for library users is 3 (Table 1 (a&b)). This means although information resources are not totally unfit, they are not very well also. Keeping this fact in mind that Tehran and Mashhad are among major cities and absorb most of the facilities then we may generalize our conclusions and say that stacks of Institutes really need reconsideration; even with the promising 27.3% in table 1 (a). According to the Institute's official constitution each center must meet its local requirements then who is better in suggesting information resources for the center than its staff.

Table 1. Frequencies for resources usability

Useability					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very poor	3	1.9	2.0	2.0
	poor	13	8.4	8.7	10.7
	average	89	57.8	59.3	70.0
	good	41	26.6	27.3	97.3
	very good	4	2.6	2.7	100.0
	Total		150	97.4	100.0
Missing	System	4	2.6		
Total		154	100.0		

a. Frequency distribution of current sources usability for youngsters from educators and librarians.

Statistics

Useability		
N	Valid	150
	Missing	4
Mode		3.00

b. Central tendency Indicator (mode is suitable for scales such as likert)

Curious to evaluate situation in this regard results of the questionnaire shows that educators share a common good impression of library in taking their suggestions for resource selection in to account. They do not suppose the current state as to be perfect but about 46% of them evaluated the library good or even very good in this regard (Here mode is 4 equal to level good in our scale) (table2).

Table2. Frequencies regarding suggesting information resources; educators point of view

acquisition					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low	21	21.4	21.6	21.6
	low	28	28.6	28.9	50.5
	medium	30	30.6	30.9	81.4
	high	14	14.3	14.4	95.9
	very high	4	4.1	4.1	100.0
	Total		97	99.0	100.0
Missing	System	1	1.0		
Total		98	100.0		

Statistics		
Acquisition		
N	Valid	49
	Missing	7
Mode		4

But it seems that somewhere lays a problem with libraries. According to previous discussions the quality of information resources in satisfying youth information needs were not evaluated as to be so high. Narrowing our inspection we found out librarians was not really satisfied with the process of selecting and acquiring information objects. They think managerial staff do not pay enough attention to their requirements (Mode is 3 which is different with educators) (table 3).

Table3. Frequencies regarding suggesting information resources; Librarians point of view

acquisition					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low	21	21.4	21.6	21.6
	low	28	28.6	28.9	50.5
	medium	30	30.6	30.9	81.4
	high	14	14.3	14.4	95.9
	very high	4	4.1	4.1	100.0
	Total		97	99.0	100.0
Missing	System	1	1.0		
Total		98	100.0		

Statistics		
acquisition		
N	Valid	97
	Missing	1
Mode		3

At least with these findings one infers that librarians do their job quite better than their managers and hear what users and their educators suggest in promoting the collection. We'll be back to this issue in Pathological glance.

Information sources

- *General results show that current collections need reconsideration.*
- *Librarians more satisfied with the collection.*
- *Educators were not so satisfied.*
- *Educators were somehow satisfied as they think library staff do consider their requirements.*
- *Librarians were fond of their managerial board in the way they do the acquisitions.*

Cooperation between librarians and educators

Cooperation of library with educators performing the activities from one side and cooperation of educators with librarians and specifically stimulating the youth to use library and information resources on the other side are prerequisites of a good interaction between library and performed activities. These form important parts of reciprocal role of the two parties. In general 70% of educators admit librarians' cooperation is high or very high which seems promising. Suspecting any uneven distribution among educators which might affect the findings, a kruskal-wallis test was performed according to educators' field (drawing, calligraphy, literature, science, ceramics and music). Result showed no significant difference among them (table 4). Thus we may conclude that library staff's cooperation seems good according to educators and besides librarians are trying their best to serve all regardless of any special field.

Table 4. Kruskal-Wallis test regarding librarians' cooperation

Ranks			
	Field	N	Mean Rank
librarianscooperation	Drawing	16	23.69
	caligraphy	8	31.63
	ceramics	13	20.35
	literature	11	28.91
	science	2	43.50
	music	1	24.50
	Total		51

Test Statistics ^{a,b}	
	librarianscooperation
Chi-Square	7.488
df	5
Asymp. Sig.	.187

a. Kruskal Wallis Test
b. Grouping Variable: Field

Let's try the matter from a different angle. Regarding library use and orienting youngsters with information, researchers took a bilateral, parallel look at educators' self-expressions on one side and librarians' attitude toward educators' role in use of libraries on the other side. With significant difference among different fields (Mean rank of literature and science educators was higher) almost 60% of them believed they are doing well in stimulating children to use information resources. Checking this result from the librarians' point of view, researchers received a not highly promising result as over 50% of the respondents believed educators really do well in this regard. Another important fact was the significant difference between cooperation of different fields of activity according to librarians (table 5). They believed educators in science and theology have the least cooperation which contradicts the self expressions.

Table 5. Kruskal-wallis test on educators cooperation

Ranks			
	Group	N	Mean Rank
level	Culchural – Artistic	98	414.60
	Artistic pecu.	97	353.32
	literaly related works	98	340.38
	theologies	95	193.69
	scientific	96	163.50
	specialties	97	275.40
	Total		581

Test Statistics ^{a,b}	
	level
Chi-Square	183.160
df	5
Asymp. Sig.	.000

a. Kruskal Wallis Test
b. Grouping Variable: Group

As previously mentioned, for the second group's cooperation (i.e. Librarians), 74% of educators were content and no significant difference between educators of different fields (Kruskal-wallis test with α less than 0.05) suggests that librarians have no slant on any special field (table 4).

These results show a partially suitable confederated human environment disregarding the bureaucratic regulations. Such an environment is the prerequisite for both sides in order to perform their reciprocal role.

***Cooperation between librarians
and educators***

- ***Librarians do their best to serve all disregarding any special field.***
- ***According to self expressions scientific educators were among the most cooperative groups.***
- ***Librarians beliefs contradicts previous statement.***

Physical accessibility

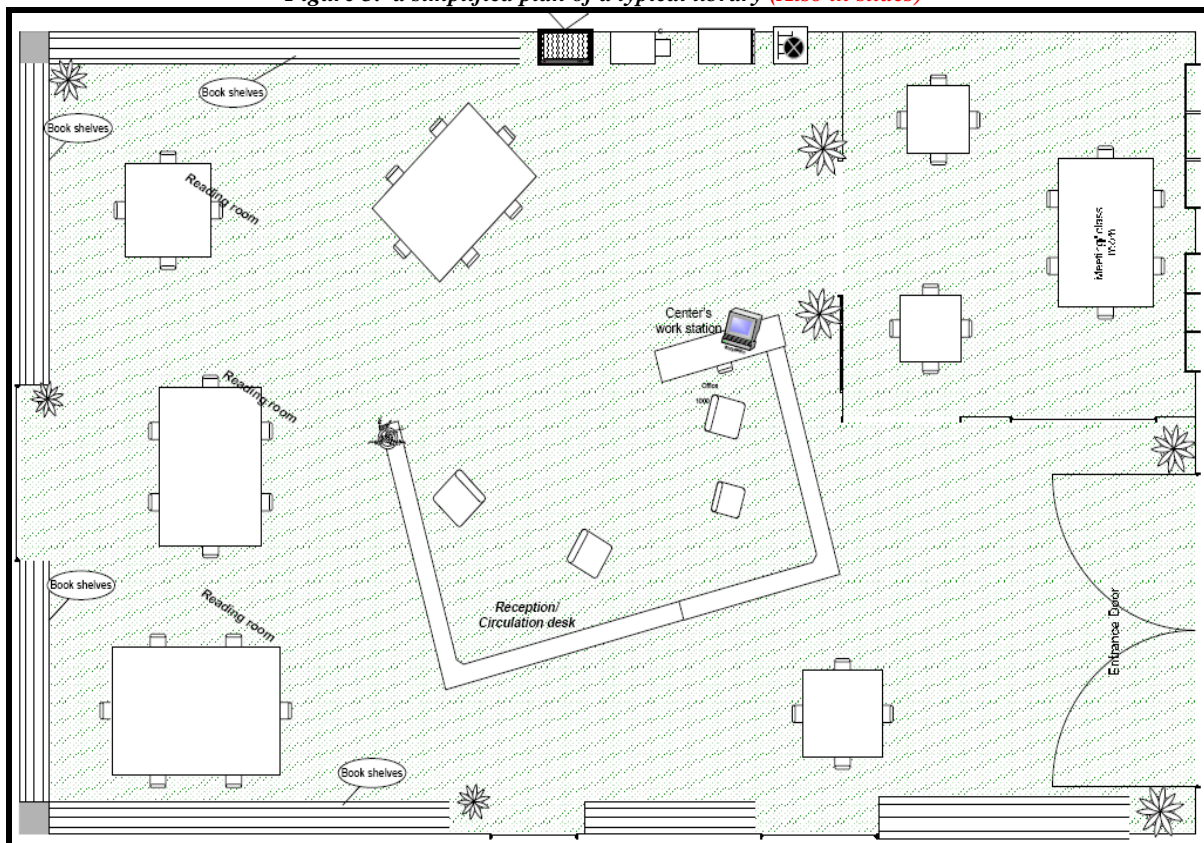
Making the library, as a place, and its information objects, accessible for educators and youngsters right beside where they hold their classes or meetings is in accordance with the least effort principle. All centers in both cities (32 in Tehran & 5 in Mashhad) were observed and practically there was no far distance between classes or meeting rooms and the library itself. According to the results of open questions (in questionnaires) and also informal interviews with librarians this type of architecture roots in scarce space; but it does not seem to be so bad. In most of the centers (about 70%) classes or small meetings take place right in the library. Although this strategy might be noisy but it has a notable advantage especially for the younger users. When a child draws his/her attention off the activity will see thousands of books and other information resources and media. He/she might have not seen such a thing at school or at home.

In places where there is room for meetings or classes, architectural tricks may help. Glass walls, wide windows and openings give children good views of the library. Figure 3 shows a typical simplified architectural plan of a library (center).

Physical accessibility

- *Classes or meetings take place right inside the library.*
- *This type of architecture is because of room scarcity.*
- *If not such problem Glass walls, wide windows and openings must give children good views of the library.*

Figure 3. a simplified plan of a typical library (Also in slides)



Over 60% of 154 respondents believe that current situation is very good and over 70% of them think, the less the distance is, the more interaction is yet to take place. As a completion an open question cleared some points regarding having classes or meetings inside the library. As over 50% of the respondents commonly believe:

- Regarding too much noise it is better to separate classes from library.
- Leaving some distance (not too much) makes the library a better place to concentrate for youth and specially teenagers.
- Separating library from rooms of activities depends on the user as young adults require it strongly.

The last remark reminds one of piaget's theory of cognitive development. Referring to "Concrete operational stage" and "Formal operational stage" is strongly recommended for the one who's interested.

BUT!!!!

- *Regarding too much noise it is better to separate classes from library.*
- *Leaving some distance (not too much) makes the library a better place to concentrate for youth and specially teenagers.*
- *Separating library from rooms of activities depends on the user as young adults require it strongly. (for those interested: piaget's theory of cognitive development recommended)*

A pathological Glance

Findings although promising, tempted researchers to watch them pathologically at least from five different points which stem from the survey itself:

1. Acquisition Problem,
2. Different impressions of information resources,
3. Different levels of cooperation,
4. Decreasing number of interested young adults (teenagers),
5. Poor IT facilities.

A pathological Glance

- **Side Findings (direct)**
 - Acquisition Problem,
 - Different impressions of information resources,
 - Different levels of cooperation,
- **Side Findings (indirect)**
 - Decreasing number of interested young adults (teenagers),
 - Poor IT facilities

Acquisition Problem

Educators believe that library does well in considering their suggestion for collection building, but librarians were not practically satisfied with the way their suggestions were treated on the side of managerial board. For eliminating the effect of quantity a Mann-Whitney test was performed. Result shows a significant difference between librarians and educators beliefs in this regard. Mean rank of librarians was notably lesser than educators, which support the existence of some problems in the process of acquisition (Table 6).

Table 6. Mann-Withney test between librarians and educators regarding information resource suggestion

Ranks				Test Statistics ^a		
	Group	N	Mean Rank	Sum of Ranks	Q4	
Q4	T. Librarian	97	66.90	6489.50	Mann-Whitney U	1736.500
	educator	49	86.56	4241.50	Wilcoxon W	6489.500
	Total	146			Z	-2.737
					Asymp. Sig. (2-tailed)	.006

a. Grouping Variable: Group

Finding no distinct collection policy, researchers performed some informal interviews with heads of centers and they confirm that the book committee does the selection and they do not seriously take librarians suggestions in to account; thus most of what libraries receive is the products of institutes publishing company (although valuable but not sufficient).

Different impressions of information resources

Focusing on the current holdings, a slight difference between educators and librarians was observed. As 80% of librarians believed their information resources are suitable for their young users but this was different with educators (about 70%). Analyzing this mathematically, a Mann-Withney test performed in order to show if any significance. α was less than 0.05 and thus according to mean ranks, educators do not evaluate holdings as suitable as librarians. Therefore Library staff and educators do not share a similar impression about holdings. Librarians'

impression of current situation is rather more optimistic than educators (those who really engaged with youth needs) and this may deceive them. Thus step by step weakens their relationships which results in performing their reciprocal role poorly.

Different levels of cooperation

As it is evident in table 5 results show there is difference between different educators. As educators in theology and science (according to the mean ranks) have the least cooperation. Not assuming theology as during the data gathering phase researchers could not trace any of them, but according to table 4 science educators claimed the most cooperation! This is an interesting and also hazardous contradiction. As one may notice literature educators are also not of any difference. Taking this fact in to account that literary and scientific activities do need library materials reasons of this situation should be addressed through further research.

Decreasing number of interested young adults (teenagers)

Pervious studies focusing on the Institute such as kiumarthee (2002) pointed the decreasing number of teenagers. Results of this survey support the previous ones (table 7), but this research went a little further by asking an open question from those who work in the front line (i.e. librarians and educators).

According to the mean ranks, teenage users are far less than children. Such a difference sets forth lack of propriety in library or activities for meeting youth's need.

Table 7. Difference between library usage among children and teenagers

Ranks					Test Statistics ^a	
level	Group	N	Mean Rank	Sum of Ranks		level
	Child	149	196.69	29307.50	Mann-Whitney U	4068.500
	Y. Adult	149	102.31	15243.50	Wilcoxon W	15243.50
	Total	298			Z	-9.919
					Asymp. Sig. (2-tailed)	.000

^a. Grouping Variable: Group

Answering the open questions, one of the main important reasons mentioned by over 50% of respondents is lack of proper use of IT and having no special computer supported activities. Other reasons are:

- Repetitious activities,
- Less attracting activities for teenagers,
- Teenagers are busy with school,
- Segregation and lack of educators,
- No special suitable palace for teenagers (away from children),
- Improper facilities which do not suit this group (this was also mentioned in kiumarthee (2002).

Poor IT facilities

Shahverdi et al. (2001) in their survey point out that it is not possible to neglect the role of computer in Institute's centers. Mentioning the poor IT facilities and lack of computers as an important problem in centers educators and librarians believe without these centers will lose their users gradually. And less interested teenagers is a proof for that.

Over 80% of 154 respondents evaluate the current use of IT as to be low; and they believe that the situation is worsening. They think centers should be equipped with such facilities because:

- Institute centers' environments are different from coffee nets (better and safer),

- IT is a requirement for their current situation in the society,
- Constitution of Institute says that centers should convey the social currents; and this certainly is one,
- With information available on web collections are doubled and more diversified.

Concluding Remarks

The structure of this paper is a little bit different with a research paper, and this is due to our intention. As previously mentioned we are to familiarize the readers with an Institute. The head of Iran's National Library, recently, has claimed again that Iranians' reading rate is low (Good Morning, 2008). Also it is obvious that because of certain problems and deficiencies the use of libraries is low accordingly (fattahi, 2008). In such situations where adults do have problems one infers that children would certainly suffer the negligence. The Institute for the Intellectual Development of Children and Young Adults with about 500000 attendees, according to 2006's statistical data, has been a real success among other attempts. First part of this paper deals with the Institute's organizational structure and its activities. In this regard we should put the stress on some points here:

- Being in direct relation with a governmental body, "ministry of education" in this case, assures functionality in the unstable administrative environment which developing countries suffer the most.
- Having a semi strait forward organizational structure reduces the complexity and usual unwanted bureaucratic routines, frequent in other organizations.
- Benefiting from two different groups of take-carers in centers gives the environment a multitude of competencies along with strong motives which leads to success, but off cores it needs some support.

The second part of this paper discusses reciprocity between library and activities from the both take-carers point of view. Actually activities are part of library functions and library plays a complementary role in performing activities. Altogether they can prepare a suitable cultural environment as a strong rival to sometimes nonsensical or may be according to some, dangerous world outside. As it is evident in our and others findings, most of both children and young adults come in to the centers for the activities but their inter connections with the library makes them (if off cores interested) constant users of library, and this interconnections debts a lot to human reciprocity. Then one may know that library and activities reciprocity is much broader than what has been mentioned in this research, but since it focuses on the human side of this reciprocity, it does estimates the consensus between two groups regarding some key points in library. Results show partially suitable environment but they also convey complications, some of which are in direct relation with the reciprocity (such as problems with acquiring, different impressions and low cooperation) and some are side findings (such as decreasing number of teenagers and lack of appropriate IT facilities).

Each of points in pathological glance has the potential to feed a distinct research. For example there has been a work on the necessity and urgency of using Internet and computers (Shahverdi etal., 2001); but our observation shows no great step forward in this regard after about 7 years. Well any way what is a research without action?

What one must keep in his /her mind is that this Institute, due to its robust and long aged system has done well against problems such as money shortage, low reading rate, unstable social constructs and other problems that developing countries suffer the most; and this is a success indeed.



Concluding Remarks

- *Being in direct relation with a governmental body, "ministry of education" in this case.*
- *Assuring functionality in the unstable administrative environment which developing countries suffer the most.*
- *Having a semi strait forward organizational structure*



Concluding Remarks (2)

- *Reducing the complexity and usual unwanted bureaucratic routines.*
- *Benefiting from two different groups of take-carers.*
- *multitude of competencies along with strong motives which leads to success.*





Concluding Remarks (3) *In direct relation to reciprocity*

- o **Acquisition Problem**
 - o *Managerial board (Do you hear us?)*
 - o *Active librarians.*
 - o *Where is collection policy?!*
- o **Different impressions**
 - o *Librarians (Do we really hear them?)*
 - o *Lets discuss the problems.*
- o **Different levels of cooperation**
 - o *Librarians & educators.*




Concluding Remarks (4) *Regarding teenagers*


- o *Repetitious activities,*
- o *Less attracting activities for teenagers,*
- o *Teenagers are busy with school,*
- o *Segregation and lack of educators,*
- o *No special suitable palace for teenagers (away from children),*
- o *Improper facilities which do not suit this group.*





Concluding Remarks (5) Regarding IT

- *Institute centers' environments are different from coffee nets (better and safer),*
 - *IT is a requirement for their current situation in the society,*
 - *Constitution of Institute says that centers should convey the social currents; and this certainly is one,*
 - *With information available on web collections are doubled and more diversified.*
- 



*Friendship ... Said I,
Peace, love, integrity, equality ... said I,
To live all to all in peace ... Said I,
It may that reason sit to judge.*

S.K.

Thank you



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