

Workshop on the Internet Manifesto

International Federation of Library Associations (IFLA)

Freedom of Access to Information and Freedom of Expression (FAIFE) Committee

Why a training manual for librarians on Internet use?

“Simply put, the introduction of the Internet into libraries has changed the way information resources are provided to users. The Internet takes the revolution caused by printing one stage further and provides information to the user wherever he is – all that is needed is the appropriate technology. At the same time the Internet continues the revolution caused by printing thanks to the speed and low cost of distributing information. The crucial difference however is the way the Internet, in its multimedia format, blurs the lines between information provision and consumption. This has changed information provision in libraries by allowing the library user far more control over how he or she accesses information.” (IFLA/UNESCO Internet Manifesto Guidelines, page 9)

The way information is provided through the Internet also fundamentally changes the role of librarians. The traditional role of librarians as mediators is being bypassed as users gain more independence in information-seeking. However, information retrieval has become both simpler and more complex at the same time, and users will need special support and guidance. The Internet is a tool with the potential to overcome social exclusion – but at the same time it poses the risk of creating new exclusion if it is not used appropriately. Those who do not yet have access or lack the necessary knowledge of how to use new information and communication technologies need to be empowered. Through effective policies and assistance to users, librarians can help to ensure free access to information and freedom of expression, protect users’ privacy and raise awareness of the risks and challenges of Internet use.

Who developed the manual?

The manual was developed at an FAIFE workshop that took place in June 2007 in Dubai, United Arab Emirates. Participants of the workshop represented a wide range of cultural backgrounds. The working group consisted of librarians and experts in information science from India, Brazil, South Africa, Japan, USA, Uganda, UK, Mexico, United Arab Emirates and Germany.

How to use the manual?

The manual outlines a one day workshop for a group of 10 to 20 participants working in libraries or in other professions dealing with the provision of information.

The ideal size for a workshop is 10-20 participants, so that those librarians have quality time with the facilitators and feel confident to run their own workshops. IF the conference organizers want to have a larger presentation (over 25), then the FAIFE Committee needs to know this well ahead of the conference in order to make other arrangements. Here is one suggestion:

- ***Present a 2-hour lecture/discussion for crowds over 25.***
- ***Then present a 6-hour lecture/discussion for a pre-selected group of 10-20. This group must be able to commit to holding a session within a year of their training.***
- ***FAIFE should prepare some sort of certificate for those who have completed the longer version of training.***

The workshop facilitator does not need to be an expert on information and communication technologies but should be familiar with the work of librarians. The kit includes short descriptions of each of the workshop sessions, PowerPoint slides that give an overview of global policies and IFLA's work on Internet access and slides that lead through the workshop. At the beginning of each section there is a short note to the facilitator that informs about the purpose of the session and the preparation that is needed.

The kit will be updated as needed, and the latest version posted on the FAIFE web site.

Preparation for the day

What is needed?

- A blackboard or a flip chart
- A laptop and a projector for a PowerPoint presentation
- Print outs of the Internet Manifesto for each participant, available at:
<http://www.ifla.org/III/misc/internetmanif.htm>
- Print outs (at least one for each working group) of the Internet Manifesto Guidelines (Available in several languages on the IFLA-website, see above)
- Print out or digital version of cartoon for the icebreaker exercise
- The workshop location must have Internet access, but participants do not need to have a computer to attend
- All PowerPoint presentations should be available in the language of the workshop location
- Printouts of the evaluation questionnaire
- Paper for the participants to write on
- Printouts of the list of potential partners and local institutions

What the facilitator needs to prepare:

The manual is self-explanatory. The facilitator should read through it carefully and have a look at the PowerPoint slides and the additional information in the annex. To adapt the manual to the local context, some workshop sessions need special preparation in advance.

1. If you would like to include a government official or member of a local NGO as keynote speaker or work with a local librarian, a timely invitation of the chosen

person is important

2. Translate all presentations and relevant materials for the workshop into local languages. ***These translations need to be completed one week ahead of the workshop, so that the presenters can make sure that the translations match the original. The translator must be familiar with library terminology and the concepts covered by the Internet Manifesto. Audience confusion has resulted when the translations were unclear.***
3. FAIFE recommends that the local coordinators conduct a survey and/or an environmental scan of the area being discussed in the workshop. The survey might include data about how many libraries have Internet access. For example, how many terminals are available to the public? The local coordinator might also refer to UN and other data about the locality. Such a profile is valuable for understanding the actual local situation in terms of Internet access. ***The best workshops have been those in which local librarians or public officials have presented such a scan. FAIFE workshop leaders can arrange a program to integrate these speakers. Examples of good presentations have included: status of Internet access in the host country by a telecom representative; economic and educational status of indigenous peoples' access to information by the Head of the Education Department; status of diseases (HIV, malaria, dengue fever) by a public health official.***

A questionnaire in English can be found in the Annex of this document

For a questionnaire in Spanish see:

<http://una.ac.cr/Seminario-IFLA/CuestionarioInternet.html>

4. Send out the questionnaire to participants when sending out invitations
5. Collect/bookmark local websites on *e-commerce*, *e-learning*, free classes on computer literacy, HIV/AIDS information, etc.
6. Collect locally relevant material and information about national and local law, local institutions and potential partners – prepare a list of partners for the participants

A Day – Schedule (8 hours)

Morning (3 hours 30 min)

Introduction (Ceremonial) (30 min – 45 min)
Icebreaker exercise (15 min)
The Internet Manifesto (45 min)
Coffee break (15 min)
Internet in libraries (1 hour 30 min)

Lunch (1 hour 30 min)

Afternoon (3 hours)

Implementation of the Internet Manifesto in libraries
Cases and Examples (1 hour)
Access/Privacy/Security (15 min)
Role of librarians (15 min)

Coffee break (10 min)
How to write policies (20 min)
Hands-on activity (45 min)
Next steps (15 min)

This eight hours schedule gives room to touch upon important aspects of Internet use in libraries and leaves time for discussion and hands-on-activities. However, it follows a fairly strict time regime and if more time is available the schedule can be extended to a two to three days workshop focusing on the local setting, cultural barriers to information provision and information literacy of the local population.

Introduction (30 – 45 minutes)

Note to the facilitator: The introduction session serves to familiarize participants with the workshop setting and explain the purpose of the workshop. The participants learn what FAIFE is and how it works.

1. Greetings from local sponsors, workshop coordinators, sponsors and other key dignitaries

2. House keeping

Information for participants about bathrooms, emergency procedures, etc – (depending on circumstances)

3. This is a FAIFE workshop. FAIFE is... (PowerPoint slide available)

FAIFE was founded in Copenhagen in 1998. It is an initiative within IFLA (International Federation of Library Association and Institutions) to defend and promote the basic human rights defined in Article 19 of the United Nations Universal Declaration of Human Rights:

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 FAIFE Committee and Office furthers free access to information and freedom of expression in all aspects, directly or indirectly, related to libraries and librarianship. FAIFE monitors the state of intellectual freedom within the library community world-wide, supports IFLA policy development and co-operation with other international human rights organisations, and responds to violations of free access to information and freedom of expression.

Intellectual freedom is the right of every individual to both hold and express opinions and to seek and receive information. Intellectual freedom is the basis of democracy. Intellectual freedom is the core of the library concept.

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3. Key note speech (optional)

4. Purpose of the workshop (PowerPoint slides available)

A frequent critique of the promotion of intellectual freedom and access to the Internet is that there are more important and more urgent problems to solve: hunger, lack of shelter, lack of education and the spread of life-threatening diseases. It might be asked: Why should someone who has no access to clean water should have access to the Internet? IFLA's policies towards intellectual freedom recognize the urgency of these challenges. However, this is not a decision of "either-or". Promoting intellectual freedom and free access to information empowers the disadvantaged. Access to information can be life-saving in many situations. For example, one needs to know how HIV is transmitted to effectively prevent infection. One needs to know where to find shelter or what educational

options are available in the local context or elsewhere. The Internet can provide information people are embarrassed to ask about because they fear stigma and discrimination. The Internet contains information about local opportunities and institutions that give support in difficult situations. Last but not least, it is an important knowledge resource itself and if it is used the right way, people can learn a lot about almost any topic they are interested in. The Internet has thus the potential to help develop skills that can contribute to improving a person's economic situation. ***The Internet has the potential to provide access to information crucial to a person's quality of life—in terms of civic engagement, health, economic status, employment opportunities, and individual cultural growth (or something like).***

Responsible use of the Internet, however, presupposes a certain degree of information literacy and knowledge about potential risks. To benefit from the possibilities the Internet offers and protect users' privacy, training and guidance are required. The provision and dissemination of information is what libraries stand for. Through the introduction of the Internet, the role of librarians has changed. They have become important information counsellors.

The purpose of the workshop is to raise awareness among librarians about the potentials and challenges posed by the Internet and help them settle in to this new role. It offers hands-on exercises that will make the participants familiar with Internet applications and help them understand difficulties users might face. The workshop is inspired by the IFLA Internet Manifesto – a document concerned with broad principles that will need adapting to different circumstances. Each library or other information institution will need to work out its own policy on Internet issues.

Internet policies need to be created because all institutions have different missions, aims and objectives, and libraries need to reflect this. Furthermore, the law differs from country to country; national and regional cultures vary throughout the world, and the needs of users are different in different institutions. If institutions have clear policies, there should be less need for supervision and control.

The morning part of the workshop gives an introduction to the Internet Manifesto and the current role of the Internet in libraries. The afternoon part focuses on local implementation of the Manifesto and the development of policies that suit the local situation.

5. Ethics Statements

Keeping in mind gender inequalities, local requirements and cultural differences and practices

When digital information and communication technologies were first introduced, many people saw them as a great means to overcome inequality and social exclusion. Unfortunately, it became clear very soon that these high hopes were too optimistic. Today big differences exist in the distribution of access to the Internet and to information and communication technologies in general throughout the world. Lack of resources, policies and political will has created a phenomenon usually referred to as the “Digital Divide”. Barriers created by ethnic origin, gender, sexuality, physical or mental disability, educational attainment, employment status

or economic situation are responsible for the exclusion of many citizens. Kofi Annan, former Secretary General of the United Nations, addressed this problem in his statement to the World Summit on the Information Society that took place in Geneva in 2003:

“The so called digital divide is actually several gaps in one. There is a technological divide – great gaps in infrastructure. There is a content divide. A lot of web-based information is simply not relevant to the real needs of people. And nearly 70 percents of the world's websites are in English, at times crowding out local voices and views. There is a gender divide, with women and girls enjoying less access to information technologies than men and boys. This can be true for rich and poor countries alike.” (Kofi Annan, WSIS, December 2003 – statement available as PowerPoint slide) These issues have to be kept in mind when speaking about local implementation and the development of local policies. A careful assessment of the local availability of resources has to take place – referring to hardware and software but also to local Internet content. A gender perspective should be mainstreamed and monitored into all libraries' Internet policies. Capacity building towards gender equality should be considered and the possibilities of enhancing women's participation should be discussed in the workshop. Information barriers – economic, social and cultural – might vary from library to library and need to be anticipated if effective provision of information is to take place. If these aspects are not given a high priority the Internet will cement existing inequalities and create new social exclusion. On the other hand, a careful assessment of the given situation and the development of appropriate policies can empower the disadvantaged and excluded and lead to social change and economic improvement.

Icebreaker exercise (15 minutes)

What is an icebreaker?

Icebreakers are activities undertaken at the beginning of an exercise to make people feel at ease.

Note to the facilitator: Chose an icebreaker exercise that corresponds to the given setting. What makes people feel at ease or raises their interest in the workshop's topic again very much depends on culture and country background, but also on the size of the group. You can choose the suggested icebreaker exercise but also work with other exercises if you believe that this one does not suite the local purpose.

Nobody knows you're a dog

Note to the facilitator: At the websites listed below you can find a cartoon by Peter Steiner that was published in the magazine "The New Yorker" in 1993. You will also find two cartoons that were drawn as a reaction to Steiner's cartoon. Have participants sit together in small groups of 3-4 people. Hand out/project the Steiner cartoon first. Let people talk about the cartoon for five minutes. The following questions should be addressed:

- What is the cartoon about?
- Do you agree with the cartoon's message?
- What is the advantage of nobody knowing "you're a dog"?
- What risks does it create?

After five minutes hand out/project one of the two other cartoons. Have a discussion with the whole group about the messages of the Steiner cartoon and the second one.

The exercise should raise awareness among participants of the potential of the Internet (equality, non-discrimination) and possible risks (commercial interests, lack of privacy).

The cartoons can be downloaded on the following websites:

<http://www.lib.unb.ca/instruction/LILT/mod5/18-internet-dog.html>

<http://www.unc.edu/depts/jomc/academics/dri/idog.html>

<http://blog.futurelab.de/uploads/Artikel/youradogarentyou.gif>

Overview of the Internet Manifesto (45 min)

Note to the facilitator: Hand out the copies of the Internet Manifesto and the Internet Manifesto Guidelines. Use the PowerPoint slides that come with the manual. Local and regional information should be collected in advance. Use this information and the survey results (questionnaires sent out to participants before the workshop) to “localize” the content of the Internet Manifesto.

1. What is the Internet?

The Internet consists of millions of computers all over the world. Their owners make the information on them open to anyone who wants to access it. Access is gained through a network of cables, wires and wireless links that can connect each computer with all of the others. The World Wide Web provides lists of what information is where, and enables the searcher to view the items on the lists.

2. The Internet and Article 19

The Internet makes Article 19 real, more than any other medium. The World Wide Web allows searchers to ‘Seek, receive and impart’ information. It gives access to all sorts of information and ideas. The internet provides not just text, but sound, images and video, and it is interactive too. It does all this regardless of frontiers.

3. What is the problem?

Although the Internet is marvellous it does present problems. It is hard to be sure whether the information is up-to-date and reliable. Some people make potentially harmful information available. It can be difficult to find exactly the information that is needed. FAIFE believes that librarians should try to make the Internet available and help searchers to make the best use of it.

4. The Internet Manifesto

FAIFE seeks to promote intellectual freedom by encouraging librarians to make the best use of the Internet. This includes

- Providing training for searchers
- Assisting searchers to use the Internet effectively
- Providing access that is as free of restrictions as possible

FAIFE’s campaign against restrictions may be controversial for some, but it comes directly from Article 19.

5. Principles of Freedom of Access to Information via the Internet

Note to the facilitator: Use print outs of the manifesto for this part

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**.

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**.

6. Local laws and policies

Note to the facilitator: Any relevant regional, national, and local laws or policies should be collected in advance. These could be for example current laws on freedom of information or the national security legislation. This part of the presentation might be best carried out by a local librarian.

7. Internet Access and Internet Use in Local Libraries

Note to the facilitator: Use the results of the questionnaires (Annex) on Internet access and Internet use in local libraries (the surveys are available in English and Spanish and need to be translated to the country language if necessary). Present a summary of the results.

Coffee break (15 minutes)

The current role of Internet in libraries (1 hour 30 min)

1. The role of libraries?

This session starts with an on-line demonstration of Internet resources that can help a library have a positive impact on information literacy, building a civil society, or economic development. Examples for the demonstration might include local web sites on *e-commerce*, *e-government*, *e-learning*, *free classes on computer literacy*, *HIV/AIDS information*, etc.

Note to the facilitator: In the Annex you will find a selection of Internet resources about case studies, local projects and initiatives.

Optional: If desired a short introduction on *e-commerce*, *e-government* and *e-learning* can be included in this session. (PowerPoint slides available)

2. The socio-economic impact of the Internet

Local coordinators might be able to provide some positive examples or statistics showing the importance of the Internet to local development.

Note to the facilitator: Make it local! Try to seek information through the national statistics bureau. If there is no data available, just choose an example from the local context. The Information and Communication Technologies (ICT) and E-Business Branch of the United Nations Conference on Trade and Development (UNCTAD) also collects country data which feeds into a global data base and is published in the yearly UNCTAD information economy report:

(http://www.unctad.org/en/docs/sdteecb20071_en.pdf)

General information on the positive influence of Information and Communication Technologies (ICTs) on development can also be found in the following document:

http://www.unctad.org/en/docs/iaosmisc200513_en.pdf

3. Barriers to free and open Internet access

Note to the facilitator: Blackboard or flip chart needed

Free access to the Internet cannot be taken for granted. In many places, especially in the developing world, important resources such as hardware, software and even the steady provision of electricity and telephone lines might not be available. But resource barriers may not be the only obstacle to free and open access. In some countries some useful sites of the Internet might be blocked due to state censorship. In places where people lack the basic skill of computer literacy, professional assistance is needed to make users benefit from the advantages of the Internet.

The participants of the workshop themselves know best what the crucial barriers are, when trying to reach out to local users or freely seek information in their country. This session is therefore envisaged as an interactive exercise. Depending on the number of workshop participants, this exercise can be carried out in groups of about four people. Participants are asked to think of and write down barriers to free and open Internet access that they expect to face in their working environment.

After 30 minutes the result of the group work will be presented and collected at the blackboard/flip chart and clustered among categories such as the following:

- **Psychological** – computer-phobia, fear of doing something wrong, fear of lack of privacy, etc.
- **Social** – discrimination by employment status, discrimination by educational background, discrimination by ethnic origin, discrimination by age and physical ability, etc.
- **Economic** – access fees, users' transport costs to get to the library
- **Technological** – availability of hardware and software, maintenance of the system, compatibility
- **Cultural** – lack of availability of software in local languages, discrimination by gender, discrimination by sexuality, superstition and myths
- **Political** – censorship, lack of policies, violation of privacy
- **Lack of skills** – illiteracy, computer-illiteracy, lack of experience in Internet-use
- **Others** – lack of opportunity, lack of infrastructure, Internet reliability, authentication

After listing potential barriers to free access there should be some time left for open discussion about how to address these barriers and how to find solutions with given resources.

Note to the facilitator: The Internet Manifesto Guidelines include a chapter on barriers that can be useful for the discussion. If necessary give a short introduction to the participants explaining what filtering is and how users' privacy can be protected.

What is filtering?

Filtering software is software that pre-selects the websites users can see and only gives access to the selected information. In the selection process websites are usually screened for certain expressions, etc. It is also possible to block sites using the domain name.

4. Success Stories from libraries using the Internet

Note to the facilitator: If possible, invite a local guest speaker to talk about local successes. Emphasis should be placed on successes within a development context. Failures and cautions should also be included – not to discourage the audience but to help them avoid the same pitfalls.

5. Risks and Opportunities of the Internet

The morning part ends with a group discussion on risks and opportunities of the Internet. The topics might include who is accountable for Internet use in libraries.

Example: Internet web sites can help students do their homework. The Internet can also lead the same students to Internet predators on certain web sites.

Lunch (1 hour 30 min)

Implementing the Internet Manifesto in Your Library – Interactive exercise

1. Interactive exercise (1 hour)

Note to the facilitator: Participants should work with copies of the Internet Manifesto Guidelines to find solutions to the given examples. The goal of the session is audience participation, focusing on practical situations and being “real”.

Examples:

- a) Our country's law obliges libraries to install filtering software. Is that against the principle of free access? If yes, what can we do?

Answers from the Internet Manifesto Guidelines:

- The use of filtering software on public access Internet terminals is a clear obstruction of users' freedom to online information.
- Due to the imprecision of the human language accidental blocking of access occurs.
- Filters are applied in many libraries under the law of the land or regulation of the parent institution. Librarians should seek to apply the lowest level of blocking, and not further narrow availability of information by installing their own extra filtering software.
- If the law obliges libraries to install filtering software, it should be established as clearly as possible who is responsible for control of filtering. Libraries should seek to retain the power to adjust the parameters and levels of filtering. Users should be clearly informed of its presence and be given the opportunity to challenge particular instances of blocking, or request the adjustment of blocking criteria.

There is statistical evidence that filters do not work, due to the imprecision of the human language. Librarians should have this available if they are in the position to tell a public official that filters might not solve the problem they were designed to solve. They might be a waste of money and create a false sense of security.

- b) Our library has many users that are children and adolescents. Shouldn't we block content that is not suitable for them?

Answers from the Internet Manifesto Guidelines:

- Libraries should ensure that access to information on the Internet is available to all, regardless of age and other discriminations. Libraries should have a clear policy on use of the Internet by children and minors, and this policy should be explained to parents when they first begin to use the facilities.
- Where librarians have an acknowledged duty of care to children and young people to ensure that there is no unwanted exposure to material that their parents and guardians might consider harmful, consideration should be given to providing special space, training, equipment, and portals for children's Internet use.

- c) Our library is providing Internet access free of charge. Now we are facing the problem that people hang out at the library all day to write emails and chat. Those users who actually want to do research or look something up on the Internet have to wait for hours. What can we do?

Answers from the Internet Manifesto Guidelines:

- Libraries should always seek to provide access to the Internet free of charge, in order to ensure equal and equitable access to online information services.
- Libraries should create clear and transparent policies for Internet access particularly stressing the balance of responsibilities between staff and users.

What could a policy look like that effectively addresses this problem?

- The policy could determine that the computers at the library are not to be used for emailing, chatting, and commercial activities.
 - Each user could be given a certain time slot for using the Internet.
- d) We realized that women and girls feel less comfortable using the Internet than men and boys. What can we do to encourage them to use the Internet?

Answers from the Internet Manifesto Guidelines:

- Libraries providing public access to the Internet have a specific responsibility to ensure that access is available to groups, who might otherwise be disadvantaged.
- Libraries should provide training for all users in accessing information on the Internet and, where possible, in advanced information seeking techniques.
- Users should be assisted with the necessary skills and a suitable environment.

What else could be done?

- Provide special training for women and girls.
- Reserve one computer to be used by women and girls.
- Bookmark content that is especially relevant for women and girls – advertise it.

2. Access/Privacy/Security (15 min)

Note to the facilitator: Use PowerPoint slides (Privacy vs. Security)

Library Internet access must be balanced with privacy and security considerations for the users and for the network. For example, most networks must be protected from security breaches and user privacy should be protected, but at the same time librarians want to provide their users with the most open access as possible to information resources on the Internet.

What the Internet Manifesto Guidelines say on user privacy:

Librarians must respect the privacy of Internet users in the library and their information seeking choices.

Librarians should keep no more record of Internet use than is required by law, retain such records no longer than is required by law and protect the integrity of records of use at all times.

Note to the Facilitator: If there is enough time, include a short discussion on the pros and cons of user privacy.

3. Role of Librarians (15 min)

Note to the facilitator: Before the coffee break make the participants summarize what the role of librarians is regarding Internet use. Collect their contributions on the black board/flip chart. Use the Internet Manifesto Guidelines to complete the collection. If there is enough time left you can include a short discussion.

It should be made clear to the workshop participants that in the Internet age, **librarians are needed more than ever.**

The summary should include the following aspects:

- Write policies on Internet access/use
- Install specific software that gives access to databases, etc.
- Provide Internet assistance to users
- Provide training in
 - Internet information literacy
 - Computer literacy
 - Navigation skills
- Bookmark and reference local content

Coffee Break (10 minutes)

4. How to write policies (20 min)

Note to the facilitator: A presentation on how to write policies for libraries, using the Internet Manifesto Guidelines has been prepared by FAIFE

5. Hands on activity (45 min)

Note to the facilitator: Workshop participants should break up into small groups and outline a project for the local context. Chose from the following examples:

- Provide Internet assistance to a small business in the local community
- Outline a “PR” campaign
- Design a library workshop to assist community members with employment
- Create content in local/indigenous language
- Write Internet access policies

6. Next steps (15 min)

Note to the facilitator: Hand out the previously prepared sheet with information about local institutions and partners to the participants. Maybe the participants know institutions or potential partners you had not thought of. Add their ideas to the sheet and provide an updated version of the list to all participants after the workshop.

The workshop concludes with an open discussion that aims at identifying action lines.

Annex

- **Questionnaire 1:** Anonymous information about Internet use at the participants' work place should be collected in advance. The questionnaire should be sent out to the participants when signing up for the workshop and be sent back before the workshop starts. The information from this survey can be used for the morning presentation "Internet Access and Internet Use in Local Libraries"
- List of Websites with information on **local examples** (activities, initiatives and success stories)
- **Questionnaire 2:** Evaluation questionnaire to be filled out by participants at the end of the workshop
- **Internet sources** and further readings about Internet use in developmental settings

Questionnaire to assess Internet Use and Policies

The FAIFE workshop on the implementation of the Internet Manifesto in libraries includes a presentation on the current situation in libraries in the workshop country. Statistical information on libraries, librarians and policies are often not covered through national or regional statistical offices. We therefore ask you to kindly fill out this questionnaire and help us to adapt the workshop's content to the local situation.

To classify your country, please, provide information for the following indicators

Characteristics of the country	
Name	
Size in milSize in km ² /miles ²	
Total population	
Percentage of urban population	
Percentage of rural population	
Percentage of illiterate population	
Number of libraries in the country	
Number of professional librarians (Bachelor's degree, Master's degree, etc.)	
Number of other people working in libraries	
Number of households with Internet access in the country	
Other indicators:	

Does your country have legislation on access to information?

What kind of library do you work at?

Public Library	
School library	
University library	
Other	

What is the total number of professionally trained staff in your library?

Academic grade	Male	Female
PhD		
Master's degree		
Bachelor's degree		
Diploma		
Others		

How many (percentage) users of which age group visited your library in the last month?

Age	Male	Female
3-5 years		
6-12 years		
13-17 years		
18-50 years		
older than 50 years		
Total		

4. How many staff members of your library are familiar with using the Internet?
5. Does your library have its own website?
Yes/No
6. Does your library provide Internet access? (If No, continue with question 18)
Yes/No

If Yes, do you charge for Internet use?
Yes/No
7. How many computers are available for Internet use?
8. Does your library have a policy for Internet use?
Yes/No
9. Does your library provide staff assistance for users who are not familiar with using the Internet?
Yes/No
10. Does your library provide training on computer and Internet literacy for users that are not familiar with using the Internet?
Yes/No (If Yes, please indicate of which kind)

11. Which groups of people have problems/are disadvantaged in accessing the Internet in your country?

Elderly people	Yes/No
Women and girls	Yes/No
Displaced people	Yes/No
Illiterate people	Yes/No
The poor	Yes/No
Certain ethnic groups	Yes/No
Others	

12. How do you reach out to disadvantaged and vulnerable groups?

13. Does your library use filtering software?

Yes/No

If Yes, why?

a. National policy	Yes/No
b. Protection of users from harmful content	Yes/No
c. Other reasons	Yes/No

14. What are the main activities users carry out at the library's computers? Please indicate percentage.

a. Email	
b. Chatting	
c. Downloads	
d. Search for information	
e. Others	

15. Does your **your** library provide information on *e-learning*, *e-commerce* and *e-governance*?

Yes/No

16. Does your library provide bookmarks and navigation assistance to find content in local languages or relevant for local needs?

Yes/No

17. Do you believe that public access to the Internet in libraries can make a contribution to improve the economic situation of your country?

Yes/No

If Yes, why?

If No, why not?

18. If your library does not provide access to the Internet, why not?

a. Lack of resources	Yes/No
b. Lack of trained staff	Yes/No
c. National law	Yes/No
d. Other reasons	

19. Do you believe that Internet access would benefit the users and your library?

Yes/No

If No, why not?

Websites that can be helpful in finding local examples and data about Internet use on the country level

United Nations Development Programme (UNDP) on ICT for Development
http://www.sdn.undp.org/it4dev/docs/about_undp.html

United Nations Conference on Trade and Development (UNCTAD) on E-Commerce Measurement
http://new.unctad.org/templates/Page_697.aspx
http://www.unctad.org/en/docs/iaosmisc200513_en.pdf

Case studies, projects and initiatives:

ICT for Development – a Civil Society platform

http://www.ict4development.org/resources/case_studies/case_studies_home.htm

ICT Policies & Studies – Case Studies on many different topics

<http://www.comunit.com/en/taxonomy/term/308,321?page=next+%E2%80%BA>

The International Development Research Centre provides information on ICT use for all regions

<http://www.idrc.ca/ict4d/>

The Information for Development Program provides information on different aspects of ICT use in developing countries

<http://www.infodev.org/en/Topics.html>

IMFUNDO – an online interactive health network

<http://hivaids.digitalbrain.com/hivaids/homepage/home/>

ELDIS – provides a collection of documents from development agencies and has a whole section on ICT projects

<http://www.eldis.org/ict>

The Development Gateway provides links to reports on activities and best practice documents

<http://topics.developmentgateway.org/ict/index.do>

United Nations Development Programme (UNDP) – Stories from the field on ICT use

<http://www.sdn.undp.org/it4dev/docs/stories.html>

Examples on E-Agriculture in many languages

<http://www.e-agriculture.org/examples.html>

Information on E-Commerce projects can be found on the sites of the United Nations Conference on Trade and Development

<http://www.unctad.org/Templates/StartPage.asp?intItemID=2629&lang=1>

Asia – the regional UNDP website provides plenty of information on projects and all topics related to ICT use

<http://www.apdip.net/resources/case/>

Evaluation questionnaire

Workshop name:

Training location:

Date:

Job title of participant (optional):

Number of workshop days:

What kind of library do you work at?

School library	
University library	
Public library	
Other	

Please rank your own Internet literacy before the workshop on a scale from 1 to 5 (1 = lowest score, 5 = highest score)

My own Internet literacy before the workshop	1	2	3	4	5
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Please answer the following questions (1 = strongly disagree, 5 = strongly agree)

The workshop's objective were transparent	1	2	3	4	5
The workshop lived up to my expectations	1	2	3	4	5
The workshop content is relevant to my job	1	2	3	4	5
The difficulty level of this workshop was appropriate	1	2	3	4	5
The workshop left enough time for discussion	1	2	3	4	5
The pace of the workshop was appropriate	1	2	3	4	5
The workshop leader was well prepared	1	2	3	4	5
I will be able to apply the workshop content	1	2	3	4	5
I will recommend this workshop to other people	1	2	3	4	5

How could this workshop be improved?

Provide better information before the workshop
Better clarify the workshop objectives
Include less content
Include more content
Make it less difficult
Make it more difficult
Include more "hands on" activities
Include less "hands on" activities
Leave more room for discussion
Leave less room for discussion
Improve workshop organization
Improve instructional method
Update content
A lot more time for the workshop

What are other improvements you would recommend?

What did you like the most?

What did you like the least?

Which aspects were missing?

Thank you for participating in this workshop!

Internet sources and further readings

Information and Communication Technologies for Development (ICT4D)

World Summit on the Information Society (WSIS)

<http://www.itu.int>

WSIS – Frequently asked questions

<http://www.itu.int/wsis/basic/faqs.asp>

United Nations Information and Communication Technologies Task Force

<http://www.unicttaskforce.org/>

UNESCO on Access to Information

http://portal.unesco.org/ci/en/ev.php-URL_ID=1657&URL_DO=DO_TOPIC&URL_SECTION=201.html

United Nations Conference on Trade and Development – Information Economy Report

http://www.unctad.org/en/docs/sdteecb20071_en.pdf

Libraries and Internet Access

To what extent can libraries ensure free, equal and unhampered access to Internet-accessible information resources from a global perspective?

(PhD Thesis by Dr. Stuart Hamilton)

<http://www.ifla.org/faife/report/StuartHamiltonPhD.pdf>

FAIFE World Report 2003: *Intellectual freedom in the information society, libraries and the Internet*

<http://www.ifla.org/faife/report/FAIFE-WorldReport2003.pdf>

FAIFE Summary Report 2002: *Libraries, Conflicts and the Internet*

<http://www.ifla.org/faife/report/FAIFE-SummaryReport2002.pdf>