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EDITORIAL

Northern Highlights

Lis Byberg

This issue of the *IFLA Journal* will focus on libraries in the five Nordic countries – Denmark, Finland, Iceland, Norway and Sweden – to provide the background to the World Library and Information Congress, 71st IFLA General Conference and Council, in Oslo in August 2005.

Although there are many differences, there are also strong similarities between the library sectors in the Nordic countries, namely:

- a strong ICT focus
- strong involvement by local and central government
- strong views on the importance of information sharing, equal access to information regardless of age, language and habitation.

This issue opens with Leikny Haga Indergaard's article: 'A Voyage Through the Norwegian Library Landscape and Some Challenges on the Horizon'. This is a broad presentation of most aspects of the library scene in Norway, the host country of this year's IFLA conference. She points out that Norway has a well-developed library system, where libraries are part of a joint network forming a local, regional and national structure. The aim is to offer members of the public a good library service throughout the country, regardless of their place of residence and the resources of their local library.

In 'The Nordic Countries: cultural and library cooperation', Asbjørn Langeland gives an introduction to the formalized Nordic cooperation that is organized through the countries' parliaments and government bodies. The special language situation and the challenges regarding the different countries relationships with the European Union are also covered.

My aim for the rest of the articles is to give you a representative view of what is going in the library sectors in the Nordic countries, without necessarily aiming for any completeness of coverage.

The ICT focus is very strong in our countries. This is clearly shown in the paper by Sigrún

Klara Hannesdóttir, 'Library Development in the Electronic Environment: Iceland 2005', which describes how, despite having a population of less than 300,000, Iceland not only publishes more books per capita than any other country, but access to the Internet is almost universal. The article by Jens Thorhauge, 'New Demands – Old Skills. A strategy for bridging the competence gap: building competencies in a daily working context', describes a national programme for the upgrading of Danish public libraries' knowhow in the area of ICT and discusses whether this strategy has been successful. In his article, 'The Manuscript and the Internet: digital repatriation of cultural heritage', Ivan Boserup presents three projects based on international cooperation. Two of these projects are Nordic, the first being to establish a common digital archival catalogue of Icelandic medieval manuscripts and the second a digital copy of the oldest manuscript of the law code of Jutland.

Politicians are important for libraries, both as decision-makers and users of their services. Ragnar Audunson's article, 'How do Politicians and Central Decision-Makers View Public Libraries? The case of Norway', is a study of Norwegian politicians' views of public libraries. He has had a number of qualitative interviews with Norwegian Members of Parliament and relates this to his earlier quantitative study of local government politicians' views on the same issue. Anne Kauhanen-Simanainen's approach in 'Collaborative Information Literacy by Government' is the exact opposite. She points out that in Finland government information is very easily accessible, but asks how the government obtains information about its surroundings before making decisions. Even if many information professionals offer services for decision-making, their role has to change.

The quality of services to the public is of great importance to libraries. Several studies on the topic have been carried out in the Nordic countries. In the article, 'Together We Shape Better Libraries: the Swedish Quality Handbook project', Christina Jönsson Adrial, Johan Edgren, Jan Nilsson and Susanna Månsby present a

Swedish study involving 50 libraries and based on performance indicators.

For library development to be successful, education and research is necessary. In 'Nordic Networking: cooperation in Nordic LIS research', Nils Pharo presents a project on postgraduate training within the Nordic library schools. This is a good example of how smaller countries can come far by using each other's expertise.

It is almost impossible to give a complete overview of the library activities in all Nordic countries in an issue like this. But I sincerely hope that it will give you a picture of a region where cooperation, in many areas based on a common heritage, has proven fruitful. The library sectors in our countries are in a dynamic phase. We hope to show you more of this in Oslo in August, so I look forward to seeing you there!

A Voyage Through the Norwegian Library Landscape and Some Challenges on the Horizon

Leikny Haga Indergaard



Leikny Haga Indergaard is Director, Department of Strategy and Planning, Norwegian Archive, Library and Museum Authority. She has been Director General of the Stavanger Public Library and Cultural Centre and County Librarian in Rogaland. She has worked in university libraries, public libraries and county libraries and has been project manager for several cultural and library projects, most recently as project manager for Stavanger's bid for the title of European Capital of Culture 2008. Leikny Haga Indergaard is a member of the National Organizing Committee for the World Library and Information Congress: 71st IFLA General Conference in Oslo, Norway. She is also a member of the IFLA Standing Committee for Library Services to Children and Young Adults 1997–2005.

In 2005 Norway celebrates its centenary as an independent nation. The country has about 4.5 million inhabitants and is known for its beautiful natural scenery, its oil and fishing industries and for winter sports.

Norway has long literary traditions. We have efficient and dynamic library institutions and many new and exciting writers now being published.

Norway is divided into 434 municipalities and 19 counties containing a total of 892 public libraries and 19 county libraries. There are fewer than 5,000 inhabitants in 241 of the municipalities.

The country has five universities, 52 colleges of higher education and a total of 336 special libraries. The National Library of Norway, founded in 1815 as part of the University of Oslo, did not become an independent institution until 1989.

The National Library will celebrate its reopening in Oslo during IFLA 2005.

The Library Landscape: A Survey and a Brief History

Norwegian libraries can trace their history back to the 18th century, the most important foundation stones being the Royal Norwegian Academy of Science Library in Trondheim (Trondheim) and the Deichmann Library in Christiania (Oslo).

The University of Oslo was founded in 1811, giving us our first university library.

The Royal Danish Library in Copenhagen was our national library until 1815, when the University of Oslo assumed responsibility. This remained the situation until 1989, when the National Library became independent of the University of Oslo Library.

Norwegian libraries and librarians were influenced by the ideas of modern librarianship in the United States, and these ideas had a breakthrough around 1900 with the library reform with open access.

Education for librarians started after World War II. Previously most of the qualified Norwegian librarians had received their training in either the USA or England.

In 1913 the Norwegian Library Association was established as an instrument for library policy and critical input and cooperation with the government. From the beginning the library association has been an instrument for developing library policies for the whole library community and for all types of libraries.

The Norwegian Library Landscape

In the modern library landscape there has been cooperation between public and research libraries. But traditionally Norwegian libraries have been divided into two sectors; public and school libraries on the one hand and professional and research libraries on the other, until the Storting decided to establish the Norwegian Archive, Library and Museum Authority.

Public Libraries

For more than two hundred years Norway has had a public library system open to all. The first reading societies (*Leseselskap*) were established in the 18th century and were founded on the belief in knowledge and reason fostered by the Age of Enlightenment. By 1840 there were 230 public libraries in Norway.

Libraries were granted financial support from the government as early as 1851. The first Library Act was passed in 1935, but it was not until after World War II that the municipalities were obliged by law to maintain public libraries and to provide sufficient means for their running costs.

Norwegian public libraries are owned and financed by their owners, the municipalities and the counties. The Norwegian Library Act decrees that libraries are for everybody and that the service to the public shall be free of charge.

The Library Act requires all municipalities to have a public library with a professionally qualified chief librarian. All public libraries must be part of the Norwegian library network and cooperate in joint activities, such as interlibrary



Figure 1. The Tønsberg and Nøtterøy Library.
Photo: Cedric Archer.

lending. The Norwegian public libraries are by tradition well developed and well equipped. They are built on the Anglo-American public library tradition.

The Norwegian public library landscape is undergoing considerable change. During the last decade about 30 branch libraries have been closed down each year, reducing the number of public libraries from 1,184 to 892. During the same period there has also been a reduction in library purchases on a national basis from EUR 4.1 per inhabitant to EUR 3.4. Nevertheless, the public are using libraries more than ever before, with figures showing a rise in both visits and borrowings. Public libraries are undergoing change and renewal and the differences between them are widening.

Statistics

As of 1 January 2004 there were in all 892 public libraries, their collections amounting to a total of 22 million units. In 2003 borrowings amounted to 24.8 million, which represents an average of 5.2 units per inhabitant. Books account for 74 percent of all borrowings, the remainder being music, video, talking books, etc. The number of library visitors was 22.9 million.

National statistics on cultural activities in the municipalities indicate that libraries are the most frequently used institution. The statistics for 2003 for public library visitors show an average of 5 visits per inhabitant. Users are now offered free access to the Internet by 99 percent of public libraries.

Mobile Library Services

For more than 50 years Norway has organized library buses as a supplement to the ordinary public libraries. Borrowings represent about 3 percent of the national total. In 2003 there were altogether 35 such buses and one library boat. The majority of these mobile services operate in sparsely populated areas of the country.

School Libraries

Book collections in primary schools have been a statutory requirement since 1827. These collections are intended to provide pupils with books for leisure reading and also to be an integral part of the school's pedagogic activities. Since 1985 the law has required also pupils in secondary schools to *have access* to library services. Many



Figure 2. The Tønsberg Library. Photo: Cedric Archer.

smaller municipalities have established a combined school and public library.

County Libraries

There are 19 county libraries in Norway. Their task is to provide municipal public libraries within the county with advice and measures aimed at improving skills and qualifications. County libraries play an important role in the national system of interlibrary lending. Several county libraries also run special services, such as mobile libraries.

County libraries vary a great deal, but they are all small organizations carrying out on a national basis some 170 man years' work. Counties, and therefore also county libraries, are in a process of change, since consideration is now being given to the creation of larger regional units.

The Norwegian Library Landscape: Academic and Research Libraries

Academic and Research Libraries

Norwegian academic, special and research libraries represent a total of 336 units. In recent years many of the smaller public and private specialist libraries have been closed or amalgamated into larger units. Statistics show 19 million books and journals and 11 million registered digital documents. In 2003 the libraries achieved a total of 4 million loans, 408,000 of

which were interlibrary lending. Six million visitors were registered.

Challenges for Academic and Research Libraries

Academic, special and research libraries are undergoing change and many smaller libraries are being closed. The transition from printed to digital material is speeding up with the latter showing a 30 percent increase last year. At the same time this changeover to electronic material raises a number of other questions, such as a need for greater information literacy, filing problems, alternative forms of publication, copyright clarification and work under licence.

Specialist and research libraries are experiencing greater pressure with regard to interlibrary lending, partly as a result of smaller libraries being closed down but also because of increased demand from public libraries arising from distance learning students making use of their local library.

One way forward lies in greater coordination between different specialist libraries and also between public and specialist libraries. Trials are being conducted with regional networks, such as the project initiated by the counties of Østfold and Oppland.

During the last 2 years specialist and research libraries have also registered a 20 percent increase in the number of visitors, but there are increasing differences in the services they offer. National demands and infrastructure are topics of discussion when the competitive advantage of an institution having its own library comes into conflict with national interests.

Universities and Colleges of Higher Education

In this educational sector there are five university libraries, six libraries attached to colleges of science and technology, two art school libraries and 25 libraries within the various state colleges of higher education. Libraries are also to be found in a number of private institutions offering higher education, such as the Norwegian School of Business Management. The educational sector is, however, undergoing considerable change and several colleges of higher education are in the process of achieving university status.

The vast majority of universities and colleges of higher education, together with their libraries, are state run and therefore subject to

government legislation. The library's organizational character can vary from institution to institution. Further legislation is now being drawn up and will create a comprehensive framework for officially recognized higher education.

Academic and research libraries naturally have staff and students as their main target group but they are also part of the nationwide library network. An ever increasing share of library sector resources is being devoted to electronic material, mainly in the form of databases and journals, but gradually also electronic books. These resources are available to users in their own workplace and specialist libraries are continually facing new challenges with regard to the use of these services.

The Library as a Centre of Learning

Greater investment in research, new teaching methods and reforms in further education have increased the demands on academic and special libraries.

The introduction of Quality Reform influences pedagogic development and promotes professional cooperation within institutions. Many educational organizations have established their own centres of learning, making the library a physical, integral part of study work. Libraries in the higher education sector, however, have acquired greater resources and increased influence in recent years as a result of Quality Reform making them more important to their respective institutions.

BIBSYS

BIBSYS is a shared library system for all Norwegian university libraries, the National Library and a number of college and research libraries (in total about 100 libraries).

The infrastructure made available through BIBSYS enables students and researchers to search their libraries' holdings and order loans and copies from their web browser. They can also perform a search in many national and international databases via a common interface (Zsearch) and send loan requests and copy orders to their own library. In addition it is possible to follow links from many of these databases to the electronic version of the document, if the user's institution subscribes to such a service. BIBSYS, which was established in 1972, is based on cooperation in cataloguing. The cost

of running the system is shared by the participating libraries.

The National Library

The National Library is one of the central cultural institutions in Norway. Its primary ambition is to be the best source of documentation on Norway, the country, the people and Norwegian society. The tasks of the Library include the development, preservation,

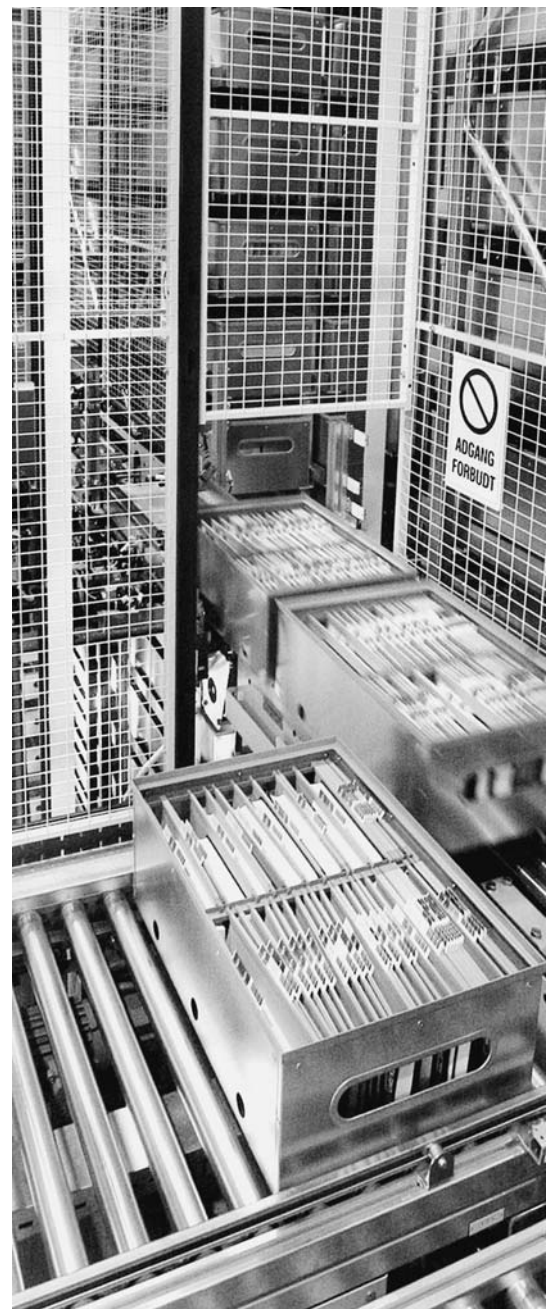


Figure 3. The National Library of Norway. The automated Repository Library. Rana. Photo: Kjetil Iversen.

conservation and presentation of the collections of the Library based on the Legal Deposit Act. The National Library aims to collect all types of information produced from different types of media. The National Library of Norway is located in Oslo and in Rana.

The history of the library dates from 1815 when national library functions were carried out by the University of Oslo Library. Since 1883 a current national bibliography has been produced. In 1989 the Rana Division of the National Library was established and given responsibility for the administration of Norwegian arrangements for legal deposit. In 1992 the Norwegian Parliament decided to establish a unified, self-contained National Library with its main office located in Oslo.

The Oslo Division was established in 1999, taking over the national functions and collections from the University of Oslo Library.

The National Library has the most complete collection of books published in Norway and also foreign books about Norway. The Library currently receives one copy of each document collected by legal deposit (except for motion pictures, videos, and broadcast material) and purchases foreign language translations of Norwegian literature and documents published abroad relating to Norway and Norwegians (*Norvegica extranea*). The Library holds unique manuscript collections of Norwegian authors, composers, scientists and politicians and other important special collections of music, theatre material, maps, photography, posters, etc.

The National Library prepares the Norwegian National Bibliography and offers a wide range of bibliographic services and products. The Library

is responsible for the Norwegian Union Catalogue, which provides access to the collections in 400 Norwegian libraries. It also operates the Nordic/Baltic Union Catalogue of Periodicals (NOSP), giving access to serial holdings in 900 libraries in the Nordic countries and the Baltic. In total more than 60 different databases are offered through Internet services and CD-ROM products.

By means of exhibitions, publication activities, cultural programmes, interlibrary loans and exchange activities the collections are made known to a wider audience. It also serves as a public academic library and centre of excellence for the study of Norwegian culture.

One of the main responsibilities of the National Library is the administration of the Norwegian Act of Legal Deposit. The present legal provision came into force in 1990. This Act has given Norway one of the most comprehensive systems of legal deposit in the world. In accordance with this law the National Library, Rana Division currently receives books, serials, newspapers, microforms, photographs and electronic documents. The National Library is also responsible for the legal deposit of radio and television broadcasts and receives a preservation copy of sound recordings, videos and films. Both printed and audiovisual media are stored under one roof in longterm storage vaults, mined out of solid rock in the mountain. These mountain vaults contain four floors with 45 km of shelves and the atmosphere inside is carefully controlled.

The National Library, Rana Division runs a central Repository Library for the Norwegian library community, receiving copies of less frequently used documents. The Repository Library acts as a lending and supply centre based upon deposited materials, lending out copies of the legal deposit documents.

Opening

The National Library of Norway, Oslo, has undergone extensive renovation from 2002 to 2005. During this period the library will also have converted its card catalogue records and other selected material into computer-based catalogues.

As a result of this renovation the National Library will share premises with a number of other cultural institutions, including NORLA



Figure 4. The Oslo Public Library. Deichmansk Bibliotek. Main building. Photo: Chris Erichsen.

(Norwegian Literature Abroad), the Centre for Ibsen Studies, the Norwegian Children's Books Institute, the Jazz Archive, the Song Archive and the Norwegian Music Information Centre. Expectations are that this coming together under one roof will create an interesting and valuable synergy as a result of cooperation between institutions sharing the same public. The opening of the National Library of Norway will take place during the IFLA congress in Oslo on 15 August 2005.

The Norwegian Library of Talking Books and Braille

The Norwegian Library of Talking Books and Braille has been state controlled since 1 January 1989 and is under the jurisdiction of the Ministry of Culture and Church Affairs. Its function is to provide library services to the blind, the visually impaired and others with reading problems. The two largest groups of users are the visually impaired and the dyslexic. Other categories include patients who have suffered a stroke, patients with multiple sclerosis and the mentally retarded. The library's services are intended for children, adults and senior citizens.

The library produces talking books, Braille books and electronic books. In most cases lending takes place by post; both the library lending and the postal service are without expense for the users. The main library is situated in Oslo with branch libraries in Trondheim and Bergen. There is a separate department for students at university and college level. The library's activities are increasing, particularly



Figure 5. The Oslo Public Library. Photo: Hilde Lillejord.

with regard to the number of dyslexics who make use of its services.

The White Paper – Sources of Knowledge and Experience

This White Paper from 1999 named 'Sources of knowledge and experience, concerning archives, libraries and museums in the age of ICT', is often referred to as the 'ABM-report'. It is the basis for the foundation of 'ABM-utvikling' (The Norwegian Archive, Library and Museum Authority). The paper launched the idea of seamless library services – meaning that the customer can approach any library with a request, without having to consider whether or not it is the correct type of library.

The Norwegian Archive, Library and Museum Authority

The idea of regarding both the public libraries and the research and academic libraries as a joint resource for all was not new, but this paper initiated a process that later on led to the merging of two governmental institutions – the Norwegian Directorate for Public Libraries and the National Office for Research, Documentation, Academic and Special Libraries – together with the Norwegian Museum Authority. The Norwegian Archive, Library and Museum Authority is a public institution under the authority of the Ministry of Culture and Church Affairs, but will work across departmental and other administrative boundaries.

Archives, libraries and museums play an important role in a democracy and in promoting social inclusion, because they select, preserve and facilitate the use of various sources of knowledge and information. The majority of such sources extend across all the ABM institutions, including art, sound, photography, film, archival material and literature. Furthermore, the common interests of the three constituent sectors have been strengthened by the use of information and communication technology (ICT). ICT provides simplified access to sources across both different types of sources and the traditional sector boundaries. These factors combined provide the main reason for the establishment of the Norwegian Archive, Library and Museum Authority. The Norwegian Library Association played a role in lobbying for the establishment of the Norwegian Archive,

Library and Museum Authority as a government body organizing and working for all Norwegian libraries including university and college libraries.

Seamless Library Services

A significant change in the library sector, spurred on by the establishment of the Archive, Library and Museum Authority, is the consolidation of the public and academic and special library sectors into one. For many years they have been regarded as two very separate sectors. As such, the transition will still be a longterm process. The goal is a seamless library service to establish a coordinated network of integrated services meeting the needs of the users.

One of the challenges to be faced is that of making the vision of a seamless library service become a reality within the next few years. The intention is to provide the user with approximately the same service regardless of which library he or she visits, thus combining access to actual and virtual collections and services. In



Figure 6. The Oslo Public Library. Main hall. Photo: Hilde Lillejord.

order to achieve this ambitious objective we need to overcome some fundamental barriers. Already, however, we can draw on experience from an interesting seamless library project in the counties of Østfold and Oppland.

The Østfold Library

This is a project initiated and run by the Østfold county library. The main objective is to create the best possible united library service in Østfold county, based on mutual values, attitudes and guidelines together with the highest possible qualifications and a coordination of resources – all in order to benefit the libraries' customers, the inhabitants of Østfold. The project has received funding both from Østfold county and from the Archive, Library and Museum Authority, while the community libraries and school and academic libraries in the county are all committed participants.

By profiling their services, coordinating their competence training and amalgamating their net-based resources, they are aiming to achieve seamless library services in their region. They are also testing out a new logistics system by transporting books and other media between all library branches twice a week. They have implemented the concept of a floating book collection, where a book issued by interlibrary loan is not sent back to the 'owner' library, but is held by the library where the borrower returns it – that is, until someone else places a request for it. The county library buys new books for the first library ordering them. The books then circulate around the libraries as they are asked for, the library system keeping track of where any item is at any one time.

The Norwegian Digital Library

The Norwegian Digital Library, administered by the Norwegian Archive, Library and Museum Authority, marks the first time that representatives from both public and academic libraries have jointly agreed upon a strategic plan of action. The Digital Library is a system that breaks down the barriers between the separate libraries and makes their collective information resources available to everyone in a simple way. The vision for the programme is that the Digital Library shall give everyone easy access to digital information and knowledge.

In order to facilitate this process the Norwegian Archive, Library, and Museum Authority has

initiated a programme due to run for 5 years. A programme committee with high level representation has been appointed to outline policy and strategy for the work ahead. The committee also includes representatives from the Archive and Museum sectors.

General Issues

The rapid growth and development of electronic content offers great possibilities. Libraries, archives and museums are making significant amounts of high quality online content available to their respective users/communities/institutions.

Too much, however, remains hidden amongst the low quality information that clutters the Web and behind technical, commercial and administrative barriers. One of the big problems in the Internet age is the superabundance of information and the lack of guidance.

The Norwegian Digital Library is being designed to overcome these barriers in order to make it possible for users to exploit the quality assured information now available in many places and from many owners and suppliers. The Norwegian Digital Library will also help to offer more users increased content in digital form. It will encompass all kinds of libraries; the National Library, university and college libraries, public libraries and special libraries. The networking of libraries, librarians, content, services and users will produce a result perceived as seamless.

Elements of the Digital Library

A variety of elements will go to make up the Norwegian Digital Library:

Content

The Digital Library will contain all types of documents – text, photographs, sound, video, hyperlinks, etc. It will also provide access to non-digital objects that can be obtained as a loan or for use on site in a library or another institution. The content will be distributed and maintained by the different participants who ‘own’ the resources and databases. Also content that resides with the producers of content will be made available.

Creating more digital content is part of the programme and measures to establish criteria and principles for digitization and to see how this

can be planned and coordinated on a national level are important. This work will involve not only the library community. Archives and museums are absolutely part of the picture too.

A broadbased working group for digitization will be established soon.

Services

Content without services attached is not very meaningful or accessible. Services are necessary tools in order to reach the content and make use of it. The digital library will provide a set of services for:

- searching;
- organizing content;
- support for production of content;
- document ordering and supply;
- authorization and access control.

Technological Framework

A project, ‘Establishing the technological framework for the Norwegian digital library’ is ongoing and involves a number of people with specific expertise in this area. The project is coordinated by the National Library but with participation from the library community, library system suppliers and other sectors.

The framework will make it possible to integrate services, metadata and content from many suppliers. It is therefore important to reach agreement on a set of standards for this framework, since this is the glue that binds the different elements together, ‘invisible’ but absolutely necessary. Interoperability is not something that happens by itself.



Figure 7. The new Sámi mobile library. Photo: Tone Moseid.

User Interfaces

Services of the digital library can only be accessed through some sort of user interface. This is the user's window to the content of the digital library. The user interface can be a single one or it can be customized to individuals or groups. It can also be an institutional portal or website providing access to services and content from the digital library. There has to be a user interface, but it can take many forms and shapes. The important issue is easy access to the vast amount of information in our libraries and this can be effected from more than one access point.

Library Consortia Agreements

One part of DLN will consist of electronic journals. ABM-utvikling has agreements with libraries at universities, colleges and research institutes as well as public libraries. To highlight the advantages of joint purchases here would be like pushing against an open door. Nevertheless, it might be interesting to emphasize some of the advantages put forward by the consortia that may not always be the most obvious, such as advantageous rates, more content for their money and less administrative time wastage for both libraries and suppliers. The consortia often underline the value of expertise in judicial and negotiating matters. The individual library may experience difficulty in interpreting the agreement's small print and is not in a position to renegotiate unreasonable conditions.

Consortia agreements are a large and complex issue, containing much of what affects the organization of a modern academic library in Norway. Approximately 200 institutions in the academic world participate in one or several agreements. The Archive, Library and Museum Authority is pleased to notice an increased interest from public libraries and we are currently working to expand our services to them. For the public libraries that intend to sign up for one or several agreements, this means they will be able to offer improved services for their users, i.e. lifelong learners. In order to offer the best possible services to our university libraries, the Authority has signed a declaration of intention together with the four Norwegian university libraries and BIBSYS, the library system supplier within the academic sector. The main objective is to establish cost-efficient solutions and good consortia agreements for the university libraries, which will ensure their users

easy access to the best possible selection of relevant electronic scientific resources within their various thematic areas. We are aiming to expand the agreement to other libraries.

The Archive, Library and Museum Authority acts as secretariat for this work and takes part in negotiations with the suppliers.

Networking Libraries

Bibliotekvakten.no was the first Norwegian collaborative live virtual reference project with a chat service (i.e., real time reference services offered by two or more libraries). Prior to this a pilot project was carried out in the county of Vestfold, since it was considered important to test the service in a smaller region before going national.

Bibliotekvakten.no was the outcome of voluntary cooperation on a national basis between medium sized and large public libraries. There were 14 libraries altogether, consisting of two county libraries and 12 public libraries, among them the three largest public libraries in Norway. There was close cooperation with the Oslo Public Library and their service 'Ask the library'. Now these two projects are merging together to form a new, national service called 'Library-answer' (Bibliotekssvar).

It is important to cooperate on these kinds of services. What happens behind the scenes at a library is hidden from public notice and in general they only consider that aspect of the service when something is missing. It is the same with virtual reference services. The public are not interested in where the librarian works, only in getting the right answers. Working closely together with other libraries can also be an



Figure 8. Students at the Vestfold University College Library. Photo: Cedric Archer.



Figure 9. The bookmobile boat *Epos*, from the western part of Norway. Photo: Hordaland County Library.

eyeopener, an opportunity to learn from each other, get new ideas and become more aware of how to do the job. The libraries are not being paid for joining the project. Each library has added another task to its timetable within the daily schedules.

What the library gets in return for participating is an acquisition of expertise and the experience of meeting their users on the Web.

Another important aspect is the fact that this is a national service. It is not restricted to certain areas. The project has experienced very positive feedback from people living in small municipalities and remote areas. They can now contact a librarian even if their local library is closed for the day. Norway is characterized by its many small municipalities separated by great distances and with small libraries. In such areas there may well be limited opening hours. Digital library services can upgrade local public libraries by offering them access to modern digital libraries all over the country.

Other Governmental Support to Literature and Libraries

Governmental support is given to special libraries such as prison libraries and the Sami special library, also to library services for immigrants and refugees and for patient in hospitals, etc. Annual funding is also made available for research and development both in the public library sector and the academic sector.

The Act on Public Lending Right of 29 May 1987, No. 23, decrees that the copyright owners of any literary work, music or art, published in Norway and made available for lending in libraries financed by the authorities shall receive compensation through annual grants from the national budget. Compensation, which is collective and paid into a special fund, is calculated on the basis of the number of units available to borrowers in the public libraries.

Public Libraries and the Purchasing Programme for Contemporary Fiction and Nonfiction

Since 1965 Norway has had a programme for the public support of contemporary fiction and nonfiction for adult readers as well as for children and young people. Through Arts Council Norway a purchasing programme was launched, guaranteeing publishers a sale of a certain minimum number of copies of each book published. The programme has worked well for more than 35 years based on the original principles, although it has undergone some changes regarding the number of copies and what categories of books are included. Today the Council buys on an annual basis 1,000 copies each of about 200 different titles for adult readers and approximately 1,550 copies each of 110 titles for young people. In addition the Council since 1991 has bought about 50 Norwegian translations of fiction originally published abroad and some 15 titles of nonfiction written for young people. Since the start of the programme all the books have been distributed as gifts to the public libraries and since the late 1980s also to 1,550 libraries in primary schools. This public purchasing programme benefits the publishers, authors, libraries and readers, although in different ways. Knowing how many copies they can rely on being sold, the publishers' economic risks are considerably reduced. The government also contributes to the authors' royalties from these books through a refund system.

The reading public benefits from the programme by finding complete collections of modern fiction in their local public library, however small it may be. Bringing together a book and its reader in this way is really what the programme is all about.

The programme enjoys broad support, in spite of becoming a subject of public debate from time to time. Two recent evaluation reports concluded that it has produced a much needed expansion of the market for books and literature in Norway. Because of a small and scattered population, a full scale national book production scheme would be impossible, should the market be left to rule alone. The purchasing programme is a means of maintaining a broad and vital body of contemporary literature for children, young people and adults.

These arrangements can be considered from different cultural-political viewpoints and from a library perspective it worth noting that the value of the purchasing programme represents more than one third of the public library sector's purchasing budget. In the smaller municipalities the programme can account for 60 percent of the annual acquisition of new books. This means that municipalities with small budgets are able to offer library users a much wider selection of new Norwegian literature than would otherwise be possible.

Lifelong Learning and Reading Programmes

The Knowledge Society

The Competence Reform is Norway's strategy for lifelong learning for all citizens. Its objective is to give individuals better opportunities for education, training and skills development. The Reform is based on the need of society, the workplace and the individual for knowledge and skills. It covers all adults, is based on a broad understanding of knowledge and has a longterm perspective.



Figure 10. Bærum Public Library. Children's department. Photo: Bjørn Djupvik.

Globalization of the economy, internationalization and technological progress are leading to changes in production and organization in the workplace and are placing new demands for knowledge and up-to-date competence. Competence development is necessary in order to strengthen competitiveness and enhance flexibility in a changing work situation, and to provide individuals with a wider range of choices and greater opportunities to fulfil their needs and desires.

Demographic Changes

In the future Norway can expect to see a situation where fewer wage earners in fulltime employment will have to bear the increasing cost of supporting a greater proportion of the population – whether these be students, senior citizens or the handicapped. The consequences of these demographic changes will doubtless create a need for shorter educational runs and more inhouse training.

Information Illiteracy

We are facing not only a deterioration in young people's ability to read and understand what they are reading but also the fact that some sections of the population lack the skills required to use the new technology. Both these weaknesses can result in an information illiteracy forming a serious obstacle to our aims of creating a new knowledge society.

Accessibility

Accessibility to sources, to services, to educational suppliers will also be based on the 24 hour concept and the multicultural citizen's need for diversity of services and interface. We shall also be compelled to implement the concept of universal design in the planning and development of our new services.

The idea behind universal design is to simplify life for everyone by making products, communications and our local environment more usable by as many people as possible at little or no extra cost. Universal design benefits people of all ages and abilities.

Reading Programmes

Den kulturelle skolesekken (DKS) is a National Initiative for Professional Art and Culture in Education in Norway. DKS is a joint initiative of

the Ministry of Culture and Church Affairs and the Ministry of Education and Research. The secretariat for the Initiative is the Norwegian Archive, Library and Museum Authority (ABM-utvikling). The county authorities' cultural sections are responsible for coordinating the work carried out under the Initiative in their own regions.

DKS is a national cultural policy strategy to ensure that all Norwegian pupils will experience professional culture in many forms while at school. In 2005 the project DKS received support amounting to EUR 22 million. The project presupposes cooperation between school and culture and responsibility at national, regional and local levels. Several county libraries have a coordinating role at the regional level.

The encouragement of reading is one of the primary aims of DKS. Projects such as this provide excellent opportunities for Norwegian public libraries to develop new methods of improving reading skills and to create stronger relationships with the local educational system.

!Les

!Les is the name of a newly established umbrella organization which aims to promote a love of reading in children and young people. Its background lies in the research on reading habits conducted in 1997, which revealed a 40 percent drop in reading habits among children between the ages of 11 and 16.

!Les aims to promote reading by introducing and coordinating various nationwide reading



Figure 11. Tønsberg Public Library. Photo: Cedric Archer.

initiatives. The framework of these initiatives is organized by !Les at the national level, but all activities and arrangements take place locally in library departments for children and in school libraries all over the country.

The scheme has received a great deal of media attention and has obtained support from several persons well known from the media, sport, etc. In order to get young people to read – of their own free will – you need other young people who can talk about books and recommend literature. !Les has made this the basic principle of an ongoing campaign in Norwegian schools, called 'Lesestafetten' – the Reading Relay. In the Reading Relay young people recommend books to younger children, the relay baton being passed on from county to county each month. The county library contacts participating secondary schools and comprehensive schools and gives them various assignments. Pupils choose a book to read and later present it to a class of pupils younger than themselves. !Les is an initiative which has raised expectations among children's libraries.

Norwegian Library Buildings

During the period 1990–1999 no less than 194 Norwegian public libraries moved into new premises. This number includes both main libraries and branch libraries. Only 11 of Norway's 434 municipalities have more than 50,000 inhabitants, which means that the vast majority of Norwegian public libraries are small and that many are housed in buildings primarily constructed for other purposes. Therefore in only a very few cases can one talk of specific library architecture.

Several new university libraries and university colleges have been built during the last ten years, the most impressive being the University of Oslo Library, Library of Arts and Social Sciences, which was established in 1999. Many of these libraries are built as learning centres.

International Cooperation

Nordic forums play an important role in the Norwegian library sector. At the Nordic level there is a close relationship between the countries and they are quite similar with regard to population, political systems, etc. In this respect, it is fairly easy to put into practice ideas

borrowed from our neighbours. As a means of introducing trends and strategies in Scandinavian libraries to the English-speaking world, the Nordic public library authorities in Finland, Norway, Sweden and Denmark have since 1968 jointly published the *Scandinavian Public Library Quarterly* (SPLQ). This journal aims to present initiatives, developments and trends in both public and academic libraries.

The Norwegian library sector also has close relationships to the international library organizations and library networks, especially to IFLA.

A Library Report for a New Millennium?

In 2004 a government report on culture in Norway heralded an investigation of central problems in the library sector. The Archive, Library and Museum Authority has been given responsibility for carrying out this survey. The aim is to compile an overall strategy document outlining the comprehensive development of a unified library sector. In addition there is a need to examine several larger and smaller questions in closer detail.

One aim is to develop new library policies that reflect changes in society with regard to technology, knowledge acquisition and culture. A Library Report covering both public and academic libraries would be a very important means of achieving seamless library services in Norway.

One of the measures to be evaluated is the need for totally new library legislation to cover both public libraries and academic libraries supported by public funds. An earlier contribution to the discussion by Professor Ragnar Audunsson at Oslo College suggested that joint legislation would be a suitable means of demolishing the barriers between different libraries and achieving better services to students and lifelong learners. Not least it would also have the

necessary impact on those managing and administering the libraries – namely the librarians themselves.

The Library Report will be finished in May 2006. The recommendations from this report will form the basis of the government's further work with library policies.

References

In English:

- If you want to read more about Scandinavian libraries, librarianship and policy, you should try the SPLQ: <http://www.splq.info/>
- Arts Council Norway: <http://www.kulturrad.no/>
- Ministry of Culture and Church Affairs: <http://odin.dep.no/kkd/engelsk/bn.html>
- Ministry of Education and Research: <http://odin.dep.no/ufd/engelsk/bn.html>
- National Library of Norway: http://www.kb.nl/gabriel/libraries/pages_generated/no_en.html
- Norwegian Act of Legal Deposit: http://www.pliktavlevring.no/html/legal_deposit.html
- Norwegian Archive, Library and Museum Authority. Homepage: <http://www.abm-utvikling.no/om/english.htm>
- Norwegian Council for Higher Education (UHR): <http://www.uhr.no/English/Englishindex.htm>
- Norwegian Library Association (NLA): <http://www.norskbibliotekforening.no/index.php?c-234&kat-About+us>
- Norwegian Library of Talking Books and Braille: <http://www.nlb.no/english.htm>
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The Nordic Countries: cultural and library cooperation

Asbjørn Langeland



Asbjørn Langeland has been Director of the Nordic Literature and Library Committee (NORDBOK) since 2003. He was educated as a librarian and has undertaken additional studies in law at the University of Oslo. He was Director General of the Norwegian Directorate for Public Libraries for 12 years and has also worked as head of department at the Norwegian Library School and head of Akerhus County Library. He has been a member of many different professional and political committees and panels on both the Nordic and the national level. From 1996 to 2004 he was a member of the Norwegian UNESCO Commission. In IFLA he has been a member of the Standing Committee for Library Services to Multicultural Populations.

Cultural and Library Cooperation

Visitors to Norway will often be confronted by the two concepts of Scandinavia and the Nordic countries. Scandinavia is the name given to the geographical area of Denmark, Norway and Sweden. The languages spoken – Danish, Norwegian and Swedish – are closely related and the people of these three countries understand each other without great difficulty. ‘Nordic countries’ is a much wider term including not only the three Scandinavian countries but also Finland, Iceland, and the three autonomous regions of Greenland, Åland and the Faeroe Islands. Throughout this area no less than eight languages are spoken. In addition to Danish, Norwegian and Swedish, these include Finnish, Faeroese, Icelandic, Greenlandic (Inuit) and Sami, all of which are far removed from the Scandinavian languages.

Nordic Cooperation at Government Level

Close cooperation has been developed between the governments of the Nordic countries, resulting in a large number of advisory bodies, committees and institutions established under the Nordic umbrella called ‘Norden’ in the Scandinavian languages. At the summit there are two bodies, the Nordic Council and the Nordic Council of Ministers. The former deals with Nordic cooperation at the parliamentary level, while the latter concerns itself with cooperation between governments.

The Nordic Council has 87 members, all of which are members of parliament within their respective countries. Each parliament has appointed a Nordic secretariat to serve the individual country’s delegation to the Nordic Council. The Nordic Council was established in 1952, and throughout the years the Council has taken many initiatives of great significance to the inhabitants of the Nordic countries. One of the first results of this cooperation was the introduction of the right for Nordic nationals to travel within the Nordic countries without a passport. Further important measures included the establishment of a common Nordic labour market and a coordinated educational system. Coordination within the field of education made it possible for Nordic citizens to choose to study at any educational institution within the Nordic region and also resulted in examinations and diplomas from one Nordic country being automatically recognized in all the others. The Council has also worked towards a consensus on laws and regulations in order to ensure equal rights across the borders for all Nordic citizens. Generally speaking, one can say that the Nordic Council’s main aim has been to break down border restrictions and to promote free Nordic cooperation in as many fields as possible.

The Nordic Council of Ministers is divided into several permanent cooperating bodies made up of ministers in the fields of culture, education, the environment, transport, etc. Each of these ministerial councils has its own supporting committee comprised of high-ranking government officials from the ministries concerned.

The Council's administration (secretariat) is situated in Copenhagen. Under the auspices of the Council of Ministers a wide range of Nordic institutions and committees operate throughout all the member countries. In 2005 the overall budget of the Council of Ministers amounts to DKK 826 million (EUR 111 million).

Cooperation in Cultural Affairs

Almost 20 percent of the total budget, DKK 160 million (EUR 20 million), is earmarked for culture. The largest single item on the cultural budget is the Nordic Cultural Fund, which has DKK 30 DKK (EUR 3.75 million) at its disposal. The Cultural Fund is based on a special agreement between the Nordic countries entered into in 1966. The Fund's area of activities is meant to cover the cultural sector in the widest sense. Financial support is given to projects, arrangements and initiatives of Nordic significance, and which involve the participation of at least three of the Nordic countries or autonomous regions. In recent years projects involving cooperation with the Baltic countries have also been granted financial support.

The Council of Ministers administers several cultural institutions and other bodies whose activities include a significant cultural element. Information centres have been established in Estonia, Latvia, Lithuania and St. Petersburg, their purpose being not only to provide a wide range of information about the Nordic countries and Nordic matters, but also to promote cooperation between the Nordic countries and the country in which they are situated. Cultural cooperation plays a leading role, particularly in the three Baltic states. Each information centre has a library open to the general public and providing up-to-date special literature on Nordic subjects together with fiction in all the Nordic languages. In Helsinki and on the islands of Åland there are Nordic institutes specializing in Nordic culture and containing Nordic libraries. In Thorshavn (Faeroe Islands), Nuuk (Greenland) and Reykjavik there are Nordic centres which are run by the Council of Ministers. These

offer a wide programme of cultural activities with particular emphasis on Nordic art, music, literature and drama. Each centre also has its Nordic library. The directors of these Nordic institutions are appointed for a term of years. They usually come from one of the other Nordic countries and have wide experience of Nordic cooperation.

The Nordic website (www.norden.org) contains details of some 50 institutions, committees and cooperating bodies. These include four which the Council of Ministers has brought together under one umbrella, the so-called Committees of the Arts. These are NORDBOK – Nordic Literature and Library Committee, NOMUS – Nordic Music Committee, NORDSCEN – Nordic Committee for the Dramatic Arts and finally NIFCA – Nordic Institute for Contemporary Art. These committees have their secretariats in Oslo, Stockholm, Copenhagen and Helsinki respectively.

Literature

The Literature and Library Committee, NORDBOK (www.nordbok.org) exists to encourage the spread of Nordic literature and to promote library cooperation in the Nordic countries. The committee's budget in 2005 amounts to almost DKK 9 million (EUR 1.1 million).

As far as literature is concerned, the committee's areas of activity include the Nordic Council's Prize for Literature, grants towards translation work, the publication of a yearbook, *Nordic Literature*, project support and various initiatives aimed at promoting literature. The library aspect of the committee's work is directed towards the public library sector, support for projects being the most important element.

The Nordic Council's Prize for Literature was introduced in 1961. Apart from the Nobel Prize, this is the most prestigious literary award in the Nordic region. Committees in each individual country and language area nominate two candidates each year, one for poetry and one for a novel. A separate Nordic jury chooses the winner from among the candidates nominated. The prize, at present DKK 350,000 (EUR 43,000), is awarded in the autumn during the Nordic Council's annual general session. In addition to the prize-giving ceremony itself, a great deal is done to promote both the winner and the other candidates. Measures include financial support towards the translation of the

prize-winning selection into both Nordic and other European languages. All the nominated candidates are also presented at book fairs in the Nordic countries and elsewhere in the world.

First published in 1993, the yearbook *Nordic Literature* provides a broad presentation of new Nordic literature and also of themes central to the Nordic literary debate. Each year a prominent place is given to the winner of the Nordic Council's Prize for Literature, while the other candidates for the prize are presented in separate articles. The yearbook offers surveys and short reviews of new literature from all the Nordic countries and also takes up special themes for discussion, such as, in 2004, the subject of literary criticism. All the material in the yearbook is presented in one or other of the Nordic languages and also in English, thus providing a broad survey of Nordic literature to a wider readership. All articles are also published electronically on www.nordic-literature.org.

Support for translation work is offered each year to a considerable number of books. This scheme applies primarily to translations from one Nordic language to another, but in the case of the winner of the Nordic Prize for Literature support is also given for translation into other European languages. In recent years a special grant has also been made available for translations to and from the Baltic languages, Estonian, Lithuanian and Latvian, also Russian. In 2004 financial support was given for the translation of 176 books. With regard to Faeroese, Sami and Greenlandic, however, there is the problem that so few translators work in these languages. NORDBOK therefore offers scholarships to those who are specially qualified in this field.

In addition to these permanent schemes, NORDBOK is also active elsewhere in order to further the spread of Nordic literature. At the annual 'Bok & Bibliotek' trade fair in Gothenburg ('Books and Libraries') NORDBOK participates on the stand organized by the Nordic Council of Ministers, arranging several seminars during the course of the fair. In 2005 NORDBOK will also arrange a seminar on Nordic literature at the book fair in London. A standing agreement with a course centre in Sweden, Biskops-Arnö, permits the arrangement of three writers' seminars each year. Last year these courses attracted 74 participants. Although themes vary from year to year, one of the courses is always set aside for writers making their debut. NORDBOK also cooper-

ates with the Nordic centres and institutions mentioned above with regard to seminars and similar arrangements.

Two years ago the Nordic Ministers for Cultural Affairs agreed to fund a project to be carried out by NORDBOK and entitled *Nordic - More than Scandinavian*. The project is to be presented in the exhibition section at IFLA 2005 in Oslo and later also in Gothenburg and Stockholm. This initiative is a combination of a book project and an exhibition. People from abroad and even many of those who themselves live here, often regard the Nordic region as a homogenous whole, where Scandinavian language and culture predominate. The exhibition will show that in fact the region contains a wide variety of people and cultures. Greenland, Norway, Sweden and Finland all have indigenous populations whose language and culture are far removed from the Scandinavian. Since ancient times significant minority groups with their own language and culture have settled throughout the Nordic region, while today there are several hundred thousand inhabitants who have immigrated from other parts of the world. There are said to be as many as 200 languages represented and a corresponding multiplicity of cultural backgrounds.

NORDBOK and the Public Libraries

Cooperation between the public libraries in the Nordic countries takes place at many levels and with several key participants. National library authorities have enjoyed organized cooperation for many years, as have also the national library associations, and there is well-established Nordic collaboration between a large number of special groups. NORDBOK maintains close contact with both the national authorities and the library associations.

NORDBOK's most important contribution to the public library sector takes the form of financial support for a wide range of projects. In 2004 the following were among the many projects to receive financial assistance:

- Nordic writing camp for visually impaired young people, arranged by the Norwegian Library of Talking Books and Braille.
- *The Nordic region in close up*. Literary arrangement at Århus Library, Denmark.
- *Small is beautiful - networking makes us strong*. Seminar at the Helsinki City Library.

- *Let's make friends with Scandinavian youth literature.* Kemi City Library, Finland.
- *Putting the UN Children's Convention into effect in the everyday work of the library – Examples from the Nordic countries to be presented at IFLA 2005.*
- *A Nordic comic strip library.* Finland's Comic Strip Association together with a group of Nordic libraries.
- A seminar for Nordic authors working to promote sign language and a financial contribution to the production of a children's book in sign language.
- A conference on *Literature for children and young people in the Barents region* and a Nordic-Russian poetry festival in Stockholm were given financial support, as a consequence of which a film series and a DVD-book are to be produced featuring Nordic and Russian poets and artists.
- Two initiatives in the field of electronic publishing have received support. They are the Internet journal *New Poetry* and the project *ELINOR – Electronic Literature in the Nordic Countries*.

Financial support for a project is conditional upon there being participants from at least three Nordic countries.

The Nordic Library Week is an annual event. Last year more than 1,800 libraries participated throughout the whole Nordic region. Although the project is financed by NORDBOK, responsibility for the practical arrangements rests with the volunteer organization, The Federation of the Norden Associations. (There is a Norden Association in each country). A public relations group for the Nordic public libraries has also been established to decide upon the professional content each year. The first Library Week was held in 1996, the aim being to create a tradition in which all libraries in the Nordic countries could participate. The idea was for people to gather together in the evening as was usual in days gone by, but now in libraries throughout the Nordic region, in order to read and listen to exciting and interesting stories from Nordic literature, both written and spoken. Since such an arrangement seemed best suited to the darkest time of the year, November was chosen. Children and young people represent the main target group for events during Library Week. Each year a special theme is chosen for the libraries to pursue. The theme last year was *The Nordic Countries and the Sea* and in 2005 will be *Travelling in the Nordic Countries*. A central

element in the arrangement is the *Twilight Hour*, when all the participating libraries on the same day and at the same hour present the reading aloud of a text that has been translated into the eight Nordic languages. This text is always chosen from one or other of the 'classics' of Nordic literature. The fact that library activities during this week are coordinated throughout the region attracts a great deal of attention, not least throughout the media. The event also serves to heighten interest in things Nordic and to underline Nordic solidarity.

The Nordic Countries and the 'New Europe'

The last 15 years have seen huge political changes affecting all the countries in Europe. The Iron Curtain is gone and many countries that once belonged to the Warsaw Pact are now members of NATO. The European Union (EU) has acquired new members on several occasions and now encompasses 25 nations. Within the EU itself, half of its members are now joined together in a monetary union, the Euro, and as time goes by more countries are sure to participate. Another form of cooperation including countries both in and outside the EU is the Schengen agreement, which offers passport freedom within the treaty area and common rules governing outer borders. Those Europeans living within the treaty area can take advantage of an open labour market, the freedom to study in other countries, access to medical and hospital treatment regardless of national borders and many more benefits.

In areas not politically controlled there have also been striking changes. Take for example the enormous amount of media available today, all the channels of communication and the consequent development of a global consumer society.

These changes also have a significant impact on language. In all the Nordic countries and presumably also throughout Europe, English is in the process of dominating the native languages. Research workers prefer to publish their findings in English. At universities and colleges of education an increasing amount of teaching is carried out in English. Business companies become international and use English as their working language.

These profound changes present both opportunities and challenges to our tradition of

cooperation among the Nordic countries. Three nations, Denmark, Finland and Sweden, are members of the European Union. Iceland and Norway have chosen to remain outside, as have also the autonomous regions of Greenland and the Faeroe Islands. Iceland and Norway, however, have entered into a special agreement with the EU, known as the European Economic Community (EEC), which gives them the right to participate in much of the collaboration taking place in the EU. As a consequence of this agreement Iceland and Norway are obliged in a number of areas to adjust their national policies and to follow EU directives and regulations. Many people have been concerned that Denmark, Finland and Sweden, the three full members of the EU, might tone down their Nordic commitment in favour of developing closer ties with the European Union. This may indeed have happened in certain areas, but Nordic cooperation has by and large developed a shape and form which makes it worthwhile also for the three EU members. After the expansion of the European Union with ten new member countries in 2004, many politicians have pointed out that Nordic cooperation has acquired renewed meaning. Europe has become so large and so multiform that there is now a need to coordinate regional interests within the European Union itself. A further point is that many matters afforded a prominent place in Nordic cooperation are not dealt with by the European Union. These are to be found mainly in the cultural sphere and in much of the work concerned with the environment.

One subject at the top of the Nordic agenda this year is the question of language. Although eight different languages are spoken in the Nordic countries, we nevertheless tend to consider ourselves linguistically as a community. This view is based on the fact that Swedes, Norwegians and Danes understand each other well enough, at least with a little effort and practice. Furthermore the situation for the Sami and other minority language groups is that they have been obliged to

learn the majority language in the country where they live. In Finland, Iceland, the Faeroe Islands and Greenland, the first foreign language in schools has been either Swedish or Danish. Now, however, this linguistic community is under pressure. In Finland and Iceland there are today many who claim that they have greater benefit from studying English rather than Swedish or Danish. Even at Nordic conferences and meetings it is not unusual for participants to speak English in preference to a Scandinavian language. When young Danes, Norwegians and Swedes get together, they may well choose to speak English rather than make the effort required to understand the language of their neighbours.

The Nordic linguistic community has been of considerable benefit to the Nordic people, providing a foundation for cultural cooperation and a necessary platform for collaboration in many other fields. When language is once again an item on the agenda, this is because of a realization that the Nordic linguistic community is so valuable that it must be preserved, and that measures need to be taken to meet new challenges. Language and culture are vital to a nation's identity. The linguistic kinship of the Nordic countries creates a feeling of possessing cultural wealth greater than that of a single nation. At the same time this Nordic affiliation lends strength to the national languages, since they can be used across a wider area.

Considered separately, the Nordic countries are small and their cultures are exposed to strong external pressures. Together, however, they represent a region of considerable resources and great possibilities, even though a collective population of 24 million is still not a large number. Cooperation with our neighbours has given inspiration and strength in many fields. We have developed social models which our politicians can be proud of and which our peoples wish to retain and develop further. The Nordic concept of community and cooperation deserves support, both now and in the future.

Library Development in the Electronic Environment: Iceland 2005

Sigrún Klara Hannesdóttir



Dr. Sigrún Klara Hannesdóttir has been Director of the National and University Library of Iceland since 2002 with the title of National Librarian. She was Director of NORDINFO, the Nordic Council of Scientific Information, 1998–2002, Professor in Library and Information Science, University of Iceland, 1975–1998, school library director for the City of Reykjavik, 1971–1975, a consultant in Trujillo, Peru 1970–1971 and reference librarian in Michigan, USA 1968–1969. She has been a member of the Standing Committees of the IFLA Section of School Libraries and Resource Centres, and the Section of Library Theory and Research, and Chairman of an IFLA Working Group on the Education and Training of School Librarians. She was President of the International Association of School Librarianship (IASL), 1995–1998.

Geography, Demography and Culture

Iceland is an island of about 100,000 km² with a population of about 300,000. The main concentration of habitation is around the capital, Reykjavik, where half the population lives. The rest of the population is scattered in towns and villages around the coast, since the interior of the country is uninhabitable because of volcanoes, lava-fields, hot springs and glacial rivers. The interior, on the other hand, is a tremendous source of energy, both from cold rivers as well as hot water and steam. Iceland has its own language, and demographic characteristics that are based a homogeneous population, highly technologically advanced and with a high general educational level. The Gross National Income (GNI) of Iceland is now among the highest in the world and amounted to USD 32,000 per person in 2003. Iceland has no minerals, oil or other precious commodities. On the other hand it is rich in energy, in fishing and most of all, in the high educational level of the population.

Culturally it forms a part of the Nordic region because of strong historical ties. Iceland was settled in the 9th century mainly by Viking rebels from Norway, who carried the cultural roots from Scandinavia across the Atlantic, but it has also some definite Celtic traits. The stories tell us that the Vikings kidnapped Celtic women on their voyages to Iceland, which can explain the red hair and freckles that are common in Iceland, as well as the literary tradition. Iceland was a free state until 1262 when it came under the rule of the Norwegian king and later followed Norway to become a part of the Danish kingdom. Iceland got its own constitution from Denmark in 1874 and became an independent republic in 1944. At that time the population of Iceland was only 128,000.

The most famous Icelandic contribution to the culture of the world is the production of the Sagas of the Icelanders, and the Eddas, which were written in the Icelandic language in the 12th and 13th century. Iceland was then the only one of the Nordic countries that used the vernacular for its literary activities. Iceland was very isolated during several centuries, but the language, literature and folklore were very much alive and all kinds of literary texts were written down, copied and recopied, read and re-read by the total population, prior to book publishing and a long time after that. In spite of poverty and poor living conditions, the language was kept alive almost unchanged through this literary tradition and is very much alive still. Iceland has one of the highest publication rates per capita in the world. In 1955 the Icelandic author Halldór Laxness received the Nobel Prize in literature. One of the characteristics of the Icelandic language is that there are hardly any dialects in Iceland although the population was very scattered and communications were

difficult. People have associated that with the high level of literacy and reading among the population over the centuries.

Brief History of Libraries

In 1790 the first reading society was formed, which was mainly a reading club of professional people who joined hands to purchase foreign literature and share the books by circulating them among the members. During the following years some six reading societies were formed, but most of them did not last long. The first one that operated for any length of time and made a considerable contribution to the general public was founded on a tiny island off the west coast, called Flatey. The founders were Ólafur Sívertsen and his wife, Jóhanna. On their wedding day in 1829 he and his new wife established a 'progress-institution' which was to serve as a reading society for the general public as well as a school and cultural centre. They made a collection at the wedding and used the money to purchase books. In Flatey the first library building was erected in 1864. The building is only 16 m² and has now been rebuilt as a monument to the founders.

During the period 1880 and 1920 some 200 reading societies were established with their main purpose being to improve living conditions and educational standards in the country. In 1818 the National Library was founded and later amalgamated with the Library of the University of Iceland into the present National and University Library. In recent years development has been very rapid in all types of libraries, where electronic resources play a major role.

The National Library 1818–1994

The National Library was initiated through the support and enthusiasm of foreign people, in particular explorers who visited Iceland and were surprised to find that the nation that had given the world the literary treasures of the Eddas and Sagas now lived without books, as one of the explorers commented. Those beneficiaries started a movement towards establishing a library in Iceland through donations from libraries around Europe as well as from private donations. The library was opened in the loft of the Cathedral in 1825 with a collection of 1,545 books; one Danish beneficiary, Carl Christian Rafn, had collected more than 900 of the books

and donated a substantial number himself. The Library moved from the Cathedral to the building of the National Parliament that was opened in 1881 and then got its own building in 1909. That building housed the library until the amalgamation with the Library of the University of Iceland. The first librarian to be appointed to the Library was Jón Árnason, who is best known in Iceland for his collection of Icelandic folklore – the Icelandic equivalent of the Grimm brothers in Germany. The National Library very soon became a depository library for all Icelandic publications and from 1886 it became a legal requirement that all printing offices in the country should provide the Library with two copies of everything published. Actually the National Library managed to acquire almost every publication that had appeared in Iceland from the beginning of printing in 1534.

In 1846, when Bishop Steingrímur Jónsson died, his collection of manuscripts was purchased for the Library. Since then the National Library has developed a good collection of paper manuscripts and more recently of private archives, which have been donated to the Library.

The National Library has published the Icelandic bibliography since 1888, first as a bibliography of new acquisitions to the Library, then as a part of the annual report of the Library from 1944, and after 1974 as a separate publication. By 1979, automation was introduced and the National Bibliography produced in a computer form.

Around the time that the Library amalgamated with the University Library, the National Library had a staff of around 40 people (32 full-time equivalent [FTE]).

The Library of the University of Iceland 1940–1994

The University of Iceland was founded in 1911 with the amalgamation of three professional schools, the School of Theology founded in 1847, the School of Medicine founded in 1876 and the School of Law established in 1908. These three schools became faculties of the newly established University. The fourth faculty, the Faculty of Philosophy, was established at that time and is now named the Faculty of Humanities. Each of the professional schools had had its own small library. The University was first housed in the building of the Parliament along with the

National Library; it was in 1940 that the University first got its own building with space for the Library. At that time the number of students was around 280. The University Library was given the status of a depository library and one copy of each Icelandic publication went to the Library from the beginning. A rapid increase in the numbers of students, along with the constant increase in the number of publications, caused problems in terms of space and facilities, although the amazing fact is that the university librarian, Dr. Björn Sigfússon, was the only full time employee in the Library from 1945 until 1964. After that, the number of staff increased gradually and by the time the Library was moved into the new building there were 33 staff members (26 FTE).

Automation started in 1986 with the purchase of the first CD-ROMs and in 1990 an automated library system was acquired which started its functions the following year. This system was *Libertas*, which was also used as a union catalogue of many research libraries, including the National Library. In Icelandic this catalogue got the name *Gegnir*. Altogether 200,000 catalogue records of non-Icelandic material were automated by a British company, *Sastec*, but retrospective cataloguing of the Icelandic material was carried out by the staff of the National and University Libraries.

The National and University Library of Iceland 1994–

The present National and University Library of Iceland was opened in 1994 in a new and

spacious building after the amalgamation of the National Library and the Library of the University of Iceland.¹ However, the concept of a new amalgamated library dates back to the 1950s when it was becoming clear that the two large research libraries were both short of space and facilities. In 1974 the Parliament agreed to construct a library building to commemorate the 1,100th anniversary of habitation in the country. It took 20 years for the library to be completed and in order for the construction to be financed, a special 'library tax' was levied by Parliament to collect funds to complete the building.

In 1994 the Library building was finally completed. It has four storeys and a basement, a total of 13,000 m², a light construction with large windows and in every way a very pleasant working library. The chief architect of the building was Icelandic, Manfred Vilhjálmsson, and a special adviser to the construction committee was the British architect Harry Faulkner-Brown. The building was adapted to high technological use and offers all the facilities of a modern library. It seats about 700 people; many of the places have computers, and access to the Internet by laptop computers is available in most spots in the Library. It is, however, hardly sufficient in 2005, when the University of Iceland has grown to about 8,000 students and 1,000 staff.

During the first years the operations of the two libraries, which actually have very different original functions, were moulded into one institution. The first floor was designated for the national collections and manuscripts. That floor also has a spacious reading room for the



Figure 1. The National and University Library of Iceland: exterior view.

Departments of Manuscripts and National Collections. The many special collections are now more visible and the Library can provide better personal reference services. The third and fourth floors house the collection that is on open access, both books and journals. The second floor, which is the entrance floor, houses the reference collection, information services and circulation, cafeteria, lecture hall and exhibit area as well as working places for the staff.

The new Library got its own legislation in 1994, where its functions were stipulated in great detail. All the functions of both libraries were included in the library legislation and now, after 10 years of operation, a revision of the legislation is needed.

The first librarian of this amalgamated library was Einar Sigurdsson, who was the librarian of the University of Iceland prior to the opening of the new building. In 2002 he retired and the present librarian, Dr. Sigrún Klara Hannesdóttir, was appointed.

University and Research Libraries

When the decision was made to amalgamate the National Library and the Library of the University of Iceland, there was only one university in the country and only a few research libraries could be defined as such. In recent years the number of universities and university level institutions has increased and there are now eight institutions which offer education on the tertiary level. The Teachers College, Kennaraskóli Íslands, was founded in 1908, but was transferred to the university level with legislation in 1971 as the Iceland University of Education. It holds the largest library in the field of education and pedagogy.² The University of Akureyri³ was opened in 1987. Gradually new university level institutions have been opened or older institutions changed. Some operate with private finance and others are entirely financed by the government. All of these institutions have some kind of library, but in many cases the educational programmes rely on access to electronic



Figure 2. A modern library in the electronic age: the National and University Library of Iceland.

resources and have only very small 'tangible' libraries.

The University of Reykjavik⁴ was opened in 1998 and it specifically emphasizes access to electronic resources for the subjects offered, which include computer science, business, business administration and law. The Bifröst School of Business⁵ specializes in business education and the Agricultural University at Hvanneyri⁶ has been created by the amalgamation of the Agricultural Research Institute,⁷ the Horticultural College and the Agricultural College.⁸ A noticeable recent trend is that the smaller institutions are amalgamating into larger units which can offer better support services to the students, including libraries.

The number of research libraries in the country is considered to be about 40 to 50. The largest national research institutions hold substantial library collections, such as the Marine Research Institute,⁹ which has a good fisheries library to support research and development in that field. The National Energy Authority¹⁰ has a research library that supports research on Icelandic energy resources. Other research institutions that hold good libraries are, for example, the Meteorological Institute¹¹ and the Institute of Natural Sciences.¹² The Library of Icelandic Radio Broadcasting¹³ holds a large collection of material related to the operations of the national radio and television service and a good collection of Icelandic recorded music. The National Hospital,¹⁴ which is also the teaching institute for medicine of the University of Iceland, holds a substantial collection of journals, mainly in electronic form, to support the clinical work and research carried out at the Hospital. Generally speaking, most research institutions hold some library collections, but research and development is relying more and more on access to electronic resources. The libraries form a part of the institution that they serve and are not guided by separate legislation.

Public Libraries

Public libraries were formed on the basis of the old reading societies but it was not until 1955 that the first public library legislation was passed by the Icelandic Parliament. According to that legislation, the country was divided into 30 library districts and each community was required to provide public library services with a small supplementary grant from the central

government. The position of Director of Public Libraries was established in the Ministry of Education to support the development of library services around the country. Most of these libraries charged fees for the library card. New legislation was introduced in 1976, when the operation of public libraries was completely transferred to the local governments. At that time there were more than 170 public libraries on record. The small size of the local communities was a serious hindrance to library development and many of the public libraries were small, open only a few hours a week, and operated by volunteers. The most recent library act was passed in 1997. In this legislation there is an emphasis on access to information for the total population and specific requirements that public libraries provide the public with computers to access information. Public library development has been very rapid during the past decade or so, where many libraries have got good new housing and fine conditions for the users. Internet access is now very common in public libraries and more and more libraries are operated by professional librarians, which also improves the professional services that these libraries can provide. Almost all public libraries are now connected to the national central online catalogue, Gegnir, and have full access to the country's collections. The public libraries also operate the Icelandic Web Watch,¹⁵ which is a service provided by some 15 public libraries that search the web regularly for good websites.

The largest of the public libraries is Borgarbókasafn, the Reykjavik City Library,¹⁶ which was opened to the public in 1923 and operates six branch libraries as well as a bookmobile. Its services are very progressive and the Library takes an active part in the cultural life of Reykjavik. Annual visitors were 651,000 in 2003 and circulation figures amounted 1.3 million. The present City Librarian is Anna Torfadóttir.

School Libraries

Elementary school libraries were systematically introduced in the 1970s, first as an effort of individual schools and later as a systematic development starting in Reykjavik. In 1970 the City of Reykjavik passed a resolution to establish a library in all elementary schools, based on a Danish model where the library was to form an integral part of the educational programme of the school. In 1974 the Parliament passed an Education Act which contained one article on

school libraries, where it was required that every elementary school should have a library. During the first years, the central government paid 50 percent of the cost of establishing a school library, including the purchase of 10 books per student. However, this did not have much effect because some of the schools were very tiny, with 10 students or less, so that per capita numbers were not very effective. A school library processing centre was established in Reykjavik that was and is in charge of planning new school libraries in each school in the City and provides acquisition and processing of all the material for the libraries, including online cataloguing.

School libraries in secondary schools – which in Iceland cover the age groups of 16–20 years of age – developed along different lines and in all schools at the secondary level there were some book collections, either donated by some beneficiary or developed from the budgets of the individual schools. A legal framework for secondary school libraries was included in the legislation of individual secondary schools, that were very few until the 1970s. In 1996 a general Education Act was passed for the secondary school level and in that legislation it is stated that each secondary school should have a school library. One of the main points of emphasis in the

legislation is that the school library should make available electronic information and computers for information searches. Students should be made independent in their search for information, which can also be interpreted to include information literacy.

Library Education

Dr. Björn Sigfússon, the librarian of the University Library, initiated library education in 1956. He ran the programme for almost two decades with a few part-time teachers. The original purpose of the programme was to train librarians for work in the two main libraries, the National Library and the Library of the University of Iceland. In line with this, the subjects taught included manuscript reading, library use in research and eventually cataloguing and classification. The teaching programme also included practical training of 2–4 weeks. Library education was in the beginning offered as an additional or bi-subject along with other educational degrees, mainly Icelandic history and literature. In 1965 the first librarian was awarded a BA degree in librarianship. The staff members of the public libraries were frequently volunteers or writers who were considered to be particularly



Figure 3. The National and University Library of Iceland: main floor, circulation and reference.

suitable to run public libraries, and course programmes for them did not come until later.

During the years 1972–1976 there was a great turmoil on the educational scene in Iceland and library education also reflected new trends and ideas. In 1973 the Association of Professional Librarians was founded by librarians that had graduated with a library degree either in Iceland or abroad. The new association made library education one of its focal points. The University was also willing to look at some future development of the Library Education Programme and invited two consultants to Iceland to study the situation and present their suggestions for the future. Those were Dr. G. Edward Evans from the University of California and Douglas Foskett from the UK. Although their suggestions were quite different, both considered it essential for further development that a full-time person should be hired to lead the development. In 1975 the first full-time lecturer was appointed and that same year a Fulbright professor, Dr. Charles Conaway from the USA, came to teach and help with the future focus. The following year, 1976, the University of Iceland established a new faculty, the Faculty of Social Science, and library education was transferred there.

Library education is now mainly offered as a subject on the three-year Bachelor level (180 ECTS) but because of the way the University of Iceland is organized, the library science students can select a supplementary subject (60 ECTS) from any faculty or subject in the University or from an equivalent institution abroad to complement their basic studies (120 ECTS) in librarianship. This has made it possible for students to acquire a very varied background, which serves most interests and capabilities. Among recent trends in the Library Education Programme is records management and courses on the Internet and web management, which are turning out to be very valuable work markets for graduated librarians in both public and private sectors. In addition the Programme offers a speciality for school librarians, which is a one-year programme with a course combination that especially fits those who wish to work in school libraries.¹⁷

Since 2004 the Library Education Programme has offered an MLIS, which is a study programme on the master's level. This is a two year programme (120 ECTS) for those with a Bachelor's degree in fields other than librarianship and is composed of two semesters of course work, one semester of practical training and a final paper. A

research master's degree has also been on offer, which is based on a large research project and some course work that supports the topic that the student has selected. This kind of Master's degree is based on the individual's interests and is custom-made around the student's topic. Three students have completed their research master's degrees. A large group of Icelandic librarians have acquired their Master's degrees at foreign universities through distance education. The most popular of those universities is in Aberystwyth, Wales, but other UK institutions that offer distance courses have also been selected.

Gegnir – National Library System and Union Catalogue

A new library system was opened to the public on 19 May 2003, which is both a central library system for the whole country as well as a union catalogue for holdings of all libraries. But this development had a long history. As mentioned before, the Library of the University of Iceland and the National Library purchased an automated library system, Libertas, which started functioning in 1991 and was called Gegnir. Several research libraries joined that system. The City Library of Reykjavik as well as several other libraries purchased DOBIS-LIBIS and introduced that as their centralized library system, called Fengur, about the same time. Several smaller library systems were also used, such as Micromark, from Norway, Embla, which has its origin in Australia, and Metrabok, which is a system developed in Iceland. By the late 1990s the two large systems were outdated and new thinking was needed on the future of library automation.

In 1998, the Ministry of Education appointed a committee with members from the research and special library sector to study the situation. Representation was also added by the local governments from the public and elementary school libraries. The goal was to find a system that could be used by all types of libraries and which could hold the union catalogue of all material in all libraries. After a thorough study, the ALEPH 500 Library System from Ex Libris was selected. A private company called Landskerfi bókasafna (Icelandic Library Consortium)¹⁸ was established around the operations of the library system on 14 November 2001. The national government and local governments in equal parts own the Consortium. It makes contracts with each library individually and the libraries pay to the Consortium according to different

formulas, such as the numbers of people in local communities or the numbers of students in schools.

After the purchase of the system, the job started of transferring the records from the older systems and then amalgamating them into one online database. The records of the National Library and other libraries that had used *Libertas* formed the beginning and then the catalogues of the City Library and the public and school libraries were merged with the records. A lot of issues arose, mainly caused by different cataloguing traditions in different libraries. It can be claimed that this kind of project had not been carried out in many places in the world before, so there was a lot to learn. In most cases when libraries update their systems, it is a question of one database being transferred from one library system to another, but the amalgamation of records from several different library systems creates problems of great magnitude.

The National and University Library of Iceland has the legal responsibility to coordinate library activities on the national level, as well as the publication of the national bibliography. The issues that arose because records from the two systems did not merge properly have caused the cataloguing staff of the Library, as well as staff of the Consortium and a few other libraries, tremendously time-consuming difficulties. Now,

two years after the opening of the new system, it is running reasonably well, but much cleaning is still to be done because of duplicate records, discrepancies in name authority files, and inconsistency in the union catalogue, which will gradually be improved. The catalogue, that is also called *Gegnir*, is freely available on line on the Internet. All libraries in the country have access to it on the Web, but not all libraries have already joined the catalogue and more transfer of records from the smaller library systems is still awaited.

National Licences to Electronic Information

The idea of national licences to electronic journals and databases came up as early as 1998. That year the Ministry of Education set up a committee to look into the possibility of working out national agreements with vendors. This turned out to be possible because of the small population of Iceland. The first such national agreement was signed with *Encyclopaedia Britannica* in 1999, followed by several other contracts with other vendors such as *ProQuest* and *Literature Online*, and a number of contracts followed. The licences were negotiated based on the number of subscriptions that each vendor had in Iceland. An additional price was negotiated for nation-wide access



Figure 4. *The National and University Library of Iceland: journals section.*

to the whole subscription packages that the vendors were selling.

The National and University Library of Iceland negotiates the contracts on behalf of the government for nationwide access and provides a website, hvar.is¹⁹ from which all the material is available. The Library then collects payments from the individual libraries around the country proportionally according to the subscriptions held in 2000. An advisory committee works with the Library to select which licences are signed on the national level or which are better kept in the hands of smaller consortia or even as individual subscriptions by an institution.

After the signing of the contracts the problem is how to divide the payments among libraries. Originally, the paper subscriptions that each library had in the year 2000 were used as the basis for the payments for the national licences. This means that libraries cannot cancel subscriptions that form the base price and many libraries find that unreasonable. Furthermore, it is not possible to measure usage by individual institutions because with nationwide access the connection between an individual library and the actual usage is not visible. Nobody knows who is using the electronic journals since they are available to everybody, but only a few libraries pay for them out of their budgets. One thing is

clear; many institutions are using this facility and are not paying for their use. The fact remains that the usage of this electronic information is constantly increasing, benefiting the total population.

The National Electronic Library

The National and University Library has been digitizing old Icelandic material and placing it on the Internet. It has stated as its strategy for the immediate future to create a National Electronic Library, putting together all the bits and pieces that are already in digitized form. First it was the old Icelandic maps, then came a large project, Saganet,²⁰ which includes the digitization of about 150,000 pages of manuscripts and material related to the Icelandic Sagas. This project was followed by the digitization of historical journals and newspapers published prior to 1920 and those are now almost all on the Internet. The digitized material which is available from the website, www.timarit.is,²¹ is a joint project with the national libraries of Greenland and the Faeroe Islands. The newspapers are digitized in Iceland and then made available on the web. *Morgunbladid*, the main Icelandic newspaper currently published, has signed a contract with the National Library to digitize the whole run of the newspaper from 1913 to 2000, when



Figure 5. The National and University Library of Iceland: old maps online.

its own digitization takes over. Other projects that can be mentioned are digitization of the printed manuscript catalogues and the digitization of old printed books that are out of copyright.

The deposit legislation was renewed in 2002 and from 2003 the National and University Library is harvesting the Icelandic part of the web. This is successfully carried out now and forms the most recent part of the electronic national library.

The next project that is on the drawing board is to create a portal that can link all these different electronic resources through one gateway.

The Electronic Research Library

The National and University Library has a double role as a national library preserving and making available the written national heritage, as well as that of a research library, supporting all education and research in the University of Iceland. The electronic licences and the electronic subscriptions of the University form the basis of what has been called the Electronic Research Library, and this is one of the cornerstones of the strategy for the National and University Library. The next development within this programme is e-publishing, collecting and preserving the electronic publications that are already available, as well as research material that has not been published but needs to be preserved and made available. Hopefully, this type of project will be carried out in cooperation with the other Nordic national libraries.

The Modern Scene and Some Future Vision

The Icelandic government has published an information policy called 'Resources to Serve Everyone: Policy of the Government of Iceland on the Information Society, 2004–2007'.²² Several of the focal points of this policy have direct relationships with libraries and the electronic environment. These include, as an example, an article which says: "The scientific community, business life and the public should be informed of and guaranteed continued access to international data-bases available through the Internet" (Chapter on Promotion and Raising Awareness) an article which suggests that: "A campaign should get underway for the digital

republishing of Icelandic cultural materials, with the needs of the educational system in mind" (Chapter on Culture), and "All the country's main libraries are to receive support in installing wireless networks for access by their customers" (Chapter on Access for everyone). All of these points have direct reference to the work of the libraries of the country and the work that is being done now, both in terms of access to international scientific information and the digitization of the national heritage.

The fact that the libraries of Iceland are linked into one union catalogue which serves every person from every computer in the country, as well as the national access to electronic resources acquired through contracts and licences with vendors, creates a very special situation in Iceland. It can be claimed that the access to electronic resources, in terms both of bibliographic information as well as full text documents, is among the best in the world. Not many countries have the possibilities to offer this kind of access to the total population, independent of location. Icelanders have access to the wealth of scientific information even if they are not connected to a university or research institutions. This is vital for a population which is as scattered as that of Iceland.

It can be claimed that most of the political objectives of the present government, such as an increased emphasis on postgraduate education, distance education and the creation of knowledge centres around the country to support entrepreneurial initiatives, depend on the nation-wide access to electronic information.

Photo credits

All photos by Helgi Braga.

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Most of the Icelandic institutions mentioned in this article have websites, frequently with English abstracts. Those addresses are listed below. The addresses of some full text documents in English are also listed.

1. <http://www.bok.hi.is/>
2. <http://www.khi.is/>
3. <http://www.unak.is/>
4. <http://www.ru.is/>
5. <http://www.bifrost.is>
6. <http://www.lbhi.is>
7. <http://www.lmi.is/>
8. <http://www.reykir.is/>
9. <http://www.hafro.is/>
10. <http://www.os.is/page/library>
11. <http://www.vedur.is>
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New Demands – Old Skills. A strategy for bridging the competence gap: building competencies in a daily working context

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Introduction

One of the major challenges we face in all types of libraries is classical: the need to maintain professional skills and develop new competencies for a changing world. With the accelerating speed of the technological changes the problem has grown to dimensions impossible to repress.

There are various problems under my headline, but most of them derive from the fact that since the appearance of the online catalogue a growing number of work routines and procedures have been fundamentally changed and the breakthrough of Internet services in libraries, of which we have only seen the very beginning, has led to a complete change of paradigm.

Not only routines related to registration and cataloguing of materials, lending procedures, collection development and searching are changing completely, but also other core services related to the ways in which to meet customer needs. There has always been a need for renewal of staff and skills, but during the last decade we have in the modern world moved from a situation where this process was more or less organic and secured by the 'natural' way: inclusion of new staff members from generations with updated educations and new professional skills to substitute and complement the old staff and help to adapt to quite another reality. This reality is – at least in my country with an average age of the late 40s among librarians in public libraries – that the majority of staff members were educated, not only before the breakthrough of the Internet, but even before the online public access catalogue (OPAC). Of course, they learned to handle the OPAC along the way, and the Internet as well to some extent (or else they retired early). But the question is to what extent do the new skills reach, how integrated are they in terms of attitudes and priorities? Furthermore, the question is how to handle the problem in daily library management?

This paper deals with the development of a strategy for a national effort to implement a programme organized by the Danish National Library Authority (DNLA)¹ for skills and competencies development on a broad scale for the purpose of upgrading all libraries to the needs of the information society and introducing new ways of organizational handling of learning and competence building.

Three Types of Insufficiency

You may meet many types of insufficiency in the average upcoming multimedia hybrid library. The focus here will be on three basic types that we identified and which can probably be recognized by any library director.

The first and most obvious is lack of basic technological and media skills – related to the above-mentioned gap between education and professional training and recent technological innovation. The need is for a broad range of skills necessary to operate in a multimedia digital environment: elementary technical skills, skills for searching in databases and the Internet, knowledge of nonprint media, etc.

The second type is related to appropriate handling of the changing needs of users in the digital age. Widely recognized is the need for skills in ICT training as more and more libraries as part of their core activities establish learning centres, primarily devoted to help citizens use the web (e-government, consumer information, information on cultural activities, etc.). Our assumption is that the need for consultancy-like library services will increase in coming years.

The third type is related to the ability to handle strategic development, incorporating new services, planning and implementing organizational and marketing changes. Very often the lack of sufficient skills in this field is complemented by outdated or hostile attitudes to new theories. But such attitudes can often be seen as rooted in an inadequate understanding of the organizational implications of technological development.

You may also describe the three types of insufficiency as three different levels of needed insight into the new hybrid library² concept: starting with the need to be able to understand and handle a new medium, moving to its potential for new services, and the impact the pressure of new – networked – services has on a traditional organizational culture and the consequences for the priorities in the traditional library.

These types of insufficiency can be identified at national as well as institutional level in many libraries. Action should be taken to overcome these.

A national or regional programme aiming at overcoming these weaknesses, barriers as they

are in developing library services suited for the infosociety, would also include a programme to develop new leadership, as skills and competence building is a responsibility of the leader.

The Vision

Having identified the three types of insufficiency, our ambition was to give each and every person working in Danish public libraries an offer to upgrade skills – in the first instance making them able to handle everyday user needs related to new media, including the Internet services in the hybrid library.

Furthermore, we wanted to increase the normal support of the National Library Authority for the development of new services by raising the general competencies in project work, which normally is the prerequisite of new services.

Thirdly, we wanted to change the organizational culture that you meet in most public libraries. This should in particular happen in two respects: We wanted to improve the libraries' ability for and participation in the networked activities and we wanted to integrate learning activities in the library organizations.

Our vision was inspired by the organizational thinking on learning organizations and action learning.³

At that time the Danish National Library Authority (DNLA) had with good results been working on its own organization with the help of external consultants to develop a team-oriented, value-based leadership, where a cornerstone in the values was the integration of learning in the organization. We organized a broadly founded internal work on our visions for the future of libraries and our own role as an agency in this. We defined our role as frame setting, policy making and supporting and maintaining library development.

Keywords in our policy work were: development of the hybrid library to a degree, where its digital services can work as a full virtual library, a constant move towards more differentiated services aiming at the personal library. Organizationally we focused on a move from an institution-centred organizational thinking to a far more open networking, team- and partnership-based organization, and we found it crucial for the future success of the library profession that

it should succeed in creating new roles, within learning and cultural intermediation.

How could these theories and concepts be exported to the libraries? And how could we facilitate a change? Our intention as a national authority was not to dictate a specific change or to define an ultimate organizational model. No, we wanted to stimulate the local libraries to consider what changes they needed to undertake to become partners in national networked services, to establish new local offers and relations, and what should be done to create a new learning environment for staff and customers in the local library.

As we wanted to attack all three levels of insufficiency we designed three major lines in the programme:

- training of trainers
- project management training
- new leadership development

The training of trainers aimed at training experienced staff in libraries to act as trainers and supervisors for their colleagues in their own and nearby libraries. They should help to establish skills by action learning in the handling of music (which many libraries did not offer before 2000), multimedia and web services – basic principles in the library as a learning centre. Trainers should be able to handle short introductory courses and work with colleagues in a music division or demonstrate how to organize a WWW presentation for grandparents or any other public library target group.

Project management was chosen as a line because we considered projects as a means to develop new services as well as changing traditional organizations, because in project work you normally organize a decision-making team. Furthermore, experience from the last decade showed that libraries constantly working with projects developed faster than the rest and took the lead in presenting new services. The programme line ‘project management’ would train a number of likewise experienced librarians in project management and would qualify them to support and advise on projects in their own and nearby libraries.

Under both these programme lines you may find the ideas of the learning organization concept; the vision was a corps of colleagues acting as consultants in the everyday situation, sharing

their knowledge by practical demonstrations – preferably in their colleagues’ own daily working context.

The third line was new leadership. This was simply a good offer to all directors of public libraries to join, at an extraordinary low price. a new diploma course in library management organized in cooperation between the Danish National Library Authority, The Danish National School of Management and the Association of Library Directors. The aim was to introduce the conditions for management and leadership in the information society and inspire changes in work organization and priorities in the libraries.

The Context

The special context for the Danish programme was the new Act on library services, passed by the Danish Parliament in 2000.⁴

Denmark had its first Act on public libraries in 1920, which has been revised on several occasions. In 2000 the aim of the thorough revision was to establish frames for the hybrid library in order to meet the new needs of users in the information society and basically create a systematic integration of the Internet technology and services wherever it was appropriate in the libraries.

The change in the Danish legislation means: that it has become obligatory for all libraries to give access to Internet resources and to help citizens use them; that access to all types of media is obligatory; introducing a new service, bibliotek.dk, giving access to search, request and – for new books – order any title bought by a Danish library to pick up at any chosen library.⁵ The spirit behind the act is to create a new kind of library, with a growing number of digital services and a more diversified and user-directed service in the physical service points.

The act granted the Danish National Library Authority an extra DKK 20 million (USD 3 million) towards the ‘implementation’ of the act by establishing programmes for skills and competence development in libraries’ staffs and other relevant activities.

The context also includes the situation on the continuing education scene in Denmark, that compared to most other countries is really good.

There are several players offering courses, with The Royal School of Library and Information Science in the lead with some 300–400 courses and 5,000 participants on a yearly basis (the total number of employees in Danish public libraries amounts to approximately 5,100). The activities of the Royal Library School are well evaluated; twice a year a new catalogue on training courses and seminars is presented, always with new and hot topics. So the first decision was related to the ongoing activities in the field.

We decided that the activities that we would launch should complement the core activities in the field of continuing education and not at all be seen as an alternative, in particular as the programme would be a unique effort and not a lasting one, like the activities of the Royal Library School. Our effort can then be characterized as an effort to support an organizational change that can handle learning activities on an everyday inhouse basis. This does not contradict the activities of the Royal School of Library and Information Science, which are on a higher professional level.⁶

An important point is that the offer in the development programme was free of charge for the libraries, while the continuing education activities at the Royal School are based on user fees.

Implementing the Programme

The competence development programme was part of a larger programme that was marketed as a 'special offer to all libraries' by direct mail to all the public libraries in Denmark. The elements in this programme were support for

- building and expanding collections of nonprint material
- development of new services and cooperation among libraries and their users
- competence development: training of trainers and project management
- new leadership
- a public relations campaign on the new channel of access to all libraries, bibliotek.dk/library.dk

The ambition of the whole programme was to make all libraries take a simultaneous jump into a hybrid library model. The programme was made possible by a single grant, and if the effort

were to have a lasting effect, it had to aim at changing the way the libraries usually handle continuing education. In other words, the lasting impact should be on the way libraries plan competence and organizational development, but at the same time there was an acute need for skills on a very basic level. The intentions, accordingly, for the competence and leadership programme, were manifold. In the first instance to meet the basic insufficiency in handling new media, and in the intermediate perspective to accomplish organizational changes, taking into account the differences between a traditional institutional-centred library organization and a networking, value-based, project- and learning-oriented work culture.

For DNLA it was crucial to establish partnerships closer to the individual library director and individual libraries than would be possible for the authority alone. The main partner was the county libraries. In Denmark a county library is a municipal library that, by national grants, has integrated the tasks of the county library, which traditionally primarily imply a role as part of the superstructure for printed material. The new library legislation also entailed new tasks and a completely new way to organize these tasks that committed the county libraries to a much more proactive role in advising, coordinating, supporting and developing local libraries. And with the new act the DNLA implemented a new grants system in relation to the county libraries, based on activity goals outlined in a performance contract. In relation to the competence programme, DNLA decided to divide Denmark into four regions with four county libraries in each, and let them take the lead in the practical implementation of the programmes on training of trainers and project management. In each region one library was chosen as formally responsible, which made the conducting of the programme easy. DNLA had close contact with the four responsible libraries, and made sure that there was proper networking in the regions and that an ongoing sharing of knowledge and experiences between the four regions took place. The idea in the chosen organizational model was, on the one hand, to create a lasting network that would continue the work after the cessation of extra grants and, on the other hand, to integrate the activities in the performance contracts with the county libraries.

The county libraries in the four regions applied for the grants on the basis of quite specific plans,

a major issue being that it should be easy for libraries in practical terms to participate and it should be easy for them to recognize the offers as answers to their needs.

What Was Done?⁷

Each region decided how they would organize the training. One of the regions decided to do a proper survey to reveal the needs in the libraries. The result turned out to be very similar to the three other regions, where action was taken immediately on spontaneous feedback on the situation from the libraries. The needs for improved skills could be divided in four groups:

- music librarianship, aiming at libraries new in the field
- the web as a professional tool for the librarian
- web design, web services for users
- introducing the WWW for various target groups

Recruitment of trainers and project consultants was organized in order to cover the whole country. Each library should at least have a neighbour library with a trainer in it. Everything was done to make this free offer for the libraries an offer they simply could not refuse.

The training of the trainers was done by professional consultants in the field and by the Royal School of Library and Information Science. Even if the training was organized differently in the regions, the focus was everywhere on the very specific pedagogical task the trainers would have to deal with. Typically the trainers were trained for two weeks divided in two or three periods with practice and supervision in between.

The project managers or project consultants were in general trained less, but basically in the same way: two modules lasting three days each with professional introduction to project work with supervision and practice in between.

In simple terms of activities and numbers: training of trainers – 53 librarians were trained as trainers, mainly in methods for knowledge sharing and teaching. After their training they arranged 430 workshops for colleagues with 4,600 participants. These workshops accordingly aimed at imparting skills enabling the participants to handle new media in their daily library work: searching the web, building music collections, participating in

running web services such as the national ask-a-librarian-service, but also their own homepages, and running workshops on introducing the Internet for various user groups.

Some 244 librarians were trained in project management for the purpose of serving as project managers themselves, but also to act as trainers or consultants for colleagues in their own or nearby libraries to implement new services, such as introducing the web, presenting a variety of offers from the library from introducing simple search to creating your own website, and creating more demanding new services.

The new leadership programme was introduced as support for professional management education. One offer was support for relevant master's or diploma courses, for instance courses of good reputation as Master of Public Administration. Much to our surprise, there was hardly any interest in this kind of support. But a special programme designed as a one-and-a-half year course through cooperation between the Danish School of Public Administration, the Association of Library Directors and the Danish National Library Authority was successful. The course was tailor-made but integrated a number of elements from the standard diploma courses in modern management and combined them with elements on the hybrid and virtual library and the organizational implications of the new library concepts. Eighty-five library directors applied for the course, which was organized in four regions. Seventy-five followed it throughout the whole period and 54 finished their final project. To understand the interest in this particular programme and the need for it, you must consider that until 2000 and the new Act on library services, only professional librarians could become directors in Danish public libraries. Hence the need for professional management skills was obvious.

In relation to the parallel activities for implementing the new act, it can be stated that a majority of Danish municipalities (the smallest ones) received state subsidies from the programme for building new media collections, a number of municipalities were supported in developing new partnerships, and a public relations campaign for the new web service, bibliotek.dk, was conducted, with a postcard sent to all households in Denmark carrying the following text: 'Visit your library from your home at the address bibliotek.dk' as the most unique activity.

Did it Work?

In 2003 the implementation of the Library Act was completed and an evaluation of the results was carried out based on interviews with librarians and a survey of the services offered by Danish public libraries. The result of the survey reveals that all libraries now offer Internet services and give access to a broad range of media and services, to a degree that you may conclude that the hybrid library is indeed a fact in all Danish libraries. So at the first level – meeting the need for enabling the staff in the public libraries to handle a new range of media and services – there is no doubt that this has been achieved: anybody who needed has been offered the chance to be upgraded by basic training.

A very important measure of success is that the training activities organized in the four regions by the county libraries continue and are considered very important by the libraries in the regions. DNLA continues to support these activities with a small grant, earmarked for stimulating new specific skills. To give an example: this year's topic is handling of music files for library loans, as a national agreement on the conditions for this new type of loan has been signed.

Turning to web services, a growing number of libraries are partners in the networks that run national services like the electronic ask-a-librarian-service, the children's virtual library, the Internet guide, etc., but the majority, and mainly the smaller, libraries are still not taking part in these activities. Approximately one third of all public libraries contribute to national web services, which is not a satisfactory figure. We are here in a field that goes beyond the mere training of skills, that demands new priorities and organizational changes.

As for the new leadership programme, the evaluation by the participants has been brilliant, but it is still too early to judge the impact of this effort. The need for 'new leadership' is not fulfilled, which you can tell by some problematic attitudes revealed in the interviews in the above-mentioned survey on the implementation of the 'Act on library services'. These problematic attitudes are related to networking and the necessary cooperation on future development. The value of independence (and their own 'freedom') ranks higher in the minds of many

library directors than does professional development.

The conclusions, then, are as follows:

In the short term – the training effort, simple upgrading – we succeeded.

In the longer term – change of organizational culture and values, integrating project work and networking activities – we pushed in the right direction, but the development (and new efforts) still has to demonstrate the necessity for change more clearly to convince all library directors. As to the efficiency of the project managers I am convinced that far too many were trained on a too superficial basis. The idea of project managers acting as consultants is good, but fewer should be trained and on a much more ambitious level.

It is also a clear conclusion that the trainers cannot create the same output as professionally planned continuing education provided by the library school; well used, however, it can be seen as a division of labour, solving daily needs inhouse and leaving more sophisticated activities to professional partners.

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Libraries. English original and French and Spanish
translations available on IFLANET at: <http://www.ifla.org/IV/ifla70/prog04.htm>*

The Manuscript and the Internet: digital repatriation of cultural heritage

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Introduction

This paper focuses on three cases where the repatriation and recontextualization of dispersed manuscripts and manuscript collections have been based on cross-national collaboration and use of Internet technology, either as a sequel or as an alternative to physical repatriation. I will first mention the ongoing construction of a common computerized catalogue of the Arnarnagnæan collection (18th century) of medieval Icelandic manuscripts, which in 1971 was divided between two research institutes, in Reykjavik (Iceland) and in Copenhagen (Denmark), respectively. Secondly, I will make a brief presentation of a recent Danish-Swedish project, the outcome of which is a digital facsimile of the oldest manuscript of 'Jyske Lov' (The Law Code of Jutland), which is the earliest Danish Law Code (1241). The manuscript in question, Codex holmiensis C 37, has been preserved in Stockholm (Sweden) since the beginning of the 18th century. Finally, I will make a presentation of the latest development of a website of the Royal Library in Copenhagen which concerns a unique piece of Latin American cultural heritage, the *Nueva corónica y buen gobierno* of Felipe Guaman Poma de Ayala (1615). This website was opened in 2001 and has evolved into an important portal, or, in our current terminology, a Digital Research Center.

Reuniting on the Internet the Dispersed Medieval Manuscripts and Documents of Iceland

Background: A Half Century of Dispute

I will not recount the long saga of the Icelandic medieval manuscripts and documents in Copenhagen, how they came to Denmark in the early 18th century, and how more than 3,000 items, including the two most famous, the *Flateyjarbók* and the *Codex Regius*, were returned to Iceland in 1971 and onward, after more than 50 years of sometimes intense political and scholarly debate. The 'case' has been described in English by Jeanette Greenfield, in the first chapter of her well-known *The Return of Cultural Treasures* (1989). She has hailed the 'solution' that was finally reached by Denmark and Iceland, as being nothing less than "the outstanding example of a major state-to-state return of cultural property", and "an unusually civilized and rational act" (Greenfield 1989, 307). More recently, in a very detailed study of the debates, from the Iceland Home Rule Act of 1918 to the return of the last of the approximately 1,750 manuscripts in 1997, Sigrún Davísdóttir (Davísdóttir 1999) has documented how the 'manuscript issue' was part of the 'Nordic' foreign policy of Danish governments, particularly of those led by the Social-Democratic Party, and especially after 1945. However, if it was pushed forward – ruthlessly, some said – by

politicians, the terms of the Treaty of 1971 by which it was agreed between the two sovereign states that the manuscripts were to be 'returned', were based on genuine scholarly concerns, aiming primarily at furthering the scientific study of the manuscripts within the context of the modern, technologically developing world. The 'idea' of the agreement was conceived in 1954 by Julius Bomholt, Danish Minister of Culture, and formalized by Alf Ross, Professor of International Law at the University of Copenhagen. As finally ratified in 1971, the manuscripts and documents that were returned became the shared property of Iceland and Denmark, to be preserved in two Research Institutes, in Reykjavik and Copenhagen, respectively, which would be under the supervision of a joint Executive Committee. Modern photographic technique was used to ensure that ongoing research projects in Copenhagen would suffer as little as possible from the physical division of the once unified Arnamagnæan Collection. This solution, which deprived the manuscripts of much of their importance as national or nation-building symbols, was first turned down by the Icelandic government, but it finally endorsed the Danish plan on condition that the returned manuscripts include the two most famous Icelandic parchment manuscripts in the Royal Library: the *Flateyjarbók* and the *Codex Regius* mentioned above.

The solution of the highly complicated and politicized issue of the return of Icelandic manuscripts was radically 'modern'. It played down the aggressively postcolonial and nationalistic aspects of the problem, stressed the scholarly aims of the whole 'repatriation' transaction, and took into account the most modern surrogating technology available at the time, i.e. high quality photography. Rather than stress the generosity and 'civilized' Danish behaviour, or be overly concerned by the fact that a long and complicated political process was necessary before a 'good' and viable solution could be found, I would like to suggest that the case of the return of Icelandic manuscripts is of interest today because, from 1954 and onward, Danish politicians did not lose sight of the only 'civilized' aim – the advancement of scholarship – and were open-minded towards the importance of modern technology in the furthering of this aim. Scholarship had also been the aim of the Icelandic Arni Magnusson, Professor of History at the University of Copenhagen, who had created the collection and in 1730 bequeathed it to the University of Copenhagen.

Prospect: A Common Computerized Catalogue

So it was in a spirit of collaboration between brethren, not of forced decolonization or revenge, that the vast majority of medieval Icelandic manuscripts and documents were returned. This can be seen as the background for a recent ongoing project, a common computerized catalogue of a virtually reunited Arnamagnæan Collection, using the new MASTER standard.

MASTER (Manuscript Access through Standards for Electronic Records) was an international project whose goal was to define and implement a general-purpose standard for the description of manuscripts and other primary source materials using SGML, subsequently XML. The MASTER standard was from the outset designed to work within the larger encoding scheme developed and maintained by the international Text Encoding Initiative consortium (TEI), which is the de facto standard for scholarly work with digital texts.

A new electronic catalogue of the entire Arnamagnæan collection had long been a desideratum; preliminary work on such a catalogue, based on Kristian Kålund's *Katalog over Den Arnamagnæanske Håndskriftsamling* (Copenhagen, 1888–1894), but supplemented by more recent scholarship, was begun at both institutes as part of the MASTER project. During the project period itself some 500 records, the majority of them minimal, but a number also very detailed, including a good deal more information than can be found in the printed catalogue, were produced in Copenhagen. Since the end of the period very minimal records – comprising little more than shelf mark, date and place of origin and an identification of the contents – have been made for the remainder of the collection. And work on detailed cataloguing continues, if at a slower pace owing to reduced manpower. In Iceland, basic cataloguing began in the year 2000. Here it was decided to include all information regarding each manuscript from the printed catalogue, but, in the initial stages at least, no more than that. In October 2002 'complete cataloguing' was begun; that is, the manuscripts are examined, and their contents and appearance described in detail. At the present time about one-third of the manuscripts in the Icelandic half of the collection have been catalogued in this way.

Simultaneous access to the two halves of the new electronic catalogue will be achieved through a common portal. Although still in its early stage, this pathbreaking project, based on cooperation and sophisticated new technology, opens up the possibility of creating a virtual common catalogue of all extant medieval Icelandic manuscripts. It has been estimated that their total number is about 10,000, preserved in about ten libraries.

The Digital 'Return' of the Oldest Manuscript of the Earliest Danish Law Code

Modern Internet technology has also been at play in a recent Danish case of so-called 'repatriation'. During the late 1990s, a Danish political party with strong nationalistic roots (Dansk Folkeparti), again and again urged the Danish government to make a formal demand of restitution from Sweden of a manuscript that was considered to have been part of Swedish war-booty in the 17th century.

The prehistory of this case was that in 1977, a young Danish historian, Thomas Riis, now Professor of History at the University of Kiel in northern Germany, argued cogently for antedating a manuscript in the Royal Library in Stockholm (Codex holmiensis C 37) containing the 'Jyske Lov', or Law Code of Jutland, the oldest Danish Law Code that was formally approved (1241). From being the oldest parchment manuscript of this Law Code, written in about 1350, the Stockholm manuscript became the oldest manuscript, in any material, of the oldest Danish law, written in about 1280. In the eyes of a small group of right-wing politicians, redefined as 'the original manuscript of the Law Code of Jutland', it became a national symbol of considerable importance.

Asked for his opinion by the Ministry of Culture, the director of the Royal Library in Copenhagen, where a number of other manuscripts of this Law Code are preserved, answered that it was not obvious that Codex holmiensis C 37 had come to Sweden as war-booty. But, at the same time, he suggested to the director of the Royal Library in Stockholm that the two libraries establish a joint project and publish on the Internet a digital facsimile of the entire manuscript. The Royal Library in Stockholm agreed to digitize the manuscript, and the Royal Library in

Copenhagen set up a website for the digital facsimile. Professor Riis agreed to be a consultant to the project.

Beside the facsimile of the Stockholm manuscript itself, the website of the Law Code of Jutland contains the normalized text of the Law Code, and a number of introductory texts. In connection with the establishment of the website, additional efforts were made to settle more accurately than before the problem of provenance of Codex holmiensis. As now shown by Professor Riis, the available evidence does not corroborate that the manuscript came to Sweden in the 17th century as war-booty. On the contrary, it probably came to Sweden legally, through gift or purchase, when the last Danish owner that can be identified died in 1717. The website was launched in 2003, and it was widely mentioned in the Danish press. Surely, the old manuscript has now become a part of Denmark's cultural heritage, probably in a more efficient way than if it had been repatriated physically and hidden in the vault of the Royal Library. In the future, other important manuscripts of the Law Code of Jutland will be added to the website and integrated into the digital presentation of this important historical monument and of the history of its textual transmission during the Middle Ages and later.

Constructing an International Digital Research Center (*Nueva corónica y buen gobierno*)

One of the Royal Library's greatest treasures – second to none – is neither Danish in origin nor Nordic or Scandinavian. It is not even European. But it is the object of the most developed website of the Royal Library.

The Guaman Poma website opened in May 2001. It is dedicated to an item of prime importance in the cultural heritage of Latin America, the *Nueva corónica y buen gobierno* (1616) of the native Andean, Felipe Guaman Poma de Ayala. This unique colonial text is known only through the author's autograph manuscript, which has been in the collections of the Royal Library since about 1660. The manuscript consists of nearly 800 pages of text, and 399 full-page drawings, which denounce the abuses of colonial rule. The manuscript is frail, partly damaged by ink corrosion, but in other respects it is remarkably well preserved. It became

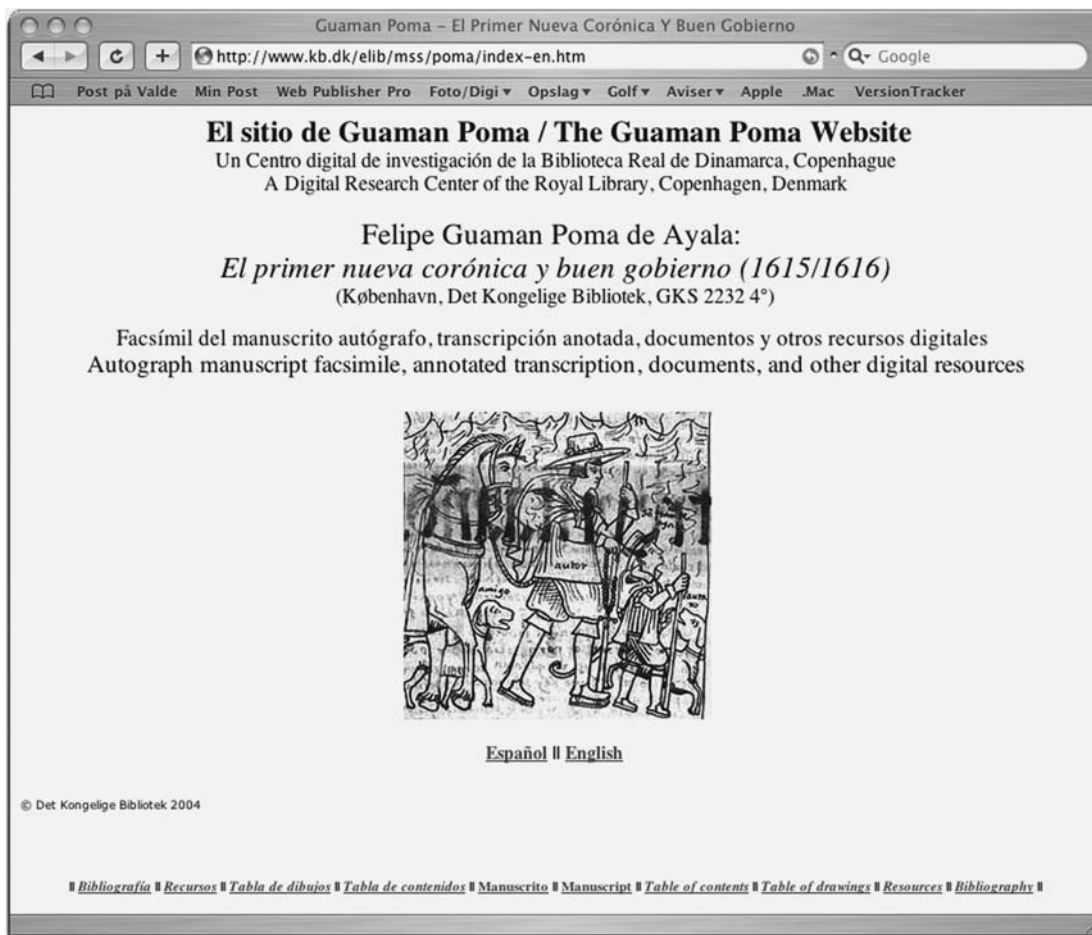


Figure 1. The Guaman Poma Website.

known to the scholarly world only 70 years ago, through a facsimile edition that has long been outdated, but it was not superseded until 2001. Since the late 1960s, Guaman Poma has been widely appreciated as an outstanding representative of native protest against the evils of colonization and ethnic prejudice.

The website was planned partly for security reasons, partly as a preservation measure. Today, the original manuscript is not made available to scholars when it is deemed that they can do just as well with a high quality digital substitute that is available freely and globally through the Internet. The website has been designed throughout for international use, in Spanish and in English. It was created under the scholarly editorship of the world's leading expert on Guaman Poma and the *Nueva corónica*, Professor Rolena Adorno of Yale University, and it has benefited from the help and collaboration of numerous scholars in Peru and in the United States. Due to the widespread interest and encouraging reactions of scholars in Latin America and elsewhere, the website has evolved far beyond the 'simple' digital facsimile edition

that was initially envisaged. Thus, it now includes not only a selection of authoritative studies of the *Nueva corónica*, but also digital facsimile editions of a number of pertinent documents from libraries, archives and private collections in Peru and elsewhere. In its latest version (August 2004), the website features a searchable transcription of the manuscript, which includes critical and exegetical annotation. Further development of the website as a 'Digital Guaman Poma Research Center' will continue.

Conclusion

By way of conclusion, I should like to suggest that libraries and archives that have among their holdings unique cultural heritage material from other cultures should dedicate appropriate resources to the presentation of these materials on the Internet, not only involving local librarians and archivists, but also the most pertinent international university scholars. They should be invited to contribute with their expertise, so that such websites serve the most relevant scholarly and educative purposes. The costs

involved amount only to fractions of the costs of producing facsimiles on paper, and have a much wider audience and impact. In many cases links between such portals, or cross-national projects encompassing groups of documents or artefacts, will recreate and display the multiple interconnections and historical contexts of particularly remarkable cultural heritage materials that have been fragmented and dispersed during the course of history. The distant goal is a single manuscript collection, virtual, but integrated, global in its scope, and globally accessible as well-presented digital facsimiles. It is a goal that is evidently well beyond today's horizon. But every small step towards the achievement of such 'global repatriation' of all variants of human culture and history must be welcomed.

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How do Politicians and Central Decision-Makers View Public Libraries? The case of Norway

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The Problem

What do politicians think about public libraries? Since politicians are in control of the budgetary means libraries are dependent upon and since their decisions on how to dispose of those budgetary means probably depend upon how they perceive the political relevance of different institutions, that is a question of overriding importance. In this article we analyse how Norwegian parliamentarians and central decision-makers from the governmental apparatus view public libraries. This analysis, which is based upon qualitative interviews, will be supplemented with data from a survey research among a statistically representative sample of Norwegian local government politicians and qualified librarians working in Norwegian public libraries which this author undertook approximately 5 years ago.

Public librarians are striving to make themselves relevant with regard to some of the major challenges that today's multicultural and digital society is facing, e.g. lifelong learning, information literacy and the digital divide and giving access to information in the digital knowledge society. Do such ambitions correspond to the images politicians have of the public library's role, or are the politicians' perceptions of what public libraries should do more traditional? That is one important question we will try to discuss and which necessarily must affect the strategy of public librarians when trying to communicate the potential role of libraries to politicians.

Although responsibility for providing public library services in Norway lies with local government, the state level, in the last instance the Parliament, is responsible for the library law, which makes it compulsory for every local community to have a public library, alone or in cooperation with other local governments, and for every county to have a county library. The law also lays down the general purpose of public libraries and states that the head of the local government library shall have a bachelor's degree in library and information science. The state is also responsible for some specific public library services, e.g. library services in prisons, library services for the Sami and the development of collections for ethnic minorities. Such services are performed by local government libraries but financed via the state budget. Since 1949 a State Directorate for Public Libraries has been the state's professional body in public library matters. The Minister of Culture is the politically responsible member of government.

At the time when the interviewing took place, issues relating to public libraries were relatively high up on the political agenda, something that is quite unusual. On 1 January 2003, the State Directorate was dissolved and integrated into a new advisory body for archives, libraries and museums. Simultaneously the Ministry put forward a proposal to change the library law. The Ministry

proposed, for example, to take away the paragraph making it mandatory for local governments to employ library directors with professional qualifications in LIS. The proposal was also regarded by many – the Ministry denied this – as making it voluntary, not mandatory, for local governments to uphold a local library service. After a relatively intense public debate, the Ministry in the end proposed to Parliament not to implement these changes at present, a proposal which the Parliament adopted.

Interviewing and Selection of Respondents

The qualitative interviews on which this article is based were undertaken in the Spring of 2003. Eleven respondents were selected. Of these, seven were politicians, three were high-ranking bureaucrats with responsibilities for public libraries and one was a trustee in the Norwegian Library Association. Among the politicians, five were members of the committee for cultural matters in the Parliament and one was a member of the committee for education and research. The Minister of Culture was also interviewed. The politicians covered the whole political spectrum from the Socialist Left Party to the right-wing Progressive Party. The only party not represented among the respondents is the Conservative Party, which is the senior partner in the present Norwegian government. The two other parties forming the coalition government together with the conservatives – the Liberal Party and the Christian Democratic Party – are, however, well represented. The Christian Democratic Party has the Minister in charge of public libraries as well as the spokesman on library matters in Parliament.

The survey research among local government politicians was undertaken in 1999. A random sample of every 20th member of Norwegian local governments was drawn. The response rate was 61 percent. An identical questionnaire was distributed to all qualified librarians in Norwegian public libraries, also with a response rate of 61 percent.

The Role and Importance of Public Libraries and their Political Importance and Relevance

The respondents in the qualitative research among Members of Parliament and high-ranking

bureaucrats were asked which tasks they consider to be the most important for public libraries, and the importance of the institution within the policy area for which they are responsible. The question on the tasks of the libraries invited the respondents to reflect upon the role of the institution.

In the 1999 survey among representative Norwegian local government politicians and educated librarians in Norwegian public libraries, politicians and librarians were asked identical questions concerning the role of public libraries. First they were presented with a comprehensive and relatively exhaustive list of public services and were asked to rank the three most important. Then they were presented with a list of possible mission statements and were asked to select one which, according to their opinion, should be at the top of the hierarchy of goals in a strategic plan for the local public library. Both groups gave top priority to the libraries' educational role, whereas initiatives aiming at reaching ethnic minorities, for example, were given lower priority. When asked about the fundamental reason for using scarce public resources on public libraries, i.e. the mission statement, the most important reason referred to by local politicians as well as librarians was the role of libraries in promoting the literary and cultural heritage. Forty-three percent of the politicians considered that to be the single most important reason for using scarce funds on public libraries. Librarians also tended to give high priority to the library's role in promoting democracy and preventing social cleavages due to unequal access to information. It is worth mentioning also that every fifth local politician referred to democracy and social equality as the most important reason for spending money on public libraries. The libraries' role as a meeting place in the community was given low priority (Audunson, 2002). Do we find the same tendencies in our qualitative interviews with politicians and leaders at the national level?

There seems to be a difference between the respondents with a political background and those coming from the Ministry of Culture and from the Norwegian Archive, Library and Museum Authority, in that the former group refer more frequently than the latter to the importance of the traditional book and the literary and cultural heritage. Politicians from the right as well as the left refer to "preserving the cultural heritage as the single most important task" (politician from the right wing

Progressive Party) and “being a preserver and promoter of the common knowledge and cultural heritage that we have in Norway” (politician representing the Social Democrats).

In a society that is becoming increasingly multicultural, references to the national cultural heritage and our common culture might be problematic.

Those politicians who do not explicitly use words such as ‘cultural or literary heritage’ tend to refer to the importance of promoting the traditional book and the importance of promoting reading. “The book is the main thing – to promote a drive for and a pleasure in reading”, as the Minister of Culture put it. Two of the seven politicians make reference to the literary and cultural heritage whereas three refer to the importance of the traditional book and the promotion of book reading. By promoting books the library can create a drive to read among young people. Such a drive will increase reading, which in turn will improve literacy. That is the logic presented by many. In this chain of logic, reading and literature are seen as instrumental to another purpose, i.e. literacy and reading capabilities. Those referring to the common literary heritage of the nation, on the other hand, can be interpreted as regarding the library as an instrument for promoting social and national integration around a literary and cultural canon.

In general, then, the picture we found among local government politicians 5 years ago, where libraries were seen first and foremost as an educational tool and an instrument for promoting the literary and cultural canon, seems to be valid also for parliamentarians responsible for public library issues today.

Only one out of seven politicians refers explicitly to libraries and new technologies and the role of libraries in helping people find their way in the jungle of information. It must be added, then, that one of the politicians not mentioning ICT when talking about the role and tasks of libraries does so when elaborating his own personal experiences with libraries. And several mention the informational role of libraries. One of the politicians is obviously wavering between the literary and cultural role on the one hand and the informational role on the other.

As pointed out above, the library’s role as a meeting place in the community came low in priority when politicians and librarians were

invited to identify the single most important reason for investing in public libraries. One has to bear in mind, however, that the respondents were allowed to select only one mission statement. In the qualitative interviews with Members of Parliament and high-ranking bureaucrats, the respondents were invited to present as many arguments and motives as they wanted. In that situation, two out of the seven politicians explicitly refer to the library’s role as a meeting place in society, whereas another uses the term ‘arena’, which can be interpreted as being closely related to the term ‘meeting place’. This politician speaks of the library as “a cultural arena in the community” and as “an arena for experience”. Commenting on his personal experiences with using the public library, a politician from the right wing Progressive Party also stressed the library’s role as a meeting place for the whole community.

If we define ‘arena’ as a space where people meet and where they act or experience something in common, then it is reasonable to interpret this also as a reference to the library’s role as a meeting place. This element in the public library’s role, then, seems to occupy a stronger place in the politicians’ reasoning on public libraries than among local government politicians.

Our interviews were undertaken shortly after a relatively intense public discussion on the library law, in which the principle of free borrowing is a mainstay, and not long after the most important reform in Norwegian public librarianship for decades: the supplanting of the old library-specific institutions at the national level with the Norwegian Authority for Archives, Libraries and Museums. The idea is that policies in the field shall be based upon one common perspective integrating archives, libraries and museums – the so-called ‘memory institutions’ of society. These issues were not reflected to any substantial degree in the politicians’ responses. Two respondents refer explicitly to the principle of free borrowing; both are in favour of defending that principle. None, however, refers to tasks stemming from the new policy. It might be regarded as paradoxical that a policy on public libraries adopted by Parliament does not reflect itself in the politicians’ view on the tasks and role of that very institution.

Librarians often portray libraries as a bulwark against social cleavages due to unequal access to information and knowledge and as guardians of

democracy. The responses from our politicians do not, at least explicitly, see libraries in such a broad and heroic social and political context, although one out of our seven politicians refers to inequalities in access to information as a main source of future social cleavages. This finding deviates somewhat from what we found among local government politicians. As mentioned above, every fifth one of them chose this role when asked to select the most important mission statement for their local library.

The politicians agree that libraries are important, but many of them regret that libraries are invisible and not on the agenda of the media and other influential circles in society. The following statement is typical:

The importance of public libraries is maybe underestimated. With a worsening local government economy, branches close down and bookmobiles disappear . . . It is only when the service disappears or opening hours are reduced that people feel the importance of public libraries . . . Much more attention is being paid to the performing arts than to libraries . . . But we politicians take the library seriously. We take it seriously, but libraries are no issue for the media. (Member of Parliament, Center Party).

Or another one:

As for content, it is very important. But within the large field of culture, it tends to disappear, maybe because responsibility lies at the local government level. (Member of Parliament, Social Democratic Party).

The main impression, then, concerning the politicians view of the tasks and role of libraries, can be summed up in the following points:

- The traditional role related to book, reading and the promotion of culture is still strong.
- The library is seen as instrumental in relation to safeguarding and promoting the nation's literary heritage, thus promoting social integration, and in relation to promoting reading capabilities. This corresponds very well to what we found among local politicians 5 years ago.
- Libraries as instruments for giving the people access to ICT are apparently not in the forefront of the politicians' thinking about the role and tasks of the institution.
- Tasks related to the library-related reform recently adopted by the politicians, the

Norwegian Authority for Archives, Libraries and Museums reform, seem to be absent in the politicians' perceptions of the tasks and role of public libraries.

- Libraries are seen as important by the politicians who are, however, of the opinion that they are invisible and not regarded as important by other actors, in particular the media.

What, then, if we compare the politicians' perceptions with those of the bureaucrats responsible for public libraries? In the survey among local politicians and public librarians we found some basic similarities – both groups gave priority to services supporting education and both groups ranked highly the mission statement focusing on transmitting the literary and cultural canon. We did, however, also find some differences:

- the public librarians gave a higher priority to services supporting the modern concept of lifelong learning than did the politicians
- a considerably higher proportion of librarians than of politicians selected the mission of promoting democracy and equality as the most important mission of public libraries.

Do we find similar differences when comparing bureaucrats working with public library issues with Members of Parliament?

Those working with public libraries in the Archives, Libraries and Museums authority and the Library Association tend to link the tasks and role to broad social challenges. As the head of that authority formulates it:

If we take as our point of departure that libraries are societal institutions, then we have to look around us and see what the main challenges to be found are. And it seems especially pertinent to point at challenges related to the information society and the education society.

He then goes on to elaborate on problems related to children's learning outside the classroom and the importance of information access for the prospects of today's children:

The Web has no source control, so guidance in using information sources is needed. The role of libraries will change from finding books into being guides in navigating in the information society.

This respondent also brings in the multicultural

dimension, which, surprisingly enough, was totally absent in the responses from the politicians. The public library, he maintains, must tell the stories of cultural minorities – those with a long history in Norway such as the Sami people, as well as the newcomers; it must give the minorities access to their own cultural traditions as well as information about the Norwegian society at large, and it must provide a meeting place between different cultural and ethnic groups. It is a striking difference between this perspective and the perspective that we found had a strong position among the politicians, stressing the importance of promoting the national cultural heritage. The public library can also play a vital role in creating viable local communities, he states. The perception of the public libraries' tasks and role found here is complex and multifaceted.

The other two respondents with close link to the public library sector – one bureaucrat and one elected trustee in the Library Association – also see the tasks and role of libraries in a broad social and political context. One is tempted to use the term 'heroic' to describe the role they give the library. Libraries are seen as prerequisites to promoting democracy – nothing less:

. . . and the most important function is, in fact, related to democracy. It is a big word that too, but that we have a society where we give free access to information, where it is easy to learn, where everyone can search the information they want. (Leader in the Archives, Libraries and Museums authority).

Or the elected trustee from the Library Association:

The development of public libraries should be seen as a part of the democratic infrastructure. Securing the freedom of information is central.

This respondent also refers to the importance of developing services that are adequate in relation to technological development and to the importance of defending the principle of free borrowing. The two leaders from the Archives, Libraries and Museums authority do not refer explicitly to this principle.

When moving from the bureaucrats in the Archives, Libraries and Museums authority up one level to the Ministry of Culture, we find a

difference in the sense that the top bureaucrat from the Ministry does not refer to the same broad social and political contexts as those coming from the Archives, Libraries and Museums authority. Keeping pace with technological developments and the traditional role of promoting literature and culture are the two elements referred to by this respondent. He seems to be more related to the politicians in stressing the traditional literary and cultural role of the library than to the Archives, Libraries and Museums authority bureaucrats, seeing the library in a broad social and political context. There seems, then, to be a difference between those with a direct professional relation to the field of public librarianship and those with more indirect links – the politicians and the bureaucrat in the Ministry of Culture. Those with the most direct links to the profession tend to give the libraries a heroic role related to broad and fundamental social and political challenges, whereas those with more remote and indirect links focus more narrowly upon the traditional role of libraries related to the book and literature.

It is interesting to compare the answers to the question on the importance of public libraries. We have seen above that the politicians declare that they perceive the library as important. They are, however, not so sure that other groups hold a similar perception, due to the invisibility of libraries. The cultural and library bureaucrats and the elected trustee in the Library Association are less unanimous on this issue. The Library Association representative refuses to answer this question: one can easily fall into the use of empty clichés when answering such a question, he maintains. The top bureaucrat from the Ministry of Culture measures importance in the amount of time he has to dedicate to library matters in his daily work. Based on such a measure, public libraries were more important than usual in the Spring of 2003, due to the fact that the Ministry was preparing a revision of the library law for the Parliament. The head of the Archives, Libraries and Museums authority is also unwilling to give a specific answer to the question. Libraries are important, he maintains, but being responsible for promoting and developing the whole archives, libraries and museums sector, he is not willing to rank their importance. Only one of the four non-politicians interviewed – the second respondent from the Archives, Libraries and Museums authority – is willing to answer the question in a relatively specific manner. One might easily get the

impression that the non-politicians are more tactical – more political, if one prefers – than the politicians on this specific issue.

Summing up, then, we do find differences similar to those we found among local government politicians and public librarians. Those working professionally with public libraries tend to see the institution in a broader social context, linking it to democracy or to the empowerment of hitherto marginalized and silenced groups.

The Role of the Public Library

Our respondents in the qualitative interviews were asked to reflect and comment upon a number of statements concerning the role of public libraries. The statements dealt with the public library as a public good, its contribution in realizing the government's policy objectives, its role in underpinning education and promoting social inclusion, public libraries as an essential part of a democratic society, its role in promoting freedom of information, its capacity to make a difference in the community it operates and, finally, the question of introducing charges on book loans.

Our respondents agreed unanimously to the statement saying that public libraries represent an essential public good. Judged on the basis of the arguments and reflections in the answer, this attitude seems to be strong. Many used formulations such as “agree without doubt”. The reasons given varied. Some commented that the content which libraries are distributing – knowledge and information – corresponds to the formal, economic definition of a public good: “Information and knowledge are goods that are not being diminished by being shared” (Member of Parliament, Social Democratic Party). Among those who went further than just saying “absolutely yes”, all referred to substantial parts of the content of the public libraries' role, not only the formal definition of a public good. No differences between politicians and bureaucrats and between politicians belonging to different political camps can be identified. To quote two respondents coming from parties representing opposite ideologies – the left wing Socialist Left Party and the right wing and liberal Progressive Party:

Completely agree. That all have access to good literature, have a place where they can meet, can receive instruction – that is an

unconditional good. It is a public good which we must take care of and develop further. We must not come to a point where such a service is charged for. It is important that services of this kind are free of charge. That underlines the importance of the service. (Member of Parliament, Socialist Left Party)

Yes, I agree. The public libraries manage such central parts of our cultural heritage that we need a network of public libraries spread throughout the whole country. In addition we need good central services. (Member of Parliament, Progressive Party)

The unanimous agreement across partisan lines is interesting. Also the representative of the most liberal party views the library as a common good. It corresponds very well to what Aabø (2005) found in a national sample of the Norwegian population: 96 percent declared that they regarded the public library as a democratic right to which they were entitled.

The respondents also generally agree to the statement that public libraries contribute to government's policy objectives. Here, however, the differences are somewhat greater compared to the issue of public libraries as an essential public good. First, there seems to be a difference between those with the closest relations to the library field and the rest. The director in the Archives, Libraries and Museums authority, coming from the library sector, stresses the importance of public libraries' being relatively independent from the government. Therefore one cannot unanimously say that public libraries are instruments for governmental policies “because the public libraries shall have a free position and give access to information whether it supports the authorities or not”. A librarian, thus, is in many respects more similar to an editor, who has to be independent from authorities and interest groups to fulfil his role, than to an employee whose primary task it is to be loyal to his or her employer. This can be interpreted as focusing upon the value-based legitimacy and rationality of the library as opposed to the instrumental.

A similar viewpoint is formulated by the President of the Library Association. The libraries shall give access to that which he terms ‘counter-information’. His main reaction to this statement, however, is that it might very well represent the truth in other countries, but the

Norwegian government has a weak or non-existent library policy and shows little interest in library issues. Therefore librarians have to carry the burden alone:

That is artificial and peculiar for the library field. When social policy or health policy is being discussed, the debate is not dominated by nurses and doctors.

His viewpoints seem to be supported by at least two politicians: “Does the government have policies?” the Member of Parliament from the Socialist Left Party asks rhetorically. Apparently he is thinking of a conscious library policy, not policy in general. The respondent from the Centre Party (Agrarian Party) asks if “we”, i.e. the politicians, are capable of following up the goals they have formulated with relation to public libraries, e.g. realizing the goal of broadband in all public libraries. In general, however, the overall impression is that the politicians seem to be satisfied with the public libraries’ capability of being instrumental in implementing governmental policies. And they tend to regard libraries as relevant over a broad spectrum of policy areas: “Yes, in the field of culture, education, democracy, quality of life” (Member of Parliament, Social Democratic Party). “Yes, both as for literary and cultural goals, education and information” (Minister of Culture). The most critical of the libraries’ – or rather, librarians’ – capability in this respect is the head of the Archives, Libraries and Museums authority, who experiences a certain “inertia” among public librarians and complain that the profession tends to lag behind as far as being change-oriented is concerned.

As for the libraries’ contribution to education and social integration, the evaluations are generally positive. Some maintain, however, that although libraries are important in supporting education, there is still “room for a lot more to be done”, as for coordinating public libraries and schools. But the following formulation from a Member of Parliament representing the Christian Democratic Party might sum up the overall conclusion: “Education without libraries is like a wagon with one wheel”.

The statement of which the politicians are most sceptical is that saying that libraries are essential to democracy. One politician (Progressive Party) rejects the idea that libraries play any role whatsoever in this respect. The rest of the politicians seem to be of the opinion that they contribute,

some even admit that their contribution is important, but reject the idea that their role is essential. The bureaucrats interviewed and the President of the Library Association, on the other hand, tend to agree to the statement that libraries are essential for democracy, although, as one of them commented, “these are big words”.

The respondents were also asked to comment upon the statement “libraries should promote freedom of information”. At least on the surface we seem to find agreement. All respondents, with the exception of one politician worried about the cost of giving everyone access to everything, agree to this statement. However, there are qualifications indicating that there might be hidden disagreements. Those with the closest links to the library field state that “it would be hopeless if the librarians started filtering” (leader from the Archives, Libraries and Museums authority with a background in the library field) and that one of the roles of libraries is to give access to ‘counter-information’ (President of the Library Association). The remaining bureaucrats and the politicians, however, tend to modify their adherence by qualifications such as “yes, as long as we are within the limits of Norwegian law”; “yes, but not freedom that has negative consequences for other people”; “yes, but not violence”, etc. One politician explicitly states that giving freedom of access to information must be paralleled by the librarians’ providing guidance in its use, so that users can separate real information from rubbish.

There is one statement to which all our respondents agree unanimously: that saying that charges on book loans should be introduced. All our respondents, bureaucrats as well as politicians covering the whole political spectrum, say ‘no’ to charges. Many, however, are open to charging for other kinds of material, e.g. videos, and so-called ‘tailor-made’ services.

In sum, then, we seem to find agreement covering the whole political spectrum concerning the public libraries as an essential public good and their contribution to promoting the government’s political goals in general and policy goals related to education, integration and freedom of information in particular. The politicians, unlike the cultural bureaucrats with responsibility for libraries, are sceptical of the idea of libraries as an essential prerequisite for democracy. They are, however, of the opinion that libraries contribute to democracy. Charging for book loans is unanimously rejected.

Who Influences Decision-Making on Issues on Library Policy?

The interview guide contains a section focusing upon the influence of different sources and lobbyists when decisions on issues regarding public libraries are made. The sources of influence specified were: civil servants and governmental bureaucracy; professional associations; individual professionals; norms, standards and guidelines from IFLA and other professional bodies; public opinion; and, last but not least, ideology. We shall not go into this question in detail in this context. It is, however, interesting to comment upon the way professional associations within the field of librarianship in general and IFLA in particular are evaluated. The role of professional associations is a bit dubious. One respondent regards them as important because they are more creative than the objective and neutral civil service. Others have a double view. The following formulation might be representative:

Yes, we listen to them, but I am always aware of the following: Are they concerned with higher salaries and better working conditions for themselves, or are they concerned with the users. . . . We have an excellent dialogue with many professional organizations, but with the civil service it is different – more objective maybe? I have greater confidence in advice from the civil service. (Member of Parliament, Progressive Party)

Norms, standards and guidelines on public libraries, for example from IFLA, play virtually no role at all. In fact, the majority, if not all, of the politicians have never heard about IFLA. It is possible, however, that such professional norms have the potential of playing a role. One politician puts it like this:

I have never heard about IFLA. But if international standards exist, they will be of a reasonably high importance. Yes, that I would pay great attention to. (Member of Parliament, Progressive Party)

The profession, then, apparently has a marketing job to do. The fact that politicians with responsibility for library issues have not heard about IFLA only two years before the organization, with substantial financial support from the government, will have its conference in Oslo, also underscores the need for marketing.

Conclusions

Which general conclusions can be drawn?

- Public libraries have a strong position among parliamentary politicians. They are seen as an essential public good and no one seems to challenge the principle of free borrowing.
- The role of libraries is related first and foremost to education, to the promotion of reading and to the promotion of the literary and cultural canon. The Members of Parliament agree with the local government politicians in this respect.
- The politicians do not see libraries as essential for democracy and equality in society, although the Members of Parliament might differ somewhat from the local politicians here: 20 percent of the local politicians regarded this as the most important mission of the library. Bureaucrats responsible for public library issues tend to see libraries in a broader social and political context than the politicians, for example as vital for democracy and instrumental in empowering and giving a voice to oppressed and marginalized groups.
- In view of the preceding point, those responsible for library politics on a professional basis maintain that libraries and librarians in their capacity as providers of information have to be independent from government authorities and interest groups. Although the politicians, with some modifications, are also preoccupied with the librarians' role as guardians of free access to information, this independence is not explicitly mentioned by any of them.
- Two years before Oslo is going to host the World Library and Information Congress, IFLA is literally invisible among politicians responsible for public library issues.

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Collaborative Information Literacy by Government

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Introduction

The term 'corporate literacy' refers to the new, comprehensive literacy that companies need in our networked, fast changing and complex environment.¹ In this article the concept is applied to government: what 'Collaborative Information Literacy by Government' means from the point of view of democracy, and how it can be approached and assessed. When applied to practice this concept may lead to new professional roles and tasks for information specialists and information services provided by government. The value structure of the presentation reflects the Scandinavian concept of democracy: transparency of society, views from the perspective of the citizens, good governance² and access to information. The examples relate to the Finnish government.

Why is Collaborative Information Literacy Needed by Government?

Globalization, financial insecurity, political crises and environmental problems leave reverberations around the globe and also in the operational and decision-making environment. The world has 'shrunk' and the links between the issues, the reason and the causal effects are complex, having a fast and often surprising effect. The media, the Internet and mobile services offer continuous information and messages, weighing down human consciousness and thought and making it difficult to pick out the essential issues.

The task of government in this continuously changing operational and information environment is to solve international, national and local problems, to plan for the future and to predict what the possible effects of the decisions made might be. The tasks of the government include the effective and efficient organization of health, educational, social and infrastructural services for the citizens. In order to perform these tasks well, the government requires a solid and current, updated knowledge base and has to have access to the latest information from as wide a source as possible. Above all the government should be able to sieve the essential information, to interpret, to implement and to apply it to its decision-making and operations. New tasks and issues need to be tackled continuously in the changing world. Following rules and regulations in the manner of a bureaucratic organization is not sufficient; what is required is the creation of new knowledge and innovation.³

In a democratic society preparation and decision-making relating to the issues at hand should be transparent. Both the realization of citizens' rights and accountability require that access to information is freely available. Information networks and e-government enable the transparency of the decision-making processes, the availability of documents and the possibility for

citizens to influence the issues before they are finalized. In an open society the government has to actively disseminate information. Public information is common capital and a resource for all. In Finland the Act on the Openness of Government Activities⁴ promotes openness and good practice in information management in government. The current Government Programme includes a citizens' participation policy programme, which is put into practice in many projects.

What Kind of a Concept is Collaborative Literacy?

“When learning to read, the eyes open and it becomes possible to see oneself and the world in a new light”. This was once said by a woman, who had learnt to read as an adult. According to her “being literate you are able to follow what happens, and you know your rights”.

The concept of Literacy is expanding and it can be viewed from very different perspectives: Information Literacy, Media Literacy, Visual Literacy, Digital Literacy, Legal Literacy, Scientific Literacy . . . Environment and Nature Literacy, Global Literacy . . . However, the core and the basic meaning of comprehensive literacy is still the same: The eyes open and you see yourself and the world in a new light. Literacy is the skill we activate to ‘read’, observe, interpret, understand, evaluate and negotiate the context within which we operate.

Information literacy skills can be seen as a multiple extension which relates to the total information acquisition, filtering, interpretation, production, communication and legal and ethical process irrespective of the technical or media form. In addition, information literacy can be viewed laterally in the different areas of information: literacy skills relating to different areas of science, to statistics, finance, advertising, politics, religions etc.

Mostly, when discussing information⁵ or media literacy,⁶ the topic of discussion is the literacy of an individual person. A very wide-based literacy requirement can, however, be an unrealistic goal for individuals, even for the information specialists. The connection of a societal perspective to literacy would make the goal achievable.

Just like the individual, all organizations, companies as well as public organizations and

communities, need a collaborative literacy. We do not manage alone in this networked environment. We need to share knowledge and learn together. Collaborative literacy is a concept for use by a transparent, networked and democratic society. It can be seen as a part of and basis for good governance.

How Does Government Read its Environment?

When considering the current tasks and operating environment it is important to ask how the government is currently reading its environment. What are the information resources upon which decisions are prepared and made? The government itself produces information: statistics, memos, reports, background analyses. This is important but is often based on a compromise, may have a political bias and may present a narrow view of the society.

For the implementation of democracy it is also important to know whom the government is listening to. Are the unemployed being listened to in matters relating to employment? Are old people being listened to in matters relating to their care? The Internet increased radical possibilities for direct interaction between the government and citizens. To be alive, democracy needs public forums for public discussions. The aim in Finland is to obtain information relating to citizens and their views, for example for the preparation of legislation via a citizens' Internet discussion forum.⁷ The ministers visit the forum, answer questions and discuss with the citizens.

Globalization requires literacy relating to different regions and cultures even more widely than previously. Governmental units operate often in metropolises and therefore they have to pay special attention to their ability to read peripheries, their environment and population.

It is important to analyse the actual methods for the use of information sources as the information environment has changed. Previously it was perhaps a colleague who was the first port of call from whom to seek information, now it could well be google.com instead. Easy access to superficial surface information is misleading. Information searching skills, the understanding of Internet structures and the critical evaluation of information requires a lot of training throughout the whole society, including civil servants and decision-makers.

The influence of the media as regards the formation of information is significant. The time spent daily by the population, particularly in the western world, in being engaged with the media, is quite a few hours. Messages are sent out 24 hours a day in public transport, in shops, on the streets. Those working for the government are as vulnerable to commercial communication as other citizens. The media and brands are integrated into new information, news and even research. The ethical restrictions of journalism have been fading as regards commercial communication. In the sound bite type of news the language is often ambiguous and the references relating to resources are not stated clearly. Those working for the government should be highly skilled – LITERATE – in their ability to read the media and be able to interpret critically commercial, political and other hidden messages.

Positive and Negative Information

Information offers a tool for good and bad: for democracy and a police state. It is possible to use obtained information effectively and to use it responsibly for the development of society, but it can also be misused. If information is widely used for surveillance of citizens, even under the name of security, it creates a threat to society and to citizens' rights. Special emphasis should be laid on the juridical and ethical use of information. Collaborative Literacy means responsible literacy and should also prevent the misuse of information. However, accurate information is not always welcomed or favoured by the government. Genuine democracy will also make visible the negative effects of current politics.

How Accessible, Usable, Readable and Intelligible are Government Information Assets?

Information held by the government can be used for the inclusion or exclusion of citizens.⁸ Government can, by disseminating information, prevent exclusion. A person able to access information should be neither dependent on personal networks nor at the mercy of the authorities. High quality and easily used Internet services increase the possibilities for citizens to operate independently and manage their lives provided they have access to technical equipment and sufficient skills for their use. A government based on democratic principles shares

'empowering information' with the citizens via up-to-date, accessible and usable Internet services and publications. This 'empowering information' is also needed by the millions of emigrants, expatriates and immigrants who have no access to supporting networks within their new environment. The Finnish government offers on the Internet one portal, where citizens find information relevant to everyday life concerning public sector services.⁹

The citizens may never before have had so much information available to them relating to the activities of the government. However, for the realization of democracy it is not sufficient that information is in principle available. It must be possible to obtain, to find, to use, to read, to understand and to disseminate this information. It should also be reliable and relevant from the point of view of the user. The government is responsible for the quality of the information it produces.

In Finland, the majority of the citizens have access to information produced by the government either via their own computer or by using one at their workplace, at school or in the library. Due to the Act on the Openness of Government Activities, information is widely available, but not necessarily retrievable nor usable due to the shortages on the content and navigation structures, user interfaces on the Internet services, non-existent metadata or because the services are not tested sufficiently at early stages by end-users. Even if Internet information is accessible, usable and retrievable, it is not of much use if the end-user cannot read, interpret and understand it. Often the problem is in the organizational style of presentation and the bureaucratic jargon within. In Finland the quality criterion of public net services pays attention to these matters.¹⁰

The conditions and character of democracy require that the language used is understood by the citizens. Jargon is an instrument for the misuse of power and for the covering up of issues. In a democratic society the language used by the citizens, by the officials and by the decision-makers should not differ much. However, the government has to be continuously working to ensure that the language used for the transmission of information is not causing any obstacles in the understanding of public issues.

Offers of information on the net are often based on the point of view of the producer or

institution, not the customer. This is shown also in the groupings of materials based on the form of the information (articles, books, databases), not on the content. The Finnish university libraries are currently engaged in a comprehensive project to display materials as an information map.¹¹ This project will assist in finding new kinds of information organization methods.

A lot of material and data systems originally constructed for use by experts have been opened up on the Internet. Some of the problems could be easily rectified by tests for usability and the perspectives of the end-users. Alteration of the perspective and an offering of user-oriented perspectives require, however, changes in attitudes and are also laborious, as large amounts of information resources have to be reorganized and redefined. No organization has the luxury to concentrate only upon itself when organizing its information. Business processes usually concern several organizations and resources are more or less shared by those organizations.¹² Therefore, for example, the standardization of meta-information is necessary.

Information Literacy Needed by Government Officials

Information literacy needed by Government officials consists of

- standard information literacy targets
- critical literacy skills as regards various media and the information forms and information backgrounds
- skills to produce and share information within the net environment, such as the skill to write short, easily understandable text and to parse it in a manner that makes reading easier on the net
- the skill to provide meta-information: the skill to equip documents and publications with headings, key words and summaries so that the information can later on be found and combined with various information materials.

Information services are in a key position to awaken awareness about the requirements of information literacy skills in public organizations and to actively assess and promote the versatility of information sources and their use.

For information services to provide this, they have to familiarize themselves with how information is used in governmental processes

and to take a stand as regards the information contents.

How Libraries and Information Services Can Help: the Role of Information Professionals

Comprehensive, collaborative information literacy will inevitably lead to new kinds of roles and tasks for information professionals in governments.

Advanced and comprehensive literacy requires a new way to organize knowledge and knowledge space in both the physical and the virtual world. This assumes a new kind of architecture moving the design of the information systems and net services to a new stage. It is not sufficient that information is accessible in some kind of storage form. Information has to be acutely present within 'visual reach' and it has to be in a usable, shareable form. Developing the meta level of information assets, the information production process and the methods, skills and awareness of the government officials, are extremely important.

In my view the roles of an instructor, educator and planner will be extending within the work of information professional. The tasks in government are likely to be in the following fields:

- transfer of knowledge, associated with information search, retrieval, acquisition and monitoring and the description of the content, i.e. 'meta writing' to officials based on versatile cooperation, support and training
- planning of user-friendly net services supporting the information acquisition of end-users and particularly their information architecture and structures based on interdisciplinary cooperation, for example with information technology and communication professionals
- development of information content management methods and organization of the meta information systems and practices.

It is very important that information professionals thoroughly understand their own operational environment and the strategies of their organizations. The goal-directed development of collaborative literacy requires visionary and strategic leadership. Collaborative literacy means the active building of networks and sharing knowledge on many levels by

information professionals at local, national, regional and global levels. In Finland, information professionals of ministries have a long tradition of cooperation and coordination. It is important to extend the cooperation with and among knowledge and communication professionals. Development of collaborative literacy within the government for the purpose of promoting democracy is a joint, extensive learning process. Global cooperation by information professionals is a significant resource for this process. Are the information professionals ready for the challenges?

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Sweden <http://www.sverigedirekt.se/>,
Norway <http://www.norge.no/>,
Denmark, <http://www.danmark.dk/>,
Estonia <http://www.eesti.ee/>,
United Kingdom <http://www.ukonline.gov.uk/Home/Homepage/fs/en>,
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Together We Shape Better Libraries: the Swedish Quality Handbook Project

Christina Jönsson Adrial, Johan Edgren, Jan Nilsson and Susanna Månsby



About the authors: page 192

Quality management is a necessity in a changing world. There is a demand for increased services and changed offers from the customers. There are also demands for efficiency and value for money from our funding bodies. One way to meet these demands is to increase the knowledge about the library's activities and to obtain tools for improvement. The Swedish Quality Handbook Project supports the library in this. The most important outcome from the project is that it has led 50 Swedish libraries to start performing systematic quality management.

Opinions expressed by a few of the libraries participating:

"I am very pleased with this national project, which led us to start performing systematic quality management across the board!"

"Our awareness of processes and flows in the library has increased, and we have become more interested and have obtained more ideas about how statistics and measurements can be presented."

"This is a very good way of investigating how one's activities are functioning and of obtaining assistance with questions for questionnaires."

"The different measurements are covered by the library's 'evaluation clock'.

The Performance Indicators:

1. user satisfaction
2. opening hours compared to demand
3. percentage of the target population reached
4. percentage of the target population reached by remote electronic library services
5. number of sessions on each electronic library service per member of the target population
6. library visits per member of the target population
7. number of information requests per member of the target population
8. programme/activity attendances per member of the target population
9. median time for document acquisition/median time for document processing
10. proportion of interlibrary loans to total loans
11. collection turnover
12. misshelving

Everybody knows the different measurements that are in progress, as well as the results.”

“Questionnaire responses and results measured have given rise to many good discussions among the staff. We have obtained good tools for measuring the quality of our activities and thereby also tools for measuring whether our ‘improvements’ give the desired result.”

“It has developed our activities and above all renewed our modes of thinking concerning different ways of giving better service, etc. The discussion about the target population among the staff did not lead to any easy answers, but to important questions and conclusions.”

“A very positive result of our work is that the staff acquire an overview of different aspects of the organization. We have had meetings and have continuously given an account of everything that has happened during the past year. One of my biggest objectives as Project Manager is to involve all the members of staff in what is happening, so that everyone may adopt a way of thinking oriented to quality improvement on the whole.”

“We will make use of the results as part of a larger project where we will also work on acquisition plans (and perhaps a library plan later on), as well as a recently completed study of cultural and leisure habits. In this context the results of the Handbook project will be a very useful complement. Moreover, it is very useful to

be able to compare one’s results with other results.”

Outcomes

The most important outcome from the project is that it has led 50 Swedish libraries to start performing systematic quality management.

One of the ideas of the project is that it is not only the results that are important, but also the road to their achievement. A process in which many members of staff are involved and where no stone is left unturned will provide an increased awareness of the way in which the organization functions. The competence and interest of staff will increase.

We have a strong belief in that the best way to increase awareness is not endless information – but learning by doing. To make this journey in collaboration with other libraries and learn from each other gives a lot in return. We think that this is the right way to go.

There are additional reasons for performing quality management in libraries. The results will arouse great interest. Many people, including both users and commissioning bodies, as well as colleagues both within the organization and at other libraries, will pounce on the results, scrutinize them closely and make comparisons, and will give praise and criticism. Interest in the tasks of libraries and how these tasks are fulfilled will increase.

Fifty libraries of different types and from different parts of Sweden are participating in the project, which was initiated in January 2002,

after one and a half years of planning. The project includes 32 public libraries of different size from different parts of Sweden, 5 hospital libraries and 13 research libraries. This year, 2004, is the third and final year of the project.

The aim of the Quality Handbook project is to help Swedish libraries in all parts of the public sector to start conducting systematic quality management, by utilizing performance indicators. The project is intended to serve as a springboard for libraries interested in engaging in quality development.

The cooperation is based on the collection of data for twelve indicators over a period of 3 years and a comparison of the results over time and with those of other libraries. The libraries participating in the project thereby develop an evaluation competence within the organization and acquire tools with which they can continue their quality management.

The Indicators – Selection and Criteria

The performance indicators have been taken from international standards and projects, e.g. the International Organization for Standardization (ISO) (International Standard, Information and documentation – Library performance indicators, ISO 11620:1998(E)), IFLA (Poll: *Measuring Quality*, IFLA Publications 76, 1996) and the European Union ‘EQUINOX’ project (Library Performance Measurement and Quality Management System, <http://equinox.dcu.ie>) The criteria were selected on the basis that they fit all types of libraries and cover different spheres of activity pertaining to libraries. They should be relatively simple to use. A maximum of 12 were selected so it would be possible to repeat them for three consecutive years. Some 40 indicators were identified and sent out to library managers and posted on e-mail lists for voting. Respondents were asked to choose those indicators that they found most relevant for their library. There was a good response rate and the resulting twelve indicators were taken as the basis for the Quality Handbook. Luckily the set of indicators met the criteria of covering different spheres of activities. One of the chosen indicators (Correct answer fill rate) was exchanged for another indicator based on reference service due to practical reasons.

The purpose of the chosen indicators is as follows:

- To find out what the library’s users think about its activities. (To achieve this a questionnaire survey is included.)
- To obtain information on how the libraries are used. Apart from traditional use, libraries must know how their digital collections are utilized and how much user education is provided in the library, as well as many other facts.
- To provide our funding bodies with descriptions of our activities in terms of what and how much they obtain for their money. Is the library run in such a way that the objectives set are achieved in a cost-effective way?
- To find out how efficient the internal processes in a library are. To measure how long it takes to acquire or catalogue an item. To measure how efficiently the circulation and reference processes function. To succeed not only in doing the right things, but also in doing them right.

Project Organization

The measuring activities are led by a steering committee. The libraries communicate via a mailing list. They report their results on a web-based form and all results are published on the project webpage. A launch was arranged in 2002 and a seminar in November 2004 marked the end of the project. The libraries receive support from the steering committee. It is stressed that each library should have its own project manager who is responsible for including the rest of the staff in quality management.

The project is evaluated each year and a final evaluation of the outcome of the project will be conducted in the beginning of 2005.

Benchmarking

The libraries report their results continuously online. The results are openly accessible on the project website. The libraries are asked to present some annual core facts about the library: number of loans, size of the population to be served, budget, acquisitions, etc. The libraries can choose another library to be compared against based on these core facts. Some small groups have been formed within the project where the library managers meet and discuss the indicators and their results. We have a very active group of public libraries in Stockholm and one group in the south of Sweden. The research libraries compare with each other

and the hospital libraries study each other's results.

Some of the libraries are more experienced in evaluation issues than others and there is a great possibility to learn from one another, not only from the results and the way to improve them, but also from the evaluation methods themselves.

Population to be Served – a Definition Problem for Public Libraries

In the start-up phase of the project the libraries had to define their population to be served. Some of the indicators are population-based so this is a really important task to do. The research libraries in general did not have any problem doing this. But for the public libraries there were a lot of different issues to deal with. What is the population to be served for the main library? What is the population to be served for the branch libraries? What is the population to be served for the mobile libraries? Is it only the people living in the area that should be counted? What about all the people that work or attend school close to the library and use it, but may live elsewhere? What about all the people who live in the area during the summer, but not in the winter? In some areas the population is doubled or tripled during certain months of the year. The definition we use in the problem is the same as in ISO 11620. It may be noted that these population figures do not always correspond with what is being said in the public library's goals document.

ICT – a Problem for Most of the Participating Public Libraries

There are two indicators for the electronic library. This has been a problem for some libraries to deal with. They don't have their own information technology (IT) staff and are dependent on the municipality IT department that they share with a lot of other activities in the district. To have them set up a system for counting virtual visits on the library's website is difficult. The library website is usually only one or two pages in the local authority's website. In Sweden most of the public libraries are using a library system from one dominating provider. The statistics are not very developed and do not meet the needs of the project. Contacts have been made with the

provider but not much has happened during these 3 years. To solve these problems is only a matter of time.

Two Examples: the Public Libraries of Hisingen, Gothenburg and Malmö University

The public library of Hisingen is situated outside the second largest town in Sweden, Gothenburg. Hisingen is an island; the population is about 120,000. Hisingen public library has about 200,000 visitors per year and around 100,000 volumes; the library has a special assignment from the local authority to focus on media for disabled persons and non-Swedish citizens.

Unfortunately, the project coincided with a reconstruction of the Swedish public sector, including libraries, due to diminishing tax revenues. This adjustment to financial realities has had an effect on the library at Hisingen: the staff is smaller and the opening hours fewer. The lessons learned from the poll within the project are that the visitors were previously satisfied with the library opening hours but dissatisfied with the amount and diversity of media available. As a result the focus in the day-to-day work has been on literature, music and films instead of opening hours (personnel). This has also been the political aim for the library function in the city council.

As a result of the project the library has discovered that some of the internal processes like acquisitions (indicator 9) and keeping books in order on the shelves (indicator 12), must be better in order to give good service.

The library computer systems in use in Swedish public libraries are not developed enough to obtain appropriate statistics concerning electronic services. This has made quality indicator no 5 impossible to measure. At least this has made the participating libraries aware of the problem, so we have hopes for a fast development of the statistics modules.

The National Council for Cultural Affairs in Sweden gathers and publishes annually data concerning indicators 6 and 11. There have been discussions with them if it is not time to broaden the perspective so that it better will reflect the facilities in the public libraries of today. The Council is positive to the project and follows it

with interest. Perhaps it will result in some new national indicators.

A general problem for public libraries which are open for all citizens, and which has given rise to discussion among the project participants, is the size of the target population. This is of great importance for the results of some of the indicators. This is something every library should discuss regularly, since it so deeply affects which services the library should offer. A common definition of the target population issue is also decisive for benchmarking and above all for the possibility of comparing libraries of the same kind.

The partial benefit to be derived from using individual indicators, however, cannot match the importance of the project as a whole. The discussion of quality measurement issues and the questions that are raised creates an awareness of the importance of always putting the customer in focus and that all other matters should be subordinated to this.

Malmö University is one of Sweden's newest universities, founded in 1998, and situated in the southern part of Sweden. There are 11,000 full time students and 1300 employees. The library organization also includes all of the university's IT services, a combination which is unique for Sweden. The library services operate in five different premises.

Malmö University has taken part of the project during the entire project period and has performed all the evaluations for the project. For indicators 1–4 a web-based survey was chosen. The surveys were conducted during all three of the project years and distributed via e-mail to about 20,000 persons per survey. Apart from the questions specified under the project the university chose to ask a number of additional questions and to leave space for comments and further suggestions. The response rate over the 3 years averaged about 6 percent, which is too low to assure statistical accuracy, but fully sufficient to be used as background in the quality assurance work of the library.

To give some examples of the additional questions posed:

- What did you do at your last visit to the library?
- What other libraries do you use?
- Why do you use other libraries?

- If the library was open also during evening and nights, what would you then do?
- If information is available both in printed form, and electronically, which media do you prefer?

In addition, a number of questions concerning the services offered were asked, where the respondents could judge the importance of the service, and say if they were pleased with it.

The method of work involved a large number of the staff, not only in the selection and writing of the questionnaire, but also in the work of evaluating and making use of the replies in the continued quality and development work.

Life after the Project

The project will end in early 2005. Thereafter the libraries have to continue with their quality management individually – or in cooperation with others. Hopefully by then they will have decided which of the indicators they want to use in the future – and which they do not need or which do not fit into their activities and goals.

We have had discussions with the Kulturrådet (Swedish National Council for Cultural Affairs) that is responsible for public library statistics in Sweden. In the revision of the statistics they will take advantage of the experience gained by the project. The public libraries will benefit by revised statistics, more accurately reflecting their needs.

The Swedish Quality Handbook can be downloaded from: <http://www.biblioteksforeningen.org/>

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Nordic Networking: cooperation in Nordic LIS research

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Introduction

When I started my doctoral project in 1997 there were ten candidates in Norway working on library and information science (LIS) related research on the PhD level, most of them financed by the recently established Programme for Library Research. These candidates were spread over different universities in Norway. The students were enrolled in universities that had supervisors within the appropriate 'dimension' in the essentially multidisciplinary field of LIS. There were no examples of attempts at offering general PhD courses in LIS, and there were only two professors within the field in Norway.

Although one Norwegian university offered supervision it was natural to look at what kind of LIS perspectives were offered in the neighbouring countries. Coming from a rather holistic LIS background it felt comfortable to have an LIS perspective on my research topic, which was web information searching, rather than the alternative, which was centred on computer science. In 1997 only Finland and Sweden offered PhD programs in LIS, the LIS educations in Denmark and Norway were at university colleges which did not have the option of establishing PhD programs. I ended up doing my work at a Finnish university (Tampere), which I have never regretted.

The dominant LIS education institutions in Sweden, Denmark, and Norway had much in common. They were vocational educations; the Danish (Copenhagen) and Norwegian (Oslo) library schools offered three-year librarian degrees, whereas the Swedish (Borås) school offered two years of studies in librarianship on top of two years of other academic studies. The study programmes in all three schools roughly focused on three core areas, knowledge organization, cultural aspects and library administration, around which there were several mandatory and elective courses. Candidates from all three schools mainly ended up working in various libraries (public, special, academic, etc.) in their respective countries.

In 1997, however, things were about to change. In Sweden, Norway, and Denmark there was an emerging need to establish more academically-based LIS education, partly as a result of new demands from society, partly because of the general trends in higher education. In addition, it might be added, the institutions needed to secure the recruitment of new faculty staff. In Norway this led to the establishment of the Norwegian Research Council's Programme for Library Research, financing doctoral scholarships, likewise several new scholarships were funded in Sweden, and in Denmark the Royal School of Library and Information Science worked towards getting university status.

The Nordic countries (Norway, Sweden, Denmark, Finland, and Iceland) are quite small individually, but the region has approximately 24 million inhabitants as a whole. The countries are culturally, politically and geographically close to each other. In fact, people speaking Swedish, Norwegian, and Danish understand one another quite easily. For this reason the climate and premises for cooperation are particularly good in our region. Also there are established political and economical institutions, such as the Nordic Council, which provide financial support for cooperative efforts.

In this article I will focus on the two most important initiatives for coordinating LIS research education across the borders of the Nordic countries, NordIS-Net and Norslis. An attempt is also made at evaluating the effects of the network activities, including a bibliometric study of Nordic co-authorship in library and information science.

NordIS-Net

In order to strengthen research education, pooling mentoring expertise and creating a critical mass of doctoral students, the Nordic Information Studies Research Education Network (NordIS-Net) was established in 1998 (Vakkari, 1999).

The establishment of NordIS-Net was a joint initiative by representatives from educational institutions in all the Nordic countries. The need to create an environment with a sufficient number of students focused on similar research topics was a common interest throughout the region. Also, Sweden, Denmark, and Norway strongly needed to establish research activities in the field. Finland was the country having the longest tradition for research in LIS – the first professorship was established at the University of Tampere as early as in 1971.

NordIS-Net was financed by the Nordic Academy of Advanced Study (NorFA) from 1998–2002 with an annual budget of NOK 300,000 (approximately EUR 35,000). The major activity of NordIS-Net was to organize courses, workshops and supervision for LIS students from the Nordic region. In addition it provided support for doctoral students' participation in individual institutions' PhD courses and workshops.

According to Vakkari (1999) there were approximately 120 doctoral students in the twelve member units of the NordIS-Net network in 1999. At the same time at these institutions there were 30 researchers holding a doctoral degree.

Throughout its active period a series of workshops and courses was held; the aim of the network was to organize one workshop and one research course or summer school per year. The courses and workshops aimed at addressing issues of both rather broad interest and quite specific LIS methods. Among the activities were the following:

- Course on integrating research on information seeking and retrieval
- Course on informetrics and bibliometrics
- Workshop on metatheoretical approaches in studying library and information institutions
- Workshop on research methodology in information studies

Both courses and workshops were attended by students from several (sometimes all) Nordic countries. Often there were 15–20 students attending the activities, which would have been impossible had the activities been exclusively for Norwegian, Swedish or Danish students. In all, 98 students and senior researchers attended the NordIS-Net workshops and courses.

A desired side effect of the network activities was to create personal networks, which have also flourished. Articles have been co-authored by doctoral students from different Nordic countries and institutions that met at different NordIS-Net activities. The relationships have also generated cooperation in other international fora such as organizing activities at research conferences.¹

Norslis

The Nordic Research School in Library and Information Science – Norslis (<http://www.norslis.net>) – was planned as a successor to NordIS-Net. It was designed on the pattern of the network activities, but includes more ambitious methods and goals. Norslis is currently in its second year of activities. In addition to Nordic participants, Norslis also includes students and researchers from the Baltic countries (Estonia, Latvia and Lithuania) in its field of coverage.

Norslis is funded by Norfa's successor, the Nordic Research Board (NordForsk), and has a budget of NOK 1 million (approximately EUR 120,000) per year. In addition to traditional research activities such as research courses (in Norslis there are two courses per year), workshops, and mobility support for researchers and students, the research school finances one visiting professor allocated at one of the member institutions per year. The novel idea introduced by Norslis is the so-called road show seminar, in which a group of central, international as well as Nordic, researchers 'tour' selected institutions with a specified program within one of the fields of LIS. The first road show was in Bibliometric Methods and it had three stops; in Umeå, Sweden; Copenhagen, Denmark; and Turku, Finland. This year's road show is on the topic 'Information Seeking and Retrieval in Context'.

Courses and workshops planned within Norslis are diverse in scope, some examples are:

- Course on methods for studying information behaviour
- Workshop on research in the field of public libraries
- Course on information management
- Workshop on structures of power: information, knowledge, and property
- Workshop on socio-cultural and cognitive aspects of information science

A more detailed list of Norslis activities is available at the website: <http://www.norslis.net/general/norslisplan2004-2008.html>.

Having being transformed from doctoral student to 'senior researcher' I have now experienced being at the other side of the seminar table. When co-organizing one of the first Norslis courses with two former student colleagues from Finland (Katriina Byström) and Denmark (Pia Borlund) we had the intention of being living examples of the value of networking, but, equally important, we wanted the students to be exposed to new researchers with recent experience of PhD work. Our experience was that of a successful gathering, which has also been the feedback of the participating students.

Evaluating the Network Effects

The organized networks have now been running for seven years, and they must be considered a success. The establishment of Norslis can itself

be considered a success indicator since it is a direct successor of NordIS-Net, which was used as an argument for justifying its potential value.

Also the feedback that has been provided by the doctoral students signifies that they have gained much from organized Nordic research education. The various courses and workshops have attracted many participants, and it is my personal experience that the students are active participants and provide one another with relevant and good feedback.

There are still approximately 120 PhD students in the Nordic LIS educational programs, thus the number of students has not increased. Although these students are situated at various locations, the courses arranged by Norslis represent a large proportion of all PhD courses in LIS. In addition the mobility support provides students with the ability to travel to courses arranged by other Nordic institutions as well as to attend student arrangements at international conferences; the latter demands active participation, for example in the form of presenting papers.

I have not made any attempt at systematically comparing the research topics of Nordic PhD students,² but it might well be that the networks have played a role in defining foci. It appears that Nordic PhD students are well represented at conferences, often with papers related to user perspectives in information seeking and retrieval. This is a research area in which Nordic researchers have a rather long tradition, represented, for example, by Peter Ingwersen from Copenhagen and Kalervo Järvelin and Perri Vakkari from Tampere. Other topics that seem to be popular among Nordic students are information retrieval and issues related to public libraries.

The Effects of Networking: A Bibliometric Study

In order to study the effects of the NordIS-Net and Norslis networks on research collaboration within LIS in the Nordic countries I performed a small bibliometric study. My hypothesis was that the establishment of the networks led to an increased number of co-authored articles by Nordic authors in LIS. In order to investigate this I performed a study on Nordic authorships in LIS indexed by the ISI Web of Science during two periods, from 1987–1997, when no formal networks were established, and from

	1987–1997	1998–2004
Articles in library and information science journals ³	15315	13445
Denmark	67	132
Finland	68	111
Sweden	28	96
Norway	39	62
Iceland	2	9
No. of articles by Nordic authors	199	403
No. of co-Nordic authored articles	4 ⁴	7
Total no. of co-authored articles by Nordic authors	79 (39.5 %) ⁵	185 (46.0 %)

Table 1. Articles written by Nordic authors in LIS journals.

1998–2005, during which period the networks were in operation. In this study I only looked at articles co-written by authors living in different Nordic countries, thus network effects on increased cooperation internally within the individual countries are not examined. I have, however, identified the number of co-authored articles independent of authors' origin. Table 1 presents my findings.

Out of the 15,315 articles published in the LIS journals in the period 1987–1997, 199 were written by authors living in the Nordic countries. Of these articles, four were co-authored by persons from two or more Nordic countries. The most productive countries were Denmark and Finland.

In the period 1998–2004 there were 403 articles by Nordic authors in LIS publications (out of a total of 13,445 articles). Seven of these were co-authored by researchers in different Nordic countries. In this period the leading countries were still Denmark and Finland, but there has been a clear increase of authorship in all the Nordic countries.

We cannot, however, see any effect of organized networking in terms of increased cross-country publishing (at least not in the journals indexed by ISI); the increase from four to seven articles only reflects the increase in the total number of articles. The possible effects the networks could have with respect to change in cross-institutional authorships within the individual countries have not been studied; i.e. we do not know if the

networking has made more Swedish authors from different institutions co-author articles. We can, however, compare how often Nordic LIS authors in general co-authored during the two periods. It seems that there was a certain general increase in co-authorship (from 39.5 percent to 46 percent).

One interesting thing, however, is the remarkable rise in the number of Nordic articles within LIS. In the period 1987–1997 Nordic authors produced 1.3 percent of all LIS articles. This has more than doubled to 3 percent in the 1998–2004 period. This is probably a result of the increasingly academic profile of LIS education in the Nordic countries. The networking effect may well, however, have a positive influence on publication activity. First, the students are actively encouraged to publish papers presented at NordIS-Net/Norslis courses and workshops. Secondly, inspiration from senior researchers who are active journal and conference paper contributors, and whom they meet in person, is also important.

Discussion and Conclusion

Although no overall evaluation has been performed, the evaluation of individual courses and activities arranged and supported by NordIS-Net and Norslis indicates that the efforts have been successful. The fact that Norslis was established should also be seen as an indicator of the success of NordIS-Net, since it was preferred over several similar proposals in the competition for funding.

It is difficult to measure the exact effect of the organized programmes, in particular because they have appeared in parallel with other developments such as the restructuring of LIS education, which has become less vocational and more academic. Now, all Nordic countries have PhD programs at the LIS educations, and most new faculty positions require a doctoral degree. NordIS-Net and Norslis have made it possible for LIS researchers in the Nordic countries to meet in organized settings and thus exchange ideas and build competence. The networks emerged at the perfect time and have helped in pushing upwards the general level of LIS research in the Nordic region.

Acknowledgements

I wish to thank Pertti Vakkari, former leader of the NordIS-Net network, for valuable information and my colleague Ragnar Nordlie for good advice.

Notes

1. On a personal basis this author has enjoyed very much, and continues to enjoy the relationships with fellow research students from the NordIS-Net days.
2. A list of students and topics is available at <http://www.norslis.net/general/norslisstudents.html>
3. 37 central journals in LIS were selected; the full list is in Appendix 1.
4. Out of which one article was co-authored by authors from three different Nordic countries.
5. This is the number of LIS articles written by two or more articles, out of which at least one is Nordic.

Reference

Vakkari, P. (1999). Scandinavian cooperation in research education in LIS. *Education for Library and Information Services*, Australia. 16 (1).

Appendix 1 – List of Journals Analysed

Bulletin of the Medical Library Association
College and Research Libraries
Electronic Library

Information Processing and Management
Information Research – an International Electronic Journal
Information Society
Information Systems Journal
Information Systems Research
Interlending and Document Supply
International Forum on Information and Documentation
International Information and Library Review
International Journal of Information Management
Journal of Academic Librarianship
Journal of Biomedical Informatics
Journal of Documentation
Journal of Health Communication
Journal of Information Ethics
Journal of Librarianship and Information Science
Journal of Research and Practice in Information Technology
Journal of the American Medical Informatics Association
Journal of the American Society for Information Science
Journal of the American Society for Information Science and Technology
Knowledge Organization
Libraries and Culture
Library and Information Science Research
Library Resources and Technical Services
Library Trends
Libri
Online and CD-ROM Review
Online Information Review
Proceedings of the ASIS Annual Meeting
Proceedings of the ASIST Annual Meeting
Program: Electronic Library and Information Systems
Research Evaluation
Restaurator: International Journal for the Preservation of Library and Archival Material
Scientometrics
Social Science Information sur Les Sciences Sociales
Zeitschrift für Bibliothekswesen und Bibliographie

ICABS – A New Approach to International Cooperation

Renate Gömpel

The Birth of ICABS

On 7 August 2003 during the World Library and Information Congress in Berlin, a new alliance between IFLA, the Conference of Directors of National Libraries (CDNL) and individual national libraries was established to continue and expand the coordination work formerly done by the IFLA Universal Bibliographic Control and International MARC (UBCIM) and Universal Dataflow and Telecommunications (UDT) Core Programme Offices. The new alliance is known as the IFLA-CDNL Alliance for Bibliographic Standards (ICABS).

The IFLA Universal Bibliographic Control and International MARC (UBCIM) Core Activity was established 30 years ago and came to an end in 2003. UBCIM was originally hosted by the British Library (1973–1989) and later Die Deutsche Bibliothek from 1990 to the beginning of 2003. In early 2003 the Biblioteca Nacional de Portugal took over the responsibility for UNIMARC. *ICBC (International Cataloguing and Bibliographic Control)* is now a quarterly journal of IFLA, formerly of UBCIM.

Another component of ICABS is a major part of the program of the former Universal Dataflow and Telecommunications Core Activity (UDT). UDT supported the analysis and promotion of technologies and standards as they apply to interoperability and the digital environment in the areas of networked resource discovery, information retrieval, digitization and metadata. It worked with IFLA Sections and programmes across the Federation, but especially supported the professional activities of the Information Technology Section. It was hosted at the National Library of Canada (NLC) from its beginning in the late 1980s until it was closed in 2001. UDT also developed and then maintained IFLA's primary communications tool, IFLANET, hosted for many years at NLC. IFLANET was

moved to Institut de l'Information Scientifique et Technique (INIST) in France in 2001 and is not part of the ICABS activity.

And finally, the Conference of Directors of National Libraries (CDNL), which has provided the main support and funding (in kind and through donations) for the IFLA Core Activities over many years, also recently established a committee to monitor digital library developments – the CDNL Committee on Digital Issues (CDI). The Committee's work on bibliographic standards and digital preservation is being folded into the ICABS mission, while the Committee's work on deposit agreements will be continued separately by the National Library of Australia.

Objectives and Goals of ICABS

The objectives of ICABS are:

- to coordinate activities aimed at the development of standards and practices for bibliographic and resource control
- to support the international exchange of bibliographic resources by supporting, promoting, developing, and testing the maintenance of metadata and format standards
- to ensure the promotion of new conventions
- to act as a clearinghouse for information on all IFLA endeavours in these fields
- to organize and participate in seminars and workshops
- to enhance communication within the community.

The ICABS objectives will be realized through the following goals agreed to during the IFLA Berlin Conference and specified in the Strategic Plan:

- Maintain, promote, and harmonize existing standards and concepts related to bibliographic and resource control.

- Develop strategies for bibliographic and resource control and ensure the promotion of new and recommended conventions.
- Advance understanding of issues related to long-term archiving of electronic resources.

The goals are primarily linked to the IFLA professional priority 'Promoting standards, guidelines and best practices'. Some may also be linked to the priorities of 'Promoting resource sharing', 'Providing unrestricted access to information', 'Representing libraries in the technological marketplace', and 'Developing library professionals.'

ICABS Partners

The Biblioteca Nacional de Portugal, the British Library, Die Deutsche Bibliothek, the Koninklijke Bibliotheek, the Library of Congress and the National Library of Australia have agreed to participate in this joint alliance together with IFLA and CDNL. They are partnering to assure ongoing coordination, communication and support for key activities in the areas of bibliographic and resource control for all types of resources and related format and protocol standards. Each of the partners in this alliance has agreed to be the lead support agency for one or more of the actions, thus realizing the objectives.

The Biblioteca Nacional de Portugal

The Biblioteca Nacional de Portugal, the national library of Portugal, took over the responsibility for UNIMARC. UNIMARC's strategies for the period 2004–2005 are focused on the maintenance and promotion of the format, the development of appropriate new tools in order to adjust UNIMARC to new and emerging technologies and the cooperation and harmonization between UNIMARC and other standards, through IFLA Division IV and ICABS.

Principal activities developed during 2003–2004 were the preparation of *UNIMARC/Bibliographic Update 5*, a new electronic version of *UNIMARC/Authorities, Guidelines for using UNIMARC for Music* and the new *UNIMARC/Holdings* format. To these tasks performed by the Permanent UNIMARC Committee, two others have been supported by the Core Activity: an XML representation of the *UNIMARC Manual* and the UNIMARC FORUM, a dedicated website.

The British Library

The British Library supports the work of the IFLA Division IV FRBR Review Group in developing and maintaining the conceptual model and related guidelines for the *Functional Requirements for Bibliographic Records (FRBR)* and promotes the use of this model. The British Library is also the responsible partner to support the IFLA Division IV Working Group on Functional Requirements of Authority Numbering and Records (FRANAR) and to promote the use of this model for authority control.

Die Deutsche Bibliothek

The German national library, Die Deutsche Bibliothek, has taken over the responsibility to support the work of the IFLA Cataloguing Section's ISBD Review Group in developing and maintaining the *International Standards for Bibliographic Description*. Die Deutsche Bibliothek encourages the harmonization of national practices to follow these standards and to promote the results of the ISBD revisions.

Joint Projects of Die Deutsche Bibliothek

The British Library and Die Deutsche Bibliothek jointly funded the 'Mapping ISBDs to FRBR' project. After the FRBR and ISBD Review groups agreed on the necessity and importance of the undertaking, Die Deutsche Bibliothek asked Tom Delsey to perform the project. The purpose of his work was to reinforce the essential consistency between ISBDs and the FRBR model. In May the draft results were presented and distributed to the membership of the ISBD Review Group and the FRBR Review Group, who provided input on the document. This input has been considered by Mr. Delsey, who prepared a final version of the deliverable for consideration at the 2004 IFLA Conference.

In addition, Die Deutsche Bibliothek and the Library of Congress are partners to support and promote the idea of the Virtual International Authority File (VIAF) in cooperation with the Sections of IFLA's Division IV: Bibliographic Control and the partners in the current VIAF Proof of Concept project. They also want to explore other VIAF models and promote the testing of prototypes. OCLC is another partner in the VIAF Proof of concept project, without being a member of the ICABS alliance.

The VIAF project is divided into four stages:

1. linking existing records
2. build the server – search and retrieval
3. ongoing maintenance – Open Archives Initiative (OAI) harvesting
4. end user applications – display.

During the present phase of stage 1 of the project OCLC intends to match Library of Congress (LC) Personal Name Authority records to the German Personennamendatei (PND) Personal Name Authorities. Information from selected bibliographic records from WorldCat is used to enhance the LC Authorities, and bibliographic records from both Die Deutsche Bibliothek and Bibliotheksverbund Bayern catalogues.

For processing and terminology, the bibliographic records are processed to extract information relating to the Personal Names, developing Short Personal Name Authority Records, or Short Authorities. These Short Authorities are merged with the original Personal Name Authorities to create Enhanced Personal Name Authority Records, or Enhanced Authorities. These Enhanced Authorities are then matched between the two name authority sources, and when a match is found a Virtual International Authority File Record, or VIAF Record is made. The VIAF Record contains at a minimum the Main Entry Personal Name from both sources, and references back to the source records. A VIAF Test Database is available at: <http://fast.oclc.org/viaf.html>.

During their meeting at Die Deutsche Bibliothek in Frankfurt am Main on 9 July 2004, the project partners discussed some issues left to solve within stage 1 and agreed upon the action plan for the stages to come.

IFLA

IFLA Headquarters is now responsible for the quarterly journal *International Cataloguing and Bibliographic Control (ICBC)* and the former UBCIM Publications series. The journal has made its quarterly appearance without major interruptions. After her retirement in March 2003, the Editor, Marie-France Plassard, continued her work for this highly specialized and much appreciated periodical, which is currently in its 33rd year.

After the closure of the UBCIM Office at Die Deutsche Bibliothek (March 2003) the UBCIM Publications series will be continued under the title 'IFLA Series on Bibliographic Control'. The

first volume that appeared under the new title is volume 26, containing the proceedings of the First IFLA Meeting of Experts on an International Cataloguing Code (IME ICC), held just prior to the Berlin IFLA General Conference at Die Deutsche Bibliothek, Frankfurt, at the end of July 2003.

The Koninklijke Bibliothek

Another ICABS partner is the Koninklijke Bibliothek (KB), the Dutch national library. The Koninklijke Bibliothek explores the requirements and conditions for long-term archiving of electronic resources. Moreover the library explores and promotes strategies, methods and standards for migration and emulation.

The Dutch colleagues will write a state-of-the-art assessment on the use of standards in digital archiving, based on the experiences of the world's leading library institutions in the field of digital preservation. The assessment will address operational and research and development activities aimed at long-term storage of electronic resources.

The two actions – on long-term archiving and on permanent access strategies – will be combined in a joint approach. Similar issues will arise in the study of both topics. Apart from the similarities, special attention will be given to specific archiving and permanent access issues. The study on the use of standards in digital archiving will focus on best practices, the use of standards in the approach of permanent access strategies on new developments, research and future expectations regarding standards.

The KB/ICABS research will be embedded in a larger cooperation in the field of long-term preservation (both digital and paper) between Dutch national heritage institutes (the KB as National Library, the National Archives and the Instituut Collectie Nederland, a national research institute). This cooperation is initiated by the Dutch Ministry of Education and Science. Within this cooperation, the National Archives also will carry out research on standards which are used in the archival digital preservation environment. This research can be useful for a cross-sectoral comparison. During the research period there will be close cooperation with the National Library of Australia.

The research will be carried out in five phases: literature study, desk research, in-depth

research, report writing, finalizing phase. The first version of the report will be available for review amongst the ICABS partners in May 2005. A presentation of the results is planned for the IFLA Conference in 2005. The final report will be available in September 2005. Finally, a KB-ICABS Action Plan for the 2005–2006 period will be drafted.

The Library of Congress

Besides joint responsibility with Die Deutsche Bibliothek for the VIAF cooperative mentioned above, the Library of Congress is responsible for promoting the development and use of MARC21 and its XML derivatives.

The Metadata Authority Description Standard (MADS), a draft XML companion for the Metadata Object Description Standard (MODS), was posted for electronic review, with the review period ending in July 2004 (<http://www.loc.gov/mads/>). The comments received are under review.

The Library of Congress and its collaborating partners, the Library and Archives Canada and the British Library, continued to work with MARC 21 users worldwide on MARC 21 formats. Change proposals submitted by users were posted on the web for wide review and comment. The 2003 concise version of the formats was made available in print and online.

The library promotes the application and use of Z39.50 and cooperates with its implementors to continue the development of Z39.50 International, Next Generation and its XML-based Search/Retrieve Web Services in order to evolve next generation implementations.

The Library of Congress has continued support for Z39.50 and the web service derivative, Search/Retrieve Web Service (SRW/SRU). The maintenance of SRW/SRU was organized more formally with the establishment of an international editorial group with Rob Sanderson of the United Kingdom as the principal editor. A broad-based implementors group contributing to the development is composed of the members of the SRW/SRU listserv.

Furthermore, the Library of Congress cooperates closely with the IFLA Information Technology and Cataloguing Sections and their working groups to explore metadata requirements. The Library collects and communicates information

on existing metadata schemes and application profiles and monitors the work on persistent identifiers.

The Metadata Exchange and Transmission Standard (METS) Editorial Board recently held two additional Opening Days: California in April 2004 and London in July 2004. Both had capacity attendance. Work continued on the audio and video extension schemas for technical metadata in METS and on profiles for different media, and they are all near completion.

The Library of Congress is maintaining a Uniform Resource Identifier (URI) Resource Page for information on the current concept of the URI as articulated by the Internet Engineering Task Force (IETF) and the World Wide Web Consortium (W3C) and a number of important URI schemes.

The National Library of Australia

The National Library of Australia is responsible most of all to support the exploration and promotion of methods to archive web-based publications collected by web harvesting. It aims to work out a survey of existing standards, guidelines and codes for preservation of digital materials in cooperation with the Preservation and Conservation Section of IFLA.

The Library is leading the work of the Deep Web Working Group of the International Internet Preservation Consortium (IIPC) and is working in close cooperation with the Bibliothèque nationale de France to investigate the identification, acquisition, storage and display of publications and web sites that are database driven.

Working access interfaces have been developed for two sample database archives, and this prototype can be seen at <http://www-test.nla.gov.au/eXplore/>. Work has commenced on automatic development of access interfaces to match the characteristics of each individual database based on the Database Archive Description.

The Library is also a member of the Researcher Requirements Working Group and has contributed the names of Australian researchers to the formation of a focus group that will meet for the first time in September 2004 in London.

An international conference 'Archiving web resources: issues for cultural heritage

institutions', was planned to be held at the National Library in Canberra from 9–11 November 2004. Its main objective was to identify significant issues facing cultural heritage institutions in collecting web resources and to explore how the issues are being addressed. Major research programs and projects were included in the program.

The Commonwealth Metadata Pilot Project aims to improve access to Australian government information published online by automating the contribution of metadata to the national bibliographic database provided through the Kinetica service, and by automating the archiving of content associated with the metadata in PANDORA: Australia's web archive.

The Preserving Access to Digital Information (PADI) subject gateway to digital preservation resources has been modified to incorporate information that provides an overview of approaches to archiving web-based publications.

Following a review of PADI structures and interfaces a number of new approaches have been implemented that should make it easier to find readily useful information. A number of 'trails' have been incorporated in PADI to guide beginning users to a small number of focused resources. The thesaurus used for the PADI database has been updated to better reflect current understandings. Finally, a mechanism has been developed to distinguish more up-to-date resources from those that may be less current although still of historical interest.

ICABS Coordination

ICABS coordinates and communicates its work and activities to enhance cooperation and to

avoid overlapping or duplicating work between the alliance partners and:

- IFLA Headquarters, Governing Board, Professional Committee, Divisions and Sections
- CDNL and the regional groups of CDNL
- UNESCO and other funding bodies
- International Organization for Standardization (ISO), International Council on Archives (ICA), and other national and international standard making bodies in the area of bibliographic control.

One member of each of the participating libraries (plus two members nominated by IFLA) constitute the ICABS Advisory Board, chaired by one of the participating institutions on a rotating basis. Die Deutsche Bibliothek has agreed to chair the board for the first 3-year term and thus provides a secretary for the group. The secretary handles various arrangements and communications, for example, creating and maintaining a web page for the programme and maintaining a web view that promotes the results of the programme on IFLANET.

The ICABS Advisory Board will review and evaluate the actions of this alliance after the first 3 years.

For more information please visit regularly: IFLANET at <http://www.ifla.org/VI/7/icabs.htm>.

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World Summit on the Information Society

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Promoting the Global Information Commons: A statement by the International Federation of Library Associations and Institutions to WSIS Tunis PrepCom2

Mme La Presidente, Delegates, I thank you for the opportunity to be heard on behalf of global civil society on the subject of financing. I speak on behalf of the International Federation of Library Associations and Institutions (IFLA) and its member associations and libraries throughout the world and also the Scientific Information Working Group and the Education Working Group.

We speak not just for libraries and information services but for the two and a half billion people who use them, the people of civil society. For their sake, we ask governments and the global community to find ways of resourcing the program of action with a sense of urgency and in partnership with all stakeholders. The people of the world need vigorous action now, not in a decade, because a child entering school today will likely have finished in a decade. In a world suffering from HIV/AIDS, conflict, natural calamities, gender discrimination and other causes of marginalization, we need urgent

and concerted action if we are to promote a truly inclusive and mutually beneficial global information society.

Libraries, archives and information services provide access points to the Internet for members of communities and also the support and skills development which are essential to effective use. They not only maintain our cultural heritage but also the records which are essential to effective government and to continuing economic development. Through such means they build capacity in communities and nations and help to redress disadvantage.

IFLA advocates a global information commons through which all people will be enabled to seek and impart information. Its realization requires, at a minimum, ubiquitous access to sufficient affordable bandwidth, up to date and affordable ICTs, unrestricted multilingual access to information and skills development programs to enable all to both access information and disseminate their own while respecting the fundamental right of human beings to both access and express information without restriction.

This requires investment by governments, international agencies and business entities through the harnessing of all available infrastructure and resources in partnership with civil society. A modest investment in the worldwide network of libraries and information services would build on the existing foundation to:

- provide an extensive web of Internet access points, each supported with advice and training
- offer relevant information in appropriate formats, languages and
- develop literacies and capacity

- support health and education
- advance the position of women
- provide opportunity and choice for children and the benefits of lifelong learning
- promote innovation and economic development
- ensure the preservation and promotion of cultural heritage and diversity
- foster respect and understanding between peoples.

We have three proposals for new wording. First, we propose a new paragraph on financing to appear after paragraph 24 of the operational part of the final document:

“Investment should be applied in partnership with all stakeholders including grassroots communities and civil society and should build on existing infrastructure to create sustainable mechanisms to enable major progress against the goals as quickly as possible.”

Second, in the section ‘Improvements and Innovations of Existing Financing Mechanisms’, the following paragraph should be added:

“We recognize that innovative financial mechanisms that should contribute to bridging the digital divide may rely on lowering the costs of access to information and software resources and on making those resources freely available to all. Such innovative efforts should include:

- a) supporting the implementation of open access initiatives to scientific, technological, cultural and educational information; and
- b) raising awareness about the existence and use of free soft-

ware, open source software and low-cost proprietary software.”

We also have a specific recommendation for an additional clause in paragraph 6 on the achievement of targets and objectives. We suggest the addition of:

“enhancing capacity and sustainable access to content by improving connectivity and otherwise investing in existing infrastructure including the global network of libraries, archives and information services”.

Finally, we invite you to our pre-Summit conference in the Bibliotheca Alexandrina, Alexandria, Egypt, on 10 and 11 November 2005 at which we will show how libraries and information services around the world are realizing the global information society for all.

IFLA, the International Federation of Library Associations and Institutions, thanks you Mme La Presidente and Delegates for the opportunity to be heard and reminds Delegates of the urgency of applying the financial and human

resources of the world to achieving a truly inclusive global information society.

Alex Byrne, President-elect

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22 February 2005

From the Core Activities

Completion of IFLA/FAIFE-sponsored PhD thesis

On 18 February 2005 Stuart Hamilton formally defended his PhD thesis at the Royal School of Library and Information Science in Copenhagen. The PhD was the first to be part-sponsored by IFLA and FAIFE, with the Royal School as the other partner. The thesis examined the extent to which libraries can provide equal and unhampered access to Internet-accessible information resources on a global scale. Specifically concerned with restrictions on access to information via the Internet in libraries, it investigated access to Internet-accessible information through websites and online databases, and via communication-based mediums such as e-mail. Beginning shortly after the September 11th 2001 terrorist attacks in the United States, the period of research saw a great number of changes in extent and type of access to the Internet, and coincided with a number of events of great importance to the international library community, not least the United Nations World Summit on the Information Society. The period of study revealed that the Internet remains a constantly changing medium, as flexible in its use as it ever was and likely to remain so for the foreseeable future. While the vast majority of Internet

users reside in developed countries, the number of users worldwide continues to grow rapidly and there are over 800 million people now online. Regular Internet users are becoming used to living their lives with the help of many online applications, from information resources to banking and blogging. Those who cannot access the Internet miss out, unable to take advantage of applications that can contribute to democratic governance and personal empowerment.

This is the background against which libraries are providing Internet access. Some regions of the world, such as Europe and Northern America, are increasingly able to provide services to library users that incorporate the best of Internet technology, from online lending transactions to more flexible information access and retrieval. Libraries in Africa, on the other hand, were found to be suffering from poor levels of funding and infrastructure, leading to extremely low levels of Internet access in both public and research libraries. The international library community is therefore experiencing a great inequality of Internet access. The basic access problems of the digital divide leave library users in many countries suffering from a lack of hardware, of adequate Internet connections and of the skills necessary to get the most out of the Internet. While material access problems

were found to be the most significant problem to libraries wishing to provide Internet-accessible information resources, the thesis points out that other barriers to online information flow exist. These barriers exacerbate basic access problems and have the potential to affect information access in libraries all over the world. In summary:

- The use of filtering software, either on library networks or at a national infrastructure level, is causing a degree of censorship in some parts of the world that leaves Internet users at a disadvantage regarding information access.
- Increases in Internet surveillance and data retention as a result of the September 11th 2001 terrorist attacks are impacting upon library user privacy and having adverse consequences for the freedom of expression of Internet users.
- The increasingly commodified nature of the Internet is leading to more charging for access to information resources. Library budgets are pressured to absorb these costs but they are being passed on to users in many countries.
- Changes in the online copyright environment are placing more control in the hands of large intellectual property owners. Advances in digital rights management are beginning to limit the uses of online information resources and impact negatively on the

common store of knowledge available to library users worldwide.

The research used empirical investigations including a global survey of IFLA member countries and interviews with senior library professionals from around the world to assess the impact of each barrier on freedom of access to information online. The findings suggest that different barriers become apparent and pressing at different stages of Internet development. As Internet infrastructure and use within a country develops, more obstacles to accessing information appear, meaning librarians have to

remain aware of challenges facing colleagues elsewhere in the world and the solutions they propose to the problems. From material access problems all the way up to the increasing influence of the corporate sector on Internet governance and development, every country in the international library community will sooner or later face obstacles to accessing information online. Whether libraries can overcome these barriers is dependent on their ability to influence decision-making processes at a number of levels, from the local community up to levels of international governance. While there is as yet no one-size-

fits-all solution, the dissertation concludes that there are some areas with the potential for libraries to make a difference, from the provision of new scholarly publishing models such as open access journals to the creation of new information commons – online repositories of public domain information that can be taken and used by all. The extent to which libraries can take advantage of these tools at this point, however, differs according to levels of development worldwide.

Stuart Hamilton. E-mail: sha@db.dk

28 February 2005

From Other Organizations

Five New Organizations Join Campaign for the World's Libraries

The El Salvadoran Librarians Association, Library Association of Ireland, Norwegian Library Association, Nova Scotia Library Association and Library Boards of Nova Scotia (representing public library trustees in the province) have signed onto The Campaign for the World's Libraries.

Co-sponsored by the American Library Association (ALA) and International Federation of Library Associations and Institutions (IFLA), The Campaign for the World's Libraries is designed to showcase the unique and vital roles of public, school, academic, government and special libraries around the globe.

With these new participants, the campaign now represents 28 countries and the Caribbean Islands. Other participating countries include Argentina, Armenia, Australia, Azerbaijan, Belarus, Brazil, Bulgaria, Canada (seven provinces), Georgia, Greece, Iceland, Italy, Japan, Korea, Kazakhstan, Mexico, Moldova, Nepal, Nigeria, Portugal, Serbia, Singapore, Turkey, Uruguay and Venezuela.

For more information on The Campaign for the World's Libraries, go to www.ifla.org/@yourlibrary/index.htm

New MSc in Digital Libraries

MSc in Digital Libraries is a brand new course, starting in October 2005, which focuses on start-of-the-art research in the design and deployment of digital libraries. This course is intended for students who have pertinent experience of library or information work, including membership of a relevant professional body and a good Undergraduate degree and/or a Masters degree in librarianship or a cognate discipline.

Digital libraries are a major area of research expertise in the Department of Computer and Information Sciences (CIS) at Strathclyde University (Glasgow, Scotland) encompassing several research groups and the work of the CDLR (the Centre for Digital Library Research).

Students will be taught in formal classes but will also participate in research seminars and in actual digital library research work on placement at the CDLR or an equivalent provider. All students will be provided with a laptop.

It is a full-time course. In the first semester, students will be given a solid theoretical grounding in digital libraries. In the second semester students will learn both the practical and research aspects of digital libraries through a placement and seminars covering research foci. For the award of MSc, students must complete a dissertation of about 20,000 words.

The Department welcomes students from all over the world. Applicants whose first language is not English must produce evidence of proficiency in English i.e. 250 in computer-based or 600 in paper-based TOEFL test, or IELTS score of 6.5. The University provides learning support and pastoral care aimed specifically at international students. Limited scholarships are available to support overseas students on this course.

Contact details: Course Director (Digital Libraries), Graduate School of Informatics, Department of Computer and Information Sciences, University of Strathclyde, Livingstone Tower, 26 Richmond Street, Glasgow G1 1XH, Scotland. Tel .+44 (0)141 548 3700. Fax: +44 (0)141 552 5330 E-mail: dl-enquiry@gsi.strath.ac.uk. Web: <http://www.gsi.strath.ac.uk/>

Vitruvio: a network of architecture, art, design and urbanism libraries

Introduction

Why a library network specialized in architecture, art, design and urbanism in Argentina and Latin America? From the very beginning, essential resources were non-existent or scarce. The everlasting lack of physical, economic, technological and human resources was a constraint to the development of Argentine and Latin American libraries, which are far behind their counterparts in the first world. Nevertheless, these difficulties did not discourage librarians, who 10 years ago, with the conviction that working together under the motto, "participation, collaboration and cooperation", believed that obstacles could be minimized in spite of the different missions and characteristics of the participating libraries, and the changing political, economic and social situation in the country and the region. This belief led to the creation of Vitruvio.

History

In 1994, the Library of the School of Architecture, Design and Urbanism of the University of Buenos Aires called the First Meeting of Libraries of Architecture, Art, Design and Urbanism. The 27 libraries participating in the meeting reached a consensus to create a network, later named Vitruvio after the famous Roman architect. The mission and objectives of the network were established in order to pursue the solution of common problems, offer services and products, improve access to the resources of the participating libraries and create a specialized vocabulary. Many of these objectives have been achieved. At present, 58 libraries from Argentina and Latin America are participating in Vitruvio, which includes libraries from different institutions – universities, academies, museums, professional associations and other institutions pertaining to the thematic area of the network.

Vitruvio is run by a Coordinating

Commission. Its function is to project the network nationwide and to other Latin American countries, set objectives and program activities, and coordinate the work of five subcommissions: Language, Periodicals, Web, Vitruvio Directory and Professional Training.

Vitruvio does not have any financial resources, personnel, equipment or physical facilities of its own. Its activities are carried on thanks to the support it receives from the participating libraries by means of the voluntary collaboration of their personnel, use of equipment and logistic help.

Goals

Having in mind the main problems and deficiencies of the libraries, realistic goals were established as follows:

- Improve access to the collections of the participating libraries.
- Development a common specialized language.
- Create the Vitruvio union catalog of periodicals.
- Facilitate interlibrary loan.
- Make the network known nationwide and to other Latin American countries.
- Develop projects relevant to the network.
- Offer training courses to the network librarians.
- Cooperate with other networks.

Activities

Annual meeting. Taking place since 1995, this is an encounter where information is given on the activities performed during the year and the projects for the next. It is also an opportunity for interaction and for presenting proposals, especially for participants from the provinces. New members for the Coordinating Commission are elected every year.

Courses and workshops. In order to contribute to the continuous education of the network librarians, courses and workshops have been offered since 1995. Some were given by specialists from outside the

library world, to enhance the librarians' knowledge of the subject matter that the network covers. Others were focused on the new advances in librarianship.

Technical assistance is given to the participating libraries by network professionals. Information on librarianship or news related to the library profession is sent by mail. Vitruvio actively participates in RECIARIA, the Association of Argentine Networks, where three of its librarians are members of the Board.

Workshop. Vitruvio joined IFLA Art Libraries Section to organize the offsite workshop 'An Afternoon in the Museum', during the World Library and Information Congress: 70th IFLA General Conference and Council, Buenos Aires, Argentina, August 22–27 2004. The workshop included presentations given by librarians and researchers, professors and patrons of the arts. The subject was 'Outside the Commercial Corridor: the Finding, Organization and Use of Grey Information'. This was the first time in Latin America that such an event gathered 124 art librarians from all over the world.

Products

- *Listado alfabético de términos utilizados en las bibliotecas de arquitectura, arte, diseño y urbanismo. 3ª ed. act.* Buenos Aires: Vitruvio, 2004.
- *Vocabulario controlado de arquitectura, arte, diseño y urbanismo.* Buenos Aires: Grebyd, 2004.
- *Catálogo de publicaciones periódicas de las bibliotecas de arquitectura, arte, diseño y urbanismo.* Buenos Aires: Vitruvio, 2000.
- *Directorio Vitruvio: bibliotecas de arquitectura, arte, diseño y urbanismo.* Buenos Aires: Vitruvio, 2004.

For more information visit: <http://www.vitruvio.cpau.org>

Julieta M. Stramschak. *julieta@cpau.org*. Translated from the Spanish by Roberto Cagnoli.

Grants and Awards

Blackwell's/ACRL 2005 Excellence in Academic Libraries Award

Blackwell's Book Services and the Association of College and Research Libraries (ACRL) are pleased to announce the recipients of the 2005 Excellence in Academic Libraries Award. Sponsored by ACRL and Blackwell's Book Services, the award recognizes the staff of a college, university and community college library for programs that deliver exemplary services and resources to further the educational mission of the institution.

This year's recipients are the Pierce College Library, Lakewood and Puyallup, Wash.; Mount Holyoke College Library, South Hadley, Mass.; and the University of Virginia Library, Charlottesville, Va. Each winning library will receive USD3,000 and a plaque, to be presented at an award ceremony held on each recipient's campus. The winners will receive special recognition at a special event sponsored by Blackwell's on April 8 at the upcoming ACRL Conference in Minneapolis, as well as at the ACRL President's Program during the American Library Association (ALA) Annual Conference in June.

Contact: Martha Whittaker, Vice-President, Marketing and Sales, Blackwell's Book Services. E-mail: martha.whittaker@blackwell.com. Website: www.blackwell.com

Winners of Frederick Thorpe Award

Following the success of the inaugural Frederick Thorpe Awards in 2003 the Ulverscroft Foundation and the IFLA Libraries for the Blind Section agreed to offer a second series of individual awards in 2004. The Trustees of the Ulverscroft Foundation made GBP 5,000 available to encourage the development

of best practice in library services for the blind by assisting an individual to spend time in a similar organization in another country. The winners are:

- Wendy Patricia Ling of the South African Library for the Blind, who will visit the National Library for the Blind, UK to study their fundraising activities in order to improve their work in South Africa.
- Ademike Olorundore, Librarian at the Anglo-Nigerian Welfare Association for the Blind, who wishes to study Braille production at the National Library for the Blind, UK in order to modernize and make the procedures at ANWAB more efficient.
- Sarah Home, Operations and Development Manager at the National Library for the Blind, UK, who will visit the Canadian National Institute for the Blind to study their digital procedures and to exchange information on the development of DAISY [Digital Accessible Information SYSTEM] books.

The visits have to be undertaken between November 2004 and October 2005.

The judging panel comprised:

- Allan Leach, Chair of Ulverscroft Foundation.
- David Owen, Executive Director of Share The Vision and Trustee of Ulverscroft Foundation.
- Dick Tucker, of FORCE Foundation, Netherlands representing IFLA Libraries for the Blind Section.

ACRL Academic/Research Librarian of the Year

Dr. Ravindra Nath (R.N.) Sharma, Director of the University Library at West Virginia State University in Institute, West Virginia, is the 2005 Association of College and

Research Libraries' (ACRL) Academic/Research Librarian of the Year. The award, sponsored by YBP Library Services, recognizes an outstanding member of the library profession who has made a significant national or international contribution to academic/research librarianship and library development.

Dr. Sharma will receive a USD 3,000 award on 27 June 2005 at a ceremony and reception during the American Library Association (ALA) Annual Conference in Chicago, Ill. The reception is sponsored by YBP Library Services.

The Committee particularly admired Dr. Sharma's work with the United Negro College Fund and USAID to establish a partnership with the National University of Benin in West Africa. He has produced an outstanding body of research and has also applied his research in meaningful, multi-cultural programs such as that in Benin.

At the 2004 ALA Annual Conference in Orlando, Dr. Sharma was instrumental in arranging for IFLA President Kay Raseroka to speak at the ACRL Asian, African and Middle Eastern Section (AAMES) program. This marked the first time that a standing IFLA president spoke at an ALA conference.

In 1997, Dr. Sharma received the Humphry/OCLC/Forest Press Award for his "significant achievements and contributions to International Librarianship".

For more information regarding the ACRL Academic/Research Librarian of the Year award, or a complete list of past recipients please visit <http://www.ala.org/ala/acrl/acrlawards/acrlibrarian.htm>.

Further information: Megan Bielefeld, ACRL Program Coordinator, 50 East Huron St., Chicago, IL 60611, USA. Tel. +1 312.280.2514 E-mail: mbielefeld@ala.org.

IFLA Publications

Preparing for the Worst, Planning for the Best: protecting our cultural heritage from disaster. Ed. by Nancy Gwinn and Johanna Wellheiser. München: Saur, 2005, 192 pp. (IFLA Publications; 111). ISBN 3-598-21842-7. Price: EUR 78.00 (IFLA Members EUR 58.00)

Throughout history libraries, museums and archives have been struck by disasters, both natural and man-made. Earthquakes and floods, storms and fires have caused huge losses of precious collections. Human conflicts and wars have also played their own roles in violating the heritage of human civilization.

This book contains the Proceedings of a special IFLA conference held in Berlin in July 2003 which was devoted to the preparedness of library collections for situations of man-made disasters (conflict, war) and/or natural disasters (earthquakes, floods, hurricanes). A panel of international experts discussed these issues and exchanged their views.

Papers concentrated on different aspects of the issues. One part focuses on national policy planning with contributions by speakers from countries that have established national planning efforts and strategies for handling disasters, specifically as they relate to cultural organizations, such as libraries, archives and museums. Another part concentrates on the insti-

tutional level, with an emphasis on what has shown to work based on practical experiences in libraries and other sectors: human resource and response issues, training requirements, pitfalls and success factors. In addition a worldwide set of case studies is presented.

The book pays tribute to the efforts that have been made to protect or recover our cultural heritage from disaster, and provides valuable advice on planning for emergencies and on the preventive measures needed to safeguard collections.

World Guide to Library, Archive and Information Science Associations. 2nd completely revised and expanded Edition. Ed. by Marko Schweitzer. München: Saur, 2005, 510 p. (IFLA Publications; 112-114). ISBN 3-598-21840-0. Price: EUR 168.00 (IFLA Members EUR 131.00)

The second edition of this *World Guide* lists international and national organizations in alphabetical order, from Albania to Zimbabwe. It contains 633 comprehensive, updated entries from more than 130 countries. Over 170 new entries are documenting the latest trends and developments in the organizations of libraries, archives and information science.

The book is very clearly laid out, listing addresses, contact data

including e-mail addresses and websites, officers, membership, goals and activities, publications and other organizational details. The *Guide* is made accessible by a variety of indexes, making it an indispensable tool for networking, as well as for quick and easy reference.

IFLA Publications published by: K.G. Saur Verlag, PO Box 701620, 81316 Munich, Germany. Tel: +49-89-76902-300. Fax: +49-89-76902-150/250. E-mail: info@saur.de. Website: <http://www.saur.de>.

IFLA Directory 2004–2005

Due to financial and organizational reasons, the publication of the *IFLA Directory 2004–2005* has been cancelled. The Governing Board decided, at its December 2004 meeting, to reorganize the publication process in order to have it available earlier in the 2-year cycle, namely in October of an election year. Also, IFLA is looking into shaping a more user-friendly version of this collection of vital IFLA contact details. The next *IFLA Directory*, therefore, will be distributed to all members in October 2005.

In the meantime, IFLA members and Standing Committee members can be located in the online Directory at: <http://www.ifla.org/data/base/directy.htm>.

Sjoerd Koopman.

2005

July 6–8, 2005. Barcelona, Spain.

7th ISKO-Spain Conference. The human dimension of knowledge organization.

Further information: Technical Secretariat of the Conference, Departamento de Biblioteconomia i Documentació de la Universitat de Barcelona, Edifici UB-Sants Melcior de Palau, 140, 08014 Barcelona, Spain. Tel: +34 (93) 403 57 67. Fax: +34 (93) 403 57 72. E-mail: isko2005@ub.edu. Website: <http://bd.ub.es/isko2005/>.

July 6–8, 2005. Sarawak, Malaysia.
KNOWLEDGE 2005: Making Libraries Relevant.

For further inquiries: Ms Salina Zawawi, Salinaz@sarawaknet.gov.my or; Ms Hayati Sabil, hayatis2@sarawaknet.gov.my or; Ms Kalthoum bt Adni, Kalthoua@Sarawaknet.gov.my.

July 8–12, 2005. Hong Kong, China.
33rd IASL [International Association of School Librarianship] Conference. *Theme:* Information leadership in a culture of change.

Further information: Sandra Lee, Faculty of Education, 121 RunMe Shaw Building, University of Hong Kong, Pokfulam Road, Hong Kong. Fax: (852) 2517-7194. E-mail: sandra@cite.hku.hk. Website: <http://www.iasl-slo.org/conference2005.html>.

July 31–August 3, 2005. Zagreb, Croatia.

14th European Conference on Reading.

Further information: congress@event.hr. Website: <http://www.hcd.hr/conference>.

August 9–11, 2005. Bergen, Norway.

Satellite meeting to World Library and Information

Congress. *Theme:* Management, marketing, evaluation and promotion of library services, based on statistics, analyses and evaluation in your own library.

Further information: Trine Kolderup-Flaten E-mail: Trine.Kolderup-Flaten@bergen.kommune.no.

August 10–12, 2005. Stockholm, Sweden.

The Multicultural Library: staff competence for success. Satellite conference to World Library and Information Congress.

For more information: www.ifla-stockholm2005.se.

August 11–12, 2005. Finland.

The Physical Library and Beyond – library as place and the library in cyberspace. Satellite meeting to World Library and Information Congress.

Contacts and more information: Tuula Haavisto. E-mail: tuulah@kaapeli.fi.

August 11–13, 2005. Oslo, Norway.

6th World Conference on Continuing Professional Development and Workplace Learning for the Library and Information Professions. *Theme:* Continuing professional development – preparing for new roles in libraries: a voyage of discovery.

Further information: Ian Smith, (Convenor – Program Committee), Senior Librarian (Personnel), La Trobe University Library, Bundoora, Victoria, 3086, Australia. Tel: +61 3 9479 1918. Fax: + 61 3 9479 3018. E-mail: i.smith@latrobe.edu.au.

August 12–14, 2005. Oslo, Norway.

Nordic Mobile Meet. *Theme:* A voyage to discovery – libraries on the move.

Further information: Ian Stringer. E-mail: ianstringer@barnsley.gov.uk.

August 14–18, 2005. Oslo, Norway.

World Library and Information Congress: 71st IFLA General Conference and Council.

Theme: Libraries: a voyage of discovery; linking the future to the past.

For more information: IFLA 2005 Oslo Secretariat, Ann Margret Hauknes, Secretary General, Norwegian Library Association, Malerhaugveien 20, N-0661 Oslo, Norway. Tel: +47 2324 3430. Fax: +47 22672368. E-mail: IFLA2005@norsk bibliotekforening.no.

September 11–15, 2005. Barcelona, Spain.

IASA [International Association of Sound Archives] Conference 2005. *Theme:* Archives speak: who listens?

Further information: <http://www.iasa-web.org/iasa0009.htm>

September 11–16, 2005. Riga, Latvia.

37th Conference of the Metropolitan Libraries Section of IFLA (formerly INTAMEL, the International Association of Metropolitan Libraries). *Theme:* Libraries and lifelong learning: inspiring users and staff.

Further information: Dzidra Smita, Riga Central Library. Tel: + 371 7037121. Fax: + 371 7037 131. Email: dzidrasmb@biblioteka.rcc.lv. Website: <http://www.ifla.org/VII/s46/metro.htm>.

September 18–23, 2005. Vienna, Austria.

9th European Conference on Digital Libraries (ECDL).

Further information: Website: <http://www.ecdl2005.org>.

September 20–23, 2005. Tallinn, Estonia.

9th Interlending and Document Supply Conference. *Theme:* Making library collections accessible locally and worldwide.

For more information: Josche Neven, IFLA Communications

Manager, josche.neven@ifla.org
 or: Poul Erlandsen, Chair, IFLA Document Delivery and Inter-lending Section, poer@dpu.dk.
Additional information: ilds@nlib.ee.

September 20–23, 2005. Salvador, Brazil.

9th World Congress on Health Information and Libraries.

Further information: Elenice de Castro. E-mail: castroel@bireme.ops-oms.org. Website: <http://www.icml9.org/>.

September 21–24 2005. Bonn, Germany.

11th EADI General Conference.

Information Management Working Group. *Theme:* “Secure in the knowledge?” Managing information for development. Practical approaches to delivering and accessing information on human security issues.

Further information: EADI Secretariat, Kaiser-Friedrich-Strasse 11, 53113 Bonn, Germany. Tel.: +49 228 2618101. Fax: +49 228 26 18 103. E-mail: gc2005@eadi.org Conference website: www.eadi.org/gc2005.

November 10–11, 2005. Alexandria, Egypt.

IFLA Pre-summit to the World Summit on the Information Society.

Further information from: International Federation of Library Associations and Institutions (IFLA), PO Box 95312, 2509 CH

The Hague, Netherlands. Tel. +31 (70) 3140884. Fax: +31 (70) 3834827. E-mail: IFLA@ifla.org. Website: <http://ifla.inist.fr/index.htm>.

November 16–18, 2005. Tunis, Tunisia.

World Summit on the Information Society. Phase 2.

Further information: Mr. A. Levin, Chief a.i., Coordination, External Relations and Communication Units, International Telecommunication Union (ITU), Place des Nations, CH-1211 Geneva 20, Switzerland. Tel. +41 (22) 730 6113. Fax: +41 (22) 730 5881. E-mail: levin@itu.int. Website: www.itu.int/wsis/.

November 25–December 1, 2005. Abu Dhabi, United Arab Emirates.

XXXVIIIth International Conference of the Round Table on Archives. *Theme:* Building memory in the global age.

Further information: Perrine Canavaggio. E-mail: canavaggio@ica.org.

2006

August 22–28, 2006. Seoul, Korea.

World Library and Information Congress: 72nd IFLA General Conference and Council.

Theme: Libraries: dynamic engines for the knowledge and information society.

For more information: IFLA

Headquarters, POB 95312, 2509 CH, The Hague, The Netherlands. Tel. +31 70 314-0884. Fax: + 31 70 3834827.

2007

2007. Durban, South Africa.

World Library and Information Congress: 73rd IFLA Council and General Conference.

Theme: Libraries for the future: progress, development and partnerships.

Further information from: International Federation of Library Associations and Institutions (IFLA), PO Box 95312, 2509 CH The Hague, Netherlands. Tel. +31 (70) 3140884. Fax: +31 (70) 3834827. E-mail: IFLA@ifla.org. Website: <http://ifla.inist.fr/index.htm>.

2008

August 10–14, 2008, Québec, Canada.

World Library and Information Congress: 74th IFLA General Conference and Council.

Further information from: International Federation of Library Associations and Institutions (IFLA), PO Box 95312, 2509 CH The Hague, Netherlands. Tel. +31 (70) 3140884. Fax: +31 (70) 3834827. E-mail: IFLA@ifla.org. Website: <http://ifla.inist.fr/index.htm>.

ABSTRACTS

Leikny Haga Indergaard. A Voyage Through the Norwegian Library Landscape and Some Challenges on the Horizon.

IFLA Journal 31 (2005) No. 2, pp. 133–145

Norway has a well-developed library system and can point to increased activity in recent years. Norwegian libraries have adapted themselves to meet the needs of their users in our modern, network society. The libraries are digital and offer their services across administrative boundaries. Virtual library services have been developed as a supplement to the physical library, thereby contributing to an increased use of resources and higher quality across the whole range of services. The aim is to offer members of the public good library services throughout the country, regardless of their place of residence and the resources of their local library. Libraries are part of a joint network forming a local, regional and national structure. A strategic survey is now under way in order to develop this network further and to guard against any deterioration. There is a clear need for coordination at national, regional and local levels in order to ensure a seamless library service.

Asbjørn Langeland. The Nordic Countries: cultural and library cooperation.

IFLA Journal 31 (2005) No. 2, pp. 146–150

Denmark, Norway and Sweden form the region of Scandinavia, but they are also a part of the Nordic region, 'Norden', which consists of five countries and three autonomous areas. The Nordic countries established the Nordic Council, an organized cooperation on the parliamentary level, in 1952. Under the umbrella of 'Norden' there are a great number of institutions, committees and institutional bodies, many of them in the cultural field. The Nordic Literature and Library

Committee (NORDBOK) supports various projects and initiatives aimed at promoting Nordic literature and gives translation grants for a considerable number of books each year. The library aspect of the committee's work is directed towards the public library sector. At the top of the Nordic agenda in 2005 is the question of language. Eight languages are spoken in the region, but there is a Nordic linguistic community based on the three Scandinavian languages. The Nordic linguistic community provides a foundation for cultural cooperation and a necessary platform for collaboration in many other fields.

Sigrún Klara Hannesdóttir. Library Development in the Electronic Environment: Iceland 2005.

IFLA Journal 31 (2005) No. 2, pp. 151–161

Icelandic culture is firmly based in the native language and literary traditions, which are very much alive, although the population is less than 300,000. Icelanders publish more books per capita than any other country, literacy rate is high, and access to the Internet is almost universal. Modern libraries are increasingly offering electronic services along with services from printed sources. Every Internet user has access to one union catalogue, Gegnir, which covers the holdings of all types of libraries. Nation-wide licences have been signed with vendors of electronic information, providing unlimited access to 34 databases and 8000 full text scientific journals. Icelandic websites are collected according to new deposit legislation and old Icelandic print and manuscripts are being digitized and placed on the Internet. New governmental information policy supports the role of libraries in the information society.

Jens Thorhauge. New Demands – Old Skills. A strategy for bridging the competence gap: building

competencies in a daily working context.

IFLA Journal 31 (2005) No. 2, pp. 162–168

The paper is a presentation of the national programme on competence development – an extraordinary effort undertaken in the wake of the new Danish Act on library services in 2001–2002. The programme involved a major push to integrate learning activities in the daily work in the organization, to strengthen networking and project work on several levels and the nourishing of new leadership in the public libraries.

Ivan Boserup. The Manuscript and the Internet: digital repatriation of cultural heritage.

IFLA Journal 31 (2005) No. 2, pp. 169–173

Three recent cross-national projects of digitizing displaced cultural heritage material are presented. It is argued that libraries and archives that have among their holdings unique cultural heritage material from other cultures should dedicate appropriate resources to the presentation of these materials on the Internet, not only involving local librarians and archivists but also the most pertinent international university scholars, who are invited to contribute with their expertise, so that such websites serve the most relevant scholarly and educative purposes.

Ragnar Audunson. How do Politicians and Central Decision-Makers View Public Libraries? The case of Norway.

IFLA Journal 31 (2005) No. 2, pp. 174–182

This article is based on qualitative interviews with members of the Norwegian Parliament and central decision makers on how they perceive and evaluate the role of public libraries. Public libraries are viewed very positively among the politicians. They tend, however,

to restrict the role of libraries to promoting the literary canon and the cultural heritage through book lending and to support education at all levels. The library's role in promoting democracy and social equality is not very central in the politicians' perception. Surprisingly enough, neither is the Archives, Libraries and Museums authority perspective, only a short period after Parliament decided to reorganize the library sector according to this perspective. IFLA is invisible to the members of Parliament shortly before the IFLA-conference is going to take place in Oslo, heavily supported by public funds.

Anne Kauhanen-Simanainen. **Collaborative Information Literacy by Government.**

IFLA Journal 31 (2005) No. 2, pp. 183-187

Information literate governments are able to utilize information widely and effectively. Governments based on democratic principles share 'empowering information' with the citizens via up-to-date services and publications. Comprehensive literacy by government covers information retrieval, assessment, interpreting, organizing, producing, distributing and sharing processes and skills. Infor-

mation literacy by government can be assessed by asking: How do governments read their environment? How accessible, usable and readable are government information assets? In Finland governmental information is widely available. Various information professionals offer information services also for decision-making. However, there is a lot to be done. The new tasks emphasize the usability and architecture of information and the sharing of knowledge concerning information. The aim of Collaborative Information Literacy is to change the role of the information professionals.

Christina Jönsson Adrial, Johan Edgren, Jan Nilsson and Susanna Månsby. **Together We Shape Better Libraries: the Swedish Quality Handbook Project.**

IFLA Journal 31 (2005) No. 2, pp. 188-193

The aim of the Swedish Quality Handbook Project is to help Swedish libraries in all parts of the public sector to start conducting systematic quality management, by utilizing performance indicators. The project is intended to serve as a springboard for libraries interested in engaging in quality development. The cooperation is based

on the collection of data for the twelve indicators over a period of three years and a comparison of the results over time and with those of other libraries. The most important outcome from the project is that it has led 50 Swedish libraries to start performing systematic quality management. The project is run by The Special Interest Group for Quality Management and Statistics within the Swedish Library Association, which plays an active role in encouraging Swedish libraries to engage in quality development and evaluation.

Nils Pharo. **Nordic networking: cooperation in Nordic LIS research.**

IFLA Journal 31 (2005) No. 2, pp. 194-198

The article presents organized efforts at cooperation between Nordic library and information science education on PhD level. A short description of the premises for such cooperation is presented. The two most important programmes, called NordIS-Net and Norslis, are presented. In order to analyse the effect of the programmes a small bibliometric study has been performed, which is described in the article. Some conclusions about Nordic cooperation are drawn.

SOMMAIRES

Leikny Haga Indergaard. **A Voyage Through the Norwegian Library Landscape and Some Challenges on the Horizon.** [Voyage à travers le paysage des bibliothèques norvégiennes et quelques défis à l'horizon.]

IFLA Journal 31 (2005) No. 2, pp. 133-145

La Norvège possède un système de bibliothèques bien développé et constate une augmentation de leurs activités au cours des dernières années. Dans notre société contemporaine organisée en réseaux, les bibliothèques norvégiennes ont su s'adapter et répondre aux besoins de leurs usagers.

Les bibliothèques sont numérisées et proposent leurs services au-delà des limites administratives. Des services bibliothécaires virtuels ont été développés pour venir compléter la bibliothèque réelle, contribuant ainsi à accroître l'utilisation des ressources et permettant une meilleure qualité à tous les niveaux de services. L'objectif est de proposer partout dans le pays de bons services bibliothécaires aux membres du public, quel que soit leur lieu de résidence et les ressources de leur bibliothèque locale. Les bibliothèques font partie d'un réseau commun ayant une structure locale, régionale et nationale. Une étude stratégique est en cours

afin de développer plus encore ce réseau et de le protéger contre toute détérioration. Il existe un véritable besoin de coordination au niveau national, régional et local en vue d'assurer des services bibliothécaires continus.

Asbjørn Langeland. **The Nordic Countries: cultural and library cooperation.** [Pays nordiques: coopération culturelle et bibliothécaire.]

IFLA Journal 31 (2005) No. 2, pp. 146-150

Le Danemark, la Norvège et la Suède forment ensemble la Scandinavie, mais ces pays font aussi partie

de la région nordique 'Norden', qui compte cinq pays et trois zones autonomes. C'est en 1952 que les pays nordiques ont fondé le Conseil Nordique, une coopération organisée au niveau parlementaire. Sous les auspices de 'Norden' sont rassemblés un grand nombre d'institutions, de comités et d'organismes institutionnels, la plupart étant à vocation culturelle. Le Comité pour la littérature et les bibliothèques nordiques (NORDBOK) soutient divers projets et initiatives ayant pour objectif de promouvoir la littérature nordique et d'attribuer chaque année des bourses de traduction à un grand nombre de livres. Le travail du comité consacré aux bibliothèques est axé sur le secteur des bibliothèques publiques. En 2005, le programme nordique doit accorder la priorité absolue aux langues. Huit langues sont parlées dans cette région, mais il existe une communauté linguistique nordique reposant sur les trois langues scandinaves. La communauté linguistique nordique constitue une base pour la coopération culturelle et est une plateforme indispensable de collaboration dans beaucoup d'autres domaines.

Sigrún Klara Hannesdóttir. **Library Development in the Electronic Environment: Iceland 2005.** [Développement des bibliothèques dans l'environnement électronique: Islande 2005.] IFLA Journal 31 (2005) No. 2, pp. 151-161

En Islande, la culture est fermement ancrée dans la langue du pays et les traditions littéraires sont très vivantes, bien que la population compte moins de 300 000 habitants. Les Islandais publient plus de livres par habitant que n'importe quel autre pays, le taux d'alphabetisation est élevé et l'accès à Internet est pratiquement universel. Parallèlement aux services basés sur des sources imprimées, les bibliothèques modernes proposent de plus en plus souvent des services électroniques. Chaque usager d'Internet a accès à un catalogue commun, Gegnir, qui regroupe les fonds de tous les types de biblio-

thèques. Dans l'ensemble du pays, des licences ont été signées avec des fournisseurs d'informations électroniques, permettant un accès illimité à 34 bases de données et 8000 journaux scientifiques en version intégrale. Les sites Internet islandais sont répertoriés selon une nouvelle législation de dépôt et des imprimés et manuscrits islandais anciens ont été numérisés et mis sur Internet. Une nouvelle politique gouvernementale d'information soutient le rôle des bibliothèques au sein de la société d'information.

Jens Thorhauge. **New Demands – Old Skills. A strategy for bridging the competence gap: building competencies in a daily working context.** [Exigences nouvelles et aptitudes traditionnelles. Une stratégie pour combler le fossé des compétences dans un contexte de travail journalier.] IFLA Journal 31 (2005) No. 2, pp. 162-168

Cet article présente le programme national de développement des compétences – un effort extraordinaire accompli dans le sillage du nouvel Acte danois sur les services bibliothécaires en 2001-2002. Ce programme était fortement en faveur de l'intégration des activités d'apprentissage dans le travail quotidien au sein de l'organisation, afin de renforcer le réseautage et le travail par projet à plusieurs niveaux et de favoriser un nouveau leadership dans les bibliothèques publiques.

Ivan Boserup. **The Manuscript and the Internet: digital repatriation of cultural heritage.** [Le manuscrit et Internet: rapatriement numérique du patrimoine culturel.] IFLA Journal 31 (2005) No. 2, pp. 169-173

Présentation de trois projets récents entre pays visant à numériser le patrimoine culturel déplacé. Il y est soutenu que les bibliothèques et les archives qui détiennent dans leurs fonds du matériel issu du patrimoine culturel unique d'autres

cultures devraient allouer des ressources appropriées pour présenter ce matériel sur Internet, non seulement en impliquant les bibliothécaires et archivistes locaux, mais aussi les universitaires internationaux les plus compétents, qui seraient invités à partager leur expertise, afin que ce type de sites Internet puisse servir aux objectifs d'érudition et d'éducation les plus en rapport.

Ragnar Audunson. **How do Politicians and Central Decision-Makers View Public Libraries? The case of Norway.** [Comment les politiciens et les principaux décideurs considèrent-ils les bibliothèques publiques? Le cas de la Norvège.] IFLA Journal 31 (2005) No. 2, pp. 174-182

Cet article est fondé sur des entretiens qualitatifs avec des membres du Parlement norvégien et des décideurs de premier plan. Il aborde leur façon de percevoir et d'évaluer le rôle des bibliothèques publiques. Ces bibliothèques sont considérées de façon très positive par les politiciens. Cependant, ils ont tendance à restreindre leur rôle à la promotion des critères littéraires et du patrimoine culturel par le biais du prêt de livres et au soutien de l'éducation à tous les niveaux. Le rôle des bibliothèques dans la promotion de la démocratie et de l'égalité sociale n'est pas vraiment perçu par les politiciens. On peut s'étonner qu'il en soit de même pour la perspective des autorités concernant les Archives, bibliothèques et musées, peu de temps après que le Parlement ait décidé de réorganiser le secteur bibliothécaire en fonction de cette perspective. Les parlementaires ignorent l'existence de l'IFLA, alors que la conférence de l'IFLA, fortement financée par des fonds publics, est sur le point de se tenir à Oslo.

Anne Kauhanen-Simanainen. **Collaborative Information Literacy by Government.** [Collaboration gouvernementale à la culture de l'information.] IFLA Journal 31 (2005) No. 2, pp. 183-187

Les gouvernements ouverts à la culture de l'information sont capables d'utiliser les informations largement et avec efficacité. Les gouvernements fondés sur des principes démocratiques partagent des "informations cruciales" avec les citoyens par l'intermédiaire de services et de publications actualisés. La collaboration gouvernementale à la culture de l'information englobe recherche documentaire, évaluation, interprétation, organisation, production, distribution et partage des processus et des compétences. On peut juger du soutien apporté par un gouvernement à la culture de l'information en se demandant comment un gouvernement interprète son environnement. Dans quelle mesure le patrimoine gouvernemental ayant trait à l'information est-il accessible, utilisable et lisible? En Finlande, les informations gouvernementales sont largement disponibles. Divers professionnels de l'information proposent des services d'information servant aussi à une prise de décision. Cependant, il y a beaucoup à faire. Les nouvelles tâches mettent l'accent sur les possibilités d'utilisation et la structure de l'information ainsi que sur le partage des

connaissances en matière d'information. L'objectif de cette collaboration à la culture de l'information est de modifier le rôle des professionnels de l'information.

Christina Jönsson Adrial, Johan Edgren, Jan Nilsson and Susanna Månsby. **Together We Shape Better Libraries: the Swedish Quality Handbook Project.** [Ensemble, améliorons les bibliothèques: le Projet suédois du Manuel de qualité.] IFLA Journal 31 (2005) No. 2, pp. 188–193

L'objectif du Projet suédois du Manuel de qualité est d'aider les bibliothèques suédoises à tous les niveaux du secteur public à mettre en place une gestion systématique de la qualité en utilisant des indices de performance. Ce projet a pour but de servir de tremplin aux bibliothèques souhaitant s'engager dans le développement de la qualité. La coopération repose sur le rassemblement de données pendant trois ans pour les douze indices déterminés et une comparaison des résultats dans le temps et par rapport à d'autres bibliothèques. Le principal résultat du projet, c'est d'avoir incité 50 bibliothèques suédoises à

mettre en place une gestion systématique de la qualité. Le projet est mené par le Groupe spécial d'intérêt pour une gestion de la qualité et les statistiques au sein de l'Association suédoise des bibliothèques, qui joue un rôle actif pour encourager les bibliothèques suédoises à s'engager dans un développement et une évaluation de la qualité.

Nils Pharo. **Nordic networking: cooperation in Nordic LIS research.** [Réseautage nordique: coopération dans le cadre de la recherche nordique en science bibliothécaire et information.] IFLA Journal 31 (2005) No. 2, pp. 194–198

L'article présente les efforts organisés de coopération entre la Bibliothèque nordique et l'enseignement universitaire des sciences de l'information. Il y est fait une brève description des prémisses d'une telle coopération. Les deux principaux programmes, appelés NordIS-Net et Norslis, y sont présentés. L'article évoque une petite étude bibliométrique menée afin d'analyser les conséquences des programmes. Il en est tiré quelques conclusions au sujet de la coopération nordique.

ZUSAMMENFASSUNGEN

Leikny Haga Indergaard. **A Voyage Through the Norwegian Library Landscape and Some Challenges on the Horizon.** [Eine Reise durch die norwegische Bibliothekslandschaft mit gewissen Herausforderungen am Horizont.] IFLA – Journal 31 (2005) Nr. 2, S. 133–145

Norwegen verfügt über ein gut entwickeltes Bibliothekensystem und hat in den letzten Jahren eine verstärkte Aktivität verzeichnen können. Die norwegischen Bibliotheken sind mit der Zeit gegangen, um den Bedürfnissen ihrer Benutzer in unserer modernen Netzwerk-Gesellschaft gerecht werden zu können. Die Bibliotheken sind digital und bieten ihre Dienstleistungen auch über admi-

nistrative Grenzen hinweg an. Die virtuellen Bibliotheksdienste sind als Ergänzung zur Bücher-Bibliothek entwickelt worden, tragen somit zu einer verstärkten Nutzung der Ressourcen bei und verbessern gleichzeitig die Qualität der gesamten Palette an Dienstleistungen. Die Zielsetzung besteht darin, der Öffentlichkeit im ganzen Land gute Bibliotheksdienstleistungen zu bieten, ungeachtet des jeweiligen Wohnorts und der Ressourcen der örtlichen Bibliothek. Die Bibliothekare sind Teil eines gemeinsamen Netzwerks mit einer lokalen, regionalen und nationalen Struktur. Eine strategische Begutachtung ist zurzeit in Arbeit, um dieses Netzwerk weiter zu entwickeln und es vor dem Verfall zu schützen. Es gibt einen deut-

lichen Koordinierungsbedarf auf nationaler, regionaler und lokaler Ebene, um sicherzustellen, dass die Bibliotheksdienstleistungen nahtlos aneinander anschließen.

Asbjørn Langeland. **The Nordic Countries: cultural and library cooperation.** [Die nordischen Länder: Kulturelle Zusammenarbeit, auch zwischen den Bibliotheken.] IFLA – Journal 31 (2005) Nr. 2, S. 146–150

Dänemark, Norwegen und Schweden sind Skandinavien, sind aber auch Teil der nordischen Region, 'Norden', die fünf Länder und drei autonome Gebiete umfasst. Die nordischen Länder haben im Jahr 1952 das Nordische Konzil ins

Leben gerufen. Dabei geht es um die organisierte Kooperation auf parlamentarischer Ebene. Unter diesem nordischen „Schirm“ operiert eine Vielzahl von Institutionen, Komitees und institutionellen Körperschaften, viele im kulturellen Bereich. Der nordische Literatur- und Bibliotheksausschuss (Nordic Literature and Library Committee, NORDBOK) unterstützt diverse Projekte und Initiativen zur Förderung der nordischen Literatur und zahlt jedes Jahr Fördergelder für die Übersetzung einer großen Anzahl von Büchern. Der Bibliotheksaspekt der Arbeit dieses Komitees richtet sich auf den öffentlichen Bibliothekssektor. Ganz oben auf der Liste der nordischen Tagesordnungspunkte steht die Frage der Sprachen. Insgesamt werden in der gesamten Region acht Sprachen gesprochen. Es gibt aber auch eine nordische linguistische Gemeinschaft auf Basis der drei skandinavischen Sprachen. Die nordische linguistische Gemeinschaft bietet eine Grundlage für die kulturelle Zusammenarbeit und eine notwendige Plattform für die Kollaboration in vielen anderen Bereichen.

Sigrún Klara Hannesdóttir. **Library Development in the Electronic Environment: Iceland 2005.** [Die Entwicklung der Bibliotheken in einer elektronischen Umgebung: Island 2005.]

IFLA – Journal 31 (2005) Nr. 2, S. 151–161

Die isländische Kultur ist in der Landessprache und der literarischen Tradition des Landes fest verankert. Beide sind sehr lebendig, trotz einer Bevölkerung von unter 300.000. Die Isländer publizieren mehr Bücher pro Kopf als jedes andere Land, die Lesefähigkeit ist hervorragend entwickelt, und der Zugang zum Internet ist fast überall gegeben. Die modernen Bibliotheken bieten in zunehmendem Maße elektronische Dienstleistungen in Kombination mit dem Druckmedien-Service an. Alle Internetbenutzer haben Zugang zu einem Gewerkschaftskatalog mit dem Namen Gagnir, der die Bestände

von Bibliotheken aller Art umfasst. Mit Anbietern elektronischer Informationsdienste sind nationale Lizenzverträge unterzeichnet worden, so dass nunmehr der unbegrenzte Zugriff auf 34 Datenbanken und 8000 wissenschaftliche Fachzeitschriften gegeben ist, wobei der Text jeweils ungekürzt verfügbar ist. Die isländischen Websites werden nach Maßgabe der neuen Gesetzgebung zur Archivierung gesammelt und alte isländische Drucke und Manuskripte werden digitalisiert und im Internet veröffentlicht. Das neue staatliche Informationsprogramm unterstützt die Rolle der Bibliotheken in der Informationsgesellschaft.

Jens Thorhauge. **New Demands – Old Skills. A strategy for bridging the competence gap: building competencies in a daily working context.** [Neue Herausforderungen – Alte Fähigkeiten. Eine Strategie zur Überbrückung der Kompetenzkluft: Kompetenzentwicklung im täglichen Arbeitskontext.]

IFLA – Journal 31 (2005) Nr. 2, S. 162–168

Dieser Beitrag präsentiert das nationale Programm zur Kompetenzentwicklung – ein außergewöhnliches Unterfangen im Zusammenhang mit dem neuen dänischen Beschluss über den Bibliotheksservice in den Jahren 2001–2002. Dieses Programm beinhaltet eine eingreifende Bemühung zur Integration der Lernaktivitäten in die tägliche Arbeit innerhalb der Organisation, zur Verstärkung der Vernetzungs- und Projektarbeit auf unterschiedlichen Ebenen und zur Förderung einer neuen Führung in den öffentlichen Bibliotheken.

Ivan Boserup. **The Manuscript and the Internet: digital repatriation of cultural heritage.** [Manuskript und Internet: Die digitale Repatriierung des kulturellen Erbes.]

IFLA – Journal 31 (2005) Nr. 2, S. 169–173

Dieser Beitrag präsentiert drei internationale Projekte jüngerer

Datums, bei denen es um die Digitalisierung verschleppter Materialien im Rahmen des kulturellen Erbes geht. Der Autor argumentiert, dass Bibliotheken und Archive, die in ihren Beständen besondere Materialien haben, welche dem kulturellen Erbe anderer Kulturen zuzuordnen sind, entsprechende Ressourcen für die Präsentation dieser Materialien im Internet bereitstellen sollten. Dabei sind allerdings nicht nur die örtlichen Bibliothekare und Archivmitarbeiter gefordert, ihren Beitrag zu liefern, sondern vor allem auch die führenden internationalen Wissenschaftler an den Universitäten. Diese werden eingeladen, ihre Expertise beizutragen, um sicherzustellen, dass die besprochenen Websites die vorrangigsten wissenschaftlichen und edukativen Zwecke erfüllen.

Ragnar Audunson. **How do Politicians and Central Decision-Makers View Public Libraries? The case of Norway.** [Welche Rolle spielen die öffentlichen Bibliotheken in den Augen der Politiker und der zentralen Entscheidungsträger? Der Fall Norwegen.]

IFLA – Journal 31 (2005) Nr. 2, S. 174–182

Dieser Artikel stützt sich auf qualitative Interviews mit den Mitgliedern des norwegischen Parlaments und mit den zentralen Entscheidungsträgern. Dabei wurde erfragt, wie diese die Rolle der öffentlichen Bibliotheken sehen und evaluieren. Die öffentlichen Bibliotheken haben augenscheinlich bei den Politikern ein sehr gutes Ansehen. Diese tendieren jedoch dazu, die Rolle der Bibliotheken im Hinblick auf die Förderung des literarischen Kanons sowie des kulturellen Erbes durch den Verleih von Büchern und die Unterstützung der Bildung auf allen Ebenen einzuschränken. Die Rolle der Bibliotheken bei der Förderung der Demokratie und der sozialen Gleichstellung steht in den Augen der Politiker nicht im Mittelpunkt. Überraschenderweise gilt das auch für die Perspektive der Behörde für Archive, Bibliotheken und Museen

– und das kurz nachdem sich das Parlament entschlossen hat, den Bibliothekssektor gemäß dieser Perspektive umzustrukturieren. Kurz vor der IFLA-Konferenz in Oslo, die stark von öffentlichen Geldern mitfinanziert wird, ist die IFLA ein unsichtbarer Faktor für die Parlamentsmitglieder.

Anne Kauhanen-Simanainen. **Collaborative Information Literacy by Government.** [Kollaborative Fähigkeit zur Nutzung von Informationen von der Regierung.]

IFLA – Journal 31 (2005) Nr. 2, S. 183–187

Regierungen, die über eine gute Fähigkeit zur Nutzung von Informationen verfügen, können diese Informationen im breiten Rahmen effektiv nutzen. Regierungen, die sich auf demokratische Prinzipien stützen, teilen die 'Empowering Information' mit den Bürgern und verwenden dazu hochmoderne Dienstleistungen und Veröffentlichungen. Eine umfassende regierungsseitige Fähigkeit zur Nutzung von Informationen beinhaltet das Wiederauffinden von Informationen, deren Beurteilung, Interpretation, Organisation, Erstellung, Verbreitung und die gemeinsame Nutzung der damit verbundenen Prozesse und Fähigkeiten. Die Fähigkeiten einer Regierung zur Nutzung von Informationen können ermittelt werden, indem man die Frage stellt: In welcher Weise lesen die Regierungen ihre Umgebung? Wie zugänglich, nutzbar und lesbar sind die regierungsseitigen Informationswerte? In Finnland sind Regierungsinformationen sehr gut zugänglich. Diverse Informationsprofis bieten

Informationsdienstleistungen an, auch zum Zweck der Entscheidungsfällung. Es gibt jedoch noch viel zu tun. Die neuen Aufgaben unterstreichen die Nutzbarkeit und Architektur der Informationen und die gemeinsame Nutzung des Wissens über Informationen. Die gemeinsame Fähigkeit zur Erkennung des Informationsbedarfs beziehungsweise zum Umgang mit Informationen soll darauf abzielen, die Rolle der Informationsprofis zu verändern.

Christina Jönsson Adrial, Johan Edgren, Jan Nilsson und Susanna Månsby. **Together We Shape Better Libraries: the Swedish Quality Handbook Project.** [Gemeinsam erzielen wir bessere Bibliotheken: das schwedische Projekt zum QM-Handbuch.]

IFLA – Journal 31 (2005) Nr. 2, S. 188–193

Das schwedische Projekt zum QM-Handbuch (Swedish Quality Handbook Project) soll den schwedischen Bibliotheken dabei behilflich sein, durch Verwendung geeigneter Leistungsindikatoren in allen Bereichen des öffentlichen Sektors mit der Einführung eines systematischen QM-Systems zu beginnen. Dieses Projekt soll dann als Sprungbrett für alle Bibliotheken dienen, die ihren Qualitätsstandard verbessern möchten. Die Zusammenarbeit beinhaltet die Datensammlung im Zusammenhang mit diesen zwölf Indikatoren über einen Zeitraum von drei Jahren; hinzu kommt ein Vergleich der langfristigen Ergebnisse untereinander sowie ein Vergleich der Ergebnisse mit denen anderer

Bibliotheken. In erster Linie hat dieses Projekt dazu geführt, dass 50 schwedische Bibliotheken damit begannen, ein systematisches QM-System einzuführen. Zuständig für das Projekt ist die Special Interest Group for Quality Management and Statistics (die spezielle Interessengruppe für Qualitätsmanagement und Statistik) innerhalb des schwedischen Bibliotheksvereins. Diese Gruppe spielt eine aktive Rolle und ermutigt die schwedischen Bibliotheken, sich verstärkt um das Qualitätsmanagement und die Auswertung der entsprechenden Daten zu bemühen.

Nils Pharo. **Nordic networking: cooperation in Nordic LIS research.** [Nordisches Networking: Kooperation im Rahmen der nordischen LIS-Forschung.]

IFLA – Journal 31 (2005) Nr. 2, S. 194–198

Dieser Artikel präsentiert die organisierten Bemühungen im Rahmen der Kooperation im Zusammenhang mit der Ausbildung in der Bibliotheks- und Informationswissenschaft auf PhD-Niveau in den nordischen Ländern. Geboten wird eine kurze Beschreibung der Voraussetzungen für eine solche Zusammenarbeit. Dabei werden auch die beiden wichtigsten Programme, NordIS-Net und Norslis, vorgestellt. Um die Auswirkungen der Programme analysieren zu können, wurde eine kleine bibliometrische Studie durchgeführt, die auch in diesem Artikel beschrieben ist. Zudem werden gewisse Schlussfolgerungen über die Zusammenarbeit in den nordischen Ländern gezogen.

RESÚMENES

Leikny Haga Indergaard. **A Voyage Through the Norwegian Library Landscape and Some Challenges on the Horizon.** [Un viaje por el panorama bibliotecario de Noruega, y algunos desafíos que se vislumbran en el horizonte.]

Periódico IFLA Vol. 31 (2005) N° 2, p 133–145

Noruega tiene un sistema de bibliotecas bien desarrollado, cuya actividad se ha incrementado en los últimos años. Las bibliotecas de este país se han adaptado a los

requisitos de sus usuarios, que responden a las necesidades propias de una sociedad moderna y conectada como la nuestra. Las bibliotecas son digitales y ofrecen sus servicios a través de las fronteras administrativas. Los servicios de las bibliotecas virtuales se han creado

como complemento de las bibliotecas físicas, por lo que contribuyen a un uso cada vez mayor de los recursos y fomentan la calidad de los distintos servicios que ofrecen. El objetivo es proporcionar a los miembros de las bibliotecas públicas unos servicios de calidad en todo el país, independientemente del lugar en el que residan y de los recursos de sus bibliotecas locales. Las bibliotecas forman parte de una red conjunta que constituye una estructura local, regional y nacional. En estos momentos se está realizando un estudio estratégico con el fin de promover el desarrollo de esta red y evitar cualquier deterioro de la misma. Existe una clara necesidad de coordinación a escala nacional, regional y local que permita asegurar un funcionamiento perfecto del servicio de bibliotecas.

Asbjørn Langeland. **The Nordic Countries: cultural and library cooperation.** [Los países nórdicos: cooperación cultural y de bibliotecas.]

Periódico IFLA Vol. 31 (2005) N° 2, p 146–150

Dinamarca, Noruega y Suecia constituyen la región de Escandinavia, pero también forman parte de la zona nórdica “*Norden*”, que consta de cinco países y tres áreas autónomas. En 1952, los países nórdicos fundaron el Consejo Nórdico, una iniciativa de cooperación organizada en el ámbito parlamentario. Hay un gran número de instituciones, comités y organismos institucionales bajo el paraguas de “*Norden*”, y muchos de ellos operan en el ámbito cultural. El Comité de Literatura y Bibliotecas Nórdicas (NORDBOK) apoya distintos proyectos e iniciativas que tienen como objetivo promover la literatura nórdica, y proporciona subvenciones para la traducción de un gran número de libros al año. El trabajo que realiza el Comité en el área de la biblioteconomía se dirige al sector de las bibliotecas públicas, y la cuestión prioritaria en la agenda de 2005 es el idioma. En esta región se hablan ocho idiomas, pero hay una comuni-

dad lingüística nórdica sustentada en los tres idiomas escandinavos. Dicha comunidad ofrece una base para la cooperación cultural y la plataforma necesaria para la colaboración en muchas otras áreas.

Sigrún Klara Hannesdóttir. **Library Development in the Electronic Environment: Iceland 2005.** [Desarrollo de las bibliotecas en un entorno electrónico: Islandia 2005.]

Periódico IFLA Vol. 31 (2005) N° 2, p 151–161

La cultura islandesa está fuertemente ligada al idioma nativo y a las tradiciones literarias, que siguen estando muy vivas a pesar de que la población de este país no llega a los 300.000 habitantes. En Islandia se publican más libros *per cápita* que en cualquier otro país del mundo, la tasa de alfabetización es alta y el acceso a Internet está prácticamente generalizado. Además de los recursos impresos, las bibliotecas modernas cada vez ofrecen más servicios electrónicos. Cada usuario de Internet tiene acceso a un catálogo global llamado *Gegnir*, que abarca los recursos de bibliotecas de todo tipo. Se han firmado licencias en toda la nación con proveedores de información en formato electrónico, por las que se ofrece un acceso ilimitado a 34 bases de datos y al contenido completo de 8.000 periódicos científicos. Los sitios web de Islandia se recopilan de acuerdo con la nueva legislación sobre depósitos documentales. También se están digitalizando documentos y manuscritos islandeses antiguos, que posteriormente se publican en Internet. Por otra parte, la nueva política del gobierno en materia de información respalda la función de las bibliotecas en la sociedad de la información.

Jens Thorhauge. **New Demands – Old Skills. A strategy for bridging the competence gap: building competencies in a daily working context.** [Nuevas necesidades, viejas habilidades. Una estrategia para solucionar la falta de destrezas: cómo desarrollar habilidades en el trabajo cotidiano.]

Periódico IFLA Vol. 31 (2005) N° 2, p 162–168

Este documento presenta el programa nacional sobre el desarrollo de destrezas. Se trata de una magnífica iniciativa surgida tras la nueva legislación danesa sobre servicios de bibliotecas de 2001–2002. Dicho programa requirió un gran impulso para integrar las actividades formativas en el trabajo cotidiano de las bibliotecas, reforzar la toma de contacto entre los empleados y el trabajo en proyectos de distintos niveles, y fomentar un nuevo liderazgo en las bibliotecas públicas.

Ivan Boserup. **The Manuscript and the Internet: digital repatriation of cultural heritage.** [El manuscrito e Internet: repatriación digital del patrimonio cultural.]

Periódico IFLA Vol. 31 (2005) N° 2, p 169–173

En este documento se presentan tres proyectos realizados por varios países para digitalizar materiales del patrimonio cultural que se encuentren en otros lugares. En él se debate que las bibliotecas y archivos que cuenten con materiales únicos del patrimonio cultural de otros países deberían dedicar suficientes recursos para publicar estos documentos en Internet. Para ello, no basta con la participación de los bibliotecarios y profesionales de archivos locales; también es necesario que colaboren profesores de universidades internacionales, a los que se invita a aportar sus conocimientos para que estos sitios web puedan utilizarse en iniciativas importantes, tanto desde el punto de vista académico como educativo.

Ragnar Audunson. **How do Politicians and Central Decision-Makers View Public Libraries? The case of Norway.** [¿Qué opinión tienen los políticos y los principales responsables de la toma de decisiones sobre las bibliotecas? El caso de Noruega.]

Periódico IFLA Vol. 31 (2005) N° 2, p 174–182

Este artículo se basa en entrevistas cualitativas realizadas a miembros del Parlamento Noruego y a los principales responsables de la toma de decisiones, para averiguar la opinión y valoración de estas personas sobre la función que desempeñan las bibliotecas públicas. De las entrevistas se desprende que los políticos tienen una imagen muy positiva de este tipo de establecimientos. No obstante, los entrevistados tienden a limitar la función de las bibliotecas públicas a la promoción del canon literario y el patrimonio cultural a través del préstamo de libros, y al apoyo a la educación en todos los niveles. Los políticos no perciben que la función que desempeñan las bibliotecas en la promoción de la democracia y la igualdad social sea una cuestión central. Resulta sorprendente que los responsables de los archivos, bibliotecas y museos tampoco compartan esta opinión, dado el poco tiempo que ha transcurrido desde que el Parlamento decidió reorganizar el sector de las bibliotecas para ajustarse a esta perspectiva. A pesar de que la conferencia de IFLA esté a punto de celebrarse en Oslo y cuente con una fuerte dotación de fondos públicos, esta institución es invisible para los miembros del Parlamento.

Anne Kauhanen-Simanainen. **Collaborative Information Literacy by Government.** [El gobierno colabora en los conocimientos sobre la información.]

IFLA Journal 31 (2005) N° 2, p 183–187

Los gobiernos con conocimientos de información son capaces de utilizarla en múltiples áreas eficazmente. Los gobiernos basados en

principios democráticos comparten “información enriquecedora” con los ciudadanos mediante servicios y publicaciones actualizados. Los conocimientos exhaustivos del gobierno cubren la recuperación de la información, los procesos y las destrezas de evaluación, interpretación, organización, producción, distribución e intercambio. Los conocimientos del gobierno sobre la información se pueden evaluar preguntando: ¿Qué lectura hacen los gobiernos de su entorno? ¿Qué accesibilidad, uso y facilidad de lectura ofrecen los bienes informativos del gobierno? En Finlandia la información estatal presenta una gran disponibilidad. Varios profesionales de la información ofrecen servicios informativos también para la toma de decisiones. Pero todavía queda mucho por hacer. Las nuevas tareas enfatizan la capacidad de uso y la arquitectura de la información, así como el intercambio de su conocimiento. El objetivo de Colaborar en los Conocimientos sobre la Información es cambiar la función de los profesionales de la información.

Christina Jönsson Adrial, Johan Edgren, Jan Nilsson y Susanna Månby. **Together We Shape Better Libraries: the Swedish Quality Handbook Project.** [Juntos podemos crear mejores bibliotecas: el Proyecto de la guía de calidad sueca.]

IFLA Journal 31 (2005) N° 2, p 188–193

El objetivo del Proyecto de la guía de calidad sueca es ayudar a las bibliotecas suecas de todo el sector público a comenzar a llevar una gestión de calidad sistemática, utilizando indicadores de ren-

dimiento. El proyecto pretende servir de trampolín a las bibliotecas interesadas en iniciar un desarrollo de calidad. La cooperación está basada en la recopilación de datos para los doce indicadores en un periodo de tres años y en comparar los resultados a lo largo del tiempo, y con los de otras bibliotecas. El resultado más importante del proyecto es que ha conducido a que 50 bibliotecas suecas empiecen a realizar una gestión de calidad sistemática. El proyecto está dirigido por el Grupo de Interés Especial en la Gestión de Calidad y Estadística de la Asociación de Bibliotecas Suecas, que desempeña una función activa animando a las bibliotecas suecas a iniciar la evaluación y el desarrollo de la calidad.

Nils Pharo. **Nordic networking: cooperation in Nordic LIS research.** [Contactos entre los países nórdicos: cooperación en la investigación de sistemas de información en bibliotecas nórdicas.]

Periódico IFLA Vol. 31 (2005) N° 2, p 194–198

Este artículo ofrece información sobre las iniciativas de cooperación organizadas entre la Biblioteca Nórdica y los cursos de doctorado en ciencias de la información. También se proporciona una breve descripción de las premisas para dicha cooperación. El artículo presenta los dos programas más importantes, denominados NordIS-Net y Norslis. Para analizar el efecto de dichos programas, se ha llevado a cabo un pequeño estudio bibliométrico que también se describe en el artículo. Por último, se esbozan algunas conclusiones sobre la cooperación nórdica.

Рефераты статей

Leikny Haga Indergaard. **A Voyage Through the Norwegian Library Landscape and Some Challenges on the Horizon.**

(Лейкни Хага Индергаард. Путешествие по норвежскому библиотечному ландшафту с

обзором некоторых проблемных вопросов.

Журнал ИФЛА 31 (2005) No. 2, с. 133–145)

В Норвегии существует хорошо развитая библиотечная система,

и в этой сфере в последние годы наблюдалась повышенная активность. Норвежские библиотеки приспособились к удовлетворению потребностей своих пользователей в условиях современного «сетового общества». Библиотеки являются

цифровыми и предлагают свои услуги без каких-либо административных ограничений. Виртуальные библиотечные услуги были разработаны в дополнение к традиционным библиотекам, способствуя, тем самым, расширению использования ресурсов и повышению качества всего комплекса услуг. При этом преследуется цель обеспечения широкой публики качественными библиотечными услугами независимо от места проживания и ресурсной базы местных библиотек. Библиотеки являются составной частью объединенной сети, формирующей локальные, региональные и национальные структуры. В настоящее время с целью дальнейшего развития этой сети и защиты от какого бы то ни было ухудшения проводится стратегическое исследование. Отмечается явная необходимость координации на национальном, региональном и местном уровнях с целью обеспечения бесперебойного предоставления библиотечных услуг.

Asbjørn Langeland. The Nordic Countries: cultural and library cooperation.

(Асбьёрн Лангеланд. **Северные страны: сотрудничество в области культуры и библиотек.**

Журнал ИФЛА 31 (2005) No. 2, с. 146–150)

Дания, Норвегия и Швеция формируют регион Скандинавия, но они также являются частью Северного региона, «Норден», который включает в себя пять стран и три автономных области. В 1952 г. Северные страны учредили Северный Совет — организацию для межпарламентского сотрудничества. В рамках «Норден» действует большое количество учреждений, комитетов и институциональных органов, многие из которых занимаются вопросами культуры. Северный комитет в области литературы и библиотек (NORDBOK) поддерживает различные проекты и инициативы, нацеленные на популяризацию литературы Северных стран, и ежегодно выделяет гранты на переводы значительного количества

книг. Библиотечный аспект деятельности комитета сфокусирован на секторе публичных библиотек. В повестке дня Северных стран в 2005 году центральное место занимают языковые вопросы. В регионе говорят на восьми языках, но Северное лингвистическое сообщество основывается на трех скандинавских языках. Северное лингвистическое сообщество представляет собой среду для культурного сотрудничества и необходимую платформу для взаимодействия во многих других областях.

Sigrún Klara Hannesdóttir. Library Development in the Electronic Environment: Iceland 2005.

(Сигрун Клара Ханнесдоттир. **Развитие библиотечных услуг в электронной среде: Исландия 2005.** Журнал ИФЛА 31 (2005) No. 2, с. 151–161)

Исландская культура имеет прочную основу в виде родного языка и литературных традиций, которые весьма хорошо сохранились, несмотря на то, что численность населения страны не превышает 300 000 человек. В Исландии издается больше книг на душу населения, чем в любой другой стране, высок уровень грамотности населения, а доступ к сети Интернет практически универсален. Современные библиотеки наряду с печатными источниками в нарастающей степени предлагают электронные услуги. Каждый пользователь сети Интернет имеет доступ к объединенному каталогу — Gegniр, который содержит ссылки на фонды различного типа библиотек. Заключены общенациональные лицензионные договоры с поставщиками электронной информации, что обеспечивает неограниченный доступ к 34 базам данных и 8000 полногабаритным научным журналам. Комплектация исландских веб-сайтов проводится в соответствии с новым законодательством о депозитах, а старые исландские печатные материалы и манускрипты переводятся в цифровой формат и размещаются в сети Интернет. В новой правительственной политике в области информатизации большое

значение придается поддержанию роли библиотек в информационном обществе.

Jens Thorhaug. New Demands – Old Skills. A strategy for bridging the competence gap: building competencies in a daily working context.

(Йенс Турхауге. **Новые требования – старые навыки. Стратегия по ликвидации разрыва в компетентности: наращивание способностей в ежедневном рабочем контексте.**

Журнал ИФЛА 31 (2005) No. 2, с. 162–168)

Работа является презентацией национальной программы по развитию компетентности, которая представляет собой итог серьезных усилий, предпринятых вслед за принятием нового датского закона о библиотечных услугах 2001–2002 гг. Программа призвана придать поступательное движение интеграции познавательной деятельности в каждодневную работу в организации, усилить использование сетей, проектную работу на нескольких уровнях, а также оказание поддержки новым руководителям общественных библиотек.

Ivan Boserup. The Manuscript and the Internet: digital repatriation of cultural heritage.

(Иван Бозеруп. **Манускрипт и Интернет: цифровая репатриация культурного наследия.**

Журнал ИФЛА 31 (2005) No. 2, с. 169–173)

Представляется обзор трех недавних транснациональных проектов по переводу в цифровую форму перемещенных объектов культурного наследия. Высказывается точка зрения, что библиотеки и архивы, имеющие в своих фондах уникальные материалы культурного наследия других стран должны выделять достаточное количество ресурсов на презентацию таких материалов в сети Интернет. При этом должны быть задействованы не только местные специалисты библиотек и архивов, но и наиболее компетентные ученые из зарубежных университетов, которые

могли бы поделиться своим опытом с тем, чтобы такие веб-сайты могли служить соответствующим научным и образовательным целям.

Ragnar Audunson. How do Politicians and Central Decision-Makers View Public Libraries? The case of Norway.

(Рагнар Аудунсон. **Как политики и принимающие решения государственные деятели относятся к публичным библиотекам? Пример Норвегии.** Журнал ИФЛА 31 (2005) No. 2, с. 174–182)

Статья основана на развернутых интервью с членами норвежского парламента и принимающими решения государственными деятелями на предмет того, как они воспринимают и расценивают роль публичных библиотек. Отношение среди политиков к публичным библиотекам весьма позитивное. Однако они склонны ограничивать роль библиотек рамками продвижения литературных канонов и популяризации культурного наследия посредством выдачи книг, а также поддержки образования на всех уровнях. В представлении политиков роль библиотек в продвижении демократии и социального равенства не является центральной. Достаточно странно, что такого же представления придерживаются руководители архивов, библиотек и музеев, и это наблюдается всего лишь через несколько месяцев после решения Парламента о реорганизации библиотечного сектора именно в этом направлении. Незадолго до проведения в Осло конференции под эгидой ИФЛА, на которую местные общественные фонды выделили крупные суммы, члены норвежского парламента имеют смутное представление об этой структуре.

Anne Kauhanen-Simanainen. Collaborative Information Literacy by Government.

[Анне Кауханен-Симанайнен. **Сотрудничество в области информационной грамотности правительства.**

Журнал ИФЛА 31 (2005) No. 2, с. 183–187]

Правительства, владеющие информационной грамотностью, способны использовать информацию широко и эффективно. Правительство, основанное на принципах демократии, разделяет «доверительную информацию» с гражданами через современные службы и путем публикаций. Всеобщая грамотность правительства включает поиск информации, процессы и навыки оценки, интерпретации, организации, производства, распределения. Информационная грамотность правительства может быть оценена ответом на вопрос: «Как правительства оценивают окружение?» Насколько доступны, возможны к использованию и читабельны документы правительства? В Финляндии правительственная информация является широко доступной. Различные профессионалы в области информации предлагают информационные услуги для принятия решений. Однако предстоит еще многое сделать. Новые задачи включают, в первую очередь, возможность использования и переработки информации, а также взаимный обмен знаниями относительно информации. Целью сотрудничества в области информационной грамотности правительства является изменить роль профессионалов в области информации.

Christina Jönsson Adrial, Johan Edgren, Jan Nilsson and Susanna Månsby. Together We Shape Better Libraries: the Swedish Quality Handbook Project.

[Кристина Джонсон Адриал, Йохан Эдгрэн, Ян Нилсон и Сюзанна Менсби. **Вместе мы создадим**

лучшие библиотеки: Шведский проект «Руководство качества». Журнал ИФЛА 31 (2005) No. 2, с. 188–193]

Цель Шведского проекта «Руководство качества» – помочь шведским библиотекам начать проводить руководящий контроль над качеством путем использования показателей работы во всех областях общественного сектора. Целью проекта является создать стартовую площадку для библиотек, заинтересованных в улучшении качества. Сотрудничество основывается на сборе данных по двенадцати показателям работы за период трех лет и сравнении результатов за это время с результатами других библиотек. Самый значительный результат проекта состоит в том, что 50 различных библиотек Швеции начали осуществлять систематический контроль над качеством.

Nils Pharo. Nordic network-ing: cooperation in Nordic LIS research.

(Нильс Фаро. **Сетевые решения в Северных странах: сотрудничество Северных стран в области разработки LIS (Библиотеки и Информатика).** Журнал ИФЛА 31 (2005) No. 2, с. 194–198)

В статье представлены организационные усилия по налаживанию сотрудничества в области библиотек и обучения информатике на уровне докторантуры. Дается краткое описание площадей и помещений под такое сотрудничество. Представлены две наиболее важные программы под названием NordIS-Net и Norslis. С целью изучения результативности программ осуществлено небольшое библиометрическое исследование, которое описывается в статье. Делаются некоторые заключения о сотрудничестве Северных стран.