



**INTERNATIONAL FEDERATION OF LIBRARY ASSOCIATIONS AND INSTITUTIONS (IFLA)**

**WORLD SUMMIT ON THE INFORMATION  
SOCIETY**

**UNESCO SWITZERLAND INITIATIVE  
IN FAVOUR OF THE  
LEAST DEVELOPED COUNTRIES (LDCs)**

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## **INFORMATION FOR ALL: The Key Role of Libraries in the Information Society**

1. Library and information services are key actors in providing unhindered access to essential resources for economic and cultural advance. In doing so, they contribute effectively to the development and maintenance of intellectual freedom, safeguarding democratic values and universal civil rights. They encourage social inclusion, by striving to serve all those in their user communities regardless of age, gender, economic or employment status, literacy or technical skills, cultural or ethnic origin, religious or political beliefs, sexual orientation, and physical or mental ability. The communities they serve may be geographically based or, increasingly, linked only by technology and shared interests.

### **WHAT IS A LIBRARY IN THE 21<sup>st</sup> CENTURY?**

2. A library is a means of access to information, ideas and works of imagination.
3. The library experience may be the key to understanding your place in the world, the pleasure of a children's story, advice on securing a safe water supply, or the record of the healing wisdom of an elder.
4. The publicly-funded library is one of the most democratic of institutions, serving the needs of the community it serves. As a public space it helps define a sense of that community, providing a safe meeting point. At different points in their lives, people see libraries as a:
  - ❖ place of wide-eyed discovery
  - ❖ tool for life-long learning
  - ❖ support for political and social enquiry
  - ❖ bank of ideas and inspiration
  - ❖ source of answers to factual questions
  - ❖ place to acquire new skills
  - ❖ community centre
  - ❖ local studies resource
  - ❖ a place of sheer pleasure and enjoyment.
5. Libraries take many physical forms, ranging from large purpose-built buildings, to rooms in parent institutions, and small temporary structures. Mobile examples include road vehicles, boats, trains, trams and even donkeys and camels. Many libraries are now 'hybrid', combining both physical space and collections with a virtual library of electronic materials and services.
6. The term "library" is often taken to equate to "public library". However, there is a huge variety of other kinds of libraries, fulfilling different purposes and serving different client groups. They exist in every country of the world, including the Least Developed Countries.

7. Most countries have a **national library**, which often has the role of coordinating the network of other kinds of libraries throughout that country, in addition to collecting materials and making them available. Countries which are federal in structure often have state or provincial libraries which perform a role similar to that of national libraries in their area.

8. Most countries also have a large network of **public libraries**. In some countries, notably in Africa, the national library acts the coordinator of the network of public libraries. Public libraries range in size from large central libraries to small village centres and mobile libraries.

9. **Educational institutions**, such as universities, colleges and schools all have libraries, serving the educational objectives of their parent bodies. In some countries, it is common for them to be open to the general public. In a small number of countries, notably in Eastern Europe, a large university library also acts as the national library.

10. Libraries also provide vital services in government departments, research institutes, museums, and in many different environments in the private sector. These are sometimes referred to as **special libraries or workplace libraries**.

11. Libraries are needed more than ever in an age in which people and communities desperately need to consider alternative points of view and information, to challenge the spin doctors and the mass media, to take control of their own destinies and make up their own minds.

## **HOW MANY LIBRARIES ARE THERE?**

12. It is estimated that in the area of the current member states of the European Union there are 90,000 libraries. On that basis there must be well over 250,000 around the world. A network of libraries large and small is therefore already available. They are in a good position to contribute positively to bridging the digital divide, because they are staffed by people whose business it is to help users obtain the information they need. A relatively modest investment in technology, capacity building and the acquisition of print and electronic materials could dramatically transform the degree of access to information and knowledge. Studies suggest that where this investment has been made, use has increased substantially especially attracting people who otherwise would not have such access.

## **WHAT DO LIBRARIES MAKE AVAILABLE?**

13. Traditionally libraries have acquired print-based materials, including newspapers, maps, pamphlets, illustrations and many other items as well as books. Despite the popular misconception, they have never confined themselves to books. Indeed, libraries pre-dated the invention of the book, collecting papyrus scrolls (the original Alexandria library was a good example) and manuscripts (the mediaeval monastery libraries, for instance). It was therefore no great leap forward to collect new information media as they emerged. All

forms of sound and visual recording (for example, gramophone records, cassettes, CDs, videos, and DVDs) quickly joined the collections in many kinds of libraries as they became available. Computer based sources of information were quickly added to the portfolios and there are now many libraries around the world which have very substantial collections of CD ROMs and electronic journals. Many publications are now "born digital" and a good proportion never appear in print form. Where they do, the digital and print versions are increasingly different in content. As a result, there are some libraries which, to the first-time visitor, do not look like the conventional idea of a "library" at all.

14. It should be noted that there has been a long-term trend towards the creation of global media corporations embracing publications in many different media, created in different countries. Content is much more important than the medium which contains the content. On the other hand for many kinds of media, especially those in the Scientific, Technical and Medical (STM) fields, libraries are a hugely important market segment. An advantage of the application of new technologies recently emerging is the ability to introduce differential pricing in favour of libraries in the developing world. However, there remains substantial cause for concern in the growing concentration of media ownership into fewer, larger corporations. It is increasingly important that libraries collect and make available the output of smaller, more local and specialist publishers. Libraries have an important role in encouraging local and regional publishing and in collecting and preserving oral history and indigenous traditional knowledge

## **WHAT SERVICES DO LIBRARIES PROVIDE?**

15. This depends very much on the kind of library and the client group or groups it serves. **National libraries**, for example, usually are required to collect and preserve the national publishing output of the country it serves, making sure that it is available not only for current users, but also for future generations. Typically they also compile the national bibliography of publications, and act as the library of last resort for items, which other libraries in the national library network cannot provide. They are usually assisted in their task of collecting by a legal deposit system, whereby publishers have to make copies of their publications available to them free of charge. They frequently have sophisticated preservation and conservation programmes. Electronic publishing provides many challenges to this aspect of their role. They are developing methods of collecting, archiving and making available electronic publications. National libraries also often take on the role of making available material published in other countries, especially scientific and technical publications.

16. **Public libraries** typically provide services free of charge to anyone who wishes to use them, although lending is often restricted to residents of the locality. Many provide literacy programmes, reader development promotions and act as an information point for the availability of local public services. Typically they collect and preserve a wide range of materials relating to the history and development of the locality. Special services have been developed to serve the needs of particular groups such as children (including story-

telling programmes), housebound people, and the visually impaired. Public libraries in particular strive to serve all sections of their communities without discrimination.

17. **Libraries in education institutions** have developed a wide range of services to meet the educational objectives of their parent institutions. School libraries clearly need to support the curriculum, but they also collect books and other materials to encourage reading and spirit of enquiry, as well as to meet the needs of the teachers and administrative staff.

18. **University libraries** are usually among the most advanced in terms of developing electronic based services. Many have large collections of electronic journals, as well as sophisticated searching tools available both to students and faculty. Teaching hospitals are often attached to universities. They require sophisticated library services to make available the latest medical research published in a variety of media.

19. **Libraries in the corporate sector** have been in the forefront of developing services tailored to meet the needs of individuals or small groups of clients. They profile their users (the employees of the firm) and package information and provide alerting systems to ensure they are aware of the latest information relating to their current research or project. Increasingly they are involved in knowledge management, harnessing the totality of the knowledge available in their company.

#### **HOW ARE LIBRARIES FUNDED?**

20. **National and State Libraries** are typically funded by the government from taxes. But in common with most public services around the world, they need to supplement these funds with money raised from a range of sources, including sponsorship, charging for some services, sales of publications, etc.

21. **Public libraries** typically rely on a combination of national and local government funding, increasingly supplemented by charges for some services and sponsorship or project money.

22. **Educational libraries** often rely primarily on income from their parent institution. But they too are usually encouraged to raise income from a variety of sources. Those in the corporate sector are usually regarded as cost centres contributing to company objectives.

#### **DO LIBRARIES WORK TOGETHER?**

23. Yes. Libraries have a long tradition of networking both within countries and across national boundaries. Most countries have inter-library lending systems whereby books and other documents not in stock may be borrowed to satisfy the needs of a local user. These systems expanded into document delivery systems once photocopying became generally available and electronic document delivery is becoming the norm in some subject areas.

24. Libraries also collaborate in such areas as collection development to avoid the duplication of expensive works and to ensure comprehensive collections in a region, and in staff training. **Consortia of libraries**, either of a particular type or in a particular region, are developing primarily to negotiate licences for the purchase and use of electronic publications.

## **THE IMPACT OF TECHNOLOGY**

25. Libraries have grasped the opportunities presented by the application of new technologies to revolutionise the technical processes required to deliver services. Examples include shared cataloguing, whereby many libraries share the task of preparing catalogue records so that duplication of effort is avoided. Other examples include self-issue and return systems, and security measures. The most dramatic impacts have been in the expansion of the range of materials collected and made available, together with the ability to reach users regardless of geography. The 'Library without Walls', once a dream is now emerging as a reality. The role of the library as a place for people to gain ICT skills in a welcoming atmosphere is becoming a decisive element in capacity building. Technology is gradually transforming the lives of library users who have been largely excluded from using traditional library materials, for example the visually impaired.

26. A recent trend is the convergence of the so-called **memory institutions**, including some kinds of libraries, archives and museums. One objective is to take advantage of new technologies to make available the collection of all three types of institutions to users in one of them, or indeed remotely from all of them.

## **HOW ARE LIBRARIANS TRAINED?**

27. In most countries librarians are educated in universities in what used to be called "library schools" at undergraduate, masters and doctorate level, depending largely on the overall educational tradition in the country or region. This is supplemented by periods of practical training and experience. In some countries this leads to a licence to practise. In others, the courses themselves are accredited by the professional body. The curriculum includes studies of information science, computer based information systems, electronic publishing, legal considerations, including intellectual property laws and understanding user needs, as well as the more traditional subjects such as reference sources, cataloguing, indexing and classification. Specialist, optional programmes treat serving user groups such as children, the visually impaired, those with learning disabilities, and specific industries, etc. The rapid application of technology in libraries emphasise the urgent need for continuing professional development of library staff to enable them to help their users exploit the facilities available.

28. In many countries the training of technical and para-professional library staff is now carried out on a systematic basis. A combination of college-based courses and in-service training is usually employed. Web-based education and training and other forms of

distance learning are increasingly being used both for professional and para-professional staff.

## **DO WE NEED LIBRARIES NOW THAT WE HAVE THE INTERNET?**

29. Yes. Although a great deal of information is available on the desk top of anyone with a computer linked to the Internet, much of it is spurious and ill-organized. Some of it is of course dangerous. Much of the information that is authoritative is available only in return for payment. Thus users need to access materials through libraries which have skilled staff to search efficiently, are able to identify authentic sites and can obtain access to paid-for sources through site licences. Individuals, even in developed countries do not have the resources to access all the authoritative, authentic information they need. Just as libraries traditionally made available for loan or consultation a wide range of print publications way beyond the means of most private individuals, so they can now make available electronic publications. But only if they are funded at a appropriate level, and only if pricing mechanisms and copyright regulations are designed to allow this.

## **IFLA**

30. IFLA, the International Federation of Library Associations and Institutions is the international NGO representing the interests of library and information services and their users. It is the global voice of the library and information profession. In 2001 we celebrated our 75<sup>th</sup> anniversary.

31. The international cooperation of libraries in the context of this worldwide Federation has resulted in an impressive number of agreements, standard and guidelines to support professional workers in their work for the benefit of their users. Also a series of Manifestos have been produced, some of which have been adopted by UNESCO. The most relevant for our purposes here are:

32. The **IFLA/UNESCO Public Library Manifesto** highlights the public library as the local gateway to knowledge, which provides a basic condition for lifelong learning, independent decision- making and cultural development of the individual and social groups. The full text is attached as **annex 1**.

33. The **IFLA/UNESCO School Library Manifesto** stipulates how school libraries offers learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media. School Libraries link to the wider library and information network in accord with the principles in the above mentioned IFLA/UNESCO Public Library Manifesto. The full text is attached as **annex 2**.

34. The **IFLA Internet Manifesto** was proclaimed by the IFLA Governing Board and approved by the IFLA Council in 2002. Unhindered access to information is essential to freedom, equality, global understanding and peace. Libraries and information services provide essential gateways to the Internet. For some they offer convenience, guidance,

and assistance, while for others they are the only available access points. They provide a mechanism to overcome the barriers created by differences in resources, technology, and training. The full text is attached as **annex 3**.

35. In **The IFLA Glasgow Declaration**, proclaimed on the occasion of IFLA's 75<sup>th</sup> anniversary in 2002, IFLA and its worldwide membership state that they support, defend and promote intellectual freedom as expressed in the United Nations Universal Declaration of Human Rights. This intellectual freedom encompasses the wealth of human knowledge, opinion, creative thought and intellectual activity. The full text is attached as **annex 4**.

## **LIBRARIES IN THE DEVELOPING WORLD**

36. Libraries in developing countries have an important role to play in the development and maintenance of a democratic society. They provide the conditions by which people achieve free access to information and knowledge. They provide opportunities to participate actively in the country's further development into a democratic society. The strengthening of libraries in developing countries forms the most efficient weapon in the struggle against the digital divide. Libraries can provide access to global information via Internet. Libraries at all levels are tools for people to obtain better living conditions.

37. Reading print and electronic documents whether for business or pleasure, is fundamental for any society in the modern world. It is the foundation of democracy, capacity building, and modernization. It is an important method for development as it offers visions and dreams, learning, skills and a creative impetus to the individual. In order to protect the world against ignorance, disease and poverty access to information via libraries is essential.

## **ACTION PLAN**

38. IFLA believes that the development of national, regional, and international library infrastructures will contribute to providing access to information to people in developing countries.

39. IFLA's Division of Regional Activities, with its three Sections (for Africa; Asia and Oceania; and Latin America and the Caribbean) has been active for many years. We have established one office in each region. They are located in Dakar, Senegal, Bangkok, Thailand and in Sao Paulo, Brazil. IFLA's Advancement of Librarianship (ALP) core activity, based at Uppsala University Library in Sweden, has had much experience in organising projects in the developing world to stimulate library development.

40. The upcoming World Summit on the Information Society has encouraged us to formulate a number of targets, the achievement of which would contribute to an equitable global information society to achieve. Government and other agencies should pursue these by building upon existing library infrastructures. They are:

1. All libraries open to the general public should provide free access to the Internet and other electronic information resources by 2006.

2. All libraries should pay special attention to bridging the gap between the information rich and the information poor-not. This would include initiating concrete initiatives to help overcoming access barriers such as poverty, illiteracy and disability.
3. Special programmes should be developed to safeguard access to information for women and children in developing countries.
4. All library staff employed in public service should be trained in ICT skills by 2006.
5. All libraries open to the general public to implement ICT training and access schemes for their users by 2008.
6. All countries to adopt the IFLA Internet Manifesto by 2005.
7. All countries to adopt the IFLA/UNESCO Public Library Manifesto by 2005.
8. All countries to adopt the IFLA/UNESCO School Library Manifesto by 2008.
9. All publicly funded libraries in each country to form networks with each other and other agencies with similar objectives (e.g. telecentres) to ensure equitable access to information by 2010.
10. All publicly funded libraries to benefit from discounted telecom access charges by 2006.
11. Publishers should be urged to make available electronic publications to the Least Developed Countries (LDCs) at discounted rates by 2005.
12. All primary and secondary schools should have a library staffed by a trained librarian and stocked with appropriate printed and electronic materials by 2010.

## **MODEL PROJECTS**

41. We suggest some examples of model projects in response to the Swiss Commission for UNESCO (SCU) proposal for "Equipping and training of content workers in the Least Developed Countries (LDC), such as archivists, librarians, scientists, teachers and journalists in making use of the expertise and operational capacity of the relevant professional organizations".

42. These may be carried out by librarians, educators and archivists in order to make a difference, building on existing networks. Much more work needs to be carried on these proposals, or indeed to develop alternatives. IFLA believes that it would be preferable for proposals to come from the developing countries themselves as they should be in a better position to identify their true needs.

## **1. Functional literacy, reading and lifelong learning programmes in libraries.**

The object is to enable people to get a better life. New technology would help them in bridging the information gap. Appropriate information to the community helps people to start businesses, to learn about how to get involved in decision making to develop the community. Reading ability in combination with access to information, provides people with possibilities to change their lives. Capacity building, social development, better living conditions and the promotion of the democratic process may be the outcomes.

An example of such as project is New Readers. This is a pilot project carried out in Rio de Janeiro. Using a tutor manual based on one developed by New York Public Library, translated and adapted to Brazilian reality, two courses have been held to test the method. Participants were people over 18 years from "favelas" with poor literacy skills. The idea could be adopted to the requirements and conditions in other countries.

## **2. Thai-Lao project on books for young people.**

To stimulate reading a seminar was held where local authors and illustrators made children's books that were later on printed and distributed. The books were based on local legends. The project also included production of children's books in the neighbouring country. One of the titles was awarded the "Norma Award" prize for the best children's book. An animation workshop was also held to learn teachers/librarians to "tell" the books in a way which captured the interest of the children. The application of technology could enhance this kind of project.

## **3. Preservation of microform collections in African libraries and archives.**

Microforms are widely used in Africa and a large part is in jeopardy due to age, poor handling, adverse environmental conditions and inherent fragility of the media. The objectives of the project would be to survey the microform collections in African libraries and archives, identify how much of the collection have been destroyed as well as the condition of remaining collections, explore ways of salvaging collections at risk, enhance the accessibility and considering the feasibility of digitizing microform collections. This project would have to be developed in full cooperation with ICA.

## **4. Training in the use of the Internet.**

The objectives would be to encourage professionals to share information by making databases accessible by Internet; to create databases and to give the necessary tools of how to use Internet in the best way. This would require investment in the technology, electronic materials as well as staff training.

## **LOCATION OF PROJECTS**

43. We have not identified possible location of these or other projects which may emerge. Our colleagues Henri Sene and Jacinta Were, who will attend the Round Table are better placed to discuss the possibilities. However, we tentatively suggest that you may wish to consider locating projects in Afghanistan (a description of several proposals for Afghanistan which have so far not been funded is attached as **annex 5** for possible consideration), Senegal, Uganda, East Timor and a pacific island state such as Solomon Islands.

**Appendices follow.**

## **IFLA/UNESCO Public Library Manifesto (1994)**

Prosperity and the development of society and of individuals are fundamental human values. They will only be attained through the ability of well-informed citizens to exercise their democratic rights and to play an active role in society. Constructive participation and the development of democracy depend on satisfactory education as well as on free and unlimited access to knowledge, thought, culture and information.

The public library, the local gateway to knowledge, provides a basic condition for lifelong learning, independent decision-making and cultural development of the individual and social groups.

This Manifesto proclaims UNESCO's belief in the public library as a living force for education, culture and information, and as an essential agent for the fostering of peace and spiritual welfare through the minds of men and women.

UNESCO therefore encourages national and local governments to support and actively engage in the development of public libraries.

### **The Public Library**

The public library is the local centre of information, making all kinds of knowledge and information readily available to its users.

The services of the public library are provided on the basis of equality of access for all, regardless of age, race, sex, religion, nationality, language or social status. Specific services and materials must be provided for those users who cannot, for whatever reason, use the regular services and materials, for example linguistic minorities, people with disabilities or people in hospital or prison.

All age groups must find material relevant to their needs. Collections and services have to include all types of appropriate media and modern technologies as well as traditional materials. High quality and relevance to local needs and conditions are fundamental. Material must reflect current trends and the evolution of society, as well as the memory of human endeavour and imagination.

Collections and services should not be subject to any form of ideological, political or religious censorship, nor commercial pressures.

### **Missions of the Public Library**

The following key missions which relate to information, literacy, education and culture should be at the core of public library services:

1. creating and strengthening reading habits in children from an early age;
2. supporting both individual and self conducted education as well as formal education at all levels;
3. providing opportunities for personal creative development;
4. stimulating the imagination and creativity of children and young people;
5. promoting awareness of cultural heritage, appreciation of the arts, scientific achievements and innovations;
6. providing access to cultural expressions of all performing arts;
7. fostering inter-cultural dialogue and favouring cultural diversity;
8. supporting the oral tradition;
9. ensuring access for citizens to all sorts of community information;
10. providing adequate information services to local enterprises, associations and interest groups;
11. facilitating the development of information and computer literacy skills;
12. supporting and participating in literacy activities and programmes for all age groups, and initiating such activities if necessary.

### **Funding, legislation and networks**

The public library shall in principle be free of charge. The public library is the responsibility of local and national authorities. It must be supported by specific legislation and financed by national and local governments. It has to be an essential component of any long-term strategy for culture, information provision, literacy and education.

To ensure nationwide library coordination and cooperation, legislation and strategic plans must also define and promote a national library network based on agreed standards of service.

The public library network must be designed in relation to national, regional, research and special libraries as well as libraries in schools, colleges and universities.

#### **Operation and management**

A clear policy must be formulated, defining objectives, priorities and services in relation to the local community needs. The public library has to be organized effectively and professional standards of operation must be maintained.

Cooperation with relevant partners - for example, user groups and other professionals at local, regional, national as well as international level- has to be ensured.

Services have to be physically accessible to all members of the community. This requires well situated library buildings, good reading and study facilities, as well as relevant technologies and sufficient opening hours convenient to the users. It equally implies outreach services for those unable to visit the library.

The library services must be adapted to the different needs of communities in rural and urban areas.

The librarian is an active intermediary between users and resources. Professional and continuing education of the librarian is indispensable to ensure adequate services.

Outreach and user education programmes have to be provided to help users benefit from all the resources.

**Implementing the Manifesto**

Decision makers at national and local levels and the library community at large, around the world, are hereby urged to implement the principles expressed in this Manifesto.

## **IFLA/UNESCO School Library Manifesto**

### **The School Library in Teaching and Learning for All**

The school library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library equips students with life-long learning skills and develops the imagination, enabling them to live as responsible citizens.

### **The Mission of the School Library**

The school library offers learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media. School Libraries link to the wider library and information network in accord with the principles in the IFLA/UNESCO Public Library Manifesto.

The library staff support the use of books and other information sources, ranging from the fictional to the documentary, from print to electronic, both on-site and remote. The materials complement and enrich textbooks, teaching materials and methodologies.

It has been demonstrated that, when librarians and teachers work together, students achieve higher levels of literacy, reading, learning, problem-solving and information and communication technology skills.

School library services must be provided equally to all members of the school community, regardless of age, race, gender, religion, nationality, language, professional or social status. Specific services and materials must be provided for those who are unable to use mainstream library services and materials.

Access to services and collections should be based on the United Nations Universal Declaration of Human Rights and Freedoms, and should not be subject to any form of ideological, political or religious censorship, or to commercial pressures.

### **Funding, legislation and networks**

The school library is essential to every long-term strategy for literacy, education, information provision and economic, social and cultural development. As the responsibility of local, regional and national authorities, it must be supported by specific legislation and policies. School Libraries must have adequate and sustained funding for trained staff, materials, technologies and facilities. They must be free of charge.

The school library is an essential partner in the local, regional and national library and information network.

Where the school library shares facilities and/or resources with another type of library, such as a public library, the unique aims of the school library must be acknowledged and maintained.

### **Goals of the school library**

The school library is integral to the educational process.

The following are essential to the development of literacy, information literacy, teaching, learning and culture and are core school library services:

- \* supporting and enhancing educational goals as outlined in the school's mission and curriculum;
- \* developing and sustaining in children the habit and enjoyment of reading and learning, and the use of libraries throughout their lives;
- \* offering opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment;
- \* supporting all students in learning and practising skills for evaluating and using information, regardless of form, format or medium, including sensitivity to the modes of communication within the community;
- \* providing access to local, regional, national and global resources and opportunities that expose learners to diverse ideas, experiences and opinions;
- \* organizing activities that encourage cultural and social awareness and sensitivity;
- \* working with students, teachers, administrators and parents to achieve the mission of the school;
- \* proclaiming the concept that intellectual freedom and access to information are essential to effective and responsible citizenship and participation in a democracy;
- \* promoting reading and the resources and services of the school library to the whole school community and beyond.

The school library fulfils these functions by developing policies and services, selecting and acquiring resources, providing physical and intellectual access to appropriate sources of information, providing instructional facilities, and employing trained staff.

### **Staff**

The school librarian is the professionally qualified staff member responsible for planning and managing the school library, supported by as adequate staffing as possible, working together with all members of the school community, and liaising with the public library and others.

The role of school librarians will vary according to the budget and the curriculum and teaching methodology of the schools, within the national legal and financial framework. Within specific contexts, there are general areas of knowledge that are vital if school librarians are to develop and operate effective school library services: resource, library, and information management and teaching.

In an increasingly networked environment, school librarians must be competent in planning and teaching different information-handling skills to both teachers and students. Therefore they must continue their professional training and development.

### **Operation and Management**

To ensure effective and accountable operations:

- \* the policy on school library services must be formulated to define goals, priorities and services in relation to the school's curriculum;
- \* the school library must be organized and maintained according to professional standards;
- \* services must be accessible to all members of the school community and operate within the context of the local community;
- \* co-operation with teachers, senior school management, administrators, parents, other librarians and information professionals, and community groups must be encouraged.

### **Implementing the Manifesto**

Governments, through their ministries responsible for education, are urged to develop strategies, policies and plans which implement the principles of this Manifesto. Plans should include the dissemination of the Manifesto to initial and continuing training programmes for librarians and teachers.

### **The IFLA Internet Manifesto**

Unhindered access to information is essential to freedom, equality, global understanding and peace. Therefore, the International Federation of Library Associations (IFLA) asserts that:

- \* Intellectual freedom is the right of every individual both to hold and express opinions and to seek and receive information; it is the basis of democracy; and it is at the core of library service.
- \* Freedom of access to information, regardless of medium and frontiers, is a central responsibility of the library and information profession.
- \* The provision of unhindered access to the Internet by libraries and information services supports communities and individuals to attain freedom, prosperity and development.
- \* Barriers to the flow of information should be removed, especially those that promote inequality, poverty, and despair.

### **Freedom of Access to Information, the Internet and Libraries and Information Services**

Libraries and information services are vibrant institutions that connect people with global information resources and the ideas and creative works they seek. Libraries and information services make available the richness of human expression and cultural diversity in all media.

The global Internet enables individuals and communities throughout the world, whether in the smallest and most remote villages or the largest cities, to have equality of access to information for personal development, education, stimulation, cultural enrichment, economic activity and informed participation in democracy. All can present their interests, knowledge and culture for the world to visit.

Libraries and information services provide essential gateways to the Internet. For some they offer convenience, guidance, and assistance, while for others they are the only available access points. They provide a mechanism to overcome the barriers created by differences in resources, technology, and training.

Principles of Freedom of Access to Information via the Internet

Access to the Internet and all of its resources should be consistent with the United Nations Universal Declaration of Human Rights and especially Article 19:

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

The global interconnectedness of the Internet provides a medium through which this right may be enjoyed by all. Consequently, access should neither be subject to any form of ideological, political or religious censorship, nor to economic barriers.

Libraries and information services also have a responsibility to serve all of the members of their communities, regardless of age, race, nationality, religion, culture, political affiliation, physical or other disabilities, gender or sexual orientation, or any other status.

Libraries and information services should support the right of users to seek information of their choice.

Libraries and information services should respect the privacy of their users and recognize that the resources they use should remain confidential.

Libraries and information services have a responsibility to facilitate and promote public access to quality information and communication. Users should be assisted with the necessary skills and a suitable environment in which to use their chosen information sources and services freely and confidently.

In addition to the many valuable resources available on the Internet, some are incorrect, misleading and may be offensive. Librarians should provide the information and resources for library users to learn to use the Internet and electronic information efficiently and effectively. They should proactively promote and facilitate responsible access to quality networked information for all their users, including children and young people.

In common with other core services, access to the Internet in libraries and information services should be without charge.

### **Implementing the Manifesto**

IFLA encourages the international community to support the development of Internet accessibility worldwide, and especially in developing countries, to thus obtain the global benefits of information for all offered by the Internet.

IFLA encourages national governments to develop a national information infrastructure which will deliver Internet access to all the nation's population.

IFLA encourages all governments to support the unhindered flow of Internet accessible information via libraries and information services and to oppose any attempts to censor or inhibit access.

IFLA urges the library community and decision makers at national and local levels to develop strategies, policies, and plans that implement the principles expressed in this Manifesto.

## **The Glasgow Declaration on Libraries, Information Services and Intellectual Freedom (2002)**

Meeting in Glasgow on the occasion of the 75th anniversary of its formation, the International Federation of Library Associations and Institutions (IFLA) declares that:

IFLA proclaims the fundamental right of human beings both to access and to express information without restriction.

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

IFLA asserts that a commitment to intellectual freedom is a core responsibility of the library and information profession worldwide, expressed through codes of ethics and demonstrated through practice.

IFLA affirms that:

- \* Libraries and information services provide access to information, ideas and works of imagination in any medium and regardless of frontiers. They serve as gateways to knowledge, thought and culture, offering essential support for independent decision-making, cultural development, research and lifelong learning by both individuals and groups.

- \* Libraries and information services contribute to the development and maintenance of intellectual freedom and help to safeguard democratic values and universal civil rights. Consequently, they are committed to offering their clients access to relevant resources and services without restriction and to opposing any form of censorship.

- \* Libraries and information services shall acquire, preserve and make available the widest variety of materials, reflecting the plurality and diversity of society. The selection and availability of library materials and services shall be governed by professional considerations and not by political, moral and religious views.

- \* Libraries and information services shall make materials, facilities and services equally accessible to all users. There shall be no discrimination for any reason including race, national or ethnic origin, gender or sexual preference, age, disability, religion, or political beliefs.

- \* Libraries and information services shall protect each user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.

IFLA therefore calls upon libraries and information services and their staff to uphold and promote the principles of intellectual freedom and to provide uninhibited access to information.

## **Library Services in Afghanistan: The Reconstruction of University, School and Public Libraries.**

The action plan for 2002-2005 includes a proposed range of 11 special programmes to be established, each covering different needs and aspects of library activities: The suggested programmes are all based on the recommendation of the IFLA/FAIFE report on Kosovo.

### **1. Legislation and administration programme**

There is an overall need to co-ordinate both local and international initiatives addressing the needs of Afghan libraries in general. An Afghan Library Consortium (ALC) could be the focal point linking international and local interests. It should propose, co-ordinate and supervise activities over a period of three to four years and:

- Take initiatives to make a more elaborate plan of action for Afghan libraries
- Identify potential donors among aid agencies, governments and private foundations
- Establish collaborative partnerships with relevant concerned organisations
- Develop and carry out projects according to plans
- Secure that financial, technical and human resources are spent according to decisions
- Evaluate the overall activities in a systematic manner
- Collect and disseminate by publication or on request information on Afghan library developments

### **2. Mobile library service and mobile Internet access programme**

A mobile book service programme should be established including the two central elements:

- Itinerant libraries (transportable book collections) in all municipalities
- 8 book buses with HQ in the following cities: Kabul, ????
- The itinerant libraries should consist of a minimum of 10 transportable book collections in each province (32 municipalities x 10 depots x 50 books in each depot = 16.000 books). With an estimated price per book of DM 30,00 the costs for the collections will be around DM 480.000. This sum does not include investments in equipment like boxes for transportation etc.

The box libraries should be circulating among local schools, branch libraries, kindergartens, factories and other relevant institutions in order to increase book reading, access to ethnic language and culture and providing both leisure, reading and relevant knowledge. A committee of authors, librarians and scholars should make decisions concerning the content of the depots.

### **3. Reconstruction programme**

A programme aiming to provide the funding needed to rehabilitate destroyed or damaged libraries throughout Afghanistan should be established. The programme should focus on the basic library facilities like buildings, furniture and other equipment.

At the initial state the programme should:

- Identify possible partners and donors.
- Compile information and provide a detailed assessment of the destruction of and damages to Afghan libraries, and draft an overall action plan.

- Take responsibility for the rehabilitation of Afghan libraries, including the construction of new buildings, the repairs and renovations of existing facilities and the provision of furniture and technical equipment.
- Give priority to the regional central libraries

#### **4. Book and reading programme**

A programme aiming to stimulate book production and book distribution in Afghanistan should be initiated, including activities to:

- Stimulate book production in the Afghanistan. The programme should include activities in the following fields: authorship, publishing, bookshops, promoting of literature in the media, seminars and workshops for relevant groups.
- Represent an organised and systematic book donation programme
- Represent a systematic translation of especially children's books and educational books from renowned foreign authors and publishing houses.
- Establish a Centre for the Book in the future National library with the task of organising the activities including book fairs, exhibitions and activities on the Internet that can stimulate reading and the general framework for book production.
- Organise young writers' workshops in order to inspire young talents to become authors and support the annual book fair.

#### **5. Information Technology programme**

A programme aiming at the long-term provision of integrated library systems and information technology based services in all Afghan libraries, public as well as school and university.

In the initial stages the programme should offer:

- Free Internet access for all in the premises of the University, school and public libraries.
- A local administrative library IT-system handling catalogue, loans and other administrative tasks.
- An electronic library network system giving all libraries access to a system for a national union catalogue, an ordering system for inter-library lending and other networking facilities.

#### **6. Professional training and development programme**

A systematic programme should be implemented to establish professional education and training in Afghanistan. The long-term objective of the programme should secure the education of new young librarians, who can become the working force in Afghan libraries in the coming 20-30 years. In short term the programme should:

- Identify training opportunities for staff both in Afghanistan and abroad
- Investigate the possibilities to establish formal professional education within Afghanistan
- Open Afghan professional links to international professional communities, including memberships of international professional organisations
- Establish dialogue and co-operation between library professionals within Afghanistan and in neighbouring countries. Encourage and support Afghan staff attendance at international conferences
- Provide brush-up courses and continuing education for working professionals.

#### **7. Cultural heritage programme**

A dramatic consequence of war and conflicts is the damage and destruction of documents and objects of cultural heritage. Afghanistan has been especially affected by war and conflicts for a very long time. New conflicts may arise and it is urgent to safeguard the cultural heritage represented by books, documents and a

large range of other objects are kept safely for the future. Political, cultural and religious activities are dependent on memory and documentation.

A programme aiming to preserve and safeguard Afghan cultural heritage should be initiated in order to:

- Compile inventories of cultural property at institutional, regional and national level
- Identify short term projects for emergency protection of property at risk
- Establish links and partnerships with relevant institutions abroad holding collections relating to Afghanistan
- Begin digitisation of printed or written cultural heritage
- Reassume the production of an Afghan national bibliography
- Establish emergency plans and training of staff in risk preparedness and recovery for relevant institutions

## **8. Women, children and youth programme**

A library programme dedicated to women, children and young people providing educational, recreational and even psychosocial services should be established. Many Afghan children are supposed to suffer from post-traumatic stress and anxiety due to experiences they were exposed to during the war.

The programme should include various initiatives to create and strengthen reading habits in children at an early age and to stimulate the imagination and creativity of children and young people by:

- Developing adequate children's libraries or services in municipal libraries
- Encouraging the co-operation with local teachers of primary and secondary schools and lower high schools to address the needs of children and young people
- Providing children's books to such libraries both in foreign languages for immediate relief and by promoting translations into relevant languages
- Establishing smaller toy libraries, which could provide fairly cheap and efficient means for educational, psychosocial and recreational purposes in local Afghan communities, supporting other initiatives of more formal and structured nature.
- Providing cultural events, which can be performed in local libraries, e.g. theatrical or musical performances, smaller exhibitions, film shows or storytelling.
- Providing books and magazines in both local and foreign languages directed at young people
- Providing the venue and facilities for the development of clubs or associations
- Providing free Internet access, including support, guidance and training

## **9. Open access programme**

The Open Access programme should promote, as comprehensively as possible, universal access and worldwide reference to both written heritage and the information contained in the new media. The programme should therefore investigate and offer solutions to security issues deriving from the changes in services. Security measures must sometimes be taken in order to secure material and prevent theft or damages.

The following measures should be taken:

- Collections should be opened to the public in libraries, where they are closed.
- Opening hours should be increased where this is possible.
- Children's and adults departments should be organised close to each other and not in separate premises.
- Suitable and sufficient reading rooms should be established.
- Extensive access to public information and information from political, social, ethnic and religious organisations should be given in the library premises as part of the democratisation process.
- Multicultural services should be offered.
- Internet access-points should be available for children and adults free-of-charge within the premises of the library.

These measures must be taken at 3 levels:

- Change of attitudes through campaigns, workshops and discussions
- Promote the re-organisation of premises through grants and local counselling
- Secure that planning of new library premises takes into account the above-mentioned factors

### **10. Initiative Support Programme**

A programme should be established to support local initiatives and participation. It should aim to establish bodies that could offer advice, guidance and consultancy, including international experience. Furthermore, it should both define, implement and run funds, that can provide financial support for local initiatives and initiatives serving common purposes. Grants should be given on the basis of applications and the outcome monitored and documented. The aims are both to stimulate and further local initiatives and to provide incentives for co-operation, co-ordination and local participation in library policy matters and professional development. The programme could include two funds:

- Library Initiative Fund supporting local / municipal initiatives to rebuild and develop local library services. Grants should be given to those who merit them through initiative, dedication and professional planning.
- Common Purpose Fund providing funds for developing projects, co-ordinating initiatives, participation in international professional co-operation and representation, courses and conferences, committee work and professional publications.

### **11. Twinning Programme**

A programme should be established to provide direct links between individual Afghan libraries, foreign parallel institutions and administrative bodies in an organised manner. Such twinning could offer opportunities promote mutual cultural understanding and enhance co-operation and support at local level.

Through funding from the UNESCO PGI Programme, IFLA has developed an international database, which acts as a focal point for libraries seeking a potential twinning partner. The system acts as a kind of dating agency for libraries, by matching libraries as closely as possible, based on the benefits they are seeking from the partnership and the benefits they can offer to the partner. Areas of professional interest on which partnerships may be based include:

- Exchange of information about libraries generally
- Improved access to published bibliographic information
- Exchange of information on management, technology and professional development
- Staff exchanges
- Exchange of library material
- Interlibrary loan and document supply services
- Staff training and development

A similar structure and database could be established to promote co-operation at national and local levels.