



# IFLA

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# JOURNAL

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**Editor (responsible):** Ross Shimmon, Secretary-General

**Editor:** Stephen Parker, Tel. +31 (71) 561-9880, Fax: +31 (71) 561-5081, E-mail: zest@bart.nl

### Editorial Offices

IFLA Headquarters, POB 95312, 2509 CH The Hague, Netherlands

Tel. +31 (70) 3140884, Fax: +31 (70) 3834827, E-mail: ifla@ifla.org., Website: <http://www.ifla.org>

### Publisher

K.G. Saur Verlag GmbH,

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The Thomson Corporation, Suite 2706, Toronto Dominion Bank Tower, Toronto Dominion Centre, Toronto, Ontario M5K 1A1, Canada

Chairman of the board: David K. R. Thomson, Toronto, Ontario, Canada

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### Editorial Committee

Ramón Abad Hiraldo (*Chair*),

Instituto Cervantes Library, London, UK. E-mail: smunson@interport.net

Charles Batambuze,

National Library of Uganda, Kampala, Uganda. E-mail: library@imul.com

Lis Byberg,

Faculty of Journalism, Library and Information Science, Oslo University College, Norway. E-mail: lis.Byberg@jbi.hio.no

Heinz Fuchs,

Niedersächsische Staats- und Universitätsbibliothek, Göttingen, Germany. E-mail: fuchs@mail.sub.uni-goettingen.de

Yoshitaka Kawasaki,

Professor, Library and Information Science, Graduate School of Education, Kyoto University, Japan. E-mail: czs04500@nifty.ne.jp

Ludmila F. Kozlova,

Department of Foreign Library Science and International Library Relations, Russian State Library, Moscow, Russian Federation. E-mail: Lkozlova@rsl.ru

Víctor Federico Torres,

Biblioteca Regional del Caribe y de Estudios, Universidad de Puerto Rico, USA. E-mail: vtorres@upracd.upr.clu.edu

Maria Witt,

Médiathèque de la Cité des Sciences et de l'Industrie, Paris, France. E-mail: m.witt@cite-sciences.fr

Nancy Gwinn (*Chair, Publications Committee, ex officio*),

Smithsonian Institution Libraries, Chevy Chase, MD, USA. E-mail: gwinnN@si.edu

Stephen Parker (United Kingdom) (*Editor, ex officio*)

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### Advertising enquiries

Media-Agentur Schaefer (responsible), Inselstr. 20, D-04103 Leipzig, Tel. + 49 3 41/3 01 04 26,

Fax + 49 3 41/3 01 12 50, E-mail: info@media-schaefer.de, <http://www.media-schaefer.de>



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# EDITORIAL

## Farewell and Good Luck

**Ross Shimmon**

Nearly five years ago, with excitement tempered by trepidation, I moved with my wife, Pat, to The Hague, to take up the post of Secretary General of IFLA. I was quickly swimming in the deep end, surrounded by the controversy over the decision to hold the 2000 conference in Jerusalem and the implementation of the recommendations of the Working Group on the Revision of the Statutes.

Looking back, I believe that a lot has been accomplished. The new Statutes and Rules of Procedure, which inevitably took up a lot of our energy, have delivered most of the objectives which the Working Group, chaired by Warren Horton, who sadly died recently, envisaged. The postal ballots, introduced by the new Statutes, ensured a much greater participation in the Presidential and Governing Board elections. Our President and President-Elect are the first from outside Europe and North America. We have a Governing Board which reflects more closely the diversity of our membership than its predecessors, with members from Argentina, Australia, Botswana, China, Egypt, Estonia, Kenya, the Russian Federation and South Africa, as well as from Western Europe and North America.

The Divisional structure has been invigorated by the conversion of most of the former Round Tables into Sections. The Governing Board has instituted systematic reviews of both the Core Activities and the Sections, which will be completed by 2005 and 2007 respectively. A set of core values was incorporated in the new Statutes. The Professional Committee formulated the Professional Priorities. These, together with the theme adopted by Kay Raseroka for her presidential term and the themes of our annual conference, provide a more coherent framework for the professional programmes of our divisions, sections and core activities. IFLANET has developed into an essential tool not only for IFLA, but also for the entire world library community. Modest physical changes and richer content have also strengthened *IFLA Journal*.

Much of the effort so far has, for good reason, been inward looking, in order to ensure that

IFLA, as a 75-year old organization, reflects the changes in the environment and remains fit for purpose.

But last year, the UN World Summit on the Information Society put us to the test. The Governing Board identified this as a unique opportunity to demonstrate at a high level to politicians, civil servants and other people of influence, that libraries have a key role to play in helping to deliver an equitable information society. This has turned out to be IFLA's most sustained advocacy initiative so far. We can be proud that in the final official documents, which emerged from Phase One of the Summit in Geneva last December, there are several positive references to libraries. We now have to build on this achievement to ensure that these references are turned into concrete action as the Summit prepares for Phase Two in Tunis in November 2005. You can read a report on IFLA's involvement in the Summit elsewhere in this issue.

Meanwhile, the annual conference, now known fittingly as the 'World Library and Information Congress' has also grown and developed. The quality of the papers has improved dramatically, thanks to the work of the Professional Committee and IFLA's sections and core activities. This issue presents a further selection from the Berlin congress.

Adama Samassékou, President of the Preparatory Committee of the UN World Summit on the Information Society (WSIS), kicks off the issue with his address to a plenary session in Berlin. He expresses his conviction that the WSIS will be decisive in the transition from the industrial society to the knowledge society and that the role of libraries will become ever more important. He discusses the challenges posed by the WSIS for information professionals and concludes that the WSIS must make a significant contribution to the well being of people throughout the world.

The brainstorming sessions organized by President Kay Raseroka to help her develop her presidential theme drew enthusiastic gatherings at both the Glasgow (2202) and Berlin conferences. Her theme 'Libraries for Lifelong Literacy' is

particularly appropriate in the context of the beginning of the UN Decade of Literacy (2003–2012). Former IFLA President Robert Wedgeworth, now President of ProLiteracy Worldwide, argues in his paper that the decade presents an opportunity for the global public library movement to reassert its educational and cultural role on behalf of the world's most marginalized people – adult illiterates. Five action steps suggest how to revitalize the public library as a cultural institution with a focus on adult education.

Reliance on proven evidence or on theory can be academically sound and reduce risk, but may stifle innovation, argues Alan Smith in his paper, 'Innovation – the creative tension of risk and evidence'. Librarianship facilitates cultural growth by enabling information to be challenged and reassessed – a professional principle which appears to have been neglected recently and which deserves reassertion. Smith describes two projects at the library of the Victoria University of Wellington, which are central to its future viability.

Can the principles of universal bibliographic control be applied to websites? That's the question tackled by Marcel Beaudiquez in her paper, 'The Perpetuation of National Bibliographies in the New Virtual Information Environment'. She calls for IFLA to be closely involved in the development of recommendations on the creation of national bibliographies of websites as a part of the national memory.

The treatment of publications and records on acidic paper has been a long-term concern of those concerned with preserving the cultural memory. Roberta Pilette in her paper, 'Mass Deacidification: a preservation option for libraries', outlines the physical criteria used by institutions in the United States sending materials to commercial vendors for mass deacidification.

Library professionals should clearly have exemplary ICT skills. Alan Poulter and David McMen-

emy report on an innovative ICT module for library studies students at Strathclyde University, Glasgow in their paper 'Beyond the European Computer Driving Licence: basic and advanced skills for the new library professional'. Skills learnt are compared to skills required during student placement in libraries. Conclusions are drawn on its success in matching the needs of future library professionals.

Martin Bömeke in his paper, 'The Engineering Subject Gateway (ViFaTec) and Biotech: virtual developments in biotechnology', explains that the goal of the gateway is to offer competent and compact information. The aspects of biotechnology and bioinformatics accessed via the gateway are identified. The most recent developments such as the Meta Search Engine and the Specialised Search engine are described.

We began this issue with a look at the World Summit on the Information Society, where IFLA has played a significant role in advocating the potential role of libraries in delivering the ideals of an equitable information society. We conclude with the view that IFLA should play a more active role in lobbying for libraries world-wide. Finn Vester and Winnie Vitzansky, in their paper 'Librarians and Politicians behind the Same Wheel', use the Danish Library Association as an example to illustrate how close cooperation between librarians and politicians can give library associations more political focus and strength. Perhaps we can draw from this paper as we begin to prepare for phase two of the summit due to take place in Tunis in 2005?

Meanwhile, I retire at the end of March and hand over to my successor, Mr. R. Ramachandran. I believe that he will find IFLA in good heart as well as in good shape, ready for the inevitably challenging times ahead. I know that he will be taking on a fascinating job at the heart of the family that is IFLA. I hope that you will join me in wishing him good luck!

# World Summit on the Information Society: the first step towards a genuine shared Knowledge Society

**Adama Samassékou**



H.E. Mr Adama Samassékou is President of the World Summit on the Information Society Preparatory Committee and President of the African Academy of Languages. He was head of the Linguistic Department of the Institute of Social Sciences of Mali, then director of the National Library of Mali and adviser to the Minister of Culture. He was Minister of Education of Mali, 1993–2000 and a spokesperson for the Government of Mali (1997–2000). Playing an active role in community life, Mr Samassékou was the founding president, for Mali and Africa as a whole, of the Peoples' Movement for Human Rights Education. In the political sphere, he was the founding chairman of ADEMA-France.

Madam Chairman, Your Excellencies, Ladies and Gentlemen,

I should like to begin by thanking the President of IFLA for having invited me to participate in the work of the 69<sup>th</sup> Congress of the International Federation of Library Associations and Institutions. As President of the Preparatory Committee for the World Summit on the Information Society, it gives me great pleasure to be here today among experts and specialists in the field of knowledge dissemination.

Being here in Berlin, a city for so long torn apart and now reunified, fills me with a sense of great symbolism: all separation has an end, any divide can be reduced and any exclusion eliminated if the men and women concerned refuse to resign themselves to such situations and go on fighting until they secure respect for law and fundamental human values.

The Berlin Wall was highly visible, and its destruction a historic celebration of freedom and solidarity. However, there are other walls that divide human beings. They do not have the solidity of a structure that can be toppled only by bulldozers, but seem nevertheless to have managed, thus far, to resist any attempt to destroy them. There are those who have all the food they can eat, and those who suffer from malnutrition. There are those who are in good health, and those who are constantly weakened by diseases that are in fact curable. There are those who can read, and those who cannot. There are the information rich and the information poor. Yes, there is a world of wealth and there is another world: that of the poor. Our planet, which we call globalized, is torn apart by numerous divides.

Against such a background one might ask whether the organization of a World Summit on the Information Society is a priority, and whether this is not just one more event within the broad panoply of international events. I am personally convinced that this is not the case, and should like to share with you today this deeply-rooted conviction. The World Summit on the Information Society will, by helping to narrow the digital divide, open the way for many other unifying processes at the global level.

You, more than anyone, are aware that we have embarked upon a new society, symbolized by the laptop, the mobile phone, telecommunication satellites, optical fibre and the Internet. Anyone is able – at least in theory – to produce, record, process and disseminate information, without any constraints in terms of time, distance or volume. According to information and communication technology experts, the digital medium has become the space in which all forms of knowledge converge. Planetary digital networks irrigate the information society, stimulating growth and creating or strengthening links between human beings, whatever their geographic location or social status.

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## The divides in the information society

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Unfortunately, despite the optimism that exists in some quarters, the major part of humankind remains excluded from the information society. In 2001, according to the latest figures from the International Telecommunication Union (ITU), there was approximately one personal computer per 100 inhabitants in Africa, as against 26 in the Americas. The number of Internet users worldwide in the same year was estimated at half a billion; however, while in the Americas the number of such users amounted to some 20 per 100 inhabitants, the corresponding figure for Asia was only four. The Net is still the province of the North, of the major industrialized countries, of the rich. With 19 percent of the world's population, they account for 91 percent of all Internet users, while 95.6 percent of all Internet servers are to be found in the countries of the Organization for Economic Co-operation and Development (OECD). What is more, even within the industrialized countries the social divide relegates many citizens to the sidelines of the digital revolution.

The digital divide is but the most visible aspect of a set of more serious and deeper divides that warrant the concern of the international community. The information society is not characterized solely by the availability of technologies, but is a body of economic, cultural, social and political phenomena which together define a new stage in the history of humanity.

Numerous experts have described this fundamental upheaval in economic history by drawing a distinction between the agrarian, the industrial and the information societies. The first is characterized by the exploitation of primary resources, particularly agriculture and livestock, and by subsistence economies with all but stationary growth rates. The industrial revolution, born in England in the late 18<sup>th</sup> century, spread throughout the western world during the 19<sup>th</sup> century and was characterized by industrial production and the use of energy (coal, and later electricity) and by growth rates that were adequate to permit the accumulation of capital and a significant rise in the standard of living of the populations concerned. The information society, for its part, is defined by the use of information and knowledge, which becomes the driving force for growth. To use an expression that has recently come into being, we are moving from an economy based on tangible capital to one that is based on intangible capital.

However, while information and communication technologies are indispensable tools in this regard, the essential ingredient lies not here but in the human individuals who create and use knowledge, and who represent the intangible capital to which I referred a moment ago. The most relevant information, the best databases, the most efficient software and the most sophisticated teaching programs are all to no avail in the absence of adequately-trained human resources capable of putting them to productive use. I should like in this regard to quote a few more highly revealing figures regarding literacy, education and intellectual output.

While the literacy rate in the OECD countries is close to 100 percent, in the least developed countries (LDCs) it continues to hover around 50 percent. In southern Asia the rate is barely 55 percent, for a region that is home to some 1.4 billion inhabitants. The developing countries represent 78 percent of the world's population and have an average literacy rate of the order of 73 percent. All of these data, assembled by UNESCO, are familiar. But has anyone looked into their implications? What does Internet access mean to someone who has not learned how to read or write?

Furthermore, while illiterate populations are to all intents and purposes excluded from the information revolution – despite significant efforts to associate conventional technologies such as radio and television – I believe that the knowledge divide goes even further than this. Access to the various levels of education and training is also a prime indicator. An item of raw information is unusable if one is not equipped with the knowledge one needs in order to exploit it. The tools that are used to process information call for a high level of training on the part of those who will be required to perform ever more complex transactions. But above all, the knowledge economy as a whole requires populations with training of an ever higher standard in the interests of enhancing productivity and maintaining a competitive edge.

In speaking of the knowledge society we fail, in my view, to pay adequate attention to the data that are readily available from UNESCO regarding school attendance rates according to level of education. Here again, the gap between rich and poor is startling. In Europe, the school attendance rate at the secondary school level is 99 percent, and 42 percent at the higher education level. The corresponding figures for the devel-

oping countries are 51 and 10 percent. In sub-Saharan Africa, we are looking at 3.9 percent where access to higher education is concerned, and 26 percent in the case of secondary education. As a former minister of education, I would respectfully draw attention to the fact that we are talking here about major long-term investments. The installation of computer or telecommunication equipment can be carried out speedily at affordable unit costs, whereas putting in place a quality education system at the secondary and higher levels calls for many years of highly consistent effort, particularly where the poorest countries are concerned. Did you know that a country such as Norway allocates 7.7 percent of its gross national product – almost 17 percent of government expenditure – to public education? How are we to narrow the gap between developed and developing countries in this regard? How are we to overcome this immense knowledge gulf that results from the differences in levels of education? Do the challenges not go way beyond the matter of equipment supply? I for one believe that these issues deserve to be raised, and that they lie at the heart of any discussion of the information society. We shall return to this.

A third example – this time concerning creativity – may well strike you as even more relevant. Here again, the experts agree on the importance of creativity in the knowledge society. It fosters productivity gains and ensures competitive positions in a globalized economy. Companies and economies that create knowledge are therefore better placed and able to secure their dominant position on a sustainable basis. One could in this connection quote figures relating to the holders of qualifications in scientific and technological fields, or to the brain drain which affects first and foremost the developing countries; but perhaps more significant than this are the data provided by the World Intellectual Property Organization (WIPO). In 2002, nearly 115,000 international patent requests were submitted within the framework of the Patent Cooperation Treaty. The number of requests from developing countries amounted to some 5,000, or one-twentieth of the total number. Is there any need to mention that the remainder came from developed countries, including almost 40 percent from just one country?

It is not my intention to go on producing such statistics, since I believe the message to be clear: while the unprecedented development of information and communication technologies triggered the movement which resulted in the con-

vening of the World Summit on the Information Society, the fundamental objective of this conference is far, far broader. It has to do with finding out how to place this technological revolution at the service of human development. It has to do with combating not only the digital divide, but also – and above all – the economic and social divides that exist throughout the world. The technologies are not an end in themselves. Human beings, individually and collectively, must be the beneficiaries of technological progress, in line with the objectives of the Millennium Declaration, adopted by the political representatives of the planet under the auspices of the United Nations. It is clear, from this perspective, that the technical issues have to be addressed and resolved within the framework of a political approach. This is the spirit in which I shall now attempt to define a number of the Summit's themes, which, while still at the outline stage in the preparatory process, may well have implications that go beyond the bounds of our vision.

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### **The transition to the information society**

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Technologies are evolving rapidly. Indeed, information and communication technologies, taken as a whole, have advanced at an extraordinary pace. The printing press, which replaced the manuscript, now has to compete with radio and television. The world's postal services saw the birth of the telegraph and telex, now already outmoded and soon destined to be things of the past. Computers have replaced both typewriters and calculating machines. The Internet, combining the transmission and processing of any digital item, has entered our lives with astounding speed, providing us with countless applications. The Web is now a classroom, library, post office, cinema, record shop, bank, stockbroker, market (including flea market), auction room... the list is endless.

These transformations can be seen in both a positive and a negative light. They call for considerable efforts in order to adapt, but at the same time hold out tremendous opportunities. In the field of education, we can see the extent to which the work of the teacher has been revolutionized by these changes. From being a dispenser of a fixed body of knowledge, the teacher has now become a resource person. He or she is no longer the sole repository of the knowledge in question, but the person who helps to dis-

cover, evaluate and use the sources of knowledge.

We are all aware that librarians, too, have always sought to adapt their working methods to the technological revolution of the time. In a kind of foreshadowing of the Internet, which is characterized by the integration of remote acquisition and processing *in situ*, the scribes in the Library of Alexandria systematically reproduced all the manuscripts that passed through the port. Today, the printed word, audiovisual materials and digital files are available via a single medium that is accessible at any time from anywhere in the world. The age-old dream of a single instrument providing access to the universality of knowledge is in the process of becoming a reality. Online catalogues, digital journals, electronic books and search engines have revolutionized the ways in which we are used to accessing information. The danger no longer lies in a lack of information, but in a surfeit thereof; and the difficulty is no longer that of finding information, but of selecting that which is relevant and of a satisfactory quality. From having been specialists in the field of knowledge, you have now become knowledge mediators.

The Internet has brought about a profound transformation in many professions, but above all in those – including your own – that have to do with the production, transmission and communication of knowledge in general, including traditional knowledge, scientific knowledge and cultural and artistic works. I am deeply convinced that the role that is played by libraries and information services in the process of creating and disseminating knowledge, and in the spheres of formal and informal education, will not only remain essential, but will become ever more important.

It is, of course, you and not me who will have to identify the great changes that your profession has to prepare for and assimilate. But I am convinced that the World Summit on the Information Society will be a decisive event in the transition from the industrial society to the knowledge society, and that as such it may constitute a useful reference framework for your activities.

It was the Plenipotentiary Conference of the International Telecommunication Union which, in 1998, launched the preparatory process for the Summit. Right from the outset – and this was confirmed by the United Nations General Assembly resolution adopted in 2001 – it was clear

that this Summit would be unlike any other. There are two main reasons for this difference. The first is that all of the various players are required to participate in the preparatory process – a key point to which I shall return later. The second is that the Summit is concerned not only with technological developments but also with all of the social transformations they bring in their wake, and hence with transition from the industrial society to the information society, or rather the shared knowledge society.

All of the participating players are aware of the fact that the challenges to be addressed at the World Summit on the Information Society are crucial in terms of the future of humanity. This is borne out by the consultation process currently under way, which has already served to identify the central themes of the Summit.

The documents that are under preparation, namely the Declaration of Principles and the Plan of Action, are available on the Summit website, and I shall therefore not present them to you in detail. I do, however, consider it useful to draw attention to four areas of concern already referred to in the documents, which illustrate, I believe, the importance of this conference for information professionals.

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### **The challenges of the Summit for information professionals**

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The first area of concern is that of access to information. There is now a broad consensus in support of the principle that access to information must be both universal and unrestricted. Universal, in this context, means that all men and all women, in all parts of the world, must be able to access the information they require. This general principle has very specific implications that are now starting to become apparent. An exceptional effort has to be made for a very broad range of circumstances that are both geographic, as in the case of rural and isolated areas, and socio-economic, as in the case of the least developed countries, illiterate populations, low-income households, the unemployed, ethnic minorities and the disabled. The need to develop infrastructures and provide appropriate services in all circumstances represents a huge challenge calling for the mobilization of considerable resources. The Summit could – and, it would appear, will – play a crucial role in mobilizing the international community to that end. For you, who have been used to providing specialized



services for disadvantaged categories of user (I have in mind, among other things, rural, hospital and prison libraries), this desire for universality is nothing new. I am certain that the theme of universality of access to information and the actions it will generate will lend support to the efforts you have made, and are continuing to make, in this regard. You will be aware that the Information for All Programme that has recently been initiated by UNESCO was born out of that spirit and cooperates to that end with organizations such as yours.

Universal and unrestricted. Access to information must be free from any unjustified hindrance. The principles are both familiar and intangible. Article 19 of the Universal Declaration of Human Rights is unambiguous in its stance against any form of censorship. However, putting this into practice is more difficult. You will be aware of certain aspects of this issue: for example, the question of access to pornographic material and the dangers of paedophile networks. The Summit has begun to debate these issues, and your experience will represent a key input.

More generally speaking, libraries and information centres seem set, on at least two counts, to acquire ever greater importance as ideal points of access to information sources. Firstly, information professionals such as yourselves add value to information. You know how to extract the relevant data, assess the quality of sources, advise users according to their needs, research specific items of information and put together document collections over lengthy periods of time. Now that it would appear possible to find absolutely everything on the Web, it is my belief that the accumulation of knowledge over long periods is an increasingly necessary activity. Then, secondly, we have to consider the quality of the content. In the face of a flood of messages whose aim is to sell us something, we must continue to be able to access knowledge that is objective, methodical and impartial.

While access to the relevant technological tools is a prerequisite, it certainly takes more than this to become a fully-fledged player in the information society. This brings us to a second crucial theme that has been identified in the preparatory process, namely that of human resources development.

Here again, this is a theme with multiple dimensions. The Declaration of Principles and the Plan of Action already point to various avenues that

need to be explored. The general principle is simple: participation in the information society is possible only for those who know how to use and produce information. The first condition is obviously not to be illiterate. But over and above the ability to read and write, the ability to use information is proportional to the level of education. The more one has been educated, the greater one's ability to use sources of knowledge in order to produce new material. The needs in terms of education are thus immense. How can anyone claim to be moving towards the knowledge society if there is not the human capital capable of exploiting the information and knowledge technologies?

The preparatory work for the Summit has already led to the identification of a number of major areas of action, three of which I shall refer to here. In the conventional spheres of education – by which I mean the system that is responsible for educating a country's young people at all levels – information and communication technologies offer a vast range of possibilities for improving not only the educational content at all levels, but also the way in which educational systems are administered. Where other spheres of education are concerned, particularly distance learning and ongoing training, the technologies have opened up numerous access channels by eliminating the constraints of time and place that have hitherto been an inescapable aspect of conventional education. The third major area of action, which naturally has a bearing on the other two, has to do with training in the technologies themselves. From the initiation of new users through to the training of qualified technicians and engineers, without forgetting the need to sensitize the political authorities, the multiplicity of teaching materials and methods to be developed is staggering, particularly bearing in mind the fact that all of them must be made to relate to the social and cultural context in which they are to be used.

I am convinced that all of this will serve to strengthen the role that is played by libraries, which have always been essential auxiliaries to any teaching process and must continue as such. It is not sufficient to take the view – a naive one in my opinion – that all of the teaching materials necessary for a given course will be readily available to the customer in digital form. Any teaching project must continue to draw on the huge variety of sources and types of document available. This function will continue to be a necessary one, and it is up to you to invent the

specific forms it will need to take if it is to go on providing inputs to the dispensing of quality education.

This brings us to a third point whose importance has been seized upon in the preparatory process, namely the development of local contents, appropriate supports and cultural and linguistic diversity. The global coverage made possible by media and digital information networks must not mislead us. While the trend towards globalization may seem to us to be inevitable, it is equally the case that a major part of the world's information requirements need to be satisfied at other levels, i.e. regional, national and local. There are two reasons for this.

In the first place, the information and knowledge transmitted over networks must be tailored to its audience in terms of the latter's geographic and socio-linguistic context, age range, socio-economic category, level of education and socio-professional grouping, since each individual and each social group has different needs. In the case of medical information, for example, a health assistant in a medical clinic in a malaria-ridden part of the world will not have the same information requirements as a doctor who is highly specialized in a particular branch of surgery.

In the second place, networks must not be used in a passive and one-sided manner. It takes only plain common sense to understand that a given individual will sometimes be consuming and sometimes producing information. It would be humanly inconceivable that major population segments should be nothing other than the passive consumers of products generated by others. The availability of local content, tailored to requirements and produced *in situ* in the local language, is thus an absolute necessity. And indeed, you will be aware that numerous community development projects have already been launched in this regard around the world.

One particularly important dimension to this whole question is that of cultural and linguistic diversity – a dimension of which I believe librarians are quite keenly aware. The ability to live and develop in one's own culture is a fundamental right that is the subject of Article 27 of the Universal Declaration of Human Rights. Pursuing that direction, UNESCO adopted, in 2001, a vigorously-worded Declaration recalling the importance of cultural diversity for development and the crucial role of linguistic diversity. Article 5 states among other things that "All persons

should therefore be able to express themselves and to create and disseminate their work in the language of their choice, and particularly in their mother tongue". The implications for the field of information and communication technologies are immense. When one considers the need for character sets, software and language processing tools, one sees just how enormous the task is. It is clear that for all those participating in the Summit the technologies in question must not be an instrument for levelling out or for moving towards cultural and linguistic homogenization, but rather a very powerful tool for preserving and disseminating national languages.

You are, I am sure, aware that the very rapid adoption of the printing press throughout Europe in the late 15<sup>th</sup> century, far from strengthening the use of Latin, the predominant language in Europe at the time, instead served to boost the development of the national languages. It is my hope that, if the political will is there in sufficient measure, the same can be true at the global level where information and communication technologies are concerned. At a time when UNESCO estimates that fully one-half of the world's 6,000 or so spoken languages are in danger of disappearing, I see here an immense preservation opportunity which can – and must – be pursued at the global level.

The fourth theme identified during the preparatory process for the Summit has to do with the creation of an enabling environment. In the eyes of the delegates, this theme encompasses a vast range of legal and regulatory issues relating to information and communication technologies and their applications, and while it is true that many of those issues are not directly relevant to your profession, others lie at the heart of your concerns – I refer here to standardization, consumer protection and an appropriate balance between intellectual property rights and the needs of users.

As regards this last point, it is too soon to say how the positions of the various partners will evolve and what will be the results of the Summit in regard to these issues. But it is important to be aware that they are being debated within that forum and that, in the view of the international community, they cannot be left out of the preparatory process. We all know that educators, scientists, journalists and librarians attach great importance to the information accessibility that is essential to education and training, research and the circulation of information in general.

But we also know that the adequate protection of intellectual property is an essential ingredient for economic and social progress, this being all the more so – as demonstrated by my earlier reference to patents – in the emerging information society. When such sensitive issues are on the table it is essential that the different points of view be clearly expressed and justified. On this basis, governments and the international community will be able to work towards negotiated and universally-acceptable solutions. I am confident that the World Summit will constitute – in cooperation with the United Nations agencies concerned, WIPO and UNESCO – a framework that is highly conducive to making progress on the issue.

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### **The political challenges of the Summit**

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Madam Chairman, Ladies and Gentlemen,

The World Summit on the Information Society can be likened to an immense construction site. It has to deal with specific and sometimes delicate technical issues that concern a wide variety of people. I hope that I have succeeded in conveying the message that it also concerns you, librarians and information specialists, for many important reasons. I should now like to broaden the debate by going beyond the purely technical issues to speak about the political vision which should, in my view, guide this process. This vision has three facets. The first has to do above all with the preparatory process for the Summit and the need to secure a satisfactory level of cooperation from the various partners; the second relates to the structuring of the Summit between the two phases in which it is being organized; and the third is about the ultimate objectives of the whole undertaking.

There is absolutely no doubt in my mind that the United Nations system is moving in a positive direction and that the preparation of the Summit is a remarkable example of this. Indeed, resolution 56/183 “encourages ... non-governmental organizations, civil society and the private sector to contribute to, and effectively participate in, the intergovernmental preparatory process of the Summit and the Summit itself”. That participation took root at the first regional meeting, held in Bamako in May 2002, where numerous non-governmental organizations attended in order to put forward the views of civil society. The process then continued with the two sessions of the

Preparatory Committee and the cycle of regional meetings. Your Federation, IFLA, both directly and through the intermediary of UNESCO, made known its concerns and positions, thereby making a significant contribution to the Summit preparatory process. You will need no convincing that the undertaking is a major one. Governments are looking to very wide-ranging consultations on a vast range of themes. But the arrangements for ensuring that all concerned are fully involved in the preparatory work and in the Summit itself remain to be defined and put in place. Governments, intergovernmental organizations, private sector and civil society must all learn to work together in a complementary manner in the interests of building a consensus in regard to the major issues raised by the information society.

While generally speaking, during the regional preparatory conferences, the inclusion of the various players was managed satisfactorily, it has to be said that the various sessions of the PrepCom we organized were not without, here and there, a feeling of non-involvement on the part of civil society and the private sector, or, putting it more broadly, of the non-governmental players.

Certainly, from this point of view, last February's PrepCom-2 gave out several highly positive signals, with the creation of a Civil Society Bureau capable of playing an effective role in bringing about cohesion and synergy within a sector rich in diversity; with the meetings between this Bureau, as well the Coordinating Committee of Business Interlocutors (CCBI), and the PrepCom Bureau, which were described by those concerned as historic; and, finally, with the flexibility exercised in the application of the rules of procedure that has made for a measure of involvement of observers in the process of drafting working documents. But we still have a long way to go on the road towards the construction, at the international level, of a dynamic partnership between the key players in the information society.

It is for this reason that we must take advantage of all the forthcoming opportunities to create and strengthen this partnership movement between governments, the private sector, civil society and intergovernmental institutions, it being essential that each player become convinced of the value of the others and of the need to cooperate effectively in establishing a shared undertaking, the implementation of which will be to the benefit of each and every one of us.

The second facet of my political vision is about seizing the extraordinary opportunity that is presented by the organization of the Summit in two phases, the first in Geneva in December this year, and the second in Tunis in November 2005. This is the first time that the international community has timetabled an event in this way, over two periods, previous summits having always been focused on a single period. I see this approach as being particularly well-suited to the Summit on the Information Society, since the scope and complexity of the issues at stake call, in my view, for much discussion over a prolonged period.

In the first phase, the Geneva one, we have the opportunity to elaborate a powerful Declaration and a concrete and motivating Plan of Action. These two documents must together represent the consensus of the international community with respect to a general framework for discussion and action on the information society – an objective I am certain we shall achieve.

The second phase, to be held in Tunis, will afford us the time to go further, or rather deeper, into the general framework described earlier, in particular through the adoption of regional action plans and the idea of a charter of ethical conduct that I have put forward.

I am not alone in thinking along these lines. During the second session of the Preparatory Committee, President Wade of Senegal launched the idea of a charter on digital solidarity, whereby those participants who accepted the terms thereof would undertake to narrow the digital divide through appropriate technological and financial means. For his part, during the regional conference held in Bucharest, Mr Utsumi, Secretary-General of ITU, said that in his view “we need a new global governance framework”. There are many other areas that could be brought into the discussion and ultimately become the subject of more or less binding legal agreements, of a declaration or charter, of directives, of a convention or even of an international treaty. I am thinking, for example, of the rights of workers, consumers and citizens in the electronic age, of electronic commerce and financial transactions, of the drawing-up of government policies and State responsibilities, and of media self-regulation and corporate responsibility.

In some cases useful texts already exist, such as the UNCITRAL (United Nations Commission on International Trade Law) Model Law on Electronic Commerce, or the OECD Guidelines for

Multinational Enterprises. For its part, UNESCO is preparing a resolution on access to information in cyberspace and a Charter on the Preservation of the Digital Heritage, while the Council of Europe has produced a Convention on Cybercrime. In none of these areas can international cooperation be considered a luxury; it is essential if progress in the field of information and communication technologies is to be of benefit to all populations and all social groups, whatever their level of education or economic resources. It is not uncommon, when talking about cyberspace, to use a very evocative comparison by stating that “we cannot have foxes roaming freely in an open hen-house”. In the information society, the rules of the game must ensure that priority is given to solidarity and not to the law of the strongest. I am therefore certain that we have before us a long period of reflection and negotiation that should ultimately give rise to arrangements and agreements that will serve the good of humanity as a whole.

For this is what it is all about: the World Summit on the Information Society must make a significant contribution to enhancing the well-being of all human beings everywhere. The world in which we live is undergoing radical change and experiencing extremes of tension. It is a fact that the appalling global conflict which gave rise to the United Nations is a thing of the past, but our planet is now being shaken by many crises of differing levels of severity. These crises are the result of blatant inequalities that divide peoples, nations and social groups. I mentioned a number of them at the beginning of my presentation, and you don't need me to tell you just how long the list can become.

But now we have before us a unique and historic opportunity, which, if we so wish, will enable us to make spectacular progress towards greater justice and equity.

Here we are at the advent of the information society, the society of communication between human beings, the shared knowledge society, and, above all, the society of solidarity among all the inhabitants of our planet. Information and knowledge can already be exchanged, shared and communicated over global networks; all the citizens of the world will tomorrow be able, if the means are made available, to converse freely with one another, sharing their knowledge and know-how and enriching their life experience through cultural exchanges. They will be able to construct a new solidarity founded on a better understand-

ing of one another. And they will perhaps be able, at last, to opt for shared objectives that respect the freedom and dignity of all.

Thus it is that this Summit will lay the first stone of a new dwelling for Humanity – a House of Universal Solidarity and Peace.

This is my profound conviction and my vision of the Summit, which I wanted to share with you on the occasion of your congress.

May God assist us in this major undertaking.

I thank you for your kind attention.

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# The Literacy Challenge

Robert Wedgeworth



Robert Wedgeworth is President and Chief Executive Officer of ProLiteracy Worldwide, a non-governmental organization that publishes literacy training materials and provides literacy training through its 1200 affiliates throughout the US and partner organizations in nearly 50 developing countries. He retired as University Librarian and Professor of Library Administration at the University of Illinois in 1999, having previously served as Dean, School of Library Service, Columbia University (1985–1992), and Executive Director, American Library Association (1972–1985). He was elected to the IFLA Executive Board in 1985 and was President of IFLA, 1991–1997. Contact: ProLiteracy Worldwide, 1320 Jamesville Avenue, Syracuse, NY 13210, USA. Tel. +1 315-422-9121. E-mail: [rwedge@proliteracy.org](mailto:rwedge@proliteracy.org).

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## Culture of literacy

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Pierce Butler in his *Introduction to Library Science* (Chicago, 1933), reminds us that perhaps the most important obligation one generation has to the next is the transmission of its culture. Given the growth and complexity of the records of our culture, the one essential requirement for the transmission of our culture is literacy. Although it is useful to recognize that the unifying concept for all of the fragments of our field is the role of acquiring, organizing and making available for use all of the records of human culture, we must at the same time recognize that it is essentially a passive role. It is difficult to assume a leadership role as a spectator. As an alternative, I would suggest that what librarians, archivists, documentalists and information scientists have as a common purpose is the obligation to promote a culture of literacy.

Taken together, all of the specialties of our field, from storytelling to the most advanced scientific communication specialists, are engaged in enhancing literacy. This includes both general literacy as well as the more advanced concept of information literacy. Promoting a culture of literacy involves embracing the many ways that humans communicate that we can participate in facilitating. It is also a means for helping people transform their lives and the societies in which they live. Daniel Boorstin reminded us that culture is ubiquitous:

The world's cultures – and the culture of books – may be defined by language, by traditions, by historical movements. But they are not bound by national boundaries. Ideas need no passports for their place of origin, nor visas for the countries they enter. All boundaries in the world of culture and ideas are artificial, and all are doomed to be dissolved. (Daniel Boorstin, IFLA, August 1985)

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## Indivisibility of human culture

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Twenty women came together with their children in a rural village in Bangladesh. On the dirt floor of a two-room hut they participated in a beginning literacy class. The class looked at a poster depicting a woman with five children surrounding her. The children were malnourished and held empty plates symbolizing their hunger. The word 'hunger' was written in Bangla and they began to discuss it. What does it mean? How does it feel? They related the word hunger to their own experiences. They saw how words could express their deepest feelings.

In another community, in Latin America, a group of residents who had started a literacy program saw their houses burn down because of their proximity to a garbage dump. They used this opportunity to read, write and discuss what they would like for their community

in the future. They built new houses and cleaned up their community.

These two vignettes taken from *Literacy for Social Change* (1990) illustrate an effective method of literacy training that is independent of language and culture yet uses language and culture as a starting point. The 2003 UNESCO Literacy Prize went to a program in Bangladesh. The second place winner was a network of programs in Latin America. Both use this methodology and both are partners of ProLiteracy Worldwide, which specializes in this approach. Literacy for social change allows us to explore the common bond of humanity through literacy training. It can be effective in the *barrios* of the Philippines or the slums of New York. It is as applicable to the *favelas* of Brazil as to immigrant communities in Europe. The materials and training are available to anyone who chooses to adopt them.

There are many programs around the world that promote, encourage and address literacy for children, as there should be. We should commend and support them all. There are few literacy programs for adults, which is why my organization believes them to be so important. Almost every social problem we know has a literacy component, whether it is hunger, disease, poverty or natural disasters. Those who are the least capable of defending themselves or their families feel their cruelest effects.

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### Adult literacy

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It has been said that the alphabet is the most dangerous weapon in the world, yet it is still surprising how many people go without arming themselves with it. Adults with low literacy skills are the most marginalized people in the world. They earn less than the average income; they live in areas where there are higher rates of unemployment, crime, and other social problems.

Since they pay little tax and do not participate in civic affairs, political leaders seldom hear their voices. The vast majority of them are women, many of whom are deprived of the opportunity for education because they lack the power to resist becoming wives and mothers while they are still children. Not only are they less productive members of their societies, they are creating another generation of less productive citizens. We know that children whose parents have low literacy skills have about a 50 percent chance of becoming low literate adults themselves. These

dimensions of inequity are compelling, but first let's be sure that we understand the nature of low literacy skills as a contributing factor.

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### Literacy basics

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The ability to read is a difficult skill to acquire and an even more difficult skill to maintain and improve. Adults who master the skill of reading hardly remember when and how they learned to read. For those adults who never mastered the skill, or who struggled to become competent, the memories of embarrassing and painful moments are crystal clear. Many adults in literacy programs have struggled for years to master the skill of reading. About 60 percent of the adults in basic literacy programs in the United States have some type of learning disability like dyslexia. Others are literate in their native language, but not in the language of their adopted country.

Some may say that 'this is not a problem in my country'. It is a problem in many countries and it is likely to grow for at least two reasons. First, increased population mobility and the availability of jobs propel immigration from places where there is no work to countries where there are jobs. Secondly, the demands of increasingly information intensive societies leave some students and workers behind in every generation. Unfortunately, the number of unskilled jobs is decreasing in the information economy.

As complex as it may be, decoding is only the first step toward learning to read. The second step is the development of reading comprehension skills. Many adult learners who come to literacy programs learned how to read at an earlier time. However, with little or no use, this skill atrophies. Maintaining and improving reading skills requires continuing practice. The amount of reading relates directly to the development of vocabulary and the acquisition of general knowledge. Less reading slows this process. Even the choice of reading materials and exposure to language has an effect. The average children's book explores 50 percent more vocabulary than listening to the average television program. But is reading enough?

Clearly, 21<sup>st</sup> Century Literacy requires more than just the ability to read, write and do math and science. Though reading still requires the skill of print literacy, for example much of the information we encounter now

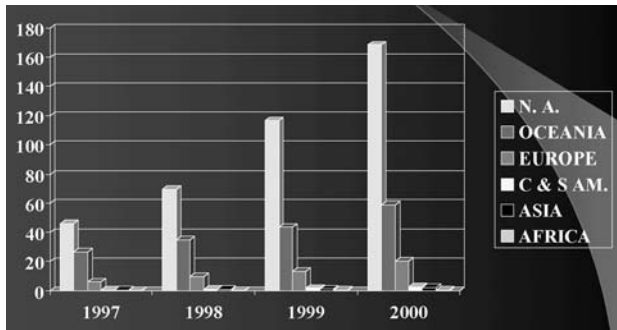


Figure 1: Growth of Internet hosts

takes other forms, such as graph materials or moving images, or appears in new formats in databases or on websites. Yet, simply being able to use a computer is not sufficient either. Literacy in this new century starts with these skills. But it also encompasses a broader spectrum of technology and critical thinking skills, as well as a willingness to view the process of learning in new and different ways.

(21<sup>st</sup> Century Literacy in a Convergent Media World: White Paper, sponsored by Bertelsmann Foundation and AOL Time Warner Foundation (Berlin: 7–8 March 2002) p.13)

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## Digital divide

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The term “digital divide” refers to the gap between individuals, households, businesses and geographic areas with regard both to their opportunities to access information and communication technologies (ICTs) and to their use of the Internet for a wide variety of activities.

(OECD. *Understanding the digital divide*. 2001)

The advent of the Information Society, where most activities involve processing information, has broadened the definition of literacy, as we have known it. The definition of literacy evolved during the 20<sup>th</sup> century from the ability to read and write to the ability to perform basic functions of daily life involving literacy skills. Messages no longer appear predominately in printed form on a static medium. Many messages are flashed momentarily on a screen or appear as images or icons with which we are expected to be familiar. Not only has the pace accelerated for understanding a message, but also the methods by which we access the messages have become dependent on a range of information technologies.

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## Growth of Internet hosts

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Perhaps one of the best indicators of the digital divide is to look at the growth of Internet hosts between 1997 and 2000 (Figure 1).

The regions of Central and South America, Asia and Africa are barely visible. Although there has been remarkable growth in the Asia region since IFLA’s 1996 conference in Beijing, the gap remains significant.

But technology does not play a major role in the lives of most adults with low literacy skills. They spend most of their days focused on food, shelter, clothing and relief from common ailments. An appropriate program for them introduces fundamental skills like reading and writing. It helps them develop critical thinking skills. It increases their ability to express themselves culturally, and gives them the confidence to solve personal and community problems.

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## Libraries and literacy

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Historically, libraries and librarians have supported the objectives of literacy, but except for children’s and school services, libraries have not been in the forefront of the development of literacy services. Embracing a culture of literacy as the core mission of libraries and librarianship could have a liberating effect across the spectrum for professionals and their institutions. It could pave the way for the replacement of bibliographic instruction with a broader range of information literacy skills, including critical thinking. It could stimulate greater harmony within revitalized programs of education for the profession by the recognition that librarianship and information science have a common purpose.

Librarianship can bring an impressive net worth to the development of a culture of literacy. Our facilities, our collections, our geographic distribution and our professional commitment would be important assets. Our principal liabilities would be lack of experience and lack of knowledge about literacy training. That suggests a strategy of partnerships that would bring the capabilities of libraries to bear in conjunction with other institutions and organizations. Potential partners would include businesses, academic organizations, social service organizations as well as local, state and federal agencies. One important



partnership I can propose here today is one with the experts of the literacy movement.

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### Why adult literacy?

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Adult literacy represents a major opportunity for libraries because it draws upon the primary resources that libraries already offer – reading materials at all levels, facilities and trained staff. But literacy programs for adults have different requirements than programs for other user groups, especially children. Therefore, the materials, hours of instruction and methods of instruction have to be deliberately designed for adult learners. It is not just a matter of skills and vocabulary. Adults have mature thoughts, emotions and experiences. Successful adult literacy programs utilize all of these attributes to make literacy training meaningful to their lives.

Secondly, the multiplier effect of adult literacy has an immediate impact at work, at home and in the community. We usually have to wait 10 to 15 years to see the impact of the education we impart to our children. With adult learners the impact is almost immediate in terms of their families, their employment skills and opportunities, and their activities within their communities. Interestingly, the impact of adult literacy may be greatest with children because adult learners tend to encourage their children to complete their basic education, which contributes enormously to their lifetime earnings.

Thirdly, libraries can become advocates for literacy as a key tool for transforming societies. Dimensions of inequity related to literacy and adult education are contributing factors to virtually every major social problem our generation faces worldwide: poverty, disease, famine, war, crime, substance abuse, or disabilities. This is not to say that literacy is a cure for these problems. It does suggest that literacy training is an integral element for addressing them.

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### Library leadership in defining literacy

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Libraries can be leaders in defining literacy for the 21<sup>st</sup> century to include not only basic literacy, but also financial literacy, visual literacy and media literacy. However, for many of us it is not yet clear whether the concept of multiple literacies leads to greater clarity or greater confusion.

As *Literacy for Social Change* suggests, to define literacy is to express a social value. The definition depends heavily on the social perspective of the speaker. Libraries need a broader vision of their role in promoting a culture of literacy. A vision that is equally at home with sponsoring an exhibition of rare diaries, or sponsoring a lecture by a popular author, as it is introducing a low literate adult to her/his first book. We can create that vision only by becoming involved in communicating with those who need the services of libraries but are the least capable of using them.

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### The United Nations Decade of Literacy 2002–2012

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The advent of the UN Decade of Literacy presents a major opportunity for public libraries to reassert their educational role, especially for adults. With an estimated 900 million adults in the world who are illiterate and a substantial number of others who lack adequate literacy skills to cope with the demands of a digital society, the need for libraries to promote and advance a culture of literacy has never been greater. Moreover it is fully consistent with the *Public Library Manifesto*.

Public libraries in industrialized nations have been reasonably successful in reaching a substantial literate population with programs and services. But broad commercial access to books, music, videos, magazines and newspapers has robbed libraries of some of their traditional users. In developing nations with high illiteracy rates, the scarcity of resources limits programs and services to a small fraction of the population.

Reasserting the educational role of the public library, especially for adults, has the potential for gaining new users, cultivating economic and political support from non-educational sources like business and labor interests, as well as enhancing the library's position as a vital community institution. However, international priorities currently do not reflect many of the needs of our global population:

#### International needs

- Food and water
- Health and sanitation
- Housing
- Economic development
- Education and literacy
- Social development.

### International priorities

- Terrorism
- Trade
- Immigration.

Yet our experience demonstrates that we may have something to offer even in a world ravaged by violent confrontations. Some of the most important work in the literacy field thrives under the direst circumstances in places like Bosnia, Afghanistan and the West Bank. There is the opportunity for librarians to join this work by addressing adult literacy locally, perhaps in partnership with local social agencies. Here are five things public libraries can do to begin to embrace a culture of literacy:

- Reassert the educational role of the public library by embracing adult literacy as a core program of your library and by joining the network of educational and social organizations that address the issues of poor and disadvantaged populations.
- Emphasize the cultural and educational role of the library in library education.
- Advocate a culture of literacy by speaking out on the issues related to the demands of an information society and the debilitating effects of parents with low literacy skills.
- Contribute your library's support for literacy programs by providing adult learner materials, programs space, and where possible, staff literacy specialists.
- Host meetings of related educational and social organizations to coordinate local adult education services.

Many readers may know me as an academic librarian, library educator and a leader of national and international library associations. However, I have been an active literacy advocate for many years as well. More recently, I have been responsible for merging the two largest volunteer literacy organizations, Laubach Literacy International and Literacy Volunteers of America into ProLiteracy Worldwide – a global resource for the adult literacy movement.

Currently we provide educational materials and literacy methodology training to over 1200 local affiliates who do literacy training in local communities across the US. In addition, we provide financial grants, literacy materials and training to partner organizations through which we offer literacy services in 48 developing countries in Africa, Asia, Latin America and the Middle East. This year we introduced an online training capability for tutors and literacy program staff that we expect to revolutionize the delivery of programs as well as training materials. It is from this perspective that I assert the literacy challenge.

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### ProLiteracy Worldwide

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- 1200 US affiliates
- International partners in 48 countries
- New Readers Press, publishes materials for tutors and learners in US
- Issues weekly newspaper to 90,000 subscribers
- Certifies trainers for tutors in US
- Trains local leaders for international partners
- Offers learning materials in 22 local languages like Pashto, Bangla and Kiswahili.

### ProLiteracy Worldwide's priorities

Self-reliance, health, justice, peace, human rights, and preservation of the environment are the primary contexts in which ProLiteracy Worldwide attempts to affect social change through literacy training. These common aspirations of the peoples of the world need to be addressed by all of the world's basic institutions including libraries.

*Edited version of paper no. 118 presented at the World Library and Information Congress, 69<sup>th</sup> IFLA General Conference, Berlin, Germany, 1–8 August 2003, in session 160, Public Libraries – Workshop. English original available on IFLANET at <http://www.ifla.org/IV/ifla69/prog03.htm>. Introduction*

# Innovation – the creative tension of risk and evidence

Alan Smith



Alan Smith retired in December 2003 as University Librarian, Victoria University of Wellington (VUW) in New Zealand. His career included public library work in the United Kingdom and New Zealand, eight years as Deputy National Librarian at the National Library of New Zealand (NLNZ) and three years as Manager, Publishing and Community Information at Statistics New Zealand. He managed new building projects for NLNZ (opened 1987), Archives New Zealand (1990), the Museum of New Zealand Te Papa Tongarewa (opened 1998) and VUW. He was a committee member of the IFLA Section on Library Buildings and Equipment (1986–91) and has given papers at several IFLA Conferences. He may be contacted by e-mail at Alan.Smith@vuw.ac.nz.

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## Introduction

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“There is nothing so practical as a sound theory” is a summation which has been attributed to John Maynard Keynes. Paralleling the scientific rigidities of the theories underpinning mathematics and the pure sciences, robust theories can be developed to guide the softer sciences such as those of human behaviour or of cultural transmission. A theory of this sort is not a mere assertion – it is something which can be tested with logic, irrespective of changes in context. Principles, or moral imperatives, in contrast, are grounded not so much on theoretical rationale as on belief or commitment. Sets of theories can be, and are, developed from principles, but the real value of principles is that they act as anchor points for new directions, especially when the wider context is experiencing fundamental change. The American Library Association’s 2002 *Principles for the Networked World*<sup>1</sup> and the Association of Research Libraries’ *Keystone Principles* of 1999<sup>2</sup> are two recent examples in the library sector which have attracted attention beyond their country of origin.

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## Principles, theories and librarianship

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The knowledge environment at the start of the 21<sup>st</sup> century, with which librarianship grapples to use its accumulated experience to guide it through an uncertain and shifting landscape, puts many professional theories to a painful challenge. In New Zealand, one of these challenges is the need to recognize Mātauranga Māori – the value system of the indigenous peoples – which is proving to be difficult for some in the profession to reconcile with traditional ‘Western’ emphases on open access to information. This will also be an issue in its own way in other societies; but something altogether more unsettling to established practices is the new approach to the ownership of intellectual property. Professional debate, as in the United Kingdom and in the European Bureau of Library, Information and Documentation Associations (EBLIDA) over the 2002 European Union *Copyright directive*<sup>3</sup>, has shown at times a tendency to fall back on ‘public choice’ and on other economic theories to rationalize the library case. This is perhaps the clearest instance where the library position can best be advanced by the robust assertion of principle, rather than by reliance on the use of evidence-based theory as if this were just another issue of public policy economics.

Librarianship is, at heart, the profession which cherishes the accumulated resource of human knowledge. It actively facilitates a culture where existing information is challenged so that new records of expression can be created. That professional role is based, not on any theory of knowledge management, but on a set of principles – written, spoken, and assumed – which assert the value

of knowledge itself, the value of making it accessible, and the value of securing it safely across time and through different ideological fashions. The writings of Professor Tom Wilson represent an all-too-rare instance where the logical analyses of the Knowledge Management theorists are robustly challenged.<sup>4</sup> Principles can be, and are, challenged by economic or political theory. Principles are not alternative theories; they require assertion above that theoretical context.

Achieving library potential in today's fast-changing knowledge environment has little developed theory or evidential experience to draw upon, because the context (in particular that of information technology) is so radically different from that dominated until late last century by the lineal certainties of print culture. Innovation, enterprise and lateral thinking will increasingly be called upon to frame the professional solutions. Innovation and enterprise, which are based on robust principles, can achieve outcomes which build on and extend beyond the bounds of observable evidence. These outcomes will, in turn, contribute to the development of new theory.

Evidence-based research has an inherent logic which is increasingly creating its own body of theory. In the UK political sphere, this is showing in particular in the nebulous realm of 'the third way'.<sup>5</sup> Here it is important to distinguish between the evidence of solutions – empirical observation of how something works – and the evidence of the existence of a need or of a problem. The latter will usually be more difficult to establish, when it is a matter of the absence of something rather than measurable evidence. If there is over-reliance on the evidence of proven solutions, there is an inherent risk of closing off considerations of alternative approaches. Constraining innovation may be a low-risk strategy but it is also a constricting one; falling back on the tested can quickly become a slippery slope to relying on the comfortable. Is librarianship any more prone to this risk than any other profession? Probably not, unless anecdotal evidence of a risk-averse bias can be tested with data.

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### **Innovation and risk**

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Evidence of need, and the difficulty in resolving actual problems, are the strategic opportunities to elevate the value of theoretical principle, or more particularly of principled theory, as the trigger for improving practice. Innovation has an inherently high risk because it reaches beyond

the proven: modern management systems place high value on 'proof of concept' and on 'business analysis' which can kill many a good idea which might otherwise have flourished and yielded dividends in a more entrepreneurial framework. Entrepreneurship naturally includes the risk of loss or of failure, even of spectacular failure. The challenge to this profession is to ensure that commendable risk-aversion does not lead inexorably to a retreat into a comfort zone which will become marginalized because of the scale of the external context of change.

Today's knowledge environment has three core drivers of fundamental change:

1. information technology, which moves writing and reading from the linear to a more interactive paradigm – e.g. through hyperlinking, websites and email
2. globalization, which makes the reach of individual knowledge records infinite
3. an apparent preference for instant data over longer-developed mature wisdom.

Professional principles enable all three of these drivers to be addressed positively. Innovation in the development of practice and theory based on these principles will empower the profession to identify and seize opportunities of contemporary knowledge management. Reliance only on theory, or on proven precedent, will result in lost opportunities.

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### **Case studies at a university library**

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Two current projects at New Zealand's Victoria University of Wellington (VUW) library provide timely examples of how evidence-based research alone will be insufficient for policy development. They also show that core professional principles, observed need, strategic opportunity and the application of researched theory can be blended to achieve sustainable outcomes for both practical benefits and for a platform for growth.

VUW (see <http://www.vuw.ac.nz/home/index.asp>) was founded in 1899 and is one of eight universities in New Zealand. Some 13,000 full time equivalent (FTE) students and 640 FTE academic staff make up Faculties of Law, Science, Humanities and Social Sciences, Architecture and Design, and of Commerce and Administration. An Informatics Group is currently

in the early stages of implementation: this will encompass the academic teaching, learning and research of computer science information systems and of knowledge management. This latter area includes the Library and Information Studies of VUW's School of Information Management.

The VUW Library consequently has a century of services, policies and collections behind it, in its support of teaching, learning and research across the total VUW range of subjects. The library has some 106 staff (89 FTE) and operates through its website and through physical staffed sites on each of VUW's three campuses. Each of these three physical campuses is quite distinctive even though all are located within 3 kilometres of each other; the hilly geography of downtown Wellington City tends to inhibit the easy flow of students between them.

These outline summaries of VUW and of its library show that they are typical (in the essentials) of hundreds or even thousands of academic settings worldwide. Standard literature searching alone will produce comprehensive evidence to show how most issues likely to arise in such an institution can be addressed.

The strategic reality is that two current projects at the VUW library, while relatively conventional in themselves, are strategic opportunities for securing sustainability into the new century. These two projects are:

1. The new physical library site to come into use from March 2004 (the start of the 2004 academic year) to serve greatly increased numbers of both students and staff at the expanding downtown campus (Pipitea Campus).
2. The implementation of Endeavour's Voyager Information Resource and Access Management System (IRAMS) from December 2003. This has two aspects: firstly, changing over from the Dynix system operated at VUW since 1988; and secondly, changing from a stand-alone system to a consortial one serving four New Zealand university libraries and linked to a single outsourced technical hub.

Both of these projects are taking place:

1. Concurrently: this is entirely coincidental, but challenges conventional wisdom by endeavouring to use separate windows of opportunity which, in the light of experience,

are unlikely either of them to recur in the immediately foreseeable future. That is, deferral or sequencing is not an option.

2. In a university which has, since 2001, committed itself to a national specialized excellence in the research of information technology.
3. While student rolls grow (6 percent in 2002 compared to 2001, and a similar scale of increase in 2003). This makes it imperative that project work does not prejudice or risk the quality of normal service delivery through 2003.

### **Evidence-based practice is not enough**

Both projects are thus of a scale, and a timing, as to require innovative solutions if they are to fulfil both their potential and strategic purpose. Theoretical frameworks and a diverse literature of evidence-based research, for both new library systems and for new library buildings, will provide some illumination, but this is unlikely to be sufficient for real project effectiveness. The key to this project effectiveness will be to leverage the wider future potential benefits of the new ventures, which is different from achieving an orderly project implementation according to plan. There needs to be a will to assert, beyond mere rhetoric, professional principles which relate to the human empowerment which knowledge access offers. Only if this is very clearly carried through in project design and implementation will the risks be dealt with, and the investment in effort and resources justified.

Reliance on the ample, and relatively easily assembled, evidence could well result in more of the same. This means the same as that which supported library effectiveness through recent decades – a necessary foundation, but not sufficient for 21<sup>st</sup> century success.

Indeed, the evidence suggests that the relative eclipse of professional principles in the face of economic theory in the last two decades of the 20<sup>th</sup> century in New Zealand has impeded library effectiveness. Theories of cost-benefit as a key indicator of collection size, and market theories emphasizing current demand over long term, trans-generational value, have both compounded each other to increase library administrative overheads at the expense of quality collection development. These largely economics-based theories have tended to drive libraries down a

spiral of diminishing returns, which has added to some of the uncertainties now facing the profession. Perversely, the new management environment's emphasis on performance indicators and output measurement has resulted in increased quantities of published data (in the guise of accountability) but decreased reflective professional analysis in the New Zealand literature.

**Case study 1:  
Library services to the Pipitea Campus**

In consequence the first project – the Pipitea Campus – requires a solution which will combine depth and breadth of quality-assured knowledge content with the sort of easy online accessibility which is increasingly the preferred mode of students. Evidence exists of computer access suites and of comprehensive search tools. Theories of collection use analysis and of student learning behaviours are numerous. Both will be used in the VUW solutions in a 'three-legged stool' solution where the essential stabilizer is professional principle. The driving principles will be:

1. the value to improved learning outcomes of self-directed exploration of knowledge content
2. bias-free presentation of knowledge content covering diverse shades of opinion and published over a long span of time
3. the value of 'rubbing shoulders with knowledge': ensuring that library spaces reflect the inherent value of knowledge, and provide the social space where the enquiring student can interact with recorded knowledge through either individual or group study
4. providing ready access to a broad span of recorded knowledge, not confined to the particular academic disciplines of taught courses, but deliberately drawing the students' attention to the thinking and expression of the wider human and creative context.

Evidence-based practice in the form of benchmark sites in other institutions will provide some guidance to the design of the Pipitea Campus solution: it will be the demonstrated assertion of the principles by which the true qualitative impact will be judged by learners, teachers, and by University management. Inevitably there is a degree of compromise through the normal budgeting iterations and through some resiling from the frontiers of innovation by staff who are reluctant

to look past the proven evidence of existing practices. The risk is that an evidence-based approach will produce an outcome which does not allow the real opportunities which the new campus offers.

**Case study 2:  
the consortium Voyager system**

The second VUW project – the implementation of the national Voyager system – has an inherent risk of being just one more software installation project. Its scale demands a strong project methodology and quality assurance framework to identify and eliminate risks at the earliest opportunity. Professional principles will need to be constantly re-asserted to ensure that the project's sheer scale does not overwhelm its potential to bring about fundamental change in the way in which academic library content is described, delivered and delimited. Fundamental principles of librarianship have the capability of being reinforced by this project:

1. collaborations between universities will enlarge the total quantities of recorded knowledge which is readily accessible to faculty and to students
2. accuracy and consistency of bibliographic citations are fundamental to the robust research process
3. the library collection (in all formats) has a value greater than the sum of its individual units.

Evidence exists in at least two regional areas outside New Zealand where the possibility of extending a consortial system purchase into a collaborative enterprise was considered and rejected at a fairly early stage because of the low probability of gaining the necessary commitment between the contracting parties.

This may mean that practice, and even the organizational theory of academic librarianship, points to the inevitable centrifugal devolution of focus to the individual institution. Economic theories of the efficiency gain of collaborative actions are unlikely to be sufficient to counter the evidence of such devolutionary trends. Asserted principle, and its continuous re-assertion in the face of apparent or potential implementation 'issues', will be necessary to ensure that the collective approach persists and becomes embedded. This is not a case of dependence on the

triumph of hope over experience: it is the opportunity to use principle to achieve the aspirations of hope.

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### Conclusion

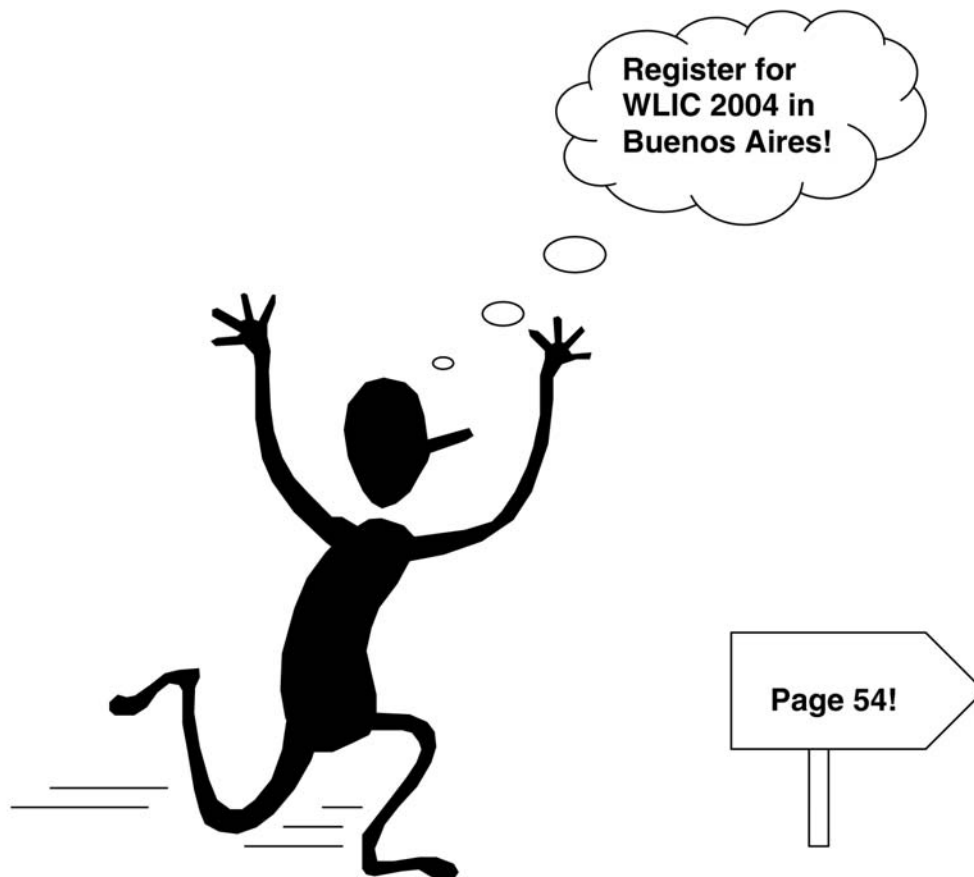
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'Is your practice evidence-based?' is the theme of this session. These two case studies from a real set of situations facing a university library in 2003 are considered, to show that the question posed is the wrong one to answer. Rather, an examination of professional principles, and actively leveraging them to explore innovative ways of problem resolution, will permit thinking beyond the square and the seizing of the many opportunities which contemporary conditions offer if only we are innovative enough to recognize them.

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# The Perpetuation of National Bibliographies in the New Virtual Information Environment

Marcelle Beaudiquez



Marcelle Beaudiquez is Director of the French National Bibliographical Agency at the Bibliothèque Nationale de France in Paris. She is an Honorary Fellow of IFLA and Special Adviser to the IFLA Section on Bibliography. She is the author of many publications on reference service, retrospective conversion of library catalogues and bibliographic services. E-mail: MARCELLE.BEAUDIQUEZ@bnf.fr.

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## Introduction

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The question of the future of national bibliographies<sup>1</sup> within the concept of universal bibliographic control in the 21<sup>st</sup> century<sup>2</sup> was broached in 2001 at the IFLA Conference in Boston. This new presentation can thus be considered as a follow up to the themes set out two years ago. In this short time, the development of these different components – ‘documents’ for inventory; legal deposit legislation; and the Internet environment itself – has greatly accelerated. The decisions that national libraries need to make to address these developments are now imminent. This communication is offered as a contribution to international thought on these topics. It is intended equally to apply to general considerations as to the Bibliothèque nationale de France.<sup>3</sup>

Already and, in fact for several years, the content of Internet sites has been considered an element belonging to the national memory, worthy of being collected, identified, preserved, and communicated within the framework of the tasks pursued by national libraries.

Thus, on the basis of considerable experimentation undertaken in various countries to test the collection and archiving of websites, new or revised laws covering legal deposit should henceforth take into account the deposit of ‘signs, signals, writings, images, sounds or messages of all sorts which are part of line communications’.<sup>4</sup> For those websites<sup>5</sup> that will hereafter be covered by legal deposit legislation, it will be necessary to inventory them. As a result, these resources fall within the scope of the system for universal bibliographic control, which includes the establishment of a current national bibliography. Starting with this statement, we need to further define what kind of universal bibliographic control is intended. Is there something significant to be gained in implementing control of websites at the earliest opportunity, just as we do with regard to more traditional documents? What national bibliographies should be established? And, for what uses?

In order to determine whether it is important to continue to maintain current national bibliographies in an Internet context and, if so, how, it seems appropriate to examine these questions in view of the principles and recommended practices already established for traditional documents.

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## The principles of UBC as applied to websites

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Universal bibliographic control is based on the principle of *national responsibility* in the matter of collecting and inventorying material. This principle of nationality cannot automatically be transposed into a virtual world such as the Internet in which the



distribution of documents has no boundaries. Although in some cases close reference points can be found on the basis of country domains (e.g. fr, .uk, .se), there are websites that escape the 'national' inventory because their extensions end with '.com' or '.net' and their scope is, in fact, international. However, let's not forget that the basis for the national bibliographic inventory of traditional documents can be equally linguistic or documentary (dealing with the country). Consequently, these same bases could also be adopted for identifying websites to be inventoried.

Universal bibliographic control is also largely founded on the principle of *exhaustiveness*. When applied to websites, this principle multiplies by five or more the number of possible deposits and similarly the number potentially subject to being inventoried. However, even for traditional documents, the search for exhaustiveness has become a race without end, so that, as a practical matter, one talks of 'reasoned exhaustiveness', if not 'reasonable exhaustiveness'. For example, some legal deposit laws have already introduced the principle of selection by specifying collection of certain types of documents (e.g. radio and television broadcasts).

Thus, it is thus not contrary to the orthodoxy of universal bibliographic control to envisage a selective basis for collection of Internet sites. One must take care, however, not to overstate the notion of documentary interest within the collection criteria in order to continue to respect the established practice of not passing value judgments on material collected, a principle that has continued to be generally respected. Rather, one can already depend on various other criteria, such as selecting only websites that, in whole or part, ensure the continuity of existing collections, either because they do or will continue to represent types of documents already collected or because they are part of the coverage for which the national library already has earned an excellent reputation.

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### The principles of current national bibliography and websites

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Current national bibliography, developing with legal deposit legislation, has progressively inventoried more and more diverse types of documents. The national bibliography itself has also changed over the past dozen years, changing character as it migrated from a paper and CD-

ROM-based publication, to a CD-ROM-only version. Today, the necessity to continue to produce a CD-ROM version, given the opportunity now to publish the national bibliography online, is questioned. One must, however, underscore that, in the case of a certain number of current national bibliographies, the online version appears to be nothing more than a transfer of the pre-existing bibliography. In these cases, the bibliographic agency has not taken advantage of new web technologies and interfaces, although the indexes are better developed.<sup>6</sup> These online national bibliographies have almost always inventoried the traditional range of documents, ranging from publications in paper format to those issued as digital video discs (DVDs). Thus, the national bibliography has adapted itself to format changes to which it has borne witness without reaching a veritable breaking point.

The current national bibliography is established on the basis of legal deposit, and the traditional recommendation is to *describe in the bibliography all that has been deposited*. However, we already know that even for traditional documents this principle of exhaustive deposit is not always applied and that the 'reasoned' exhaustiveness of the inventory parallels the 'reasoned' exhaustiveness of the documents that are deposited. Criteria for selecting websites could be coordinated with selection criteria for other material inventoried in the national bibliography in cases where that were considered necessary.

The current national bibliography of traditional documents rests on another important principle – that of *unified treatment* for a complete standardized description to serve as an 'identity card' for a document (although collection-level or batch treatment is a technique often used for ephemera or pictures). With the realm of websites, this idea of bibliographic unity seems to be applicable only to the site as whole, even though search engines allow for a finer granularity in identifying material within sites.

With traditional documents, the current national bibliography immediately guarantees *perpetual identification* because their unified physical description is static, and any changes in the content of such documents are treated as new editions, new deposits, with new identifications. Websites, on the other hand, are dynamic resources, often characterized as 'continuing resources', reflecting their ability to be easily modified and updated. Websites can also be fragmented in an environment where all or part of the site exists only as a

display in response to particular search queries (e.g. quick search sites or the deep web). However, for the duration of its existence (often no more than 75 days or thereabouts), it is the site itself that is identifiable and which provides the closest equivalent to the identification of a physical unity.

As a source of information, the current national bibliography provides a *bibliographic notice*, but without any linkage to the document identified. Nevertheless, since the current national bibliography is compiled on the basis of legal deposit, it is obvious that a place exists where one can consult the identified document even long after its publication. That place, of course, is the national library of the relevant country. Thus, the current national bibliography vouches for the existence of a stable physical unity, meaning that at least one copy of each document listed is kept at the national library. The vast majority of traditional documents, of course, are produced in runs of thousands of copies that are preserved by many other organizations, by the firms that published them, or in the collections of the individuals who acquired them. But, in the case of websites, the national library can capture their description, location, and preservation for only a certain 'instant' in time. This means that the capture of the sites by other institutions or even by their creators is not likely to occur at the same moment, and even less so in their entirety. The manner of capture and deposit of sites as well as the archival methods used to restore the dynamic communication between them and their original links will affect the possibilities and necessity of their identification and use in the long term.

As for *quick announcement*, current national bibliographies have long depended on an effective system for deposits and have not always succeeded in rivaling current commercial bibliographies that often announce 'forthcoming' publications in their listings. For users of a current national bibliography, research leads them to a bibliographic notice that allows them next to consult the document in the national library, where it is inevitably preserved. But for today's net surfers, their searches will lead them directly to the websites they are seeking. This immediate access to the web resource itself negates the need to consult current national bibliographies, as long as sought sites are active (around 75 days in many cases) and freely available. The simultaneity of the search, identification, and visualization of the site is a new criterion in demonstrating the documentary use of the patrimony. It implies a

repositioning of the role of current national bibliographies: their efforts to achieve rapid responses no longer add value to the researcher with regard to web-based material. Rather, it is essentially in retrospective searching for web resources that the national bibliography will find its place, assuming that the inventory is accompanied by a perpetually maintained archive.

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### Specifications for identification of websites

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#### Which sites?

As the primary concern of the national bibliographies remains focused on 'traditional' documents, their slow evolution to include electronic resources is certainly normal. The body of printed and audiovisual material to be inventoried remains larger than the mass of online documents because legal deposit of the latter has been addressed in only a small number of countries. However, there are signs that movement to address web documents is accelerating.

#### *Continuity of the types of collected documents*

We must, however, rapidly discover solutions for the most urgent case: those print publications that are traditionally collected and inventoried, but which are now being issued exclusively online (and often available only to subscribers to the related websites). The continuity of such collections which are sustained on the basis of legal deposit is a legitimate concern to administrators of the national bibliography. Thus, it is a matter of high priority to be able to discover situations whereby resources available on the web (e.g. e-books or online serial publications) have now superseded earlier traditional versions of these publications.

Whether or not virtual documents that continue documents previously (but no longer) issued in print format are already required to be submitted for legal deposit (according to the mandates of individual countries), their inventory and description should be studied: otherwise, traditional bibliographic control over them and their content will be abruptly lost.

One realizes that this problem mainly affects traditional types of documents already submitted for legal deposit, like books and periodicals. But eventually it will also apply to pictures, sound re-

cordings, television programmes (indeed, any medium that turns to the Internet for a new method of distribution), so they too need to be accounted for in the selection criteria for websites that need to be submitted for deposit.

Thus, the National Audiovisual Institute of France, which is expected to serve as one of the administrators for legal deposit of Internet material, has already identified some 5,000 online television and radio sites as being appropriate additions to the collection for which it is responsible. For its part, the Bibliothèque nationale de France is studying the feasibility of identifying French periodicals available on the web in order eventually to collect and identify them as being among the Internet priorities to be established in the forthcoming legislative provisions extending legal deposit.

### *Continuity of the basis of inventory*

In some countries, the national and patrimonial documentary interest of websites was set as the primary criterion for their capture or description. For example, Sweden has automatically captured some 126,000 Swedish websites since 1987 in order to obtain 'a true picture of the Swedish space at the time of archiving'. Through its PANDORA project, the National Library of Australia has identified and described about 2,500 sites 'that have research value for studying the history of Australian society' and has done so even before their deposit became legally required. For Canada, the recently created National Library and Archives of Canada established the criterion that the area for collection should include 'the Internet documents which are attributable to a Canadian origin or which present an interest for Canada'.

In these cases of typological or thematic collection and of small volume, one might consider that the low volume allows for complete bibliographic handling.

But beyond these two cases – for which different solutions to the problems of bibliographic treatment can be found (see below) – it seems evident that from the moment the content of the websites is considered as a component of the national memory, one will need to be able to answer such questions as:

- which sites (addresses and titles) have been deposited or captured at an established moment in time or with what periodicity

- what 'creators' have deposited at a given time period
- what sites have been listed in which themes?

These are functions that have concerned national libraries for a long time; but fulfilling these functions does not presuppose the type of production or distribution for the new current national bibliography.

### **What bibliography?**

Thus, it remains necessary to anticipate what method(s) for the establishment of a national bibliography of websites is/are possible in relation to tasks that are unique to the Internet environment.

Three parameters must be addressed in the decision-making process:

1. The percentage of websites to potentially inventory in relation to the percentage of affected traditional documents and their number. This calculation must acknowledge that the number of supporting traditional documents will not diminish and that they will continue to need to be inventoried in current national bibliographies, even in cases of publications that are more and more accessible online.
2. The specifics of the Internet environment and the frame of references that it already has: a maximum use of technical network possibilities and the automation that one can expect in place of manual interventions in the creation of 'notices', work that always absorbs human resources.
3. Legal conditions of communication, both locally and from afar, that safeguard authors' rights in each country. Certain protections might lead to different treatments and necessitate different kinds of temporary handling by the national bibliography. Numerous legal and technical difficulties tied to legal deposit, to the delivery of subscribed sites, or to sites from which users might be locked out, could result in the exclusion of the affected sites from the collection. But should these constraints also result in their exclusion from the national bibliography, in which case they would be voluntarily and irremediably cut off?

Within this context, the national library could adopt for a mixture of solutions:

- a) If the number of sites to be inventoried is low, or if the selection criteria defined for

the collection render it as such, one could choose to publish notices for any sites that are selected in the existing current national bibliography (in a single list or separate lists). In this case, the bibliographic descriptions for the sites might follow the rules of the latest version of the appropriate ISBD.<sup>7</sup>

- b) Whatever the number of sites to be inventoried, one can choose to create bibliographic descriptions for them using metadata (e.g. of the Dublin Core type), which are either extracted from the site itself or manually generated. These descriptions should include information about their persistent identifiers, such as the ISRC (International Standard Record Code); GRID (Global Release Identifier); or DOI (Digital Object Identifier).
- c) Once the volume of sites affected by legal deposit exceeds the possibility of manual identification, it will become necessary to discover an automatic method for creating the descriptions. This involves taking advantage of the frame of reference and the tools of the Internet world. A virtual document is not only a supplemental reincarnation of changes in the production and distribution of information; it has its own logic and its own tools. That makes it all the more important for us to take advantage of the Internet environment and not to try to replicate the traditional model for inventorying.

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### Enabling the national bibliography to accommodate Internet sites

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#### Basis of the inventory

The country domain (.fr, .uk, .se) supplemented if possible by the extensions ‘.com’ or ‘.net’ or ‘.org’ should provide the basis of the inventory, after sharing responsibilities at the international level between national bibliographic agencies.

#### Description of the site

Reuse of the identifying information held by the agency responsible for the administration of national domain names, by which every country enables bibliographic *identification of the creators of sites* (organizations and/or persons). The national library should establish cooperative relationships with this agency to take advantage of

such basic information in fulfilling its tasks in relation to legal deposit of Internet sites.

#### Value added by the national library

In order to optimize this identification (assuming no local legal obstacles), the national library could develop appropriate forms for recording domain names; the national bibliographic agency could also create links with the various national authority files (without entailing the systematic creation of such links manually).

The national library could also develop an engine appropriate for use in searching the national bibliography, taking into account the subject indexing systems of depository establishments.

#### Permanence of the database

The database created by the national bibliography through the reuse of domain names should be made permanent in order to preserve basic identifying information. This approach goes beyond what is done today by such search engines as Google and even beyond the approaches of the agencies responsible for administration of domain names.

#### Intelligent archiving of Internet sites

The current national bibliography, having become a virtual resource itself, should be able to provide direct access to the sites included, restored in a dynamic way via their original links – thanks to archiving.

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### Conclusion

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These thoughts will conclude with a survey of changes that affect some aspects of universal bibliographic control as originally set out in the 20<sup>th</sup> century. We do not intend to deny anything regarding the origins of UBC but simply propose that it evolve while continuing to foster information sharing within a framework that leaves each country free to realize the goal according to its own publication and legislative reality.

In order to answer the questions ‘who?’ ‘what?’ and ‘when?’, until now a bibliographic list has been compiled which was itself published and preserved as were all other traditional documents. As long as the ‘traditional’ documents continue to be produced, this list will also need to be produced following the same principles –

even when the list is cumulated and published online.

For web resources, it will be necessary to abandon the current system that results in lists comprising full descriptions, because that would entail the risk of giving incorrect addresses for sites that migrate or vanish. Thus, the current national bibliography will need to be administered as an online database, one that is searchable, and one that would provide retrospective products as long as they are needed.

The national library would also have to provide a searchable archive of websites in order to anticipate future needs of researchers and to enable a virtual retrospective national bibliography that would answer these needs.

IFLA – at the genesis of the concept of universal bibliographic control in 1973 – should maintain an active and decisive role in defining the new universal bibliographic control.

Indeed, if one accepts the importance of fostering effective cooperative arrangements between agencies that administer the web name domains and national libraries responsible for providing the elements of identification that enable permanent access, IFLA could provide valuable help toward that goal. IFLA might collaborate with the Internet Corporation of Assigned Names and Numbers (ICANN, the international administrator of domain names), a body that assures and oversees tasks supporting the function of the Domain Name System. This collaboration would help assure that agreements delegating assignments of domain names to local administrators would include data needed by national libraries for collecting and identifying of any sites that might be covered by legal deposit of Internet resources. Given the proliferation of persistent international numbering schemes, IFLA could also become an advocate for standards needed to enable suitable identification by working closely with international organizations such as the International Organization for Standardization (ISO) and its registration agencies for appropriate permanent numbering. And, in the area of indexing for retrieval, IFLA should sponsor efforts to promote 'subject gateways', fostering recommendations to enable search engines to achieve greater efficiency and thereby added value.

Today we are better informed about the needs, the technical possibilities, and the bibliographic issues concerning legal deposit of Internet re-

sources. Some libraries are already moving forward to address these matters. The time is coming when we will need to think globally about recommendations that will promote consistency regarding information about Internet resources. It has been IFLA's role to foster such consistency in the area of bibliographic description since its inception. Thus, it is also IFLA's role to ensure the evolution of the concept of universal bibliographic control during these times of change.

Let us not allow a tower of Babel to arise again in an environment clarified 30 years ago.

### Notes and references

1. The consideration only applies to bibliographies produced by a national library or an official organization benefiting from legal deposit.
2. Usages et utilité des bibliographies nationales : quelles perspectives ? *IFLA Journal*, 28(1) (2002), (<http://www.ifla.org/IV/ifla67/papers/114-119f.pdf>)
3. In France, the next law covering legal deposit of websites should be voted upon by parliament toward the end of 2004, followed by its application decree. It is already known that an important delay (no doubt about 36 months) in implementation will be agreed to in order to allow the various concerned parties to become prepared, according to their technical resources.
4. This is the formula of the future French law for legal deposit of Internet material.
5. For the purpose of this paper, I will use the simple phrase 'website' for convenience, knowing fully well that in reality the Internet is more complex.
6. The first important change in current national bibliography that could arise rapidly is independent of the 'virtualisation' of the documents it collects: it would put into action modelling, which always meets with a large number of supporters among librarians. The Functional Requirements for Bibliographic Records (FRBR) approach, which identifies the object and the expression, fits well with the identification of the length of a national edition on an intellectual plan, while the manifestation level refers to the collection itself. Retrospective national bibliographies, containing all types of mixed documents, could thus change in their working structure and the 'ferberisation' would thereby extend to the entire catalogue. The adoption of the modelling represented by the FRBR framework in current bibliographies would for the most part need to be tied to a prior change in cataloguing norms. (The result of work by the workshops on a new international cataloguing code will tell us more in due course; that is why I include this possibility of change in the general thought).
7. *ISBD (CR): International Standard Bibliographic Description for serials and other continuing resources. Revised from ISBD (S)*. IFLA-UBCIM, 2002.

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## Résumé

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L'auteur s'interroge sur la possibilité d'appliquer aux sites web les principes du contrôle bibliographique universel et les recommandations concernant la rédaction des bibliographies nationales, établies dans les années 70 pour les documents traditionnels.

Les principes de base du CBU sont toujours pertinents mais leur application devra être assouplie : la couverture nationale (.fr, .uk, ...) du recensement n'est plus aussi appropriée et devra être complétée ; des accords internationaux seront donc nécessaires pour partager le recensement des autres domaines (.com, .net, .org, ...). La recherche de l'exhaustivité, devenue déjà quête improbable sur les documents traditionnels, devra en fait se traduire par une spécification intelligente des échantillonnages qui permettront de réaliser cette collecte comme un reflet significatif des sites web régulièrement créés.

Par contre on assistera à un abandon du principe de description à l'unité de tous les documents "déposés", à la fois en raison du nombre et en raison de l'évolution de la notion même d'unité bibliographique (la granularité sera fixée au site, et non aux parties significatives du site par exemple).

Enfin, la valeur ajoutée que représente pour toute production éditoriale son recensement dans une bibliographie nationale, sera soumise pour la consultation immédiate aux autorisations obtenues ou non des producteurs mais sera bien réelle pour la consultation rétrospective en raison de la garantie de conservation assurée par l'agence responsable.

Elle identifie ensuite plusieurs scénarios pour créer cette bibliographie nationale des sites web et insiste sur la nécessité de pérenniser dans les recensements de sites web les fonctions de base des bibliographies nationales reconnues comme des éléments forts de la mémoire nationale, sachant que chaque agence responsable pourra, selon ses possibilités, enrichir l'outil bibliographique ainsi créé.

Les priorités d'identification des sites web pourront être définies en liens avec la continuité des typologies des documents collectés ("livres" et "périodiques") ou des bases de recensement adoptées ("documentaire" ou "lin-

guistique" par exemple, au delà de la base nationale).

Les fonctions d'une bibliographie nationale devront être assurées, c'est à dire permettre de répondre sur le long terme aux questions suivantes :

- quels sites ont été déposés/capturés à telle date ou sur telle période
- quels créateurs ont déposé à telle date
- quels sites répondent à telle thématique sur telle période.

La description/identification du site pourra être faite de différentes façons en fonction de la masse croissante des sites à recenser :

- ISBD (CR) intégré à la bibliographie nationale traditionnelle
- exploitation de métadonnées de type Dublin Core
- procédures automatiques/recours au gestionnaire national des noms de domaines.

Chaque fois que possible une action particulière pourra être faite par l'agence bibliographique nationale, pour enrichir cet outil :

- sur les formulaires de déclaration
- sur les liens avec les fichiers d'autorité existants
- sur un moteur de recherche répondant aux besoins propres à la recherche dans une bibliographie nationale
- sur la pérennisation indispensable de la base de données ainsi constituée (couplée avec un archivage intelligent des sites) pour permettre une vraie pérennisation de la mémoire patrimoniale sur ce type de "support d'information".

Elle termine en demandant une implication forte de l'IFLA dans l'établissement de nouvelles recommandations dans le domaine du contrôle bibliographique des sites web et un rapprochement avec les autres organismes internationaux concernés.

*Revised version of paper 142 presented at the World Library and Information Congress, 69<sup>th</sup> IFLA General Conference, Berlin, Germany, 1-8 August 2003, in session 86, Bibliography. French original and English and Spanish translations available on IFLANET at <http://www.ifla.org/IV/ifla69/prog03.htm>.*

# Mass Deacidification: a preservation option for libraries

**Roberta Pilette**

Roberta Pilette has been in library preservation for over 20 years. She is a graduate of the Columbia Conservation Education Program (1984). Ms Pilette has been head of conservation laboratories at Columbia University Libraries and the New York Historical Society Library. Prior to her current position as head of the preservation department at Yale University Library, she was associate chief of preservation treatment at the New York Public Library. She was also on the faculty and taught conservation courses at the University of Texas at Austin's Preservation and Conservation Studies program. She may be contacted at: Preservation Department, Yale University Library, PO Box 208240, New Haven, CT 06520-8240, USA. Phone: 203-432-1714. Fax: 203-432-9900. E-mail: roberta.pilette@yale.edu.

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## Introduction

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The library and archive worlds are inundated with acidic paper. While it is true that many areas of the world have made great strides in producing alkaline paper, there are still many other areas that are producing paper that would not be considered a good choice for permanence. Ultimately this acidic paper becomes brittle and unusable. Unfortunately, this acidic paper has been and is used in a wide variety of materials that libraries have acquired in the past, are still acquiring, and will continue to acquire into the future. All acidic papers do not become brittle at the same rate, but it is known that even the most flexible and whitest of these papers left in an acidic state will deteriorate and become brittle. To be able to arrest, or at least slow significantly, the embrittlement of our important cultural resources is central to the fulfillment of a library's mission which is to collect, organize and hold in perpetuity materials representing our cultural heritages.

How can an institution ensure the long-term preservation of these at risk items? Preservation and conservation work on single items is extremely expensive and carried out on only the most important and valuable pieces. Even then there is an awareness of the limited resources of time and money. What other options are there for the large numbers of materials that also contribute to our cultural heritages? Reformatting options such as microfilming and digitizing are good for saving the intellectual content. The drawback is that these are expensive on a per volume cost. The estimated cost to microfilm an average volume in 2003 is about USD 118.00.<sup>1,2</sup> Once filmed, there is the cost of maintaining the two negatives, the master and a printing negative, and a positive viewing copy as well as the machines to view the film. Digitizing, while generally less expensive, can still cost about USD 74.00 per average volume.<sup>3</sup> One may need to add to that:

- the cataloging costs associated with the creation of metadata
- the work done on the files to make them easily accessible either via the web or a workstation
- production of DVD or CD
- the maintenance<sup>4</sup> of digital files.

Finally, in the case of reformatting, whether microfilm or digital, nothing has been done to preserve the original item. In fact, in some cases the actual act of capturing an image either digitally or on film may have caused some damage to the original. If all that is being insured for long-term preservation is the intellectual content for vast groups of brittle materials, how will libraries address the needs of those researchers who require studying the original object that could become brittle?

Libraries have been struggling with this for decades and there have been a number of attempts at developing a mass deacidification process.<sup>5</sup> However, previous processes:

- have just not been effective
- were too risky to the items being deacidified or to operators
- were too expensive; or
- had complex selection criteria.

Individual institutions, for the most part, have not felt it cost effective to develop in-house capabilities for mass deacidification and commercial vendors have had only limited success until recently. But that recent success means that today in many institutions commercial mass deacidification is now considered another tool available for the long-term preservation of research materials alongside other options, such as: conservation treatment of single items, binding of soft cover volumes, staff and user education, and the use of good storage conditions. The evolution of mass deacidification to this state has happened because we now have:

- dependable and effective methods of deacidifying a number of items at a single time with a minimum amount of handling or preparation
- straightforward selection criteria that are easily understood by all levels of staff that results in consistent identification of what can or cannot be mass deacidified
- commercial vendors that can process large numbers of items at a single time resulting in quick return of items to the institution
- efficiencies of scale that are reflected in reasonable per volume costs.

Having all the above conditions met has been key, but once the efficacy of a method is established the two conditions that tip the scales at institutions I am most familiar with are the cost and selection criteria.

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### Selection criteria

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Key to the workflow issue are the selection criteria; both the physical condition of the volume as well as from which collection the volume comes. In the United States most institutions are using very straightforward physical selection criteria consisting of four points:

1. The text block has a pH of 7 or below. The pH is taken with a pH pen.<sup>6</sup>

2. The dominant paper in the text block is not glossy nor does it have coated stock. A few pages of such paper in a text block, such as one finds used for photographs or illustrations, is acceptable but if half or more of the volume is made up of this type of paper the volume is not considered.
3. The paper is flexible. New York Public Library (NYPL) and Yale University Library are not considering volumes that have already become brittle. Though some institutions are deacidifying brittle items to try and prevent them from getting any worse.
4. Finally, the text block must be sound – not split or having loose pages. However, the vendor with whom Yale is dealing did indicate that this was not necessarily a reason to de-select a volume which otherwise meets the criteria.

These are very broad criteria and every institution has thousands, perhaps hundreds of thousands, of books that are likely to meet these criteria. The key therefore is where to start. This paper discusses different approaches taken by some US institutions in selecting items for mass deacidification and how and where the tasks required for the preparation of items selected for mass treatment are incorporated into institutional workflows.

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### Where to begin

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Over the past few years I have discussed mass deacidification with a number of preservation administrators at various institutions across the United States. The Library of Congress is the only institution I know that has consciously decided to deacidify all its acidic volumes and is systematically working their way through the stacks. However, even an institution that plans to do everything must decide where to begin.

In discussions with other preservation administrators or conservators in charge of the mass deacidification operations at other research libraries I asked how they had selected what to deacidify. Columbia University Library did a six-month survey of newly acquired volumes coming through their shelf preparation area. This was used to identify from where the bulk of acidic paper was coming. The decision on whether to deacidify new acquisitions or volumes already on the shelf was made based on workflow issues. The choice of what subject area was a result of the new acquisitions study. The feeling is that if



Columbia Library is currently receiving volumes with poor paper in a specific subject area, the volumes on the shelf from that same area also have poor paper. So, volumes are being selected from the subject area identified in the new acquisition study but pulled from the stacks using the physical criteria already mentioned.

At the University of Michigan Library the process is a bit more formal. Their Collection Management and Development Council receive a call from the head of preservation for proposals to deacidify collections. The entire council reviews the proposals and the council makes a decision. Most proposals are subject-based. Once a subject area is identified the volumes are pulled from the stacks according to the physical criteria outlined.

Yale is similar to the University of Michigan in that it requests proposals. However, the proposals come directly to the preservation department from the individual collections or libraries and the decision as to which collection is selected is done within the preservation department. Though the decision is made after talking with all the subject specialists who have submitted proposals, it does reflect a stronger influence by preservation in what is selected. Yale's method of selection seems to be the exception in that the preponderance of preservation departments tend to work directly with the collection development department or committee in identifying what collection or collections are to be selected.

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### Two approaches

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At New York Public Library two pilot projects were done using two different selection methods followed by a cost analysis of both methods. In the first pilot it was decided that approximately 1,000 volumes would be deacidified. (The number of volumes was based on the cost per volume to deacidify and the amount of funds available for the project.) The thought was to incorporate the physical selection process into the rather informal preservation review process of all newly acquired materials. This review happened in the process of preparing materials for the shelf. The desire was to generate the 1,000-item sample quickly. After discussion with the Collection Development Committee the subject area of newly acquired Slavic monographs was identified. This subject area was chosen, as it was known that a large percentage of these volumes were published on acidic paper and were therefore at risk of future embrittlement.

The staff members in the shelf preparation unit were trained on the physical criteria listed above. Each was given a pH pen and taught how to use it. When volumes covering the subject area were brought in for shelf preparation the staff member would test the pH of each volume as it was processed either for a spine label or in preparing it to receive a hard cover binding.<sup>7</sup> If the paper was acidic, a paper flag or slip was inserted indicating that it was to be sent for deacidification when the shelf preparation tasks were completed. Those volumes that had a hard cover and had received the paper flag or slip were packed and shipped directly to the vendor for deacidification. Those volumes that had soft cover bindings and had received a paper flag or slip were put into a hard cover binding by the binder and then were sent to the vendor for deacidification. The time it took for volumes to be sent to the vendor for deacidification and then returned to the library upon completion of the process was about three weeks on average. Those that received a hard cover binding went directly from the binder to the vendor for deacidification and were returned to the library in about five weeks. Each volume that was deacidified received a small label, applied by the vendor, on the inside, lower corner of the back cover indicating the name of the vendor carrying out the deacidification and the month and year of deacidification. In addition, it was decided that a note would be entered into the online catalog record indicating the volume has been deacidified. This was put in the 583 Field of the MARC record, which at this time appears only in the local catalog. A standard 583 entry indicated in:

- Subfield 'a' gives the action taken; in this case it simply states 'mass deacidified'.
- Subfield 'c' the date of the action is entered.
- Subfield 'i' indicates the method of action and here it was decided to put in the chemical basis of the mass deacidification rather than proprietary names. Thus DEZ for diethyl zinc, MgO for magnesium oxide, or METE for magnesium ethoxide and titanium ethoxide.
- Subfield '2' gives the source for the terminology, which in this instance is the Preservation & Digital Actions, abbreviated as 'pda'.
- Subfield '5' gives the institution's abbreviation.<sup>8</sup>

The second pilot project that was done at the New York Public Library focused on the volumes already on the shelf. Again, the question became how to choose which volumes would be deacidified or more accurately which collections should be looked at with an eye towards de-

acidification. Thus there was a real attempt to consider which collections held the highest risk materials. The Collection Development Committee was approached to help identify a collection and, in a sense, determine where to begin. This was looked upon as an ongoing responsibility of this committee in consultation with preservation – the identification of collections for deacidification. The committee decided to focus on the Latin American collection, especially Cuban volumes. The Library had been doing extensive microfilming projects funded by the National Endowment for the Humanities (NEH) in this subject area. The microfilming projects only covered volumes prior to 1950 and included only those volumes that were already embrittled. The feeling was that there was a large number of volumes from 1950 to the present that would benefit from deacidification. And that deacidifying now would preclude the need to microfilm or reformat due to embrittlement in the future.

However, realizing there were perhaps many more acidic volumes than dollars available at the moment, the decision was to have subject specialists select the volumes from the shelves for deacidification if a volume met both parts of a two part selection criteria: first, the title was considered significant and secondly, the volume met the physical selection criteria mentioned earlier. It was acknowledged that this would be more expensive per volume than the previous method of selection, but the question was how much more. Again, about 1,000 volumes would be sent.

As one might expect, getting the subject specialists to take on this additional task and provide a consistent flow of volumes was difficult. In the end the subject specialists spent over 30 hours identifying 1,000 volumes. (This was more than double the time taken to select the volumes in the first pilot study.) Once identified the volume was pulled from the shelf and sent to the shelf preparation unit where it was packed and sent to the vendor. After deacidification the volumes were returned to the shelf preparation unit where they were inspected and then returned to the shelf. Except for not requiring hard cover bindings on any volumes and the fact that a subject specialist selected items, all other procedures were the same as for the first pilot project.

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### Comparison of costs

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The per volume cost for the first pilot project's entire process including the deacidification,

but not the hard cover binding, was on average USD 16.20. The make up of this average was predominately the cost of deacidification itself and the shipping. However, USD 1.05 of the total covered staff salaries associated with:

- initial review/selection
- packing and shipping
- inspection of volumes upon return from the vendor
- the cataloging entry into the 583 Field.

The deacidification cost of the volumes in the second pilot at New York Public Library was slightly higher as the volumes were larger in size. However, the selection costs for the volumes in the second pilot had almost tripled. The selection cost had gone from slightly more than USD 0.35 per volume in the first pilot project to slightly less than USD 1.00 per volume in the second pilot project. This meant that overall processing costs per volume for this second pilot project were USD 1.65 compared to USD 1.05 in the first pilot project. But more to the point, the hue and cry raised by the subject specialists in having to take on this responsibility and the feeling that the results, in theory, of doing the most important works in a given topic were not worth the additional effort. It was decided that simply using the physical criteria to identify volumes needing deacidification within a targeted collection was absolutely valid.

Currently, the New York Public Library is in the final year of a three-year cooperative state grant to deacidify materials from the period of 1950 to 1971 in its Humanities and Social Sciences collections. It will do about 1,700 volumes each year for the term of the grant. Columbia University, New York University and the University of Rochester are also participating in this grant. The grant is expected to result in each institution deacidifying approximately 5,100 volumes over three years. The physical criteria for selection are the same for all the participating institutions. Each has identified a different subject to concentrate on.

When it came to choosing the volumes from a given collection, except for New York Public Library's first pilot project, those institutions queried seemed to choose volumes already on the shelf rather than new acquisitions. The reason for the choice has to do with workflows. It is easier to get a smooth, efficient workflow using volumes already on the shelf.

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### Managing the process

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When it came to the various tasks of pulling, packing, shipping and receiving the volumes back from the vendor, each institution put it in an area that was familiar with these tasks. For New York Public Library and Columbia University this was being handled by the shelf preparation unit, which also prepares volumes to go to the binder.<sup>9</sup> These units are regularly packing, shipping and receiving volumes from the binder. At the University of Michigan a separate Mass Deacidification operation has been established within the Conservation Services unit. Though, again, this is a unit that deals with binders and, therefore, is familiar with all that is entailed in the shipping of volumes. This placement of the operation was true in almost every institution contacted. Though at Yale University the shipping of volumes for deacidification is handled in the unit that is responsible for coordinating the microfilm operation. As an outside vendor does all the microfilming, this unit is also familiar with packing, shipping and receiving volumes.

Finally, the last task associated with the deacidification of volumes is the recording of this activity in the MARC record. Not all institutions are doing this, but many are. Having the information in the local catalog is thought to be useful if there is a reason to examine volumes that were deacidified. An online search of the online catalog can identify all the volumes deacidified or a subset of all the volumes deacidified defined by time or method of action (i.e. vendor or chemistry). Having this information in one of the national databases is open to discussion. Some institutions insist they do not care if another institution has deacidified that institution's copy, as it will not influence the decision as to what, if anything, will be done with their own copy. Regardless, there is an attempt to standardize the entry in the 583 Field, as was mentioned above, and an ongoing discussion of whether this goes in the Item Level Record or in the Bibliographic Record. Those issues are for a separate discussion. What is relevant to this discussion is this activity, when it is done, is being done for the most part in the unit that is shipping and receiving the volumes; not in cataloging. The entry into the 583 Field can be done quickly. NYPL had catalogers do this entry for the first pilot. However, the catalogers found it a trivial task that interrupted their workflow. Subsequently the task was put in the unit responsible for preparing packing slips and charging out

the volumes through the online circulation system. The staff member is already dealing with the bibliographic records so this became a task to include in the process.

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### Conclusion

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In each of the institutions where mass deacidification has become a viable preservation option there is an effort to follow established patterns when it comes to the decision-making and workflow. Each task that makes up the mass deacidification operation is looked at and fit into a unit or workflow that is already doing similar tasks for other operations. Whether it is the collection development department or the person handling the shipping and receiving of volumes—the task is not completely new. What is new is the end result of the series of decisions and tasks. This keeps the learning curve short and speeds up the integration of any new operation into the workflow thereby making use of staff knowledge and skills in organizing tasks and keeping costs down. These are important considerations that can contribute to the overall success of incorporating a new process into an operation.

Are mass treatments a priority? Definitely. It is only through the continuing use and development of appropriate mass treatments that we will be able to ensure the long-term preservation of much of our written heritage. We are all aware of our currently available human and financial resources. We are also aware of the vast amount of material that requires attention. Without a way of treating large numbers quickly we will lose a great deal of valuable research material.

But we must realize that in order for any such treatment to be embraced by a large number of institutions mass treatments have to be proven as effective at relatively low cost and require a workflow that is easily incorporated into the institutions choosing to use it.

### Acknowledgements

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## Notes and references

1. All prices are in 2003 US dollars.
2. Estimates are based on an average 340-page volume with each microfilm frame capturing two pages at a cost of USD 0.37 per frame. Average preparation and quality control costs are USD 23.00 per volume, USD 25.00 for production of the print master and service copy, and finally the polysulfide treatment for the print master costs USD 7.00. These costs are courtesy of the University of Michigan's Preservation Department.
3. Estimates are based on an average 340-page volume requiring 340 images at an average of USD 0.15 per image. In reality image capture from a bound volume is USD 0.20 per image and unbound sheets are USD 0.10 per image. Preparation and quality control is similar to microfilm at USD 23.00 per volume. These costs are courtesy of the University of Michigan's Preservation Department.
4. For a look at what costs are associated with digitizing, read the report from the NINCH Symposium held in New York City, April 2003: *The price of digitization: new cost models for cultural & educational institutions*. [www.ninch.org](http://www.ninch.org).
5. Henk J. Porck, *Mass deacidification: an update of possibilities and limitations*. European Commission on Preservation and Access, Amsterdam, Commission on Preservation and Access, Washington D.C., September 1996.
6. The pH pen used contains chlorophenol red as the indicator.
7. At the time it was the policy of the New York Public Library that all books received a hard cover binding before going to the shelf. There were, of course, exceptions for special collection and rare book materials.
8. Preservation & Digital Actions: Terminology for MARC 21 Field 583, draft document revised June 27, 2003.
9. In the United States putting hard cover bindings on newly acquired soft covered volumes is done, for the most part, by outside binders referred to as commercial library binders.

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# Beyond the European Computer Driving Licence: basic and advanced ICT skills for the new library professional

**Alan Poulter and  
David McMenemy**

Alan Poulter, whose previous career includes working at the British Library and the Science Museum, has been a university lecturer in library and information science for over twelve years. He has published books and numerous academic and conference papers on IT-related topics (including the first paper on teaching multimedia in LIS at the United Kingdom 'Multimedia in Libraries' conference in 1993). E-mail: alan.poulter@cis.strath.ac.uk

David McMenemy was formerly Lifelong Learning Officer for Glasgow City Council where he worked on the roll out programme for the People's Network, setting up a new generation of digital multimedia learning centres in public libraries. E-mail: david.mcmenemy@cis.strath.ac.uk

Both authors are lecturers in the Graduate School of Informatics, Department of Computer and Information Sciences, University of Strathclyde, Livingstone Tower, 26 Richmond Street, Glasgow G1 1XH, Scotland.

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## Introduction

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At the Graduate School of Informatics at Strathclyde University (in Glasgow, Scotland), the Postgraduate Master's courses in Information and Library Studies (ILS) and in Information Management (IM) were recently redesigned. One major objective in their redesign was to position ICT (information and communications technology) in general, and multimedia in particular, at the core of the curriculum for students on both courses, one with a library/information service focus, the other with a business focus.

As part of the core component of each course, modules were added to address the issue of ICT skills. Fundamentals of Information and Communications Technology (FICT) was introduced for the ILS course, and Fundamentals of Business Information Technology (FBIT) was introduced for the IM course. The teaching for both modules was identical, the only variation was in the assessment; for the ILS course an assignment related to spreadsheets and databases focusing on user numbers and issue statistics was provided, whereas for the IM course the assignment was based around hotel occupancy rates.

The rationale for this sharing of ICT content was that student and employer needs in both areas were seen to be nearly identical. The European Computer Driving Licence (ECDL), the standard measure of basic ICT competence, was seen as a baseline for the new modules and was incorporated as an adjunct to their academic nature.

The ECDL is an internationally recognized computer skills certification programme spanning some 60 countries. It is also known as the International Computer Driving Licence (ICDL) for countries outside Europe. It was launched in 1996. Its objective is to:

raise the level of core knowledge about Information Technology (IT) and computer skills competency on a global basis and provide an internationally recognized certification. (<http://www.ecdl.com/main/about.php>)

The ECDL/ICDL consists of seven modules:

- Basic Concepts of IT
- Using a Computer and Managing Files
- Word Processing
- Spreadsheets
- Databases
- Presentation
- Information and Communication.

When all seven modules are completed a candidate receives the European/International Computer Driving Licence. While the ECDL is an accepted basic ICT qualification in libraries in the United Kingdom, the FICT module was intended to take ILS students beyond ECDL, into deeper skill sets that would be vital to their future professional careers.

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### Aims of the FICT module

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The main aim of FICT was to position multimedia as the core of ICT, rather than merely the latest component. It was hypothesized that students think of ICT and multimedia as near synonyms. The web and CDs/DVDs are intrinsically multimedia in nature, so students should have recognized this. All popular operating systems also come with software to display, and give basic editing control over, multimedia. Hardware devices to create and manipulate multimedia (scanners, digital cameras and digital audio players) are replacing their analogue counterparts.

A related aim was to use the web and HTML as the delivery medium for multimedia, to keep multimedia integrated with mainstream IT. Previous to the web, multimedia required special software applications to create and deliver multimedia shows (e.g. Hypercard, Toolbook, Director, etc). The output files from these specialized multimedia packages could only be viewed through player versions of the producing packages and would not integrate with any applications. These packages were inherently complex as they used metaphors like books (Toolbook) or timelines (Director) to organize multimedia. They inevitably involved a certain amount of programming to synchronize displays and create effects. Because of this multimedia had to be taught in a separate module only to students with the necessary technical skills to cope. This always ran against the grain as all students felt they wanted to create multimedia, but what seemed simple to appreciate was too difficult in practice to produce.

It was hypothesized that these problems would not affect multimedia delivered via web pages. First, delivery was usually just a matter of having a link to a file containing audio, video, etc., and the appropriate plug-in or helper installed for that file type. Secondly, navigation between pages was handled by simple hypertext links. Obviously, professional, 'filmic' type multimedia presentations are impossible, but at least the web democratizes multimedia.

On the theme of democratizing ICT skills, of making them accessible to all, the module was intended to accommodate students beginning with different skill levels but attaining a common high skill level by module end. There is an assumption that has been around for as long as ICT skills have existed and that is that one cohort of students 'in the future' will arrive not needing ICT skills! This has always proved to be fallacious, for a number of reasons. ICT skills are a moving target and expertise, say, in the use of MS-DOS commands, is now of historical interest only. People tend to pick up skills with particular popular applications (e.g. web browsers, word processors) but lack the need to do the same for applications that are of less immediate interest to them (e.g. web page creation tools, databases) and which typically have much steeper learning curves. Also it is ironic that most people have no idea of the range of applications and functions that come with their computers, let alone the vast range of applications available for download or purchase!

Thus student cohorts continue to arrive with a mixed range of skills, from no skills to expert. The approach taken on this module was to deal with this range by aiming learning materials and delivery at the students with basic or non-existent skills. The pragmatic reason was that this was where the greatest need for improvement lies. Students with existing skills were to be accommodated by adding 'advanced' material to each content 'chunk' on the module. Thus those who progressed quickly through the basics were given something to engage with.

A related aim was to start the module with basic content (e.g. file formats, saving and retrieving files), but to progress through to advanced levels of skill in vital topics (e.g. troubleshooting, installing/removing software) later. The FICT module at its heart consisted of nine successive two-hour computer laboratory class sessions:

Week 1: Essential ICT Skills – using a web browser, introduction to ECDL, copying/deleting and naming files, using an emailer, netiquette, using a newsreader.

Week 2: Searching the web – basic search engine use, basic query construction, judging information quality on the Internet, advanced searching (reference engines, meta engines, directory engines, robot engines, specialized engines, searching discussions).

Week 3: Introduction to online databases – searching Lexis-Nexis, finding UK/European legal information.

Week 4: Introduction to HTML and JavaScript – creating HTML with a text editor, basic page formatting, images, links, tables, frames, basic scripting in JavaScript.

Week 5: Multimedia – image formats and basic editing, sound and video formats, embedding, streaming media, file compression, downloading and installing software.

Week 6: Security and troubleshooting – desktop management, shortcuts, installing/uninstalling hardware and software, backups, encryption, anti-virus software, troubleshooting.

Week 7: Spreadsheets – designing worksheets, entering data, addressing, constants and formulae.

Week 8: Databases – viewing/adding/editing/sorting data, data queries, producing reports, linking tables.

Week 9: Introduction to Dreamweaver – basic page formatting, images, links, tables, frames.

A sequence of lectures accompanied most of the above sessions, delivering an overview of theory and concepts and examples of use. Some lectures contextualized ICT in future work situations in which an information professional would need guidance. For example, the case for and against Internet filtering was explored, along with technical options available.

It is proposed that the above sequence of computer laboratory class sessions offers a logical progression from simple to complex skills. From previous student cohorts it was noted that basic file management skills in terms of being able to locate named files in particular directories on particular devices were problematic. For example, with previous cohorts, tutors had found on a later module that students could not copy all the data files for a set of web pages constructed for an assignment from a directory on a hard disk to a floppy disk. Another problem noted from past cohorts related to web searching. Web searching is a skill students think they possess, but merely searching using their favourite search engine must be shown to be woefully insufficient for a

would-be information professional. Equally, being able to search online databases is a core skill of an information professional and these need to be contrasted to web search engines which are free, easier to use, but much less reliable in terms of quality.

One exception, in terms of following an easy to hard progression, is the teaching of HTML by hand coding before using a page creation tool. Hand-coding first was decided upon so that students would fully appreciate the underlying nature of web pages, that is as content marked up for display by tags. Understanding how tags work would mean that students could ascertain how any web page displays by viewing the HTML source of that page. When a web page creation tool (in this case Dreamweaver) was introduced, students hopefully would see how much time it saved them but also that it had disadvantages in taking away some level of ‘micro’ control, which they could regain by simply adjusting tags themselves.

The approach of starting with simple web pages, and then adding features, meant that the freedom and creativity engendered by the web would be exploited to the full, by following up the inclusion of images on web pages with more complex media items. This has already been stated as the most fundamental aim of the module, and would be achieved by giving students enough HTML capabilities and access to plentiful multimedia resources to allow them to draw themselves into the joy of multimedia creation.

This typically is where many ICT skills modules stop, but it was decided to take this one to a new high level. It is not necessary to be able to fix or solve every computer problem but some knowledge of how to determine the nature of the problem and the basic steps one should take to apply ‘first aid’ are critical skills. Fundamental to good computer ‘housekeeping’ is being able to manage the desktop and add and remove hardware and software. Mastering this forms a sound platform on which to build basic troubleshooting skills. These involve using information from internal Help files and external sources on the Internet to diagnose a problem and possibly to try simple remedial measures. If a fault cannot be solved it is more professional to be able to say what it might be than simply leave everything to someone else. Many computer problems are of a sufficiently trivial level to be solvable by even basic troubleshooting skills (e.g. cables not properly connected, etc.).

Linked with this topic it was noted that most students from previous cohorts had shown very low levels of security awareness. Student excuses in the past for missing assignment deadlines had related to losing files because of a disk failure or a virus. Backup routines and the use of virus scanners were thus included. Students also had not known that 'deleted' files could be recovered or how to password encrypt sensitive information.

Coverage of applications was left to last, so that skills relating to understanding computers as complex systems would serve to contextualize them. Spreadsheets and databases are essential information-handling applications and both were covered. Word processing and presentation software would be covered by the ECDL materials and students were to be expected to attain competent skill levels in the use of these packages by using a self-tutoring package.

Another important aim was to focus on problem solving and conceptual model building in computer laboratory class sessions. Based on past experience it was felt very wrong to teach ICT by rote learning of functions, for example, by describing to the student in detail every action and mouse click necessary to do a particular task on a computer. This approach was very bad for 'deep learning', as the student was drilled in the actions needed to do a particular task in one way. While effective in terms of training, if the task or the system used was only slightly different, then following through a set sequence of actions would hit an unexpected junction at some point. When using the 'deep learning' approach, active learning materials like worksheets should encourage the students to consider what to do at vital stages. If the student succeeds then they would have 'deep learned' a vital concept. If the student failed then a tutor would be the next level of 'teaching resource' to help in deep learning.

Another aim was to develop teaching materials that were independent of special, dedicated computer laboratory facilities, to universalize their use. All ICT skills modules have the problem of having to be delivered in a computer laboratory. The problem with computer laboratories, ironically enough, is that they are primarily set up not solely for meeting teaching needs but for security and ease of maintenance within a technician and resources budget. The same computer laboratory might have to support a diversity of modules, which means that some of those modules might find that the platform and applica-

tions presented in the computer laboratory were optimized for other modules.

Thus it was decided to develop teaching materials that were as universalized as possible, in that they were not tailored for a particular version of Windows and could accommodate certain problems with the underlying systems. For example, students might be warned about possible installation problems in a protected environment.

Another aim, which is linked to the preceding one, is that universalized learning materials could be used at other times and locations by students. There are sound didactic reasons for expecting students to work in their own time. Students must not take the view that timetabled teaching time, even in a computer laboratory, is all they must put in to master a topic. All modules expect that students should put in extra time and just because students are not in a computer laboratory should not mean that they are unable to further their ICT skills via learning materials. It should not be forgotten that students should be using ECDL materials to pick up the basic skills they impart and that students would be encouraged to self-assess themselves on these skills using a self-teaching ECDL package, available on and off campus to students.

The last aim must relate to assessment of skills learned, in that the module must formally assess student learning and skills with a comprehensive range of methods. It was hypothesized that different types of assessments would be needed on this module. A multiple-choice test would test breadth of comprehension of technical terms and problems. Short answer unseen examination questions would test overall comprehension of the range of concepts. Seen long examination questions would probe the depth of student's knowledge in a crucial area. Finally, student application skills would be revealed by an assignment involving solving a realistic case study with real data.

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### **Evaluating the FICT module**

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Since this module was a radical departure from previous modules a comprehensive evaluation system was implemented. Online questionnaires were designed for the students to complete before each computer laboratory session. The questionnaires were designed to gauge the students' views on the previous week's computer laboratory session, the rationale being that with a week to prac-



tice and enhance the skills covered, the student should be able to make a more reflective analysis of the content. Note that feedback was also obtained from the IM students following the FBIT module, the identical twin of FICT.

In addition to this weekly feedback, a final questionnaire was conducted in early 2003, two months after teaching on the module had ceased and all assessment had been undertaken. Again, this timescale was adopted to facilitate reflection on the parts of the students and also to take into account any skills used by ILS students while on the compulsory placements associated with the course.

**Weekly Feedback**

While analyzing each individual lab session one week after students had participated seemed a good idea, it was found that as the weeks passed a ‘questionnaire fatigue’ set in. This was something that was not expected, as the questionnaire was designed to be quick and easy to complete. However, there also seemed to be a correlation between the difficulty of the content in the laboratories and the willingness of students to complete feedback on them. Coupled with the added pressures of assignment deadlines later in the semester, all led to the feedback in the first few weeks being relatively across the board in terms of student numbers, while late in the semester, the response was low. Figure 1 illustrates this point clearly.

While attendance at computer laboratory classes remained relatively constant, the survey responses dwindled as the semester went on. In terms of evaluation for next year, the tutors have decided to limit the questionnaires to one or two in the first semester to try and achieve as large a response as possible.

In terms of the specific computer laboratory sessions, the one on web searching reflected a sense of confidence amongst most students, although the majority of students rated it as either useful or very useful, based on a response rate of two-thirds of the combined cohorts (Figure 2).

In stark contrast with this was the feedback on the multimedia laboratory class, albeit on a much smaller response rate of around a third of the total class. The overwhelming feedback from students was that they did not find this laboratory class as useful as the web-searching laboratory class, even though the multimedia laboratory

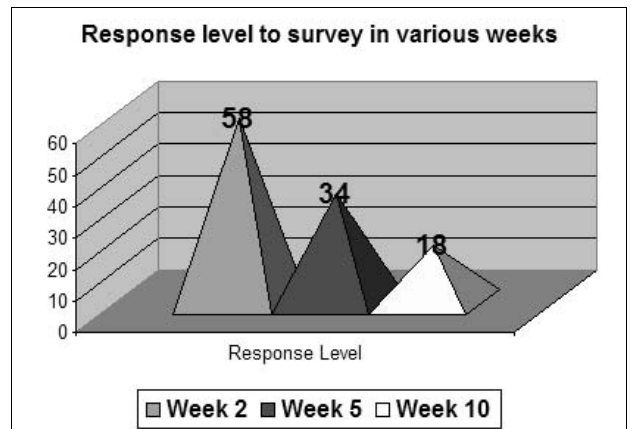


Figure 1. Response rates to lab feedback.

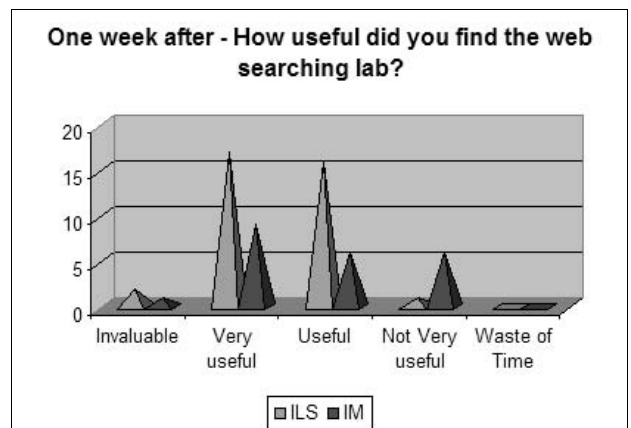


Figure 2. One week after. How useful was the web-searching lab?

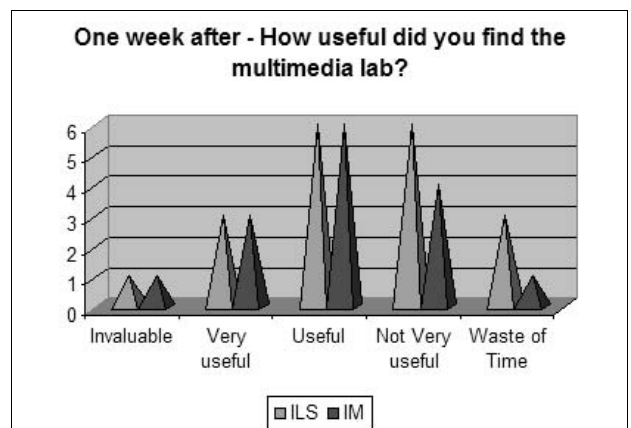


Figure 3. One week after. How useful was the multimedia lab?

class was imparting to them vital skills in understanding the delivery and use of multimedia information (Figure 3).

The response does seem to indicate something the tutors felt during the sessions, that there is a general sense of confidence in students based around the use of web browsers generally, but a

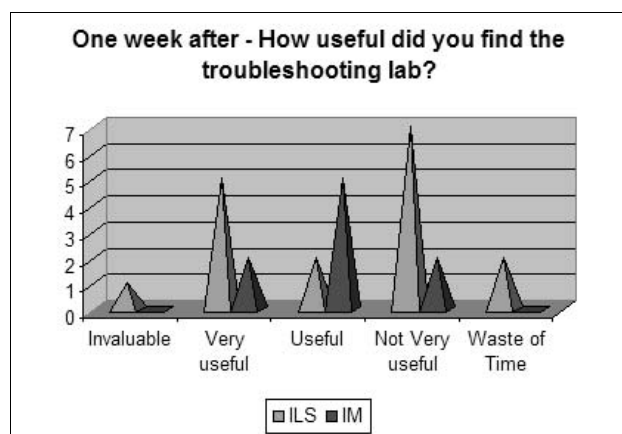


Figure 4. One week after. How useful was the troubleshooting lab?

distinct lack of understanding of the importance of multimedia in this area. It has to be noted that part of the difficulty relating to this laboratory class was technical in nature; the laboratory used was a general purpose university computer laboratory and as such was locked down extremely tightly for security purposes, not allowing plug-ins, for instance, to be downloaded or used appropriately. This led the tutors to suggest that students attempt some activities either at home, or in the local public library or cyber centre, and this suggestion was not warmly received by the students, and may reflect some of the frustrations they felt. Some of the general comments on the multimedia lab are given below:

Most of the things in the lab didn't work due to the computer configuration although I'm sure they'd have been good to see.

Very frustrating when you could not download the plug-ins. This prevented us from seeing how the multimedia functions actually worked and wasted a lot of time.

I suppose it was quite useful, but with so many things not seeming to work properly in the lab, it just became frustrating.

I think the topics covered are important and there were too many things that could go wrong with the exercises that we were unable to do in the lab. What is the point of having a two hour session with staff on hand to help if the most complex part of the labs has to be done unsupervised, I have a computer but many of my pals on the course don't what are they supposed to do with the continual message: (NB NOT POSSIBLE IN LABS)!

This is a difficult problem to overcome, as the content is believed to be vital, yet how that content is taught becomes problematic since the tutors do not have control over settings and configurations in laboratories across campus. It is felt that the approach next year will be to more strongly encourage students from the start to attempt the laboratory classes outside of the university facilities as well as inside.

Exactly the same problem was encountered in the laboratory class dealing with ICT troubleshooting and security, as ironically the security in the laboratory caused much of what was intended for the content to be unworkable, even though the information being communicated was absolutely vital. More than half of the ILS students who responded rated the laboratory class as either not very useful or a waste of time, and again this is believed to reflect frustration at the technology rather than frustration at the content. Given that the ethos of the particular laboratory class was to encourage students to troubleshoot on their own and not panic, the responses to the questionnaire were disappointing, as they tended to reflect a tendency on the part of the students to do the opposite (Figure 4).

One of the more disappointing components of teaching modules based so much around multimedia and troubleshooting is that it is sometimes difficult for the students to interpret the linkages tutors attempt to make because they do not have the practical experience in the front line to understand just why the skills taught are important. As mentioned earlier, while many feel comfortable surfing the web or using applications, many still fail to grasp that the role of the information professional must extend beyond this into the realms of supporting users in understanding and manipulating the technology. The tutors feel that from the beginning of the modules next year a strong message to students is needed that being an information professional is not solely about finding information, it is also about managing access, and understanding the technology used to manage access.

### Final Questionnaire

The final post module questionnaire was undertaken two months after teaching and assessment on the modules had been completed, and after students on the ILS course had completed their compulsory placement in libraries and information services in Central Scotland. In terms of response to this questionnaire, 31 of the 54 ILS

students responded, and 12 of the 28 IM students responded. This equated to just over half of all students on the combined courses.

The first question asked related to how successful the students felt FICT and FBIT had been in developing their ICT skills generally. Figure 5 indicates the responses to this question cross-referenced with the skills the students believed they had before beginning the modules:

As can be seen, the biggest improvements seen were in those students who were already comfortable with ICT generally; those students who joined the modules with average skills or who knew a little seemed to gain most from the modules. Encouragingly for the tutors involved in the modules, no one who responded indicated that they felt the modules had no effect on their skills. One student's comments on the modules did seem to contradict the findings above, however:

I think the course was more useful for those students with less ICT experience and the labs were good in terms of allowing these students extra support. I understand that it was necessary to ensure we were all at the same level but felt personally that I was covering a lot of old ground with the sessions.

The next question related to how useful FICT and FBIT had been across the curricula of both the ILS and IM courses. It was always the intention that the content of the modules would support other modules taught in the Graduate School, and this does seem to have been borne out in the results of the questionnaire (Figure 6).

Moving on to the specific lab components of the modules, the students were asked to rate each lab in terms of difficulty. There were three options to choose for each lab:

1. straightforward
2. managed with practice
3. extremely difficult.

Relating this to specific topics, the first session faced by the students was related to essential ICT skills, which involved understanding the desktop, manipulating files and filenames. This session was deemed to be predominantly straightforward by most respondents (Figure 7).

The subsequent sessions on web searching and using online hosts were similarly received by stu-

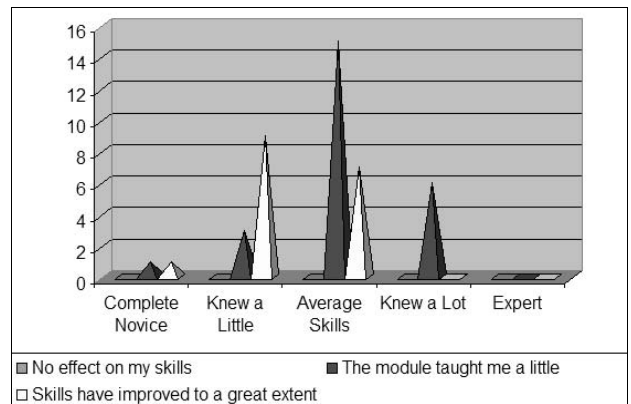


Figure 5. Have FICT/FBIT improved your ICT skills?

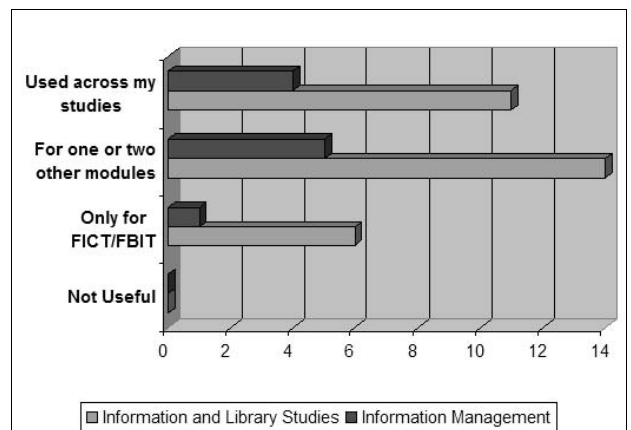


Figure 6. How useful have FICT/FBIT been across your other studies?

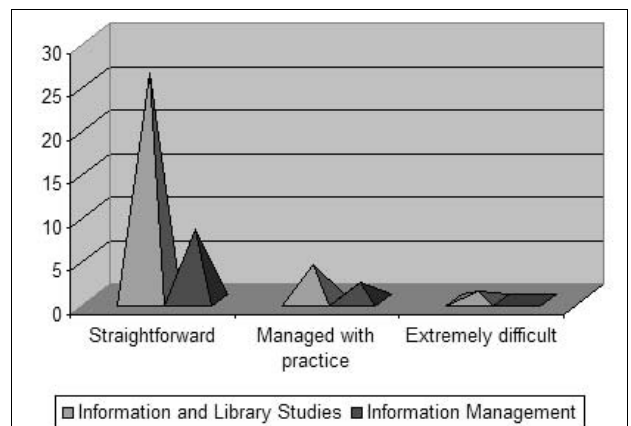


Figure 7. Difficulty with session on essential ICT skills.

dents and reflect the fact that students do come to the modules with a basic grounding in web technologies and a perception that they can surf the web well.

The feedback on the sessions where students were asked to either create, or understand the creation of multimedia content proved to be more

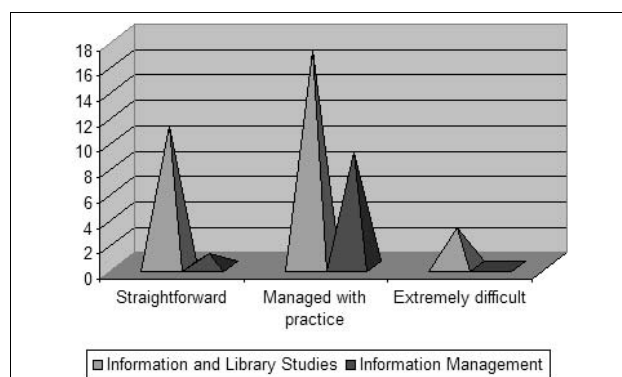


Figure 8. Difficulty with session on basic HTML.

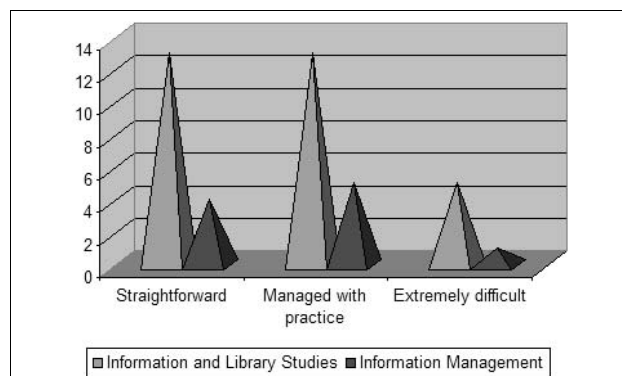


Figure 9. Difficulty with session on multimedia.

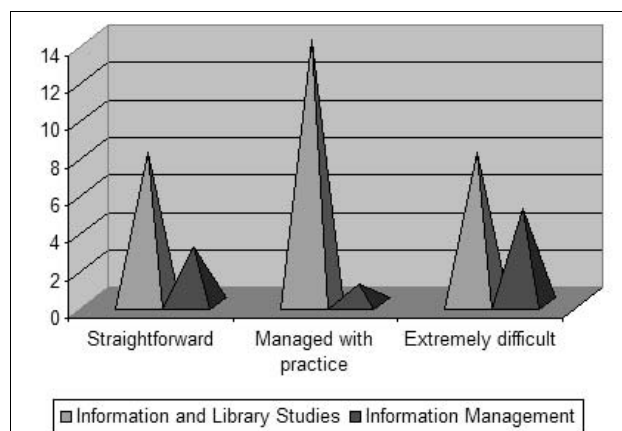


Figure 10. Difficulty with session on ICT troubleshooting.

problematic. A session on basic HTML was rated in the following way (Figure 8).

A session on multimedia, which involved students gaining experience in using streaming media, graphical file formats, audio and video formats, proved also to be challenging for many students, suggesting that while students may feel confident using web technologies and generally surfing, more emphasis needs to be placed on their ability to manipulate and understand the importance of these formats for future information delivery (Figure 9).

Another challenge presented by the computer laboratory session on multimedia was the technical infrastructure of the computer laboratories themselves. The security levels on the computers in the campus laboratories made certain activities impossible, such as installing and configuring plug-ins such as Real Player, and while these activities were written into the laboratories for the students to attempt, many could not undertake the tasks and subsequently became frustrated. The same result led to an even more problematic situation for the lab on ICT troubleshooting, and the results from the questionnaire reflect the difficulty with this issue. One student commented that:

The Troubleshooting module needs more one-to-one tutoring, although in a job situation an IT support system would be available, hopefully!

Notwithstanding the ever-optimistic outlook of the new generation of information professionals, there did seem a tendency among many students to fail to realize that the management of ICT was becoming much more part of their role in an organization, and that the ICT support may not be there when necessary. The skill set is no longer one solely of an applications-based focus but the ability to understand the new modes of delivery, and troubleshoot them where necessary. Figure 10 indicates how difficult students found the session related to ICT Troubleshooting:

The vast majority of students across both the ILS and IM courses found that this session needed extra work, which again reflects the need to concentrate on this most crucial of skill sets. The ability to support the user in the use of ICT extends beyond mere support of application packages and web browsers.

### Library placements

A crucial aspect to examine for the module tutors was how much of what was taught on the modules was relatable to real world scenarios, and to this end, questions were also asked related to ICT use while on placement. Figure 11 indicates how much time each student estimated they spent using ICT while on placement.

The results reflect an extensive use of ICT across sectors, and reinforce the need for the modules to be at the core of the ILS course. Students on placement were also asked how useful the lab sessions had been to them while on placement. With regards to the lab on essential ICT skills,

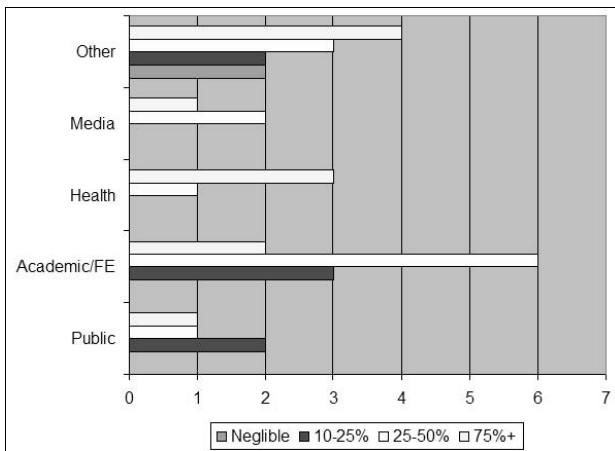


Figure 11. Time using ICT on placement by sector.

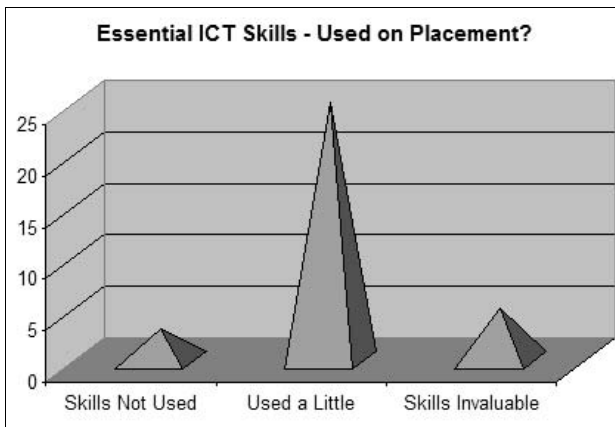


Figure 12. Skills used on placement. Essential ICT skills.

there seemed to be a very real demand for the skills taught in this session (Figure 12).

This data is certainly encouraging for the tutors, as it reinforces the need to go beyond applications and understand the technology in a more holistic fashion.

One of the more unusual aspects of the placements for this cohort of students was that the vast majority of them did not involve the student supporting the public in using ICT, as Figure 13 illustrates.

This is obviously not reflective of the vast majority of information professionals and indicates that much of the data in this part of the survey, while useful, needs to be treated with caution. For instance, in response to the question whether or not the skills learned in the multimedia lab were used on placement, the following results were returned (Figure 14).

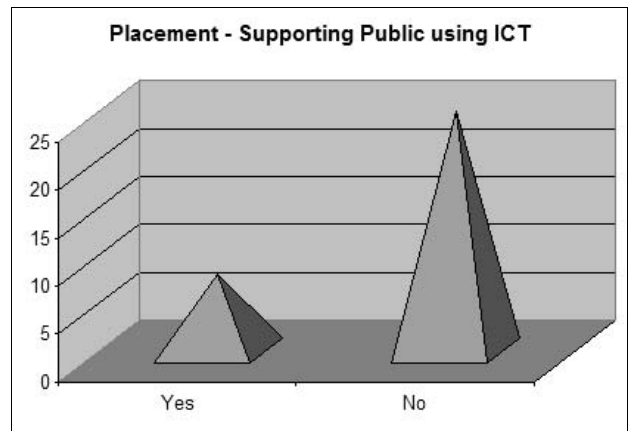


Figure 13. Did your placement involve supporting the public using ICT?

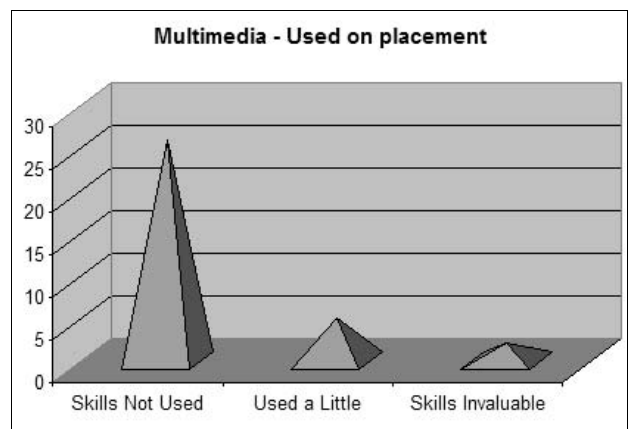


Figure 14. Placement. Skills from multimedia lab used?

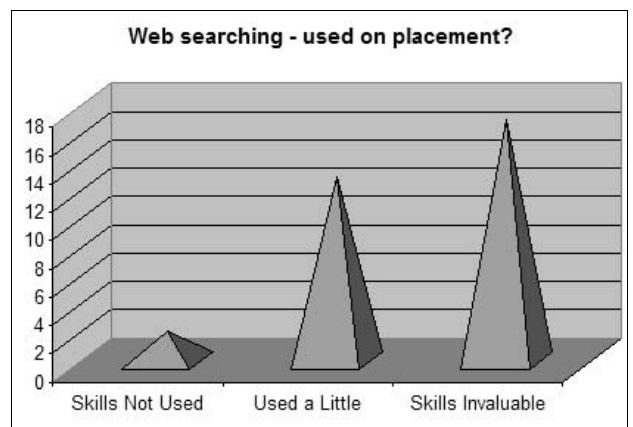


Figure 15. Skills from web searching lab used?

While the response to the same question related to web searching was as follows (Figure 15).

One important point that this may indicate is that the students have still yet to grasp that in their web searching they will be by default using multimedia skills when they load a piece of audio

or streaming media, or download an image for later use, and the module tutors have taken this on board to reflect a further emphasis for next year that the linkage needs to be better made between the use of the applications and the understanding of the content. One student commented:

Until you showed us Encarta with its text, sound and images, I didn't get it.

That the students do tend to take multimedia for granted is not a problem initially, and certainly did not seem to be so on the placements undertaken by the students from Strathclyde. However as they go into the workplace for real, and need to manage the multitude of resources that are currently engulfing libraries and information services, the movement away from a straightforward applications-based knowledge of ICT needs to develop into a holistic skill set that reflects how multimedia makes up a vital strand of the information loading onto desktops across sectors.

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### Conclusions

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The main aims of the FICT module were to put across the importance of multimedia and to give students experience of building multimedia with web tools, and these were to a large extent fulfilled. Interestingly, ILS students were perhaps not as aware of multimedia as a technology as had been assumed and the unsuitability of the computer laboratory disappointed the exploratory and creative expectations of some students. The module did seem to accommodate students with different skills levels and students certainly recognized the progression built into its content.

The concept of learning materials for use anywhere was not well received, and neither was the onus on students to learn in their own time. For a later delivery a more radical strategy might be to set a 'laboratory task' but not use a laboratory, thus forcing students to find an alternative venue. Since this might be more kill than cure it will be approached with caution. The Graduate School of Informatics is currently reviewing its own computer laboratory provision and a more amenable computer laboratory environment would be very beneficial.

The ILS student cohort achieved a standard distribution of marks for their assessments for the module, thus showing that they had engaged with the content reasonably successfully. It is certainly heartening to see that their feelings about the module afterwards, and their perceptions of the importance of its content, seen after work placement, are positive. Examples of deep learning are apparent, in for example the self-realization of lack of web search skills and of ignorance of non-web sources like commercial hosts. It is hoped that in the second semester of the ILS course, where core ICT skills are built on with specific elective modules, for instance Digital Archiving, Planning and Managing an Internet Service, and Web Design and Architecture, that ILS students will recognize this module as preparing them for the movement beyond ECDL.

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# The Engineering Subject Gateway (ViFaTec) and Biotech: virtual developments in biotechnology

**Martin Bömeke**



Martin Bömeke was born in Hannover, Germany and obtained his master's degree in mining engineering at the Technical University of Clausthal. After working for an energy supply company in Hamburg and later in the work safety and environmental protection branch of the industrial inspection board of Lower Saxony, he joined the German National Library of Science and Technology (TIB) in 2002 to work on the Engineering Subject Gateway, ViFaTec until the end of 2003. The project may be contacted at: Projekt Virtuelle Fachbibliothek Technik, ViFaTec, Technische Informationsbibliothek und Universitätsbibliothek Hannover (TIB/UB), Welfengarten 1B, D-30167 Hannover, Germany. Tel. +49 511 7 62 34 24. Fax: +49 511 7 62 40 75. Websites: <http://www.tib.uni-hannover.de>; <http://vifatec.tib.uni-hannover.de>. E-mail: [mb168@aecor.de](mailto:mb168@aecor.de).

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## Engineers and their ways of conducting research

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The main focus when developing the Engineering Subject Gateway was and is the users' interests. Since this is a technically oriented gateway, we need to take a look at engineers' ways of conducting research.

A review of literature about the research habits of engineers and personal experience revealed that engineers have certain methods for gathering information due to the nature of their tasks and everyday work challenges. They may invest between 5 and 80 hours a month on research or information work depending on the kind of work with which they are involved. For example, research and development (R&D) people invest the highest amount of time in research. Also, the tasks of engineers change so often that the need for information is constantly high. Another important aspect is the pressure of time under which engineers usually have to work and make their decisions, which also influences their way of doing research.

The two most important reasons for engineers to search for information are:

1. to solve a technical problem
2. to prepare a well-founded decision.

The literature states that the first step an engineer takes when he has exhausted all his sources for information to hand is to ask the people around him.

The advantages of asking colleagues are:

- they have the same way of thinking
- they use the same technical terms and therefore understand the problem right away
- they seem the most trustworthy since they are the people one seems to know best
- misunderstandings can be cleared up right away.

The disadvantages are:

- the information is very exclusive
- other members of the working team might be excluded from the flow of information
- the number of contacts is limited.

Since engineers are mainly searching for information to solve practical problems, the following are the most important features of their information sources:

- the source must be easy to handle
- access must be fast and without a time limit
- the information must be highly relevant
- the information should be of high quality
- the information should be reliable.

Document collections that need to be judged and evaluated are therefore not the most useful sources.

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### **The Engineering Subject Gateway – ViFaTec**

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The origin and backbone of the Engineering Subject Gateway, ViFaTec, is the German National Library of Science and Technology, TIB. It is the main subject library of Germany for engineering and related sciences, especially chemistry, computer sciences, mathematics and physics.

The TIB is an institution of the State of Lower Saxony, financed jointly by all Federal States (70 percent) and the Federal Government (30 percent) and is a member of the Wissenschaftsgemeinschaft Gottfried Wilhelm Leibniz, a research community.<sup>1</sup> The library's main tasks are the sourcing and archiving of technical and natural science literature from all over the world plus the supply of literature and information to research, university education and industry.

Two other subject gateways, one for Physics, which is already online, and one for Wood Engineering, which is in preparation, are also based here.

The target group of users of ViFaTec are people from the engineering sector and others with an interest in technical matters plus people working in the field of biotechnology, because of its relation to technical matters. This covers the academic community, from students, research assistants or postdocs to professors, plus people working in all kinds of functions in big or small business units and private individuals interested in sophisticated scientific information.

#### **The idea of the gateway**

The integration of new media into the library world and the urge to meet the demands of scientific, industrial and other users for current and high quality information led to the idea of the Engineering Subject Gateway. The idea originated in 1998 and the gateway went online in April 2000. The emphasis is placed on the sup-

ply of digital information, Internet resources, etc. One of the goals of the gateway may be described by the key phrase 'Access rather than ownership'. Other goals are to offer competent and compact information and the further development and improvement of the gateway. Permanent maintenance and updating keeps the content at high quality. The Engineering Subject Gateway was built up with the support of the German Research Foundation, DFG.

#### **Realization**

The Engineering Subject Gateway is based on the integration of existing sources. The user needs well-sorted, cumulated and complete sources. Access to relevant information and other services is offered.

The user expects easy and comfortable access to information. The Engineering Subject Gateway shows the way, for example through the library's document delivery system, TIBORDER. If somebody is looking for a special book and finds out that it is out of stock he can try to search for and order it through the library's catalogue system.

Through cooperation with other external providers of information the gateway wants to improve access to information. Different databases of the Subject Information Center Technics (FIZ Technik) from Frankfurt are offered as an integral part of ViFaTec. FIZ Technik is the national center of technical-scientific information and documentation for the support of research and science and a partner of the German National Library of Science and Technology in ViFaTec.

The standard information sources of a library like technical literature, books, professional articles in journals, microfiche, CD-ROM collections, databases, free and liable for costs, and others are offered. Added to that are specially chosen Internet resources. Most of the chosen sources are not company sites which offer their products, but the sites of organizations, unions and others which offer competent and well sorted link collections and other information of a broad range. In addition to conference calendars, patents, standards and reference works you find numerical data, software offers, training offers, products, services and other things at the gateway.

There are different modules to use when searching for information in order to make this clear and easy to handle for the user.





Figure 1. The ViFaTec Gateway home page

## The search modules

The five modules offered for searching for information are:

1. The Meta Search Engine (in preparation)
2. TIBORDER – the document delivery system of the German National Library of Science and Technology
3. GetInfo, an electronic system for the supply of full text in science and technology
4. the Subject Guide
5. the Specialized Search Engine.

A list of 21 interdisciplinary and subject-oriented databases, like FIZTechnik, Online Contents Technik, Nasa Technical Report Server, EnergyPortalSearch, etc., are available via the Internet while the Meta Search Engine is in preparation. This list will be integrated into the Subject Guide when the Meta Search Engine is working. The Meta Search Engine for technical literature will, when in action, offer a parallel search on different data sources. The search

itself and the information on the titles listed in those databases are free and charges are only made when the full text is ordered.

TIBORDER is a web-based document delivery system for searching and ordering in databases and in the complete stock of the TIB. The search is free, but ordered full text is charged for. There is direct online access to electronic catalogues and documents; for example, print literature is scanned and converted to PDF files. There are various possibilities to get the literature, through e-mail, download, etc.

GetInfo is a joint venture of the German National Library of Science and Technology and the subject information center Karlsruhe (FIZ Karlsruhe) for the supply of full text in science and technology. The holdings of the German National Library of Science and Technology as well as the full text of more than 19,500 grey literature documents, like conference proceedings, research reports and dissertations, plus e-journals of renowned international publishers and information providers

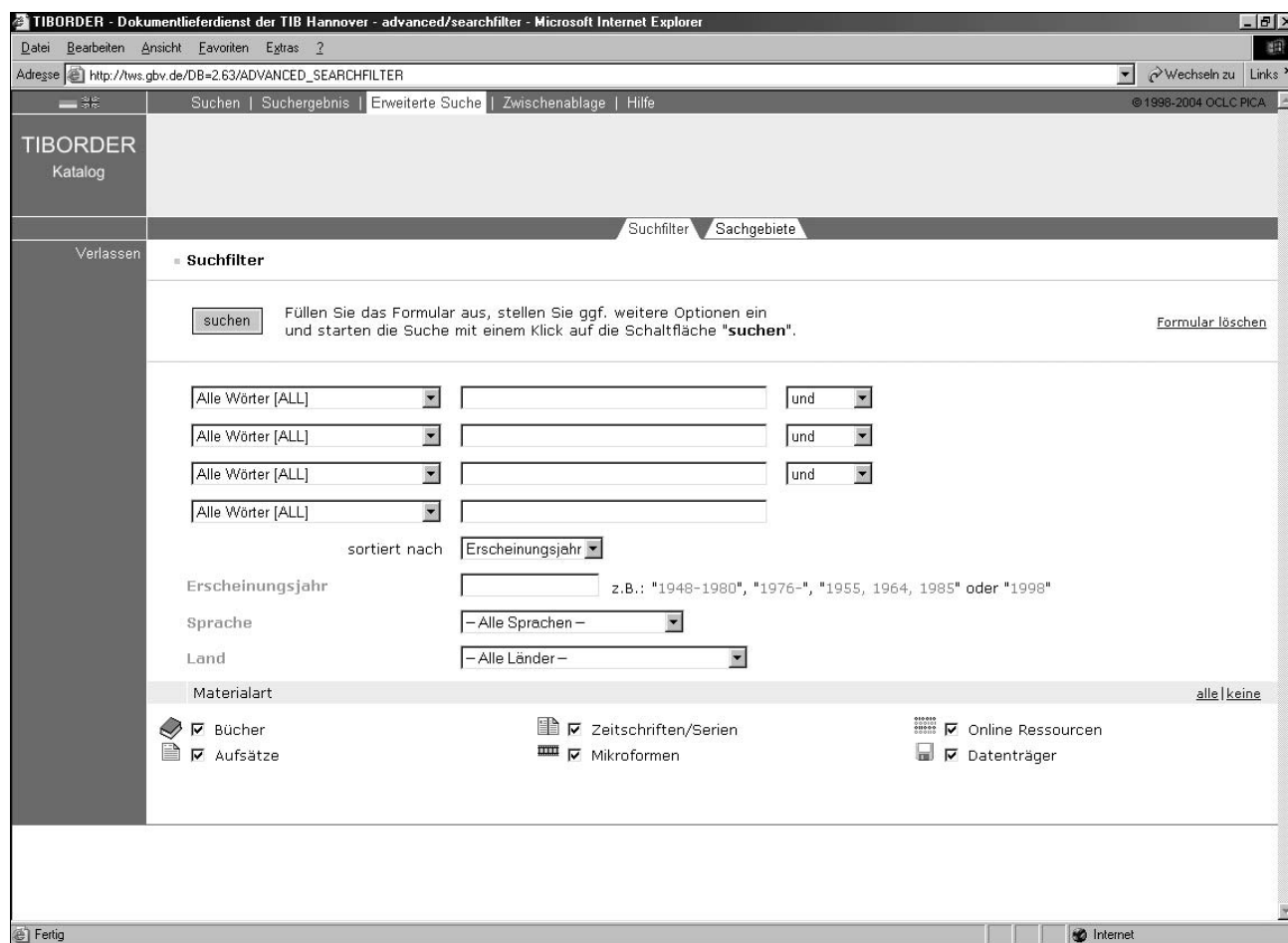


Figure 2. The TIBORDER Advanced Search page

are integrated in GetInfo so that in total about 50,000 current print journals are accessible. Again, searching and title information are cost free, while full text is charged for.<sup>1,3,6</sup>

Information in a clear and well-structured form is offered through the Subject Guide. Only collections of relevant printed and high quality electronic sources are listed, not single publications or very specialized websites like those of small companies. Some of the sources are free of charge, others are not. Indexing depends on the relevance. The user himself decides which source he wants to use.

Within the Subject Guide the user can choose from ten different subject areas like engineering basics, mechanical engineering, manufacturing engineering etc. and nine filters like link collections, technical literature, organizations etc. Both the different subject areas and the filters provide the user with well-structured and clear results, which are easier to handle. But the user also can ask to see the whole collection; it is his or her

decision. The subject headings are given either in German or in English depending whether the site is in German or English.

In the filter area of technical literature, for example, the following information sources are listed:

- Technical bibliographic databases. The Subject Guide links to databases at their host sites, so the user can obtain further information about the database at the site of the host.
- Lists of books. Lists of new acquisitions from the libraries' stocks are available through the online delivery system, so that any user can order the literature online. The current collections of technical literature from the German National Library of Science and Technology or Amazon are offered.
- Collections of journals
- Important reference books.<sup>3</sup>

Through the Specialized Search Engine the user can search for services in the field of research

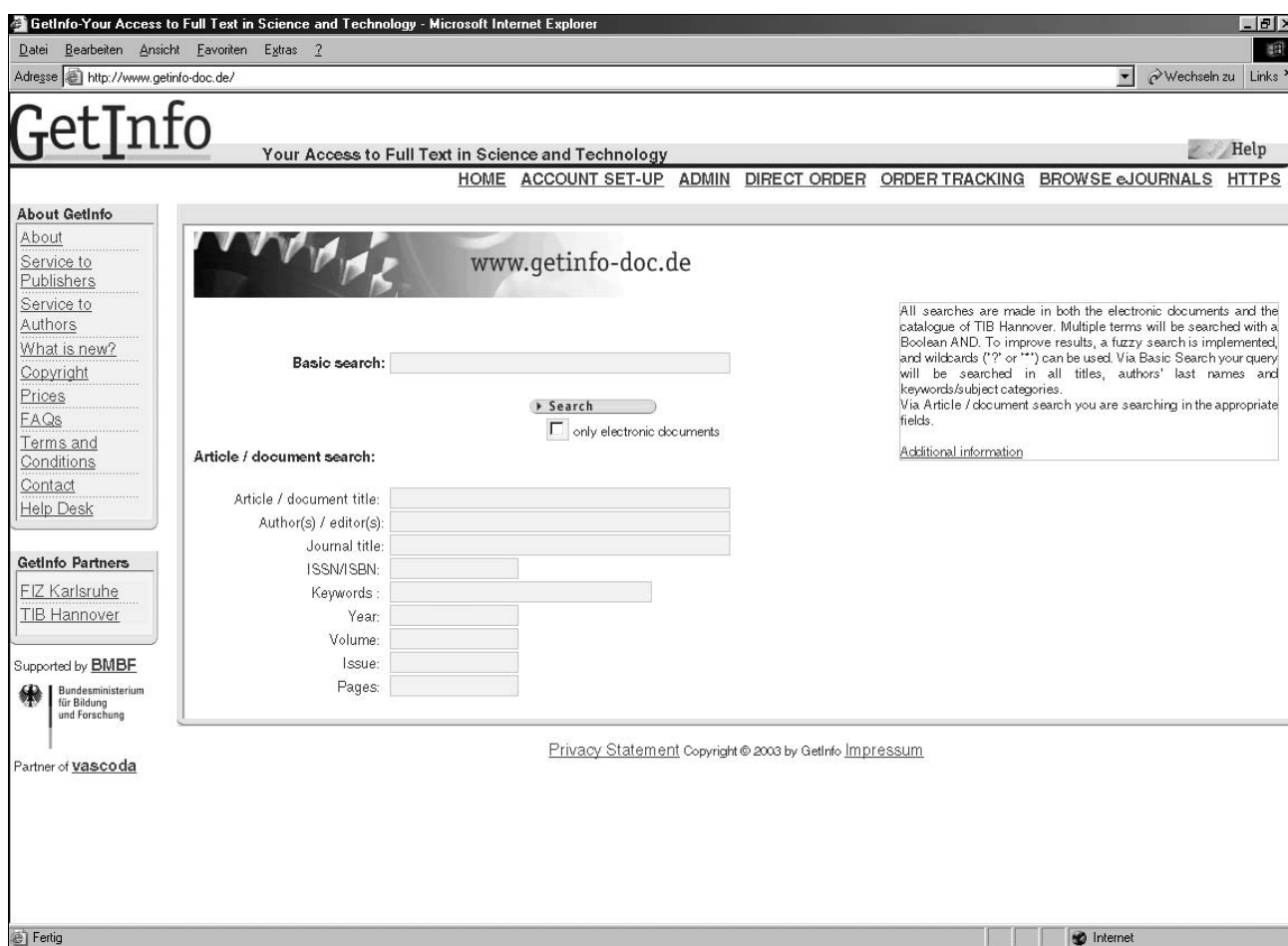


Figure 3. The GetInfo page

within the whole country. Access is provided to the services of technically-oriented university departments and university-related and private research institutions, ranging from free laboratory space to consulting services. The websites of technically-oriented Max Planck Institutes, the Fraunhofer Society, engineering associations and other professional associations are indicated. The effort required to identify sources of professional support, for example when looking for cooperation partners in the research field or the implementation of research results, should thus be much less.

If the Specialized Search Engine is compared to one of the regular search engines like Google or AltaVista you will often find similar results in both cases. The important difference is that at AltaVista, for example, you have a lot to do to sort out the important hits from a lot that are of no interest. This task can be set aside with the Specialized Search Engine because of its strong technical emphasis. You can also expand your search through the German university servers

(forschungportal.net) and the international Scirus website.

Further cooperation with other institutions to develop the content offered is in progress.<sup>3</sup>

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## Biotechnology and bioinformatics at the engineering subject gateway

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Since biotechnology and bioinformatics are strongly developed in Germany with a lot of different websites, it is important to offer some support when searching for information. Here the engineering subject gateway ViFaTec comes in. Even though biotechnology is at the margin of engineering, it still has to be valued as an interdisciplinary science since it influences different areas like environmental protection, food production technology, medical science and others.

The German National Library of Science and Technology is the central subject library for chem-



Figure 4. The ViFaTec Subject Guide

istry, computer sciences, mathematics, physics and engineering, including biological and chemical engineering. If you look at biotechnology procedures, especially those used in the industrial environment, you usually cannot do without chemical and biological engineering. Chemistry, computer sciences and mathematics are part of the new science of bioinformatics and biotechnology. You need quite a few chemical procedures to do analytical work in biotechnology. To deal with all the accumulating data when doing genomic research you need statistics as a necessary mathematical tool. The need to handle all the data leads to different operating systems and the handling of different databases plus all kinds of software. So computer sciences are also important.

Through the Subject Guide you find biotechnology information, including bioinformatics, under the main subject of chemical engineering and process industries. The seventh subcategory is biotechnology. The links refer to all kinds of genetic research, the genome of plants, the human

genome or the genome of other living creatures. Besides that a lot of supporting software can be found when dealing with large amounts of data. Also, the collection of the latest important literature on biotechnology and the collection of electronic journals are integrated.

Through the Specialized Search Engine different services offered by research institutions and others involved in biotechnology can be found. Some of the Max Planck and Fraunhofer Institutes and Institutes of the Helmholtz Society are strongly involved in the biotechnology and bioinformatics research and business.<sup>8</sup>

### Latest developments

In June 2003 a partly new design of the Specialized Search Engine, which supports browsing and searching within certain subject areas and under alphabetical order was implemented. The Meta Search Engine was also due to be integrated in 2003, including a partly redesigned ViFaTec



Figure 5. The ViFaTec Search Engine

Website, where metasearch in different technically-oriented databases will be offered. These are: the catalogue of the German National Library of Science and Technology; TIBORDER, including the database Online Contents (ETOC); the database Conference Proceedings of the British Library; GetInfo, the web service for full text supply; five databases from FIZ Technik; and the Fraunhofer Publica database from the Fraunhofer Society. The list of databases will be integrated into the Subject Guide module.

The development of the core of the Meta Search Engine is organized in cooperation with the gateway to physics, which results in synergetic effects in hardware and software.

## Summary and perspective

To sum up the key aspects of our work:

- To keep the website updated and at a high academic level through the technical work of

evaluation, development and the supply of information sources

- cooperation with people and institutions who offer content
- marketing for the ViFaTec website.

Any inquiries for cooperation are welcome!

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### Acknowledgements

Special thanks to Mrs. Gabrys Deutscher and Mrs. Reinke Huhle of the German National Library of Science and Technology for their sup-

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*Edited version of original paper no. 080 presented at the World Library and Information Congress, 69<sup>th</sup> IFLA General Conference, Berlin, Germany, 1–8 August 2003 in session 121, Health and Biosciences Libraries & Science and Technology. German original and English and French translations available on IFLANET at <http://www.ifla.org/IV/ifla69/prog03.htm>.*

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# Librarians and Politicians behind the Same Wheel

**Finn Vester and  
Winnie Vitzansky**



About the authors: page 58

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## Introduction

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First of all I want to thank the Management of Library Associations Section and the Section for Library Theory and Research for highlighting the theme of libraries and politics by arranging this workshop. For me as a politician as well as President of the Danish Library Association it has been interesting but also somewhat frustrating to see how little importance IFLA, and for that matter the European Bureau of Library, Information and Documentation Associations (EBLIDA), give to the political aspects of being international library associations. This meeting, however, seems to be the beginning of a real change of course.

As I see it IFLA is a very qualified meeting place for professional development and networking, but in my book that is not sufficient.

In my opinion a much more proactive and political approach to the issues is necessary for IFLA to play its part as an international civil organization working for the global cause of securing libraries as the basis of a democratic society.

Therefore the discussion on the Green Light paper this winter was so important because this was a first conscious step in the right direction, changing IFLA from a wonderful conference maker to a powerful global player. And part of that role is to organize and inspire the national library associations in their turn to make the national backup on global issues such as the preparatory work on the World Summit on The Information Society (WSIS).

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## Why bring libraries and national library associations into the political sphere?

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But is it really necessary for the national and the international library associations to play a political role?

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Well, it will be of no surprise to you that I as politician think that it is necessary to work politically if you want to achieve public recognition and, consequently, the necessary financial support to run updated qualified libraries.

From my national experience I know that it has been quite difficult for most professional groups to understand that in a modern, democratic society it is not sufficient to have a mutual professional agreement on the importance of what you are doing.

To gain broader understanding it is necessary to make your cause understood and accepted by the decision makers and by the public. In order to get your fair share of the cake you must be able to convince the politicians that your cause is at least as important as all the other good causes.

Therefore library associations as well as all other professional groupings need to be outgoing and aware of the political mechanisms.

Now what do I actually mean by being political?

Should the library associations play an active role in the current political debate, nationally and internationally? Yes, I think so, as long as the debate is about library issues and issues of the values underlying the library system, such as free access to information and freedom of expression.

But in addition, the library associations must see themselves as lobby organizations and learn how to work as professional lobbyists – also at the national level.

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### **How to bring library associations into the political sphere?**

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Assuming all this is correct, how do we bring the library associations into the political sphere? Is it at all possible to make the politicians interested in library matters?

Well, standing here today as a politician I am proof that it is possible!

There are many ways of achieving this more political approach. I will give you some examples of how it may be done.

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### **The Danish Library Association**

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One example is the way chosen by my own association, the Danish Library Association.

We have a quite radical solution, which is to bring politicians and librarians together in the same association.

The Danish Library Association has a long history of cooperation between librarians and politicians. One of the likely reasons for this tradition is that Denmark got its first Library Act in 1920, and when you have library legislation, which needs regular revision, the professionals have to establish contacts in the political system. As the Danish public libraries gradually developed from state grants to local municipality grants, links to the local politicians became a necessity.

This is reflected by the structure of the Danish Library Association where the President since 1962 has been an active politician and from the late 1970s a local politician.

Does that mean that the librarians have no role to play in the library association?

No, on the contrary, it means that a very close cooperation has developed between the local cultural politicians and their library managers through the joint work in the library association on the same cause: the development of the Danish library system.

### **The structure**

However, it requires a quite complicated organizational structure of the library association to secure that both groups have their say.

Consequently the Danish Library Association consists of two sections: one for the politicians, the other for the library professionals.

Even though it may be a bit boring I will give you an outline of our structure. It is rather simplified, but I hope it gives you an idea of how political we are!

The Council of the association consists of 39 politicians and 19 library professionals.

The President is always a politician, and so is the first Vice President. The second Vice President is a library professional.

To be eligible as a politician you must be an elected member of the committee in your municipality responsible for the public libraries.

Underlying this system is an election procedure, which secures the political balance in the Council.

The point is that the political section of the Council of the Danish Library Association should be a correct reflection of the political balance in the local municipalities which are members of our association.

This is also the reason for having both a political President and a political Vice President. If the President belongs to one side of the political spectrum, the Vice President should represent the other side.



This carefully composed political balance gives the Danish Library Association a very high degree of political legitimacy, which is one of our strengths in the political world.

The weakness is that it is not possible for us to be as radical in our views as the library professionals would often like.

But the main point is that it is very difficult for e.g. a Minister of Culture to ignore our views on public library policy matters. The minister knows that our views reflect both the views of the local politicians, who are responsible for the local public libraries, and the views of the library professionals, who are responsible for carrying out the policies.

### Some examples

I will give you a few examples on how our association works in practice.

Denmark got a new Library Act in 2000. It has been called the best library act in the world, creating the legal framework for the new hybrid library by, for instance, securing that all public libraries provide free Internet access.

Prior to the legislative work was a fierce debate on payment versus free access to the services of the public libraries.

In the Library Association the same debate was reflected in board meetings and council meetings, ending up in a clear position, defending free access to library services as a fundamental right in a democratic society.

We presented this view to the Minister of Culture of that time, and she agreed on its importance; but probably more decisive was that she assessed that when we agreed on it – representing parties from left to right – the principle was likely to hold up in Parliament. So she fought for it, and she won (if we will also win next time the act is revised is a very open question, as voices in our association have started questioning the principle, so we will see).

And when the European library associations under the leadership of EBLIDA lobbied for improving the European Copyright Directive, politicians from our board got in contact with their party colleagues in the European Parliament to convince them to vote for the views of the libraries. That was very effective.

### Annual meeting

Cooperation between the libraries and their politicians takes place at several levels, starting in our regional associations (we have 14, following the Danish county structure), continuing in the board, the council, and the many committees of our associations.

The most important forum for cooperation is our annual meeting. It is a unique opportunity for the politicians and their library professionals to get to know each other, and through the political and professional dialogue at the meetings both parties get a much better and more nuanced understanding of the needs and the necessities.

This opportunity cannot be overestimated! A lot of dedicated culture politicians are born at our annual meeting.

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### The relevance to IFLA

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The reason for me standing here to day, telling you this story, is that I believe that the Danish example may be an inspiration to other library associations and to IFLA in its role as the international association of library associations.

Not in the way that you should copy our structure, which is a result of a specific Danish development, but rather in a way where the concept of close cooperation between the professionals and the political decision makers gives the library associations more political focus and more political strength.

Over the last year or so we have seen several international and national examples of invisibility of the libraries. I am thinking of the European Union Memorandum on Lifelong Learning, where the role of the libraries was almost completely forgotten. Then came the draft documents in the World Summit on the Information Society process, where the libraries – again – played an insignificant role, and nationally we have had several examples of, for instance, the Ministry of Education systematically forgetting the role of libraries.

Why does this happen over and over again? IFLA estimates that there are more than 250,000 libraries around the world, and when popularity contests between public institutions are carried out in Denmark, the libraries always come out as a brilliant number one. More than 65 percent

of the Danish population use the libraries on a regular basis.

Then how come that we are forgotten all the time? One of the common explanations is that it is because libraries are such a matter of course that they don't come to the mind of the bureaucrats when they are writing proposals for their governments.

It may be part of the explanation. Another part of the explanation is that the libraries are not good enough in lobbying and communicating outside their own fora.

Cooperation with the politicians is one of the ways out of this situation – even though I reluctantly have to admit that in spite of us already doing so, we still have problems being recognized!

Still the cooperation has many advantages, for instance it forces the librarians to become more result oriented, as politicians want to achieve visible results if they get involved. And of course the politicians have the network necessary to get in contact with the national decision makers more easily than most librarians.

But most important is that it changes the focus in the library association and gives it a clearer and expressed political goal, which is an important instrument in becoming outgoing and proactive.

The possible disadvantage – seen from a professional point of view – is that cooperation with the political system requires the ability to compromise. You may need to kill one or two of your darlings in order to get other things you want more, and ideal solutions are very rare.

In the Danish Library Association the choice was made many years ago, and the result is that the Danish Library Association today is a powerful and respected partner in the political process as well as in the professional world.

In closing I want to emphasize that I think it is extremely important to support IFLA in its effort

to change its focus to become a much stronger lobby organization for the world's libraries. The libraries need a strong global voice to ensure all citizens' access to information. Therefore we should support the ongoing work, and it is my hope that the two sections that have invited us today will play an active role in this transition.

*Revised version of paper no. 102 by Finn Vester, presented in Berlin Congress session 134, Management of Library Associations & Library Theory and Research – Workshop. English original and French translation available on IFLANET at <http://www.ifla.org/IV/ifla69/prog03.htm>.*

### **About the authors**

Finn Vester has been President of the Danish Library Association since 2002. He is also President of the regional Library Association of Northern Zealand, a member of the Frederikssund town council and Chairman of the local committee for planning and environmental affairs. He is a consultant and director of education in a major Danish information technology company and has been responsible for several projects commissioned by the European Union. Contact: Dunhammervej 29, 3600 Frederikssund, Denmark. Tel. + 45 47 31 23 32. E-mail: fv@frederikssund-kom.dk.

Winnie Vitzansky has been Director of the Danish Library Association since 1998. She worked as a public librarian from 1971–74 and as a volunteer librarian in Tanzania from 1974–76. From 1976–1997 she was at the Danish National Library for the Blind, for the last 10 years as Executive Director. She was a member of the Section of Libraries for the Blind Standing Committee, 1983–1991 and 1993–1999, and Chair, 1983–85. She was on the Executive Board of the Management of Library Associations (MLA) Round Table, 1998–2002 and is now a member of the MLA Section Committee. She has been a member of the IFLA/FAIFE Committee since 1999 and of the IFLA/FAIFE Advisory Board, 2001–2003. Contact: Danish Library Association, Vesterbrogade 20, 1620 Copenhagen V, Denmark. Tel. + 45 33 25 09 35. E-mail: wv@dbf.dk.

## IFLA Policies and Programmes

### IFLA Statement On Open Access to Scholarly Literature and Research Documentation

IFLA (the International Federation of Library Associations and Institutions) is committed to ensuring the widest possible access to information for all peoples in accordance with the principles expressed in the Glasgow Declaration on Libraries, Information Services and Intellectual Freedom.

IFLA acknowledges that the discovery, contention, elaboration and application of research in all fields will enhance progress, sustainability and human well being. Peer reviewed scholarly literature is a vital element in the processes of research and scholarship. It is supported by a range of research documentation, which includes pre-prints, technical reports and records of research data.

IFLA declares that the world-wide network of library and information services provides access to past, present and future scholarly literature and research documentation; ensures its preservation; assists users in discovery and use; and offers educational programs to enable users to develop life-long literacies.

IFLA affirms that comprehensive open access to scholarly literature and research documentation is vital to the understanding of our world and to the identification of solutions to global challenges and particularly the reduction of information inequality.

Open access guarantees the integrity of the system of scholarly communication by ensuring that all research and scholarship will be available in perpetuity for unrestricted examination and, where relevant, elaboration or refutation.

IFLA recognizes the important roles played by all involved in the recording and dissemination of research, including authors, editors, publishers, libraries and institutions, and advocates the adoption of the following open access principles in order to ensure the widest possible availability of scholarly literature and research documentation:

1. Acknowledgement and defence of the moral rights of authors, especially the rights of attribution and integrity.
2. Adoption of effective peer review processes to assure the quality of scholarly literature irrespective of mode of publication.
3. Resolute opposition to governmental, commercial or institutional censorship of the publications deriving from research and scholarship.
4. Succession to the public domain of all scholarly literature and research documentation at the expiration of the limited period of copyright protection provided by law, which period should be limited to a reasonable time, and the exercise of fair use provisions, unhindered by technological or other constraints, to ensure ready access by researchers and the general public during the period of protection.
5. Implementation of measures to overcome information inequality by enabling both publication of quality assured scholarly literature and research documentation by researchers and scholars who may be disadvantaged, and also ensuring effective and affordable access for the peoples of developing nations and all who experience disadvantage including the disabled.
6. Support for collaborative initiatives to develop sustainable open access\* publishing models and facilities including encouragement, such as the removal of contractual

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obstacles, for authors to make scholarly literature and research documentation available without charge.

7. Implementation of legal, contractual and technical mechanisms to ensure the preservation and perpetual availability, usability and authenticity of all scholarly literature and research documentation.

This statement was adopted by the Governing Board of IFLA at its meeting in The Hague on 5 December 2003.

#### *Associated documents:*

Glasgow Declaration on Libraries, Information Services and Intellectual Freedom – <http://www.ifla.org/faife/policy/iflastat/gldeclar-e.html>

#### *\* Definition of open access publication*

An open access publication is one that meets the following two conditions:

1. The author(s) and copyright holder(s) grant(s) to all users a free, irrevocable, world-wide, perpetual

(for the lifetime of the applicable copyright) right of access to, and a licence to copy, use, distribute, perform and display the work publicly and to make and distribute derivative works in any digital medium for any reasonable purpose, subject to proper attribution of authorship, as well as the right to make small numbers of printed copies for their personal use.

2. A complete version of the work and all supplemental materials, including a copy of the permission as stated above, in a suitable standard electronic format is deposited immediately upon initial publication in at least one online repository that is supported by an academic institution, scholarly society, government agency, or other well-established organization that seeks to enable open access, unrestricted distribution, interoperability, and long-term archiving.

An open access publication is a property of individual works, not necessarily of journals or of publishers.

Community standards, rather than copyright law, will continue to provide the mechanism for enforcement of proper attribution and responsible use of the published work, as they do now.

This definition of open access publication has been taken from 'A position statement by the Wellcome Trust in support of open access publishing' (<http://www.wellcome.ac.uk/en/1/awtvispolpub.html>) and was based on the definition arrived at by delegates who attended a meeting on open access publishing convened by the Howard Hughes Medical Institute in July 2003.

### **IFLA/FAIFE Statement on Internet Access in Cuba**

In a statement issued on 16 January 2004, the IFLA and its Committee of Free Access to Information and Freedom of Expression (IFLA/FAIFE) expressed their deep concern about the continuing violations of the basic

human right to freedom of access to information and freedom of expression in Cuba. This concern is shared by international organizations such as Amnesty International and Freedom House, New York.

With the new Internet bill (Resolution 180/2003) that came into effect on 10 January the Cuban government will gain further control over Internet use. Before the bill was passed the government already had taken measures to block various Internet sites and restrict general access to the Web. Despite these restrictions, many Cuban citizens have nevertheless been able to seek and exchange information via the Internet using borrowed or purchased equipment and accounts. For them access to the Internet will now be even more difficult and expensive. The new bill will especially affect those who without authorization have accessed the Web from their homes. The bill states that the Internet can be used only via telephone services charged in US dollars, which few people can get hold of. Also Cubans who have an authorization must now seek additional approval to use the regular phone lines. Misuse will be detected as the Cuban telephone company is now authorized to 'detect and impede access to Internet navigation services'. Resolution 180/2003 states that the law is needed to 'regulate dial-up access to Internet navigation service, adopting measures that help protect against the taking of passwords, malicious acts, and the fraudulent and authorized use of this service'.

Intellectual freedom is a core value of the library and information profession worldwide; we would therefore support the Cuban library community in safeguarding and implementing the principles of the IFLA *Internet Manifesto*.

Once again, IFLA and its worldwide membership urge the Cuban Government to respect, defend and promote the basic human rights defined in Article 19 of the United Nations Universal Declaration of Human Rights.

We urge the Cuban Government to eliminate all obstacles to access to the Internet imposed by its policies.

#### *Sources*

- Amnesty International press release of 13 January 2004
- Freedom House, New York press release of 12 January 2004
- Wired News/Associated Press 9 January 2004
- BBC News 11 January 2004

In a press release issued on 13 January, Amnesty International states: 'The new measures ... constitute yet another attempt to cut off Cubans' access to alternative views and a space for discussing them', 'This step, coming on top of last year's prosecution of 75 activists for peacefully expressing their views, gives the authorities another mechanism for repressing dissent and punishing critics'. Amnesty International 'fears that the new measures are intended to prevent human rights monitoring by restricting the flow of information out of Cuba'.

Also Freedom House, New York expresses its concern with regards to Cuba in a press release of 12 January 'Democracy should be on the Americas Summit agenda': 'Restrictions worsened in Cuba last week when the government announced even tighter controls over Internet use. Private citizens, who were already banned from legally accessing the Internet at home, now suffer increased government monitoring of their telephone lines in an attempt to crack down on illegal Internet surfing.'

IFLA and its worldwide membership support, defend and promote intellectual freedom as expressed in the United Nations Universal Declaration of Human Rights. This intellectual freedom encompasses the wealth of human knowledge, opinion, creative thought and intellectual activity.

#### *Background*

IFLA/FAIFE made representation to the Government of Cuba in 1999 in regard to freedom of access to information. This was preceded and

followed by a number of investigations, consultations and reports: <http://www.ifla.org/faife/>

A Resolution was adopted at the IFLA Council meeting held at Boston, USA on Friday 24th August 2001: <http://www.ifla.org/IV/ifla67/resol-01.htm>

Press release 8 May 2003: Intellectual Freedom in Cuba, <http://www.ifla.org/V/press/faife-cuba03.htm>

[www.ifla.org/V/press/faife-cuba03.htm](http://www.ifla.org/V/press/faife-cuba03.htm)

Press release 12 June 2003: IFLA calls on US allow visits and information to and from Cuba, <http://www.ifla.org/V/press/faife120603pr.htm>

*Contacts:*

Mr Paul Sturges, Chair of the IFLA/FAIFE Committee. Professor, Deputy

Head of Department of Information Science Loughborough University Leicestershire, UK, LE 11 3TU. Tel. +44 1509 22 8069. Fax: +44 1509 22 3053. E-mail: [R.P.Sturges@lboro.ac.uk](mailto:R.P.Sturges@lboro.ac.uk)

Ms Susanne Seidelin, Director, IFLA FAIFE Office, Copenhagen, Denmark. Tel. +45 32 34 15 32. Fax: +45 32 84 02 01. E-mail: [sus@db.dk](mailto:sus@db.dk)

**From the Governing Board**

**Governing Board Meeting, December 2003**

The Governing Board held its seventh meeting on 5 December 2003 in the Koninklijke Bibliotheek, The Hague, Netherlands.

*Professional Committee*

A proposal to establish a Quality Issues in Libraries Discussion Group was agreed; it was also agreed to extend the Law Libraries Discussion Group for one further period of two years. The Committee approved the establishment of a new Knowledge Management Section within Division 4 and a proposal from former Round Table INTAMEL to become a Section, subject to a change of name to 'IFLA Metropolitan Libraries Section'. A proposal from the Serials Section that its name be changed to 'Continuing Resources Section' was discussed, but it was considered that 'Serials and other Continuing Resources Section' would be preferable. It was agreed to invite the Section to discuss a possible merger with the Newspapers Section.

The Committee recommended the following as members of the UNIMARC Advisory Board: Mirna Willer, Barbara Tillett, Fernanda Campos, plus one other to be identified by Fernanda Campos. This was agreed by the Governing Board.

The Committee also approved the establishment of new PAC regional centres in China, Trinidad and Tobago, Brazil and Chile. It was hoped

that centres in Africa would be identified later.

*Executive Committee*

The Committee approved, on an experimental basis, a proposal from Sophie Felföldi to obtain assistance in the management and development of IFLANET on a freelance basis. The arrangement would be initially for one year and reviewed after six months.

*Publications Committee*

The Committee is developing new guidelines for publishing proposals and for the submission of IFLANET content by Sections. The Committee is also considering language sites such as that developed by the Comité français d'IFLA (CfI), with the aim of making IFLA material available in a greater range of languages. It was reported that the contract with K.G. Saur to publish *IFLA Journal* would run out at the end of 2004. The committee had decided against automatic renewal of contract, but would issue a request for proposals (RFP) to interested publishers, including K.G. Saur. The committee believed that improvements could be made in terms of finance, marketing and development of the journal in both print and electronic forms.

*National Association Fees Working Group*

A brainstorming session held earlier in the week had agreed that the present system of determining the fees for National Association Members,

based on the UNESCO Scale of Assessment, was unsatisfactory. A new system should be fair, easy to understand and to apply and inclusive in nature. The current income of EUR 250,000 received from National association Members should be maintained. Consensus was reached on a number of points; there would be two categories of association members in future, national and non-national, the UNESCO scale should be eliminated, a new scale should be based on total operating expenses, a support programme should be introduced for those still unable to pay the fees. A modelling exercise would be undertaken following an urgent appeal for information on the total operating expenses of current National Association Members. The mid-term meeting of the Management of Library Associations would consider the issues. It was hoped to bring proposals to the Board in March, followed by a resolution at Council in August 2004, for implementation for the 2005 fiscal year. Voting rights had still to be considered fully.

*Blue Ribbon Committee*

The following Terms of Reference for the Blue Ribbon Committee (Revised by Ross Shimmon, Secretary General, following the Governing Board meeting on 5 December 2003) were approved:

*Purpose*

While the financial situation of IFLA has improved over the past several

years, more work needs to be done to assure the financial stability of the Federation. To that end, the IFLA Governing Board has established a Blue Ribbon Committee to assist in increasing income for IFLA in order for it to undertake needed professional projects and to support more participation of the developing world in IFLA's work.

## Membership

Robert Wedgeworth, Chair

Alex Byrne, President-Elect and liaison with the IFLA Governing Board

Klaus-Dieter Lehmann

Tamiko Matsumura

Vinyet Panyella, IFLA Governing Board member

Ingrid Parent, IFLA Treasurer

Ross Shimmon, Secretary General, Secretary

## Objectives

1. Advise the IFLA Governing Board on fund-raising strategies
2. Identify potential new sources of income
3. Develop relationships with funding agencies
4. Help prepare funding proposals for submission and negotiation by IFLA's principals (President, President-Elect, Treasurer, Secretary-General) as appropriate.

## Reporting

The Blue Ribbon Committee reports to the IFLA Governing Board. The Committee will develop a strategic plan in 2004 and will provide the Board with annual action plans and results.

## Timeframe

The Blue Ribbon Committee has a two-year mandate: 2003–2005. It will meet at least once a year and will use electronic mail wherever possible. The IFLA Governing Board will review the functioning and results of the Committee in December 2005.

## Membership

### New Members

IFLA is very pleased to welcome the following nineteen new members who have joined our community between 7 November 2003 and 28 January 2004.

#### National Association

##### Members

Georgian Library Association, Georgia

#### Institutional Members

University Library Ghent, Belgium

Hangzhou Library, China

Città di Palermo, Sistema Bibliotecario Cittadino, Biblioteca Comunale, Italy

JSTOR, United States

#### Personal Affiliates

Ms Elaine MacLean, Canada

Ms Margaret E. Parks, Germany

Ms Yoshiko Saitoh, Japan

Ms Monica Allmand, Netherlands

Gustavo Guillermo von Bischoffshausen Henriod, Peru

Stuart Alan Brewer, United Kingdom

Ms Anne Yates, United Kingdom

Ms Kendra Albright, United States

Ms Adele Fasick, United States

Ms Lusiella Fazzino, United States

#### Student Affiliates

Ms Ghislaine Claessens, Belgium

Ms Inkeri Salonharju, Finland

Ms Farzana Qureshi, United Kingdom

Ms Kathleen Marie Smith, United States

## From the Core Activities

### Netherlands Donation to FAIFE

The library umbrella organization of the Netherlands, Federatie Organisaties Bibliotheek-, Informatie-, Dokumentatiewezen (FOBID), has decided to donate EUR 50,000 to the IFLA Free Access to Information and Freedom of Expression (FAIFE) core activity. The funds for the donation come from the proceeds of the IFLA Annual Conference held in Amsterdam in 1998. FOBID was the host organization for that conference.

The President of the umbrella organization, FOBID, Jan-Ewout van der Putten, said that FOBID was

convinced of the importance of IFLA's core activities, especially FAIFE, because it is concerned with the core content of the profession and of utmost importance to the international advocacy of libraries.

Paul Sturges, the Chair of the IFLA/FAIFE committee, thanking FOBID for its contribution, said:

This is not only a valuable contribution in its own right. Your example is very much needed as a means to encourage other library associations to recognize that they should contribute towards this most important of IFLA's core activities.

The FOBID contribution will be in the form of an annual contribution of EUR 10,000 over five years. The conditions attached by FOBID are:

- that IFLA takes steps to secure broader financial support for its FAIFE programme by encouraging other organizations to follow FOBID's example
- full reports, including financial reports and accounts are made available to FOBID, so that an evaluation of the effect of its contribution can be made by FOBID after two years.

The IFLA/FAIFE initiative was established in 1998 with initial funding and support from the Danish de-

velopment agency, DANIDA, the City of Copenhagen and the Danish library community. IFLA President, Kay Raseroka, welcoming the announcement by FOBID, said:

I very much hope that many other library associations will follow FOBID's excellent example by contributing to FAIFE. Freedom of access to information is an essential landmark on the road to the equitable information society to which we aspire.

*More information from:* Jan-Ewout van der Putten, FOBID, Grote Marktstraat 43, Postbus 16146, 2500 BC The Hague, Netherlands. Tel: +31 70 30 90 110. Fax: +31 70 30 90 200. E-mail: fobid@debibliotheken.nl.

*Or from:* Susanne Seidelin, Director, IFLA/FAIFE, C/o Royal School of Library and Information Science, Birketinget 6, 6th Floor, DK-2300 Copenhagen s, Denmark. Tel: +45 32 341532. Fax: +45 32 840201. E-mail: faife@ifla.org

### From the Divisions and Sections

#### New Knowledge Management Section

In December 2003 the IFLA Professional Committee (PC) agreed that the Knowledge Management Discussion Group be transformed into an IFLA Section. The new Knowledge Management (KM) Section is placed within the Division of Bibliographic Control (Division IV), but its scope and relevance extend to many other parts of IFLA. The KM Section ought therefore to be looked at as a wide platform with integrated activities, aiming to work in a cooperative mode with other sections and divisions.

The recruitment of membership to the KM Section has just started. All new members need to submit an application form to the IFLA Headquarters. The forms for the various membership categories are available on IFLANET at: <http://www.ifla.org/III/members/index.htm>. Printed membership information and applications can be requested from IFLA HQ.

Elections for the Section's Standing Committee will take place by the end of the year 2004: calls for nominations will be distributed to the section members in the course of October 2004.

The activities of the Knowledge Management Discussion Group in 2001–2003 have drawn great attention among the IFLA community: in

spite of the inconvenient time scheduled, our programme attracted 100–170 participants at the IFLA conferences. We hope that this interest will continue in future and attract members for the new KM Section.

In this interim period, one of the former Convenors, Professor Irene Wormell, will act as Section Chair. The functions of Secretary and Treasurer are being undertaken by Tatiana White. The existing list-serve, with Karen Muller as editor, is functioning at the moment as the main communication channel within the Section, [kmdg-l@infoserv.inist.fr](mailto:kmdg-l@infoserv.inist.fr). Our web page is under development.

The theme of the KM Session at the WLIC 2004 Buenos Aires conference is 'Knowledge Management in the academic library environment'.

We welcome everybody to contribute to the work of the KM Section and support us with creative ideas and suggestions for the development of this subject area. We aim to explore the various aspects and dimensions of KM with a focus on areas of mutual interest with other sections and divisions.

#### Contact persons:

Professor Irene Wormell, Swedish School of Library and Information Science, Gothenburg University and

University College of Borås, Allégatan 1, 501 90 Borås, Sweden. Tel. +46 33 16 44 13. Fax: +46 33 16 40 05. Wireless: +46 733 16 44 13. E-mail: [irene.wormell@hb.se](mailto:irene.wormell@hb.se). Website: <http://www.hb.se/bhs/personal/irenewormell/index.htm>.

Tatiana White, Vere Harmsworth Library, Rothermere American Institute, 1A, South Parks Road, University of Oxford, Oxford OX1 3TG, United Kingdom. Tel: + 44 1865 282729. Fax: + 44 1865 282709. E-mail: [taw@bodley.ox.ac.uk](mailto:taw@bodley.ox.ac.uk).

#### New Professionals Discussion Group

Andrew Cranfield and Stuart Hamilton

At its meeting in Berlin in August last year IFLA's Professional Board accepted and supported a proposal for the establishment of a New Professionals Discussion Group (NPDG). The purpose of this initiative is to broaden the involvement of recently qualified professionals in IFLA, its core values and professional priorities. The Management of Library Associations Section (MLA) has agreed to host the Discussion Group and Andrew Cranfield will be presenting the NPDG strategic plan for the IFLA World Congress at the section's mid-winter meeting in Rome at the end of February 2004.

There can be little doubt that Kay Raseroka's presidential theme for 2003–2005 entitled 'Libraries for Lifelong Literacy' and the priority areas whose importance she has underlined – advocacy, partnerships and alliances and continuing professional development – do reflect a change of perspective within the organization. This is also reflected in the thoughts of the Green Light Working Group, whose findings have convinced us of the need for focus and strategy within IFLA and the need to place important library and information issues on the political and societal agenda.

This is the challenge – to broaden the scope of IFLA – and with this in mind that we feel that it is imperative to engage newcomers to the library profession in the aims and goals of the IFLA organization. While it may be the library directors and others at senior management level who will remain the backbone of the organization, it is, we feel, essential that the 'next' generation be given the opportunity to legitimately become involved in IFLA work, thereby strengthening the organization as a whole.

Advocacy, partnerships and continuing professional development need the attention of the whole library sector, new employees as well as those with many years of professional practice behind them.

We hope to make NPDG a forum for discussion and dialogue on how best to engage new professionals in the work of IFLA and to create a context for active involvement. Among the issues we want to address are recruitment and job opportunities within the library sector, training and education (including mentor projects), international projects, job exchange and the creation of networks across borders and continents. In line with the Green Light for IFLA we want to analyse how best to involve new professionals in individual countries, in order to heighten IFLA participation on a national level. Contact with the existing IFLA structure is likewise im-

portant to ensure that all the sections are aware of NPDG and hopefully are committed to working towards ensuring active participation from new professionals within their specific professional domains.

At present the main goal is not to formulate a detailed packaged strategy for the NPDG in the coming years but to afford the opportunity for library professionals (new as well as old) to come together and discuss how best to engage those entering into the field of library and information science in the work of IFLA. At the World Congress in Buenos Aires in August this year we have the pleasure of holding a two-hour session to discuss the above issues and other relevant topics. The session will consist of an introduction to NPDG and some deliberations on the issues involved but the session will mainly be centred around a brainstorming session to ensure active participation from those involved and that all can be heard. The input from this session, along with recommendations from the MLA, will form the foundation of initiatives in the latter part of 2004 and 2005. At the World Congress in Oslo 2005 we will once again have a session to further discuss the work of NPDG, its future and its organizational placement within IFLA.

We look forward to seeing you in Argentina.

*Andrew Cranfield is the Library Director at Slagelse County Library, Denmark.*

*Stuart Hamilton is a PhD student at the Royal School of Library and Information Science, Copenhagen Denmark.*

## Section Name Change

As from 1 January 2004, the former Serial Publications Section has become the Serials and Other Continuing Resources Section.

## Officers of IFLA 2003–2005

### I. Division of General Research Libraries

*Chair/Financial Officer:* Cristóbal Pasadas Ureña

*Secretary:* Ms Marialyse Déllano Serrano

#### 1.1 National Libraries Section

*Chair:* Ms Fernanda M. Campos, Biblioteca Nacional, Campo Grande 83, 1749-081 Lisbon, Portugal. Tel. +35 (21) 7982022. Fax: +351 (21) 7982140. E-mail: fcampos@bn.pt

*Secretary:* Ms Genevieve Clavel-Merlin, Swiss National Library, Hallwylstrasse 15, 3003 Bern, Switzerland. Tel. +41 (31) 3228936. Fax: +41 (31) 3228463. E-mail: genevieve.clavel@slb.admin.ch

#### 1.2 University Libraries and Other General Research Libraries Section

*Chair/Treasurer:* Cristóbal Pasadas Ureña, Universidad de Granada, Biblioteca, Facultad de Psicología, Campus de Cartuja, 18071 Granada, Spain. Tel. +34 (95) 8240601. Fax: +34 (95) 8242976. E-mail: bibpsi01@ucartuja.ugr.es

*Secretary:* Ms Frances Groen, McGill University, 3459 McTavish Street, Montreal, Quebec H3A 1Y1, Canada. Tel. +1 (514) 3984677. Fax: +1 (514) 3983561. E-mail: francis.groen@mcgill.ca

#### 1.3 Library and Research Service for Parliaments

*Chair/Treasurer:* Ms Marialyse Déllano Serrano, Biblioteca del Congreso Nacional de Chile, Huerfanos 1117 - 2° Piso, Santiago, Chile. Tel. +56 (2) 2701700. Fax: +56 (2) 2701747. E-mail: mdelano@bcn.cl

*Secretary/Editor:* Ms June R. Verrier, Commonwealth Parliament, Parliament House, Canberra ACT 2600, Australia. Tel. +61 (2) 62772471.



Fax: +61 (2) 62772528. E-mail: june.verrier@aph.gov.au

## II. Division of Special Libraries

*Chair:* vacant

*Secretary:* Ms Julia Gelfand

### 2.1 Government Libraries Section

*Chair:* Jerry W. Mansfield, Congressional Research Service, Library of Congress, 101 Independence Avenue, SE, LM-324, Washington DC 20540-7482, United States. Tel. +1 (202) 7070106. Fax: +1 (202) 2523475. E-mail: jmansfield@crs.loc.gov

*Secretary/Information Coordinator:* Ms Christine Wellems, Hamburg, Parliament, Rathausmarkt 1, D-20095 Hamburg, Germany. Tel. +49 (40) 42831-1340. Fax: +49 (40) 42831-1660. E-mail: christine.wellems@bk.hamburg.de

*Treasurer:* B.R. Klaverstijn, Knowledge and Information Centre, Senior Consultant, Ministry of Health, Welfare and Sport, PO Box 20350, 2500 EJ The Hague, Netherlands. Tel. +31 (70) 3405669. Fax: +31 (70) 3405044. E-mail: br.klaverstijn@minvws.nl

### 2.2 Social Sciences Libraries Section

*Chair:* Ms Margaret Robb, Oxford University, Economics Library, Manor Road, Oxford OX1 3UL, United Kingdom. Tel. +44 (865) 271071. Fax: +44 (865) 271072. E-mail: margaret.robb@ssl.ox.ac.uk

*Secretary:* Steve W. Witt, Associate Director, Center for Global Studies, University of Illinois, 302 East John, Suite 1705, Champaign, IL 61820 MC-428, United States. Tel. +1 (217) 2657518. Fax: +1 (217) 2657519. E-mail: swwitt@uiuc.edu

### 2.3 Geography and Map Libraries Section

*Chair/Treasurer:* David C. McQuillan, Map Librarian, Thomas Cooper Library, University of South Carolina,

Columbia, SC 29208, United States. Tel. +1 (803) 7774723. Fax: +1 (803) 7774661. E-mail: davidmcq@sc.edu

*Secretary:* Ms Anita K. Oser, Head Map Room, Hunter Library, Western Carolina University, Cullowhee, NC 28723, United States. Tel. +1 (828) 2273394. Fax: +1 (828) 2277380. E-mail: aoser@wcu.edu

### 2.4 Science and Technology Libraries Section

*Chair/Treasurer:* Ms Julia Gelfand, University of California, Research & Instruction Division, Science Library 228, PO Box 19556, Irvine, CA 92623, United States. Tel. +1 (949) 8244971. Fax: +1 (949) 8243114. E-mail: jgelfand@uci.edu

*Secretary/I.C./Editor:* Ms Irma Pasanen, Helsinki University of Technology Library, POB. 7000, FIN-02015 Hut, Finland. Tel. +358 (9) 4514125. Fax: +358 (9) 4514132. E-mail: irma.pasanen@hut.fi

### 2.5 Health and Biosciences Libraries Section

*Chair/Treasurer/Information Coordinator:* Bruce Madge, National Patient Safety Agency, 4-8 Maple Street, London W1T 5HD, United Kingdom. Tel. +44 (207) 9279533. Fax: +44 (207) 9279501. E-mail: bruce.madge@npsa.nhs.uk

*Secretary/Information Coordinator:* Ms Rowena Cullen, School of Information Management, Victoria University of Wellington, PO Box 600, Wellington, New Zealand. Tel. +64 (4) 4635788. Fax: +64 (4) 4635446. E-mail: rowena.cullen@vuw.ac.nz

### 2.6 Art Libraries Section

*Chair:* Ms Kerstin Assarsson-Rizzi, The Library of the Royal Academy of Letters, History and Antiquities, The National Heritage Board, Box 5405, SE-11484 Stockholm, Sweden. Tel. +46 (8) 51918325. Fax: +46 (8) 6633528. E-mail: kaz@raa.se

*Secretary/Treasurer/Information Coordinator/Editor:* John Meriton, Word

& Image Department, Victoria and Albert Museum, Cromwell Road, London SW7 2RL, United Kingdom. Tel. +44 (207) 9422388. Fax: +44 (207) 9422410. E-mail: j.meriton@vam.ac.uk

### 2.7 Genealogy and Local History Section

*Chair:* Melvin P. Thatcher, Genealogical Society of Utah, 50 East North Temple, Salt Lake City, UT 84150, United States. Tel. +1 (801) 2403048. Fax: +1 (801) 2401448. E-mail: thatchermp@gensocietyofutah.org

*Secretary:* Ms Ruth Hedegaard, Vendsyssel Historical Museum Historical Archives, Museumsgade 2, 9800 Hjoerring, Denmark. Tel. +45 96241060. Fax: +45 96241051. E-mail: rhe@stofanet.dk

*Treasurer:* Ms Janice McFarlane, Enquiries and Reference Services Manager, National Library of Scotland, George IV Bridge, Edinburgh, Scotland, EH1 1EW, United Kingdom. Tel. +44 (131) 2264531/2106. Fax: +44 (131) 6224804. E-mail: j.mcfarlane@nls.uk

## III Division of Libraries Serving the General Public

*Chair:* Ms Torny Kjekstad

*Secretary:* Ms Kirsten Leth Nielsen

### 3.1 Public Libraries Section

*Chair:* Ms Torny Kjekstad, Baerum Public Library, Presterud Alle 2-4, 1357 Bekkestua, Norway. Tel. +47 67116900. Fax: +47 67539755. E-mail: torny.kjekstad@baerum.kommune.no

*Secretary:* John Bruce Lake, Barbican Library, Barbican Centre, Silk Street, London EC2Y 8DS, United Kingdom. Tel. +44 (20) 73827098. Fax: +44 (20) 76382249. E-mail: john.lake@corpoflondon.gov.uk

*Treasurer:* Ms Barbara Clubb, City Librarian, Ottawa Public Library/Bibliothèque Publique d'Ottawa, 120

Metcalfe Street, Ottawa, Ontario K1P 5M2, Canada. Tel. +1 (613) 5984001. Fax: +1 (613) 5678815, E-mail: barbara.clubb@library.ottawa.on.ca

## 3.2 Libraries Serving

### Disadvantaged Persons Section

*Acting Chair:* Ms Vibeke Lehmann, Wisconsin Department of Corrections, PO Box 7925, Madison, WI 53707, United States. Tel. +1 (608) 2405147. Fax: +1 (608) 2403312. E-mail: vibeke.lehmann@doc.state.wi.us

*Secretary/Treasurer:* Ms Joanne Locke, Faculty of Arts and Sciences, Concordia University, 7141 Sherbrooke Street West, Montreal, Quebec H4B 1R6, Canada. Tel. +1 (514) 8482424 ext 2084. Fax: +1 (514) 8482877. E-mail: jloke@vax2.concordia.ca

## 3.3 Libraries for Children and Young Adults Section

*Chair:* Ms Ivanka Stricevic, Public Library Medvescak, Trg Zrtava Faszima 7, 10 000 Zagreb, Croatia. Tel. +385 (1) 4611929. Fax: +385 (1) 4611480. E-mail: ivanka.stricevic@knjizmed.tel.hr

*Secretary:* Ms Ingrid Bon, Biblio-service Gelderland, Zeelandsingel 40, NL-6845 BH Arnhem, Netherlands. Tel. +31 (26) 3860911. Fax: +31 (26) 3820019. E-mail: ingrid.bon@biblioservice.nl

*Treasurer:* Ms Nic Diament, Directeur, La Joie par les Livres, 25 Bd. de Strasbourg, 75010 Paris, France. Tel. +33 (1) 55334444. Fax: +33 (1) 55334455. E-mail: nic.diament@lajoieparleslivres.com

## 3.4 School Libraries and Resource Centres Section

*Chair:* Ms L. Anne Clyde, University of Iceland, Faculty of Social Science, 101 Reykjavik, Iceland. Tel. +354) 5254522. Fax: +354) 5526806. E-mail: anne@hi.is

*Secretary/Treasurer:* James Henri, Faculty of Education, The University of Hong Kong, Pokfulam Road, Hong

Kong, China. Tel. +852) 28592849. Fax: +852) 25177194. E-mail: james@cite.hku.hk

## 3.5 Libraries for the Blind Section

*Chair:* Ms Marijke E. van Bodengraven, Director, FNB, Postbus 24, 5360 AA Grave. Tel. +31 (486) 486421. Fax: +31 (486) 476535. E-mail: mvbodengraven@fnbb.nl

*Secretary/Treasurer:* Ms Helen Brazier, National Library for the Blind, Far Cromwell Road, Bredbury Stockport SK6 2SG, United Kingdom. Tel. +44 (161) 3552000. Fax: +44 (161) 3552098. E-mail: helen.brazier@nlbuk.org

## 3.6 Library Services to Multicultural Populations Section

*Chair:* Ms Jane Dreisig, Elsinore Public Library, Lundegade 13, DK-Elsinore, Denmark. Tel. +45 49283626. Fax: +45 49283627. E-mail: jdr65@helsbib.dk

*Secretary:* Ms Kirsten Leth Nielsen, Head of Multicultural Library, Oslo Public Library, Henrik Ibsensgt. 1, 0179 Oslo, Norway. Tel. +47 22032838. Fax: +47 22207214. E-mail: kirstenn@deich.folkebibl.no

*Treasurer:* Ms Susy Tastesen, Librarian Head of Department, KKB-LYD, Lyrskovgade 2, 1. 1758 Copenhagen V, Denmark. Tel. +45 33244254. Fax: +45 33246038. E-mail: lydst@kkb.bib.dik

## 3.7 Mobile Libraries Section

*Interim Chair:* S.K. Ng'ang'a, Kenya National Library Services, PO Box 30573, Nairobi, Kenya. Tel. +254 (2) 725550. Fax: +254 (2) 721749. E-mail: directorknl@yahoo.com

*Interim Chair a.i./Editor:* Ian Stringer, Barnsley Central Library, Shambles St., Barnsley S75 0QL, United Kingdom. E-mail: IanStringer@barnsley.gov.uk

*Interim Secretary/Treasurer:* Ms Joyce Jelks, PO Box 10957, Atlanta,

GA 30310, United States. E-mail: jej9572000@yahoo.com

## 3.8 Metropolitan Libraries Section

*Chair:* Frans Meijer Directeur, Bibliotheek Rotterdam, Hoogstraat 110, 3011 PV Rotterdam, Netherlands. Tel: +31 (10) 281 6140. Fax: +31 (10) 281 6221. E-mail: f.meijer@bibliotheek.rotterdam.nl

*Secretary:* Aline Girard-Billon, Head of Paris Public Libraries Technical Services, Service Technique des bibliothèques de la Ville de Paris, 46bis rue Saint Maur, 75011 Paris, France. Tel: +33-1-48054461. Fax: +33-1-47009212. E-mail: aline.girard-billon@mairie-paris.fr

*Treasurer:* Ai Cheng TAY, Senior Director, Library Management & Operations, National Library Board, 3 Temasek Avenue, 07-01 Centennial Tower, Singapore 039190. Tel: +65-63321859. Fax: +65-63321781. E-mail: aicheng@nlb.gov.sg

*Information Coordinator:* Stuart Brewer, 37 Moor Court, Westfield, Newcastle Upon Tyne, NE3 4YD, United Kingdom. Tel/Fax: +44-191-2268540. E-mail: stuart@wressell.demon.co.uk

## IV Division of Bibliographic Control

*Chair/Financial Officer:* Ms Barbara Tillett

*Secretary:* Ms Gunilla Jonsson

## 4.1 Bibliography Section

*Chair/Treasurer/Editor:* Ms Bohdana Stoklasová, National Library of the Czech Republic, Klementinum 190, 110 01 Prague 1, Czech Republic. Tel. +420 (2) 21663295. Fax: +420 (2) 21663301. E-mail: bohdana.stoklasova@nkp.cz

*Secretary:* Talbott Huey, Michigan State University Libraries, 100 Library, East Lansing, MI 48824, United States. Tel. +1 (517) 4323972. Fax: +1 (517) 4323532. E-mail: huey@mail.lib.msu.edu

4.2 Cataloguing Section

*Chair/Treasurer:* Ms Gunilla Jonsson, Kungl. Biblioteket, Box 5039, 102 41 Stockholm, Sweden. Tel. +46 (8) 4634154. Fax: +46 (8) 4634381. E-mail: gunilla.jonsson@kb.se

*Secretary:* Ms Judith A. Kuhagen, Library of Congress, 101 Independence Avenue, SE, Washington DC, 20540-4305, United States. Tel. +1 (202) 7074381. Fax: +1 (202) 7076629. E-mail: jkuh@loc.gov

4.3 Classification and Indexing Section

*Chair:* Ms Marcia L. Zeng, Kent State University, PO Box 5190, Kent, Ohio 44242-0001, United States. Tel. +1 (330) 6720009. Fax: +1 (330) 6727965. E-mail: mzung@kent.edu

*Secretary/Treasurer:* Ms Barbara Tillet, Library of Congress, 101 Independence Ave., S.E., Washington, DC 20540-4305, United States. Tel. +1 (202) 7074714. Fax: +1 (202) 7076629. E-mail: btill@loc.gov

4.4 Knowledge Management Section

*Contact persons:*

Professor Irene Wormell, Swedish School of Library and Information Science, Gothenburg University and University College of Borås, Allegatan 1, 501 90 Borås, Sweden. Tel. +46 33 16 44 13. Fax: +46 33 16 40 05. Wireless: +46 733 16 44 13. E-mail: irene.wormell@hb.se.

Tatiana White, Vere Harmsworth Library, Rothermere American Institute, 1A, South Parks Road, University of Oxford, Oxford OX1 3TG, United Kingdom. Tel: + 44 1865 282729. Fax: + 44 1865 282709. E-mail: taw@bodley.ox.ac.uk.

V *Division of Collections and Services*

*Chair/Financial Officer:* Edward Swanson

*Secretary:* vacant

5.1 Acquisition and Collection Development Section

*Chair/Treasurer:* Pentti Vattulainen, National Repository Library, POB 1710, FIN-70421 Kuopio, Finland. Tel. +358 (17) 2646000. Fax: +358 (71) 3645050. E-mail: pentti.vattulainen@nrl.fi

*Secretary/I.C./Editor:* Lynn Sipe, University of Southern California Libraries, Information Services Division, Los Angeles, CA 90089-0182, United States. Tel. +1 (213) 7402929. Fax: +1 (213) 8211617. E-mail: lsipe@usc.edu

5.2 Document Delivery and Interlending Section

*Chair:* Poul Erlandsen, National Library of Education, PO Box 840, 2400 NV, Copenhagen, Denmark. Tel. +45 88889306. Fax: +45 88889392. E-mail: poer@dpu.dk

*Secretary/Editor:* Ms Penelope Street, Sydney Jones Library, University of Liverpool, PO Box 123, Liverpool, Merseyside, L69 3DA, United Kingdom. Tel. +44 (151) 7942688. Fax: +44 (151) 7942681, E-mail: pstreet@liverpool.ac.uk

*Treasurer:* Lars Leon, Interlibrary Loan/Document Delivery Librarian, University of Kansas Libraries, Retrieval Services, 1425 Jayhawk Blvd. Room 210 L, Lawrence, KS 66045, United States. Tel. +1 (785) 8643073. Fax: +1 (785) 8643855. E-mail: lleon@ku.edu

5.3 Serial Publications and other Continuing Resources Section

*Chair/Treasurer:* Edward Swanson, MINITEX Library Information Network, 15 Andersen Library, University of Minnesota, 222 - 21st Avenue South, Minneapolis MN 55455-0439, United States. Tel. +1 (612) 6246390. Fax: +1 (651) 2911261. E-mail: swans152@tc.umn.edu/eswanson@qwest.net

*Secretary:* Ms Hildegard Schäffler, Bayerische Staatsbibliothek, Ludwigstraße 16, 80539 München, Ger-

many. Tel. +49 (89) 286382216. Fax: +49 (89) 286382309. E-mail: schaeffler@bsb-muenchen.de

5.4 Newspapers Section

*Interim Chair:* Hartmut Walravens, Staatsbibliothek zu Berlin, Preussischer Kulturbesitz, Potsdamer Str. 33, 10785 Berlin, Germany. Tel. +49 (30) 2662498. Fax: +49 (30) 2662378. E-mail: walravens@sbb.spk-berlin.de

*Interim Secretary/Treasurer:* Edmund King, The British Library, Newspapers, Colindale Avenue, London NW9 5HE, United Kingdom. Tel. +44 (20) 74127362. Fax: +44 (20) 74127386. E-mail: ed.king@bl.uk

5.5 Government Information and Official Publications Section

*Chair:* Bruno Gnassi, Mount Allison University, 51 West Avenue, Sackville, New Brunswick E4L 4P2, Canada. Tel. +1 (506) 3642567(w). 5361934(h). E-mail: bgnassi@mta.ca

*Secretary/Editor:* Ms Jane M. Wu, Food and Agriculture Organization FAO, David Lubin Library, Viale delle Terme di Caracalla, 00100 Roma, Italy. Tel. +39 (06) 57053703. Fax: +39 (06) 57052002. E-mail: jane.wu@fao.org

*Treasurer:* Ms Pamela Tripp-Melby, Chief Librarian, Joint Bank Fund Library, International Monetary Fund, 700 19th Street N.W. Washington, DC 20431, United States. Tel. +1 (202) 6237021. Fax: +1 (202) 6236128. E-mail: ptrippmelby@imf.org/ptrippmelby@worldbank.org

5.6 Rare Books and Manuscripts Section

*Chair:* Ms Susan M. Allen, The Getty Research Institute, Research Library, 1200 Getty Center Drive, Suite 1100, Los Angeles, CA 90049-1688, United States. Tel. +1 (310) 4407611. Fax: +1 (310) 4407781. E-mail: sallen@getty.edu

*Secretary/Treasurer:* Jan Bos, Koninklijke Bibliotheek, PO Box 90407,

2509 LK The Hague, Netherlands. Tel. +31 (70) 3140336. Fax: +31 (70) 3140655. E-mail: jan.bos@kb.nl

## 5.7 Reference Working Section

*Chair:* Ms Annsofie Oscarsson, Umea University Library, S-90174 Umea, Sweden. Tel. +46 (90) 7865491. Fax: +46 (90) 7867474. E-mail: annsofie.oscarsson@ub.umu.se

*Secretary/Treasurer:* Martin Kesselman, Chang Science Library, Foran Hall, 59 Dudley Road, Rutgers University, the State University of New Jersey, New Brunswick, New Jersey 08901-8520, United States. Tel. +1 (732) 9320305x163. Fax: +1 (732) 9320311. E-mail: martyk@rci.rutgers.edu

## VI Division of Management and Technology

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*Secretary:* Ms Leena Siitonen

### 6.1 Preservation and Conservation Section

*Chair/Treasurer:* Ms Nancy E. Gwinn, Smithsonian Institution Libraries, 7206 Lenhart Dr., Chevy Chase, MD 20815, United States. Tel. +1 (202) 3572240. Fax: +1 (202) 7862866. E-mail: gwinnN@si.edu

*Secretary:* Majlis Bremer-Laamanen, Helsinki University Library, Centre for Microfilming & Conservation, Saimaankatu 6, FIN-50100 Mikkeli, Finland. Tel. +358 (15) 3211220. Fax: +358 (15) 3211234. E-mail: majlis.bremer-laamanen@helsinki.fi

### 6.2 Library Buildings and Equipment Section

*Chair/Treasurer:* François Rouyer-Gayette, Ministère de la Culture et de la Communication, Direction du livre et de la lecture, 180 rue de Rivoli, 75001 Paris, France. Tel. +33 (1) 40157529. Fax: +33 (1)

40157404. E-mail: francois.rouyer-gayette@culture.gouv.fr

*Secretary:* Ms Lisbeth Tangen, Trondheim Public Library, Peter Egges Plass 1, N-7004 Trondheim, Norway. Tel. +47 72547501. Fax: +47 72547510. E-mail: lisbeth.tangen@trondheim.kommune.no

### 6.3 Information Technology Section

*Chair/Treasurer:* Ms Maria Inês Durao, Fundação Calouste Gulbenkian, Biblioteca de Arte, Av. de Berna 45 A, 1067-001 Lisbon, Portugal. Tel. +351 (21) 7823400. Fax: +351 (21) 7823044. E-mail: ilopes@gulbenkian.pt

*Secretary:* Lawrence Woods, University of Iowa Libraries, 606 South Johnson Street, Iowa City, IA 52240, United States. Tel. +1 (319) 3545107. Fax: +1 (319) 3355870. E-mail: larry-woods@uiowa.edu

### 6.4 Statistics and Evaluation Section

*Chair/Editor:* Michael Heaney, Oxford University Library Services, Clarendon Building, Broad Street, Oxford OX1 3BG, United Kingdom. Tel. +44 (1865) 277236. Fax: +44 (1865) 277182. E-mail: michael.heaney@ouls.ox.ac.uk

*Secretary:* Ms Roswitha Poll, University and Regional Library Münster, Krummer Timpen 3-5, 48143 Münster, Germany. Tel. +49 (251) 8324022. Fax: +49 (251) 8328398. E-mail: pollr@uni-muenster.de

*Treasurer:* vacant

### 6.5 Management and Marketing Section

*Chair:* Ms Marielle de Miribel, Mediadix, Pôle Métiers du Livre, Université Paris X, 11 avenue Pozzo di Borgo, 92210 Saint-Cloud, France. Tel. +33 (1) 55391278. Fax: +33 (1) 55391277. E-mail: miribel@u-paris 10.fr

*Secretary/Treasurer:* Perry Moree, Koninklijke Bibliotheek, Pr. Willem

Alexanderhof 5, 2595 BE The Hague, Netherlands. Tel. +31 (70) 3140535. Fax: +31 (70) 3140605. E-mail: perry.moree@kb.nl

### 6.6 Audiovisual and Multimedia Section

*Chair/Editor:* Bruce Royan, Concurrent Computing, 41 Greenhill Gardens, Edinburgh, Scotland, EH10 4BL, United Kingdom. Tel. +44 (131) 447 3151. E-mail: bruce.royan@concurrentcomputing.co.uk

*Secretary/Treasurer:* Gregory Miura, Bibliothèque National de France, Quai François Mauriac, 75706 Paris Cedex 13, France. Tel. +33 (1) 53795307. Fax: +33 (1) 53794727. E-mail: gregory.miura@bnf.fr

### 6.7 Management of Library Associations Section

*Chair:* Ms Christina Stenberg, Swedish Library Association, Box 3127, 10362 Stockholm, Sweden. Tel. +46 (8) 54513233. Fax: +46 (8) 54513231. E-mail: chs@biblioteksforeningen.org

*Secretary:* Ms Arlene Cohen, c/o RFK Library, University of Guam, UOG Station, Mangilao, Guam 96923, United States. Tel. +1 (671) 7352345. Fax: +1 (671) 7346882. E-mail: acohen@uog9.uog.edu

*Treasurer:* Ms Carla J. Funk, Executive Director, Medical Library Association, 65 E. Wacker Place, Suite 1900, Chicago, Illinois 60601, United States. Tel. +1 (312) 4199094 ext 14. Fax: +1 (312) 4198950. E-mail: funk@mlahq.org

### 6.8 Women's Issues Section

*Interim Chair:* Ms Leena Siitonen, LMS Information Consulting, C/Valderribas, 39-3-2, 28007 Madrid, Spain. Tel. +34 (91) 4333416. E-mail: lsiitonen@hotmail.com

*Interim Secretary/Treasurer:* Ms Monica M. Ertel, Innovative Interfaces, Inc., 66 Oakdale Avenue, San Raphael, CA 94901, United States. Tel. +1

(415) 4828104. E-mail: monicaertel@yahoo.com

VII *Division of Education and Research*

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*Secretary/Financial Officer:* Ms Marian Koren

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*Chair/Treasurer:* Terry L. Weech, University of Illinois, Grad. School of Lib. & Info. Science, 501 East Daniel Street, Champaign, IL 61820, United States. Tel. +1 (217) 3330646. Fax: +1 (217) 2443302. E-mail: weech@uiuc.edu

*Secretary:* Niels Ole Pors, Royal School of Library and Information Science, Birketinget 6, DK-2300 Copenhagen S, Denmark. Tel. +45 32586066. Fax: +45 32840201. E-mail: nop@db.dk

7.2 *Library Theory and Research Section*

*Chair/Treasurer:* Ms Kerry Smith, Curtin University of Technology, GPO Box U1987, Perth WA 6845, Australia. Tel. +61 (8) 92667217. Fax: +61 (8) 92663166. E-mail: k.smith@curtin.edu.au

*Secretary:* Ms Marian Koren, Netherlands Public Library Association, PO Box 16146, NL-2500 BC The Hague, Netherlands. Tel. +31 (70) 3090115. Fax: +31 (70) 3090117. E-mail: koren@debibliotheken.nl

7.3 *Reading Section*

*Chair/Treasurer:* Ms Gwynneth Evans, 226 Goulburn Ave., Ottawa, Ontario K1N 8E4, Canada. Tel. +1 (613) 5656214. E-mail: gwynneth@sympatico.ca

*Secretary:* Alec Williams, 1 Victoria Street, Cullingworth, Bradford BD13 5AE, United Kingdom. Tel. +44 (1535) 271946. Fax: +44 (1535) 271946. E-mail: Alecw@tiscali.co.uk

7.4 *Information Literacy Section*

*Interim Chair:* Jesus Lau, Universidad Autónoma de Juárez, Av. López Mateos 20, 32310 Cd. Juárez, Chih, Mexico. Tel. +52 (656) 113167. Fax: +52 (656) 113168. E-mail: jlau@uacj.mx

*Interim Secretary:* Ms Christina Tovoté, Stockholm University Library, Stockholm University, SE-10691 Stockholm, Sweden. Tel. +46 (8) 164005. Fax: +46 (8) 152800. E-mail: christina.tovote@sub.su.se

*Interim Treasurer:* Ms Martha D. Castro, USBI VER/Universidad Veracruzana, Ruiz Cortines Esq Juan Pablo II, 94294 Boca del Rio, Veracruz, Mexico. Tel. +52 (299) 923 2821. Fax: +52 (299) 9232800, E-mail: mcastro@uv.mx

7.5 *Continuing Professional Development and Workplace Learning Section*

*Interim Chair:* Ms Ann Ritchie, 1/15 Annear Crt, Tipperary Waters NT 0820, Australia. Tel. +61 (8) 89410482. Fax: +61 (8) 89467077. E-mail: ann.ritchie@mailpc.alia.org.au

*Interim Secretary:* Graham Walton, Library, Northumbria University, Coach Lane Campus, Coach Lane, Newcastle upon Tyne, NE7 7XA, United Kingdom. Tel. +44 (191) 2156520. Fax: +44 (191) 2156560. E-mail: graham.walton@unn.ac.uk

*Interim Treasurer:* Ms Blanche Woolls, San Jose State University, One Washington Square, San Jose, CA 95192-0029, United States. Tel. +1 (408) 9242491. Fax: +1 (408) 9242492. E-mail: bwoolls@wahoo.sjsu.edu

7.6 *Library History Section*

*Interim Chair/Treasurer:* Alistair Black, School of Information Management, Leeds Metropolitan University, Beckett Park Campus, Leeds LS6 3QS, United Kingdom. Tel. +44

(113) 2832600. Fax: +44 (113) 2837599. E-mail: a.black@lmu.ac.uk

*Interim Secretary:* Ms Hermina G.B. Angheliescu, Wayne State University, Library and Information Science Program, 106 Kresge Library, Detroit, MI 48202-3939, United States. Tel.: +1 (313) 5779883. Fax: +1 (313) 5777563. E-mail: ag7662@wayne.edu

7.7 *Library and Information Science Journals Section*

*Interim Chair:* vacant

*Interim Secretary:* Ms Ludmila F. Kozlova, Chief, Foreign Library Science and International Library Relations Dept, Russian State Library, 3/5 Vozdvizhenka ul., 119992 Moscow, Russian Federation. Tel. +7 (095) 2023565. Fax: +7 (095) 9136933. E-mail: lkozlova@rsl.ru

*Interim Treasurer:* Gary E. Gorman, Professor, School of Information Management, Victoria University of Wellington, PO Box 600, Wellington, New Zealand. Tel. +64 (4) 4635782. Fax: +64 (4) 4635184. E-mail: gary.gorman@vuw.ac.nz

VIII *Division of Regional Activities*

*Chair/Financial Officer:* Ms Jacinta Were

*Secretary:* Ms María Isabel Cabral da Franca

8.1 *Africa Section*

*Chair:* Ms Jacinta Were, University Nairobi Library, PO Box 30197, Nairobi, Kenya. Tel. +254 (20) 720599. Fax: +254 (20) 336885. E-mail: werej@yahoo.com/jwere@uonbi.ac.ke

*Secretary:* Ms Sarah Kagoda-Batuwa, East African Community Secretariat, PO Box 1096, Arusha, Tanzania, United Republic of. Tel. +255 (27) 2054253/78. Fax: +255 (27) 2504255/481. E-mail: sarah@eachq.org

*Treasurer:* Bernard Dione, Enseignant, Ecole des Bibliothécaires, Archivistes et Documentalistes (EBAD), Bibliothèque de l'Université Cheikh Anta Diop de Dakar, BP 3252, Dakar, Senegal. Tel. +221) 8257660/8642122. Fax: +221) 8240542. E-mail: [bernard.dione@ebad.ucad.sn](mailto:bernard.dione@ebad.ucad.sn)/dionebenu@hotmail.com

## 8.2 Asia and Oceania Section

*Chair/Treasurer:* Gary E. Gorman, Professor, School of Information Management, Victoria University of Wellington, PO Box 600, Wellington, New Zealand. Tel. +64 (4) 4635782. Fax: +64 (4) 4635184. E-mail: [gary.gorman@vuw.ac.nz](mailto:gary.gorman@vuw.ac.nz)

*Secretary:* Aree Cheunwattana, Srinakharinwirot University, Faculty of Humanities, Sukhumvit 23, Bangkok 10110, Thailand. Tel. +66 (2) 2600122. Fax: +66 (2) 2581428. E-mail: [areech@swu.ac.th](mailto:areech@swu.ac.th)

## 8.3 Latin America and the Caribbean Section

*Chair/Treasurer:* Roberto J. Servidio, Abgra, Tucumán 1424, 8vo. piso, Dpto. "D", C1050AAB-Buenos Aires, Argentina. Tel. +54 (11) 43715269/43730571. Fax: +54 (11) 43715269. E-mail: [secretaria@abgra.org.ar](mailto:secretaria@abgra.org.ar)/rservidio@abgra.org.ar

*Secretary:* Ms María Isabel Cabral da Franca, Conect, Consultoria e Participações Ltda., A. Rui Barbosa, 624/101, 22250-020 Flamengo, Rio

de Janeiro, RJ, Brazil. Tel. +55 (21) 25533301. Fax: +55 (21) 25534633. E-mail: [mifranca@centroin.com.br](mailto:mifranca@centroin.com.br)/mariaisabelfranca@hotmail.com

## Discussion Groups

### E-Learning

*Convenor:* Ian Johnson, Head, School of Information & Media, Faculty of Management, Robert Gordon University, Garthdee Road, Aberdeen AB10 7QU, United Kingdom. Tel. +44 (1224) 263902. Fax: +44 (1224) 263939 E-mail: [i.m.johnson@rgu.ac.uk](mailto:i.m.johnson@rgu.ac.uk)

### Law Libraries

*Convenor:* David Byrne, Head of Information, BT Group Legal, PP B4K, BT Centre, 81 Newgate Street, London, EC1A 7AJ, United Kingdom. Tel. +44 (20) 73565533. Fax: +44 (20) 73565002. E-mail: [david.f.byrne@bt.com](mailto:david.f.byrne@bt.com)

### New Professionals

*Convenors:* Andrew Cranfield, Deputy Library Director, Slagelse County Library, Denmark. E-mail: [acr@scb.dk](mailto:acr@scb.dk). Stuart Hamilton, PhD student, Royal School of Library and Information Science, Denmark. E-mail: [sha@db.dk](mailto:sha@db.dk)

### Quality Issues in Libraries

*Convenor:* Sue McKnight, Executive Director, Learning Services and Uni-

versity Librarian, Geelong Waterfront Campus, Deakin University, 1 Gheringhap Street, Geelong V 3217, Australia. Tel. +61 (3) 52278505. Fax: +61(3) 52278130. E-mail: [suemck@deakin.edu.au](mailto:suemck@deakin.edu.au)

## Government Libraries Section

The Government Libraries Section is beginning the process of developing guidelines for Government Libraries. The Section is recruiting IFLA members who would like to work on this project. Those interested should contact Nancy Bolt, Guidelines Committee Chair at [<nancybolt@earthlink.net>](mailto:nancybolt@earthlink.net).

The Section feels the guidelines are needed in order to:

- to serve as guidance to government libraries about best practices
- to be used as a tool in developing countries about the organization and responsibilities of government libraries
- to support advocacy for the development and improvement of government libraries
- to gather best practices worldwide about the organization, responsibilities, and value of government libraries.

The Section intends to present a first draft for review and discussion in Buenos Aires.

## Future Conferences

### World Library and Information Congress 2004

Tomás Eloy Martínez, a famous Argentine novelist, will be the Keynote Speaker at the Opening Session of the World Library and Information Congress in Buenos Aires, August 2004. Mr. Eloy Martínez was born in Tucumán in the north of Argentina, in July of 1934. It was there that he

graduated in literature, later going on to Paris where he completed his doctorate, writing his thesis on Borges. His intense and committed journalistic activity has obliged him to spend various periods in exile. Currently he is the director of Latin American studies at Rutgers University, New Jersey, USA. In his novels one can appreciate, apart from his literary talent, his capacity for ob-

taining and organizing historical documents carefully guarded by all the sectors that have played a role in the Argentine drama of recent years. This is particularly true for his books *La Novela de Perón* and *Santa Evita*.

For more information on the World Library and Information Congress in Buenos Aires, please see: <http://www.ifla.org/IV/ifla70/index.htm>

## World Summit on the Information Society

*We present here a report on the World Summit on the Information Society, Phase 1 (Geneva 10–12 December 2003, together with the Declaration of Principles and the Plan of Action adopted by the Summit.*

### **IFLA and the World Summit on the Information Society**

We, the representatives of the peoples of the world, assembled in Geneva from 10–12 December 2003 for the first phase of the World Summit on the Information Society, declare our common desire and commitment to build a people-centred, inclusive and development-oriented Information Society, where everyone can create, utilize and share information and knowledge ...

so begins the Declaration of Principles adopted, along with a Plan of Action on the final evening of the Summit.

Adoption was the culmination of eighteen months of consultations and negotiations and represented a major achievement for IFLA and its partners in lobbying the negotiators. The final versions were agreed at the eleventh hour, late on Tuesday 9 December, just before the opening of the Summit.

Unqualified acceptance of the fundamental importance of human rights, and especially of freedom of expression and information was obtained, but two issues could not be resolved. The first was Internet governance, which some nations wish to keep under the control of ICANN, supervised by the US Department of Commerce and with the involvement of major ICT operators. Others, especially developing nations would prefer supervision by an international organization such as the UN's International Telecommunication Union (ITU), which organized the Summit.

The Government of Senegal had proposed a Digital Solidarity Fund, while the EU and other developed nations argued that existing funding mechanisms should be used. To secure endorsement of the documents, it was agreed to study both between the Geneva and Tunis phases of the Summit. Striking a positive note, the Mayors of Lyons in France and Geneva in Switzerland announced on the final day that they had added to the Senegal Government's contribution taking the fund to over EUR 1 million.

As the civil society organizations have noted, the Declaration and Action Plan fall short of providing the means to implement fully a vision for an equitable and inclusive information society. The make a start, but there is much to do. IFLA has signed the Civil Society Declaration and will be working with our partners in civil society to advance a shared vision.

Nevertheless, most of our concerns are included in the Declaration and Action Plan, which offer a framework for action over the next 2 years to Tunis and beyond. For example, the Declaration of Principles asserts that "Public institutions such as libraries ... and other community access points should be strengthened so as to promote the preservation of documentary records and free and equitable access to information." Under the heading 'Capacity Building', librarians amongst others should, according to the Declaration, "play an active role in promoting the Information Society, particularly in the Least Developed countries". One of the specific targets in the Plan of Action is to connect public libraries, universities, colleges, secondary and primary schools with ICTs by 2015. There are at least eight other specific references to libraries in the document. But there are also many other references which can be taken to include libraries, for example "community access points." It is now up to us to demonstrate to governments

that we can turn the statements into reality, that the global library network provides the foundation for the information society.

This has been the most sustained and widespread advocacy campaign ever undertaken by IFLA. It has demonstrated that we can be successful but has taught us many lessons, including the need for the strong core support, provided this time by our Swiss colleagues. We need to learn from the experience as we engage with the Tunis phase of the Summit and for advocacy in other areas.

Many colleagues from national library associations, national libraries and other related organizations participated, presenting an alliance to promote the role of libraries in the information society. Right up to the end, IFLA representatives met with key players including government delegates and ministers, civil society members and HE Adama Samassékou, President of the preparatory process, who spoke at WLIC 2003 in Berlin. Contacts made during the summit included funders and organizers of telecentres in the developing world. IFLA considers this as a valuable contact and we are preparing a joint workshop during the World Library and Information Congress in Buenos Aires in August 2004.

The assistance of students and lecturers from the School of Library and Information Science in Geneva was particularly valuable because they willingly staffed our booth, which we shared with the International Council on Archives (ICA), and distributed information while we met with the key players. We also shared a booth organized by the Swiss UNESCO Commission, with ICA, the International Scientific Union (ICSU) and the International Federation of Journalists. We ran a well-attended workshop on the role of libraries in the information society.

A commentary on the Declaration and Action Plan will be distributed

shortly. It will show how IFLA, library associations and libraries are turning the ideas and actions into practice and how, with a little support, we can extend our work so that we will have many stories to tell in Tunis.

We will also work to strengthen the outcomes in those areas in which the Declaration and Action Plan could be improved including the deficiencies identified in the Civil Society Declaration.

The effectiveness of our advocacy campaign was demonstrated when a government delegate told an IFLA representative:

I am sick of hearing about libraries and from you librarians ...

As IFLA President Kay Raseroka noted at the opening of the Summit:

This is only the beginning of a process to make sure that people across the globe have the information they need for their lives, prosperity and freedom.

Alex Byrne  
Marian Koren  
Ross Shimmon  
Winnie Vitzansky

Further reports on IFLA's involvement in the WSIS are available on IIFLANET at: <http://www.ifla.org/III/wsis.html>

The full texts of the documents are available on the WSIS website as follows:

Declaration of Principles: [http://www.itu.int/wsis/documents/doc\\_single-en-1161.asp](http://www.itu.int/wsis/documents/doc_single-en-1161.asp)

Plan of Action: [http://www.itu.int/wsis/documents/doc\\_single-en-1160.asp](http://www.itu.int/wsis/documents/doc_single-en-1160.asp)

Civil Society Declaration: <http://www.geneva2003.org/wsis/documents/summit/WSIS-CS-Decl-08-12-03-en.pdf>

## World Summit on the Information Society. Declaration of Principles

### Building the Information Society: a global challenge in the new Millennium

#### A. *Our Common Vision of the Information Society*

1. We, the representatives of the peoples of the world, assembled in Geneva from 10–12 December 2003 for the first phase of the World Summit on the Information Society, declare our common desire and commitment to build a people-centred, inclusive and development-oriented Information Society, where everyone can create, access, utilize and share information and knowledge, enabling individuals, communities and peoples to achieve their full potential in promoting their sustainable development and improving their quality of life, premised on the purposes and principles of the Charter of the United Nations and respecting fully and upholding the Universal Declaration of Human Rights.

2. *Our challenge* is to harness the potential of information and communication technology to promote the development goals of the Millennium Declaration, namely the eradication of extreme poverty and hunger; achievement of universal primary education; promotion of gender equality and empowerment of women; reduction of child mortality; improvement of maternal health; to combat HIV/AIDS, malaria and other diseases; ensuring environmental sustainability; and development of global partnerships for development for the attainment of a more peaceful, just and prosperous world. We also reiterate our commitment to the achievement of sustainable development and agreed development goals, as contained in the Johannesburg Declaration and Plan of Implementation and the Monterrey Consensus, and other outcomes of relevant United Nations Summits.

3. *We reaffirm* the universality, indivisibility, interdependence and in-

terrelation of all human rights and fundamental freedoms, including the right to development, as enshrined in the Vienna Declaration. We also reaffirm that democracy, sustainable development, and respect for human rights and fundamental freedoms as well as good governance at all levels are interdependent and mutually reinforcing. We further resolve to strengthen respect for the rule of law in international as in national affairs.

4. *We reaffirm*, as an essential foundation of the Information Society, and as outlined in Article 19 of the Universal Declaration of Human Rights, that everyone has the right to freedom of opinion and expression; that this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers. Communication is a fundamental social process, a basic human need and the foundation of all social organization. It is central to the Information Society. Everyone, everywhere should have the opportunity to participate and no one should be excluded from the benefits the Information Society offers.

5. *We further reaffirm* our commitment to the provisions of Article 29 of the Universal Declaration of Human Rights, that everyone has duties to the community in which alone the free and full development of their personality is possible, and that, in the exercise of their rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations. In this way, we shall promote an Information Society where human dignity is respected.

6. In keeping with the spirit of this declaration, *we rededicate our-*



*selves* to upholding the principle of the sovereign equality of all States.

7. *We recognize* that science has a central role in the development of the Information Society. Many of the building blocks of the Information Society are the result of scientific and technical advances made possible by the sharing of research results.

8. *We recognize* that education, knowledge, information and communication are at the core of human progress, endeavour and well-being. Further, Information and Communication Technologies (ICTs) have an immense impact on virtually all aspects of our lives. The rapid progress of these technologies opens completely new opportunities to attain higher levels of development. The capacity of these technologies to reduce many traditional obstacles, especially those of time and distance, for the first time in history makes it possible to use the potential of these technologies for the benefit of millions of people in all corners of the world.

9. *We are aware* that ICTs should be regarded as tools and not as an end in themselves. Under favourable conditions, these technologies can be a powerful instrument, increasing productivity, generating economic growth, job creation and employability and improving the quality of life of all. They can also promote dialogue among people, nations and civilizations.

10. *We are also fully aware* that the benefits of the information technology revolution are today unevenly distributed between the developed and developing countries and within societies. We are fully committed to turning this digital divide into a digital opportunity for all, particularly for those who risk being left behind and being further marginalized.

11. *We are committed* to realizing our common vision of the Information Society for ourselves and for future generations. We recognize that young people are the future workforce and leading creators and earliest adopters of ICTs. They must

therefore be empowered as learners, developers, contributors, entrepreneurs and decision-makers. We must focus especially on young people who have not yet been able to benefit fully from the opportunities provided by ICTs. We are also committed to ensuring that the development of ICT applications and operation of services respects the rights of children as well as their protection and well-being.

12. *We affirm* that development of ICTs provides enormous opportunities for women, who should be an integral part of, and key actors, in the Information Society. We are committed to ensuring that the Information Society enables women's empowerment and their full participation on the basis on equality in all spheres of society and in all decision-making processes. To this end, we should mainstream a gender equality perspective and use ICTs as a tool to that end.

13. In building the Information Society, *we shall pay particular attention* to the special needs of marginalized and vulnerable groups of society, including migrants, internally displaced persons and refugees, unemployed and underprivileged people, minorities and nomadic people. We shall also recognize the special needs of older persons and persons with disabilities.

14. *We are resolute* to empower the poor, particularly those living in remote, rural and marginalized urban areas, to access information and to use ICTs as a tool to support their efforts to lift themselves out of poverty.

15. In the evolution of the Information Society, particular attention must be given to the special situation of indigenous peoples, as well as to the preservation of their heritage and their cultural legacy.

16. *We continue to pay* special attention to the particular needs of people of developing countries, countries with economies in transition, Least Developed Countries, Small

Island Developing States, Landlocked Developing Countries, Highly Indebted Poor Countries, countries and territories under occupation, countries recovering from conflict and countries and regions with special needs as well as to conditions that pose severe threats to development, such as natural disasters.

17. *We recognize* that building an inclusive Information Society requires new forms of solidarity, partnership and cooperation among governments and other stakeholders, i.e. the private sector, civil society and international organizations. Realizing that the ambitious goal of this Declaration – bridging the digital divide and ensuring harmonious, fair and equitable development for all – will require strong commitment by all stakeholders, we call for digital solidarity, both at national and international levels.

18. Nothing in this Declaration shall be construed as impairing, contradicting, restricting or derogating from the provisions of the Charter of the United Nations and the Universal Declaration of Human Rights, any other international instrument or national laws adopted in furtherance of these instruments.

*B. An Information Society for All: Key Principles*

19. *We are resolute* in our quest to ensure that everyone can benefit from the opportunities that ICTs can offer. We agree that to meet these challenges, all stakeholders should work together to: improve access to information and communication infrastructure and technologies as well as to information and knowledge; build capacity; increase confidence and security in the use of ICTs; create an enabling environment at all levels; develop and widen ICT applications; foster and respect cultural diversity; recognize the role of the media; address the ethical dimensions of the Information Society; and encourage international and regional cooperation. We agree that these are the key principles for building an inclusive Information Society.

- 1) The role of governments and all stakeholders in the promotion of ICTs for development
20. Governments, as well as private sector, civil society and the United Nations and other international organizations have an important role and responsibility in the development of the Information Society and, as appropriate, in decision-making processes. Building a people-centred Information Society is a joint effort which requires cooperation and partnership among all stakeholders.
- 2) Information and communication infrastructure: an essential foundation for an inclusive information society
21. Connectivity is a central enabling agent in building the Information Society. Universal, ubiquitous, equitable and affordable access to ICT infrastructure and services, constitutes one of the challenges of the Information Society and should be an objective of all stakeholders involved in building it. Connectivity also involves access to energy and postal services, which should be assured in conformity with the domestic legislation of each country.
22. A well-developed information and communication network infrastructure and applications, adapted to regional, national and local conditions, easily-accessible and affordable, and making greater use of broadband and other innovative technologies where possible, can accelerate the social and economic progress of countries, and the well-being of all individuals, communities and peoples.
23. Policies that create a favourable climate for stability, predictability and fair competition at all levels should be developed and implemented in a manner that not only attracts more private investment for ICT infrastructure development but also enables universal service obligations to be met in areas where traditional market conditions fail to work. In disadvantaged areas, the establishment of ICT public access points in places such as post offices, schools, libraries and archives, can provide effective means for ensuring universal access to the infrastructure and services of the Information Society.
- 3) Access to information and knowledge
24. The ability for all to access and contribute information, ideas and knowledge is essential in an inclusive Information Society.
25. The sharing and strengthening of global knowledge for development can be enhanced by removing barriers to equitable access to information for economic, social, political, health, cultural, educational, and scientific activities and by facilitating access to public domain information, including by universal design and the use of assistive technologies.
26. A rich public domain is an essential element for the growth of the Information Society, creating multiple benefits such as an educated public, new jobs, innovation, business opportunities, and the advancement of sciences. Information in the public domain should be easily accessible to support the Information Society, and protected from misappropriation. Public institutions such as libraries and archives, museums, cultural collections and other community-based access points should be strengthened so as to promote the preservation of documentary records and free and equitable access to information.
27. Access to information and knowledge can be promoted by increasing awareness among all stakeholders of the possibilities offered by different software models, including proprietary, open-source and free software, in order to increase competition, access by users, diversity of choice, and to enable all users to develop solutions which best meet their requirements. Affordable access to software should be considered as an important component of a truly inclusive Information Society.
28. We strive to promote universal access with equal opportunities for all to scientific knowledge and the creation and dissemination of scientific and technical information, including open access initiatives for scientific publishing.
- 4) Capacity building
29. Each person should have the opportunity to acquire the necessary skills and knowledge in order to understand, participate actively in, and benefit fully from, the Information Society and the knowledge economy. Literacy and universal primary education are key factors for building a fully inclusive information society, paying particular attention to the special needs of girls and women. Given the wide range of ICT and information specialists required at all levels, building institutional capacity deserves special attention.
30. The use of ICTs in all stages of education, training and human resource development should be promoted, taking into account the special needs of persons with disabilities and disadvantaged and vulnerable groups.
31. Continuous and adult education, re-training, life-long learning, distance-learning and other special services, such as telemedicine, can make an essential contribution to employability and help people benefit from the new opportunities offered by ICTs for traditional jobs, self-employment and new professions. Awareness and literacy in ICTs are an essential foundation in this regard.
32. Content creators, publishers, and producers, as well as teachers, trainers, archivists, librarians and learners, should play an active role in promoting the Information Society, particularly in the Least Developed Countries.
33. To achieve a sustainable development of the Information Society, national capability in ICT research and development should be enhanced. Furthermore, partnerships, in particular between and among developed and developing countries, including countries with economies

in transition, in research and development, technology transfer, manufacturing and utilization of ICT products and services are crucial for promoting capacity building and global participation in the Information Society. The manufacture of ICTs presents a significant opportunity for creation of wealth.

34. The attainment of our shared aspirations, in particular for developing countries and countries with economies in transition, to become fully-fledged members of the Information Society, and their positive integration into the knowledge economy, depends largely on increased capacity building in the areas of education, technology know-how and access to information, which are major factors in determining development and competitiveness.

#### 5) Building confidence and security in the use of ICTs

35. Strengthening the trust framework, including information security and network security, authentication, privacy and consumer protection, is a prerequisite for the development of the Information Society and for building confidence among users of ICTs. A global culture of cyber-security needs to be promoted, developed and implemented in cooperation with all stakeholders and international expert bodies. These efforts should be supported by increased international cooperation. Within this global culture of cyber-security, it is important to enhance security and to ensure the protection of data and privacy, while enhancing access and trade. In addition, it must take into account the level of social and economic development of each country and respect the development-oriented aspects of the Information Society.

36. While recognizing the principles of universal and non-discriminatory access to ICTs for all nations, we support the activities of the United Nations to prevent the potential use of ICTs for purposes that are inconsistent with the objectives of maintaining international stability and security, and may adversely af-

fect the integrity of the infrastructure within States, to the detriment of their security. It is necessary to prevent the use of information resources and technologies for criminal and terrorist purposes, while respecting human rights.

37. Spam is a significant and growing problem for users, networks and the Internet as a whole. Spam and cyber-security should be dealt with at appropriate national and international levels.

#### 6) Enabling environment

38. An enabling environment at national and international levels is essential for the Information Society. ICTs should be used as an important tool for good governance.

39. The rule of law, accompanied by a supportive, transparent, pro-competitive, technologically neutral and predictable policy and regulatory framework reflecting national realities, is essential for building a people-centred Information Society. Governments should intervene, as appropriate, to correct market failures, to maintain fair competition, to attract investment, to enhance the development of the ICT infrastructure and applications, to maximize economic and social benefits, and to serve national priorities.

40. A dynamic and enabling international environment, supportive of foreign direct investment, transfer of technology, and international cooperation, particularly in the areas of finance, debt and trade, as well as full and effective participation of developing countries in global decision-making, are vital complements to national development efforts related to ICTs. Improving global affordable connectivity would contribute significantly to the effectiveness of these development efforts.

41. ICTs are an important enabler of growth through efficiency gains and increased productivity, in particular by small and medium sized enterprises (SMEs). In this regard, the development of the Information So-

ciety is important for broadly-based economic growth in both developed and developing economies. ICT-supported productivity gains and applied innovations across economic sectors should be fostered. Equitable distribution of the benefits contributes to poverty eradication and social development. Policies that foster productive investment and enable firms, notably SMEs, to make the changes needed to seize the benefits from ICTs, are likely to be the most beneficial.

42. Intellectual Property protection is important to encourage innovation and creativity in the Information Society; similarly, the wide dissemination, diffusion, and sharing of knowledge is important to encourage innovation and creativity. Facilitating meaningful participation by all in intellectual property issues and knowledge sharing through full awareness and capacity building is a fundamental part of an inclusive Information Society.

43. Sustainable development can best be advanced in the Information Society when ICT-related efforts and programmes are fully integrated in national and regional development strategies. We welcome the New Partnership for Africa's Development (NEPAD) and encourage the international community to support the ICT-related measures of this initiative as well as those belonging to similar efforts in other regions. Distribution of the benefits of ICT-driven growth contributes to poverty eradication and sustainable development.

44. Standardization is one of the essential building blocks of the Information Society. There should be particular emphasis on the development and adoption of international standards. The development and use of open, interoperable, non-discriminatory and demand-driven standards that take into account needs of users and consumers is a basic element for the development and greater diffusion of ICTs and more affordable access to them, particularly in developing countries. International standards aim to create an environment where

consumers can access services worldwide regardless of underlying technology.

45. The radio frequency spectrum should be managed in the public interest and in accordance with principle of legality, with full observance of national laws and regulation as well as relevant international agreements.

46. In building the Information Society, States are strongly urged to take steps with a view to the avoidance of, and refrain from, any unilateral measure not in accordance with international law and the Charter of the United Nations that impedes the full achievement of economic and social development by the population of the affected countries, and that hinders the well-being of their population.

47. Recognizing that ICTs are progressively changing our working practices, the creation of a secure, safe and healthy working environment, appropriate to the utilization of ICTs, respecting all relevant international norms, is fundamental.

48. The Internet has evolved into a global facility available to the public and its governance should constitute a core issue of the Information Society agenda. The international management of the Internet should be multilateral, transparent and democratic, with the full involvement of governments, the private sector, civil society and international organizations. It should ensure an equitable distribution of resources, facilitate access for all and ensure a stable and secure functioning of the Internet, taking into account multilingualism.

49. The management of the Internet encompasses both technical and public policy issues and should involve all stakeholders and relevant intergovernmental and international organizations. In this respect it is recognized that:

a) Policy authority for Internet-related public policy issues is the sovereign right of States. They have rights and responsibilities for

international Internet-related public policy issues;

b) The private sector has had and should continue to have an important role in the development of the Internet, both in the technical and economic fields;

c) Civil society has also played an important role on Internet matters, especially at community level, and should continue to play such a role;

d) Intergovernmental organizations have had and should continue to have a facilitating role in the coordination of Internet-related public policy issues;

e) International organizations have also had and should continue to have an important role in the development of Internet-related technical standards and relevant policies.

50. International Internet governance issues should be addressed in a coordinated manner. We ask the Secretary-General of the United Nations to set up a working group on Internet governance, in an open and inclusive process that ensures a mechanism for the full and active participation of governments, the private sector and civil society from both developing and developed countries, involving relevant intergovernmental and international organizations and forums, to investigate and make proposals for action, as appropriate, on the governance of Internet by 2005.

7) ICT applications: benefits in all aspects of life

51. The usage and deployment of ICTs should seek to create benefits in all aspects of our daily life. ICT applications are potentially important in government operations and services, health care and health information, education and training, employment, job creation, business, agriculture, transport, protection of environment and management of natural resources, disaster prevention, and culture, and to promote eradication of poverty and other agreed development goals. ICTs should also contribute to sustainable production

and consumption patterns and reduce traditional barriers, providing an opportunity for all to access local and global markets in a more equitable manner. Applications should be user-friendly, accessible to all, affordable, adapted to local needs in languages and cultures, and support sustainable development. To this effect, local authorities should play a major role in the provision of ICT services for the benefit of their populations.

8) Cultural diversity and identity, linguistic diversity and local content

52. Cultural diversity is the common heritage of humankind. The Information Society should be founded on and stimulate respect for cultural identity, cultural and linguistic diversity, traditions and religions, and foster dialogue among cultures and civilizations. The promotion, affirmation and preservation of diverse cultural identities and languages as reflected in relevant agreed United Nations documents including UNESCO's Universal Declaration on Cultural Diversity, will further enrich the Information Society.

53. The creation, dissemination and preservation of content in diverse languages and formats must be accorded high priority in building an inclusive Information Society, paying particular attention to the diversity of supply of creative work and due recognition of the rights of authors and artists. It is essential to promote the production of and accessibility to all content – educational, scientific, cultural or recreational – in diverse languages and formats. The development of local content suited to domestic or regional needs will encourage social and economic development and will stimulate participation of all stakeholders, including people living in rural, remote and marginal areas.

54. The preservation of cultural heritage is a crucial component of identity and self-understanding of individuals that links a community to its past. The Information Society should harness and preserve cultural

heritage for the future by all appropriate methods, including digitization.

9) Media

55. We reaffirm our commitment to the principles of freedom of the press and freedom of information, as well as those of the independence, pluralism and diversity of media, which are essential to the Information Society. Freedom to seek, receive, impart and use information for the creation, accumulation and dissemination of knowledge are important to the Information Society. We call for the responsible use and treatment of information by the media in accordance with the highest ethical and professional standards. Traditional media in all their forms have an important role in the Information Society and ICTs should play a supportive role in this regard. Diversity of media ownership should be encouraged, in conformity with national law, and taking into account relevant international conventions. We reaffirm the necessity of reducing international imbalances affecting the media, particularly as regards infrastructure, technical resources and the development of human skills.

10) Ethical dimensions of the Information Society

56. The Information Society should respect peace and uphold the fundamental values of freedom, equality, solidarity, tolerance, shared responsibility, and respect for nature.

57. We acknowledge the importance of ethics for the Information Society, which should foster justice, and the dignity and worth of the human person. The widest possible protection should be accorded to the family and to enable it to play its crucial role in society.

58. The use of ICTs and content creation should respect human rights and fundamental freedoms of others, including personal privacy, and the right to freedom of thought, conscience, and religion in conformity with relevant international instruments.

59. All actors in the Information Society should take appropriate actions and preventive measures, as determined by law, against abusive uses of ICTs, such as illegal and other acts motivated by racism, racial discrimination, xenophobia, and related intolerance, hatred, violence, all forms of child abuse, including paedophilia and child pornography, and trafficking in, and exploitation of, human beings.

11) International and regional cooperation

60. We aim at making full use of the opportunities offered by ICTs in our efforts to reach the internationally agreed development goals, including those contained in the Millennium Declaration, and to uphold the key principles set forth in this Declaration. The Information Society is intrinsically global in nature and national efforts need to be supported by effective international and regional cooperation among governments, the private sector, civil society and other stakeholders, including the international financial institutions.

61. In order to build an inclusive global Information Society, we will seek and effectively implement concrete international approaches and mechanisms, including financial and technical assistance. Therefore, while appreciating ongoing ICT cooperation through various mechanisms, we invite all stakeholders to commit to the 'Digital Solidarity Agenda' set forth in the Plan of Action. We are convinced that the worldwide agreed objective is to contribute to bridge the digital divide, promote access to ICTs, create digital opportunities, and benefit from the potential offered by ICTs for development. We recognize the will expressed by some to create an international voluntary 'Digital Solidarity Fund', and by others to undertake studies concerning existing mechanisms and the efficiency and feasibility of such a Fund.

62. Regional integration contributes to the development of the global Information Society and makes strong cooperation within and among regions indispensable. Regional dia-

logue should contribute to national capacity building and to the alignment of national strategies with the goals of this Declaration of Principles in a compatible way, while respecting national and regional particularities. In this context, we welcome and encourage the international community to support the ICT-related measures of such initiatives.

63. We resolve to assist developing countries, LDCs and countries with economies in transition through the mobilization from all sources of financing, the provision of financial and technical assistance and by creating an environment conducive to technology transfer, consistent with the purposes of this Declaration and the Plan of Action.

64. The core competences of the International Telecommunication Union (ITU) in the fields of ICTs – assistance in bridging the digital divide, international and regional cooperation, radio spectrum management, standards development and the dissemination of information – are of crucial importance for building the Information Society.

C. *Towards an Information Society for All Based on Shared Knowledge*

65. *We commit ourselves* to strengthening cooperation to seek common responses to the challenges and to the implementation of the Plan of Action, which will realize the vision of an inclusive Information Society based on the Key Principles incorporated in this Declaration.

66. *We further commit ourselves* to evaluate and follow-up progress in bridging the digital divide, taking into account different levels of development, so as to reach internationally agreed development goals, including those contained in the Millennium Declaration, and to assess the effectiveness of investment and international cooperation efforts in building the Information Society.

67. *We are firmly convinced* that we are collectively entering a new

era of enormous potential, that of the Information Society and expanded human communication. In this emerging society, information and knowledge can be produced, exchanged, shared and communicated through all the networks of the world. All individuals can soon, if we take the necessary actions, together build a new Information Society based on shared knowledge and founded on global solidarity and a better mutual understanding between peoples and nations. We trust that these measures will open the way to the future development of a true knowledge society.

*Document WSIS-03/GENEVA/DOC/4-E. 12 December 2003.*

## **World Summit on the Information Society. Plan of Action**

### *A. Introduction*

1. The common vision and guiding principles of the Declaration are translated in this Plan of Action into concrete action lines to advance the achievement of the internationally-agreed development goals, including those in the Millennium Declaration, the Monterrey Consensus and the Johannesburg Declaration and Plan of Implementation, by promoting the use of ICT-based products, networks, services and applications, and to help countries overcome the digital divide. The Information Society envisaged in the Declaration of Principles will be realized in cooperation and solidarity by governments and all other stakeholders.

2. The Information Society is an evolving concept that has reached different levels across the world, reflecting the different stages of development. Technological and other change is rapidly transforming the environment in which the Information Society is developed. The Plan of Action is thus an evolving platform to promote the Information Society at the national, regional and international levels. The unique two-phase structure of the World Summit on the Information Society (WSIS)

provides an opportunity to take this evolution into account.

3. All stakeholders have an important role to play in the Information Society, especially through partnerships:

- a) Governments have a leading role in developing and implementing comprehensive, forward looking and sustainable national e-strategies. The private sector and civil society, in dialogue with governments, have an important consultative role to play in devising national e-strategies.
- b) The commitment of the private sector is important in developing and diffusing information and communication technologies (ICTs), for infrastructure, content and applications. The private sector is not only a market player but also plays a role in a wider sustainable development context.
- c) The commitment and involvement of civil society is equally important in creating an equitable Information Society, and in implementing ICT-related initiatives for development.
- d) International and regional institutions, including international financial institutions, have a key role in integrating the use of ICTs in the development process and making available necessary resources for building the Information Society and for the evaluation of the progress made.

### *B. Objectives, goals and targets*

4. The objectives of the Plan of Action are to build an inclusive Information Society; to put the potential of knowledge and ICTs at the service of development; to promote the use of information and knowledge for the achievement of internationally agreed development goals, including those contained in the Millennium Declaration; and to address new challenges of the Information Society, at the national, regional and international levels. Opportunity shall be taken in phase two of the WSIS to evaluate and assess progress made towards bridging the digital divide.

5. Specific targets for the Information Society will be established as appropriate, at the national level in the framework of national e-strategies and in accordance with national development policies, taking into account the different national circumstances. Such targets can serve as useful benchmarks for actions and for the evaluation of the progress made towards the attainment of the overall objectives of the Information Society.

6. Based on internationally agreed development goals, including those in the Millennium Declaration, which are premised on international cooperation, indicative targets may serve as global references for improving connectivity and access in the use of ICTs in promoting the objectives of the Plan of Action, to be achieved by 2015. These targets may be taken into account in the establishment of the national targets, considering the different national circumstances:

- a) to connect villages with ICTs and establish community access points;
- b) to connect universities, colleges, secondary schools and primary schools with ICTs;
- c) to connect scientific and research centres with ICTs;
- d) to connect public libraries, cultural centres, museums, post offices and archives with ICTs;
- e) to connect health centres and hospitals with ICTs;
- f) to connect all local and central government departments and establish websites and email addresses;
- g) to adapt all primary and secondary school curricula to meet the challenges of the Information Society, taking into account national circumstances;
- h) to ensure that all of the world's population have access to television and radio services;
- i) to encourage the development of content and to put in place technical conditions in order to facilitate the presence and use of all world languages on the Internet;
- j) to ensure that more than half the world's inhabitants have access to ICTs within their reach.

7. In giving effect to these objectives, goals and targets, special attention will be paid to the needs of developing countries, and in particular to countries, peoples and groups cited in paragraphs 11–16 of the Declaration of Principles.

C. *Action Lines*

C1. The role of governments and all stakeholders in the promotion of ICTs for development

8. The effective participation of governments and all stakeholders is vital in developing the Information Society requiring cooperation and partnerships among all of them.

- a) Development of national e-strategies, including the necessary human capacity building, should be encouraged by all countries by 2005, taking into account different national circumstances.
- b) Initiate at the national level a structured dialogue involving all relevant stakeholders, including through public/private partnerships, in devising e-strategies for the Information Society and for the exchange of best practices.
- c) In developing and implementing national e-strategies, stakeholders should take into consideration local, regional and national needs and concerns. To maximize the benefits of initiatives undertaken, these should include the concept of sustainability. The private sector should be engaged in concrete projects to develop the Information Society at local, regional and national levels.
- d) Each country is encouraged to establish at least one functioning Public/Private Partnership (PPP) or Multi-Sector Partnership (MSP), by 2005 as a showcase for future action.
- e) Identify mechanisms, at the national, regional and international levels, for the initiation and promotion of partnerships among stakeholders of the Information Society.
- f) Explore the viability of establishing multi-stakeholder portals for indigenous peoples at the national level.

g) By 2005, relevant international organizations and financial institutions should develop their own strategies for the use of ICTs for sustainable development, including sustainable production and consumption patterns and as an effective instrument to help achieve the goals expressed in the United Nations Millennium Declaration.

h) International organizations should publish, in their areas of competence, including on their website, reliable information submitted by relevant stakeholders on successful experiences of mainstreaming ICTs.

i) Encourage a series of related measures, including, among other things: incubator schemes, venture capital investments (national and international), government investment funds (including micro-finance for Small, Medium-sized and Micro Enterprises (SMMEs), investment promotion strategies, software export support activities (trade counseling), support of research and development networks and software parks.

C2. Information and communication infrastructure: an essential foundation for the Information Society

9. Infrastructure is central in achieving the goal of digital inclusion, enabling universal, sustainable, ubiquitous and affordable access to ICTs by all, taking into account relevant solutions already in place in developing countries and countries with economies in transition, to provide sustainable connectivity and access to remote and marginalized areas at national and regional levels.

- a) Governments should take action, in the framework of national development policies, in order to support an enabling and competitive environment for the necessary investment in ICT infrastructure and for the development of new services.
- b) In the context of national e-strategies, devise appropriate universal access policies and strategies, and their means of implementation,

in line with the indicative targets, and develop ICT connectivity indicators.

- c) In the context of national e-strategies, provide and improve ICT connectivity for all schools, universities, health institutions, libraries, post offices, community centres, museums and other institutions accessible to the public, in line with the indicative targets.
- d) Develop and strengthen national, regional and international broadband network infrastructure, including delivery by satellite and other systems, to help in providing the capacity to match the needs of countries and their citizens and for the delivery of new ICT-based services. Support technical, regulatory and operational studies by the International Telecommunication Union (ITU) and, as appropriate, other relevant international organizations in order to:
  - i) broaden access to orbital resources, global frequency harmonization and global systems standardization;
  - ii) encourage public/private partnership;
  - iii) promote the provision of global high-speed satellite services for underserved areas such as remote and sparsely populated areas;
  - iv) explore other systems that can provide high-speed connectivity.
- e) In the context of national e-strategies, address the special requirements of older people, persons with disabilities, children, especially marginalized children and other disadvantaged and vulnerable groups, including by appropriate educational administrative and legislative measures to ensure their full inclusion in the Information Society.
- f) Encourage the design and production of ICT equipment and services so that everyone, has easy and affordable access to them including older people, persons with disabilities, children, especially marginalized children, and other disadvantaged and vulnerable groups, and promote the develop-

ment of technologies, applications, and content suited to their needs, guided by the Universal Design Principle and further enhanced by the use of assistive technologies.

- g) In order to alleviate the challenges of illiteracy, develop affordable technologies and non-text based computer interfaces to facilitate people's access to ICT,
- h) Undertake international research and development efforts aimed at making available adequate and affordable ICT equipment for end users.
- i) Encourage the use of unused wireless capacity, including satellite, in developed countries and in particular in developing countries, to provide access in remote areas, especially in developing countries and countries with economies in transition, and to improve low-cost connectivity in developing countries. Special concern should be given to the Least Developed Countries in their efforts in establishing telecommunication infrastructure.
- j) Optimize connectivity among major information networks by encouraging the creation and development of regional ICT backbones and Internet exchange points, to reduce interconnection costs and broaden network access.
- k) Develop strategies for increasing affordable global connectivity, thereby facilitating improved access. Commercially negotiated Internet transit and interconnection costs should be oriented towards objective, transparent and non-discriminatory parameters, taking into account ongoing work on this subject.
- l) Encourage and promote joint use of traditional media and new technologies.

### C3. Access to information and knowledge

10. ICTs allow people, anywhere in the world, to access information and knowledge almost instantaneously. Individuals, organizations and communities should benefit from access to knowledge and information.

- a) Develop policy guidelines for the development and promotion of public domain information as an important international instrument promoting public access to information.
- b) Governments are encouraged to provide adequate access through various communication resources, notably the Internet, to public official information. Establishing legislation on access to information and the preservation of public data, notably in the area of the new technologies, is encouraged.
- c) Promote research and development to facilitate accessibility of ICTs for all, including disadvantaged, marginalized and vulnerable groups.
- d) Governments, and other stakeholders, should establish sustainable multi-purpose community public access points, providing affordable or free-of-charge access for their citizens to the various communication resources, notably the Internet. These access points should, to the extent possible, have sufficient capacity to provide assistance to users, in libraries, educational institutions, public administrations, post offices or other public places, with special emphasis on rural and underserved areas, while respecting intellectual property rights (IPRs) and encouraging the use of information and sharing of knowledge.
- e) Encourage research and promote awareness among all stakeholders of the possibilities offered by different software models, and the means of their creation, including proprietary, open-source and free software, in order to increase competition, freedom of choice and affordability, and to enable all stakeholders to evaluate which solution best meets their requirements.
- f) Governments should actively promote the use of ICTs as a fundamental working tool by their citizens and local authorities. In this respect, the international community and other stakeholders should support capacity building for local authorities in the wide-

spread use of ICTs as a means of improving local governance.

- g) Encourage research on the Information Society, including on innovative forms of networking, adaptation of ICT infrastructure, tools and applications that facilitate accessibility of ICTs for all, and disadvantaged groups in particular.
- h) Support the creation and development of a digital public library and archive services, adapted to the Information Society, including reviewing national library strategies and legislation, developing a global understanding of the need for "hybrid libraries", and fostering worldwide cooperation between libraries.
- i) Encourage initiatives to facilitate access, including free and affordable access to open access journals and books, and open archives for scientific information.
- j) Support research and development of the design of useful instruments for all stakeholders to foster increased awareness, assessment, and evaluation of different software models and licences, so as to ensure an optimal choice of appropriate software that will best contribute to achieving development goals within local conditions.

### C4. Capacity building

11. Everyone should have the necessary skills to benefit fully from the Information Society. Therefore capacity building and ICT literacy are essential. ICTs can contribute to achieving universal education worldwide, through delivery of education and training of teachers, and offering improved conditions for lifelong learning, encompassing people that are outside the formal education process, and improving professional skills.

- a) Develop domestic policies to ensure that ICTs are fully integrated in education and training at all levels, including in curriculum development, teacher training, institutional administration and management, and in support of the concept of lifelong learning.



- b) Develop and promote programmes to eradicate illiteracy using ICTs at national, regional and international levels.
  - c) Promote e-literacy skills for all, for example by designing and offering courses for public administration, taking advantage of existing facilities such as libraries, multipurpose community centres, public access points and by establishing local ICT training centres with the cooperation of all stakeholders. Special attention should be paid to disadvantaged and vulnerable groups.
  - d) In the context of national educational policies, and taking into account the need to eradicate adult illiteracy, ensure that young people are equipped with knowledge and skills to use ICTs, including the capacity to analyse and treat information in creative and innovative ways, share their expertise and participate fully in the Information Society.
  - e) Governments, in cooperation with other stakeholders, should create programmes for capacity building with an emphasis on creating a critical mass of qualified and skilled ICT professionals and experts.
  - f) Develop pilot projects to demonstrate the impact of ICT-based alternative educational delivery systems, notably for achieving Education for All targets, including basic literacy targets.
  - g) Work on removing the gender barriers to ICT education and training and promoting equal training opportunities in ICT-related fields for women and girls. Early intervention programmes in science and technology should target young girls with the aim of increasing the number of women in ICT careers. Promote the exchange of best practices on the integration of gender perspectives in ICT education.
  - h) Empower local communities, especially those in rural and underserved areas, in ICT use and promote the production of useful and socially meaningful content for the benefit of all.
  - i) Launch education and training programmes, where possible using information networks of traditional nomadic and indigenous peoples, which provide opportunities to fully participate in the Information Society.
  - j) Design and implement regional and international cooperation activities to enhance the capacity, notably, of leaders and operational staff in developing countries and LDCs, to apply ICTs effectively in the whole range of educational activities. This should include delivery of education outside the educational structure, such as the workplace and at home.
  - k) Design specific training programmes in the use of ICTs in order to meet the educational needs of information professionals, such as archivists, librarians, museum professionals, scientists, teachers, journalists, postal workers and other relevant professional groups. Training of information professionals should focus not only on new methods and techniques for the development and provision of information and communication services, but also on relevant management skills to ensure the best use of technologies. Training of teachers should focus on the technical aspects of ICTs, on development of content, and on the potential possibilities and challenges of ICTs.
  - l) Develop distance learning, training and other forms of education and training as part of capacity building programmes. Give special attention to developing countries and especially LDCs in different levels of human resources development.
  - m) Promote international and regional cooperation in the field of capacity building, including country programmes developed by the United Nations and its Specialized Agencies.
  - n) Launch pilot projects to design new forms of ICT-based networking, linking education, training and research institutions between and among developed and developing countries and countries with economies in transition.
  - o) Volunteering, if conducted in harmony with national policies and local cultures, can be a valuable asset for raising human capacity to make productive use of ICT tools and build a more inclusive Information Society. Activate volunteer programmes to provide capacity building on ICT for development, particularly in developing countries.
  - p) Design programmes to train users to develop self-learning and self-development capacities.
- C5. Building confidence and security in the use of ICTs
12. Confidence and security are among the main pillars of the Information Society.
- a) Promote cooperation among the governments at the United Nations and with all stakeholders at other appropriate fora to enhance user confidence, build trust, and protect both data and network integrity; consider existing and potential threats to ICTs; and address other information security and network security issues.
  - b) Governments, in cooperation with the private sector, should prevent, detect and respond to cyber-crime and misuse of ICTs by: developing guidelines that take into account ongoing efforts in these areas; considering legislation that allows for effective investigation and prosecution of misuse; promoting effective mutual assistance efforts; strengthening institutional support at the international level for preventing, detecting and recovering from such incidents; and encouraging education and raising awareness.
  - c) Governments, and other stakeholders, should actively promote user education and awareness about online privacy and the means of protecting privacy.
  - d) Take appropriate action on spam at national and international levels.
  - e) Encourage the domestic assessment of national law with a view to overcoming any obstacles to the effective use of electronic documents and transactions including electronic means of authentication.

- f) Further strengthen the trust and security framework with complementary and mutually reinforcing initiatives in the fields of security in the use of ICTs, with initiatives or guidelines with respect to rights to privacy, data and consumer protection.
- g) Share good practices in the field of information security and network security and encourage their use by all parties concerned.
- h) Invite interested countries to set up focal points for real-time incident handling and response, and develop a cooperative network between these focal points for sharing information and technologies on incident response.
- i) Encourage further development of secure and reliable applications to facilitate online transactions.
- j) Encourage interested countries to contribute actively to the ongoing United Nations activities to build confidence and security in the use of ICTs.

## C6. Enabling environment

13. To maximize the social, economic and environmental benefits of the Information Society, governments need to create a trustworthy, transparent and non-discriminatory legal, regulatory and policy environment. Actions include:

- a) Governments should foster a supportive, transparent, pro-competitive and predictable policy, legal and regulatory framework, which provides the appropriate incentives to investment and community development in the Information Society.
- b) We ask the Secretary General of the United Nations to set up a working group on Internet governance, in an open and inclusive process that ensures a mechanism for the full and active participation of governments, the private sector and civil society from both developing and developed countries, involving relevant inter-governmental and international organizations and forums, to investigate and make proposals for action, as appropriate, on the gov-

ernance of Internet by 2005. The group should, inter alia:

- i) develop a working definition of Internet governance;
- ii) identify the public policy issues that are relevant to Internet governance;
- iii) develop a common understanding of the respective roles and responsibilities of governments, existing intergovernmental and international organizations and other forums as well as the private sector and civil society from both developing and developed countries;
- iv) prepare a report on the results of this activity to be presented for consideration and appropriate action for the second phase of WSIS in Tunis in 2005.

c) Governments are invited to:

- i) facilitate the establishment of national and regional Internet Exchange Centres;
- ii) manage or supervise, as appropriate, their respective country code top-level domain name (ccTLD);
- iii) promote awareness of the Internet.

d) In cooperation with the relevant stakeholders, promote regional root servers and the use of internationalized domain names in order to overcome barriers to access.

- e) Governments should continue to update their domestic consumer protection laws to respond to the new requirements of the Information Society.
- f) Promote effective participation by developing countries and countries with economies in transition in international ICT forums and create opportunities for exchange of experience.
- g) Governments need to formulate national strategies, which include e-government strategies, to make public administration more transparent, efficient and democratic.
- h) Develop a framework for the secure storage and archival of documents and other electronic records of information.
- i) Governments and stakeholders should actively promote user edu-

cation and awareness about online privacy and the means of protecting privacy.

- j) Invite stakeholders to ensure that practices designed to facilitate electronic commerce also permit consumers to have a choice as to whether or not to use electronic communication.
- k) Encourage the ongoing work in the area of effective dispute settlement systems, notably alternative dispute resolution (ADR), which can promote settlement of disputes.
- l) Governments, in collaboration with stakeholders, are encouraged to formulate conducive ICT policies that foster entrepreneurship, innovation and investment, and with particular reference to the promotion of participation by women.
- m) Recognizing the economic potential of ICTs for Small and Medium-Sized Enterprises (SMEs), they should be assisted in increasing their competitiveness by streamlining administrative procedures, facilitating their access to capital and enhancing their capacity to participate in ICT-related projects.
- n) Governments should act as model users and early adopters of e-commerce in accordance with their level of socio-economic development.
- o) Governments, in cooperation with other stakeholders, should raise awareness of the importance of international interoperability standards for global e-commerce.
- p) Governments, in cooperation with other stakeholders, should promote the development and use of open, interoperable, non-discriminatory and demand-driven standards.
- q) ITU, pursuant to its treaty capacity, coordinates and allocates frequencies with the goal of facilitating ubiquitous and affordable access.
- r) Additional steps should be taken in ITU and other regional organizations to ensure rational, efficient and economical use of, and equitable access to, the radio-frequency spectrum by all countries, based on relevant international agreements.

- C7. ICT applications: benefits in all aspects of life
14. ICT applications can support sustainable development, in the fields of public administration, business, education and training, health, employment, environment, agriculture and science within the framework of national e-strategies. This would include actions within the following sectors:
15. E-government
- a) Implement e-government strategies focusing on applications aimed at innovating and promoting transparency in public administrations and democratic processes, improving efficiency and strengthening relations with citizens.
  - b) Develop national e-government initiatives and services, at all levels, adapted to the needs of citizens and business, to achieve a more efficient allocation of resources and public goods.
  - c) Support international cooperation initiatives in the field of e-government, in order to enhance transparency, accountability and efficiency at all levels of government.
16. E-business
- a) Governments, international organizations and the private sector, are encouraged to promote the benefits of international trade and the use of e-business, and promote the use of e-business models in developing countries and countries with economies in transition.
  - b) Through the adoption of an enabling environment, and based on widely available Internet access, governments should seek to stimulate private sector investment, foster new applications, content development and public/private partnerships.
  - c) Government policies should favour assistance to, and growth of SMMEs, in the ICT industry, as well as their entry into e-business, to stimulate economic growth and job creation as an element of a strategy for poverty reduction through wealth creation.
17. E-learning (see section C4)
18. E-health
- a) Promote collaborative efforts of governments, planners, health professionals, and other agencies along with the participation of international organizations for creating a reliable, timely, high quality and affordable health care and health information systems and for promoting continuous medical training, education, and research through the use of ICTs, while respecting and protecting citizens' right to privacy.
  - b) Facilitate access to the world's medical knowledge and locally-relevant content resources for strengthening public health research and prevention programmes and promoting women's and men's health, such as content on sexual and reproductive health and sexually transmitted infections, and for diseases that attract full attention of the world including HIV/AIDS, malaria and tuberculosis.
  - c) Alert, monitor and control the spread of communicable diseases, through the improvement of common information systems.
  - d) Promote the development of international standards for the exchange of health data, taking due account of privacy concerns.
  - e) Encourage the adoption of ICTs to improve and extend health care and health information systems to remote and underserved areas and vulnerable populations, recognizing women's roles as health providers in their families and communities.
  - f) Strengthen and expand ICT-based initiatives for providing medical and humanitarian assistance in disasters and emergencies.
19. E-employment
- a) Encourage the development of best practices for e-workers and e-employers built, at the national level, on principles of fairness and gender equality, respecting all relevant international norms.
  - b) Promote new ways of organizing work and business with the aim of raising productivity, growth and well-being through investment in ICTs and human resources.
- c) Promote teleworking to allow citizens, particularly in the developing countries, LDCs, and small economies, to live in their societies and work anywhere, and to increase employment opportunities for women, and for those with disabilities. In promoting teleworking, special attention should be given to strategies promoting job creation and the retention of the skilled working force.
- d) Promote early intervention programmes in science and technology that should target young girls to increase the number of women in ICT carriers.
20. E-environment
- a) Governments, in cooperation with other stakeholders are encouraged to use and promote ICTs as an instrument for environmental protection and the sustainable use of natural resources.
  - b) Government, civil society and the private sector are encouraged to initiate actions and implement projects and programmes for sustainable production and consumption and the environmentally safe disposal and recycling of discarded hardware and components used in ICTs.
  - c) Establish monitoring systems, using ICTs, to forecast and monitor the impact of natural and man-made disasters, particularly in developing countries, LDCs and small economies.
21. E-agriculture
- a) Ensure the systematic dissemination of information using ICTs on agriculture, animal husbandry, fisheries, forestry and food, in order to provide ready access to comprehensive, up-to-date and detailed knowledge and information, particularly in rural areas.
  - b) Public-private partnerships should seek to maximize the use of ICTs as an instrument to improve production (quantity and quality).

22. E-science

- a) Promote affordable and reliable high-speed Internet connection for all universities and research institutions to support their critical role in information and knowledge production, education and training, and to support the establishment of partnerships, co-operation and networking between these institutions.
- b) Promote electronic publishing, differential pricing and open access initiatives to make scientific information affordable and accessible in all countries on an equitable basis.
- c) Promote the use of peer-to-peer technology to share scientific knowledge and pre-prints and reprints written by scientific authors who have waived their right to payment.
- d) Promote the long-term systematic and efficient collection, dissemination and preservation of essential scientific digital data, for example, population and meteorological data in all countries.
- e) Promote principles and metadata standards to facilitate cooperation and effective use of collected scientific information and data as appropriate to conduct scientific research.

C8. Cultural diversity and identity, linguistic diversity and local content

23. Cultural and linguistic diversity, while stimulating respect for cultural identity, traditions and religions, is essential to the development of an Information Society based on the dialogue among cultures and regional and international cooperation. It is an important factor for sustainable development.

- a) Create policies that support the respect, preservation, promotion and enhancement of cultural and linguistic diversity and cultural heritage within the Information Society, as reflected in relevant agreed United Nations documents, including UNESCO's Universal Declaration on Cultural Di-

versity. This includes encouraging governments to design cultural policies to promote the production of cultural, educational and scientific content and the development of local cultural industries suited to the linguistic and cultural context of the users.

- b) Develop national policies and laws to ensure that libraries, archives, museums and other cultural institutions can play their full role of content – including traditional knowledge – providers in the Information Society, more particularly by providing continued access to recorded information.
- c) Support efforts to develop and use ICTs for the preservation of natural and, cultural heritage, keeping it accessible as a living part of today's culture. This includes developing systems for ensuring continued access to archived digital information and multimedia content in digital repositories, and support archives, cultural collections and libraries as the memory of humankind.
- d) Develop and implement policies that preserve, affirm, respect and promote diversity of cultural expression and indigenous knowledge and traditions through the creation of varied information content and the use of different methods, including the digitization of the educational, scientific and cultural heritage.
- e) Support local content development, translation and adaptation, digital archives, and diverse forms of digital and traditional media by local authorities. These activities can also strengthen local and indigenous communities.
- f) Provide content that is relevant to the cultures and languages of individuals in the Information Society, through access to traditional and digital media services.
- g) Through public/private partnerships, foster the creation of varied local and national content, including that available in the language of users, and give recognition and support to ICT-based work in all artistic fields.
- h) Strengthen programmes focused on gender-sensitive curricula in

formal and non-formal education for all and enhancing communication and media literacy for women with a view to building the capacity of girls and women to understand and to develop ICT content.

- i) Nurture the local capacity for the creation and distribution of software in local languages, as well as content that is relevant to different segments of population, including non-literate, persons with disabilities, disadvantaged and vulnerable groups especially in developing countries and countries with economies in transition.
- j) Give support to media based in local communities and support projects combining the use of traditional media and new technologies for their role in facilitating the use of local languages, for documenting and preserving local heritage, including landscape and biological diversity, and as a means to reach rural and isolated and nomadic communities.
- k) Enhance the capacity of indigenous peoples to develop content in their own languages.
- l) Cooperate with indigenous peoples and traditional communities to enable them to more effectively use and benefit from the use of their traditional knowledge in the Information Society.
- m) Exchange knowledge, experiences and best practices on policies and tools designed to promote cultural and linguistic diversity at regional and sub-regional levels. This can be achieved by establishing regional, and sub-regional working groups on specific issues of this Plan of Action to foster integration efforts.
- n) Assess at the regional level the contribution of ICT to cultural exchange and interaction, and based on the outcome of this assessment, design relevant programmes.
- o) Governments, through public/private partnerships, should promote technologies and R&D programmes in such areas as translation, iconographies, voice-assisted services and the development of necessary hardware and a variety of software models, including

proprietary, open source software and free software, such as standard character sets, language codes, electronic dictionaries, terminology and thesauri, multilingual search engines, machine translation tools, internationalized domain names, content referencing as well as general and application software.

#### C9. Media

24. The media – in their various forms and with a diversity of ownership – as an actor, have an essential role in the development of the Information Society and are recognized as an important contributor to freedom of expression and plurality of information.

- a) Encourage the media – print and broadcast as well as new media – to continue to play an important role in the Information Society.
- b) Encourage the development of domestic legislation that guarantees the independence and plurality of the media.
- c) Take appropriate measures – consistent with freedom of expression – to combat illegal and harmful content in media content.
- d) Encourage media professionals in developed countries to establish partnerships and networks with the media in developing ones, especially in the field of training.
- e) Promote balanced and diverse portrayals of women and men by the media.
- f) Reduce international imbalances affecting the media, particularly as regards infrastructure, technical resources and the development of human skills, taking full advantage of ICT tools in this regard.
- g) Encourage traditional media to bridge the knowledge divide and to facilitate the flow of cultural content, particularly in rural areas.

#### C10. Ethical dimensions of the Information Society

25. The Information Society should be subject to universally held values and promote the common good and to prevent abusive uses of ICTs.

- a) Take steps to promote respect for peace and to uphold the fundamental values of freedom, equality, solidarity, tolerance, shared responsibility, and respect for nature.
- b) All stakeholders should increase their awareness of the ethical dimension of their use of ICTs.
- c) All actors in the Information Society should promote the common good, protect privacy and personal data and take appropriate actions and preventive measures, as determined by law, against abusive uses of ICTs such as illegal and other acts motivated by racism, racial discrimination, xenophobia, and related intolerance, hatred, violence, all forms of child abuse, including paedophilia and child pornography, and trafficking in, and exploitation of, human beings.
- d) Invite relevant stakeholders, especially the academia, to continue research on ethical dimensions of ICTs.

#### C11. International and regional cooperation

26. International cooperation among all stakeholders is vital in implementation of this plan of action and needs to be strengthened with a view to promoting universal access and bridging the digital divide, inter alia, by provision of means of implementation.

- a) Governments of developing countries should raise the relative priority of ICT projects in requests for international cooperation and assistance on infrastructure development projects from developed countries and international financial organizations.
- b) Within the context of the UN's Global Compact and building upon the United Nations Millennium Declaration, build on and accelerate public-private partnerships, focusing on the use of ICT in development.
- c) Invite international and regional organizations to mainstream ICTs in their work programmes and to assist all levels of developing countries, to be involved in the prepara-

tion and implementation of national action plans to support the fulfilment of the goals indicated in the declaration of principles and in this Plan of Action, taking into account the importance of regional initiatives.

#### D. Digital Solidarity Agenda

27. The Digital Solidarity Agenda aims at putting in place the conditions for mobilizing human, financial and technological resources for inclusion of all men and women in the emerging Information Society. Close national, regional and international cooperation among all stakeholders in the implementation of this Agenda is vital. To overcome the digital divide, we need to use more efficiently existing approaches and mechanisms and fully explore new ones, in order to provide financing for the development of infrastructure, equipment, capacity building and content, which are essential for participation in the Information Society.

#### D1. Priorities and strategies

- a) National e-strategies should be made an integral part of national development plans, including Poverty Reduction Strategies.
- b) ICTs should be fully mainstreamed into strategies for Official Development Assistance (ODA) through more effective donor information-sharing and coordination, and through analysis and sharing of best practices and lessons learned from experience with ICT-for-development programmes.

#### D2. Mobilizing resources

- a) All countries and international organizations should act to create conditions conducive to increasing the availability and effective mobilization of resources for financing development as elaborated in the Monterrey Consensus.
- b) Developed countries should make concrete efforts to fulfil their international commitments to financing development including the Monterrey Consensus, in which developed countries that

have not done so are urged to make concrete efforts towards the target of 0.7 per cent of gross national product (GNP) as ODA to developing countries and 0.15 to 0.20 per cent of GNP of developed countries to least developed countries.

- c) For those developing countries facing unsustainable debt burdens, we welcome initiatives that have been undertaken to reduce outstanding indebtedness and invite further national and international measures in that regard, including, as appropriate, debt cancellation and other arrangements. Particular attention should be given to enhancing the Heavily Indebted Poor Countries initiative. These initiatives would release more resources that may be used for financing ICT for development projects.
- d) Recognizing the potential of ICT for development we furthermore advocate:
  - i) developing countries to increase their efforts to attract major private national and foreign investments for ICTs through the creation of a transparent, stable and predictable enabling investment environment;
  - ii) developed countries and international financial organizations to be responsive to the strategies and priorities of ICTs for development, mainstream ICTs in their work programmes, and assist developing countries and countries with economies in transition to prepare and implement their national e-strategies. Based on the priorities of national development plans and implementation of the above commitments, developed countries should increase their efforts to provide more financial resources to developing countries in harnessing ICTs for development;
  - iii) the private sector to contribute to the implementation of this Digital Solidarity Agenda.
- e) In our efforts to bridge the digital divide, we should promote, with-

in our development cooperation, technical and financial assistance directed towards national and regional capacity building, technology transfer on mutually agreed terms, cooperation in R&D programmes and exchange of know-how.

- f) While all existing financial mechanisms should be fully exploited, a thorough review of their adequacy in meeting the challenges of ICT for development should be completed by the end of December 2004. This review shall be conducted by a Task Force under the auspices of the Secretary-General of the United Nations and submitted for consideration to the second phase of this summit.
- g) Countries should consider establishing national mechanisms to achieve universal access in both underserved rural and urban areas, in order to bridge the digital divide.

#### E. Follow-up and evaluation

28. A realistic international performance evaluation and benchmarking (both qualitative and quantitative), through comparable statistical indicators and research results, should be developed to follow up the implementation of the objectives, goals and targets in the Plan of Action, taking into account different national circumstances.

- a) In cooperation with each country concerned, develop and launch a composite ICT Development (Digital Opportunity) Index. It could be published annually, or every two years, in an ICT Development Report. The index could show the statistics while the report would present analytical work on policies and their implementation, depending on national circumstances, including gender analysis.

- b) Appropriate indicators and benchmarking, including community connectivity indicators, should clarify the magnitude of the digital divide, in both its domestic and international dimensions, and keep it under regular assessment, and tracking global progress in the use of ICTs to achieve internationally agreed development goals, including those of the Millennium Declaration.
- c) International and regional organizations should assess and report regularly on universal accessibility of nations to ICTs, with the aim of creating equitable opportunities for the growth of ICT sectors of developing countries.
- d) Gender-specific indicators on ICT use and needs should be developed, and measurable performance indicators should be identified to assess the impact of funded ICT projects on the lives of women and girls.
- e) Develop and launch a website on best practices and success stories, based on a compilation of contributions from all stakeholders, in a concise, accessible and compelling format, following the internationally-recognized web accessibility standards. The website could be periodically updated and turned into a permanent experience-sharing exercise.
- f) All countries and regions should develop tools so as to provide statistical information on the Information Society, with basic indicators and analysis of its key dimensions. Priority should be given to setting up coherent and internationally comparable indicator systems, taking into account different levels of development.

#### F. Towards WSIS phase 2 (Tunis)

29. Recalling General Assembly Resolution 56/183 and taking into account the outcome of the Geneva phase of the WSIS, a preparatory meeting will be held in the first half of 2004 to review those issues of the Information Society which should form the focus of the Tunis phase of the WSIS and to agree on the structure of the preparatory process for

the second phase. In line with the decision of this Summit concerning its Tunis phase, the second phase of the WSIS should consider, inter alia:

- a) Elaboration of final appropriate documents based on the outcome of the Geneva phase of the WSIS with a view to consolidating the

process of building a global Information Society, and reducing the Digital Divide and transforming it into digital opportunities.

- b) Follow-up and implementation of the Geneva Plan of Action at national, regional and international levels, including the United Nations system, as part of an integrat-

ed and coordinated approach, calling upon the participation of all relevant stakeholders. This should take place, inter alia, through partnerships among stakeholders.

*Document WSIS-03/GENEVA/DOC/5-E.. 12 December 2003*

## Grants and Awards

### Europa Nostra Restoration Fund Grant 2004

*Call For Entries: Closing date: 1 November 2004*

Annually the Europa Nostra Restoration Fund makes a financial contribution to the restoration of a part of an endangered building or site, having architectural and historical value and in private ownership or that of local non-profit, non-governmental organizations or communities. At present the Grant amounts to a maximum of EUR 20,000. The money should act as a stimulus to initiate the restoration and to inspire a multiplying effect of matching funds donated by private or other sponsors. The project has to be on a scale which enables the Restoration Grant to make a significant contribution to its completion.

*Application forms will be available for downloading on 1 March 2004: [http://www.europanostra.org/lang\\_en/0265\\_activities\\_en\\_awards\\_restoration\\_call\\_2004.html](http://www.europanostra.org/lang_en/0265_activities_en_awards_restoration_call_2004.html)*

*For more information: Laurie Neale, Heritage Awards Coordinator. +31 70 302 4052. E-mail: [ao@europanostra.org](mailto:ao@europanostra.org).*

### Prix du Fonds de restauration d'Europa Nostra 2004

*Appel À Candidatures : Date limite pour la soumission des candidatures : 1 novembre 2004*

Chaque année, le Fonds de Restauration attribue un seul prix destiné à contribuer à la restauration d'une partie d'un monument ou d'un site en péril qui a une valeur architecturale et historique reconnue, de-

propriété privée ou appartenant à une organisation ou communauté locale de caractère non gouvernemental et à but non lucratif. Actuellement, le Prix s'élève à un montant maximal de EUR 20 000. Le Prix attribué devrait agir en tant qu'un stimulant pour initier la restauration et pour susciter le recours à d'autres fonds privés ou publiques. Le projet doit être d'une telle échelle que le prix apporte une contribution significative à sa réalisation.

*Les formulaires de candidature peuvent être téléchargés à partir du 1 mars 2004 : [http://www.europanostra.org/lang\\_fr/0265\\_activities\\_en\\_awards\\_restoration\\_call\\_2004\\_fr.html](http://www.europanostra.org/lang_fr/0265_activities_en_awards_restoration_call_2004_fr.html)*

*Pour plus d'information: Laurie Neale, Coordinatrice des Prix du Patrimoine, +31 70 302 4052, [ao@europanostra.org](mailto:ao@europanostra.org)*

## IFLA Publications

### IFLA Publications Series

*Newspapers in International Librarianship: papers presented by the Newspapers Section at IFLA General Conferences.* Edited by Hartmut Walravens and Edmund King. München: Saur, 2003, 260 p. (IFLA Publications; 107) ISBN 3-598-21837-0. Price: EUR 78.00 (IFLA Members EUR 58.00)

This is a compilation of 35 papers read at the IFLA General Conferences and sponsored by the IFLA Round Table of Newspapers during

the 1990s. This is the period that the IFLA Round Table on Newspapers has been active in promoting awareness of newspaper collections in libraries, providing access to these collections and preserving them. The subjects cover a wide scale, from production and acquisition to access, preservation, and digitization. A special feature is the occasional focus on individual regions, which gives details otherwise not easily available, ranging from China to Latin America. On account of the original oral presentation, some papers are concise surveys while others are in-depth

studies that were given in abbreviated form at the conferences. This wealth of material emphasizes the growing importance as source material for historical research, the need for more systematic preservation, the desirability of more comprehensive digitization projects, and in general of improved access to newspapers on a worldwide scale. The present volume also shows the motivation and enthusiasm of members of the IFLA Round Table (now Section) on newspapers in alerting librarians and archivist to pay more attention to this difficult but most interesting and

influential media. An index of newspapers was added to facilitate access to the rich data in this book.

***Women's Issues at IFLA: Equality, Gender and Information on Agenda. Papers from the Programs of the Round Table on Women's Issues at IFLA Annual Conferences 1993–2002.*** Edited by Leena Siitonen. München: Saur, 2003, 256 p. (IFLA Publica-

tions; 106) ISBN 3-598-21836-2. Price: EUR 78.00 (IFLA Members EUR 58.00)

This is a compilation of approximately 30 papers given at the IFLA conferences during the 1990s. The articles focus on the position of women in international librarianship and in IFLA since the first meeting of the Women's Interests Group in Stock-

holm, Sweden in 1990. Many of the authors have published extensively on the theme and are now authorities on international librarianship.

*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: www.saur.de.

### From other Organizations

#### The European Library

The European Library (TEL) is a co-operative project of eight European national libraries along with ICCU, the Italian central cataloguing institution, established under the aegis of the Conference of European National Librarians (CENL).

At its meeting in Vilnius on 29 September 2003, the CENL, representing 42 national libraries in Europe, adopted a resolution supporting plans for the creation of a new pan-European library service. To be called 'The European Library', this service will provide resource discovery facilities aimed at researchers and informed citizens. It will offer integrated access to the collections of the national libraries of Europe alongside information about the libraries themselves.

The creation of this service represents the successful culmination of 36 months of work by the partners in the TEL project, an accompanying measure funded under the European

Union's IST programme. The project has provided an environment in which partners could investigate both the business and technical issues which needed to be resolved before a service could be set up. The outcomes are a development plan for implementing the new service, a flexible metadata system for objects and collections which will be capable of responding to new developments and a novel portal environment using the SRU (Search and Retrieve via URL) protocol to provide integrated access to a central database of harvested metadata and distributed databases using the SRU or Z39.50 protocols.

The development of the service will be based upon the outcomes of the project and will be launched towards the end of 2004. The development and support of The European Library will be carried out by a specially created and staffed European Library Office which will be hosted by the Koninklijke Bibliotheek in the Netherlands and funded

by contributions from the national libraries.

The main achievements of the TEL project have been:

- the creation of a consensus between national libraries on the mission and content of The European Library and agreement on a business model for the development and support of The European Library Service
- the establishment of agreed metadata profiles (based on common standards) for objects and collections within an environment which will enable their controlled evolution to accommodate new types of material and new collections as The European Library grows
- the design of a flexible system architecture based on the SRU protocol

Homepage of the TEL project: [www.europeanlibrary.org](http://www.europeanlibrary.org).

*On behalf of the TEL project group:*  
*Dr. Britta Woltering.*

### Other Publications

#### Pacific Islands Library Directory

***Directory of Libraries and Archives in the Pacific Islands, 2nd ed.*** Guam, University of Guam in cooperation with the National Library of Australia, 2003.

The second edition of this important directory is based on entries in the Libraries of the Asia Pacific database, on the Internet at <http://www.nla.gov.au/lap/>. There are over 400 entries in this new print edition, made possible through an IFLA grant. The grant also provided for complimenta-

ry copies to be supplied to all Pacific Island libraries listed in the directory. Libraries in developing countries throughout the world are welcome to request a complimentary copy. Copies are also available for USD 15.00. The funds received from the sale of these directories will be used, in part,



to provide complimentary copies to libraries in developing areas.

To purchase a copy, please send a check or money order for USD 15.00,

(payable to PIALA) to: Arlene Cohen, Circulation and Outreach Services Librarian, RFK Library, University of Guam, UOG Station, Mangilao, Guam 96923, USA.

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## Obituaries

### Warren Horton

Warren Horton, former Director-General of the National Library of Australia, died peacefully in the company of friends on 25 November 2003 after a long battle with cancer. Warren was Treasurer of IFLA from 1993–1997 and was awarded the IFLA Gold Medal in 1997 for his leadership and contribution to international librarianship. In 1999 he was awarded an honorary IFLA Fel-

lowship for his work as a ‘true internationalist’, campaigning ‘to bring into the global arena libraries and library associations most likely to benefit from the international network.’ He chaired the IFLA Working Group on the Revision of the Statutes and Rules of Procedure which produced the ‘Warren Horton Report’, leading to a major restructuring of IFLA, including the introduction of postal ballots to elect the President and the Governing Board.

He was also active in the Conference of Directors of National Libraries (CDNL) and had been President of both the Library Association of Australia and the Australian Libraries and Information Council (ALIC).

From 1993 to 1996 he was a member of the Australian National Commission for UNESCO. In 1992 he was appointed a member of the order of Australia.

## INTERNATIONAL CALENDAR

### 2004

April 1–6, 2004. New York, USA.

**Art Libraries Society of North America (ARLIS/NA) Conference.**

*Further information:* Margaret N. Webster, Chair, Visual Resources Facility, College of Architecture, Art & Planning, B-56 Sibley Hall, Cornell University, Ithaca, NY 14853, USA. Tel. +1 (607) 255-3300. Fax: +1 (607) 255-1900. E-mail: mnw3@Cornell.edu.

April 26–28, 2004. Lund, Sweden.

**NCSC 2004. 2<sup>nd</sup> Nordic Conference on Scholarly Communication.** *Theme:* Towards a new publishing environment.

*Further information:* Henrik Åslund, Lund University Libraries, Head Office. Tel. +46 46 222 93 33. Email: Henrik.Aslund@lub.lu.se. Website: <http://www.lub.lu.se/ncsc2004>.

May 25–29, 2004. Dubrovnik, Croatia

**Libraries in the Digital Age (LIDA) 2004: Annual Course and Conference.**

*Contact:* Tatjana Aparac, PhD, Department of Information Sciences, Faculty of Education, University of Osijek, Lorenza Jaegera 9, 31000 Osijek, Croatia. Tel. +385 1 6120111/231. Fax: +385 1 6156879. E-mail: [taparac@pedos.hr](mailto:taparac@pedos.hr) URL: <http://www.pedos.hr/katedre/nastava/taparac.htm>. Course web site: <http://www.pedos.hr/lida>. Course e-mail: [lida@pedos.hr](mailto:lida@pedos.hr).

June 5–13, 2004. Sudak and other Crimean towns, Crimea, Ukraine,

**Crimea 2004: 11<sup>th</sup> International Conference.** *Theme:* Libraries and associations in the transient world: new technologies and new forms of cooperation.

*Further information:* Crimea 2004 Organizing Committee, 12 Kuznetski most, 107996, Moscow, Russia. Tel: +7(095) 924-9458, +7(095) 923-9998. Fax: +7(095) 921-9862, +7(095) 925-9750. E-mail: [CRIMEA2004@gpntb.ru](mailto:CRIMEA2004@gpntb.ru). Regional managers: Europe: [crimea.europe@gpntb.ru](mailto:crimea.europe@gpntb.ru); North and South America: [crimea.america@gpntb.ru](mailto:crimea.america@gpntb.ru); Asia, Africa, Australia, and Oceania: [crimea.world@gpntb.ru](mailto:crimea.world@gpntb.ru). Conference web sites: <http://www.gpntb.ru/win/inter-events/crimea2004>; <http://www.iliac.org/crimea2004> (online registration is available).

June 7–11, 2004. Tucson, Arizona, USA.

**Joint Conference on Digital Libraries (JCDL) 2004. Global Reach and Diverse Impact.**

*General Co-Chairs:* Hsinchun Chen, University of Arizona. E-mail: [hchen@eller.arizona.edu](mailto:hchen@eller.arizona.edu). Howard Wactlar, Carnegie Mellon University. E-mail: [wactlar@cmu.edu](mailto:wactlar@cmu.edu). Ching-chih Chen, Simmons College. Email:

[chingchih.chen@simmons.edu](mailto:chingchih.chen@simmons.edu). Conference website: <http://www.jcdl2004.org/>.

June 11–16, 2004, Gothenburg, Sweden.

**16<sup>th</sup> Joint Annual Conference of Association for Literary and Linguistic Computing (ALLC) and Association for Computers and the Humanities (ACH).** *Theme:* Computing and Multilingual, Multicultural Heritage.

*Further information:* Conference website: [www.hum.gu.se/allcach2004](http://www.hum.gu.se/allcach2004).

June 13–15, 2004. Aarhus, Denmark

**Conference: Transformations – the library in progress.**

*Theme:* A conference on the physical library – architecture, knowledge mediation and community values. *Further information:* Knud Schulz, Chief Librarian, Aarhus Public Libraries, Denmark. Tel. +45 8940 9201. Fax: +45 8940 9287. E-mail: [ksc@bib.aarhus.dk](mailto:ksc@bib.aarhus.dk). Website: [www.aakb.dk/transformation](http://www.aakb.dk/transformation) (online registration and conference newsletter available).

June 13–16, 2004. Yeppoon, Australia

**Symposium: Is information literacy relevant in the real world?**

Held as part of the Lifelong Learning Conference 2004. Website: <http://lifelonglearning.cqu.edu.au/>. *Further information:* Helen Partridge, Lecturer, School of Information Systems, Faculty of Information Technology, Queensland University of Technology, GPO Box 2432, Brisbane 4001, Australia. Tel. +61 (7) 3864 9047. Fax: +61 (7) 3864 1969. E-mail: [h.partridge@qut.edu.au](mailto:h.partridge@qut.edu.au).

July 5–9, 2004. Kampala, Uganda.

**SCECSAL XVI. 16<sup>th</sup> Standing Conference for Eastern, Central and Southern African Library and Information Professionals.** *Theme:* Towards a knowledge society for African development.

*Further information:* Charles Batambuze. Email: [library@imul.com](mailto:library@imul.com). Website: [www.geocities.com/scecsal](http://www.geocities.com/scecsal).

August 20–27, 2004. Buenos Aires, Argentina.

**World Library and Information Congress: 70<sup>th</sup> IFLA General Conference and Council.** *Theme:* Libraries: Tools for Education and Development.

*For more information:* Buenos Aires 2004, Argentine Organizing Committee, Asociación de Bibliotecarios, Graduados de la República Argentina. Tucumán 1424, 8° piso Of. D, C1050AAB, Buenos Aires, Argentina. Phone/Fax: +54(11) 4371-5269 or 4373-0571. E-mail: [ifla2004@abgra.org.ar](mailto:ifla2004@abgra.org.ar).

August 23–29, 2004. Vienna, Austria.

**15<sup>th</sup> International Congress on Archives.** *Theme:* Archives, Memory, and Knowledge.

*More information:* Evelyn Wareham, Programme Officer International Council on Archives (ICA), 60 rue des Francs Bourgeois, F-75003 Paris, France. Tel. +33 (0)1 40 27 61 37. Fax: +33 (0)1 42 72 20 65. E-mail: wareham@ica.org. Website: www.ica.org.

September 1, 2004. South Africa.

**Books for Africa: IBBY Congress 2004.**

*Contact:* Genevieve Hart, IBBY 2004 Programme Committee, South African Children's Book Forum, PO Box 847, Howard Place 7450, South Africa. sacbf@worldonline.co.za.

October 1–December 20, 2004. Brussels, Belgium.

**STIMULATE 4. Scientific and Technological Information Management in Universities and Libraries: an Active Training Environment. (Edition 4)**

*Contact:* Paul Nieuwenhuysen or Patrick Vanouplines, STIMULATE-ITP, University Library, Vrije Universiteit Brussel, Pleinlaan 2, B-1050 Brussels, Belgium. Tel. +32 2629 2429 (or 2609). Fax: +32 2 629 2693 (or 2282). Telex: 61051 vubco-b.E-mail (Internet): stimulate@vub.ac.be or Paul.Nieuwenhuysen@vub.ac.be or Patrick.Vanouplines@vub.ac.be.

October 12–16 2004. Shanghai, China.

**2<sup>nd</sup> Shanghai International Library Forum.** *Theme:* City development and library service.

*Further information:* Ms. Wu Min, Reader Service Center, Shanghai Library, 1555 Huai Hai Zhong Lu, Shanghai 200031, China. Fax: +86 (21) 6445 5006. E-mail: mwu@libnet.sh.cn. Website: <http://www.libnet.sh.cn/silf2004>.

October 21–24, 2004. Ankara, Turkey,

**Symposium 'The Saga of Librarianship'.**

*Further information:* Prof. Dr. Sekine Karakas, Head, Department of Information Science and Records Management, Faculty of Letters, Ankara University. Tel. +90 312 310 32 80 / 1719, Fax: +90 312 310 57 13. Email: kb@humanity, ankara.edu.tr.

November 4–6, 2004. Torino, Italy

**International Conference on Formal Ontology in Information Systems.**

*Conference Chair:* Nicola Guarino, ISTC-CNR, Trento, Italy. E-mail: nicola.guarino@loa-cnr.it. Conference website: <http://www.fois.org>.

**2005**

August 20–26, 2005. Oslo, Norway.

**World Library and Information Congress: 71<sup>st</sup> 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 23243430. Fax: +47 22672368. E-mail: IFLA2005@norskbiotekforening.no.

**2006**

August 22–28, 2006. Seoul, Korea.

**World Library and Information Congress: 72<sup>nd</sup> IFLA General Conference and Council.**

*For more information:* IFLA Headquarters, POB 95312, 2509 CH, The Hague, The Netherlands. Tel. +31 70 314-0884. Fax: + 31 70 383-4827.

**2007**

Durban, South Africa, 2007.

**World Library and Information Congress: 73<sup>rd</sup> IFLA Council and General Conference.**

*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>.

# IFLA Publications

Edited by Sjoerd Koopman



The International Federation of Library Associations and Institutions (IFLA) is the leading international body representing the interests of library and information services and their users. It is the global voice of the information profession. IFLA was founded in 1927 in Edinburgh, Scotland, and currently has 1,800 members in more than 150 countries.

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## Managing the Preservation of Periodicals and Newspapers

Proceedings of the IFLA Symposium  
 Bibliothèque nationale de France Paris,  
 21-24 August 2000

Edited by Jennifer Budd, IFLA-PAC  
 2002. 176 pages. Hardbound  
 € 58.00 (for IFLA members: € 43.50)  
 ISBN 3-598-21833-8

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## Cost Management for University Libraries

Edited by Klaus Ceynowa and André Coners  
 Translated from German by Patrick Nicholson  
 With the assistance of Roswitha Poll, Peter te Boekhorst, Britta Pouwels and Burkard Rosenberger  
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105

## Models of Cooperation in U.S., Latin American and Caribbean Libraries

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## Knowledge Management

Libraries and Librarians Taking Up the Challenge  
 2004. 220 pages. Hardbound  
 € 74.00 (for IFLA members: € 55.50)  
 ISBN 3-598-21838-9

## ABSTRACTS

These abstracta may be reproduced without charge.

Adama Samassékou. **World Summit on the Information Society: the first step towards a genuine shared Knowledge Society.**

IFLA Journal 30 (2004) No. 1, p. 5–13

Discussion by the President of the Preparatory Committee for the World Summit on the Information Society (WSIS) of the aims of the Summit in the global context. Suggests that the WSIS will help to narrow the digital divide and open the way for overcoming other divides in the information society, including those related to literacy and access to education as well as access to new technologies. Expresses the author's conviction that the WSIS will be decisive in the transition from the industrial society to the knowledge society and that the role of libraries and information services will become ever more important. Discusses the challenges of the WSIS for information professionals and its political challenges. Concludes that the WSIS must make a significant contribution to enhancing the well-being of all human beings everywhere.

Robert Wedgeworth. **The Literacy Challenge.**

IFLA Journal 30 (2004) No. 1, p. 14–18

The UN Decade of Literacy (2003–2012) presents an opportunity for the global public library movement to reassert its educational and cultural role on behalf of the world's most marginalized population – adult illiterates. A culture of literacy is proposed that embraces the entire range of programs and services most public libraries aspire to sponsor. Adult literacy is a key element in this culture due to its impact on children and its immediate return on the investment in programs. Five action steps suggest how to revitalize the public library as a cultural institution with a focus on adult education.

Alan Smith. **Innovation – the creative tension of risk and evidence.**

IFLA Journal 30 (2004) No. 1, p. 19–23

Reliance on proven evidence or on theory can be academically sound and can reduce risk, but may also stifle innovation. Librarianship facilitates cultural growth by enabling information to be challenged and reassessed – a professional principle which deserves assertion in the contemporary environment of change. The assertion of principle appears from the literature of evidence-based research to have been somewhat discounted. The resulting policy development process may likewise discount the innovative in favour of the safe 'third way'. Victoria University of Wellington Library (VUW) has two strategic projects under way now which are central to its sustainable viability into the new century. The innovative solutions needed to leverage their full opportunities could be at risk if evidence or theory is allowed to replace professional principle as their driving context.

Marcelle Beaudiquez. **The Perpetuation of National Bibliographies in the New Virtual Information Environment.**

IFLA Journal 30 (2004) No. 1, p. 24–30

The author explores the possibility of applying the principles of universal bibliographic control to websites as well as recommendations concerning the compilation of the national bibliographies that originated in the 1970s for traditional documents. She identifies several scenarios for creation of a national bibliography of websites and underscores the need for national libraries to preserve an inventory of websites as an element of national memory. She concludes by calling for a strong involvement on the part of IFLA in the development of new recommendations to meet this need.

Roberta Pilette. **Mass Deacidification: a preservation option for libraries.**

IFLA Journal 30 (2004) No. 1, p. 31–36

The library and archive worlds are inundated with acidic paper. Institutions have been trying to ensure the long-term preservation of items on acidic paper for years. Now there are dependable, effective, reasonably priced commercial vendors that can neutralize the acids without time consuming and limiting selection criteria. But how to choose where to start and what to send? This paper outlines the physical selection criteria being used by most institutions in the United States sending materials to a commercial vendor for mass deacidification. Discusses different approaches in how to select where to start deacidifying in a large collection and what other workflow issues must be considered when including mass deacidification as another preservation tool in preserving our cultural heritages.

Alan Poulter and David McMenemy. **Beyond the European Computer Driving Licence: basic and advanced ICT skills for the new library professional.**

IFLA Journal 30 (2004) No. 1, p. 37–46

This paper reports on a new multimedia-centred ICT module, called Fundamentals of Information and Communication Technology (FICT) for Postgraduate Information and Library Studies students at the Graduate School of Informatics at Strathclyde University. It had radical aims (introducing novel ICT skill content in a progressive manner, encouraging deep learning and self-directed study) and used a weekly survey and a post-module survey to investigate its operation. Skills learnt were compared to skills required during student placement in libraries. Conclusions are drawn as to its success in matching the needs of future library professionals.

Martin Bömeke. **The Engineering Subject Gateway (ViFaTec) and**

**Biotech: virtual developments in biotechnology.**

IFLA Journal 30 (2004) No. 1, p. 47–54

The target group of the Engineering Subject Gateway, ViFaTec are people working in the engineering and biotechnology fields. The origin and backbone of the Engineering Subject Gateway is the German National Library of Science and Technology. Two other subject gateways, one for Physics, which is online, and one for Wood Engineering, in preparation, are based here. The idea of the gateway originates from 1998 and it went online in April 2000. The goal of the engineering subject gateway was and is to offer competent and compact

information. The aspects of biotechnology and bioinformatics at the engineering subject gateway are explained. The most recent developments like the preparation of the Meta Search Engine and the Specialized Search Engine are described. The paper concludes with a look at the goals and perspectives the gateway has taken.

Finn Vester and Winnie Vitzansky.  
**Librarians and Politicians behind the Same Wheel.**

IFLA Journal 30 (2004) No. 1, p. 55–58

IFLA should play a more proactive role as an organization lobbying for

libraries worldwide, and in this process it is essential also that the national library associations develop a strong political focus. This may be achieved by taking part in the national political debate in order to increase awareness among decision makers concerning library matters. Participation in political debates will also help national associations to understand how to navigate in the political sphere. Using the Danish Library Association as an example this paper illustrates how close cooperation between professionals and politicians can give library associations more political focus and strength, and thereby increase the impact of the association when decisions are being made.

## SOMMAIRES

Les sommaires analytiques peuvent être reproduites sans frais.

Adama Samassékou. **World Summit on the Information Society: the first step towards a genuine shared Knowledge Society.** [Sommet mondial sur la Société de l'Information : le premier pas vers une véritable société du savoir partagé.] IFLA Journal 30 (2004) No. 1, p. 5-13

Réflexion du Président du comité de préparation du Sommet mondial sur la Société de l'Information (SMSI) portant sur les objectifs du Sommet dans le contexte mondial. L'auteur suggère que le SMSI peut aider à combler le fossé numérique et permettre de surmonter d'autres inégalités dans la Société de l'Information, y compris celles en rapport avec l'alphabetisation et l'accès à l'éducation, ainsi que l'accès à de nouvelles technologies. Il est convaincu que le SMSI va jouer un rôle décisif dans le passage d'une société industrielle à une société du savoir et que le rôle des bibliothèques et des services d'information va devenir encore plus important. Il évoque les défis posés par le SMSI aux professionnels de l'information ainsi que ses défis politiques. Il estime en conclusion que le SMSI doit contribuer de façon significative à améliorer le bien-être de tous les êtres humains partout dans le monde.

Robert Wedgeworth. **The Literacy Challenge.** [Le défi de l'alphabetisation.] IFLA Journal 30 (2004) No. 1, p. 14-18

La décennie (2003-2012) consacrée par les Nations Unies à l'alphabetisation est l'occasion pour le mouvement mondial des bibliothèques publiques de réaffirmer son rôle éducatif et culturel pour le compte de la population la plus marginalisée dans le monde : les adultes analphabètes. L'auteur propose une culture d'alphabetisation englobant tous les programmes et services que la plupart des bibliothèques publiques aspirent à parrainer. L'alphabetisation des adultes

constitue un élément-clé de cette culture, en raison de son impact sur les enfants et de ses incidences immédiates sur l'investissement dans des programmes. Un plan d'action en cinq étapes est suggéré pour revitaliser la bibliothèque publique en tant qu'institution culturelle axée sur l'éducation des adultes.

Alan Smith. **Innovation – the creative tension of risk and evidence.** [Innovation : tension créative entre risque et preuve.] IFLA Journal 30 (2004) No. 1, p. 19-23

Faire confiance à une preuve tangible ou à une théorie avérée afin de réduire les risques semble raisonnable d'un point de vue intellectuel ; cependant, cela peut aussi étouffer toute innovation. La profession des bibliothécaires favorise l'évolution culturelle en permettant la remise en question et la redéfinition de l'information, un principe professionnel qui mérite d'être défendu dans un environnement en constante évolution. Les ouvrages consacrés à la recherche fondée sur les preuves semblent montrer que ce principe a été quelque peu galvaudé. En conséquence, le processus de mise en place d'une stratégie peut aussi négliger l'innovation en faveur d'une « troisième voie » moins risquée. La bibliothèque de l'Université Victoria de Wellington (VUW) mène à l'heure actuelle deux projets stratégiques absolument déterminants pour s'assurer une viabilité durable au cours de ce siècle naissant. Les solutions novatrices nécessaires pour tirer le meilleur parti de toutes leurs possibilités pourraient être menacées si on laisse la recherche de la preuve ou la théorie se substituer au principe directeur à la profession.

Marcelle Beaudiquez. **The Perpetuation of National Bibliographies in the New Virtual Information Environment.** [La perpétuation des bibliographies nationales dans le nouvel environnement virtuel.]

IFLA Journal 30 (2004) No. 1, p. 24-30

L'auteur étudie la possibilité d'appliquer les principes d'un contrôle bibliographique universel aux sites Web et de faire des recommandations en vue de compiler les bibliographies nationales créées dans les années 1970 pour les documents traditionnels. Elle distingue plusieurs scénarios pour mettre en place une bibliographie nationale des sites Web et souligne la nécessité pour les bibliothèques nationales de conserver un inventaire des sites Web comme élément de la mémoire nationale. Elle conclut en appelant l'IFLA à s'engager véritablement en élaborant de nouvelles recommandations pour répondre à ce besoin.

Roberta Pilette. **Mass Deacidification: a preservation option for libraries.** [La désacidification de masse : un choix pour la préservation dans les bibliothèques.] IFLA Journal 30 (2004) No. 1, p. 31-36

Les bibliothèques et les Archives croulent sous le papier acide. Depuis des années, les institutions culturelles essaient d'assurer la conservation à long terme de documents sur papier acide. Aujourd'hui, il est possible de recourir à des entreprises privées qui commercialisent des procédés fiables, efficaces et d'un coût raisonnable pour neutraliser les acides. Mais comment savoir par où commencer ? Cet exposé présente les critères de sélection physiques utilisés par la plupart des institutions américaines qui travaillent avec des entreprises privées de désacidification de masse. Il aborde également les différentes approches possibles dans la mise en place d'un programme de désacidification d'une grande collection, et les points à prendre en compte pour intégrer ce procédé comme un outil de plus dans une politique de conservation de notre patrimoine culturel.

Alan Poulter and David McMenemy. **Beyond the European Computer Driving Licence: basic and advanced ICT skills for the new library professional.** [Après l'ECDL : compétences de premier et de deuxième niveau en technologie de l'information et de la communication pour les professionnels des bibliothèques.]

IFLA Journal 30 (2004) No. 1, p. 37-46

Cette communication porte sur un nouveau module pédagogique en technologie de l'information et de la communication orienté sur le multimédia. Nous l'appelons Principes de la technologie de l'information et de la communication (FICT). Il est destiné aux étudiants de 3<sup>ème</sup> cycle en sciences de l'information et de la communication de la filière informatique de l'Université de Strathclyde. Son objectif est précis : introduire peu à peu les technologies de l'information et de la communication, inciter les étudiants à approfondir le sujet et encourager l'auto apprentissage. Une évaluation est prévue chaque semaine ainsi qu'une autre à la fin du module. Les compétences acquises furent comparées aux compétences requises durant le stage en bibliothèque des étudiants. Les conclusions tirées de cette évaluation tendent à évaluer l'adéquation entre

la formation et les besoins des futurs bibliothécaires.

Martin Bömeke. **The Engineering Subject Gateway (ViFaTec) and Biotech: virtual developments in biotechnology.** [Le portail en sciences de l'ingénieur (ViFaTec) et la biotechnologie : développements virtuels en biotechnologie.]

IFLA Journal 30 (2004) No. 1, p. 47-54

Le public visé par le portail en sciences de l'ingénieur (ViFaTec) comprend des personnes travaillant dans le domaine des sciences de l'ingénieur et de la biotechnologie. La Bibliothèque nationale allemande de sciences et de technologie en est à l'origine et en constitue le pivot. Elle abrite aussi deux autres portails, l'un sur la physique, qui est en ligne, l'autre sur l'ingénierie du bois, en cours d'élaboration. L'idée du portail est née en 1998, sa mise en ligne s'est faite en avril 2000. L'objectif du portail en sciences de l'ingénieur était, et demeure, d'offrir une information validée et synthétique. Les aspects biotechnologie et bioinformatique sont explicités. Sont décrits les développements les plus récents, comme la préparation du Metasearchengine (méta-moteur de recherche) et la modification du Specialized Search Engine (moteur de recherche spécialisé). En conclusion,

un aperçu est donné des objectifs et des perspectives d'avenir du portail.

Finn Vester and Winnie Vitzansky. **Librarians and Politicians behind the Same Wheel.** [Les bibliothécaires et les politiciens aux commandes du même navire.]

IFLA Journal 30 (2004) No. 1, p. 55-58

L'IFLA doit s'engager plus activement en tant qu'organisation représentant les bibliothèques du monde entier et, au cours de ce processus, il est également essentiel que les associations nationales de bibliothécaires mettent vraiment l'accent sur l'aspect politique. Elles peuvent y parvenir en participant au débat politique national afin de faire prendre conscience aux décideurs des enjeux ayant trait aux bibliothèques. La participation aux débats politiques aidera également les associations nationales à comprendre comment naviguer dans la sphère politique. En prenant pour exemple l'Association danoise des bibliothèques, cet article illustre comment une coopération étroite entre les professionnels et les politiciens peut conférer aux associations de bibliothèques un caractère plus politique et renforcer leur position, augmentant par conséquent l'influence de l'association lors de la prise de décisions.



## ZUSAMMENFASSUNGEN

Diese Zusammenfassungen können gebührenfrei vervielfältigt werden.

Adama Samassékou. **World Summit on the Information Society: the first step towards a genuine shared Knowledge Society.** [Weltgipfel zur Informationsgesellschaft: Der erste Schritt in Richtung einer wirklich allgemein zugänglichen Wissensgesellschaft.]

IFLA Journal 30 (2004) Nr. 1, S. 5–13

Hierbei handelt es sich um eine Diskussion des Präsidenten des Vorbereitungsausschusses für den Weltgipfel zur Informationsgesellschaft (World Summit on the Information Society, WSIS). Dabei geht es um die Zielsetzungen des Gipfeltreffens im globalen Kontext. Der Vorschlag ist dahingehend, dass der WSIS dazu beitragen wird, die digitale Kluft zu überbrücken und den Weg zur Überwindung weiterer Grenzen in der Informationsgesellschaft zu öffnen, einschließlich der Probleme im Zusammenhang mit dem Analphabetentum und der Verfügbarkeit der Bildung sowie neuer Technologien. Der Artikel verleiht der Auffassung des Autors Ausdruck, dass der WSIS beim Übergang von der Industriegesellschaft zur Wissensgesellschaft eine entscheidende Rolle spielen wird und dass die Rolle der Bibliotheken und Informationsdienste immer wichtiger werden wird. Zudem diskutiert dieser Beitrag die Herausforderungen des WSIS für professionelle Informationsfachleute und die entsprechenden politischen Herausforderungen. Die Schlussfolgerung ist dahingehend, dass der WSIS einen signifikanten Beitrag zur Verbesserung des Wohlbefindens aller Menschen in der ganzen Welt liefern sollte.

Robert Wedgeworth. **The Literacy Challenge.** [Die Herausforderung des Leseverhaltens].

IFLA Journal 30 (2004) Nr. 1, S. 14–18

Die UN Decade of Literacy (2003–2012) [Das Jahrzehnt des Alphabetentums der UN] bietet der weltweiten öffentlichen Bibliotheksbewegung die Möglichkeit, ihre pädagogische und kulturelle Rolle im

Interesse der am stärksten vernachlässigten Population der Welt – den erwachsenen Analphabeten – erneut zu festigen. Dabei wird eine Kultur des Leseverhaltens vorgeschlagen, die die gesamte Palette an Programmen und Dienstleistungen umfasst, die die meisten öffentlichen Bibliotheken gern unterstützen möchten. Das Leseverhalten der Erwachsenen gilt aufgrund seiner Auswirkungen auf die Kinder und seiner sofortigen Amortisierung als Schlüsselement in dieser Kultur. Anhand eines Programms mit 5 Schritten wird vorgeschlagen, wie man der öffentlichen Bibliothek als kultureller Einrichtung mit dem Schwerpunkt auf der Erwachsenenbildung neues Leben einblasen kann.

Alan Smith. **Innovation – the creative tension of risk und evidence** [Innovation – die kreative Spannung von Risiko und Beweis].

IFLA Journal 30 (2004) Nr. 1, S. 19–23

Das Vertrauen auf empirische Beweise oder auf die Theorie kann akademisch durchaus in Ordnung sein und Risiken verringern helfen, kann jedoch auch dazu beitragen, dass der Innovationstendenz ein Riegel vorgeschoben wird. Das Bibliothekswesen fördert das kulturelle Wachstum, weil damit Informationen herausgefordert und erneut beurteilt werden – ein professionelles Prinzip, das in der heutigen wechselhaften Welt Beachtung finden sollte. Aus der Literatur über empirisch basierte Forschung ist ersichtlich, dass die Behauptung eines Prinzips ziemlich übersehen worden ist. Die daraus entstehenden strategischen Entwicklungsprozesse können in gleicher Weise den innovativen Faktor unberücksichtigt lassen, um stattdessen den sicheren ‚dritten Weg‘ einzuschlagen. Die Bücherei der Victoria-Universität in Wellington (VUW) arbeitet zurzeit an zwei strategischen Projekten, die für die nachhaltige Existenzfähigkeit im neuen Jahrhundert unabdingbar sind. Die

innovativen Lösungen, die benötigt werden, um die Möglichkeiten voll nutzen zu können, könnten in Gefahr geraten, wenn man der Empirie oder Theorie erlaubt, die Stelle des professionellen Prinzips im treibenden Kontext einzunehmen.

Marcelle Beaudiquez. **The Perpetuation of National Bibliographies in the New Virtual Information Environment.** [Die Modernisierung der nationalen Bibliographien in der neuen virtuellen Informationsumgebung.]

IFLA Journal 30 (2004) Nr. 1, S. 24–30

Die Autorin untersucht die Möglichkeit, ob sich die Prinzipien der universellen bibliographischen Steuerung auch auf Websites anwenden lassen; hinzu kommen einige Empfehlungen bezüglich der Kompilierung der nationalen Bibliographien, die in den 1970er Jahren für traditionelle Dokumente ins Leben gerufen wurden. Sie beschreibt diverse Szenarien für die Schaffung einer nationalen Bibliographie von Websites und unterstreicht den Bedarf bei den nationalen Bibliotheken, ein Inventar von Websites als Element des nationalen Gedächtnisses zu konservieren. Die Autorin schließt mit der Forderung nach einem starken Engagement der IFLA bei der Entwicklung neuer Empfehlungen zur Erfüllung dieses Bedarfs.

Roberta Pilette. **Mass Deacidification: a preservation option for libraries.** [Massenentsäuerung: eine Konservierungsoption für Bibliotheken].

IFLA Journal 30 (2004) Nr. 1, S. 31–36

Die Bibliotheks- und Archivierungswelten werden mit saurem Papier überschwemmt. Jahrelang haben entsprechende Institutionen versucht, die langfristige Konservierung gewisser Texte auf Papier sicherzustellen. Jetzt gibt es jedoch verlässliche, effektive kommerziell tätige Firmen, die diese Säuren zu vernünftigen Prei-

sen und ohne zeitaufwändige und einschränkende Selektionskriterien neutralisieren können. Wo soll man jedoch beginnen und was sollte man schicken? Dieser Beitrag erläutert die physikalischen Selektionskriterien, die von den meisten Institutionen in den Vereinigten Staaten verwendet werden, die Materialien zur Massensäuerung an kommerzielle Firmen senden. Der Text diskutiert verschiedene Verfahren, anhand derer sich ein Startpunkt für die Entsäuerung großer Sammlungen ermitteln lässt; zudem wird darauf eingegangen, welche anderen Workflow-Aspekte bei der Verwendung der Massensäuerung als weiteres Konservierungswerkzeug bei der Erhaltung unseres kulturellen Erbes zu berücksichtigen sind.

Alan Poulter and David McMenemy. **Beyond the European Computer Driving Licence: basic and advanced ICT skills for the new library professional.** [Jenseits der Computer-Treiber-Lizenz: grundlegende, fortschrittliche ICT-Fähigkeiten für den heutigen professionellen Bibliothekar].

IFLA Journal 30 (2004) Nr. 1 S. 37–46

Dieser Beitrag berichtet über ein neues multimedia-orientiertes ICT-Modul mit der Bezeichnung "Fundamentals of Information and Communication Technology (FICT) for Postgraduate Information and Library Studies students at the Graduate School of Informatics at Strathclyde University" [Grundlagen der Informations- und Kommunikationstechnologie für graduierte Studenten an der Graduate School of Informatics, Strathclyde University]. Die Zielsetzungen waren radikal (pro-

gressive Einführung neuer Inhalte im Hinblick auf die ICT-Fähigkeiten, wobei das Tiefenstudium und das selbstorganisierte Studium gefördert werden sollten) und stützte sich zur Untersuchung der praktischen Funktion auf eine wöchentliche Umfrage sowie eine Post-Modul-Umfrage. Danach wurden die erlernten Fähigkeiten mit den geforderten Fähigkeiten verglichen, die sich die Studenten in Bibliotheken aneigneten. Schließlich bespricht der Artikel die Schlussfolgerungen über den Erfolg dieses Experiments, die daran gemessen werden, ob damit auf die Bedürfnisse der zukünftigen Professionals in Bibliotheken eingegangen wird.

Martin Bömeke. **The Engineering Subject Gateway (ViFaTec) and Biotech: virtual developments in biotechnology.** [Die Virtuelle Fachbibliothek Technik (ViFaTec) und Biotechnik – Biotechnologie: Virtuelle Entwicklungen.]

IFLA Journal 30 (2004) Nr. 1, S. 47–54

Zur Zielgruppe der virtuellen Fachbibliothek Technik, ViFaTec, gehören alle diejenigen, die im Ingenieurwesen beziehungsweise in der Biotechnologie tätig sind. Der Ursprung und das Rückgrat der virtuellen Fachbibliothek Technik ist die deutsche Nationalbibliothek für Wissenschaft und Technologie. Zwei weitere virtuelle Fachbibliotheken, eine (online) für Physik und eine (in Vorbereitung befindliche) für die Holzverarbeitung, sind hieraus hervorgegangen. Die Idee der virtuellen Fachbibliothek stammt aus dem Jahr 1998; diese ist im April 2000 online gegangen. Die Zielsetzung der virtuellen Fachbibliothek Technik bestand und besteht darin, kompetente

und kompakte Informationen anzubieten. Erläutert werden die Aspekte der Biotechnologie und Bioinformatik in der virtuellen Fachbibliothek Technik. Zudem werden die jüngsten Entwicklungen beschrieben, wie beispielsweise die Vorbereitung der Meta-Suchmaschine und die Änderung der spezialisierten Suchmaschine. Der Artikel schließt mit einer Betrachtung der Zielsetzungen und Perspektiven der virtuellen Fachbibliothek.

Finn Vester and Winnie Vitzansky. **Librarians and Politicians behind the Same Wheel.** [Bibliothekare und Politiker sitzen im gleichen Boot.]

IFLA Journal 30 (2004) Nr. 1, S. 55–58

Die IFLA sollte verstärkt eine proaktive Rolle als Organisationslobby für Bibliotheken in der ganzen Welt übernehmen. In diesem Zusammenhang ist ebenso wichtig, dass die nationalen Bibliotheksverbände eine starke politische Zielsetzung entwickeln. Das kann man erreichen, indem man sich an der nationalen politischen Debatte beteiligt, um die Bibliotheksangelegenheiten den Entscheidungsträgern stärker vor Augen zu führen. Zudem wird die Teilnahme an den politischen Debatten die Fähigkeiten der nationalen Verbände zur Navigation in der politischen Sphäre schärfen. Dieser Beitrag führt beispielhaft den dänischen Bibliotheksverband an und zeigt damit, wie die Bibliotheksverbände durch eine enge Zusammenarbeit zwischen Professionals und Politikern ihren politischen Fokus und ihre Kraft ausbauen und auf diese Weise auch den Einfluss des Verbandes bei der Entscheidungsfällung verstärken können.

## RESÚMENES

Se puede reproducir estas resúmenes sin gastos.

Adama Samassékou. **World Summit on the Information Society: the first step towards a genuine shared Knowledge Society.** [Cumbre Internacional sobre la Sociedad de la Información: el primer paso hacia una verdadera sociedad de conocimiento compartido.]

IFLA Journal 30 (2004) N° 1, p. 5–13

Debate del Presidente del Comité Preparatorio de la Cumbre Internacional sobre la Sociedad de la Información (WSIS) acerca de los objetivos de la Cumbre en el contexto internacional. Sugiere que la WSIS ayudará a estrechar la división digital y dejará el camino abierto para superar otras divisiones existentes en la sociedad de la información, incluyendo aquellas divisiones relacionadas tanto con la alfabetización y el acceso a la educación como al acceso a nuevas tecnologías. Expresa la convicción del autor de que la WSIS jugará un papel decisivo en la transición de la sociedad industrial a la sociedad del conocimiento y de que el papel de las bibliotecas y los servicios de información cobrará aún más importancia. Discute los retos que la WSIS plantea a los profesionales de la información y sus retos políticos. Concluye que la WSIS debe realizar una contribución importante a la mejora del bienestar de todos los seres humanos en todos los rincones del mundo.

Robert Wedgeworth. **The Literacy Challenge.** [El reto de la alfabetización.]

IFLA Journal 30 (2004) N° 1, p. 14–18

La Década de la Alfabetización de las Naciones Unidas (2003–2012) ofrece una oportunidad al movimiento de las bibliotecas públicas mundiales para reafirmar su función educativa y cultural en nombre de la población más marginada del mundo: los adultos analfabetos. Se propone una cultura de la alfabetización que englobe toda la gama de programas y servicios que la mayor parte de las bibliotecas públicas aspiran a patrocinar. La alfabetización de los adul-

tos es un elemento fundamental de dicha cultura, debido al impacto en los niños y la recuperación inmediata de inversión en programas. Son cinco los pasos que sugieren cómo revitalizar la biblioteca pública como institución cultural, con una orientación hacia la educación de adultos.

Alan Smith. **Innovation – the creative tension of risk and evidence.** [Innovación: la tensión creativa del riesgo y las pruebas.]

IFLA Journal 30 (2004) N° 1, p. 19–23

Confiar en las pruebas demostradas o en la teoría puede resultar lógico desde el punto de vista académico y contribuir a reducir el riesgo, pero también puede dificultar la innovación. La biblioteconomía facilita el crecimiento cultural, al permitir contrarrestar y reevaluar la información: un principio profesional que merece ser reivindicado en el cambiante entorno actual. La reivindicación de este principio surge de la documentación de investigación basada en pruebas, que de alguna forma se ha dejado de lado. El proceso de desarrollo de políticas resultante puede asimismo desechar el factor de la innovación, a favor de la segura “tercera vía”. La Biblioteca Wellington de la Universidad de Victoria (VUW) está llevando a cabo dos proyectos estratégicos que son fundamentales para su viabilidad sostenible en el nuevo siglo. Las soluciones innovadoras necesarias para aprovechar todas sus oportunidades podrían estar en peligro si se permite que las pruebas o las teorías sustituyan el principio profesional como contexto impulsor.

Marcelle Beaudiquez. **The Perpetuation of National Bibliographies in the New Virtual Information Environment.** [La perpetuación de las bibliografías nacionales en el nuevo entorno de información virtual.]

IFLA Journal 30 (2004) No 1, p. 24–30

La autora explora la posibilidad de aplicar los principios del control bibliográfico universal a los sitios web,

así como las recomendaciones relativas a la compilación de las bibliografías nacionales, que entraron en vigor en 1970 para los documentos tradicionales. Marcelle Beaudiquez identifica distintos escenarios para la creación de una bibliografía nacional de sitios web, y subraya la necesidad de contar con bibliotecas nacionales que alberguen un inventario de sitios web como elemento de la memoria nacional. Termina su intervención pidiendo una participación decidida de IFLA en la elaboración de nuevas recomendaciones que cubran esta necesidad.

Roberta Pilette. **Mass Deacidification: a preservation option for libraries.** [Lavado masivo: una opción de conservación para las bibliotecas.]

IFLA Journal 30 (2004) N° 1, p. 31–36

El entorno de las bibliotecas y de los archivos está inundado de papel ácido. Las instituciones han intentado asegurar el mantenimiento de los ejemplares a largo plazo utilizando este material durante años. En la actualidad, existen proveedores seguros, efectivos y con precios razonables que pueden neutralizar los ácidos sin criterios que requieran mucho tiempo y que limiten la selección. Pero, ¿cómo elegir por dónde comenzar y qué enviar? Este documento explica los criterios de selección física que se utilizan en la mayoría de las instituciones de Estados Unidos que envían materiales a un proveedor para su lavado en masa. También debate distintos enfoques sobre cómo elegir por dónde comenzar el lavado en una colección de gran volumen, y qué otros aspectos de flujo de trabajo deben considerarse cuando se incluye el lavado masivo como herramienta alternativa de conservación para mantener nuestros legados culturales.

Alan Poulter and David McMenemy. **Beyond the European Computer Driving Licence: basic and advanced ICT skills for the new li-**

**brary professional. [Más allá de la ECDL: habilidades básicas y avanzadas de las TIC para el nuevo profesional de las Bibliotecas.]**

IFLA Journal 30 (2004) N° 1, p. 37-46

El trabajo informa de un nuevo módulo de TIC centrado en multimedia, Fundamentals of Information and Communication Technology (FICT), dirigido a los estudiantes del programa Postgraduate Information and Library Studies de la Graduate School of Informatics de la Strathclyde University. Tiene unos objetivos radicales (la introducción de nuevos contenidos de TIC de manera progresiva y estimulando un aprendizaje con detenimiento y el estudio autodirigido) y utiliza una encuesta semanal y una encuesta al final del módulo para investigar su funcionamiento. Las habilidades aprendidas se comparan con las habilidades exigidas a los estudiantes cuando hacen sus estancias en bibliotecas. Las conclusiones apuntan a su adecuación a las necesidades de los futuros profesionales bibliotecarios.

Martin Bömeke. **The Engineering Subject Gateway (ViFaTec) and biotech: virtual developments in biotechnology.** [La pasarela temática

**de ingeniería (ViFaTec) y la biotecnología: avances virtuales en biotecnología.]**

IFLA Journal 30 (2004) N° 1, p. 47-54

El grupo objetivo de la pasarela temática de ingeniería, ViFaTec, está compuesto por personas que trabajan en las áreas de ingeniería y biotecnología. El origen y la piedra angular de dicha pasarela es la Biblioteca Nacional Alemana de Ciencia y Tecnología. Otras dos pasarelas temáticas, una para física, que estará disponible en línea, y otra para ingeniería de la madera, que está en preparación, también se ubican aquí. La idea de la pasarela tuvo su origen en 1998, y en abril de 2000 comenzó a estar disponible en línea. El objetivo de la pasarela temática de ingeniería, tanto en el pasado, como en la actualidad, es ofrecer información pertinente y concisa. También se explican los aspectos de la biotecnología y la bioinformática en dicha pasarela. Por otro lado, se describen los avances más recientes, como la preparación del motor de metabúsquedas y el cambio del motor de búsqueda especializada. El documento concluye con un análisis de los objetivos y perspectivas que ha asumido la pasarela.

Finn Vester and Winnie Vitzansky. **Librarians and Politicians behind the Same Wheel.** [Bibliotecarios y políticos navegan en las mismas aguas.]

IFLA Journal 30 (2004) N° 1, p. 55-58

IFLA debería desempeñar un papel más proactivo como organización que ejerce una influencia en las bibliotecas de todo el mundo. En este proceso, también es fundamental que las asociaciones de bibliotecas nacionales adquieran una orientación política sólida. Esto puede lograrse participando en el debate político nacional, con el fin de incrementar la concienciación de los responsables de la toma de decisiones en cuestiones relativas a las bibliotecas. La participación en los debates políticos también contribuirá a que las asociaciones nacionales comprendan cómo desenvolverse en el terreno político. Utilizando la Asociación de Bibliotecas Danesas a modo de ejemplo, este documento ilustra cómo una colaboración estrecha entre los profesionales y los políticos puede ofrecer a las asociaciones de bibliotecas una mayor fuerza y orientación política, con lo que se incrementará la influencia de las asociaciones en el proceso de toma de decisiones.

## Рефераты статей

Адама Самассекоу. **World Summit on the Information Society: the first step towards a genuine shared Knowledge Society.** [Всемирная Встреча на высшем уровне по вопросам Информационного Общества: первый шаг навстречу настоящему Обществу разделенных Знаний.]

Журнал ИФЛА 30 (2004) № 1, с. 5–13

Обсуждение целей этой встречи в глобальном контексте президентом Подготовительной Комиссии Мировой встречи на высшем уровне (WSIS) об Информационном обществе. Выражает уверенность, что WSIS поможет преодолеть различия в цифровой сфере и открыть возможности преодоления других различий информационного общества, включая и различия, имеющие отношение к грамотности, доступу к образованию, а также к доступу к новым технологиям. Выражает убеждение автора в том, что WSIS сыграет решающую роль в переходе от индустриального общества к обществу знаний и что роль библиотек и информационных центров еще больше возрастет. Высказывает суть сложностей WSIS для профессионалов в информационной сфере, а также политические проблемы. Заключает, что WSIS должен внести важный вклад в улучшение жизни людей во всем мире.

Роберт Веджворс. **The Literacy Challenge.** [Проблемы обеспечения грамотности.]

Журнал ИФЛА 30 (2004) № 1, с. 14–18

Объявленное ООН Десятилетие грамотности (2003–2012) предоставляет возможность глобальному движению публичных библиотек подтвердить свою образовательную и культурную роль в отношении наиболее маргинализированной части мирового населения – неграмотных взрослых. Предлагаемая концепция грамотности охватывает полный набор программ и услуг, которые стремятся предоставлять большинство публич-

ных библиотек. Грамотность взрослого населения является ключевым элементом этой концепции как в силу своего воздействия на детей, так и непосредственной прибыли на инвестированные в программы средства. Предлагается пятиэтапный план действий по оживлению роли публичной библиотеки как культурного института, сфокусированного на образовании взрослых.

Алан Смит. **Innovation – the creative tension of risk and evidence.** [Инновация – творческое противоречие между риском и очевидными фактами.]

Журнал ИФЛА 30 (2004) № 1, с. 19–23

Опора на доказанные факты или на теорию может быть оправданной с академической точки зрения и менее рискованной, но может также способствовать подавлению инновационной активности. Библиотечное дело способствует росту культурного уровня, позволяя подвергать сомнению и переоценивать информацию, – такой профессиональный принцип достоин утверждения в современном пространстве перемен. Значимость утверждение данного принципа, как следует из фактологических исследований, в некоторой степени занижается. Результирующий процесс разработки стратегии может аналогичным образом снижать значимость инноваций в пользу надежного «третьего пути». Викторианский университет при Библиотеке Веллингтона в настоящее время осуществляет два стратегических проекта, которые играют центральную роль в контексте поддержания его жизнеспособности в новом веке. Инновационные решения с использованием их полного потенциала возможностей могут оказаться под угрозой риска, если фактам или теории будет позволено заменить собой профессиональный принцип в качестве их движущего контекста.

Марсель Бодикез. **The Perpetuation of National Bibliographies in the New Virtual Information Environ-**

**ment.** [Сохранение национальных библиографий в новом виртуальном информационном пространстве.]

Журнал ИФЛА 30 (2004) № 1, с. 24–30

Автор изучает возможность применения принципов универсального библиографического контроля к интернетсайтам, а также рекомендаций относительно составления национальных библиографий 1970-ых годов для традиционных документов. Автор приводит несколько сценариев для составления национальной библиографии на интернетсайтах и подчеркивает необходимость сохранения описи интернетсайтов как составляющей памяти национальных библиотек. В заключение автор призывает к более непосредственному участию ИФЛА в разработке новых рекомендаций с целью удовлетворения этим потребностям.

Роберта Пилетте. **Mass Deacidification: a preservation option for libraries.** [Массовое раскисление: один из методов обеспечения сохранности библиотечных фондов.]

Журнал ИФЛА 30 (2004) № 1, с. 31–36

Библиотеки и архивы переполнены окисленной бумагой. Эти учреждения уже длительное время пытаются обеспечить долговременную сохранность материалов на окисленной бумаге. В настоящее время существуют надежные, эффективные, сравнительно недорогие технологии, предлагаемые коммерческими структурами, которые позволяют нейтрализовать кислотность без серьезных временных затрат и ограничений по выбору материалов. Но с чего начинать работу, и какие материалы посылать? В данной работе описываются критерии по физическому отбору, используемые большинством учреждений в США при отправке материалов коммерческим структурам для массового раскисления. Обсуждаются различные подходы к тому, с чего начать раскисление большой коллекции, а также какие

другие технологические соображения принять во внимание при применении массового раскисления в качестве еще одного механизма по сохранению нашего культурного наследия.

Алан Поултер и Дейвид МакМенеми. **Beyond the European Computer Driving Licence: basic and advanced ICT skills for the new library professional.** [От ЕСКГ к профессионализму: базовые и усовершенствованные навыки работы с информационно-коммуникационными технологиями для нового поколения библиотечных работников.] Журнал ИФЛА 30 (2004) № 1, с. 37–46

В этом докладе описывается новый учебный модуль, знакомящий с информационными и коммуникационными технологиями (ИКТ), в котором основное внимание уделяется обучению работе с мультимедийными средствами. Этот модуль получил название “Основы информационных и коммуникационных технологий” (ОИКТ). Он предназначен для студентов-аспирантов, специализирующихся по информатике и библиотековедению в Высшей школе информатики Университета Стразклайд. Целью данного модуля является обучение инновационным навыкам работы с ИКТ, построенное по принципу постепенного усложнения и стимулирующее углубленное самостоятельное исследование предмета. Модуль предусматривает проведение проверок усвоения материала

каждую неделю, а также по завершении курса. Было проведено сравнение навыков, приобретенных студентами в результате обучения, и навыков, требующихся от них при поступлении на работу в библиотеки. Делается вывод о том, насколько полно удовлетворяет данный учебный модуль потребности будущих библиотекарей.

Мартин Бомеке. **The Engineering Subject Gateway (ViFaTec) and biotech: virtual developments in biotechnology.** [Прикладной предметный маршрутизатор (ViFaTec) и биотехнологии: виртуальные разработки в области биотехнологии.] Журнал ИФЛА 30 (2004) № 1, с. 47–54

Целевой группой для прикладного предметного маршрутизатора ViFaTec являются специалисты, работающие в области инжиниринга и биотехнологий. Местом происхождения и опорным пунктом прикладного предметного маршрутизатора является Немецкая национальная научно-техническая библиотека. Здесь же базируются и два других предметных маршрутизатора: один – для физики, уже доступный в режиме онлайн, а другой – для деревообработки. Идея такого маршрутизатора впервые появилась в 1998 г., и в апреле 2000 г. была внедрена в Интернет. Целью технологии прикладного предметного маршрутизатора было и остается обеспечение достоверной и компактной информации. Объясня-

ется суть прикладного предметного маршрутизатора применительно к аспектам биотехнологии и биоинформатики. Описываются самые последние разработки, такие как подготовка метапоисковой системы и замена специализированной поисковой системы. В заключение предлагается взгляд на цели и перспективы предметного маршрутизатора.

Финн Фестер и Винни Витзански. **Librarians and Politicians behind the Same Wheel.** [Библиотекари и политики на одной волне.] Журнал ИФЛА 30 (2004) № 1, с. 55–58

ИФЛА призвана играть проактивную роль в организации лоббирования для библиотек во всем мире, при этом также важно, чтобы объединения национальных библиотек уделяли большее внимание политике. Этого можно достичь путем участия в национальном политическом дебате с целью обогащения знаниями лиц, принимающих решения относительно всего, что касается библиотек. Участие в политических дебатах поможет национальным объединениям понять, каким образом функционировать в политической сфере. На основе примера Датского объединения библиотек в данной работе показывается, как тесное сотрудничество между специалистами и политиками может придать объединениям библиотек более политическую направленность и уверенность таким образом увеличить влияние объединения в ходе принятия решений.

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### *Submission*

All contributions (except advertisements), in whatever format, should be addressed to: Stephen Parker, Editor, IFLA Journal, Prinses Irenelaan 2, 2252 GJ Voorschoten, Netherlands. Tel. +31 (71) 561-9880. Fax: +31 (71) 561-5081. E-mail: zest@bart.nl.

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