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On the road to San Juan?

Stephen Parker

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The four papers in this issue cover a variety of topics and are complemented by a collection of short reports and speeches from the IFLA Presidential Meeting held in The Hague on 14 and 15 April 2011.

The first paper, 'Promoting a culture for reading in a diverse world' is by Ray Doiron of the University of Prince Edward Island, Canada and Marlene Asselin of the University of British Columbia, also in Canada. The paper draws on the research linking literacy and libraries to provide a conceptual framework for promoting and encouraging children's reading for librarians working in diverse library settings around the world. Current successful examples of reading promotion programs from around the world are shared to demonstrate how different libraries take the lead in promoting literacy and building a culture for reading in their communities.

With the second paper we move to Africa and the electronic world. 'Electronic governance and hybrid libraries in Namibia', by Wilhelm Uutoni, Wilson Yule and Cathrine T. Nengomasha of the University of Namibia, is based on a study on electronic governance and hybrid libraries in Africa commissioned by IFLA and carried out by the Department of Information and Communication Studies in 2009. The study included a survey of several southern African countries and a case study of Namibia; this paper focuses on the Namibian case study. The authors conclude that there is great potential for libraries to provide and promote e-governance but this is faced with many challenges, which include technological and human and financial resources.

The third paper, a revised version of a paper presented at the World Library and Information Congress held in Gothenburg, Sweden, in 2010, takes us across the world to Hong Kong. In 'Library assistants as situated learners: How they can learn more effectively', Teresa To of the City University of Hong Kong presents the results of research on how staff in the Library Assistants category learn in a

university library in Hong Kong. Library Assistants are core members of library staffs and often carry out an indispensable range of duties and services. The target of the research was to explore, analyse and interpret their learning issues and provide the administrators of the library with some useful recommendations on how to facilitate a more effective learning environment for staff.

In the next paper we turn to a different topic: library marketing. In 'The mutations of marketing and libraries', Wolfgang Ratzek of Stuttgart Media University in Germany stresses the importance of an integrated approach to library marketing that offers all the tools libraries need to present their unique selling propositions. The author notes that few libraries utilize marketing in the proper meaning of the word, often confusing isolated public relations actions with marketing. If they do engage in marketing they generally prefer the classical marketing tools. This conceptual paper emphasizes the different ways of doing marketing by combining theory and practice and illustrates applications of these concepts in Germany and Scandinavia.

The Reports section of this issue presents a report on the IFLA Presidential Meeting 2011, held in The Hague on 14 and 15 April 2011 and a selection of speeches and short papers from the meeting. The conference, on the theme 'Libraries driving access to knowledge: Action for Europe' was jointly organized by IFLA and the Netherlands Library Forum (FOBID) in cooperation with leading European library organizations active in the area of copyright and open access. Important outcomes of the meeting were the release of the IFLA Statement on Open Access and the Treaty on Copyright Exceptions and Limitations for Libraries and Archives (see the News section of this issue. – *Ed.*) This issue of *IFLA Journal* contains a summary of the proceedings, the opening address by IFLA President Ellen Tise, the keynote speech of Neelie Kroes, Vice-President of the European Commission, Commissioner for the

Digital Agenda, a FOBID report on the meeting, a report on the Students Session, which immediately followed the main meeting, and a report by one of the participating students, Shaked Spier of the University of Berlin. Also included is a short report on the launching of 'The Hague World Library Capital' by the IFLA President and a representative of the Municipality of The Hague.

This issue is the last to be published before this year's World Library and Information Congress in San Juan, Puerto Rico, and regular readers of *IFLA Journal* will no doubt have expected to find in this

issue a substantial paper on the library and information situation in that country, in keeping with our regular practice of featuring the host country for the Congress in the second issue of each year. Unfortunately, on this occasion, it has not been possible to obtain the promised paper from the Congress organizers in San Juan, so readers wishing to know more about the library situation in Puerto Rico will have to attend the Congress itself.

Meanwhile, for those readers who are going to take the road to San Juan for this year's Congress, we hope you enjoy yourselves!



Promoting a culture for reading in a diverse world

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Abstract

Drawing on the research linking literacy and libraries, this paper provides a conceptual framework for promoting and encouraging children's reading for librarians working in diverse library settings around the world. Current successful examples of reading promotion programs from around the world are shared to demonstrate how different libraries take the lead in promoting literacy and building a culture for reading in their communities.

Keywords

culture for reading, reading promotion, library reading services, reading in libraries

Introduction

A well-known African proverb teaches that "It takes a village to raise a child." This reminds us that everyone in a community plays an important role in the welfare and development of children. This proverb could also apply as we explore the complexity of developing children's reading habits by suggesting "It takes a village to raise a reader." This implies that educators, parents, community leaders and librarians all play a vital role in the development of children who not only *can* read, but who *do* read. Magara (2005) describes a reading culture as one where reading is highly valued and appreciated in the society and where reading is regarded not simply as something developed for school purposes but something practiced in all aspects of our lives. What then can be done to nurture this 'culture for reading' and how do various members of multicultural and multilingual communities contribute to the development of positive reading habits?

To set some context and to provide some background for this discussion, we begin this paper with voices of readers from diverse cultures, and with examples of innovative programs for supporting reading. These voices and programs introduce key principles for designing library programs that build a culture for reading in a multicultural, multilingual world.

A selection of voices from around the world

Nassar, a young man from Iran, reflects on gaining access to books:

In Iran, especially during the Islamic Revolution, there were bans on many books. We had to quietly exchange books with others who had access to them (like one of my friends) and hide them within our homes. There were no libraries in schools and so I did not even have the opportunity to engage with such spaces. Institutions that were most helpful to my development as a reader and learner were public libraries.

Anna, a mother from Malta, reflects on the influence of family members:

When I was about 8 years old, my elder brother organised a lending library for my sister, me, our cousins, and children in our neighbourhood. It was

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on the landing that led to the roof (roofs are flat in Malta). We used to go up to our library once a week and borrow a book from there. My brother would give us a little card with a rubber stamp on it and we would have to return it the next week. We were fined 1 pence if we did not return it on time! Both my mother and father were avid readers and encouraged us on. I remember us visiting the public library once a week from a very young age.

Gabriela, an early childhood educator, grew up reading in Argentina:

I remember my mother's voice reading to me during "the siesta time". I was still too young, but my parents had already bought me many big books, with hard covers and with beautiful pictures. I particularly remember the water color pictures of my favorite one, a book called *Corazon*. . . . When I grew up and I was able to read by myself, I remember reading those same big books, even late at night, under the covers of my bed.

Jessie, a senior adult from Scotland explores how reading changes/develops throughout our lives:

I was an only child for whom reading was a wonderful companionship. Stories fascinated me and I read everything I could find with no concern about whether it was "suitable" so my vocabulary grew and I came to love the musical sound of words. Now, my grandchildren and I read together. Their books are lovely: brightly illustrated and specially written for young people. For them, as for me, the public library is a rich resource.

Innovative programs for supporting reading

Uganda: tapping into local knowledge and language

A community library in Uganda uses these two strategies to support a reading culture:

1. Ask children to get stories from adults at home. They come and relate the stories in the library. They draw pictures to match the stories. The stories are written out and simplified. Learning activities are developed to further improve children literacy skills.
2. Adult learners discuss topics of their interest and choose a secretary among them to keep a record. The notes are then simplified. Pictures relating to the discussion are taken with the community and matched with the final piece of work. Learning activities are developed for adults to take ideas further. A simple booklet has been produced called 'Farming in Kabubbu.'

Ethiopia: local publishing for local libraries

Ethiopia Reads publishes high-quality, multilingual books for children in English as well as several Ethiopian languages. Highlighting original texts and illustrations as well as traditional folk tales that derive from Ethiopia's rich culture, these books allow Ethiopian children to see their lives and languages reflected in the pages of books for the first time. The books are placed in the network of school and donkey libraries across the country. See: <http://www.ethiopiareads.org/programs/publishing>.

Throughout the countryside in Ethiopia, large signs encourage reading and promote the importance of literacy and staying in school, especially for girls.

Code Ethiopia with the support of CODE Canada has built over 65 reading rooms throughout the countryside. These reading rooms provide access to books for students and community members and they distribute books donated by international book agencies and many that are produced by Code Ethiopia.

Canada: modeling book reading in local languages

Libraries in major urban areas of North America offer children and their families story times in languages of the community. In Vancouver, Canada, for example, story times are regularly scheduled in Mandarin, Cantonese and Tagalog. (See http://www.vpl.ca/cgi-bin/api/calendar.cgi?audience_idx=9)

Switzerland: developing multilingual public library collections

In Basel, one community-based public library has developed a comprehensive collection of books in over a dozen languages in order to meet the demands of the immigrant population moving into their city. Community groups support the collection development, help select the books and eagerly borrow and share materials in the multilingual collection.

These insights from readers and innovative libraries show us that supporting a love of reading and lifelong readers is highly valued and is most often successful when community-driven. The challenges facing communities to reach their goals in creating a culture for reading vary depending on past successes, emerging influences, and political and social expectations. In many developed countries, the influence of new digital technologies on traditional reading habits (Rich, 2008) has caused librarians concern about "the future of reading" (Peters, 2009). Challenges to supporting reading that are most often cited are: 1) an increasing "resistance to reading" (Hartness, 2006) as children move through the school years;

2) competition from multimedia and rich-text formats (Johnsson-Smaragdi and Jonsson, 2006); and 3) the tension felt by educators to improve tests of reading achievement, often sacrificing activities which promote reading habits (Leppänen, Aunola and Nurmi, 2005).

At the same time, librarians in developing countries face more fundamental challenges as they struggle: a) to build collections of culturally appropriate literature through local publishing industries (Sisuli, 2004); b) to build an adequate quantity of resources for lending and learning (Heale, 2003); and c) to find support for reading as a lifelong learning and leisure activity (Clark and Rumbold, 2006).

Drawing on the research linking literacy and libraries (Doiron, 2007; Asselin, 2005; *Australasian Public Libraries and Information Services*, 1995), we first provide a conceptual framework for promoting and encouraging children's reading for librarians working in various library settings around the world. We then turn to successful examples of reading promotion programs from several countries to illustrate how different types of libraries can take the lead in promoting literacy and building a culture for reading in their communities.

Conceptual framework: cornerstones of promoting reading and sociocultural perspectives

There is a well-established literature that identifies the major factors in promoting reading. While this literature tends to focus on individuals rather than communities, much can be scaled up from these principles. Sanders-ten Holte (1998) and Cruz (2003) suggest that to create a culture for reading within a given society, it is necessary to improve the reading environment in the home, the school and the community at the same time, while improving the image of reading so it is more than simply school-focused. Building access to good quality, local literature is also seen as a basic principle in establishing and nurturing reading interests and habits (UN Resolution 54/122, 2002, p.6). This includes books in local languages, award-winning books by regional authors/illustrators and access to authentic texts that reflect local interests and needs. Coupled with this are expectations that readers need to feel they have choice in their reading; when readers feel they have that choice and are not made to feel they must read prescribed school-based texts only, then they are more likely to be motivated to continue reading (Baker, Dreher, and Gutrie, 2000; Worthy, 1996). This gives parents, educators and librarians a major responsibility to balance reading

choices that match reader interests and their reading levels (Kanade and Chudamani, 2006).

While important in our understanding of how literacy develops, sociocultural perspectives of learning and literacy are not typically part of the reading promotion literature. However, this perspective provides a powerful lens for extending knowledge of reading promotion at the individual level to include the broader community level. A sociocultural perspective posits that all learning and literacy development occurs within social and cultural contexts (Bakhtin, 1986; Rogoff, 1990; Vygotsky, 1978; Wertsch, 1998). Within this larger frame, individuals engage in social interaction, and in that process, appropriate the values, beliefs, patterns of behavior, and abilities practiced by the members of their cultural group. Thus, children, and indeed all community members to various degrees, actively strive to become insiders with whom they live and interact with. Consequently, it is not surprising that in Uganda, as everywhere in the world, "children from homes where parents were literate were more likely to enjoy reading and to be encouraged to read than in homes where parents were illiterate (Obua-otua, 1997). The community, on the other hand, supports or *scaffolds*, apprentices into shared practices, values, and attitudes about literacy (Heath, 1983). In this way, the library, as a cultural institution, has a critical role to play in shaping attitudes towards and practices of reading. For example, providing access to and choice of reading materials is not just about serving individuals but about influencing community expectations and standards for membership in a reading culture.

From theory to practice: examples of library leadership from around the world

To illustrate these principles, we explore four different types of promotional activities from four different regions of the world in order to highlight effective applications of the principles arising from the literature on reading promotion. Examples of these activities include: 1) several reading room projects in East Africa where community-based libraries work with local villagers to promote reading (Ahimbisibwe and Parry, 2009; Asselin and Doiron, 2009); 2) online innovations such as the social network *WorldReaders* where youth from different countries connect over the Internet to share and discuss reading interests (Doiron, 2009; Abram, 2008); 3) a collection development and library training program in Yunnan Province of China (Henri et al, 2009; Lui and Li, 2008); and 4) multicultural reading promotions in school and public libraries in North America (Bates and Webster, 2009; Bernadowski, 2008; Steiner, 2001).

A community library in Uganda

(submitted by Augustine Napagi – librarian)

Kabubbu Community Library is located in rural Uganda, 25 km north of Kampala, in the Wakiso district. Kabubbu village has an estimated 7000 people, mostly large families with eight or more children. With the literacy rate below 40%, literacy education is a priority. The predominant economic activity is subsistence farming.

The library is a member of the newly formed, vital Ugandan Library Association (<http://www.ugcla.org/>) and has some support from several western organizations.

The library provides access to a rich variety of resources. To become embedded in the fabric of the community, the library's resources support and extend important interests and needs in the community. Resources include traditional types such as textbooks (over 600) and local and English language newspapers (*The Monitor*, *The New Vision*, *Bukedde*). Responding to policies for literacy development, resources also include materials for adult and children's literacy programs, such as local and English language fiction and non-fiction. Video learning equipment is available to inspire community members of all ages to explore a critical new literacy media. Educational board games bring youth and adults together to acquire new knowledge and practice language and literacy skills. Finally, the unusual additions of demonstration gardens and sports facilities respond to the need to improve agricultural practices and the intense desire to engage in sports. Reading materials from the library's collection are fully integrated into these active learning spaces.

Beyond providing resources, the library offers an impressive range of programs and services for adults, youth, and children that connect them in meaningful ways to the collection to improve reading and learning. For example, individual learning plans are developed for the needs and interests of new learners and library users are challenged to read a book and write a sentence about the most interesting thing they found in the book. Library events are planned to coordinate with important community events (e.g., adult learners' week and community award celebrations). Programs for children are particularly extensive and include:

- Collaboration with primary schools to support students' independent reading and research projects.
- Literacy remedial classes for students in lower primary grades.
- Hosting professional development days for primary school staff on topics such as family

learning and adult literacy, intergenerational impact of poor literacy skills, and how teachers can encourage parents into adult learning programs to best support their child in school.

- Inviting parents to a performance by children based on the children's ideas, story books, puppets made by children. Children write, draw and colour invitations which they then take to their parents. At the performance invite interested parents to adult literacy class the following week for a specific session.

The library also works closely with the community institutions including partnering with the Kabubbu Health Centre to promote family health, hosting a public event for all at the library with a health display, and organizing a performance by children showing health food and disease control. Additionally, the library re-writes popular articles from newspapers to accord with the interests and the reading ability of the library users.

Recognizing the critical place of local literacy materials production in reading, the library has a number of innovative initiatives, one of which is described at the beginning of this paper. Other examples of this way of promoting reading are:

- Creating a simple book, 'Essanyu Ly'abato', for children and everyone who reads it writes another simple story. Some children read the book by themselves and others will ask their friends to read it for them.
- Adult learners discuss topics of their interest and choose a secretary among them to keep a record. The notes are then simplified. Pictures relating to discussion are taken with the community and matched with the final piece of work. Learning activities are developed for adults to take ideas further. A simple booklet has been produced and it is called 'Farming in Kabubbu.'

Access to the library resources is not restricted to the actual library facility. A library book bike is used in creative ways to reach those community members who reside outside the village. Examples are:

- A selection of library books is taken out on a bicycle to the trading post, health centre and homes. The books are lent out to families. The books are discussed and families are encouraged to read and discuss the books at home, then return them and borrow another book.
- Visit individual homes where learners have agreed to meet to read and discuss books of their

interest. Show the group how to use the library to solve identified problem.

- Conduct home visits to carry out family mapping, develop family mobile and problem trees and connect these to utilization of library resources.

Online with young readers

The goal of the *WorldReaders* project is to harness the intrinsic interest young people have in using online social networks and develop an engaging and motivating virtual environment for readers around the world to share and discuss their reading interests. An online social network called *WorldReaders* (worldreaders.ning.com) and a supporting website for educators and librarians (www.WorldReaders.org) has been created, where young readers from around the world are able to join a virtual community of young people with similar/diverse reading interests and to engage in a social networking initiative with their peers and teachers. The research focuses on identifying effective tools for encouraging participation, factors which influence reading interests, the most popular reading choices made by participants, the reactions of participants to their involvement with the network, and how the social networking phenomena influences and supports young readers.

Over 100 people have joined the *WorldReaders* social network (SN) and users have made major contributions not only to the content and resources available at the SN, but to various discussions and forum interactions. Several early themes have emerged from the researchers' observations, SN administrators and discussions with teacher and teacher-librarian participants.

- *The Technology Learning Curve*. Everyone who joined the SN needed some initial time to learn how to navigate the site, learn what tools are available and how they work, and the site-based facilitator needed to plan time for adjusting to using a SN.
- *Videos Rule!* Without a doubt, the videos posted and/or linked to at the SN site proved to be the most useful (and popular) resources. They were reported as high interest resources, "fun" to watch, and very powerful tools to spark new thinking and expanded discussions.
- *Key Role of the Site Facilitator*. Close monitoring by the site facilitator was crucial in the success and level of activity at the sites. Lurking and observing, commenting (but just in the right amount), dropping in new resources at key points, responding quickly to technical difficulties, and

challenging users to do something new were all roles that the facilitator played.

- *Being Part of a Group*. Many users reported how they really liked being part of a group of people drawn from different schools, communities and parts of the world. "We were all in it together" learning not only about new ideas about teaching, but learning how to use these new technologies and "getting into the swing" of what our students are doing outside of school.

This project also provided teachers and school librarians with a successful example of how we can take the power of social networking and make it work to achieve our traditional literacy/library goals. It combines images, music, video, and student input through interactive tools in a secure online environment, allowing students to develop and share their reading interests while also using the multimedia environments of social networks. One of the main ideas that has emerged from the work with the *WorldReaders* social network is that building community is difficult and it takes time. It requires leaders who work with the community members and who respond to interests and local activities. One event, one contest, one celebration or one promotional activity will not create a culture for reading; many people working together on a diverse set of activities is what will move a community to become one where reading is valued, resources for reading and readily available and a community-based, community-wide approach is encouraged.

Building a school library collection in Yunnan Province, China (Submitted by James Henri – IASL)

As a team of researchers, Henri, Warning, Shek and Leung (2009), developed a training program for primary and middle school librarians in rural China. The program consisted of three full-day training sessions. Phase 1 focused on the role of school librarian and librarian survival skills, including: creating a welcoming library, rudimentary library organization, simple book repair etc. Phase 2 focused on reading promotion and activities and an introduction to collection development and book selection. Phase 3 focused on incorporating reading into curriculum and addresses the link between reading and academic achievement and interaction with teachers. In many rural schools, there is no full-time librarian or even a part-time librarian. Where they do exist, the part-time librarians often have to juggle multiple roles, including a heavy teaching load or alternative duties such as school cleaner or school cook. This creates

an impediment to the cultivation of reading habits even when there are good collections and the librarian's spirit is willing. With no training, school librarians start from a very low knowledge base.

The researchers based their program on the premise that the school library can be a major agent for encouraging young readers, especially in areas where there are no public/community libraries and where most families cannot afford personal collections. The reading promotion aspects of this program involve working directly in communities to identify meaningful ways to encourage reading by young readers.

The first training session focused on demystifying libraries and library work, and opening up access to the library. It specifically included:

- exploring the role of the school librarian
- creating an image of a welcoming library
- library cleanliness and housekeeping
- rudimentary library organization
- planning and introducing rudimentary reading activities
- circulation of items – strategies to encourage borrowing
- developing suitable lending policies
- designing engaging displays
- rudimentary book repair
- encouraging problem solving among librarians
- discussion of model libraries.

The second session involved reinforcing the concept of moving beyond incentive based reading, such as book reports and comprehension exercises, to address enjoyable reading related activities that encourage free voluntary reading. It specifically includes:

- strategies to attract students to the library
- book reading – e.g. parents, teachers, students
- storytelling techniques
- organizing literature circles
- organizing drama activities, including puppetry
- activities to encourage student authors
- organizing special library and book events, e.g. International School Library Month
- Introduction to collection development and book selection/deselection.

The reading promotion component of the program drew on the trainer's experiences and involved demonstrations by the trainer, using cheap props and props that the trainer or students had made. In another activity, the participants formed groups who then presented storytelling to the whole group. It was emphasized that activities such as celebrating International

School Library Month do not have to be expensive or on a large scale. Librarians were encouraged to "start small" and build on their successes.

Fundamental to this program is the view that reading activities are more likely to be successful when the book collection is a good one, in terms of appeal to the readers. The reality in most of the libraries in this rural province of China is that there is nothing approaching a collection development policy. Almost all of the collection has been selected and supplied by the government and most schools have little or no budget for independent book purchases. While many of the titles may be worthy in terms of character development, most are not attractive to young readers. They are mostly concentrated textbooks with few or no illustrations pointing to a repeated issue for developing countries where reading is linked strongly to school work and school success with little emphasis on reading for pleasure or building reading into daily life.

This project did result in positive growths in librarians' understanding of their own roles as promoters and supporters of reading habits. Many learned that their collections need to be balanced between curriculum needs and student reading interests. And they recognized the importance of making the library a friendly, inviting space and moving themselves away from a "guardian of the books" role.

(*Note:* Key ideas from this article were synthesized by Ray Doiron, May 2010)

A public library reaching out to the community in Western Canada

(*Visit their website at* <http://www.spl.surrey.bc.ca/default.htm>)

A quiet suburban library system in western Canada heralds some of the most creative programming for engaging and supporting reading in its community. The community is home to richly diverse cultural, ethnic, and linguist peoples representing a global world in a microcosm. The library serves the community through a central location and nine branches.

It's never too early to get excited about reading and this library offers story time programs for the very young and their parents for babies, toddlers, and pre-schoolers. Story times are designed to be developmentally appropriate for each group and focus on language and imagination through the active, playful sharing of stories (e.g. puppets, felt boards, role play). Snacks are also served to complete the social pleasures of gathering around books. In addition, there are special times for families to take a break from television and enjoy books together, and times for children to come in their pajamas for favorite bedtime

reading. Story times in Punjabi, Cantonese, and Mandarin that also build children's English through interactive activities show the deep respect for the multiple languages of the community. Herpert the Muppet (puppet) is a favorite character that children get to know in the library and they can email Herpert (with help from parents) and tell him about their favorite stories and he will write back, thus stimulating children to talk about books with digital communication tools. Similarly, the library in this multi-faith community supports reading by providing lists of recommended books about the locally practiced religions.

To help ensure that all children in the community have access to these story time experiences if they can not come to the library, the library loans out story time and multilingual kits to day care and preschool workers. Every summer, the library takes part in the Summer Reading Club and the community's Children's Festival. In partnership with a local bank, the library also pairs up teen volunteers with young children in their Reading Buddies program.

To draw teens into the library and reading, the teen librarian organizes Wacky Wednesdays and Fab Fridays for board game and gaming nights. Books are on display during these times and it is easy to check out ones that appeal. There are book clubs for elementary school children and teens by age group – ages 6–9, 9–12 and teens. These clubs invite young people to “Come and talk about books, make new friends and have a good time!” and “Read great books and come ready for snacks, games and lively discussion!” The Library also sponsors teen video, writing and comic contests where young people can draw on their favorite characters and themes and represent their own interpretations through new and popular media. Finally, a new Teen Culture Club creates a safe place where new immigrants can practice English with the Teen Advisory Group.

For adults, the Library offers free one-on-one computer training classes in a number of languages, career and resume-writing workshops, and genealogy programs to help beginners trace their ancestry. Seniors have access to a service that will deliver books to their home. Lastly, all groups from the very young to seniors have access to a wealth of online resources for informational needs and for their own pleasure reading.

Conclusion

The research reviewed here and the examples drawn from communities around the world challenge librarians to re-think what it means to read for pleasure and to re-assess what counts as reading in today's world. The reading promotion programs we

examined suggest successful programs are built around meaningful and responsive community partnerships, are responsive to readers' interests and personal choices, and use diverse resources. Also recognized was the value of sustained programs over time, rather than one-off “reading events” which may help raise awareness, but which need to be part of a comprehensive/collaborative strategy for building a culture for reading. In many places in the world, access to, and choice of, traditional print books are key resources to achieving a reading culture. However, successful reading programs must also consider the impact of new technologies on literacy which “has now come to mean a rapid and continuous process of changes in the ways in which we read, write, view, listen, compose and communicate information” (Coiro, Knobel, Lankshear and Leu, 2008). These changes are taking place in different degrees throughout the world. Programs such as *WorldReaders* harness popular digital literacy practices to encourage reading, and building global communities based on shared values and preferences. It is this ability to navigate changes and support communities of readers across diverse language and literacy landscape that will continue to challenge contemporary library programs. We would argue that the principles of reading promotion identified in this article and that underlie the programs we describe, can inform development of reading promotion programs in the changing literacy contexts within multi-lingual, multicultural communities.

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Abstract

A nation that is information empowered is capable of contributing to the democratic process. Governments are realizing more the importance of information and communication technologies (ICTs) as governing tools. Libraries have always been valued institutions within societies as trusted sources of information; and are becoming e-government access points relied on by both the patrons and government agencies (Jaeger and Fleischmann, 2007). They assist in finding information and some provide computer access and free Internet access. It is not surprising that with electronic governance (e-governance), libraries; in particular public libraries are expected to provide citizens with access and guidance in using e-government websites, forms and services. The paper is based on a study commissioned by International Federation of Library Associations and Institutions (IFLA) and carried out by the Department of Information and Communication Studies in 2009 on electronic governance and hybrid libraries in Africa. One of the study objectives was to investigate the existence and the role of hybrid libraries in e-governance in Africa. The study, which included a survey of several southern African countries and a case study of Namibia, employed the use of questionnaires for data collection. The paper focuses on the Namibian case study. The authors conclude that there is great potential for libraries to provide and promote e-governance but this is faced with many challenges, which include technological and human and financial resources.

Keywords

electronic governance, e-governance, libraries, hybrid libraries, information society, Namibia

Introduction

Electronic governance and information society are interrelated. The common element between the two is the use of information and communication technologies (ICTs) and the advantages associated with it (Ngulube, 2007). The use of ICTs can contribute to the improvement of government operations and service delivery. E-governance brings information closer to the people and information required can be obtained almost immediately and this increases the willingness of customers to proactively involve in government matters, beyond just being recipients of services. The increase of the use of the Internet by citizens and its application towards political and community purposes is an indication of the growth of the potential benefits of ICTs in participatory democracy around the world (Clift, 2004).

Democratic governance requires the participation of the people, yet the voices of the poor, women

and minorities too often go unheard. It requires 'inclusive participation' in which all people take part in the government of their country. To be effective, they will need access to information, and modern technology can play an important role (United Nations Development Programme, 2010). In a global information society, there is need to democratize access to information using ICTs, provide adequate and relevant local content to users and equip them with requisite information literacy skills to efficiently find their way in a maze of information networks (Mutula, 2004a). The African Information

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Society Initiative (AISI) launched in 1996 proposed that “Africa should build, by the year 2010, an information society in which every man, woman, child, village, public and private sector office has secure access to information and knowledge through the use of computers and the communication media” (Economic Commission for Africa, 2008). E-government is a phenomenon that is linked to the information society and the advantages associated with it (Ngulube, 2007). Information plays a pivotal role in e-government. This is why governments are looking at ways of distributing information to their customers, i.e. citizens and businesses.

Access to information is vital for transparency, accountability, participation and rule of law – all hallmarks of democratic governance. It empowers people to take an active part in political decision-making, including the free and open debate essential to sustain pluralistic regimes. E-governance involves public investment in information and communication technologies (ICTs) to strengthen governance processes. Access to and use of ICTs can provide new and innovative communication channels that empower people and give voice to those who previously had none, while allowing them to interact via networks and networking (United Nations Development Programme, 2010). Library staff can be “intermediaries, facilitators and enablers of e-government content” (Dublin City Council, 2008). Libraries have always shared information resources through a variety of means but the Internet has provided opportunities to enhance this sharing of resources. A number of digital library developments have been witnessed which include resources freely accessible on the Internet as well as electronic resources which libraries have subscribed to on behalf of their users (Pearce, Cathro and Boston, 2000).

A study on e-governance in Burkina Faso in 2005 showed that ICTs can make it possible to carry out participatory consultation processes with citizens and businesses regarding administrative and political decisions (Sore, 2005). Hesselmark and Miller (2002) carried out a survey on ICT in Namibia and concluded that “there has been a shift towards a more developed information society” (p. 35).

This paper presents and discusses the findings of a study carried out by the Department of Information and Communication Studies, University of Namibia on e-government and hybrid libraries. It highlights e-government in Namibia’s context, focussing on the existence of hybrid libraries and their role towards meeting AISI’s vision as well as promoting e-governance.

Literature review

E-government and e-governance in Namibia

The terms ‘e-government’ and ‘e-governance’ are sometimes used interchangeably. E-government refers to any government functions or processes that are carried out in digital form over the Internet. E-governance is the public sector’s use of information and communication technologies with the aim of improving service delivery, encouraging citizens in the decision making process and making government accountable, transparent and effective (UNESCO, 2010).

The Namibian government, as with many other governments, is using computer technologies to support business activities. The benefits of conducting business electronically have become clear and the shift towards the electronic delivery of programmes and services has been set. *The E-Governance Policy for the Public Service of Namibia* of 2005 (Office of the Prime Minister, 2005) facilitates the provision of government services via ICTs.

The move to e-governance faces a number of challenges. Technological, financial and political hurdles must still be cleared before the potential of e-governance can fully be realized (Kroukamp, 2005; Ngulube, 2007). Ngulube (2007) notes that the major ingredients of e-government are infrastructure, human resources and information – all of which are insufficient for the majority of people in Sub-Saharan Africa. Nengomasha’s study (2009) on e-government in Namibia supports Kroukamp and Ngulube’s view points, having established that lack of technological, financial and human resources, legislative infrastructure, leadership and strategic thinking were hindering Namibia’s e-government implementation.

The technological infrastructure problems discussed in this paper have significant implications for Namibia achieving AISI objectives and fully becoming an information society.

Hybrid libraries

A hybrid library is a library collection consisting of materials in more than one format, often print, multimedia and electronic resources. It is a continuum between the conventional and the digital library, where electronic and paper-based information are used alongside each other (Rusbridge, 1998). The term ‘hybrid library’ has also been used to refer to a fusion of traditional library services with those of electronic, digital or virtual libraries (Pearce, Cathro and Boston, 2000). To be effective, hybrid libraries should provide an integrated approach to accessing

electronic and traditional information. Oppenheim and Smithson (2009) view it as a step towards the fully digital library and argue that the development of hybrid libraries depends more on cultural shift than on technological developments.

The management of hybrid libraries faces many challenges. Rusbridge (1998) outlines the challenges associated with the management of hybrid libraries, which are to encourage end-user resource discovery and information use in a variety of formats and from a number of local and remote sources in an integrated way. Carr (2006) argues that hybrid libraries have enabled the rebirth of librarianship as a profession with the emergence of a new cadre of librarians since the 1990s due to the dominance of the Internet. This new generation of librarians is using online tools in staying in touch with “what users want” and has used this as a matter of survival and a question of professional expertise and self-respect.

Potential of hybrid libraries in the transformation to information societies and offering e-governance services in Africa

The traditional role of libraries as information providers and trainers on how to access information places them in a very significant position in e-governance implementation. Berryman (2004, cited in Dublin City Council, 2008) sees the emergence of e-government as an opportunity for public libraries to move beyond this traditional role of information provision to providing other services. “Libraries can assist by transforming from being lenders of books to enablers of IT skills for the community” (Froud and Mackenzie, 2002 (cited in Dublin City Council, 2000, p. [16]).

The creation of hybrid libraries is an essential part of the information society, a society that is highly dependent on scientific knowledge for decision making. Digital libraries play a very crucial role in any research or higher learning institution (Kaduda et al., 2007). In their study of a medical research institution in rural Kenya, they noted the importance of moving from a paper based library system which is inefficient at its best, to an integrated system incorporating both electronic and traditional paper materials, to enable easier and more comprehensive research.

Libraries in Sub-Saharan Africa, like their counterparts in the rest of the world, are continuing to experience a period of rapid change as they prepare to participate in the global information society (Mutula, 2004b). In this endeavour, libraries face various challenges of economic, technological, content and information literacy nature. Mutula (2004b) confirms the concerns voiced by other authors who see “ICT’s

Table 1. Library collections.

What does your library consist of? (Multiple responses)	
Printed sources	11
Electronic sources	8
Audio visual sources	9
Other	1

Note: N = 14.

potential to create a new form of disadvantage, the ‘digital divide’ due to lack of Internet access, skills required to use services and lack of awareness of e-government content” (Dublin City Council, 2000).

Methodology

The Namibian case study employed qualitative and quantitative research methods, which comprised surveys and interviews. The study population consisted of government ministries, libraries and members of the community in the capital city Windhoek. Sampling was purposive for the libraries, convenience for the Ministries and random for the community members. Fourteen academic, public and special libraries in non-governmental organizations, five ministries and 240 community members took part in the study. Community members included males and females within the age group 15 and above, comprising students, employed, self-employed and the unemployed. These community members were randomly selected from two shopping malls in Windhoek, four bus-stops and the University of Namibia campus. The educational levels of these randomly selected people ranged between primary education, secondary education, tertiary education and no formal education. Questionnaires were administered to the community members and libraries; and the interviews were conducted within the ministries.

Findings and discussion

Existence of hybrid libraries

To identify how many of the libraries were hybrid libraries, an open ended question, “What does your library collection consist of?” was asked. As indicated in Table 1, most of the collections consisted of printed resources (11) followed by audio visual resources, and least were electronic resources. Other resources cited were reprints and newspaper cuttings. Eight (57 percent) of the 14 libraries have electronic resources. The study therefore established that hybrid libraries exist in Namibia. The library collections conform to the definition of a hybrid library (Table 1).

The librarians were asked what type of catalogues they had. Fifty-seven percent said that their libraries had OPAC. Other libraries (36 percent) still use manual card catalogues, while 7 percent did not respond to the question. One respondent said, “manual card catalogue but the community library service is planning to move to the OPAC system once all of our libraries are equipped with computer facilities”. The existence of OPAC in 57 percent of the libraries indicates that Namibia’s libraries are not just hybrid libraries by virtue of their collections but by the bringing together of technologies creating an environment where “appropriate range of heterogeneous information services are presented to the users in a consistent and integrated way via a single interface” (Pearce, Cathro and Boston, 2000, p.3)

The librarians were also asked an open ended question as to whether their libraries were equipped with computer facilities for users. Where the answers were affirmative, a follow-up question was asked to find out if the computers were connected to the Internet. Most libraries (85 percent) were equipped with computers and Internet connections. One respondent said, “Yes, at present only 11 community libraries out of 60 are equipped with computer facilities and hopefully by 2013 through Education Training and Improvement Sector Program (ETSIP) that is an initiative of Ministry of Education, all the libraries will have computer facilities”. Libraries are expected to play a key role in promotion of e-governance through access to Internet provision. As the Dublin City Council (2000) research found, “public library’s network enables e-government access through libraries”.

The Internet access in libraries

In response to the question of who uses Internet in the libraries, the librarians’ responses as indicated in Table 2 below include: students, community members, the unemployed, academics, government employees, visiting scholars and researchers.

The librarians were asked how reliable Internet access was in the library. Most of the respondents (80 percent) said that access to the Internet through the library computers was reliable, 10 percent saying that access was very reliable and the remaining 10 percent saying that access was not reliable.

When asked what the users use the Internet for, the librarians indicated the following uses as indicated in Table 3 below: research purposes, job seeking, leisure and other uses, which include searching for tertiary institutions, scholarships and assignments.

These user statistics confirm the role of libraries in narrowing the digital divide and transformation of

Table 2. Users of the Internet from the librarian’s perspective.

Who are the most users of the Internet? (Multiple responses)	
Students	9
Academics	2
Government employees	4
Community members	5
Unemployed	5
Other	0

Note: N = 14.

Table 3. Use of the Internet from the librarian’s perspective.

What do the users use the Internet for? (Multiple responses)	
Research	11
Seeking for jobs	3
Leisure	4
Other	1

Note: N = 14.

the country into an information society. However the responses also indicate a lack of awareness of the e-government services available. According to the Dublin City Council (2008) “stakeholder interviewees endorsed the value of public libraries in delivering e-government through access and support and by building public awareness of services” (p. [24]).

Library user orientation

The researchers wanted to find out if the libraries offered user education programmes enabling the users to fully utilize the services provided. Seven libraries said they had an orientation programme, five said they did not and two did not respond.

Those that had an orientation programme were asked a follow-up question on what was included in the programme. All offered computer literacy, lessons in searching online catalogues, electronic resources and Internet search. Other library orientation programs included end note bibliographic training, information literacy skills and general regulations of the library. The majority of libraries have indeed transformed into “enablers of IT skills for the community” (Froud and MacKenzie, 2002, cited in Dublin City Council, 2008).

Hybrid libraries and e-governance

The importance of promoting libraries as sustainable entities in the delivery of e-government services has been identified by other e-government initiatives

(Stackhouse, cited in Dublin City Council, 2008). Libraries in the Namibian case study responded that they supported e-governance initiatives in one form or other. Libraries supported e-governance initiatives mainly through providing government online documents and enabling library users to download government application forms to apply for government vacancies. Other responses were that people would like community libraries to support all the above-mentioned initiatives once the libraries are computerized and connected to the Internet. Respondents also stated that they would like to have access to ministry websites.

The librarians were given a list of e-governance initiatives and asked to state whether their library supported any of those initiatives. E-governance initiatives supported by libraries were: 15 percent government policies online, 23 percent government projects online, 46 percent access to government publications, 8 percent access to government vacancies online and 8 percent other government information.

When the librarians were asked to give their opinion about how libraries could support e-governance, they responded:

- by working closely with government ministries
- teaching users and promote the use of ICT
- sourcing more ICT resources
- publicize on library websites
- adequate funding by government and major relevant institutions
- intense training by all educational institutions from primary to universities, including library schools, whose products should be ambassadors of e-governance in libraries
- incorporating information technology literacy programs in institutions of higher learning
- by linking up their websites to government websites to enable users to access government websites through the links
- providing speedy access to the internet through the acquisition of more bandwidth
- conducive environment is created for the provision of e-governance information services
- they can contribute by providing free Internet usage to community members.

Critical to enabling what the librarians proposed is trained staff to “support public use of e-government . . . quality Internet services . . . competitively broadband access in rural areas . . .” (Dublin City Council, 2008, [16]). The librarians’ responses confirm that Namibia’s libraries face some of the challenges hampering e-government implementation highlighted in this paper.

E-governance in Namibia

The respondents were asked to give their opinion on what they thought e-governance was. The question was asked to establish whether government officials and librarians understood the concept of e-governance. Most of the respondents viewed e-governance as access to government information via the Internet, government interaction with citizens online, or access to government websites. Other views were “managing change of government processes” and government attempting to control citizens’ access via the Internet.

The follow-up question, “what are the current e-government initiatives available in your country?” was asked. The current government initiatives available were: access to government publications online (e.g. policies); online examination screening for grades 10 and 12; electronic documents; records management system for the public service; and integrated financial management system.

Most government departments were planning to promote the use of ICTs. Other respondents were unaware of pending initiatives. Below is a list of long term initiatives:

- “Currently government is promoting the construction of websites for every government ministry and the provision of relevant content on these websites”.
- “Connecting regional offices to MOE-HQ (Ministry of Education Headquarters), providing Internet facilities and connecting schools to Internet, and provide them with PCs and training”.
- “On-line applications for passport. For example, if a person resides in a different region from the Khomas region (Windhoek location) and applies for a passport, your information can be accessed in Windhoek”.
- “Automating the national population registration online, tax returns, and import export permits”.
- “The government is planning to introduce an electronic voting system”.

Government and the promotion of ICTs

The government is promoting the use of ICTs in the country by using a combination of the following strategies: distributing computers to schools and libraries; and training government officials and teachers in the use of ICTs.

The Namibian government has an official website which is presented in English but not regularly updated. The information on the website mainly includes government development projects and policy, government development projects only, government policy and

vacancies, government gazettes, ministry-specific information, announcements of seminars, workshops, research, publications, news and statistics.

On the issue of accessibility, the website is accessed often by government employees, students, academics, the unemployed, employed and business people. The government website is accessible from public Internet kiosks, libraries and multi-purpose youth centres.

The setbacks associated with accessing e-government services were cited as:

- inadequate content on the Internet
- sometimes websites are under construction
- the content is not regularly updated
- most of the websites are poorly constructed with very few links to other government resources
- poor Internet connection
- language barrier for many citizens – English is a hurdle.

Community members

The community members were asked an open ended question on what they thought e-governance was. This question was asked to establish the community's knowledge and understanding of electronic governance. The responses indicated a lack of awareness and understanding by some sectors of the community of what e-governance is. Some of the responses given by community members on e-governance include:

- it is more beneficial for those with access to computer, Internets and other electronic equipment
- it is a good thing because you do not have to queue up for information such as paying bills
- the use of Internet in helping to govern and run the country with interactive participation from the public
- it is the first time to hear of it
- government's efforts to communicate their purpose and ideas through the Internet
- e-governance is electronic resources that libraries offer the users
- also improves government's distribution of its own internal operations to enhance service delivery and democratic participation through the Internet
- government services online
- it is the way people manage affairs of public and private electronically
- emails and government administration done via computers.

The respondents were further asked an open ended question to establish what e-governance services they were aware of. Again the responses demonstrated not

much awareness by some members of the community. Below is a list of responses given:

- don't know
- information on government electronic status
- education such as grade 12 results
- job advertisement and application forms, identity documents, tenders, annual reports
- health care
- services offered by government electronically over the Internet
- maybe voting online
- computer which includes Internet, fax and printer
- website hosting, identification of IT projects, IT projects design, quality control, specialized user training, hardware software specification, programming
- online application of e.g. identity documents and distribution of annual reports
- Ministry of Fisheries regulations and laws on the Internet
- electronic banking
- registration with the Ministry of Home Affairs when applying for national documents
- computer classes.

Nengomasha (2009), in a study on electronic records management in the context of e-government in the Namibian public service, established that Namibia is still at the initial phase of her e-government implementation strategy. This phase is about the government being present on the web, providing the public and businesses with relevant information in order to promote transparency and democracy.

When asked if they knew of the existence of a government website, 66 percent said yes, 34 percent said no. To those that responded yes, a follow-up question was asked to find out if they knew what kind of information was available on the site. The responses show that content was limited to government circulars, laws, policies, constitution, and Ministries' vision and mission statements.

Ngulube (2007) argues that "a fully functional e-government website should have an e-participation framework which provides e-information on policies and programmes, budgets, laws and regulations, e-constitution mechanisms and tools, and e-decision making". The responses therefore seem to suggest that the websites are still far from meeting these requirements.

When asked if they used libraries, 66 percent said yes and 34 percent said no. The question was asked to establish if community members made use of e-government services at libraries. To those that responded yes, a follow-up question was asked to find

out what they used the library for. The responses revealed that libraries were mostly used for research and study purposes, with some using them for leisure. The responses support the survey findings of the United Nations (2008) that e-government can contribute significantly to learners and improve research capabilities as well as the conclusions reached by Kaduda et al. (2007) that digital libraries play a very crucial role in any research or higher learning institution.

The respondents were given a list of libraries and asked if they could access government services from those libraries. Some community members (25 percent) accessed all the types of libraries (academic, public and national), while others accessed only an academic library (25 percent), a public community library (16 percent), the national library (17 percent) and other libraries (18 percent). Other libraries specified were "special library" and "ministerial library".

The responses above confirm the assertion by Berryman (2004; cited in Dublin City Council, 2008) that libraries are significantly positioned in e-governance implementation.

Recommendations

Existence of hybrid libraries

- A number of information sources are still in print format and this makes them not usable to people who do not visit libraries. Libraries should initiate digitization projects to ensure that information becomes more accessible to a wider audience.
- Eighty-five percent of libraries are equipped with computer facilities and there is a need to expedite the library computerization project through the ETSIP programme so that the majority of library users in Namibia have full access to the Internet.

Users of hybrid libraries and library user orientation

- From the statistics provided, the majority of users use the Internet for research purposes, therefore libraries should start a programme to assist users to search for e-government information which can assist them to participate in democratic processes.
- Libraries need to intensify their orientation programmes by offering computer literacy programmes on how to search online catalogues, electronic resources and Internet search engines.

Hybrid libraries and e-governance

- Libraries need to introduce e-governance services in their respective libraries by ensuring that more government information is available online.
- There is a need to create awareness among library and information personnel as well as members of

the public on the importance and concept of e-government information in Namibia.

- The study established that a large proportion of the Namibian community have no idea of the concept of e-governance and thus are not aware of the electronic services offered by the government, therefore the government needs to market the electronic services that they render to the public.
- Government libraries should be encouraged to establish information portals on their websites for e-government information by working closely with their ministries.
- There is a need for the acquisition of more bandwidth to enable speedy access to the Internet within libraries and other Internet access points.
- There is a need for adequate funding for ICT infrastructure development.

Conclusion

Hybrid libraries play a crucial role in promoting e-governance as gateways for the dissemination of information. Information should be viewed as an enabler of the existence of e-governance and not as a threat. In a situation where people are not informed and do not have the skills to use ICTs, it would be useless to have electronic governance put in place. Information is the hub that holds the wheel together and libraries are useful sources of information in the advancement of Africa into an information society. Libraries are also important tools to bridge the digital divide between the haves and have-nots. As Namibia strives to move towards an information society, the study has revealed that a number of challenges exist which include issues of bandwidth, infrastructure development, lack of ICT skills, and inadequate funding towards e-governance initiatives. This study has also revealed that a society with access to information is more empowered and can develop into an efficient information society.

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Library assistants as situated learners: How they can learn more effectively

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Abstract

Many libraries are working hard to facilitate user learning, but in fact, staff learning is even more important. It is the staff members who implement plans and services, and it is their adaptability to the growing world that will directly affect the success and effectiveness of library functions. The staff are therefore expected to upgrade their knowledge and skills continuously in order to contribute and enhance the library's roles and services in meeting the increasing user needs. This paper presents a research on Library Assistants (LA) as situated learners and how they learn in a university library in Hong Kong. LAs are core members of libraries and they often carry out a whole spectrum of duties and services that are indispensable. The most crucial target of this research is to explore, analyse and interpret the learning issue of the LAs and provide the administrators of the Library with some useful recommendations on how to facilitate a more effective learning environment for staff.

Keywords

university library staff, staff learning, library assistants, Hong Kong

Nature of problems to be investigated

Adaptation to continuously and rapidly changing information world is the main challenge that the university libraries in Hong Kong are now facing. Libraries have been largely affected by advanced technology, changing societal expectations and the demand for better service quality. In order to be able to respond to environmental changes and user demands, library staff members need to further equip themselves so that they are able to offer necessary help to users. Libraries also need to re-think how their internal structure can be more effective and how they can build up a team of staff who can be more adaptable to the new circumstances.

Library Assistants (LAs) are core members of libraries. Although they are not the professionals in the field, they usually represent the majority in the staffing structure. They play an important role in supporting administrators and professionals by carrying out a whole spectrum of library functions. They are the front line group by whom users are served and from whom users get the impression and image of the library services. To be able to perform such an important role and be able to compete and survive in the changing environment of libraries, LAs do not only

need to upgrade their knowledge and learn technical skills but also develop new conceptions to cope with changes.

There have been many attempts in previous years to study the LAs. Nevertheless, most of the studies were done from a library management perspective conducted by librarians or information professionals, usually looking for better ways in managing the performance of this group of allied staff. Other studies focused on the aspect of human resources development, such as recruitment, staff appraisal as well as staff training and development (Jordan and Lloyd 2002; Reiner, Smith and Ward 2003; Blagden 2006). The research reported here is taking a different perspective. It is an interpretive case study research which took place in a university library in Hong Kong. The broader aim is to draw upon educational

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studies that investigate the nature of learning and how learners learn from the social and cultural point of view.

Adopting the framework of ‘Situating Learning’ and ‘Adult Learning’, the research specifically aims to study the LAs as learners and to understand the characteristics of their learning and development in the workplace. It attempts to find out how these LAs learn and how they can learn more effectively. It is also hoping that by identifying the socio-cultural barriers to learning, the library managers can have a better understanding of how the LAs can be motivated and facilitated to learn more successfully. Recommendations are drawn from the study for the library to provide the LAs with a more facilitating learning environment. Due to limited space, this paper will focus mainly on reporting the interpretation of the findings as well as the implications and recommendations.

The context of the case

Library jobs in Hong Kong are occupying a relatively small market. The recent downturn of the economy causes different degrees of budget cuts in libraries and results in fewer job opportunities. Fewer staff recruited or retained means a heavier workload for the existing staff. For the LAs, the new user requirements and expectations posts a much higher demand on their qualifications, working abilities as well as responsibilities. Although some of the ‘newcomers’, who have been recruited under a more competitive job market in recent years, may possess higher qualifications and better computer skills, there are a lot more of the ‘old-timers’ remaining in the field. As the educational level of the ‘old-timers’ is relatively low¹ and becoming inadequate to survive and compete in the new information era, it is thus necessary for them to be re-trained and their skills to be upgraded.

In the library under study, there is a total of 208 full time staff of which 118 are LAs or equivalent². Some department heads think that the ‘newcomers’ are in general outperforming the ‘old-timers’. It is also commonly believed that the ‘newcomers’ are more motivated to learn. Years of services and employment terms could be the factors that affect staff learning. However, no one has systematically identified the similarities and differences between the two groups especially in their learning. A research is therefore needed to help the library understand the characteristics of LAs and their learning needs and to discover their preferred modes of learning. With the comparison between ‘old-timers’ and ‘newcomers’ presented, the library will be able to have a better knowledge of the similarities and differences of learning needs among staff of

different years of service, employment terms and types of services they are involved in. The library might also be able to review the working culture and how to provide a community of practice for staff to develop.

Research method

Selection of participants

Among the LAs in the library, there is a combination of experienced and relatively inexperienced staff members. They are distinguished as ‘Old-timers’, who have been with the library for at least 20 years and have been employed under the regular superannuated term. ‘Newcomers’ are those who have been with the library for five years or less. Most of them have been employed in a fixed term contract. They do not enjoy the same job security and fringe benefits such as number of annual leave days and allowances as the ‘old-timers’. Due to the different remuneration employment package, the ‘old-timers’ and ‘newcomers’ may have different perceptions of learning needs, motivation, status and identity, learning preferences, and perceived barriers and facilitators to learning.

A briefing session was first conducted to invite all LAs of the library to participate in the research. Based on the years of service and work areas on the data sheet completed by staff, those who were willing to join were divided into four segregated groups – Public Services ‘Old-timers’ (PSO); Public Services ‘Newcomers’ (PSN); Technical Services ‘Old-timers’ (TSO) and Technical Services ‘Newcomers’ (TSN). As there are not enough newcomers, only three can be identified from both services. To have an equal number of newcomers and old-timers, a total of 12 LAs were invited to participate in the intensive individual interview sessions.

Intensive interview

An unstructured interview approach was adopted with 8 topics pre-set for the interview questions to be based on:

1. perceptions of learning needs
2. effective modes of learning preferred
3. identity and status perceived
4. motivations to learn
5. opportunities and practice of interaction and participation in the working environment
6. current staff learning opportunities and frequency
7. perceptions of barriers to learning
8. perceptions of facilitators to learning.

To explore each topic, a series of questions were asked to probe for more specific information. With the participants' consent, all interviews were audio taped.

Data collection and coding

The information obtained from the tape recordings were transcribed and coded. The answers were first listed by topics and then reorganized so that similar viewpoints towards the same question were put together. The responses were finally grouped into themes for analysis.

Unit of analysis

Situated Learning models have particular concerns centering on four issues. They are: Personal – Identity and Motivation; Social – Interaction and Participation; Practical – Community of Practice; Cultural – Cognitive apprenticeship. These issues are also the concern of Adult Learning Theory and studies on learning environment in general and they were therefore developed to be the categories and themes for the analysis.

Interpretation of findings

Typology of learners

According to the different perspectives and motivation of learning, three types of learners have been identified, namely the 'Instrumental Learners' who are interested more in the tangible rewards that come with learning, the 'Compliant Learners' who learn whatever is required in order to perform their duties and the 'Proactive Learners' who are attracted to lifelong learning. The research findings did show that all the 'Instrumental Learners' are the 'old-timers'. Nevertheless, although more 'old-timers' are 'instrumental' and 'compliant' learners; and more 'newcomers' are 'proactive' learners, there are indeed mavericks. In the category of 'Compliant Learners', there are three 'newcomers' and one 'old-timer'. In the category of 'Proactive Learners', there are three newcomers and two 'old-timers'. In other words, some 'newcomers' stood out as being 'compliant' while some 'old-timers' stood out as being 'proactive'. This demonstrates that the typology is not stereotypical. That is, not all old-timers are 'Instrumental Learners' and not all newcomers are 'Proactive Learners' as many library managers would have expected.

Perception of learning needs

From the data analysed, it was found that the perception of learning needs was in fact directly related to the types of learning styles. When asked about what

knowledge and skills they thought LAs should acquire, the 'Instrumental Learners' suggested some very basic and general skills such as keyboard skills and Chinese character input method. This was understandable as they were the group who did not see much need to learn. Since they were not interested in learning, it was natural that they believed basic skills were adequate for their jobs. This group also assumed their own experience and common sense were enough for their job.

Most Compliant Learners referred to learning largely as work related. They therefore focused more on the practical library-oriented skills such as customer services, how to handle complaints, cataloguing, classification, and so on. Some other 'Compliant Learners' would learn skills they were interested in and which were useful to either their current job or future job opportunities.

For the 'Proactive Learners' who saw learning as a long-term ongoing process, knowledge and skills were not limited to their job environment. They had suggested that they wanted to learn higher level knowledge and skills such as secretarial, managerial, referencing and researching skills. One important point raised by this type of participant was that they thought LAs needed to be multi-skilled and they preferred a workplace that could offer a larger variety of tasks. Some of them had experience in working in the branch libraries and pointed out that because the team of staff of a branch library was usually smaller than that of the main library, each staff member needed to handle a larger range of tasks. This was in fact beneficial to staff learning, not only in terms of the variety of skills learned but also job interest and job satisfaction.

Effective learning modes

When the LAs were asked what they thought about the learning activities in the current workplace, their responses were quite similar. They were generally satisfied with the frequency of the staff development programs organized either by in-house professionals or by the central Personnel Office of the University. These activities usually included instructional courses and workshops. However, most of them admitted that if there was no difference between learning and not learning, it would be difficult to expect staff to learn persistently. Therefore, they needed to be offered favourable learning environments where they were encouraged to learn and that they knew there would be some consequences if they did not learn.

It was also revealed from the interviews that to the LAs, the applicability of the content was an important

criterion when a learning activity was evaluated. Although there were workshops and other more activity-based training programmes, not all the contents of the courses were relevant to the staff's particular learning needs. One barrier that deserved particular attention was the lack of application and evaluation of what had been learned. Thus, it was not adequate for the institution to just offer learning opportunities. Staff also needed to be given chances to apply what they learned from the development courses.

For the same reason, both the 'old-timers' and 'newcomers' of the Technical Services did not welcome the library's job sharing arrangement and to take part in working at the service counters. They did not recognize this as a learning opportunity because the knowledge and skills were not applicable to their job duties. As stated in the Adult Learning Theory, the adult would only learn when they found the knowledge or skills useful to their responsibilities. The library management believed that the requirement of multi-task and multi-skills in the sharing of the counter roster might enhance LAs' motivation to learn. Yet the LAs obviously disagreed. It demonstrated that there was always discrepancy between the organizations goals and staff goals which was an issue that required special attention.

The research has illustrated that even though learning attitudes are quite different, there is however, a common agreement that contextual learning taking place in the real situation is the most effective way of learning. Embedding learning in authentic professional practices is thus essential. It is also understood that the participants welcomed more staff participation chances in group learning projects. It is commonly agreed among the LAs that social group interaction and apprenticeship are useful and helpful in facilitating staff learning.

Learning needs and work background

Some of the 'old-timers' did not see much need to learn. The fact that they were not required to learn by the institution made the 'old-timers' believe their experiences were adequate for their responsibilities. As a matter of fact, they could still carry out their daily duties and thus would only learn when necessary knowledge and skills were required by certain tasks or projects assigned to them.

From the responses of the interviews, it was suggested that more 'newcomers' had a larger variety and higher levels of learning needs than the 'old-timers'. The former did not only learn the

library-related knowledge and skills to handle their responsibilities, but they also wanted to learn more general and broader skills for future use. This was because most 'newcomers' were usually not certain whether they would stay in the library or work in other fields in the future.

Identity

Organizational culture and identity. From the data collected, it showed that most of the LAs had the feeling that their importance was not recognized and that they deserved a higher status than what they were receiving. They therefore needed a higher degree of recognition of their importance. They also wanted to be given more authority in their duties at the operational level. However, the library is a traditional Chinese organization. Chinese people are more conservative and reserved. They will not indicate explicitly their learning needs or initiate asking for learning resources and support. They are also more class conscious and are not confident enough to voice their needs and how they feel. They are not prepared to talk about their needs and hesitate to express what they genuinely think. They will only keep their feelings and grievances, if any, to themselves. Apart from a relatively few vocal people, many never complain.

Legitimate peripheral participation. Another meaning of identity, according to Lave and Wenger's (1991) definition, is the status of being a 'newcomer' who is on the periphery of the community. Legitimate Peripheral Participation involves "the process by which 'newcomers' become part of a community of practice" (p. 29). Yet not many of the LAs are interested in becoming a full participant. For the Instrumental Learners, they believed they had no future in their career and there would be no further development chances no matter whether they learned or not. Their identity in the sense of self image and position prospects was low and discouraging. However, they in fact possessed valuable experiences since they had gone through the process from being 'newcomers' to their current position so they had the potential to be trained as masters to help develop the 'newcomers'.

Whether the 'newcomers' want to become a part of the community depends largely on how they see the library as their long-term career. It was demonstrated that the Compliant Learners were conscientious. They had no desire to fully participate in the library community because of a lack of interest. The Proactive Learners wanted to equip themselves. However, if there was no challenging and prospective job development, they may prefer to learn something

outside of the library field and the library may not be able to retain them.

Motivation to learn

Any learning system which can be made sustainable must be directly related to motivation. Only motivated staff will learn continuously. As Joy-Matthews, Megginson and Surtees (2004) state that, 'without the desire or motivation to learn, failure is predictable' (p.99) Participants' motivation seems to be affected mostly by their perception of what would be achieved by learning and also their career future – a 'future' that staff would look for. What the LAs need most is in fact clear and simple. No staff will be interested or motivated to learn if they believe they have come to a dead end. Sense of importance is also an important factor affecting their motivation to learn. The 'old-timers' are not motivated to learn as they think that their importance has not been recognized and their experiences have not been made good use of. On the other hand, because of their dissatisfaction with the remuneration and gloomy job prospect, the 'newcomers' motivation to become full members via Legitimate Peripheral Participation has also been adversely affected.

Library leaders may need to first tackle the issue of sense of importance and give staff hope for a better future before staff's motivation to learn can be enhanced. Participants in general believed that 'newcomers' were more willing to be trained yet the majority of the LAs working in the library were 'old-timers' who did not see the need to learn.

The staffing in the library had been very stable in the past decade. Many of the LAs had served more than 10 years and a lot of them had been doing the same job ever since they started. These staff members, who had already secured a permanent position, were not enthusiastic about changes or learning opportunities. As there was a very slight chance for further advancement and there was no tangible reward for development, motivation to continue to learn was low. In other words, if there was a chance or something they could look forward to, the 'old-timers' would be more motivated to learn.

As for the 'newcomers', what they treasured more was to be treated fairly, that their contribution would be recognized and there were chances for development. In the eyes of the 'newcomers', as reported in the research, the 'old-timers' were not interested in learning and thus unable to cope with the new environment. Although some 'newcomers' believed the 'old-timers' should learn more, they understood it was difficult to learn with their age and job security. It is interesting to know that while most participants

thought the 'old-timers' were not motivated to learn, two 'old-timers' seemed to believe the 'newcomers' were not as motivated to learn as themselves.

In a nutshell, the Instrumental Learners were not interested to learn because they believed they had no future. The Compliant Learners were not interested to learn library skills because they did not find the job interesting enough. The Proactive Learners were willing to learn but might not necessarily learn library related knowledge and skills unless they knew there was something more challenging and inspiring for them. It seemed that the three groups of learners had a common motivator, that is, something they could look for in the future.

Barriers to learning

The participants had provided a list of barriers that would discourage them from learning. It seemed that the perspectives on barriers were quite individual and varied. Some of the barriers revealed by the participants matched the deterrents surveyed by Shen, Lee and Chan (2002) such as 'lack of time', 'need to take care of family' and 'course not useful'. The barriers were categorized into four types: internal, situational, systems and cultural.

Internal barriers. Internal barriers were those related to the individual's personal viewpoints and perspectives. They include: 'do not see the needs', 'age', 'family/children ties', 'no interest', 'no ambition', 'do not want to stay in the career', 'incapable', 'unhappy with the environment', 'low identity and status', 'personal priority' and 'no attraction in the job'.

Situational barriers. Situational barriers were those related to work practice and arrangement. What the participants had suggested included: 'time not allowed at work', 'dull tasks with no job variety', 'workload too heavy', 'counter duty/night shift', 'financial – course fees', 'wrong match between job handled and skills learned', 'no chance to practice what has been learned', 'courses not specifically job related', 'no practice at real tasks', 'venue of training too far and not convenient', 'repetitive work makes learning boring', 'knowledge/skills too difficult to learn' and 'no increment awarded (specifically referring to the certificate course which offered one salary increment to graduates years ago but the reward had been cancelled later)'.

Systems barriers. Systems barriers related to the structure of the organization. 'Chances of promotion' is one of them. Five participants believed that 'no job

prospect' and 'no job certainty' were barriers to their learning. One TSN suggested that if learning did not make any difference to the job prospects, no one would be motivated to learn. It was quite surprising to see that more 'old-timers' than 'newcomers' thought the fact that the job insecurity of contract term employment would discourage staff learning yet only one contract staff mentioned this point.

Work culture barriers. Cultural barriers referred to the norm and atmosphere of the library. 'Lack of institutional support', 'no peer recognition', 'peer pressure', and 'discouraging attitudes of supervisors' were the four cultural barriers listed by the participants.

Facilitators to learning

Most participants thought tangible support from the employer such as 'incentives', 'sponsoring time', 'sponsoring course fees', 'stable working hours', 'offering venue', 'offering job security' and 'additional salary increments' would all facilitate them to learn.

There were also other kinds of support the participants would welcome. These included 'more course varieties', 'environment allowing practices', 'internal transfer', 'opportunity to apply what has been learned', 'channel for staff to raise suggestions', 'supervisor and institutional support', 'demonstrating that staff are being valued', 'recognition', 'praise', 'more choices of tasks', 'more training opportunity', and 'fair management'.

One participant revealed that 'job variety' could be a very good facilitator. Based on the participant's experience of working at a branch library, he thought that multi-tasking offering a variety of duties did not only facilitate staff to learn more knowledge and skills but also make the LA's job more interesting. All participants agreed that learning is more effective and efficient when it happened in the real work situation and thought it was worthless to learn any knowledge and skills that were not going to be applied. One participant even thought that the library should force staff to learn while another thought the organization should play a more active role in encouraging staff to learn.

Implications and recommendations

Needs assessment

Because there is such a diversity of learners and each of these types of learners holds different attitudes to learning and has different learning needs, we have to understand the characteristics of each type of learner in order to help them learn effectively. The library

is therefore in need of a thorough and fair needs assessment to start with.

Kazanjian (2002) indicates that 'workers are evolving human beings who need continual learning' and 'We must learn to always learn' (p.6). Jarvis (2004) has also cited various research statistics to prove that the human being has a basic need to learn, a need that may be as basic as any of the needs identified by Maslow in his well-known 'hierarchy' of needs (p.34). Before any practical recommendation can be made about how to provide learning opportunities to the participants of this research, we need to first find out what the learning needs of the LAs are. Some of them learn for tangible rewards, others for their own personal interest or self-actualization. Assessing needs and interests is therefore necessary to understand each type of learner, identify the potential of each staff member and what should be done to help them learn.

Needs assessment must be seen as the process of helping adults think through the reasons for their initially expressed needs. It is an essential reference for planning and designing of staff training and development. Ideally, there will be a personalized development plan for each individual. It is also necessary to find out how individual and organizational needs can both be met at the same time. Since it is impossible for all staff to participate in development activities all in one go, need assessment also makes it easier for the managers to set priorities according to the functional or operational needs, and as well as a degree of urgency. Managers can then prepare the calendar of events of who attends what and when.

A standard in guiding the level of skills and knowledge that staff of a particular position should acquire is also important. According to Adult Learning Theory, people are ready to learn when they experience a need to know or to do something in order to perform efficiently. However, because the knowledge and skill requirements of the LAs were not clearly defined in the library, neither the managers nor staff knew what needed to be learned. It is therefore difficult to tell to what extent the development programs had helped in staff learning.

To improve, the library managers certainly need to study staff needs systematically through scientific approaches such as survey or interviews; they need to understand the different perceptions and needs of the three types of learners in particular so that they can then plan, design and implement a new staff training and development scheme accordingly. The following recommendations focus on how the library can take an active role in the personal, practical, social, structural and cultural aspects to help staff

learn. In addition, the recommendations will also make reference to Senge's (1991) five disciplines of learning organization. This is because the 'Learning Organization' as described by Senge is a powerful structure facilitating staff's situated learning. The discipline 'Personal Mastery' refers to personal development; 'Team Learning' is connected to social participation and interaction directly; 'Shared Vision' is more about the structure of the organization, 'Mental Models' and 'Systems Thinking' are closely related to cultural issues.

Personal aspects

In the library system, although there had been a number of training courses offered by the library and the central Personnel Office, the courses could hardly cover the LAs' needs because different LAs required different skills to perform their own tasks. Besides, the knowledge and skills the LAs need to learn are usually specific to library-related knowledge and skills and more of a problem-solving nature, involving the flexibility of transferring knowledge from one case to another. Unlike solving a problem in mathematics, there is no formula and no standard answer for the LAs working at the service counters which often require instant thoughts and intuitive responses. Staff certainly cannot learn these kinds of abilities by just listening to instructions in classes. Therefore, many development courses run in the past were not beneficial to the LAs in their actual job duties.

Cognitive apprenticeship. To the LAs, partnership, mentoring, scaffolding and collaborative learning may be more useful than standard training and development programmes. Apprenticeship usually involves modelling in situ and scaffolding for learners to get started in an authentic activity. That is, the more experienced members in the library may teach the less experienced in the real work environment. When an LA is assigned a task, they can be treated as an apprentice to be paired with a professional librarian or an experienced LA for a reasonable length of time. In this case, the apprentice can observe and learn how the more experienced member, as a model, tackles the task in an authentic situation. Because the LAs learn from the 'coach' to deal with real problems, they will build up skills and experience in handling the future problems by themselves.

The benefit of offering apprenticeship can also be two-fold. It is believed that not only can the LAs learn more effectively in such a process, the experienced staff who shared their knowledge and experience will also be able to learn collaboratively. It helps staff

especially the 'newcomers' to learn new skills in the real situation. At the same time, it makes good use of the experiences of the 'old-timers' by developing them to be the 'masters'. One of the participants PSO1 revealed that he was very unhappy because his role in the office had become less important since the new supervisor came. His self-esteem had been affected and he had a lot of grievances. If 'old-timers' like PSO1 could be trained to be the masters and help coach the less experienced staff, they would have a higher self-identity.

Personal mastery. Senge's (1991) concept of 'Personal mastery' is useful here. Organizations benefit from encouraging their people in the direction of Personal Mastery. In the library, it is recommended that the management pay attention to the staff's learning potential and help them learn to learn. For each staff member, there should be a clear message, passed through formal and informal channels, of what kind of growth and contributions are expected from them. This guideline can enable the staff to develop a matching personal vision which is not just a work-related performance but also self-development. Individual staff must then be encouraged to see positively the current reality through regular supervision sessions – that is, the gap between their long term vision and current output. Staff members also need to be assured that the gap can be shortened by their on-going learning with organizational support.

Practical aspects

Situated learning and community of practice. Adults are practical. They prefer to learn problem-solving knowledge and skills and they need to apply what they have learned in the real situation. The library line managers may therefore consider integrating formal and informal learning into the working routine.

The concept of 'Communities of practice' is to situate learning in a meaningful context. Communities of Practice are self-organized and selected groups of people who share a common sense of purpose and a desire to learn and know what each other knows (Lave and Wenger, 1991). One suggestion is to design a work practice programme, with a cognitive apprenticeship concept incorporated, for staff to develop various skills in various departments. The work assignments can integrate as many learning practices as possible. The LAs will then be able to learn while they work and can apply what they have learned directly to their work. At the same time, staff learning should be recognized formally and a clear message passed on so that staff members understand

learning does make a difference in the eyes of the managers.

To enable staff a practical learning environment, the library may set up a system, which defines what skills are needed for each position and provides guidelines for the proficiency level of each skill. As mentioned earlier, adults are goal oriented learners and appreciate learning programs with clearly defined elements. From the inexperienced 'newcomers' to the more experienced 'old-timers', there should be a mechanism that can guide each of them to develop their proficiency in each skill. That is, staff will know which level they are in and what else they require to learn more to improve further. The managers may also pass on the message via structural activities such as annual appraisal, regular supervision, and formal sharing.

The LAs should also be included in the organization's information flow and policy level decision-making as much as possible to boost motivation and enhance individual self identity. Staff should be given more room and responsibility to participate in policy and decision making. That is, not only the particular tasks they need to handle but also central activities on a higher level. Some of the participants of the research also revealed that they were capable of contributing more at the policy making and planning level. Involvement in policy-planning and decision-making may also become a good learning opportunity for staff.

Multi-skilling and job rotation. Multi-skilling enhances identity and in turn, motivation to learn. Job rotation allows staff to learn a wider range of knowledge and a broader level of skills. In view of the budget limitations, the library can aim at low-cost or even no-cost options and make fuller use of the existing resources. The library is a workplace with diversified job duties, ranging from counter services that require communication and interpersonal skills to cataloguing that requires specific knowledge and technical skills. A well-planned job rotation or sharing scheme can make work more interesting and stimulating and equip staff with multi-skills.

What Coffield (1998) has commented on job rotation is still valid today – it can 'prevent burn-out, bureaucratic routines and resistance to change'. He thinks that employees will "develop new ideas, will be inspired, improve cross-departmental cooperation and understanding and upgrade their skills and experience internally". He admits that "shifting people around creates problems for hierarchies, competences, salaries, and status but it is worth the

trouble as it can improve flexibility and create dynamic interaction within its workforce" (p.15).

From the research, it seems that the two 'newcomers' working at branch libraries were more confident of their status and the knowledge and skills they learned. They reported that it was good to get in touch with a variety of skills. As TSN3 pointed out,

In branches, there are many varieties of tasks so staff can act as a coordinator of different projects which strengthens the sense of belonging and contribution. There are also opportunities for branch staff to participate in the events organized by the main library which enables good learning experiences. (TSN3)

Multi-skilling and job rotation can be good practice only if adopted in the authentic environment. The re-deployment of LAs to different departments due to operational needs offers the LAs more learning opportunities to acquire and upgrade necessary knowledge and skills. In-house training programmes designed for learning specific tasks are also particularly useful. What the library needs furthermore is to enhance social interaction among staff, facilitate active participation in activities, strengthen learning resources, support a community of authentic practice, and allow learners to share in the design, process, and evaluation of their learning activities.

Human Resources Development (HRD). HRD is a continuing process and it is a lifelong pursuit and thus can be designed to meet both the organizational goals and individual's learning need. As suggested by Joy-Matthews, Megginson and Surtees (2004), HRD 'encapsulates all learning that enables individual and organizational growth (p.7). A successful effective HRD is one that is participated at all levels, personalized; problem oriented and with effective evaluation and follow up measures. HRD, if systematic, planned, organized and scheduled, can be used as the most powerful tool for the library to develop a culture of self-directed learning and promote the concept of life-long learning among not just the LAs, but all staff in general. Most importantly, the knowledge learned from training can be applied in real life. Standard levels of knowledge and skills of each position should also be made very clear so that staff know what and how much they need to learn to perform and/or advance.

The library does not have a HRD policy of its own. The Personnel Office of the University organized HRD activities for all levels of staff. Most of them were topic driven such as courses on 'Customer services' and 'Coping with stress'. These courses are

usually instructional or workshops with games and exercises designed for a general audience but not particularly for the library staff. The library managers would be informed when development programs were available and they were free to nominate their subordinates to participate. Apart from the central activities, the library's computer officer would organize courses for staff on computer software applications occasionally. Staff members who attended courses, whether run by the personnel office or internally, were not required to give formal reports afterwards.

To facilitate more effective and staff-oriented learning system, the library may formulate its own HRD policy that states explicitly the organizational targets and objectives, which must be achievable. Since the library is operated in an environment of change, the goals should be set to prepare the LAs to meet change constructively and confidently.

The LAs, especially the experienced 'old-timers', should be provided more chances to participate in higher levels of training. To ensure the staff can benefit the most from the training, they may be required to submit a formal report and/or share what they have learned with the other colleagues. This does not only help further develop their communication and presentation skills but also benefits those who cannot participate in the same training.

Appraisal could be made use of in staff learning. In fact, appraisal exercises, if used in the right way, can be an effective and powerful tool for staff learning. However, most of the participants did not find the annual staff appraisal any good for their learning. To improve, the annual staff appraisal should be linked to HRD in a direct and clearly defined way as To (2007) suggested (p.314). Appraisal reports should provide valuable information on what the individual appraisee needs to be improved and how it can be improved as suggested by the appraiser. Moreover, a clear list of what they have learned and applied to the actual job environment should be reported on in order to maximize the impact of the staff learning and development programmes in which the appraisee had participated.

Social aspects

Adults are autonomous and self-directed. The learning process should involve active participation. Because learning is social in nature and people learn to a large extent from social interaction and socialization, social environment should be given a higher priority.

Interaction and participation. From the information gathered in the research interviews, most 'old-timers'

and 'newcomers' had expressed their needs to learn together with others. A team work approach should be adopted and strong team learning intentions should thus be encouraged to help staff develop a sense of belonging.

It is true that most of the LAs need to work alone when serving users at the counters and rarely have any chance to learn from fellow colleagues. However, there are also many other relatively inexpensive ways to assist their learning and development. The mentoring programme, peer group coaching (Robb, 2000; Werner and DeSimone, 2006) and study groups (Robb, 2000; Zepeda, 1999) are all worth exploring. Hansman (2001) has drawn a good example of how people, who normally work alone, can still learn from others. As a teacher herself, she has described how she learns from peers through activities in self-organized sharing groups.

This gives a useful reference for the library. The LAs should be provided with more learning resources and support to form working teams across boundaries to develop social interaction and strengthen inter-branch and inter-department communication. If the LAs can be encouraged to organize their own sharing groups, set their own agendas and establish their own leadership, members will feel more connected and will be able to learn from each other.

Team learning. A collaborative event is an example of social activities in which the LAs of different departments can jointly work together and learn from each other. As mentioned by the participants, the library occasionally held library related events that involved various branches and departments. Staff members come from different branches/departments to work together as a group for the events. These kinds of collaborations are good opportunities to develop teamwork and team spirit.

The library leaders should promote more cross-divisional and cross-functional units of collaboration and interaction so that staff can learn as a team. The supervisors should encourage staff to take turns to participate in these activities. Of course, not all staff members are interested in group activities such as working at the reception or in the publicity programmes. Some of them may not feel comfortable or confident. Staff with no experience or who have little interest in serving the public are not enthusiastic and may not acknowledge the value for them. The library therefore needs to have a good understanding of staff needs, interests and abilities before assigning tasks and at the same time, train and develop those who are less competent.

Structural aspects

Many issues raised by the participants of the research were related to the structure of the library field in general and the library they were working in, in particular. The tangible and non-tangible rewards which the LAs regarded as the most important motivator and the wish of a more promising career prospect were directly related to the staffing and organizational structure. Here, it is recommended that the library may consider restructuring in order to create more opportunities for staff.

Motivator. It is obvious that the LAs cared very much about their own future development. Most participants of the research, especially the 'Instrumental Learners', claimed that tangible reward was the only motivator for learning. However, there were not enough positions on the ladder for the juniors to move up. The promotional position for the LAs was limited by quota³. As reflected by the participants:

"Some of them ('old-timers') have worked in the library for quite some years and found that there is almost no chance for promotion and so they don't think they need to do further study. If there are more grades in the structure and people can be upgraded gradually, or if a person can see when they work harder, they can go up, they will learn more." (TSN1)

Other participants also revealed their needs of a flattened internal structure in which they can have more opportunities and brighter career prospects. To a loose coupling organization such as the library, flattened structures and participatory management may enhance staff's awareness of what the organizational goals are and may in turn facilitate the accomplishment of those goals. However, as described by Werner and DeSimone (2006), given the flattening of organizational hierarchies, some plateauing is inevitable, and it is important for organizations to find a way to maintain employees' motivation and effectiveness. Successful plateaued can be achieved by effective job performance and satisfaction (p.495).

To create more positions on the ladder but at the same time maintain a more flattened structure, the library may need to re-think the structure and create more promotional chances. Instead of a pyramid shape of structure, with ten times more LAII than LAI, it may be a more flexible structure with no restriction in the proportions between the two ranks. The operational tasks can be categorized according to the level of skills required but the major supervisory responsibility can be retained in the hands of the professionals. As long as an LAII has acquired

the knowledge and skills needed and performed well, they will be able to take up the LAI position. Although this means that the library leader may need to make bold recommendations to the university at a time of a general economic downturn when saving on the staffing budget has become the main objective, this is necessary to enhance staff morale and team spirit.

To boost the morale among the 'newcomers', other than the equal promotional opportunity, their employment term could also be elevated. As a 'newcomer' described,

"Contract should be renewed for a longer term if they have already worked for a long time, especially if there are established posts. This (short contract) is not good for the staff and not good for the organization." (TSO1)

Apart from tangible rewards, many LAs thought that they deserved higher status and recognition. They needed the feedback and support from the managers on whether their performance was up to standard. They also wanted to be assured that their contract would be renewed as long as they continued to work hard. Many 'old-timers' also needed something to look forward to. That is, they needed to know that there were still chances for them, and they still have a future. This is not necessarily career advancement but enhancement of self esteem, identity, as well as job satisfaction. Developing the 'old-timers' to be the 'masters' of the apprentice 'newcomers' is one practical approach. According to adult learning theory, adults need to connect learning to their life experiences and knowledge. The 'old-timers' themselves can also learn more when sharing their experiences with the 'newcomers'.

Enhance professionalism. In the new electronic age when print collection is no longer the center of importance, libraries should be transformed from the traditional collection-oriented functional entity to a people-oriented and access-oriented interface. Many libraries' organizational goals are to provide good quality professional services that match the clients' information needs and expectations, yet the structure is often contradictory to this goal. Libraries often consist of many more non-professional staff than professional staff.

Professionalism is an important issue. Unfortunately in recent years, some academic libraries in Hong Kong, in order to save on their budget, hired library-trained professionals yet still offered them non-professional, clerical titles such as Executive

Officers or Project Coordinators. This measure has downgraded the profession. It does not only lead to a decline in the working conditions of the employed, but also creates a very poor image of the profession as it misleads the outsiders to think that a librarian's job can be done by an ordinary administrative support staff member.

It is of course not easy to train the non-professional staff to become professionals but the library may target upgrading the LAs to the paraprofessional level through formal and informal learning. With more qualified staff working at the front line, it is more likely to heighten the sense of service mindedness among staff and improve service quality. As a leading university library in Hong Kong, the library can participate in lobbying formal education for the LAs so that they can have a better chance for career development and advancement.

In the long run, the library can recruit LAs with higher qualifications. Many supervisors who are more concerned about the turnover rate tend to recruit staff who can just meet the minimum requirement of the LA position which is high school graduates. However, in view of the fact that many LAs working in university libraries need to serve the teaching scholars of the university directly, their general knowledge and credentials are important.

Another recommendation is to enhance subject-oriented specialism among staff. This is similar to assigning a team of staff to work in a subject branch library. Teaching physics, for example, requires different information skills and resources to teaching French. It will be beneficial if the library can provide subject-oriented services. Library staff members will welcome this change as it allows them to develop more specific skills, and to become more closely involved in learning and teaching.

Shared vision. Support can be provided to help members of the organization at all levels to see "how the vision relates to their work and how they can help move towards it" (Pieters and Young, 2000). Staff need a simple, easy-to-follow and will-share vision. Apart from an easy-to-understand meaning, staff members also need a vision that is generated from collaborative interest; one that they are happy to share. This is because according to Adult Learning Theory, people learn best when they strive to accomplish things that matter to them. If the vision is something related to staff, it is more likely for them to identify the common purpose.

A good example is found in Pieters and Young's (2000) study, a customer service company has a shared vision of 'high customer focuses'. The vision

is simple, clear enough and relevant to the job of all staff. It is therefore not difficult for staff members to share and identify the goals and the necessary attitudes they need – that is, to walk extra miles to make their customers feel valued (p.109). Can this similar vision be adopted in the library under study? Can the library simply aim 'to become a learning organization'? Since staff will be benefited when they learn with the organization, this vision may be more attractive than vision like 'to be the best library in the region' or 'to be the top X library in the world'.

Cultural aspects

Why did some of the staff become uninterested to learn? Why are the Compliant Learners no longer interested in their job? How can they be motivated? These questions are related to the culture of the organization and the mental models of staff.

Mental models. As Fullerton (2004) described, "Mental models' are deeply ingrained assumptions, generalizations, or even pictures or images that influence how we understand the world and how we take action. Senge (1991) says, "These models have effect on our perception and behavior, and have the power to move us forward or hold us back" and he suggests organizational leaders to find out "what stops or discourages people to express themselves and communicate freely." His management principle is "don't push growth" but "try to find and remove the factors that limit it".

The library management should therefore need to know what hinders people to express themselves and what helps them to communicate more freely. For example, it may be something to do with the Chinese tradition. It was mentioned earlier that in Chinese culture, it is common for staff to not voice their needs and grievances openly. Many Chinese are rank conscious and believe that if they express their dissatisfaction, they are challenging the authority. Yin (2003) when interviewed by the *China value professional social network* also explained the Chinese culture of 'if it does not involve you, it is not your business'. In this case, open minded supervisors are required to encourage staff feedback and create more informal channels such as social activities to collect comments and suggestions.

Systems thinking. Senge's 'Systems thinking' discipline is a conceptual framework. It provides ways of understanding practical business issues. 'Systems Thinking' integrates all the other disciplines. To further develop the staff's sense of systems thinking,

some good references can be found in the literature. Such as Martin's (1999) 'research teams' and Pieters and Young's (2000) 'sensing meetings'. They demonstrate how smaller groups of staff can be useful. Similarly, the library can establish a research/working group which consists of front line professionals or line managers across departments. Because they work at the ground level, they should understand better what the needs of the majority are. These members can look at the organization as a unified structure and discuss and identify areas where most staff would welcome changes and generate new ideas on what and how changes can be carried out in aligning with the institutional goals.

Conclusion

In the new information age and electronic world of the 21st century, libraries are facing an unprecedented changing environment. For an organization to be able to survive in the ever changing environment, it needs a learning element that will enable it to adapt to any rapid rate of change. The LAs are the key resources of the library. It is significant for them to learn and develop because they play a crucial role in the library. Dyckman (1992) more than a decade ago claimed that "Library assistants are already a crucial component of libraries. However, they are often overlooked, underpaid, and unappreciated, and a steady supply of replacements is taken for granted" (p.77). In Hong Kong, the situation may not be in such an extreme state yet because more and more work that was usually a professional librarians' responsibility has been shifted to the LAs, but the learning and development of this group of allied staff deserves more attention.

As mentioned by Cihak and Monroe (2003), liberating library support staff is the simple way to increase overall efficiency, customer service, and customer satisfaction. A liberated staff will cause library processes to improve, customer service to expand, and individual growth and development to soar (p.12). However, it is important to note that the training of paraprofessionals should be kept in pace with the use of paraprofessionals (Mozenter, Sanders and Belamy, 2003).

In fact, paraprofessional training is necessary not only to upgrade the knowledge and skills of the LAs to share the increasing workloads but also to create a channel for further training and upgrading to a better career prospect. As Cihak and Monroe (2003) have advocated, "Everyone wants to work in an organization that values individual talent. Library leaders can serve as 'talent scouts' by matching

individual talent or strength to library opportunities and challenges that need to be met" (p.13).

The learning organization is proclaimed to be the most effective organization to cope with changes and innovations. In order to create a more effective, sustainable, staff-oriented learning system to facilitate the professional development of library staff, the situated learning approach is recommended for the library. It is essential for the library to make known to staff very clear organizational goals, take into consideration individual learning needs and make use of the authentic environment for staff learning.

Notes

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1. The minimum job requirement of an LA is a pass of the Hong Kong Certificate of Education Examination (HKCEE).
2. There are 27 professionally trained librarians, 113 Library Assistants, 5 Clerical Assistants and 34 Office Assistants. Others are computer officers, technicians, and project staff. The Clerical Assistants and some of the Office Assistants are in fact doing similar jobs as the Library Assistants.
3. One LAI among ten LAII.

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The mutations of marketing and libraries

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Abstract

We live in a conflict-ridden time. No one can be sure to remain unaffected. As a result, all institutions have to communicate their right to exist. This applies to major enterprises as well as to libraries. Integrated marketing offers all of the tools needed for presenting their unique selling propositions (USP). Commercial enterprises as well as powerful non-profit organizations like Greenpeace command a broad range of integrated marketing tools. Yet, only a few libraries utilize marketing in the proper meaning of the word. Libraries often confuse isolated public relations actions with marketing. If they do engage in marketing they prefer – as a rule – the classical tools. This conceptual paper emphasizes the different ways of doing marketing by combining theory and practice. Library projects and services from Germany and Scandinavia illustrate applications of these concepts in the field.

Keywords

ambush marketing, guerilla marketing, library services, neuromarketing, viral marketing

It was from my own early experience that I decided there was no use to which money could be applied so productive of good to boys and girls who have good within them and ability and ambition to develop it as the founding of a public library. (Andrew Carnegie, *American Industrialist*, 1835–1919)

Introduction

This Andrew Carnegie statement is, unfortunately, no longer true in full. The financial and economic crisis causes social and cultural cutbacks. Savings and budget cuts are the magic words of politicians and other top level decision makers. On the one hand, billions of US dollars are flowing into the ‘rescue parachutes’ for ailing banks, companies, and countries. On the other hand, libraries in many countries, including Germany or Scandinavia, are suffering significantly. Declining budgets make running a library difficult. They have to manage the balancing act between their social and cultural mission, on the one hand, and the integration of IT-based services, on the other hand. For several years we have seen a paradoxical situation with erection of impressive new library buildings in many places, coupled with the closure of many libraries. Examples of new buildings are

Bibliothek 21 in Stuttgart, Germany with 11,200 square meters (approx. 120,512 square feet) (Ratzek, 2009) or Nye Deichmanske Bibliotek in Oslo, Norway with 10,485 square meters (approx. 112,819 square feet) (Kulturetaten, 2010).¹ The German website *Bibliothekssterben.de* (library death, a virtual library cemetery)² of BIB³ presents a documentation of closed and acutely endangered libraries and information institutions. In other words, more and more libraries are reaching a crisis of legitimacy and are forced to communicate their right to exist. The vital question in this context is: are librarians capable of presenting cogent arguments for funding bodies, politicians, and the wider public? Or even more clearly: Are we attractive enough to meet former IFLA president (2007–2009) Claudia Lux’s ambitious program as reflected in her slogan, *Libraries on the Agenda!* (Ratzek, 2010)? We have heard it often that German librarians classify themselves as modest. The time is ripe for establishing a new political/public awareness. We have arguments and evidences at our

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command, but our penetrating power is rather poor. Keywords such as lobbying, marketing, public relations, Library 2.0, or Quality of Service (QoS) come into play. The following discussion will sketch out the possibilities related to these keywords. Particular attention will be given to Germany⁴ and the Scandinavian countries.

The marketing dictate

Let us first clarify the term 'marketing' in general. The American Marketing Association (AMA) defines marketing as "the activity, set of institutions, and processes for creating, communicating, and exchanging offerings that have value for customers, clients, partners, and society at large"⁵. This definition makes a mission statement inevitable. The reason for this is simple: All librarians know more or less why their library exists. The problem is that decision makers outside the library may not know about or may not respect the library properly. In part this applies to the user/customer of a library, too. Further, librarians may not act out of conviction and, if so, do they communicate their convictions effectively and efficiently?

A mission statement provides answers to the following questions:

- What needs does a library satisfy (e.g. information, leisure activities, counseling, education, a place to be)?
- What strengths does the library represent (e.g. low cost access to (quality) media, counseling and orientation by (qualified) librarians, social inclusion)?
- What convictions does the library declare (e.g. integral component of urban development, media supply, community center, non-profit orientation)?

We cannot be sure that all libraries have internalized these essential factors in their campaigns. Whatever the case may be, meaningful information and communication is inevitable. Therefore marketing, with its complex set of tools, comes into play. What follows is a review of some of the well known paradigms.

McCarthy's four Ps

The most commonly accepted definition of marketing and its tools are the four Ps of Edmund Jerome McCarthy (McCarthy, 1960, p. 32). He classifies marketing into the areas 'product' (e.g. innovation), 'price' (e.g. cost recovery, skimming, penetration), 'place' (e.g. channels) and 'promotion' (e.g. communication) (ibid.). Against the background of this classification, we should make the following clear:

- What USPs (Unique Selling Propositions) is your library offering (product/services)? It may be all right if a library offers media of all kinds, but what is the difference in regard to Amazon, to e-book portals, or the Internet? Reference service, loan, or functionality may be some library USPs.
- What costs do I, as a user/customer⁶, have to absorb (price)? Public libraries in Germany, e.g. charge an access fee plus fees for interlibrary loan, Internet usage. They often miss the opportunity to communicate what the user/customer will receive in return; shown in a kind of an invoice amount. The subjectively experienced benefit for the user/customer is not taken into account. The German Bibliothekswert-Rechner (the library value calculator) of 'knb'⁷ or the Library Use Value Calculator of Maine State Library (USA). The latter is promoted with the slogan 'What is your library worth to you?' and 'How much would you pay out-of-pocket for your library service?'⁸ Both calculators are designed as templates where the user/customer can key in what he/she borrowed, e.g. '1 book, 2 CDs and 3 e-Books'. Each item is multiplied by a monetary value. In the end, the grand total of the value of borrowing will be displayed. Another possibility is to print the value of borrowing on the charging slip. In doing so, the libraries demonstrate that they are worth the money. Besides fact-oriented information and communication, we must learn to use the emotional side of target-group oriented information and communication. Customer satisfaction is the keyword. Elmer Wheeler, a U.S. marketing expert and founder of 'Sizzlemanship', created the famous slogan "Don't sell the steak – sell the sizzle!" (Wheeler, 1940).
- Which distribution channel does your library control (place)? In other words: how can a user get the media he/she is interested in? The author's students and some librarians do not have a complete overview of all channels available. Some channels are not recognized as distribution channels. Here are only some of them: download of e-docs via the Internet or mobile phones, interlibrary loan, presenting new acquisitions on special bookshelves, library van, bookcases, carrels.
- In what way does the user get informed about the services of his/her library (promotion)? Promotion should not be confused with 'place'. The difference is that 'place' manages the physical access to media, whereas 'promotion' manages the communication by media like Internet presence (homepage, Web-OPAC), user training, library tour, library video⁹, poster, and booklet. As

mentioned above, the key to success in marketing is to find the right mixture of facts and emotions.

At this point, it becomes clear that all four elements have to be composed into a meaningful whole, which is the basic meaning of ‘integrated marketing’. The art of integrated marketing is not mastered by all librarians. Librarians often interpret independent actions as marketing. Independent actions reduce the visibility of the benefits of a library to the individual action, e.g. if a reading by the author is promoted, the library then is seen as a place where readings by the authors take place. This also applies to events for children. Often public relations are being upgraded as marketing. We discuss this fact below (see General marketing and management). Marketing represents the superstructure, whereas public relations are part of the communication policy.

Going beyond the four Ps

McCarthy’s four Ps is a useful tool, but requires further specification. The seven Ps of Booms and Bitner and the marketing policy of the German distinguished expert Heribert Meffert are more far-reaching. These approaches are especially useful for librarians, because they underline the important aspects of day-to-day business.

Extended marketing or the seven Ps

Bernard H. Booms and Mary Jo Bitner (1981:50) have extended the four P approach of McCarthy with three additional Ps. This achievement is especially of importance for the service sector in general and for the library as a service institution in particular. The three additional Ps are:

- People, i.e. all persons who have an interest, or better: are involved in your library, i.e. employees, treasurer/funding bodies, suppliers, customers, journalists, users/customers. The term ‘target group’, used in this context, receives a wide-ranging meaning and is then related to the term ‘stakeholder’. In other words: What does your treasurer expect from your library? Or what do users/customers (e.g. children, adults, students, hobbyists, chroniclers of the place, disabled persons) expect from your library?
- Process, i.e. the organizational and operational structure. What point of view does the library management take regarding the workflow? A non-trivial question! Input or output orientation makes the difference. Input orientation means that the library does what it does. Within the framework

of the New Public Management (NPM), which takes hold in German libraries, where libraries have to prove toward their funding body, that their services are requested by the customer/user (keywords: contract management/output orientation) (Politt et al., 2007). In other words: so-called ‘service packages’¹⁰ are the subject of negotiation and not single actions like shelving a book.

- Physical evidence, i.e. the practical side of service provision, which is associated with the accessibility to information resources, quality of enquiry service, general atmosphere (wellness factor), general ambience.

General marketing and management

To complete the basics in marketing, we will now take a look at Heribert Meffert’s *Marketing-Mix* (Meffert, 2008). Meffert’s achievement results in a kind of marketing toolbox. This toolbox contains the four categories, ‘product policy’, ‘price policy’, ‘distribution policy’, and ‘communication policy’. The first three categories are more or less congruent with the four and seven Ps discussed above. Widely different and hugely useful for librarians is Meffert’s accentuation of ‘policy’ and ‘communication’. With ‘policy’, Meffert emphasizes the need for a strategic orientation/mission, which also includes a practical side in the form of marketing instruments. ‘Policy’ also implies that the head of marketing division must ensure that a marketing budget is provided. Hereafter, the heads of the four marketing categories are struggling for a fair share of marketing budget. Should all four categories be treated equally, or should we prioritize a category? If digitization is your top priority project, you may invest 45 percent of your marketing budget in product policy, 10 percent in price policy (survey ‘willingness to pay for e-docs’), 20 percent in distribution policy (e.g. make download of e-docs available), and 25 percent in communication policy (flyer, etc.). Meffert’s ‘Communication policy’ consists of the policy areas ‘advertising’, ‘public relations’, ‘sales promotion’ and ‘personal selling’. Let us take a quick look at this very useful classification.

- Advertising, i.e. using communication tools like TV commercials, newspaper advertisements, to influence the behavior of a target group with the aim of selling something. Advertising has a strong sales orientation and focuses on a special product or service for which one has to pay.
- Public relations have a more general focus. The library itself, with its mission, products, and

services, is highlighted. Librarians often neglect to seize the opportunities to present the library as a whole. If they send out press releases, they are often touting for the reading by the author or events for children ('Harry Potter Magic Night' in celebration of a new volume) and forget to mention that they are, in the first place, a non-profit information, media, and communication center with a broad range of products and services (Gould 2009). A good interpretation of public relations is: PR is an investment in the future, i.e. PR is about goodwill and survival strategies by demonstrating the importance of the library.

- Sales promotion for libraries means effective and efficient support for your users/customers by means of a plausible sign system, a reference desk (with mild-mannered librarians), a comfortable access to the collection, an attractive acquisition policy, and an attractive collection presentation (e.g. new media display).
- Personal selling emphasizes the most important feature of a library: the librarian him or herself. There is a striking saying in Germany: "The librarian is the business card (calling card) of the library". The library itself is an inanimate organization. We should keep in mind that the librarians themselves make the library come to life. The competencies, the friendliness, or the commitment of all employees in a library amount to an individual atmosphere, or better: a library culture (referring to organizational culture); and that makes the difference. Personal selling also means that the library management has to develop and advance communicative skills by him or herself and the employees. Essentially important measures, in this context, are suitable training courses for body language, negotiation techniques, active listening.

The approaches briefly mentioned here, in particular Meffert's approach, clearly show what the essentials of marketing are. The user/customer of a library wants qualified answers to the following four questions:

- What products/services does the library offer (product policy and user/customer value)?
- What financial burden do the users/customers have to absorb (price policy)?
- What channels are available to access (distribution policy)?
- How do the users/customers know what is going on in the library (communication policy)?

With this sound basis we can now look at different marketing mutations.

Marketing mutations

Before we turn to some of the marketing mutations, or better, mutations in communication policy (Meffert, 2008), we want to point out a general distinction within communication policy. Every communication action in marketing can be classified as 'above-the-line' or 'below-the-line'¹¹. In short: 'above-the-line' refers rather to the more classical marketing, i.e. mass communication. The marketing messages are brought to a dispersed mass via TV or radio spots, newspaper advertisements, large billboard advertising. You know from your own experience how annoying 24/7 mass advertising can be. Therefore, a more individual strategy is required.

Below-the-line is almost the opposite of the impersonal above-the-line (mass) marketing. It gives priority to the individual person. Successful below-the-line action works without mass media (the initiators, however, are in for media attention and word-to-mouth communication). In this context, terms like 'customization', 'tailor-made services', '1:1 marketing', 'relationship marketing' become more important. Promotion (teams), point of sale (PoS), sponsoring, lottery, direct marketing (call center, mailings), product placement, Internet/online marketing (e.g. search engine optimization (SEO), affiliate or email marketing) are some of the most popular instruments. A witty variation of the below-the-line paradigm leads us to 'guerilla marketing'.

Guerilla marketing

For several years, although already developed in the 1980s, guerilla marketing has been enjoying great popularity. Jay Conrad Levinson pioneered 'Guerilla marketing' (Levinson, 1984). It is a counter movement against the oversaturated mass advertising wave. Guerilla marketing is analogous to the marketing mix. This form of marketing, to put it in a nutshell, provides two advantages: guerilla-marketing actions require, as a rule, only small budgets. Furthermore, guerilla marketing emerges where the people are, or better, and more appropriate for our purpose: where the users/customers of our library are.

The underlying idea is to attract attention by unconventional, surprising, and sometimes also shocking actions. Fitting examples would be:

- Street branding ('Reverse graffiti'), i.e. a message (e.g. slogan, logo, character) is stenciled or beamed on a sidewalk or on the floor of a shopping mall.
- Word-of-mouth recommendation ('Buzz marketing'), i.e. an elusive message (a buzz or a tip) is spread like a virus (viral marketing). The hype,

e.g. about the casual online game ‘Crazy chicken’ had its origin in an advertising campaign for Johnny Walker.

- Viral marketing (‘Social networking’) exploits the behavior of a virus which disseminates more or less uncontrolled from one host to another. If the virus disseminates successfully a so-to-speak pandemic may be the result. It is obvious that social networks like Facebook, MySpace, or video-sharing systems like YouTube are being therefore exploited. An excellent example is the Ghostbusters flash mob at the New York Public Library (<http://acidcow.com/pics/9940-ghostbusters-flash-mob-in-the-new-york-public.html>).

Two examples of guerilla/viral marketing for libraries

For two suitable examples of successful viral marketing in libraries, we take a look at the German state of Baden-Wuerttemberg. Assisted by library students at the faculty Information and Communication at Stuttgart Media University (HdM Stuttgart), the Stuttgart City Library and the Gerlingen City Library had each carried out a guerilla/viral marketing project.

On the occasion of the ‘Tag der Bibliotheken’ (day of the libraries) on 24 October 2008, three master students elaborated the project ‘Kettenleser’ (chain reader). They persuaded 200 library students (and a few professors) to form a human chain, which stretched from the Stuttgart City Library to the Stuttgart Media University (approximately 1.8 kilometers or 1.12 miles). All participants were dressed in T-shirts marked with ‘Kettenleser’. They were sitting on cardboard stools and were reading aloud from their favorite books. This event drew attention of both passers-by and the media. Both participating institutions profited from this event, e.g. an article in the newspaper *Stuttgarter Zeitung*.

‘Weihnachten im April’ (Christmas in April) refers to another guerilla / viral marketing project. Fifteen library students from Stuttgart Media University developed various means of communication like flyers, brochures, posters, image video, 360-degree virtual tour, and an action program for the 10th anniversary of the Gerlingen City Library. To announce this week of action (19–24 April 2008), 19 front windows of the library were transformed into an advent calendar. The library management opened a ‘door’ every day until the 19th. In doing so, a riddle appeared, e.g. ‘for what instrument was the German writer Günter Grass awarded the Nobel Prize in Literature’¹² (answer: ‘Die Blechtrommel’/The Tin Drum). Sweets or small gifts were given for a correct answer.

If we interpret guerilla marketing in the broadest sense, it could also include ‘ambush marketing’.

Ambush marketing

A further marketing mutation leads us to ‘ambush marketing’, which includes a negative as well as a positive component. The negative component can be paraphrased as a free rider strategy. What does that mean? Major events, nowadays, are nearly inoperable without sponsors. Especially the times ahead of and during major events such as the Olympic Games or the FIFA World Cup (soccer) are heydays for ambush marketers. The sponsor, of course, wants to transfer the enthusiasm into his or her own corporate communications. For this privilege, the sponsor has to pay millions of US dollars. Ambush marketers take advantage, without being an official sponsor. They fake a relationship with the event without being directly involved. By doing this, ambush marketers risk prosecution by the organizer.

Public libraries, however, as non-profit institutions, dispose of an unexploited potential which can be used legally. In the course of an event, libraries may present issue-specific media and offer exhibitions combined with readings by the author and other actions. The Hammerfest Public Library (Norway), for example, organized during the ‘Hammerfest days’ in July 2009 a (Nintendo) Wii bowling action named ‘Bowling i Biblioteket’ (‘Bowling in the library’). The youngest participant was 5 and the oldest person was said to be 105 years old¹³ (*Bok og Bibliotek*, 2009). General speaking, such events are best suited to facilitate access to multimedia for the older generation. This example presents an excellent legal version of ambush marketing. The library adapted to the motto of the day, Hammerfest – Music – Games – Entertainment, and became part of the festivities without being a sponsor.

Neuromarketing

A relatively new research program for marketers, neuroscientists, psychologists, and economists is called ‘neuroeconomics’ or ‘neuromarketing’. This interdisciplinary field of research studies decision-making processes in the human brain (Glimcher et al., 2009; Sepke, 2010). Kotler et al. (2008:993) define ‘neuromarketing’ as ‘the use of neuro-technology to improve marketing decision making’. The stated goal of neuroeconomics/neuromarketing is to monitor the brain (i.e. neural activities) in an economic context, e.g. preparing for a buying decision, in real time and visualizing the coherent process by using an ‘fMRI-system’, i.e. functional Magnetic Resonance Imaging. In everyday language such an fMRI-System

is appropriately called a 'brain scanner'. In other words: neuromarketers are searching for the 'buy button' in our brain (Glimcher et.al., 2009; Sepke, 2010).

If you know how a person makes decisions, then you will be able to influence the process of decision-making. The 'limbic map', then, is a useful method for structuring target groups. Hans Georg Häusel, a psychologist and management consultant, coined the term 'limbic map', which is structured as a 'map of emotion', or more scientific, a neurobiologically based target group segmentation. It locates the most important emotions, motives, and value systems in the human brain. This leads to five 'limbic types' that can be isolated, viz. 'Abenteuerer' (adventure-seekers) with approximately 3 percent of the customers in Germany, 'Performer' (performers) with approximately 6 percent, 'Disziplinierte' (disciplined) with 10 percent, 'Traditionalisten' (traditionalists) with 24 percent, 'Harmonisierer' (harmonizers) with 32 percent, 'Genießer' (savorers) with 13 percent, and 'Hedonisten' (hedonists) with 11 percent of the consumers in Germany. (Häusel, 2007:78–79)

The most popular example of the results of neuromarketing is the Coca Cola (Coke) vs. Pepsi battle. PepsiCo ran a nation-wide taste test in 1975 to find out which carbonate soda – Pepsi or Coke – tasted better. The results were striking: tests where people had been blindfolded revealed that consumers preferred Pepsi to Coke. Consumers who hadn't been blindfolded, however, preferred Coke to Pepsi. Furthermore, Coke had better sales figures and a better image. A neuromarketer found out that the 'medial prefrontal cortex', also called the reward center, was responsible for this apparent contradiction. The medial prefrontal cortex controls our cognitive functions like preferences, thinking or judging. The Coke brand generated a much more positive image in the medial prefrontal cortex. If this reward center is stimulated, the region lights up in the brain scanner (Shimp, 2008:43). In other words, Coke stimulates the cerebral reward center of a consumer. A neuromarketer encapsulated the result thus: If I were Pepsi, I would illuminate the prefrontal cortex. With regard to libraries, this means that librarians should stimulate the endorphin distribution. In this context, Elmer Wheeler's "don't sell the steak – sell the sizzle!" comes into play again (Wheeler, 1940).

The librarian Corinna Sepke (2010:66–70) developed, maybe for the first time in librarianship, some ideas for neuromarketing in libraries. Here are some of her prudent considerations: To begin with, design the products and service in compliance with the 'limbic types' (see above). This may lead to a new definition of your target groups. Remember, that we are in the field of (neuro-) marketing. Second, develop adequate stories for each target group

segment to communicate library information (see below). Corinna Sepke chooses the limbic type 'performer' as an example. Her performer is a young dynamic and ambitious researcher who wants to complete his research work with the help of a service oriented and motivated librarian.

In doing so, a 'new' form of cooperation between user/customer and librarian takes root: instead of 'Ask a librarian' the service 'Rent a librarian' (see below) takes on greater significance. In this case, the librarian is involved in creating moments of success.

With 'storytelling' and 'service oriented and motivated librarian', Corinna Sepke mentioned two success factors which need to be clarified.

Storytelling

To use a song title 'Every Picture Tells a Story' by Rod Stewart, we argue that every organization tells a story, too. But we should ask: Who is the story teller? What content is communicated? Who is the recipient? Storytelling may arise out of the blue or can be the result of creative work. We will have a look at the latter. 'Storytelling', also known as 'narrative management', is a management method deployed by big companies such as Wal-Mart, Disney, or McDonalds (Boje, 2008: 9 et seq.). What is to be achieved? The knowledge that lies dormant in the minds of your employees, the so-called tacit knowledge, is very valuable for your library, because often enough this knowledge brings the solution to costly problems. The familiar management approaches, like project management, knowledge management and quality management, are based on documentable facts. These approaches miss the tacit knowledge that is hard to put into words – the valuable experience of the personnel, their values and attitudes about the company remain hidden. This tacit knowledge is transferred into pictures, stories, and analogies especially told by your employees to bring the untapped potential of tacit knowledge to light. The underlying processes are supervised by specialists.

In short: "Storytelling Organizations are about how people and organizations make sense of the world via narrative and story"¹⁴. Storytelling unfolds its ultimate power in combination with the discoveries in neuromarketing, e.g. in compliance with the 'limbic types'.

A more sophisticated version of storytelling is the concept of 'business theatre'.

Business theatre

Business theatre¹⁵ is a management and marketing method and has its origin in North America. Followers are also found in Germany and Great Britain. Much the same as a play, business theatre

offers specific scenarios relevant for employees and/or customers. Conflict management, crisis management, or human resource management are only a few core topics staged in business theatre. Comparable with a conventional play, business theatre is enacted professionally. In cooperation with the corporate management, a specialized agency is responsible for story development and casting.

What about the impact of this marketing and/or management strategy? The most important feature of business theatre is its sustainability. What does this mean? In contrast to conventional workshops, the content that is presented in a business theatre is kept much longer in mind. The depicted scenes are easily comprehensible. Participants discuss the scenes and transfer the content into their daily job.

A high-class example of business theatre is 'McKinsey kommt' ('McKinsey arrives'), a drama by the German author and playwright Rolf Hochhuth. The play clearly shows the interrelations between mass dismissals, right to work, and globalization. The play was first performed in 2004 in Brandenburg an der Havel, a German city situated in a region with mass unemployment and factory closures. Rumors say that some performances were sold out. The reason behind that: McKinsey consultants made a visit to the theater and booked the whole theatre. Thus, the play held up a mirror to the McKinsey consultants.

The author of this paper published three scripts himself, dealing with: the ascent and downfall of the information society – 'Der Informator' ('The Informator') (Ratzek, 2001); the mastery of unemployment – 'Bürgermeister a.D.' ('Mayor retired') (Ratzek, 1999a); and 'Trouble bei Paschkes' ('Trouble at Paschke's') (Ratzek, 1999b).¹⁶

Libraries, no doubt, have a lot of 'success stories' at their disposal that are worth telling or to be enacted. The library tour, for example, would be ideally suited for business theatre. The library tour, in that case, will no longer be an imposition on the heads of departments, but a chance to play an important role by telling stories. This would increase the user's/customer's attention and the appreciation of the library storyteller. Commercial concerns, like Microsoft, or renowned nonprofit organizations, like Greenpeace, master the art of self-staging. The performances of Apple co-founder Steve Wozniack or Microsoft CEO Steve Ballmer are legendary in this context.

Service oriented and motivated librarians

Corinna Sepke mentioned the "service oriented and motivated librarian" in the context of storytelling

(see above). The physical library has to put the emphasis, as we mentioned before, on personal communication (personal selling). In the following, we will mention four examples that meet this criterion very well: Recherche à la Carte (Germany); Geheime Schriften (Germany); InfoGate (Denmark); and Lån en bibliotekar (Denmark).

Recherche à la Carte

The Stuttgart City Library is organized in studios: various topics with a common reference are presented together. One studio is called 'Beruf – Karriere – Wirtschaft' (vocation – career – economy). Some creative and motivated librarians considered how a value-added service (VAS) could be introduced to this particular studio. The considerations lead to the introduction of Recherche à la Carte (search à la carte). Under the motto 'you tell us what you are looking for, we will find it', the Stuttgart City Library provides a wide range of personalized services for various target groups and their different questions, i.e. in the field of 'business search', 'company information', 'article search'. The first one is of interest for our objective. The 'Bewerbungspaket last minute' (application package 'last minute') makes up the center of this service and serves as a basis for the preparation of job interviews. The application package contains an actual application guidebook, a CD-ROM on behavior and body language, some news articles related to the company in question as well as a company profile. The applicant with a library card pays EUR 10 (approx. USD 12.40) and EUR 15 (approx. USD 18.60) for those without a card. It is easy to understand that if they get the job they are 'lost' for the library. This is why the scope of this service has been extended to company information and article research (Ratzek and Schreiber, 2008:21 et seq.).

Geheime Schriften

In May 2010, the Eschwege City Library in Germany invited children to attend a cryptography workshop called Geheime Schriften (secret writings). In this workshop, each child produced a coding 'machine', using scissors and paper. With this 'machine', each child now encrypted his or her name or an optional term. In a second round, the children deciphered the names or the terms of the other children. In order to get attuned, the library director reported about a train journey through Eastern Europe, where she had to master many languages and as many graphical characters, which made oral and written communication almost impossible. It is very useful, of course, when

one can get information in advance and provide oneself with dictionaries. Especially in this context, a library is a very useful institution. This workshop is going to be the first of a series of workshops that focus on creativity and concentration. The customer loyalty aspect is, of course, incorporated in this concept. The librarian in charge is proud of many enthusiastic attendees and a long newspaper article in *Werra Rundschau*, headlined 'Kids are cracking the Matrix'. The article, then, showed the mayor and the treasurer that the city library is a good investment. The workshop took place out of library hours (Hartmann, 2010).

InfoGate

For more than 25 years the Centralbibliotek Herning has been delivering high-quality business information for the entire Danish economy. The service, InfoGate (<http://www.infogate.dk/>), is promoted under the motto 'The way to knowledge'. InfoGate covers all branches of economy and includes the global export market as well. Market research and competitive intelligence or customer and product information are only a few fields of expertise. A special department for export information serves as a basis for this remarkable library service which includes Danish and international quality databases or a reliable cooperation with the chamber of commerce or the embassies. The responsible librarians do not hide away (keyword: personal selling), but are present with a photo and competency profile (Ratzek and Schreiber, 2008:34 et seq.).

Lån en bibliotekar

In a diversified information and knowledge society people not only suffer from information overload, but also from information poverty. Libraries, or much better, librarians with their services, may help to resolve this paradox. Recherche Coaching (Ratzek, 2008:114) or 'research coaching' could be both a quality feature for the service provided and a USP (unique selling proposition) in library marketing.¹⁷ Librarians and other information professionals are helping people to overcome their specific information problems. The following example shows how this is done.

We all know the 'Ask a librarian' service! But what about the Danish 'Lån en bibliotekar' (rent or book a librarian)? The Technical Information Center of Denmark (<http://www.dtic.dtu.dk/>) at the Technical University of Denmark (DTU) provides two personalized services: the well known 'ask a librarian' ('Spørg en bibliotekar') and the value added-service 'book a librarian' ('Lån en bibliotekar'). All students

and academic staff at DTU may book a librarian, either as an individual person or as a team, for a project, e.g. search, training, seminar papers. The service includes expert advice, search strategy, or supply. There is, as a rule, no limit for the use of this free service. In case of using this service for a lengthy period of time, the DTU library will charge a small fee (see also Ratzek, 2008:114 et seq.).

Another creative and innovative library service

The individual librarian makes the library come alive with his or her ideas, visions, resources and persistence. In a volatile world the scope of action may be rather restricted, but creativity is primarily not a question of money, it is above all an attitude, a philosophy.

Some decades ago, we were able to foresee the next few years. Such a timeframe provided planning security. Nowadays it seems that constant change is the only reliable variable. Not only politicians or business people, but also librarians need to prepare themselves for ongoing constant change. Change management and creativity is a must in successful companies. Google, for example, allows its employees to spend 25 percent of their working time on the development of new products and services. Following is another striking example of creativity and innovation in libraries, namely, the HOEB services.

The HOEB services

It is worth the effort to look closely at some of the ideas and services of the Hamburger Öffentliche Bücherhallen (Hamburg Public Book Halls) in Germany. The following three fields of activities are of special interest: INA, sign language, and HOEB4U.

- INA: The HOEB (<http://www.buecherhallen.de>) operate a comprehensive Internet portal which can be compared to a big virtual library. INA is the name of a user/customer oriented 'female' chatbot. Since 2006, INA has been supporting the user/customer in searching for special information, i.e. INA compares the query with the knowledge base of the HOEB and gives an adequate answer. Any query that cannot be answered properly will be logged and afterwards adjusted. The knowledge base consists of more than 1000 queries with approximately 2000 answers. All queries and answers are available with up to three variations. By the way: Stella (implemented in 2004) is the name of the chatbot of the State and University Library Hamburg. In contrast to email and FAQ both chatbots simulate a personal dialog.

- Sign language: In cooperation with the Hamburger Gebärdenswerk (Hamburg Gesture Company)¹⁸ the HOEB customized some content of its portal in sign language (<http://www.buecherhallen.de/dgs/beispiel.html>). All texts marked with the hand symbol are available as a sign language based film.
- HOEB4U: German libraries register a sudden Leseknick (drop in reading) within the target group of the 14-year-old user/customer. The HOEB, together with the young adult library HOEB4U (<http://www.buecherhallen.de/go/id/fj/>), developed a measure, worthy of imitation, to counter this noticed drop in reading. The daily business is managed by apprentices¹⁹, the so-called Fachangestellte für Medien und Informationsdienste (FAMI) (specialists in media and information services). The District Library Bocklemünd/Mengenich in Cologne has recently started a library as a junior company, too (<http://www.stadt-koeln.de/5/stadtbibliothek/bibliotheken-archiv/stadtteilbibliotheken/bocklemuend-mengenich/03415/>). Under the guidance of a trained librarian the FAMIs take over all the duties and tasks which constitute a 'normal' public library.

Library 2.0 and collective intelligence

Much has been written about Library 2.0 (e.g. Casey and Savastinuk, 2009; Kaiser, 2008). Many libraries have implemented Library 2.0 services, e.g. the Stuttgart City Library in Germany with Podcasts – Audiobooks (retrieved May 12, 2010, from <http://www5.stuttgart.de/stadtbuecherei/>) or the University of Pennsylvania Libraries with PennTags, a social tagging or social cataloging project (Matthews, 2009:57). From a merely technical point of view, Library 2.0 has to do with the implementation of services like blogs, web feeds (or news feeds), podcasts, tagging, mashups and wikis. From a more socio-cultural point of view, we must ask ourselves to what extent do we accept 'our' users/customers as partners in the creation process of 'their' library. The key words in this context are 'collective intelligence', 'social tagging/indexing', 'user participation', or 'folksonomy'. The paradigm of Library 2.0 focuses on IT based social networking, i.e. with the help of social software it is easy to interact and share data in online communities. The following two examples will indicate the range of applications.

*From Corporate Wiki to B.I.T.Wiki*²⁰

In the winter term 2007 semester 12 students from Stuttgart Media University (HdM Stuttgart) and the author started the project 'Corporate Wiki', a LIS

based Wiki that is a library and information science related platform. The intended goal of this project was to figure out the underlying technology (e.g. Wiki tools) and experiment with the possibilities (e.g. content generation, presentation) of a subject Wiki. During the 3rd Leipzig Congress for Library, Information and Documentation in 2007, the project team convinced Erwin König, head of department for periodicals at the Dinges and Frick publishing house, of the project. He suggested that the project should be renamed 'B.I.T.Wiki' (<http://www.b-i-t-wiki.de/index.php/Hauptseite>) and hosted on the publisher's server. True to the motto of the Web 2.0 movement, everybody is invited to contribute to the portal, and they make ample use of this online knowledge portal developed by library students. Within 4 years, a considerable user generated LIS encyclopedia has been created. (Kaiser and Ratzek, 2008:424–425). The following figures are taken from the B.I.T.Wiki statistics (<http://b-i-t-wiki.de/index.php/Spezial:Statistik>; retrieved 9 March 2011): 1,265 pages, 2,311,443 page views since release. A directory of library service providers with 395 company profiles is the latest feature. The directory is a result of a semester project in 2008, implemented under surveillance of the author by master's degree student Simon Herm.

Second Life and libraries

The erstwhile hype of the 3D virtual world seems to be over. Many libraries are present in Second Life. A good example in various ways is the project Norgesbiblioteket i Second Life²¹ (Norway's library in Second Life) (http://www.bokogbibliotek.no/index.php?option=com_content&task=view&id=757&Itemid=1; retrieved 12 May 2010). A Norwegian project team, under the supervision of the Vestfold County Library, created a library island with features worth noticing. First of all Norgesbiblioteket i Second Life is not intentioned for cybernauts only, but also as a playground for Norwegian librarians who want to experiment with multimedia systems. The surfer is invited to take a seat on a flying carpet for a round trip. The surfer may also wander through a magic forest ('eventyrskogen'), where he or she finds excerpts from tales, behind stones and hillocks. There is, of course, also a library building. Inside the library, surfers make themselves comfortable in a living room suite and talk about their Second Life experiences with other avatars of the cyber library. Sometimes writers come by or lectures on literature are held. Workshops and reader circles can be organized by virtual library visitors. The surfer should, in any case, visit the Viking exhibition. To truly fit in,

the avatar of the surfer receives the appropriate Viking clothing and a field kit for the adventurous journey back to the Viking era. Strewn over the entire island there are links to network resources, tips for literature, portraits of artists, and book reviews. If necessary, a catalog search is possible. In order not to lose touch with reality, the surfer receives tips for archives and museums in the real world.

We should pay particular attention to the fact that the library island is managed by a virtual librarian who works, of course, in the virtual library building. The librarian is responsible for reference service and the library tour, but also acts as a tourist guide to the island and elsewhere in the virtual world.

Libraries in a volatile world

To survive in a volatile world, libraries (and other organizations) have at least three options:

- Libraries turn a blind eye to future trends ('Titanic' phenomenon).
- Libraries mimic success concepts (Free rider phenomenon/Informatics mimicry).
- Libraries are innovative (Trend-setter phenomenon).

We will now concentrate on the latter phenomenon. To be exact, by looking at the HOEB Media Project Ltd., the Library of the Swiss Federal Institute of Technology Zurich, and the Mobile Library.

HOEB Media Project Ltd.

The HOEB is organized into five customer areas: 'central library' (all customer types); 'district libraries' (district customers); 'portal' (virtual customers); 'department' (of institutional customers); and 'media project ltd.' (volunteers, customers). For our purposes, the Media Project Ltd. is of interest. This nonprofit company is organized in three sections: 'Media Messengers'; 'Dialog in German'; 'project development for special groups of customer'. The HOEB implemented a special department for project development, where volunteers as well as users/customers cooperate on new library services. The services 'Media Messengers' and 'Dialog in German' have resulted from this close cooperation (Bücherhallen Hamburg. *Jahresbericht, 2009*, pp. 46–47).

HOEB Media Messengers

A useful library service originating from the Media Project Ltd. is the Medienbote (Media Messenger). Those who cannot leave their home, due to illness,

disabilities or old age, may profit from this cost-free media delivery service of the HOEB, which is operated by 250 volunteers. Since 2007 people confined to their homes or home residents have been provided with media once a month, via appointment by media messengers, with audio books, large-print books, novels or nonfiction. All the members of the target group need is a loyalty card (Kundenkarte) at the price of EUR 15 (approx. USD 19). Those who are on welfare or are financially unsound can apply for a fee waiver. The exemption will be handled in a prompt and unbureaucratic way. The collection consists of 4,000 media, including 1,800 audio books (<http://www.buecherhallen.de/go/id/nb/> retrieved 13 May 2010).

Dialog in German

The German Federal Statistics Office reported a total population of approximately 82 million in 2009, of which immigrants accounted for 6.7 million²² and second and third generation descendants of immigrants accounted for 15.6 million (2008).²³ People with a Turkish background top the statistics with 1.7 million.²⁴

In December 2009 the HOEB launched, in cooperation with the Hamburg Federal State Authority for Social Services, Family, Health and Consumer Affairs, the project Dialog in German. It is a library service in the form of conversation classes for people who passed the Naturalization Test of the Federal Office for Migration and Refugees (<http://www.buecherhallen.de/go/id/itw/> retrieved 13 April 2011). The conversation courses are offered weekly. Participation is free, perpetual and run by dedicated and professionally trained volunteers (Bücherhallen Hamburg: *Jahresbericht 2009*, pp. 36–37).

Library of the Swiss Federal Institute of Technology Zurich (ETH Library)

The ETH library focuses on user friendly and innovative services within the context of the electronic library. This requires an ongoing elicitation of customer needs. It is absolutely necessary for the Library to monitor developments in librarianship and information technology. Furthermore, the Library examines relevant products, services and strategies with the view to implementing them. To secure this strategy, the management of the ETH Library implemented a new department called Innovation and Marketing. A detailed presentation of the concept and the services are available at <http://www.slideshare.net>.

net/ruedi.mumenthaler/innovationproduktmanagement (retrieved 23 April 2010).

Closing words

The situation is clear. The first decade of the third millennium is characterized by local and international crises. What we need are meaningful institutions which provide orientation through chaotic times, and libraries are meaningful institutions if they understand how to make themselves heard. This means first and foremost information and communication, in the form of lobby work and marketing. But: what is to be communicated? The benefits from which the user/customer of the library can profit. And this requires effective and efficient measures. Here, then, is the place where marketing with its broad range of measures comes into play.

Commercial enterprises like Apple or Microsoft or powerful non-profit organizations like Greenpeace show how it works. Libraries, in contrast, often confuse isolated public relations actions with marketing. Only a few libraries go in for marketing in the proper meaning of the word (see above). And if they do marketing, they prefer – as a rule – the classical tools (above-the-line marketing). In many cases, the below-the-line sector is left out of consideration. This paper has emphasized the wealth of opportunities within the world of marketing, especially ambush marketing, neuromarketing, or viral marketing. On the basis of theoretical considerations, we made room for examples from practice, mainly from Germany and Scandinavia. The presented results made clear that money is not everything; creativity, on the contrary might compensate a lot. The personal commitment (self-marketing) of each librarian guarantees high-quality library services, an essential prerequisite for surviving in a crisis-ridden world.

It is also worth considering the euphoria over digitization and Library 2.0. The digitization wave spills over libraries and provides the IT industry with fat contracts. Librarians are in danger of falling into the IT trap. Digitization is of importance, no doubt, but we should not lose the factor of nearness to our users/customers (key word: book a librarian). The virtualization of library services, such as web-OPACs or downloading of e-docs, disconnects the users/customers from the physical library. The Sengkang Community Library in Singapore (Ratzek, 2006) or the Bokomaten (analog to an automated teller machine/ATM) in Sweden (Ratzek, 2005) are good examples of fully automated libraries, where library services are available without librarians. An imminent closing down of libraries may be caused by a decline in

customers, too (besides financial distress). The German library cemetery (bibliothekssterben.de) is a good example (see above).

Knowledge should not degenerate into something that can be found only in digital stores. This could be the end of the library profession, at least on top management level. This tendency became apparent in the summer of 2010 at the world's largest economics library, the German National Library of Economics ZBW – Leibniz Information Centre for Economics. Its newly appointed director is not a librarian, but a computer scientist (http://www.zbw.eu/presse/pressemitteilungen/2010_06_01.htm: retrieved 01.06.2010).

We must learn to be more egoistic, in the truest sense of the word, i.e. we should feature our qualifications, our consulting expertise, and our media expertise. We should also keep in mind that one very important tool in communication policy (see above) is 'personal selling', i.e. the way in which we do our job face-to-face. These are the basics to gain high esteem.

This should be integrated into professional education courses, as is practiced by the author. In doing so, we open up a lucrative perspective for our students and graduates, i.e. the positioning of information professionals within the information and knowledge society as troubleshooters, problem solvers or consultants. However, this requires the ability to transform data into information, information into knowledge, and knowledge into new insights. With these unique selling propositions or talents, graduates will be able to achieve something in today's professional world.

The management of a library has to set the agenda in the form of a mission statement, which defines the purpose (including the designated targets) of the library. The available resources have to be organized or acquired so that the objectives can be achieved. The results indicate, for example to the treasurer or funding bodies, how effective the management was. In other words, in addition to comprehensive commercial knowledge, extensive communication skills – or better, extensive marketing and negotiation (storytelling) skills – are required. Finally, the leadership, in cooperation with the funding bodies, is responsible for the preservation and expansion of adequate jobs in libraries.

No doubt many librarians do an excellent job, they are creative, motivated, and qualified. We are weakened if we do not combine our competencies. Librarians, information scientist, archivists, or documentalists are all content-driven information professionals. Why not jump barriers and bundle our strengths, so that we become highly respected consultants in economy, education, politics, R&D? The

Norwegian kulturnett.no (<http://www.kulturnett.no/>) is a good example of how libraries, museums and archives can achieve synergy effects. This portal, initiated and financed by the Ministry of Culture and Church Affairs, functions as an official gateway to culture in Norway.

Notes

- Both library projects had an extremely long planning phase. Bibliothek 21 had an architectural competition in 1999 and an expected completion date in 2011. Nye Deichmanske Bibliotek existed on paper only with an architectural competition in 2001 and an anticipated completion date of 2017.
- <http://marvin.bibliothek.uni-augsburg.de/bibliothekssterben/>.
- BIB (Berufsverband Information Bibliothek, i.e. Staff Organization Information Library)
- In Germany libraries are considered cultural artifacts, and as such fall within the responsibility of German federal states. Germany, in contrast to most of the European countries, has no nation-wide library law as a consequence of its federalist system.
- <http://www.marketingpower.com/aboutama/pages/definitionofmarketing.aspx>
- Especially in Germany there are different views of how to name a person who comes to a library. 'Leser' (reader) is rather old-fashioned. Today, 'Benutzer (user) or 'Kunde' (customer) are commonly used. The difference between these two paradigms is more or less economic considerations. The author prefers 'customer' to stress the necessity of marketing, controlling, cost accounting, service commitment, contract management, or human resources development. The view meets the requirements of the New Public Management (NPM). For an introduction, see Politt, Van Thiel and Homburg, 2007. The North American 'patron', in my opinion, does not meet all the requirements of the NPM.
- <http://www.bibliotheksportal.de/hauptmenu/service/kalkulator/knb> – Kompetenznetzwerk für Bibliotheken (the Competence Network for Libraries) is a service provider for the entire German librarianship.
- <http://www.maine.gov/msl/services/calculator.htm>
- My students produced some library video for German libraries, e.g. City Library Gerlingen (http://www.gerlingen.de/servlet/PB/menu/1273930_11/index.html) or City Library Stuttgart (<http://www.youtube.com/watch?v=2gk7xvOYJrU>)
- Service packages are complex measures, such as reference service or user training.
- The origin of the terms is vague. Probably the water line is meant.
- The prize was actually awarded for his life's work.
- An interview with the head librarian revealed that the lady was 86 years old only.
- David M. Boje makes a difference between 'narrative' and 'story'. Quoting Mikhail M. Bakhtin, Boje explains: A "(s)tory is more 'dialogize' than narrative, with fully embodied voices, logics, or viewpoints (. . .)" (Boje, 2008: 3).
- For an excellent introduction to the idea of staging see *The experience economy. Work is theatre & every business a stage* (Pine and Gillmore, 1999) and *Experience-based communication* (Ornbo, Sneppen and Würtz 2008).
- Although interest existed, the performance failed for one reason or another.
- In academic education, we may at least distinguish three quality levels of presentation: Lecturing represents the first level of experience, where an instructor explains a special field. Training will then be the second level where the students get the chance to practice the special contents of teaching. Coaching will be the highest level of learning by experience where a student or researcher has a real problem to master, e.g. do research on one's dissertation or do research on biomedical engineering with nanotubes.
- The Hamburger Gebärdensprache is a company constituted under civil law (German: GbR/Gesellschaft bürgerlichen Rechts). They provide content in German sign language via CD-ROM and DVD.
- A skilled (non academic) trade.
- B.I.T. stands for Bibliothek (library), Information, Technologie (technology). The three letters refer to the printed journal *B.I.T.online*, edited by Dinges & Frick.
- <http://slurl.com/secondlife/Norgesbiblioteket/76/152/21/> retrieved 13 May 2010
- <http://www.destatis.de/jetspeed/portal/cms/Sites/destatis/Internet/DE/Navigation/Statistiken/Bevoelkerung/MigrationIntegration/AuslaendischeBevoelkerung/AuslaendischeBevoelkerung.psml> retrieved 13 May 2010.
- <http://www.destatis.de/jetspeed/portal/cms/Sites/destatis/Internet/DE/Navigation/Statistiken/Bevoelkerung/MigrationIntegration/MigrationIntegration.psml> retrieved 13 May 2010.
- <http://www.destatis.de/jetspeed/portal/cms/Sites/destatis/Internet/DE/Content/Statistiken/Bevoelkerung/MigrationIntegration/AuslaendischeBevoelkerung/Tabellen/Content75/Geburtsort,templateId=renderPrint.psml>

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LIBRARIES DRIVING ACCESS TO KNOWLEDGE: ACTION FOR EUROPE. REPORTS ON THE IFLA PRESIDENTIAL MEETING, APRIL 2011

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The IFLA Presidential Meeting 2011 – a summary

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Introduction

IFLA has organized a series of Presidential Meetings linked to the IFLA Presidential theme since 2007. The theme of 2009–2011 IFLA President Ellen Tise is ‘Libraries Driving Access to Knowledge’.

On 14 and 15 April 2011, the IFLA Presidential Meeting 2011, which linked to Ellen Tise’s Presidential Theme, took place in the Koninklijke Bibliotheek, the National Library of the Netherlands, in The Hague (Netherlands).

This 2-day conference was jointly organized by IFLA and the Netherlands Library Forum (FOBID)¹. Under the theme ‘Libraries driving access to knowledge: Action for Europe’, several prominent and inspiring speakers addressed current issues for libraries concerning copyright, open access and human rights. Around 180 participants attended this event, which brought up a lively discussion and an interesting exchange between librarians, representatives of the European Commission, specialists in copyright, open access and human right issues and LIS students. Important outcomes of the Presidential Meeting were firstly the release of the IFLA Statement on Open Access² and secondly the Treaty on Copyright Exceptions and Limitations for Libraries and Archives³.

In organizing this conference, IFLA and FOBID partnered with the leading European library organizations that are active in the area of copyright and open access: LIBER (Ligue des Bibliothèques Européennes de Recherche: Association of European Research Libraries), EBLIDA (European Bureau of Library, Information and Documentation Associations) and SPARC Europe (Scholarly Publishing and Academic Resources Coalition – Europe).⁴ The conference was generously sponsored by a number of IFLA Corporate Partners and The Hague Based Institutions.⁵ The continuous stream of tweets⁶ and all the pictures on IFLA’s FLICKR page⁷, show the success of this event.

In this issue of *IFLA Journal* you will find a summary of the IFLA Presidential Meeting, and a report on the Students Session, which immediately followed the Conference on the Friday. The keynote of IFLA President Ellen Tise is included full text. Also included is the keynote speech of Neelie Kroes, Vice-President of the European Commission,

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Commissioner for the Digital Agenda, a FOBID report on the 2-day conference and a report by one of the LIS Students. Additionally you'll find some more information on The Hague World Library Capital initiative. This is an initiative from FOBID and it was launched during the reception at the IFLA Presidential Meeting 2011, by the IFLA President and a representative of the Municipality of The Hague.

Why this conference?

Europe's libraries are the driving force behind the knowledge society. They provide access to the information that underpins the continent's creativity and economic growth. Libraries are unique spaces for sharing, learning and research for all members of society, regardless of their knowledge needs.

The digital environment offers libraries many opportunities, and library services are adapting to take advantage of this situation. New forms of access, new attitudes to information sharing and a complex European legislative framework demand clear policies to help libraries fulfil their objectives. IFLA is the premier organization representing libraries at a global level, and it is to IFLA that the library community across Europe, and the world, looks for leadership on the important issues facing libraries in the digital age. The Presidential Meeting addressed three distinct yet interconnected areas: access to knowledge as a human right; copyright; and open access. It tackled these issues from the perspective of libraries, clearly stated the problems libraries face and then identified the actions and policies that are needed to find solutions. The area of focus is Europe, although in cases such as copyright, the discussion held had ramifications on an international level.

The concept behind the conference was that the libraries would present their needs to European policy-makers – representatives of the European Commission, Members of the European Parliament (MEPs) and members of the Dutch government and civil service, and that the two new IFLA positions on Copyright and on Open Access would be presented in each area. The idea also was to raise the visibility of IFLA, EBLIDA, LIBER and FOBID inside and outside of the library community.

The meeting therefore was all about the promotion of clear messages. At the same time it could be seen as a starting point for library advocacy activity in the three areas at a European level and, for copyright, at the international level of the World Intellectual Property Organisation (WIPO).

The first conference day

The first conference day covered Access to Information as a Human Right and Copyright. Day chair was Maria Heijne, FOBID Chair and Head Librarian of the Technical University in Delft (Netherlands). The three keynote speeches were given by IFLA President Ellen Tise, Mr. Renk Roborgh, Director General Higher Education, Vocational Education, Science and Emancipation, from the Dutch Ministry of Education, Culture and Science, and by Yvo Volman, Deputy Head of the 'Access to Information' unit, Directorate-General Information Society and Media, European Commission. Ms. Neelie Kroes, the Vice-President of the European Commission, Commissioner for the Digital Agenda, addressed the audience through a video message, which was inspiring and very well received.⁸

Session 1: Access to Information as a Human Right

In the session on Access to Information as a Human Right the following questions were addressed:

- Why is this issue important?
- What role do libraries play in protecting and promoting human rights?
- What challenges do new pieces of legislation such as the Digital Economy Act present for libraries?
- What policy responses are necessary for libraries to continue to protect human rights in light of this sort of legislation? What solutions are being proposed by IFLA? What can IFLA members/library professionals do?
- How can libraries play a bigger role in European discussions about the right to access information on the Internet?

Keynote speaker of this session was Jānis Kārklīņš, Assistant Director-General for Communication and Information, UNESCO. Jānis Kārklīņš stated that while information and communication technologies offer new possibilities for accessing information, they do not remove regulatory and other barriers that exist in some countries. ICTs create unprecedented opportunities for citizens to exercise freedom of expression, enabling them to access information anytime, anywhere. At the same time, ICTs raise new issues relating to human rights, privacy, and communication through social networks. UNESCO is studying these new trends under the premise that the existing principles of freedom of expression should be applied to both traditional as well as 'new' media.

He continued stating that libraries, as centuries old guardians of knowledge, will remain instrumental

in the digital age in helping people to navigate the information deluge. In moving towards the transition to a ubiquitous Internet Society where the web will become the primary destination of most citizens, libraries will continue to preserve the world's knowledge, enabling access to a broader public through the use of digital technologies. UNESCO will continue working with IFLA and the community of library and information professionals to prepare and accompany this transition to a truly digital age, by leveraging the possibilities of a rights-based approach to building knowledge societies, using new technologies.

Karklins was followed by Gerald Leitner, EBLIDA President, who talked about a library policy for human rights in Europe. Leitner noted missed opportunities by libraries, including the Copyright Directive 2001, and the lack of a white paper on libraries at the European level. Yet, he also noted, the economic crisis presented the chance for libraries to change their strategy and work with the European Commission, rather than waiting to react to the next hindering directive. The need for cooperation between libraries and publishers was emphasized. As publishers develop new business models in the e-book era, libraries need to participate in discussion on which models will best serve library users, and authors.

Third speaker in the Human Rights Session was Kai Ekholm, FAIFE Chair, who talked about the implications for human rights of specific legislation in the European Union – so-called 'graduated response' laws that could force libraries to monitor their networks for copyright infringement, thus affecting user privacy. Ekholm stressed the importance of paying attention to the Digital Economy Act (United Kingdom, 2010), HADOPI (Haute Autorité pour la diffusion des oeuvres et la protection des droits sur internet, France, 2010) and other moves towards graduated responses that have broad implications for libraries and other public access intermediaries.

Under graduated response legislation, libraries may be classed as Internet Service Providers, or Internet Service Subscribers. In the former, libraries may need to police use made of the Internet by users. In the latter, libraries risk having their Internet connection suspended should the actions of any users be determined to infringe copyright. The lack of clarity around the definition of libraries in such legislation, the costs of compliance and the implications for user privacy sees the issue as a priority for FAIFE. Now, Ekholm stated, is the time to act – to choose between adaptation and inertia; or between working for legitimate alternatives to access, rather than against restriction.

IFLA's Internet Manifesto and its Guidelines⁹ are key documents in this context as the libraries'

response to the legislation. Ekholm however called upon the European Union to ensure that public access intermediaries such as libraries are not forced to compromise their users' privacy in pursuit of the protection of business interests.

Each session ended with a panel discussion, including speakers, representatives from the European Commission and invited guests who were considered specialists in the topics discussed. The first panel discussion was led by Jens Thorhauge, CEO of the Danish Agency for Libraries & Media. Member of the European Parliament, Marietje Schaake (Committee on Foreign Affairs and Committee on Culture, Media, Education, Youth and Sports) gave a vivid response and insight to the human rights and libraries issues at a European level.

Session 2: Copyright

In the afternoon, the floor was open for Copyright. In the second session, the following topics were discussed:

- Why is this issue important to libraries?
- What are the challenges that the current copyright system presents to libraries in the digital age?
- What solutions are the library community proposing? What is IFLA proposing?
- Who do libraries need to reach to achieve their goals? What can IFLA members/library professionals do?
- How can libraries carry out effective copyright advocacy within European political institutions? What partners do libraries need to be successful?

Keynote speaker in the Copyright session was Professor Ruth Okediji from the University of Minnesota. She gave a very inspiring keynote on legal and policy challenges for libraries in the Age of Digital Books.

Libraries, she stated, have historically enjoyed a privileged position in national policies affecting access to and use of literary and artistic works. Libraries were once fully insulated from copyright's proprietary impulse, and instead were regarded by policymakers as institutions vital for the effectuation of copyright's principal objective, namely, the dissemination of knowledge and the advancement of learning. Since the conclusion of the TRIPs (Trade Related Aspects of Intellectual Property Rights) Agreement in 1994, however, rapid technological and legal changes in international copyright law and policy have fundamentally altered this classic view of the role of libraries. Libraries now are increasingly treated as collateral to copyright law and are subject to its

peremptory reach in the exact same manner as individual users. Expanded copyright interests and technological controls enacted pursuant to the WIPO Copyright Treaty pervasively limit the ways in which libraries can legally adjust their services in response to massive digitization of literary works. In all, international copyright law and its national corollaries generally are less welcoming of any form of content dissemination not controlled by the authorial prerogative.

Okediji then provided the audience with an analysis of the key provisions of international copyright law, including emerging trends in national implementation/interpretation of those provisions that have significant implications for libraries. She closed her presentation with a review of the prospects for ongoing international reform efforts with respect to exceptions for libraries under the Berne Convention framework, and offered some insights on how the library community should respond to continuously evolving challenges given the existing structure of international copyright law.

The second speaker was Ben White, Head of Intellectual Property from the British Library, who talked about new partners for libraries in a discussion of the Copyright for Creativity Declaration¹⁰, to which IFLA is a signatory. He outlined how digitally literate researchers, students and citizens – all who depend on libraries – are becoming increasingly frustrated with the lack of common-sense flexibility provided them by copyright law, the slow pace of legislative change, and the restrictive terms and conditions offered them through contract law. Libraries have started to work with a wide range of other groups – such as the Copyright for Creativity Declaration¹⁰ – to voice these important access to knowledge issues in order to stimulate education, innovation and scientific discovery. White very efficiently sketched the background to these developments, as well as the concrete policy recommendations being made by libraries to ensure a vibrant culturally and economically successful information society.

Finally, the floor was open to Winston Tabb, Chair of the IFLA CLM/FAIFE committee, who publicly introduced, for the first time, the Draft Treaty on Copyright Exceptions and Limitations for Libraries and Archives. From its inception 400 years ago, copyright has been viewed as a means of advancing knowledge and innovation through a careful balancing of user's and creator's rights. In recent years, however, this balance has been substantially eroded – to the detriment of libraries, archives and the users we serve. To help restore the balance that is the essence of copyright, IFLA has drafted a treaty for libraries and archives for consideration by the

Member States of the World Intellectual Property Organisation (WIPO). IFLA believes that acceptance of this treaty and its underlying principles, at both the international and national levels, is critical for the future of libraries, archives and our readers throughout the world.

The Panel for this session was chaired by Ruth Okediji. Special guests on this panel were Chris Friend from the World Blind Union and Yvo Volman, the speaker from the European Commission who spoke in the morning keynote session. Chris Friend elaborated on the work of the visually impaired at WIPO and Yvo Volman gave a response from the Commission's point of view. A vivid discussion with the audience followed.

The first conference day was closed with a reception hosted by the Mayor of The Hague, at The Hague Public Library, and a conference dinner – for which occasion the tables were shaped in the form of the letters I F L A. During the reception The Hague–World Library Capital Initiative was launched (see separate report below).

The second conference day

The second conference day was fully reserved to discuss open access issues. Tone Moseid, IFLA Governing Board Member from Norway and current Chair of the IFLA Section on Library Services to People with Special Needs, chaired the second conference day.

Ingrid Parent, IFLA President-elect, opened with an inspiring speech on challenges and changes for libraries of the 21st century. In a preview of her Presidential theme, Parent discussed how libraries can become the user's path of least resistance to information by embracing the principles and practices of inclusion, transformation, innovation, and convergence. She described how libraries now are in a pivotal position to be a positive force for change, particularly in the democratization of information access. She also underlined the potential peril that lies in the convergence of inexpensive digital and communications technologies that have allowed users to find their own path to information – a path that may bypass libraries altogether. If they are to remain relevant in the digital age, and faithful to the principles of open access, libraries of all types and in all regions of the world must be prepared to explore new methods of operation. That will require the exploration of radical ideas for engaging with users, adapting new service models to meet their constantly changing needs and demands.

In the session on open access the following issues were discussed:

- Why is this issue important to libraries?
- Why is this issue important to broader society? What effects can it have for education?
- How can libraries promote this issue at a European level? How can open access be incorporated into European research and education policies? Why should it be?
- What is IFLA doing about open access? What is IFLA trying to achieve?

Paul Ayris, the President of LIBER, gave the keynote overview speech. He described how European universities and their libraries are moving to a position where open access dissemination addresses a number of key agendas. Firstly he reviewed the economic framework for open access, based on detailed costing studies from the UK, and then presented some case studies where open access has been used to deliver on key institutional challenges. Special attention was given to the work being undertaken by LERU (League of European Research Universities) in the area of open scholarship and open knowledge and he presented several cases of successful implementation of open access approaches in the fields of research publication and research theses. Ayris suggested a very interesting road map for all European universities and their libraries to follow, to adopt open access approaches to the dissemination of teaching, learning and research outputs.

Paul Ayris was followed by Paola Gargiolo, who works for the Inter-University Consortium for the Application of Super-Computing for Universities and Research (CASPUR) and who is strongly connected to SPARC Europe. Gargiolo discussed how open access should be included in European education and research policy. She noted that the challenges in scholarly communication, the opportunities offered by continuing developments of ICT and the needs of the knowledge economy and society demonstrate that open access to academic and scientific output will play an inevitable role in the future of educational and research institutions. The dissemination of information through open access offers great advantages and opportunities at the same time it is a big challenge, a main shift in the status quo.

Barbara Schleihagen, Executive Director of the German Library Association, and IFLA's Treasurer, was the third session speaker. She elaborated on open access and public libraries, a subject that has not been often discussed before. Schleihagen described how the variety of online information resources has now expanded so much that users expect to find answers to even the most complex questions online. In areas such as technical research or health information, the

line between scientist and traditional library user is becoming more and more blurred. The principles of open access that have been applied to academic and research libraries could also assist public libraries in increasing access to information for all members of society. However, open access is not only a new concept of organizing and opening up the distribution of scientific information. It is also a new value system that aims at making knowledge sustainable by ensuring free and open access and unrestricted use for everyone – a system that calls for a new understanding and practice of copyright. Many public libraries in Europe currently are very active in assisting their users in their information needs by offering new services, including new media and adopting new roles.

The final presenter was Bas Savenijie, Director of the National Library of the Netherlands. Savenijie presented the IFLA Statement on Open Access in public for the first time. IFLA is committed to the principles of freedom of access to information and the belief that universal and equitable access to information is vital for the social, educational, cultural, democratic, and economic well-being of people, communities, and organizations. Open access is a movement whose goal is to provide free access and re-use of scientific knowledge in the form of research articles, monographs, data and related materials. Thus, open access is an essential issue within IFLA's agenda.

Recently, IFLA has formulated a statement on open access, clarifying IFLA's position and strategy, striving towards open access to research, educational resources, research data and cultural heritage. IFLA will, among others, establish partnerships with organizations that are promoting open access and provide its members with a clear set of recommendations.

The panel was moderated by Paul Ayris. Special guests in the panel were Celina Ramjoue, Policy Officer of the European Commission in the Directorate-General for Research, Science, Economy and Society Directorate, Governance and Ethics Unit and Iryna Kuchma, who is Open Access Manager, Electronic Information for Libraries (EIFL).

Outcomes and advocacy follow up plans

During both conference days, the call for broad participation, partnership and collaboration between libraries and associations has been overwhelming. It connected the conference's themes in a very promising way. This is how IFLA President Ellen Tise summarized the conference outcomes:

Vice President of the European Commission Neelie Kroes said in her video speech that “The preservation of cultural heritage depends on libraries going digital”. We are all in agreement on this, but there is more to it, because the preservation of access to information as a human right depends on libraries seizing the opportunities of the digital world. If we do not step up to the plate on behalf of people’s right to access information then who will?

In this conference we have heard how we can begin to make this happen. We have heard calls for co-operation and co-ordination of our advocacy activities. We have agreed that we need deeper engagement in Brussels and at WIPO. We can see that public libraries, academic research libraries and national libraries must have a strategy together to move a concrete library agenda forward. The conference has given us a platform to discuss how we can do this and now we must move to the next level.

MEP Marietje Schaake walked straight into the room on Thursday and told us the things she believed in. We need to be able to do the same – to clearly and succinctly articulate what it is that libraries want from our policy makers. As she said, if we have a policy maker in a room for an hour and fail to convey what we want, then we are failing. We have to do better. The conference speakers have given us some ideas on what we have to do. And IFLA has given us some concrete platforms to use in our advocacy.

The draft treaty on copyright exceptions and limitations for libraries and archives clearly articulates the things we want to see in copyright law to enable libraries to do their jobs. The IFLA Statement on Open Access sets out our position and gives us a roadmap to work with our members to promote open access at all levels. Now all of us need to take these statements and make them heard. IFLA wants to be able to build on this meeting and turn the words into actions.

To begin with, we will provide a platform for Europe’s leading library organizations to come together to work on a coherent strategy that will help us achieve our aims. We heard many times yesterday about the need for cooperation, coherence, proactivity and not reaction. IFLA will organize a meeting to take place as soon as possible so that we are ready to rise to the challenges now, not next year. We need joined up thinking and actions, so that we don’t just catch the rabbit, we catch the elephant!¹¹

Therefore, IFLA, working with its European partners, invites you to join us in this task. The advocacy work that we must undertake will need all of our associations and institutions to make it a success. If we work together, we can make it happen.

IFLA will take action to work towards a European agenda by providing a forum for stakeholders in Europe to work together. We are already working with library associations at the national level to provide training and advocacy tools to educate about the role of copyright committees and dialogue with national copyright offices. An opportunity for all IFLA members, regardless of whether in Europe or not, will be the Copyright for Library Associations training module, which will be available for download from IFLA’s Online Learning Platform. The module provides guidance to associations on forming copyright committees, engaging stakeholders, and meeting with copyright offices in their country to work towards more balanced frameworks.

Notes

1. See for more information on FOBID Netherlands Library Forum: <http://sitegenerator.bibliotheek.nl/fobid/overig36/overig36.asp>
2. <http://www.ifla.org/en/news/just-released-ifla-statement-on-open-access>
3. <http://www.ifla.org/en/news/just-released-draft-treaty-on-copyright-exceptions-and-limitations-for-libraries-and-archives>
4. Eblida: <http://www.eblida.org/>; LIBER: <http://www.libereurope.eu/>; SPARC Europe: <http://www.sparceurope.org/>
5. Sponsors of the IFLA Presidential Meeting 2011 were: NBD Biblion, OCLC, Brill Publishers, ISS, The Hague Public Library, Sage and the Koninklijke Bibliotheek.
6. http://twitter.com/IFLA_HQ
7. <http://www.flickr.com/photos/ifla/sets/> [IFLA Presidential Meeting 2011]
8. The full text of the speeches are available through the conference website of the IFLA Presidential Meeting at the IFLA website.
9. <http://www.ifla.org/en/publications/the-ifla-internet-manifesto>
10. <http://www.copyright4creativity.eu/bin/view/Public/>
11. This comparison is explained in the article by Shaked Spier, below.

IFLA imperatives: expounding access to information

Ellen R. Tise

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I would like to begin by thanking FOBID and the Koninklijke Bibliotheek for graciously offering to host the IFLA Presidential Meeting for 2011. The connection between the Netherlands, especially The Hague, and IFLA is a long and strong one. The Hague has been the location of IFLA's Secretariat for many years. Dutch libraries have been very strong supporters of IFLA and for that, as President, I would particularly like to place on record IFLA's sincere gratitude to the Dutch library profession for its unwavering support to the Federation. I would also wish to recognize the libraries and librarians of other European countries, as they too have also been staunch supporters of our Federation. To all those who will be making presentations and leading discussions on the topics we will be exploring in these two days, please accept IFLA's sincere appreciation. IFLA also wishes to thank all those who, in any way, have contributed to the hosting of this meeting. I am sure that our deliberations, exchanges and outcomes will more than compensate for the many hours of hard work that you have put in to make this event successful.

IFLA has at its core the provision of quality library and information services for all. Changes in technology, the exponential growth of information, reasons for needing information, how information is used and how knowledge is created have all dramatically impacted on our profession in many ways in recent years. Indeed, even in my two years as President-elect and 20 months as President, there have been many substantial changes within our profession with significant positive impact on the growth and development of the world including the European Union. Whatever the thrusts, developments and advances the importance of providing access to information which in turn changes lives and creates new knowledge remains unchanged and steadfast. There have been significant advances in IFLA imperatives, for example, IFLA has signed the Berlin Declaration on Open Access and a working group has developed a proposal for consideration by the Governing Board on the issue of open access.

The three core issues to be debated at this year's Presidential meeting are information as a human right, the protection of one's intellectual creations (copyright) and open access. All of these issues can be subsumed under a theme, 'the democratization of information'. I see the democratization of information in very broad terms, namely, everyone should have equitable access to creditable, unbiased and unfettered information enabling one to make sound decisions in and on every aspect of one's life. The quest for democracy is more than ever at the forefront of our thoughts given current world events. People are demanding opportunities to make choices based on information that is gained freely and openly, without prejudice or prejudice on the part of others.

As much as it is important to take a bird's eye view of democratization and the contribution of libraries to the propagation of democracy, IFLA has grown its imperatives and has an association with the Universal Declaration of Human Rights, it has the FAIFE programme and has a strategy with regard to open access.

IFLA and the Universal Declaration of Human Rights

There is an assumption that all human beings (and IFLA is a supporter of this assumption), by virtue of their existence, deserve certain rights and dignity. This assumption is clearly articulated in the preamble of the Universal Declaration of Human Rights, which states:

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

One of the most significant institutions upholding this right is the library and information services fraternity. The library profession has a rich history of alignment with human rights issues, movements, and declarations. Librarians have long been aware of the many ways human rights values intersect with the values of

the profession. Phenix and de la Pena McCook point out that human rights values permeate library policies beyond the professional round tables inhabited by intellectual freedom, social responsibilities, and international relations. As we carry on with our duties as public service librarians, we should keep in mind our history of human rights advocacy, and note the work we do today as a continuation of the commitment to the contributions of our programs, collections, and services toward keeping an open society, a public space where democracy lives.

An interrogation of all the articles in the Declaration demonstrates strong synergies with access to information. For example, article 26 says that everyone has the right to education. The article goes on to say that education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. Can we contemplate an educational process without access to information? Access to information and education go hand-in-glove. Access to information is a prerequisite for any educational system. This is especially so if the educational process is to contribute to upholding fundamental freedoms.

It is beyond debate that there is an inextricable link between access to information and the Declaration on Human Rights. Therefore, it is imperative that IFLA continues to push this human rights agenda hard and open all of the flood-gates to ensure the free flow of information.

Access to information, censorship and copyright

However, there are issues which hamper this march towards opening the access to information flood-gates. One of those issues is censorship. I would like to share my view of censorship: it is less philosophical and more pragmatic. The common interpretation of censorship is the control of information and ideas circulating within a society. Essentially, it significantly restricts free access to information, negating the role of the library in driving access to information. Historically, censorship centered around material deemed to be indecent, obscene; blasphemous; or treasonous.

What I would like to bring to the fore is the 21st century concept of economic censorship. It is a very difficult concept to define but I want to draw an association between economic censorship and the principle of isolation and deprivation. The exorbitant cost of information is a major barrier to access to information resulting in isolation and deprivation: isolation in that there is a break in the connect between information and possible solutions to problems and deprivation in terms of not

getting access to critical information to resolve problems. It is this isolation and deprivation that puts a stranglehold on growth and development.

It is my view that the barrier to access to information is economic censorship: devoid of the infrastructural issues, the issue of affordability controls access to information and its circulation to the widest possible audience. However, it must be acknowledged that librarians, through their professional associations, have long been committed to the social justice principle of free access to information. IFLA representing the views of its members (associations and institutions) has taken a very firm stand opposing censorship in libraries. IFLA has developed a Statement on Libraries and Intellectual Freedom where it states that "IFLA supports, defends and promotes intellectual freedom as defined in the United Nations Universal Declaration of Human Rights. IFLA asserts that a commitment to intellectual freedom is a core responsibility for the library and information profession. IFLA therefore calls upon libraries and library staff to adhere to the principles of intellectual freedom, uninhibited access to information and freedom of expression and to recognize the privacy of the library user."

Running in tandem with censorship is the issue of copyright – an issue for debate at this Presidential Meeting. The activities of IFLA's Free Access to Information and Freedom of Expression (FAIFE) programme are designed to protect libraries from the assaults of the censor. Although stated in a different context, Paul Sturges makes the assertion that "censorship actually bites long before a document enters or does not enter the library". He goes on to state that "the library is at the end of a chain of either approval or censorship that means the collection may lack significant material, but the material that it does hold is legal".

If one teases out this assertion, copyright issues become difficult for libraries to address, as authors have already committed their work to publishers and have strangled their work within strict copyright laws. Libraries have to deal with rigid attitudes of publishers and aggregators towards copyright that limit the ability of libraries to provide access to information. If an author gives up all rights to an article or a book to a publisher, she or he may not be allowed to publish it—or even parts of it, including making it available on a website or in an institutional repository. This process of self censorship means fewer access points for the public and a greater dependency on commercial partners who have a preference to profits as opposed to the right to access information.

Exacerbating the problem is the fact that libraries are also facing the difficult task of dealing with an array of commercial licenses that dictate who will access information and in what way. This was not a concern when libraries were the owners of their own collections. Now libraries have been reduced to the more precarious position of being subscribers. Publishers are not only copyright owners but also copyright police: they can shut down access with little or no warning if they consider that license terms have been breached. Libraries have been losing ground on the fair use or fair dealing front, which they enjoyed previously.

Libraries and open access

If we work from the premise that information is an essential building block for the generation of new information, restricted access to information means stifled production of new information. And, as we extend this over a period of time the world begins to be retrogressive. In this scenario, there is limited new information to address new problems. The information that is available is so expensive that only a handful can afford to 'purchase' the information. In an environment where information is only accessible to a handful, anarchy rules. The 'uninformed' do not have sufficient information to lodge any meaningful challenge to the order of the day. The recent challenges to governments in north Africa are as a result of access to information. Admittedly, it was via informal methods using social networking technologies. The significance of sharing information is enormous as it equipped the citizenry with information to lodge a challenge, to express their needs and demand changes to improve their lives. However, the downside is the information being conveyed at that point in time had a very limited lifespan and has not been captured and preserved for the entire world to benefit from its contribution.

Throughout the history of information services, the creation and production of information resources have been the forte of professionals. Authors and editors are volunteers in the intellectual production of information, that is, research information is produced without payment to the authors and/or editors. However, the physical production of information, which has been the domain of established publishers and database vendors, is always governed by profit. Control has been tight, with a generally agreed-upon understanding that the emphasis on expertise both in creation and in production serves to ensure the quality of information resources.

However, as pointed out by Wallace and van Fleet, Wikipedia: the Free Encyclopedia represents a completely different paradigm. Authors and editors are volunteers in every sense: the general principle is that nearly anyone can—and by implication, should—be a contributor to Wikipedia. There is no centralized editorial control. Instead content is influenced by individual contributors working collaboratively to achieve consensus and, when that fails, calling for a vote among interested contributors. The result can be thought of as a sort of democratized reference resource by, of, and for the people. Can this be one of the conduits for free and open access to information?

Open sharing of information has been identified as a method of equalizing access to information. This equalizing of access to information conforms to the principles espoused by IFLA and to the adherence to the Declaration on Human Rights. The inability of researchers to gain access to the world's science and scholarship contributes to the growing gulf between the developed and developing world. The adoption of cutting-edge technology has compounded the issue and adding significantly to the 'digital divide'. However, this divide is not restricted to the technology divide, but also a content or knowledge divide. IFLA, recognizing the importance to bridge the divide has engaged in a number of strategies such as supporting the open access movement. As much as technology contributes to the divide, IFLA accepts that the Internet has the capacity to provide a platform to significantly contribute to openly sharing information.

As early as 2002, IFLA developed an Internet Manifesto in support of its belief that the Internet can contribute to sharing of information. One of the core principles of the IFLA Internet Manifesto is that unhindered access to the Internet by libraries and information services, facilitated by the Internet, supports communities and individuals to attain freedom, prosperity and development. It goes on to state that barriers to the flow of information should be removed, especially those that promote inequality, poverty, and despair.

The Manifesto continues by establishing principles of freedom of access to information via the Internet and noting the need to develop strategies, policies, and plans to implement the Manifesto. It aims to highlight the importance of unhindered access to information to help communities and individuals to attain freedom, prosperity and development.

The Manifesto emphasizes the role of libraries and information services in facilitating that access as essential gateways to the Internet. They provide a mechanism to overcome the barriers created by differences in resources, technology, and training – the

digital divide. National libraries, in particular, play an important role through encouraging the establishment of appropriate infrastructures and assisting library to develop and implement plans to facilitate access to information via the Internet.

Complementing the Manifesto is the IFLA Statement on Open Access to Scholarly Literature and Research Documentation. Given the potential of open access to drive access to information, the IFLA Governing Board adopted the Statement in 2004, which states that it is committed to ensuring the widest possible access to information for all peoples and acknowledges that the discovery, contention, elaboration and application of research in all fields will enhance progress, sustainability and human well-being.

IFLA has continuously grown its commitment to this imperative. From the acceptance of the Statement in 2004, to the theme of the Congress in Sweden 2010 and subsequent signing of the Berlin Declaration on Open Access, IFLA has continuously made the point that open access to information, especially its concern for access to scholarly literature in the developing world, is a priority. A Presidential Working Group has drafted a white paper on open access, which will be presented at this meeting. There is no debating the issue that open access contributes to sharing of information, bridging the

digital divide and all of the other positives of openly sharing information.

Conclusion

The core principle for debate at this Presidential meeting is human rights, copyright and open access. If any organization is to commit to and uphold the rights enshrined in the Declaration, it has to address the critical issue of removing all barriers to access to information. Human rights and human dignity starts with the citizens of the world understanding that they have those rights and have to access to information to ensure that those rights are not violated. Barriers to access to information are couched in different forms including that of copyright and the economic barrier. Therefore, it is important to remove those barriers to create or attempt to create a playing field where all are having equal access to information and contributing to their own growth and development with the end result being a better world. The core business of libraries is to distribute information. Therefore, by implication, the core business of libraries is to open access to the collection of the world for the citizens of the world to grow as one.

I am sure that we will have a very productive Presidential Meeting and that we will find ways of removing barriers to information.

I thank you.

All Knowledge Digital: Key note speech

Neelie Kroes

Vice-President of the European Commission, Commissioner for the Digital Agenda

I am passionate about libraries and the knowledge and creativity they cultivate. It was Umberto Eco who said that “If God existed, he would be a library”. I’ve also heard it said that librarians are the original search engine, and I couldn’t agree more with this compliment.

We live at the edge of an era which could make nearly all human knowledge available anywhere, anytime. That is a vision I want to see become reality! I want to know what the European Union can do to help make it happen. And then we must act on it.

In recent years the European Council has moved to cement a ‘fifth freedom’ in Europe: the free movement of knowledge. My message to you is: let’s have

libraries play a full role in that freedom. Many are saying that Internet access is a human right – and I agree – but with the added value provided by accessing the information contained in libraries this can be much more meaningful. Thanks to digital technologies, libraries are playing an even more important role in the knowledge society, as virtual hubs for access to science and culture.

But I am keen to go further by developing Open Access to publicly funded research. The benefits of publicly funded science should be available to every citizen – for enlightenment and business innovation and whatever else your users can think of. This needs

to start with research articles, but it must not end there. We are already looking into ways to make scientific data available as a new platform for research and innovation.

As a first step the EU will practice what it preaches. We are looking for the best way to extend the current Open Access publication requirements of EU-funded research. This is already supported by a dedicated pan-European repository infrastructure, OpenAIRE, but I want to build on that and further extend it. In the longer term we need global coordination to ensure the right infrastructure exists to share this knowledge.

Our cultural heritage also depends on the success of libraries in going digital. Whether it's for leisure, education, or business, there is a lot to gain from the sort of Digital Renaissance I envision. For example, combining cultural material with geolocation data and other information can lead to amazing new services and ways of seeing our world. The 'Layar' service on smartphones is one example that I love.

On a larger scale Europeana is a major driver for Europe's Digital Renaissance. And I want to thank each and every one of the 1500 institutions that are building up the Europeana collection that now holds

millions of objects. This will open up a new world to new generations, and that is something to be very proud of. But let's not be complacent. We have a lot of work ahead to reach Europeana's longer term targets:

- 30 million objects by 2015
- all public domain masterpieces by 2016
- all Europe's cultural heritage digitized by 2025.

Of course, like everything in the Digital Agenda for Europe, Europeana is a partnership. And more and more we will rely on citizens to generate content. The new Europeana First World War project is a great example of how every European can be a part of the digital revolution.

I'm determined to secure Europeana's long-term future – so please follow our plans for a new funding model in the coming months and years.

In conclusion, let me say that your work has my full support. I hope you have a great conference. We have to get Every European Digital, that is clear. But if we look further I think we can aim to get All Knowledge Digital too!

Students' engagement during the IFLA Presidential Meeting 2011

Federica Marangio

IFLA Advocacy Support Officer

The IFLA Presidential Meeting is a fairly new activity within IFLA, developed by the last two IFLA Presidents, Claudia Lux and Ellen Tise. A new activity within the IFLA Presidential Meeting 2011 has been the Students' Session. It turned out to be a great spin-off.

The Presidential Meeting aims to focus two days on the theme of the current IFLA President with the goal to encourage and activate the audience, firstly to a better understanding of the issues and secondly to promote a culture of common commitment. One-hundred-eighty-five delegates from 29 countries all over the world got together to discuss open access issues, access to knowledge as human right and copyright regarding libraries.

The delegates' professional and academic backgrounds ranged over different fields. Information specialists, copyright experts, members of the

European Parliament, librarians and professors were involved in the pursuit of an answer to the questions: What can we do better for libraries? How can we make their value more visible? How can libraries keep performing as change agents in society?

It is necessary to raise the consciousness of libraries as society hubs, which would allow them to have a seat at the table of decision and policy makers.

What clearly emerges from a careful review is that the future of libraries is in the hands of the new generation of professionals. It is very hard to put the new professionals in charge of a panel discussion on the occasion of such an important meeting, but for the first time 14 students from all over the world gathered and worked on libraries issues.

The students were called to be active and witness the changing role of the libraries, and they worked

hard in less than 48 hours to interview panellists, speakers and attendees. They were eager to know how they can get involved and in this search for activism they succeeded and presented their results to President Ellen Tise and some of the members of the IFLA Governing Board.

Apart from interviewing, what did the students do? After a start-up meeting, they were encouraged to split in groups and work on the following topics:

- access to information as a human right
- copyright and libraries
- open access and the changing roles of libraries
- the Presidential Meeting overall – perceptions and expectations
- world report – select a country within Europe, find a success story on what libraries have done in the past 3 years and make a brief report
- the LIS experience – interviewing fellow students and other attendees about the state of LIS education and what it's like to attend this thing as a student.

The result was an eclectic combination of interests that generated a homogenous group of talented

professionals. They live-tweeted and shared information on the conference through their own channels, increasing the IFLA Presidential Meeting's virtual audience. They documented the sessions with enthusiasm and perseverance.

Where did this idea come from? Why do we think it was a valuable experience?

IFLA cares about students, young and motivated professionals and firmly believes that they are the future of a better social environment. Asking them to be part of IFLA whether they are members or not, meeting their needs by giving them a considerable discount on the conference fee, getting closer to them with assignments to accomplish, IFLA assigned them a responsibility, a specific task – to continue advocating for libraries!

IFLA encourages promoting a culture of libraries' best practices and good examples. If you are not one of the 14 students who kicked off this brilliant initiative, but want to be involved in the next session or know someone who would benefit by this experience, please let us know about it – we need more active people to make our team a strong team! We look forward to hearing from you!

Not gonna give post-copyrightism up: a report on the IFLA Presidential Meeting 2011

Shaked Spier

LIS Student University of Berlin, Germany

Access to knowledge as a human right, copyrights and libraries were the prominent issues which were discussed during the last IFLA Presidential Meeting in The Hague. Regarding those issues I raised a question to the panel of the 'Copyrights and Libraries' session. The question represents my position toward copyrights as an illegitimate model for intellectual property, which I first handled in the essay 'Toward an Age of Post-Copyrightism'.¹

We heard a lot about human rights, libraries and copyrights today. Now, I would like us to stop talking about copyrights. But in order to do so I will have to talk about copyrights, and let me explain: Copyrights have changed from a mechanism to protect the rights of creators to a

mechanism, which sacrifices our cultural capital for financial profit; which reproduces the dependency of developing countries on the West; and which threatens freedom of expression with acts such as DEA, HADOPI and the new COICA. My question is, why do we continue to work with, or to work for, this model and not go toward a new one? A model, which represents the interests of the global society as a whole and the ones of the creators, but excludes the ones of capitalist intermediates?

Regarding the panel and the session's theme, the answers were quite predictable. But although I expected these answers, I was unsatisfied with the arguments I got, as I will explain in the following article.

Hard work

The first panellist addressed my wish for a complete system change rather practically, saying that he is terrified of the amount of efforts and work required to obtain a goal.

Copyrights in their current sense (protection of the creator's interests) exist approximately since the 17th century, when information was bound on physical medium, major parts of the population were illiterate (without addressing the contemporary digital and knowledge divide at this point), capitalism was only in its beginning, and democracy was a far-away dream. Circumstances have changed, and have changed enough to warrant a new paradigm. Furthermore, the ones who profit from the current model have a tremendous amount of resources and lobbying power compared to those who lose from it. Somewhat absurd, considering that the one losing from this model is society as a whole.

Yet, there is a different point to emphasize. It took a couple of centuries to develop the copyrights-model to its current state, which is far from perfect. It is more than clear that any other model will take a considerable amount of work and time to develop and, of course, implement. However, our social responsibility demands a new model. One which hard work alone shouldn't be the thing keeping us from going after. It hardly makes sense to me that we sacrifice our cultural capital, take colonialism into the era of knowledge-society and harm freedom of expression, only because creation of a new model seems like an overwhelming task.

Going the wrong way

Another panellist addressed my question later on with an English tale:

An Irishman is lost in England, on his way he meets a farmer and asks him how he can get to London? The farmer thinks for a moment and then answers: "If I were you sir, I wouldn't start from here".

Amusing as this story was, I tried to search for an answer to my question in the tale. Who is the farmer and who is the Irishman? What is the way and what is the destination? There is probably more than one possible interpretation, but this is how I interpreted it: The destination would be a perfect and fair model to manage intellectual property. One way, probably the one that the Irishman is on, is the copyrights-model as it is currently being practiced. This way won't lead him to his desired goal. Or maybe it eventually will, but at what cost? The other way, the

preferred route, is that the Irishman should have started somewhere else. This is the model I advocate. The one that many others, in my opinion, aspire to as well.

But there is a problem at hand, the preferred route doesn't start where we currently are. One will have to start it at another place and in order to do so, will need to first arrive at the starting point. As said before – a lot of work. But as the tale tells us, it would be a much better way to reach the destination.

Changing means, changing roles

Another answer regarded the intermediates mentioned in the question (i.e. publishers, record companies, etc.): it was argued that, although the means are changing, their role still very much remains. Printing, delivery, physical storage and other costs are not diminishing, but rather being transformed into other costs, such as online-storage, bandwidth, digitalization, etc. But other means also change. Not just means of production, publication, distribution and consumption, but the mere perception people have of information and culture.²

The role of classical intermediates in the process becomes superfluous. Once they cease to provide added value, the only way for them to stay in business is by preserving the old and expired models. One of those models is copyright.

The hunt

We're representing libraries. Libraries were always proud of promoting social responsibility in many fields. When it comes to copyrights, I believe that access to information, knowledge and culture is being suppressed by capitalist intermediates. By further working with the copyrights-model, and merely pursuing exceptions for libraries while society continues to suffer under this increasing suppression, libraries are indirectly (and unintentionally nonetheless) actually contributing to this suppression.

Using the analogy that accompanied the conference:

How come we left the group of cooperative deer hunters and alone went after a rabbit, so that only we will have something to eat at the end of the day?

We won't provide our patrons, let alone the whole society, with a meal at the end of the day. We will provide them with leftovers and bones, calming our self-conscious while doing so. Has capitalism really gone so far? Are books (music, pictures, paintings, films, ideas, concepts...) just another commodity that needs to be produced and consumed? My answer is no. But the

day in which they will become mere commodities is our doomsday. Of us as libraries, and of us as a society.

Notes

1. <http://drawer20.wordpress.com/2010/11/11/postcopyrightism/>
2. Elaborations on this issue in the essay 'It's all about romance'. <http://drawer20.wordpress.com/2010/08/20/its-all-about-romance/>

About the Author

Shaked Spier is a student of Library and Information Science and Gender-Studies at the Humboldt University in Berlin, Germany. He is a member of the IFLA Knowledge Management Section and active in FAIFE. Visit Shaked's blog at <http://drawer20.wordpress.com>.

Working for a successful IFLA Presidential Meeting 2011: IFLA and FOBID, the international Dutch connection

Marian Koren

Executive Secretary FOBID Netherlands Library Forum

With the development of IFLA Presidential Meetings, an opportunity was offered to bring the international library community and Dutch professionals closer together, and to strengthen the contacts between IFLA Headquarters and FOBID Netherlands Library Forum, the umbrella for the national library organizations in the Netherlands, both located in the National Library in the Netherlands. Apart from practical and professional contacts, strategic issues were central to organizing the IFLA Presidential Meeting 2011 in The Hague. 'Access to Knowledge' can only be safeguarded and realized by true cooperation of libraries, worldwide, in Europe and also in the Netherlands. Action for Europe is needed in many respects: human rights as a framework for advocacy and professional policy; balance in copyright and open access as principle of science publication and distribution.

As in many other countries, working for a sustainable information infrastructure, including all types of libraries and services, is one of the major issues in the Netherlands. How to connect the different networks, how to include the various interests and also get the necessary political support? The IFLA Presidential Meeting 2011 was an opportunity to join ideas, concepts and, above all, forces. Intensive work of the IFLA and FOBID secretariats in the past year helped to make an attractive programme, including the input and networks of some European organizations, EBLIDA, LIBER, SPARC, etc.

Some 60 professionals from Dutch libraries and organizations participated in this international event. They learned about the wider international context in

which their daily professional issues are discussed: freedom of access to information, IFLA statements, lobbying in Europe. FOBID Board members helped to identify relevant speakers, connections to the ministry and municipality in The Hague, and contributed as day chair and speaker to the programme.

In her closing remarks, Maria Heijne, Chair of FOBID, summed up some of the strong points of the conference, not to forget and to be followed up: a strong awareness that libraries will only succeed when they form one front, build alliances, and have a focus in lobby issues. Libraries need to agree on the main issues among themselves. There is also a strong need for fact finding and case studies to support and give evidence for advocacy; a true cooperation for Action in Europe, and larger visibility in Brussels. Building up tandems, coordinated action both in Europe and internationally. Libraries can make much more use of their own networks, which also may include archives in a number of cases. Let's have a focus on access issues, both for the short term and for the long term.

It is wonderful to have IFLA statements and also a draft Treaty on Copyright Exceptions and Limitations. It obliges every library and participant to reflect: how can we support and use this, in Europe and in our own country? FOBID has wholeheartedly supported the IFLA Presidential Meeting 2011, and is grateful for the positive feedback. It will continue to serve as International Library Office in the Netherlands, build bridges with IFLA, European partners, and through the network of The Hague –World Library Capital.

The Hague – World Library Capital – connects libraries worldwide with The Hague

Marian Koren

Executive Secretary, FOBID Netherlands Library Forum

On 14th of April 2011 ‘The Hague – World Library Capital’ was officially launched by Alderman Ingrid van Engelshoven, Education and Services and the President of IFLA, Ellen Tise. The launch took place on the occasion of the IFLA Presidential Meeting, ‘Libraries driving Access to Knowledge’, during a reception offered by the municipality of The Hague, in the Central Public Library.

IFLA President Ellen Tise accepted the title of ‘The Hague – World Library Capital’ wholeheartedly and encouraged further cooperation. The launch was attended by the 175 participants of the Presidential Meeting, including 40 organizations of the new network. Why is The Hague World Library Capital? What will the network do?

International city

The Hague is an international city. This is not only expressed in the field of peace and justice, but also visible in the field of libraries. A large number of international organizations active in the field of libraries, information and knowledge are based in The Hague. In fact, the city is even deliberately chosen for its concentration of international advocacy and library development. Dutch library organizations working at the national level and located in The Hague are almost naturally also international in their orientation, activities and contacts. This is also true for The Hague Public Library and many other libraries in The Hague.

Library community

Libraries defend freedom of expression, the right to information, equal access to a diversity of sources and aim at contributing to knowledge, culture and development in a democratic and well-informed society. Through facilitating dialogue and serving as a meeting place, libraries are in tune with many multicultural aspects now and historically, and reach many groups in society. Libraries are global. Worldwide libraries work for the free flow of ideas, science and culture; they stimulate reading and

information literacy and cultural understanding. The mission of libraries fits well with the ambition of The Hague as international city of peace and justice.

World Library Capital

The Hague is the only true World Library Capital. Nowhere else is there a city home to so many major international library organizations, such as IFLA, EBLIDA, LIBER, Europeana, etc. Here the interests of libraries and their policies are formulated and defended, especially at international level. Here new concepts and services for citizens worldwide are developed and distributed. The Hague benefits directly from this international expertise and, vice versa, its international image strengthens the visibility of the library world.

Special network

These are the reasons why FOBID Netherlands Library Forum has started the initiative for The Hague – World Library Capital. It unites The Hague and the international library community. The intention of The Hague – World Library Capital is the creation of a network of all kinds of library organizations working on advocacy and the development of libraries in an international context, based in The



Ingrid van Engelshoven and Ellen Tise



Participants in the Students' Session. Standing from left to right: Hugo Huurdeman, Stanislava Gardasevic, IFLA Policy Support Officer Federica Marangio, Ina Heinz, Veronicha Angell Bergli, Chiara Latronico, IFLA President Ellen Tise, Anna Pavlenko (?), Nadine Messerschmidt, Ulrike Stöckel, Melody Madrid, Drahomira Gavranovic. Seated from left to right: IFLA Senior Policy Advisor Stuart Hamilton, IFLA Secretary General Jennefer Nicholson, Sebastian Wilke, IFLA Communication and Services Director Ingeborg Verheul, Shaked Spier, Dierk Eichel. Photo Courtesy: Petra Hauke, Berlin.

Hague. There are approximately 75 library organizations and The Hague can benefit from the wider network and expertise. They can include their activities in a central calendar and label them The Hague –

World Library Capital. In this way a wider promotion and reach is facilitated. The first edition of the calendar will appear in May on the FOBID website (www.fobid.nl)

A number of organizations have already expressed their support of the network: IFLA, EBLIDA, the National Library, the libraries of the Peace Palace, of the Parliament, of the International Institute for Social Studies, and the Hague Public Library. The City of The Hague has provided start funding, with which a logo, invitations and the first meetings are prepared. The autumn meeting of the network will take place during Open Access Week, 24–30 October 2011.

Committee of Recommendation

1. Mag. Gerald Leitner, President EBLIDA, European Bureau of Library, Information and Documentation Associations
2. Anja Overhoff, Director The Hague Marketing
3. Drs. Bas Savenije, Director Koninklijke Bibliotheek, National Library of the Netherlands
4. Ellen Tise, President IFLA, International Federation of Library Associations and Institutions
5. Drs. Jeroen Vervliet, Director Peace Palace Library

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IFLA policies and projects

IFLA Statement on open access – clarifying IFLA's position and strategyⁱ

The International Federation of Library Associations and Institutions (IFLA) is committed to the principles of freedom of access to information and the belief that universal and equitable access to information is vital for the social, educational, cultural, democratic, and economic well-being of people, communities, and organizations.

Open access is the now known name for a concept, a movement and a business model whose goal is to provide free access and re-use of scientific knowledge in the form of research articles, monographs, data and related materials. Open access does this by shifting today's prevalent business models of after-publication payment by subscribers to a funding model that does not charge readers or their institutions for access. Thus, open access is an essential issue within IFLA's information agenda.

Definition of open access. As an initial action, IFLA has signed the Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities. IFLA adheres to the definition of open access used in the Berlin Declaration and will use it in public communication and contacts with various organizations.ⁱⁱ

A clear focus on the access issue. IFLA acknowledges that there are a number of worthwhile objectives,

besides open access, concerning the development of the system of scientific and scholarly communication, such as

- implementing a rigorous system for the control of scientific quality;
- providing long-term preservation of research information;
- safeguarding freedom from censorship;
- offering efficient and user-friendly services;
- fostering activities that support "information literacy";
- expanding bandwidth and other essential infrastructure that underlies robust access to information.

There is a positive synergy between promoting open access and pursuing these other essential objectives, and IFLA supports a number of activities related to them; however, they are not identical to open access as herein defined, and neither requires the other. IFLA will promote open access with a clear focus on the access issue.

The current model does not guarantee access and is not sustainable. As the rate and amount of research publication in various forms is rapidly expanding, the current predominant scholarly communication model – via scholarly journals subscriptions – is hardly sustainable and not working effectively in the interests of the global community. Scholarly journals are subject to rapid price escalations and there are no clear and consistent correlations between price, quality and impact. Even the most well endowed research library cannot afford to purchase all of the content requested by its faculty and students.

The situation is even more critical for smaller college and universities and largely unacceptable for institutions in the developing world, with severely limited or no budgets. Existing development initiatives to some extent compensate for the lack of access to crucial information, but these initiatives are dependent on publisher decisions, which are made unilaterally.

There is growing dissatisfaction among major players. Authors are concerned because their work is not seen by all their peers, they may not get the global recognition they seek, and often they continue, even unnecessarily, to transfer copyright, which limits the use and reuse of their own works. Readers cannot access all the scholarly literature they need, and thus their research activities can be less effective. Society as a whole suffers from inefficient communication channels that prevent innovations and development. The widespread sharing of research results is an essential component of governments' investment in science. Faster and wider sharing of knowledge fuels the advancement of science and, accordingly, the return of health, economic, and social benefits back to the public. Not surprisingly, librarians have been amongst the most vocal advocates for open access.

The benefits of open access. There are significant gains to making research and research results available without financial, legal and technical barriers to access. Researchers benefit from increased visibility, usage and impact for their work. Open access helps to publicize institutions' research strengths. For publishers, open access brings maximum visibility, increased readership and impact for the contents; it means that a greatly improved dissemination service is being provided for research. Open access enhances the flow of knowledge between North and South and also between South and South.

Open access and the changing role of libraries. Libraries play an essential role in open access developments by their expertise in building infrastructure, in creating user-friendly services of high quality and in securing long-term access. Librarians have shown their support for open access by signing open access initiatives and petitions. They have educated faculty and administrators about evolving scholarly communication environment. Libraries have partnered with faculty and research managers to set up open access repositories and to help faculty and students deposit their research outputs. Librarians have provided support in research data curation and sharing. They have helped scholarly publishers to publish open access journals and books, and they have worked with educators to produce open educational resources ensuring the quality of digital content, its reuse and sharing. Open access has thus changed the profile of academic and research libraries. National libraries are involved in developing national open access policies and supporting national research infrastructures and open access to cultural heritage. Public libraries disseminate open access

content targeted for their users. And, according to the IFLA World Report 2010, the vast majority of library associations support open access.

Promoting open access in cooperating with international organizations. IFLA will work with global organizations and fora such as UN, UNESCO, WHO, WIPO, WSIS and others in promoting and advocating open access to publicly funded research, educational resources and cultural heritage. In its contacts and cooperation with these organizations, IFLA will explicitly state that open access in its authoritative meaning is required for the progress of science, the development of society and true citizenship. Open access will provide users with the access they desire and enable libraries to maximize their role, thus improving global health and human well-being.

Connecting to the open access movement. Open access to research, educational resources and research data is now a global movement. Many organizations are working towards this goal. IFLA will connect to these organizations, not duplicating effort, but rather creating synergy.

IFLA will establish partnerships with and provide support to organizations, programmes, initiatives and services that are promoting of Open Access, such as SPARC (US/Europe/Japan), COAR, OASPA, Bioline International & DOAJ, among others.

IFLA will prepare joint statements with these organizations.

Working with the IFLA membership. Open access is a central pillar of IFLA's Strategic Plan 2010–2015 in which a whole-of-organization approach is taken to integrating the issue into IFLA's current and proposed activities.

IFLA will advise its member associations in regard to:

- promoting open access in national policies;
- stimulating library members to promote open access in their communities and to implement measures to enlarge the impact of open access;
- enriching the local and national information infrastructure in order to stimulate open access;
- assistance in the work for national policies regarding open access to knowledge, as well as to publicly funded research and cultural heritage;
- supporting organizations, programmes, initiatives and services that are working for the promotion of open access.

Together with partners as SPARC, EIFL and LIBER, IFLA will also provide its member associations with advocacy material and practical guidelines in line with the recommendations.

IFLA's publications will be open access. IFLA will develop a transition plan that specifies the steps to be taken to transform IFLA's publications into open access.

- i. A resolution to the IFLA General Assembly on August 14, 2010, called on IFLA to clarify its position on open access and to develop a strategy for action. This task was commissioned to the President's Working Group for Open Access by the Professional Board.
- ii. "Definition of an Open Access Contribution

Endorsed by IFLA Governing Board, 18 April 2011.

Establishing open access as a worthwhile procedure ideally requires the active commitment of each and every individual producer of scientific knowledge and holder of cultural heritage. Open access contributions include original scientific research results, raw data and metadata, source materials, digital representations of pictorial and graphical materials and scholarly multimedia material.

Open access contributions must satisfy two conditions:

1. The author(s) and right holder(s) of such contributions grant(s) to all users a free, irrevocable, worldwide, right of access to, and a license to copy, use, distribute, transmit and display the work publicly and to make and distribute derivative works, in any digital medium for any responsible purpose, subject to proper attribution of authorship (community standards, will continue to provide the mechanism for enforcement of proper attribution and responsible use of the published work, as they do now), 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 an appropriate standard electronic format is deposited (and thus published) in at least one online repository using suitable technical standards (such as the Open Archive definitions) that is supported and maintained by an academic institution, scholarly society, government agency, or other well-established organization that seeks to enable open access, unrestricted distribution, inter operability, and long-term archiving."

Draft Treaty on Copyright Exceptions and Limitations for Libraries and Archives

In 2004, Chile recommended that the Standing Committee on Copyright and Related Rights (SCCR) of the World Intellectual Property Organisation

(WIPO) undertake a review of the current state of exceptions and limitations within the larger realm of intellectual property regimes. This recommendation was adopted by WIPO in 2005, and WIPO subsequently initiated a series of studies on exceptions and limitations in specific sectors.

Particularly relevant to the work of IFLA was the study commissioned by WIPO from Professor Kenneth Crews, "Study on Limitations and Exceptions for Libraries and Archives," which WIPO published in 2008. The results of this study revealed that numerous Member States had either no exceptions or limitations for libraries and archives in their national copyright legislation, or had only minimal, general provisions.

To examine the issues and what should be done for the benefit of libraries and archives worldwide, in April 2009 IFLA and EIFL convened a workshop at the British Library comprising librarians, intellectual property specialists, the World Blind Union, and representatives of other NGO's to develop a set of principles that should drive creation of an appropriate instrument to facilitate the mission of libraries throughout the world.

At its World Library and Information Congress in Milan in 2009, the IFLA Governing Board approved the principles, and asked the Chair of IFLA's Committee on Copyright and Other Legal Matters to appoint a working group to draft an instrument, based on those principles, for consideration by the Member States of WIPO. After wide consultation with librarians, representatives of Member States and other knowledgeable individuals, IFLA's working group has developed a "Treaty on Copyright Exceptions and Limitations for Libraries and Archives". In preparation for the work on exceptions and limitations for libraries and archives scheduled for November 2011, we offer this proposal to further informed discussion of the issues.

Full text: Draft Treaty on Copyright Exceptions and Limitations for Libraries and Archives [PDF] *available at:* <http://www.ifla.org/en/publications/draft-treaty-on-copyright-exceptions-and-limitations-for-libraries-and-archives>

IFLA ALP 2011 projects announced

Four small projects from across IFLA ALP's focal areas will be carried out in 2011. The IFLA ALP committee selected the projects at its December 2010 meeting. The selected projects are:

1. Asia and Oceania: Workshop on Health Information Literacy, East West University, Bangladesh

2. Latin America and Caribbean: Workshop on Internet Manifesto, National Association of Librarians of Uruguay, Uruguay
3. Africa: Seminar on Capacity Building, Interventions on the Millennium Development goals (MDGs) for Francophone Africa, Africa Regional Office, Cameroon
4. Emerging and Developing: Leadership for municipal public libraries: training of 12 trainers who will deliver a cascade training throughout the country, Bulgarian Library and Information Association, Bulgaria

There is one project from each of IFLA's regions, and one from emerging and developing countries. Reports and news will be added to the IFLA web site for each project during 2011.

From the President

IFLA's involvement in Haiti reconstruction efforts during 2010

Dear Colleagues

As a result of last year's devastating earthquake in Haiti, more than 220,000 Haitians were killed and thousands more injured; up to 1.6 million were displaced and settled across 1300 makeshift camps throughout the country. Some 500,000 have fled Port-au-Prince.

IFLA is the global voice of the library and information profession. To this end, IFLA has helped in efforts to distribute emergency relief to libraries and archives—and to the individuals who make them possible—in earthquake struck Haiti.

In 2011 we continue our collaboration with a number of NGOs and Intergovernmental organizations that are aiding in efforts to safeguard the country's cultural heritage, rebuild its infrastructure, and most importantly reach out to its people.

IFLA is currently working with the Prince Claus Fund (Netherlands) to set up a treatment centre where damaged archive and library materials can be cleaned, preserved, catalogued and if necessary digitized. Co-funding will be sought to have the centre staffed with volunteers and to set up training facilities for Haitian librarians and archivists.

At its meeting in December 2010, the Stichting IFLA Foundation (SIF) decided to sponsor two projects on recovery activities in Haiti:

1. A limited number of modern *mobile libraries* would be capable of re-instating a large part of the necessary post-disaster library services. Therefore, SIF will co-finance the first of these

mobile libraries. Matching funds are to be raised in a campaign aimed at libraries and library organizations in Nordic and other European countries.

2. A one week *training seminar* for emergency treatment of documents (dust, mould, small repairs) following a natural disaster will be organized, following a proposal on behalf of IFLA's Preservation and Conservation Section.

Summary of efforts. The following is a summary of our activities in 2010 as reported first on IFLA.org.

15 January Press release issued in 7 languages regarding IFLA's support and assistance to Haitian colleagues. IFLA's participation with Blue Shield efforts in Haiti also established.

28 January Blue Shield establishes an online platform to invite volunteers from around the world to support recovery, restoration and repair measures necessary to rebuild libraries, archives, museums, monuments and sites. IFLA member Danielle Mincio volunteers and visits Haiti in an official capacity during the months April and July.

1 February IFLA releases a summary of the current situation, detailing the extent of damage to libraries and archives, the relief initiatives underway, and future steps to be undertaken.

11–16 April Danielle Minco, on behalf of IFLA, travels to Haiti as part of an expert group to collect information for the establishment of a rescue center to treat damaged cultural heritage. Blue Shield issues an online report.

23 June At the invitation of the Haitian Ministry of Culture, IFLA President Ellen Tise and IFLA President-Elect Ingrid Parent visit Haiti.

25 June Announcement of the establishment of the Blue Shield rescue center 'Ark' for documents damaged by the devastating earthquake. IFLA President Ellen Tise co-signs an agreement with the Haitian Government to support restoration and initiatives for temporary library services and improving of professional skills in Haiti.

13–18 August IFLA sponsors two members from the library community in Haiti, Françoise Thybulle—Director of the National Library of Haïti and Elisabeth Pierre-Louis—Library Programme Director of FOKAL, to attend the World Library & Information Congress in Gothenburg, Sweden.

15 August Haiti Update Session takes place during the IFLA World Library & Information Congress in Gothenburg, Sweden

26 October IFLA helps send two shipping containers of books and library equipment to Haiti. They arrived in December.

Some recent assessments of reconstruction efforts

Report of the UN in Haiti 2010: Situation, Challenges, & Outlook. *United Nations*.

Rebuilding Haiti: One Year On. *The United Nations Office for Project Services (UNOPS)*.

Haiti One Year Later: The Progress to Date and the Path Forward. *Interim Haiti Recovery Commission (IHRC)*.

Haiti Progress Report. *Oxfam International*.

One-Year Progress Report for the Red Cross Response. *American Red Cross*.

Ellen Tise IFLA President 2009–2011

Membership matters

New members

We bid a warm welcome to the 42 members who have joined the Federation between 17 December 2010 and 29 March 2011.

Institutional members

Rede de Mediatecas de Angola, Angola

Research Library and Archive, Art Gallery of New South Wales, Australia

Universidade de Campinas – UNICAMP, Sistema de Bibliotecas, Brazil

Library, University of Brunei Darussalam, Brunei Darussalam

Bibliothèque de la ville de Mascouche, Canada

York University Libraries, Canada

Service commun de documentation – Université Rennes 1, France

Médiathèque de Saint-Pierre, France

Bibliothèque nationale et universitaire de Strasbourg, France

University of The Gambia Library, Gambia

Main Library, University of Balamand, Lebanon

Biblioservice Gelderland, Netherlands

Netherlands Institute for Public Libraries/Sectorinstituut Openbare Bibliotheken, Netherlands

Auckland Libraries, New Zealand

Vestfold University College, Library, Norway

Buskerud County Library, Norway

Universidad del Este, Puerto Rico

Carol I Central University Library of Bucharest, Romania

California State University, Northridge, Oviatt Library, United States

Brigham Young University, Harold B. Lee Library, United States

Office of Scientific and Technical Information (OSTI), U.S. Department of Energy, United States

National associations

Colegio Colombiano de Bibliotecología ASCOLBI, Colombia

Asociación de Bibliotecarios Graduados del Paraguay (ABIGRAP), Paraguay

Personal affiliates

Monica Moldovan, Belgium

Chennupati Kodanda Ramaiah, India

Elizabeth Barbara Naumczyk, Netherlands

Albert Klazes Boekhorst, Netherlands

Pedro Padilla, Puerto Rico

Katia Medawar, Qatar

Adjoa K. Boateng, United Kingdom

Douglas Varner, United States

Terry Dahlin, United States

Christopher Zammarelli, United States

Marisol Floren, United States

Ellen Petraits, United States

Michael Kevane, United States

Julie Cursi, United States

Grants and awards

IFLA 9th Marketing Award Winners Announced!

By Christie Koontz & Dinesh Gupta

The IFLA Section on Management and Marketing in collaboration with Emerald is pleased to announce the winners of the 9th IFLA International Marketing Award for 2011. First place was awarded to the German National Library of Medicine, (Cologne, Germany) for its campaign “Pilots take off – and land (as you like it.)”

The campaign focuses on ZB MED search portals MEDPILOT and GREENPILOT, and follows the principle that online products must be marketed online for optimal impact and success. The basic premise relies upon target group specific communications to the search portals’ “digital residents”. Users with comparatively conservative usage behavior (“digital visitors”) are reached through more traditional media such as trade shows, press releases, personal contacts and in-house events. In this manner, an integrated communication consisting of both conventional and innovative measures is achieved. Contact for the award is Elke Roesner elke.roesner@zbmed.de.

The first-place winner receives airfare, lodging, and registration for the 2011 IFLA General Conference and Council to be held this year in San Juan,

Puerto Rico, and a cash award of \$1,000 (U.S.) to further the marketing efforts of the library.

Second place was awarded to Edmonton Public Library (EPL) (Edmonton, Canada), for the project "Rebranding the Edmonton Public Library – from research to implementation to results." In the fall of 2009 the Edmonton Public Library (EPL) started an ambitious project to dramatically change the perception and image of its library system, culminating with the launch of EPL's new brand in 2010. The new brand provides a fun, fresh and creative base from which to engage library stakeholders. Contact for the award is Tina Thomas, tthomas@epl.ca

Third place was awarded to the Georgia Institute of Technology Library (Atlanta, Georgia, USA), for the project and radio broadcast "Lost in the Stacks." This is the world's first and only research library rock n' roll radio show and airs on WREK 91.1 FM (and streams worldwide) on <http://wrek.org> every Friday at noon from Georgia Tech's campus. Contact for the award is Ameet Doshi ameet.doshi@gatech.edu.

More details about these winning campaigns are available from Christie Koontz, Christie. Koontz@cci.fsu.edu, Information Coordinator for the jury. The first place winner will be announced officially at the IFLA press conference, time and place to be announced. Second and third place winners will be announced also and awarded with distinctions.

For this ninth award, applications were available on the IFLA Web. Altogether there were 19 applicants from 12 countries including Australia, Canada, China, Germany, India, Indonesia, Lithuania, Maldives, Netherlands, Russia, Spain, and USA. Any library, agency, or association in the world that promotes library service was eligible to receive the award.

Future IFLA conferences and meetings

Puerto Rico 2011

The World Library and Information Congress 2011, 77th IFLA General Conference and Assembly, will take place the Puerto Rico Convention Centre, San Juan, Puerto Rico from 13–18 August 2011. Theme: Libraries beyond libraries: Integration, Innovation and Information for all. For a short video introduction to San Juan and Puerto Rico, please visit this YouTube link: <http://www.youtube.com/watch?v=twdEw6ufw1U>

IFLA has launched a new website for its World Library and Information Congress. Keeping the website separate from the main IFLA website allows us to work more flexibly with the layout, as the information that is offered has different requirements and output formats. We have created a new URL ([\[conference.ifla.org\]\(http://conference.ifla.org\)\) as a starting point for both future and past congresses.](http://</p>
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Please visit the IFLA WLIC 2011 Puerto Rico website at <http://conference.ifla.org/ifla77> and see all the improvements.

Puerto Rico Satellite Meetings

Social science libraries: A bridge to knowledge for sustainable development.

Havana, Cuba, 8–10 August 2011. Social Science Libraries Section.

Topics:

- digital libraries
- repositories –subject and institutional
- open access
- collaboration and networking.

The conference venue is the National Library of Cuba José Martí.

Further information: rudasill@illinois.edu

Francophonies, bibliothèques et développement durable.

Martinique, 9 au 12 août 2011. L'Association internationale francophone des bibliothécaires et documentalistes (AIFBD) en coopération avec la Section Préservation et Conservation.

Pour information: Réjean Savard, Président de l'AIFBD et du comité scientifique. Rejean.Savard@umontreal.ca

Maximising collection development of electronic and print media in the digital environment: Opportunities for collaboration, strategic partnerships and patron initiated collecting models.

US Virgin Islands, 10–11 August 2011. Acquisition and Collection Development Section.

Topics:

- redefining collections: integrating electronic and print media
- collaborative collection development in Latin America and the Caribbean: marketing online resources
- patron initiated collection development: new opportunities for libraries
- access versus ownership
- strategic partnerships with publishers.

The conference will be held at the University of the Virgin Islands, St. Thomas Campus, Administration and Conference Center (ACC), 142, 2 John Brewers Bay, St. Thomas, VI 00802. The conference languages are English and Spanish. Please note that some financial support will be provided for flight expenses and hotel costs.

Further information: Conference website: <http://www.ifla.org/en/acquisition-collection-development/conferences-workshops>

Art bibliography and networking information in Latin America and the Caribbean: A recent perspective.

Mexico City, 20–21 August 2011. Latin America and the Caribbean Section, Asociacion Mexicana de Bibliotecarios A.C. with the collaboration of the Art Libraries Section. Topics:

- arts bibliography
- cooperation among art libraries
- art and the web
- art information sources
- connection between European and Latin American art
- information about art museum collections
- art digital libraries.

Further information: Martin Flynn, Head of Information Services & Illustration Awards Manager, Word & Image Department, Victoria and Albert Museum, South Kensington, London SW7 2RL, UK. Tel: +44 (0) 20 7942 2291. Fax: +44 (0) 20 7942 2410. Email: m.flynn@vam.ac.uk

ILDS 2011: 12th Interlending and Document Supply Conference

19–21 September 2011, Chicago, USA. *Theme:* Resource sharing in the digital age.

Organizers: IFLA Document Delivery and Resource Sharing Section.

Topics:

- resource sharing activities of all types, including: interlibrary loan, cooperative collection development, cooperative reference, direct borrowing, consortial programs, and shared licensing/purchasing of electronic resources
- international resource sharing concerns, such as: delivery methods, payment options, interoperability of systems, computer standards
- intellectual property rights in different countries or regions, especially as they pertain to electronic resources
- open source systems and their role in resource sharing
- innovative approaches or trends in resource sharing in all types of libraries or in any part of the world.

Further information: Mary A. Hollerich, Director, Lewis University Library, 1 University Parkway,

Romeoville, IL 60446, USA. Tel. +1 847-275-0666 (cell) Email: mary.hollerich@gmail.com

Helsinki 2012

The World Library and Information Congress: 78th IFLA General Conference and Assembly, will take place in Helsinki, Finland from 11–16 August 2012. *Theme:* Libraries Now!—Inspiring, Surprising, Empowering.

Further information from: Josche Ouwerkerk, Conference Officer, IFLA Headquarters, PO Box 95312, 2509 CH The Hague, Netherlands. Tel. +31 70 314 0884. Email: josche.ouwerkerk@ifla.org

IFLA publications

Digital Library Futures: User perspectives and institutional strategies. Edited by Ingeborg Verheul, Anna Maria Tammaro & Steve Witt Berlin/Munich: De Gruyter Saur, 2010. ISBN 978-3-11-023218-9 (IFLA Publications; Nr 146) Euro 89.95 / for USA, Canada, Mexico US\$ 126.00. Special price for IFLA members Euro 69.95 / for USA, Canada, Mexico US\$ 98.00. Also available as an eBook.

Initiatives at a cross-cultural level, where libraries, museums and archives work together in creating digital libraries, and making their cultural heritage collections available online, are emerging. Leading academic researchers from the cultural heritage and the publishers sectors approach this issue: digital library user experience: a focus on current user research; digital library content: what users want and how they use it; strategies for institutions: how cultural institutions and publishers respond to the digital challenge.

Funktionale Anforderungen an Normdaten. Glenn E. Patton. (Hrsg.) Berlin/München: De Gruyter Saur, 2010. ISBN 978-3-11-023250-9. Euro 59.95 / for USA, Canada, Mexico US\$ 84.00 Special price for IFLA members Euro 49.95 / for USA, Canada, Mexico US\$ 70.00.

Dieses Buch stellt einen Teil der Erweiterung und Entwicklung der Functional Requirements for Bibliographic Records dar. Es enthält eine weitergehende Analyse der Merkmale verschiedener Entitäten, die im Fokus von Normdaten stehen (Personen, Familien, Körperschaften, Werke, Expressionen, Manifestationen, Exemplare, Begriffe, Objekte, Ereignisse und Orte), die Benennungen unter denen diese Entitäten bekannt sind, und die normierten Sucheinstiege, welche die Katalogisierer für diese erzeugen.

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Using research to promote literacy and reading in libraries: Guidelines for librarians. Lesley Farmer and Ivanka Stricevic. The Hague, IFLA Headquarters, 2011. 28p. 30 cm (IFLA Professional Report: 125) ISBN 978-90-77897-48-5. ISSN 0168-1931. Download: [PDF] <http://www.ifla.org/files/hq/publications/professional-report/125.pdf>

Order directly from IFLA Headquarters (address on order form) for EUR 10 per report, plus EUR 15 postage and handling charges and VAT, if applicable.

From other organizations

Blue Shield Statement on Christchurch

4 March 2011

Following the recent earthquake in Christchurch, New Zealand, the Blue Shield expresses its great sorrow for the loss of lives and the destructions the city's cultural heritage sites and institutions suffered.

The city of Christchurch has been rocked by a major earthquake (magnitude 6.3) on last Tuesday, 22 February 2011, half a year after the 7.1 earthquake of 4 September 2010. Besides the serious casualties, the toll on heritage is to be high. It appears that there is very important damage to the historic area of the city and its built heritage.

Among others, the Anglican cathedral, the Catholic basilica, and the Victorian Gothic Provincial Buildings, symbols of the city's cultural heritage, has been severely damaged. Some major cultural institutions and conservation places, such as museums, libraries and archives, are also reported to be significantly affected. What happened in Christchurch once again underlines the vulnerability of cultural institutions, sites and monuments in case of natural disaster.

In addition to the tragic loss of human lives and the country's prevailing state of shock, the loss of these significant aspects of Christchurch's heritage will have profound and lasting consequences on the self-conception and the collective memory of its inhabitants. The intangible values of a people's cultural heritage can support the processes to regenerate normality and help people to move

forward. Cultural heritage is a fundamental aspect in the rebuilding of community identity and dignity, as well as in keeping up hope after such a catastrophe.

The Blue Shield trusts that the emergency authorities will take appropriate measures to ensure the preservation of heritage features of the city in the aftermath of the disaster. The Blue Shield Mission is "to work to protect the world's cultural heritage threatened by armed conflict, natural and man-made disasters". While it strongly supports the priority to find the missing, and to help the injured and homeless; it places the expertise and network of its members at the disposal of their New Zealand colleagues to facilitate their work in assessing the damages, and, for subsequent recovery, the restoration and repair measures.

The Blue Shield calls on the international community, responsible authorities and local population to give the fullest support to all efforts underway to protect or rescue the heritage of Christchurch and avoid further damages to museums, libraries, archives, monuments and sites. The member organizations of the Blue Shield are currently liaising with New Zealand colleagues to obtain further information on both the situation and on the possible needs and types of help required so as to mobilize their networks accordingly. A more complete report on damages, needs and actions will be published subsequently, in order to facilitate coordination.

Blue Shield Statement on Egypt

2 February 2011

Following the recent events in Egypt, the Blue Shield expresses its great concern about the safeguarding of the country's invaluable cultural heritage amid the existing turmoil.

Starting last Friday evening, a number of important museums and sites in Egypt have fallen prey to looters. Thankfully, in certain cases, it has been reported that members of civil society stood to protect museums and heritage sites all over the country. This demonstrates not only the attachment of the local population for their cultural heritage and their determination to protect it, but also the vulnerability of cultural institutions, sites and monuments during times of great conflict.

It is universally recognized that Egypt has an incomparable history and heritage which has had a profound and lasting influence on peoples throughout the world. Any loss of Egyptian cultural property would seriously impoverish the collective memory of mankind. Egypt has an exceptionally rich cultural heritage and it is imperative that every precaution

necessary be taken by all sides involved in this strife to avoid destruction or damage to archives, libraries, monuments and sites, and museums.

Blue Shield urges all sectors of Egyptian society to do everything in their power to curb or prevent all actions that could result in the damage or destruction of their cultural heritage. The Blue Shield also praises the courageous citizens of Cairo and the rest of Egypt who spontaneously mobilized to protect the Egyptian Museum and other cultural institutions. We call on all Egyptians to continue giving the fullest support to all efforts to prevent damage to heritage sites and institutions throughout the country.

The Blue Shield Mission is “to work to protect the world’s cultural heritage threatened by armed conflict, natural and man-made disasters”. For this reason, it places the expertise and network of its member organizations at the disposal of their Egyptian colleagues to support their work in protecting the country’s heritage, in assessing the damage that has occurred, and for subsequent recovery, restoration and repair measures.

The member organizations of the Blue Shield are currently liaising with Egyptian colleagues to obtain further information on both the situation and on the possible needs and types of help required so as to mobilize their networks accordingly.

A more complete report on damages, needs and actions will be published subsequently, in order to facilitate coordination.

Blue Shield Statement on Libya

14 March 2011

Following the recent events in Libya, the Blue Shield expresses its great concern about the safeguarding of the country’s invaluable cultural heritage amid the existing turmoil. The Blue Shield deplores the suffering and loss of life this conflict has imposed on the Libyan population.

Between 1982 and 1986, five sites in this vast country, bearing witness to the rise and fall of sophisticated cultures stretching from prehistory to Islamic civilization, were chosen to become part of the UNESCO World Heritage List. Three of these sites, Cyrene, Leptis Magna and Sabratha, are evidence of the civilization that flourished in Libya during the Punic, Greek and Roman eras. The prehistoric site of Tadrart Acacus and the ancient city of Ghadames are proof of the importance of heritage sites in this territory.

The ongoing armed conflict in Libya gives reason for concern, not only amongst academics but for everybody concerned with the preservation of cultural heritage, about the vulnerability of cultural

institutions, sites and monuments. Especially aerial bombardments and artillery pose a grave danger to fragile cultural sites. Any loss of Libyan cultural property would seriously impoverish the collective memory of mankind.

Libya is a party to the 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict since 1957, and became a party to the Second Protocol of this convention in 2001. The Hague Convention deals with responsibilities regarding cultural heritage in times of armed conflict and the danger of its misuse. The Blue Shield is appealing to all parties involved to respect the stipulations of the Convention and to protect our world cultural heritage.

The Blue Shield mission is “to work to protect the world’s cultural heritage threatened by armed conflict, natural and man-made disasters”. For this reason it places the expertise and network of its member organizations at the disposal of their colleagues working in Libya to support their work in protecting the country’s heritage, and if necessary, for subsequent recovery, restoration and repair measures.

The member organizations of the Blue Shield are currently liaising with colleagues in Libya to obtain further information on both the situation and on the possible needs and types of help required so as to mobilize their networks accordingly.

The Blue Shield

The Blue Shield is the protective emblem of the 1954 Hague Convention which is the basic international treaty formulating rules to protect cultural heritage during armed conflicts. The Blue Shield network consists of organizations dealing with museums, archives, audiovisual supports, libraries, monuments and sites.

The International Committee of the Blue Shield (ICBS), founded in 1996, comprises representatives of the five Non-Governmental Organizations (NGOs) working in this field:

- The International Council on Archives
- The International Council of Museums
- The International Council on Monuments and Sites
- The International Federation of Library Associations and Institutions
- The Co-ordinating Council of Audiovisual Archives Associations

National Blue Shield Committees have been founded in a number of countries (18 established and 18 under construction). The Association of National Committees of the Blue Shield (ANCBS), founded

in December 2008, will coordinate and strengthen international efforts to protect cultural property at risk of destruction in armed conflicts or natural disasters. The ANCBS has its headquarters in The Hague.

Contact Information: secretariat.ICBS@blueshield.museum

Personal news

Memory of the World Programme

We are pleased to announce that UNESCO Director-General Irina Bokova has appointed IFLA President Ellen Tise to the International Advisory Committee (IAC) of the Memory of the World Programme for a four-year period from 2011 to 2014.

UNESCO established the Memory of the World Programme (<http://www.unesco.org/webworld/mdm/>) in 1992 to 'guard against collective amnesia calling upon the preservation of the valuable archive holdings and library collections all over the world ensuring their wide dissemination.'

The IAC (http://portal.unesco.org/ci/en/ev.php-URL_ID=2254&URL_DO=DO_TOPIC&URL_SECTION=201.html) is the peak body responsible for advising UNESCO on the planning and implementation of the Programme as a whole. It comprises 14 members serving in a personal capacity chosen for their authority in the field of the safeguarding

of documentary heritage. The Director-General convenes the IAC in ordinary session every two years.

In particular, the IAC maintains an overview of the policy and strategy of the whole Memory of the World Programme. It therefore monitors the global progress of the Programme, considers reports from its sub-committees, from regional committees and the Secretariat, and in turn advises these bodies on their functions and responsibilities. As necessary, it revises and updates the General Guidelines of Memory of the World and it is responsible for approving additions to, or deletions from, the international Memory of the World International Register. It builds the structures of the Programme with the intent of creating a sound framework for the future maturing of Memory of the World into the status of a UNESCO Recommendation and ultimately a UNESCO Convention.

IFLA Governing Board member and Chair of Division IV Michael Heaney has also been appointed to the International Advisory Committee (IAC) of the Memory of the World Programme for a four-year period from 2011 to 2014. Mike is currently Executive Secretary of the Bodleian Libraries in Oxford, United Kingdom.

IFLA Governing Board member Helena R. Asamoah-Hassan is also a member of the IAC and completes her term in 2012.



International Federation of
Library Associations and Institutions
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International calendar

4–5 July 2011. London, UK.

2nd ISKO UK Biennial Conference. *Theme:* Facets of Knowledge Organization.

Further information: Conference website: <http://www.iskouk.org/conf2011/index.htm>

11–29 July 2011. Riga, Latvia with study visits to partner institutions in other Baltic states.

SOIMA 2011: Safeguarding Sound and Image Collections (3 weeks course).

Further information: SOIMA 2011–Collections Unit, ICCROM, 13, via di San Michele, I-00153 Rome RM, Italy. Tel. +39 06 585531. Fax: +39 06 58553349. Email: collections@iccrom.org

24–29 July 2011. Dublin, Ireland.

International Association of Music Libraries, Archives and Documentation Centres (IAML) Conference.

Further information: <http://www.iaml.info/en/activities/conferences> or email Roger Flury, AML Secretary General at: roger.flury@natlib.govt.nz

25–29 July 2011. Derby, United Kingdom.

ICCS'11: Conceptual Structures for Discovering Knowledge.

Website: <http://www.iccs.info>

8–10 August 2011. Havana, Cuba.

Social science libraries: A bridge to knowledge for sustainable development. IFLA Social Science Libraries Section Satellite Conference.

Further information: rudasill@illinois.edu

10–11 August 2011. St. Thomas, US Virgin Islands.
Maximising collection development of electronic and print media in the digital environment: Opportunities for collaboration, strategic partnerships and patron initiated collecting models. IFLA Acquisition and Collection Development Section Satellite Conference.

Further information: Conference website: <http://www.ifla.org/en/acquisition-collection-development/conferences-workshop>

10–12 août 2011. Martinique.

Francophonies, bibliothèques et développement durable. Deuxième congrès mondial de l'Association internationale francophone des bibliothécaires et documentalistes (AIFBD) et colloque satellite IFLA en coopération avec sa Section Préservation et Conservation.

Pour information: Réjean Savard, Président de l'AIFBD et du comité scientifique. Rejean.Savard@umontreal.ca

13–18 August 2011. San Juan, Puerto Rico.

IFLA World Library and Information Congress: 77th IFLA General Conference and Council.

Theme: Libraries beyond libraries: integration, innovation and information for all.

Further details: IFLA Headquarters, PO Box 95312, 2509 CH The Hague, The Netherlands. Phone: +31 70 314 0884. Fax: +31 70 383 4827. Email: ifla@ifla.org. OR Puerto Rico National Committee, IFLA 2011, San Juan, Puerto Rico. Email ifla2011.puertorico@upr.edu OR executivesecretariat@acuril.org

20–21 August 2011. Mexico City, Mexico.

Art Bibliography and Networking Information in Latin America and the Caribbean. A recent perspective. IFLA Art Libraries Section Satellite Conference 2011.

Further information: Martin Flynn, Head of Information Services & Illustration Awards Manager, Word & Image Department, Victoria and Albert Museum, South Kensington, London SW7 2RL, UK. Tel. +44 (0) 20 7942 2291. Fax: +44 (0) 20 7942 2410. Email: m.flynn@vam.ac.uk

22–25 August 2011. York, United Kingdom.

9th Northumbria International Conference on Performance Measurement in Libraries and Information Services. *Theme:* Proving value in challenging times.

Further information: stephen.town@york.ac.uk

19–20 September 2011 The Hague, Netherlands.

Classification & Ontology – Formal Approaches and Access to Knowledge. International UDC Seminar 2011.

Further information: Email: seminar2011@udcc.org
Website: <http://seminar.udcc.org/2011/>

21–23 September 2011. The Hague, Netherlands.
DC-2011 International Conference on Dublin Core and Metadata Applications. *Theme:* Metadata harmonization: Bridging languages of description.
Further information: <http://dcevents.dublincore.org/index.php/IntConf/dc-2011/>

Main conference: 26–28 September 2011. Tutorials, Workshops: 25 & 29 September 2011. Berlin, Germany.
TPDL 2011 – International Conference on Theory and Practice of Digital Libraries (formerly known as ECDL).
Conference website: <http://www.tpd12011.org>

October–December 2011. Antwerp, Belgium.
LIB@WEB : Management of Electronic Information and Digital Libraries (3 months course)
Lib@Web is the successor to the STIMULATE ITP which has been running successfully for 10 years (2000–2010) at the Vrije Universiteit Brussel. Target group : Young but technologically skilled librarians and information managers in universities and research institutes. Aims: Training of the new digital and electronic librarians to manage modern library technologies which can effectively support development in science, culture and technology.
Further information: Website: <http://www.ua.ac.be/lib@web>

5–7 October 2011. Delft, The Netherlands.
5th International Symposium on Intelligent Distributed Computing – IDC 2011.
Website: <http://idc-2011.d-cis.nl/>

10–12 October 2011. Chicago, Illinois.
12th Interlending and Document Supply Conference (ILDS).

Further information: Mary A. Hollerich, Director, Lewis University Library, 1 University Parkway, Romeoville, IL 60446, USA. Tel. +1 847-275-0666 (cell). Email: mary.hollerich@gmail.com

24–27 October 2011. Beijing, China.
International Conference on Asia-Pacific Digital Libraries (ICADL 2011).
Further information: Email: michael.b.huang@stonybrook.edu Website: <http://www.icadl2011.org/>

2012

11–16 August 2012. Helsinki, Finland.
IFLA World Library and Information Congress: 78th IFLA General Conference and Council. *Theme:* Libraries Now! – Inspiring, Surprising, Empowering.
Further information: Josche Ouwerkerk: <http://www.ifla.org/en/hq#josche-ouwerkerk>

2012–2015

2012 Canada; 2013 Denmark, Århus; 2014 Austria, Vienna; 2015 USA, New York
International Association of Music Libraries, Archives and Documentation Centres (IAML).
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Abstracts

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Sommaires

Promoting a culture for reading in a diverse world. [Promouvoir une culture de la lecture dans un monde multiforme.]

Ray Doiron et Marlene Asselin

IFLA Journal 37 (2011) No. 2. pp. 109

S'inspirant de la recherche qui établit un rapport entre alphabétisation et bibliothèques, cet article fournit aux bibliothécaires travaillant dans différents types de bibliothèques de par le monde un cadre conceptuel pour promouvoir et encourager la lecture chez les enfants. Quelques exemples actuels de programmes à succès du monde entier visant à promouvoir la lecture sont évoqués pour montrer comment différentes bibliothèques prennent l'initiative pour promouvoir l'alphabétisation et mettre en place une culture de la lecture dans leurs communautés.

Electronic governance and hybrid libraries in Namibia. [Gouvernance électronique et bibliothèques hybrides en Namibie.]

Wilhelm Utoni, Wilson Yule et Cathrine T. Nengomasha

IFLA Journal 37 (2011) No. 2. pp. 118

Une nation renforcée par l'information est en mesure de contribuer au processus démocratique. Les gouvernements réalisent de plus en plus l'importance des technologies de l'information et de la communication comme instruments servant à gouverner. Au sein des sociétés, les bibliothèques ont toujours été des institutions appréciées comme des sources fiables d'informations et elles sont en train de devenir des points d'accès à la gouvernance électronique qui bénéficient aussi bien de la confiance des patrons que de celle des agences gouvernementales (Jaeger et Fleischmann, 2007). Elles aident à trouver des informations et certaines fournissent l'accès à des ordinateurs et un accès gratuit à Internet. Il n'est pas surprenant qu'avec la gouvernance électronique (e-gouvernance), on s'attende à ce que les bibliothèques, en particulier les bibliothèques publiques, fournissent aux citoyens l'accès aux sites Internet, aux formulaires et aux services de

gouvernance électronique, ainsi que donnent des conseils pour les utiliser. Cet article se fonde sur une étude commandée par la Fédération internationale d'associations de bibliothécaires et d'institutions (IFLA) et menée par le Service chargé des études sur l'information et la communication en 2009 sur la gouvernance électronique et les bibliothèques hybrides en Afrique. Un des objectifs de l'étude était d'étudier l'existence et le rôle des bibliothèques hybrides dans la gouvernance électronique en Afrique. L'étude, qui comprenait une enquête menée dans plusieurs pays africains et une étude de cas en Namibie, s'est servie de questionnaires pour rassembler les données. L'article s'intéresse de près à l'étude de cas namibienne. Les auteurs concluent que les bibliothèques disposent d'un fort potentiel pour mettre à disposition et promouvoir la gouvernance électronique, mais qu'elles sont confrontées à de nombreux défis, notamment en matière de ressources technologiques, humaines et financières.

Library assistants as situated learners: How they can learn more effectively. [Les assistants bibliothécaires en tant qu'apprenants situés : comment peuvent-ils apprendre avec plus d'efficacité.]

Teresa To

IFLA Journal 37 (2011) No. 2. pp. 126

De nombreuses bibliothèques travaillent intensivement pour aider les utilisateurs à apprendre, mais la formation du personnel est en fait encore plus importante. Ce sont les membres du personnel qui mettent les projets et services à exécution, et c'est leur capacité à s'adapter au monde en pleine évolution qui a une influence directe sur le succès et l'efficacité des fonctions bibliothécaires. Par conséquent, le personnel est supposé mettre à niveau ses connaissances et ses aptitudes en permanence afin de contribuer à et d'améliorer les fonctions et services de la bibliothèque servant à répondre aux besoins croissants des utilisateurs. Cet article présente une étude sur les assistants bibliothécaires (AB) considérés comme apprenants situés et sur la façon dont ils apprennent dans une bibliothèque universitaire de Hong Kong. Les AB sont des membres fondamentaux des

bibliothèques et ils effectuent souvent toutes sortes de tâches et de services indispensables. Cette étude a essentiellement pour objet d'explorer, d'analyser et d'interpréter les problèmes d'apprentissage des AB et de fournir des recommandations utiles aux administrateurs de la bibliothèque sur la façon de contribuer à un cadre d'apprentissage plus efficace pour le personnel.

The mutations of marketing and libraries. [Les mutations du marketing et des bibliothèques.]

Wolfgang Ratzek

IFLA Journal 37 (2011) No. 2. pp. 139

Nous vivons à une époque marquée par les conflits. Personne n'est sûr de ne pas en être affecté. En conséquence, toutes les institutions doivent communiquer leur droit à exister. Cela vaut aussi bien pour

les grandes entreprises que pour les bibliothèques. Le marketing intégré leur offre tous les instruments nécessaires pour présenter leurs arguments clés. Les entreprises commerciales ainsi que les organisations non gouvernementales puissantes telles que Greenpeace maîtrisent toutes sortes d'instruments de marketing intégré. Cependant, seules quelques bibliothèques utilisent le marketing au sens propre du terme. Les bibliothèques prennent souvent des actions isolées de relations publiques pour du marketing. Et lorsqu'elles s'engagent vraiment dans des opérations de marketing, elles préfèrent – généralement – les instruments classiques. Cet article conceptuel s'intéresse aux différentes façons de pratiquer le marketing en combinant théorie et pratique. Des projets et services bibliothécaires d'Allemagne et de Scandinavie servent à illustrer les applications de ces concepts sur le terrain.

Zusammenfassungen

Promoting a culture for reading in a diverse world. [Förderung der Lesekultur in einer vielgestaltigen Welt.]

Ray Doiron und Marlene Asselin

IFLA Journal 37 (2011) No. 2. pp. 109

Angesichts der Forschungsergebnisse, nach denen die Lesefähigkeit mit den Bibliotheken korreliert, bietet dieser Artikel einen konzeptionellen Bezugsrahmen zur Förderung und Unterstützung der Lesebereitschaft bei Kindern. Damit richtet er sich an Bibliothekare, die in ganz unterschiedlichen Bibliotheksumfeldern in der ganzen Welt arbeiten. In diesem Zusammenhang werden auch aktuelle Beispiele für erfolgreiche Leseförderungsprogramme weltweit beschrieben, um zu zeigen, wie unterschiedlich die einzelnen Bibliotheken bei der Förderung der Lesefähigkeit eigene Initiative ergreifen und eine Lesekultur in ihren Communities aufbauen.

Electronic governance and hybrid libraries in Namibia. [E-Governance und Hybridbibliotheken in Namibia.]

Wilhelm Utoni, Wilson Yule und Cathrine T. Nengomasha

IFLA Journal 37 (2011) No. 2. pp. 118

Ein informationsfähiges Land ist in der Lage, zum Demokratisierungsprozess beizutragen. Die Regierungen werden sich der Bedeutung der Informations- und Kommunikationstechnologien (ICTs) als Verwaltungsinstrumente zunehmend bewusst. Die Bibliotheken als

zuverlässige Informationsquellen werden als altbewährte Einrichtungen in der Gesellschaft betrachtet. Heute werden sie außerdem zu Zugangsportalen für das E-Government, auf die sich sowohl die Besucher wie auch die Behörden und Regierungsstellen verlassen (Jaeger und Fleischmann, 2007). Sie helfen beim Auffinden von Informationen und einige bieten Computerezugang und freien Internetzugang. Es ist nicht überraschend, dass von Bibliotheken mit E-Governance – insbesondere von öffentlichen Bibliotheken – erwartet wird, dass sie den Besuchern Zugang sowie Hilfe bei der Nutzung der E-Government-Websites sowie der entsprechenden Formulare und Services bieten. Dieser Beitrag stützt sich auf eine Studie über E-Governance und Hybridbibliotheken in Afrika, die von der International Federation of Library Associations and Institutions (IFLA) in Auftrag gegeben und im Jahr 2009 vom Department of Information and Communication Studies durchgeführt wurde. Eins der Ziele dieser Studie bestand darin, die Existenz und die Rolle der Hybridbibliotheken im Zusammenhang mit E-Governance in Afrika zu untersuchen. Diese Studie, die auch eine Umfrage in mehreren Ländern im Süden des Kontinents sowie eine Fallstudie von Namibia beinhaltete, hat sich auf Fragebögen zur Datenerfassung gestützt. Der vorliegende Artikel befasst sich schwerpunktmäßig mit der Fallstudie in Namibia. Die Autoren gelangen zu der Schlussfolgerung, dass sich hier ein erhebliches Potenzial für die Bibliotheken ergibt und dass sie die Chance haben, E-Governance anzubieten und zu fördern. Dabei ergeben sich jedoch auch erhebliche Herausforderungen, beispielsweise im Zusammenhang

mit der technologischen Ausstattung und den Humanressourcen sowie den Finanzmitteln.

Library assistants as situated learners: How they can learn more effectively. [Bibliotheksassistenten beim situierten Lernen: Vorschläge für eine effektivere Weiterbildung.]

Teresa To

IFLA Journal 37 (2011) No. 2. pp. 126

Viele Bibliotheken bemühen sich sehr, ihren Kunden die Weiterbildung zu erleichtern. Tatsächlich ist jedoch die Weiterbildung der Mitarbeiter noch wichtiger. Schließlich sind es die MitarbeiterInnen, die Pläne und Services implementieren, und es ist ihr Anpassungsvermögen in Bezug auf die veränderliche Welt, die den Erfolg und die Effektivität der Bibliotheksfunktionen unmittelbar beeinflusst. Daher wird von den Mitarbeitern erwartet, dass sie ihre Kenntnisse und Kompetenzen ständig aktualisieren, um zu den Rollen und Services der Bibliothek beizutragen, diese zu verbessern und damit den steigenden Bedürfnissen der Benutzer Rechnung zu tragen. Dieser Artikel präsentiert ein Forschungsprojekt über Bibliotheksassistenten (Library Assistants, LA) in ihrer Rolle als situative Lernende und beschreibt deren Weiterbildung in einer Unibibliothek in Hongkong. Dort sind die LAs Kernmitglieder der Bibliotheken und übernehmen oft ein ganzes Spektrum an notwendigen Pflichten und Dienstleistungen. Im Wesentlichen zielt dieses Forschungsprojekt jedoch darauf ab, die Bildungsfrage der LAs zu klären, zu analysieren und zu interpretieren; außerdem sollen den Bibliotheksverwaltern einige nützliche Empfehlungen bezüglich

der Frage an die Hand gegeben werden, wie man eine effektivere Lernumgebung für die Mitarbeiter schaffen kann.

The mutations of marketing and libraries. [Veränderungen im Marketing und bei den Bibliotheken.]

Wolfgang Ratzek

IFLA Journal 37 (2011) No. 2. pp. 139

Wir leben in einer konfliktbeladenen Zeit. Niemand kann sicher sein, davon verschont zu bleiben. Daher müssen alle Institutionen für ihr Existenzrecht einstehen und dies auch kommunizieren. Das gilt für Großunternehmen ebenso wie für Bibliotheken. Das integrierte Marketing bietet alle notwendigen Hilfsmittel zur Präsentation der jeweiligen Alleinstellungsmerkmale (Unique Selling propositions, USP). Wirtschaftsunternehmen sowie einflussreiche gemeinnützige Organisationen wie Greenpeace bedienen sich einer breiten Palette integrierter Marketinginstrumente. Nur wenige Bibliotheken hingegen nutzen das Marketing im eigentlichen Sinne des Wortes. Generell neigen die Bibliotheken dazu, einzelne Maßnahmen im Rahmen der Öffentlichkeitsarbeit mit echtem Marketing zu verwechseln. Wenn sie sich überhaupt um das Marketing bemühen, verlassen sie sich in der Regel auf die klassischen Instrumente. Das vorliegende Konzeptpapier betont die unterschiedlichen Marketingansätze durch eine Kombination aus Theorie und Praxis. Entsprechende Bibliotheksprojekte und Services in Deutschland und Skandinavien zeigen die Anwendungsbereiche dieser Konzepte im praktischen Einsatz auf.

Resúmenes

Promoting a culture for reading in a diverse world. [Promoción de la cultura de la lectura en un mundo diverso.]

Ray Doiron y Marlene Asselin

IFLA Journal 37 (2011) No. 2. pp. 109

A partir de un estudio que vincula los niveles de alfabetización con las bibliotecas, este documento ofrece un marco conceptual para promocionar y fomentar la lectura infantil, destinado a los bibliotecarios que trabajen en distintos tipos de bibliotecas en todo el mundo. Se comparten exitosos ejemplos actuales de programas de fomento de la lectura en todo el mundo, para demostrar el modo en que distintas bibliotecas emprenden iniciativas para promocionar la alfabetización y crear una cultura de la lectura en sus comunidades.

Electronic governance and hybrid libraries in Namibia. [Gobierno electrónico y bibliotecas híbridas en Namibia.]

Wilhelm Uutoni, Wilson Yule y Cathrine T. Nengomasha

IFLA Journal 37 (2011) No. 2. pp. 118

Una nación con acceso a la información está mejor capacitada para contribuir al proceso democrático. Los gobiernos son cada vez más conscientes de la importancia de las tecnologías de la información y las comunicaciones (TIC) como herramientas de gobierno. Las bibliotecas siempre han sido instituciones valoradas por las sociedades como fuentes fiables de información, y se están transformando en puntos de acceso al gobierno electrónico de los que dependen tanto los usuarios como los organismos públicos (Jaeger y Fleischmann,

2007). Facilitan la búsqueda de información, y algunas ofrecen acceso a ordenadores y acceso gratuito a Internet. No resulta sorprendente que, con la generalización del gobierno electrónico, se espere que las bibliotecas (en especial las públicas) ofrezcan a los ciudadanos acceso y asesoramiento sobre cómo utilizar los sitios web, formularios y servicios de gobierno electrónico. El documento se basa en un estudio encargado por la Federación Internacional de Asociaciones e Instituciones Bibliotecarias (IFLA) y llevado a cabo por el Departamento de Estudios de la Información y las Comunicaciones en 2009, sobre el gobierno electrónico y las bibliotecas híbridas en África. Uno de los objetivos del estudio era investigar la existencia y el papel de las bibliotecas híbridas en el gobierno electrónico en África. El estudio, que incluía un sondeo en varios países del sur de África y un caso práctico sobre Namibia, hizo uso de cuestionarios para la recopilación de datos. El documento se centra en el caso práctico de Namibia. Los autores llegan a la conclusión de que existe un gran potencial para que las bibliotecas ofrezcan y promocionen el gobierno electrónico, pero al mismo tiempo existen muchos desafíos, como la escasez de recursos tecnológicos, humanos y financieros.

Library assistants as situated learners: How they can learn more effectively. [Ayudantes de biblioteca como profesionales en formación: cómo pueden aprender de forma más eficaz.]

Teresa To

IFLA Journal 37 (2011) No. 2. pp. 126

Muchas bibliotecas trabajan intensamente para facilitar el aprendizaje de los usuarios, pero de hecho, el aprendizaje del personal es incluso más importante. Los empleados son los encargados de implementar planes y servicios, y su capacidad de adaptación a un mundo en constante cambio es lo que afectará directamente al éxito y la eficacia de las funciones de la biblioteca. Por lo tanto, se espera que el personal actualice sus conocimientos y habilidades de forma constante para contribuir y mejorar las

funciones y los servicios de la biblioteca, a fin de satisfacer las necesidades crecientes de los usuarios. Este documento presenta un estudio sobre los ayudantes de biblioteca como profesionales en formación, y cómo aprenden en una biblioteca universitaria de Hong Kong. Los ayudantes de biblioteca son miembros esenciales de las bibliotecas, y a menudo llevan a cabo un conjunto completo de deberes y servicios que son indispensables. El objetivo más importante de este estudio es explorar, analizar e interpretar el aprendizaje de los ayudantes y proporcionar a los administradores de las bibliotecas algunas recomendaciones útiles sobre cómo facilitar un entorno más eficaz para el aprendizaje del personal.

The mutations of marketing and libraries. [Los cambios del marketing y las bibliotecas.]

Wolfgang Ratzek

IFLA Journal 37 (2011) No. 2. pp. 139

Vivimos en una época plagada de conflictos. Nadie puede estar seguro de que no resultará afectado. En consecuencia, todas las instituciones tienen que comunicar su derecho a existir. Esto es aplicable tanto a las grandes empresas como a las bibliotecas. El marketing integrado ofrece todas las herramientas necesarias para presentar unas propuestas de venta únicas. Tanto las empresas comerciales, como potentes organizaciones sin ánimo de lucro como Greenpeace, utilizan una amplia variedad de herramientas de marketing integradas. Sin embargo, solo unas pocas bibliotecas utilizan el marketing con el significado adecuado de la palabra. A menudo, las bibliotecas confunden actos públicos aislados con labores de marketing. Si deciden utilizar el marketing, suelen preferir por norma las herramientas más clásicas. Este documento conceptual destaca las diferentes maneras de hacer marketing, combinando la teoría y la práctica. Los proyectos y servicios bibliotecarios de Alemania y Escandinavia demuestran la aplicación de estos conceptos sobre el terreno.

Рефераты статей

Promoting a culture for reading in a diverse world. [Продвижение культуры чтения в многообразном мире.]

Рэй Доирон и Марлен Асселин

IFLA Journal 37 (2011) No. 2. pp. 109

На основании исследования, обосновывающего увязку грамотности с наличием библиотек, в данной

статье предлагается концептуальная модель продвижения и поощрения чтения среди детей для использования библиотекарями, работающими в разнообразной библиотечной среде по всему миру. Описываются успешные современные примеры программ по развитию чтения из разных стран, демонстрирующие, как различные библиотеки берут на себя инициативу по продвижению грамотности и воспитанию культуры чтения в своих обществах.

Electronic governance and hybrid libraries in Namibia. [Электронное управление и гибридные библиотеки в Намибии.]

Вильгельм Утони, Уилсон Йул и Кэтрин Т.Ненгомаша

IFLA Journal 37 (2011) No. 2. pp. 118

Нация, взявшая на вооружение информационные технологии, способна вносить вклад в демократический процесс. Правительства все в большей степени ощущают значимость информационно-коммуникационных технологий (ICTs) в качестве инструмента управления. Библиотеки всегда ценились в обществе как внушающий доверие источник информации; и в настоящее время они становятся местами доступа к электронному управлению, на которые полагаются как патроны, так и правительственные учреждения (Йегер и Фляйшман, 2007). Библиотеки помогают в поиске информации, а некоторые из них обеспечивают компьютерный доступ и свободный доступ в Интернет. Неудивительно, что с появлением электронного управления (*e*-управления) от библиотек, в особенности публичных библиотек, ожидается обеспечение доступа граждан и предоставление им инструкций по использованию веб-сайтов, формуляров и услуг системы *e*-управления. Данная статья основывается на результатах исследования, проведенного по заказу Международной федерации библиотечных ассоциаций и учреждений (ИФЛА) Департаментом по изучению информационно-коммуникационных вопросов в 2009 году, по теме электронного управления и гибридных библиотек в Африке. Одним из предметов данного исследования было определение наличия и изучение роли гибридных библиотек в *e*-управлении в Африке. В рамках этого исследования, в ходе которого изучались несколько стран южной Африки и проводилось целевое исследование Намибии, для сбора информации использовались опросные листы. В фокусе данной статьи – целевое исследование Намибии. Авторы приходят к заключению о наличии большого потенциала для библиотек по обеспечению и продвижению *e*-управления, но этот процесс сопряжен со многими трудностями, включая нехватку технологических, человеческих и финансовых ресурсов.

Library assistants as situated learners: How they can learn more effectively. [Младшие библиотекари в роли контекстных учеников: как обеспечить их более эффективное обучение.]

Тереза То

IFLA Journal 37 (2011) No. 2. pp. 126

Многие библиотеки прилагают серьезные усилия для содействия обучению пользователей, но, на самом деле, более важным является обучение персонала. Именно персонал реализует планы и оказывает услуги, и именно от его способности приспосабливаться к растущему миру будет напрямую зависеть успех и эффективность библиотечных функций. В этой связи от персонала ожидается непрерывное улучшение качества знаний и умений с тем, чтобы способствовать повышению роли библиотек и оказываемых ими услуг для удовлетворения возрастающих нужд пользователей. В данной статье представлено исследование на тему младших библиотекарей в роли контекстных учеников и того, как они обучаются в университетской библиотеке в Гонконге. Младшие библиотекари являются ключевыми сотрудниками библиотек, которые часто выполняют весь спектр незаменимых обязанностей и услуг. Наиболее значимой целью данного исследования является изучение, анализ и интерпретация методики обучения младших библиотекарей, а также формулирование ряда полезных рекомендаций для администраторов библиотек о том, как обеспечить более эффективную обучающую среду для своего персонала.

The mutations of marketing and libraries. [Мутации маркетинга и библиотек']

IFLA Journal 37 (2011) No. 2. pp. 139

Мы живем в конфликтные времена. Никто не может быть уверен в том, что останется незатронутым. В результате, все организации должны сообщать о своих правах на существование. Это относится к крупным предприятиям, а также к библиотекам. Интегрированный маркетинг располагает всем необходимым инструментарием для презентации их уникальных торговых предложений (USP). Коммерческие предприятия, а также влиятельные некоммерческие организации, такие как *Гринпис*, имеют в своем распоряжении широкий набор инструментов интегрированного маркетинга. В то же время лишь небольшое число библиотек использует маркетинг в прямом значении этого термина. Библиотеки часто путают единичные действия по связям с общественностью с маркетингом. Если они все же применяют маркетинг, то предпочитают использовать его классический инструментарий. В данной концептуальной статье акцентируются иные способы применения маркетинга путем сочетания теории и практики. На примере проектов и услуг, предоставляемых библиотеками из Германии и стран Скандинавии, демонстрируется приложение этих концепций на практике.