

The IFLA Library Theory and Research Section Study of the Impact of IFLA on Promotion change and Diffusing Professional Norms in Libraries. 2006

(Compiled and Edited , June, 2013 by Heidi Kristin Olsen and Terry L. Weech.)

A draft report on the Library Theory and Research Section project

“AN INVESTIGATION OF THE ROLE OF IFLA IN PROMOTING CHANGE AND DIFFUSING PROFESSIONAL NORMS IN LIBRARIES WITH A WEIGHT ON NORMS; STANDARDS AND POLICIES RELATED TO LIFELONG LITERACY”

Original Proposal at:

On IFLA’S impact and role in diffusing professional norms, standards and practices

<http://archive.ifla.org/VII/s24/proj/s24-IFLANorms-impact.pdf>

Table of Contents:

INTRODUCTION TO THE IFLA-LTR 2006 IMPACT STUDY.....	1
The role of IFLA in diffusing professional norms, standards and practices	2
The research questions of the survey.....	2
Methodology	3
Analytical strategy	3
Limitations	4
Is IFLA/WLIC an important source of professional influences?	4
Professional areas and IFLA’s capability of diffusing norms, standards and practices	7
A Cuban approach to “The role of IFLA in difussing profesional norms and standards”	11
Introduction.....	11
5. Sobre lo que se ha logrado con IFLA	11
6. Sobre la participación y los cuantiosos gastos de las conferencias	12
7. Sobre el papel de IFLA en la motivación profesional	13
8. Sobre los beneficios obtenidos de IFLA en la última década	13
9. Sobre el concepto de alfabetización informacional.....	13
10. Sobre las dimensiones del concepto.....	13
11. Sobre los obstáculos de la alfabetización	13
12. Sobre el papel de IFLA en los conflictos de las políticas de información	14
13. Sobre el papel de IFLA ante la alfabetización informacional.....	14
14. Otros tópicos.....	14
Ifla’s role in diffusing professional norms: the Australian and New Zealand story	15
Background.....	15
The survey	15
Results	17
Discussion	23
Conclusion	23
IFLA’s role in diffusing professional norms: LTR-project in Russia	24
Introduction.....	24
Background information on the respondents and his/her relationship to and experiences with IFLA	25
The general effects of IFLA in spreading professional norms and standards in developing librarianship	34
IFLA and information literacy	40
CONCLUSION: DEDUCTIONS AND RECOMMENDATIONS.....	46
EVALUATION OF IFLA’S INFLUENCE ON INFORMATION LITERACY DEVELOPMENT IN RUSSIA.	47
Recommendation of the Russian Specialists Regarding IFLA Activity in Information Literacy Developing.....	48
The Impact of IFLA on U.S. Library Norms, Standards, and Policies – One Perspective.....	49
Six Core Activities of IFLA: (http://www.ifla.org/act-serv.htm)	50
CONCLUSION:	52
Benefits from participating at the IFLA conferences: The case of Norway.....	53
2. The selection of respondents	53
3. The general role of IFLA as a source of professional impulses.....	55
Attachment 1: Distriubted to Interviewers	60
I. Qualitative interviews – interview guide.....	60

INTRODUCTION TO THE IFLA-LTR 2006 IMPACT STUDY

In 2012 Heidi Kristin Olsen (Heidi.k.olsen@hive.no) and Terry Weech (weech@illinois.edu) undertook the task of recovering the papers submitted six or more years earlier to meet the goals of an IFLA project overseen by the IFLA Library Theory and Research Section and initiated by Ragnar Audunson of Oslo. The original intention was to publish the results of the study in a report for distribution to those within IFLA that had an interest in the focus of the study. But as is often the case, other priorities interceded and such a comprehensive report did not materialize. Some of the reports were published separately, others appear not to have been published in any source. In the interest of making the original reports available to future researchers, the Library Theory and Research Section of IFLA has brought those reports that could be found together in this compilation for those who may have an interest in the results of the study. The editors, Heidi Kristin Olsen and Terry Weech, did some minor editing of the texts, but for the most part the materials included should be considered draft reports. Any of the authors who originally submitted the reports who would like to submit revised texts are invited to do so. Just send your revisions to the Library Theory and Research Section of IFLA.

The original proposal for the study can be found at:

<http://archive.ifla.org/VII/s24/proj/s24-IFLANorms-impact.pdf> It was initiated in 2004-2005 according to the 2004-2005 LTR Annual report (<http://archive.ifla.org/VII/s24/annual/ltr-AnnualReport05.htm>). The last of the study reports was submitted in 2008. It will be noted that each of the researchers put their own focus on the nature of the norms being studied. Some may have focused more on lifelong literacy, others on other aspects of professional norms. It is also interesting that one of the stated goals of the project was to determine if the frequency and nature of the annual conferences held by IFLA should be reconsidered, while noting that an annual frequency of membership meetings is unusual for professional groups in other professions. One might assume that the desire to determine the effectiveness or impact of IFLA in disseminating Professional Norms might be used to justify such frequent meetings.

One report not included here, appears in the *IFLA Journal*, volume 35(2009), pp. 131-140 under the title "Diffusion of Professional Norms: the Impact of IFLA on South Africa." Not attempt was made to trace all other publications of the reports resulting the study. Individuals who may have participated in the study and a volunteer researcher or reporter who has not submitted their findings are invited to submit the findings now to complement the reports compiled here. Thank you to all who have contributed.

The role of IFLA in diffusing professional norms, standards and practices

Ragnar Audunson, Norway

In this paper we will report from a survey aiming at eliciting IFLA's role in diffusing professional norms, standards and practices. The background of the study is, as for the project as a whole, the following question:

Whereas most professional fields have world congresses that take place with a lower frequency than the WLIC, for example every fourth year, and are more specialized as far as participation is concerned, for example, attracting researchers, WLIC is unique in the sense that it takes place yearly and attracts participants from all subfields of LIS – researchers, practitioners and policy makers. Are these yearly conferences a waste of resources or do they represent a unique arena for knowledge sharing across professional subfields and for the diffusion of professional norms and practices across professional and geographical borders?

Knowledge on questions such as these is of practical importance for the international library community and IFLA. Many maintain that the frequency of WLIC (The World Library and Information Congress) be reduced. Yearly conferences occupy too many resources. Others are of the opinion that the yearly conferences are important and vital instruments in professional knowledge sharing. The decision to reduce or maintain the present frequency should be taken on the basis of knowledge. In addition, it is of interest to get an understanding of the general role of IFLA in diffusing professional norms, standards and practices. That is the background why LTR has undertaken this project on the role of IFLA in diffusing professional norms, standards and practices.

The project consists of, in addition to this survey, a number of national reports, mainly relying on qualitative methods, from Russia, Australia, US, South Africa, Norway and Cuba. These national reports follow these summary results of the Survey

The research questions of the survey

The research question asked in the survey can be summed up as follows:

1. Are the resources spent on the yearly WLIC worthwhile or could they better be spent on other purposes for the international LIS-community?
2. How are the WLIC and IFLA evaluated as sources of professional inspiration and impulses compared to other professional arenas on a national and international level?
3. How is IFLA's capability of diffusing professional norms, standards and practices evaluated in different professional areas such as bibliographic standards, management practices, new trends in librarianship etc.?
4. To what extent can the respondents identify developments and new practices in their own countries over the last decade that can be traced back to influence from IFLA/WLIC and, if that is confirmed, within which professional areas?

Methodology

A sample was drawn from the list of participants at the IFLA conference in Seoul in 2006. The sampling was done according to the following principles:

- Some countries, e.g. the Scandinavian countries, UK, US, Germany, are grossly overrepresented at the WLIC. From such countries, every fourth participants were drawn randomly. Also from China, which had a stronger representation at this conference than usually, every fourth representative was randomly selected.
- The hosting country, in this case South Korea, is also grossly overrepresented. In this case the sampling rate for the Korean representatives was decided on the basis of their proportion at the conferences preceding the 2006 conference.
- From other countries, i.e. all African countries, all Latin American, the remaining Asian, countries in the former Soviet bloc etc. all participants were included in the sample.

This resulted in a sample of 780 respondents. A questionnaire was designed, aiming at measuring the research questions, and the questionnaire was distributed to the respondents using the system Questback. In addition to English, the questionnaire was translated into French, Spanish and Russian, and the respondents could choose which language to use. The questionnaire was distributed in May-June 2007. 195 respondents returned the questionnaire, i.e. a response rate of 25, which is a bit low. Probably some members in the sample had changed their e-mail addresses between the 2006 WLIC and the time of data collection, i.e. the spring of 2007, reducing the real size of the sample. The real response rate, therefore, might be somewhat higher. It is, however, impossible to estimate, the effect that this might have had.

- 32 per cent of the respondents were women whereas 68 per cent were men.
- As for age, 20 per cent can be described as young professionals, i.e. between 20 and 39 years of age, the majority – 64 per cent – can be described as seniors, i.e. between 40 and 49 (28 per cent) and between 50 and 59 (36 per cent), whereas 18 per cent can be described as veterans, i.e. 60 years or older. Our material, then, is dominated by people from 40 to 59 – the age groups probably most attractive for leadership positions, whereas the proportion of young professionals and of veterans is relatively similar.
- The majority of respondents are relatively experienced WLIC-participants: 30 per cent have participated at 2-3 conferences and 33 per cent at 4 conferences or more. But more than one third are inexperienced, with only one conference participation.
- 35 per cent of the respondents hold positions in the IFLA systems as members of or officers in standing committees or sections, whereas 65 per cent do not hold any kind of position.
- 49 per cent come from countries that the World Bank define as rich, whereas 51 per cent come from countries that according to the World bank are low income, lower- middle income or upper middle income.

Analytical strategy

It seems reasonable to hypothesize that the perceived role of IFLA is affected by the respondents' activity in IFLA. That, in turn, is measured by two variables: 1. The number of WLICs attended and membership in standing committees/sections of IFLA. These two variables, then, represent one category of independent variables.

Another important independent variable is what we will term “North” versus “South”, i.e. richer versus poorer countries. The World Bank categorizes countries into four (five) groups: Low income, lower-middle income, higher-middle income, high income (including OECD) and the OECD countries. The high income group (66 countries) according to this categorization with some few additional countries from the higher-middle category such as Russia is in the following termed “North”, whereas the countries from the other categories are termed “South”.

In addition gender is used as an independent variable.

Limitations

This study is quantitative in the sense that is a survey and the analysis is based on tables with proportions and means. But it perhaps more correct to say that we are dealing with quantitative data that must be interpreted qualitatively. We cannot generalize from our sample to the international library community – we cannot even generalize from our sample to the 3-4000 participants at the WLIC 2006. The differences we find, for example between “North” and “South” do indicate important categories of differences, but further studies with a different design have to be undertaken to make generalizations.

Is IFLA/WLIC an important source of professional influences?

The respondents were asked to evaluate IFLA/WLIC as a source of professional influences and inspiration. That was done through four questions:

1. The respondents were asked to estimate their professional gain from taking part in IFLA activities on a scale from 0 to 5, where 0 indicates almost no gain at all and 5 indicates a substantial gain.
2. Then the respondents were asked to evaluate a number of channels for professional communication, among them the yearly World Library and Information Congress and participation in IFLA networks, as sources of professional impulses.
3. The yearly IFLA conferences are expensive. This author has estimated that Norwegian participation in yearly conferences and other IFLA activities equals the yearly running costs of a middle sized library. Then it is of course relevant to pose the question: Are the positive gains of the yearly conferences sufficient to defend the resources used, or could these resources have been better utilized for other library purposes nationally and internationally?

The general importance of IFLA in the professional lives of the respondents was measured via the following question: *4. On a scale from zero to five - how much would you say that you personally gain as a LIS- professional from taking part in IFLA-activities. Zero indicates that you gain almost nothing and five that your professional gains from taking part in IFLA activities are substantial?*

The respondents were also asked if the resources spent on the yearly conferences have sufficient positive effects on the library community to be defended or if these resources could be better spent on other purposes.

The results indicate that IFLA activities play an important role in the professional lives of our respondents. 60 per cent give a score of 4 (35 per cent) or 5 (25 per cent). Only 8 per cent gives a score of 2 or lower. The

average score is 3,78. There is a tendency that respondents coming from the countries of the south gives IFLA activities a higher score (3,89 on the average), compared to those coming from the richest countries (3,68). Not surprisingly, the independent variable with the strongest effect, is the number of conferences attended:

- Those who have attended only one conference have an average score of 3,47
- Those who have attended 2-3 conferences have an average score of 3,82
- Those who have attended 4-5 conferences have an average score of 3,81
- Those who have attended 6-7 conferences have an average score of 4,31
- Those who have attended 8 conferences or more have an average score of 4,50

The main dividing line, thus, seems to be between the real veterans and enthusiastic regulars, i.e. those who have attended 6 conferences or more who have an average score exceeding 4, and the somewhat more sporadic participants.

The respondents almost unanimously are of the opinion that the positive effects of the WLIC are sufficient to justify a yearly conference. 78 per cent answer yes to this question. Only 6 per cent are of the opinion that the positive effects are too small to defend the resources used to have a yearly conference, whereas 17 per cent are uncertain.

What then about the relative importance of IFLA compared to other professional meeting places and channels of professional communication?

The results are summarized in table 1.

Table 1 IFLA, WLIC and other national arenas as sources of professional impulses

	IFLA: Overall	National Confs	Inter. Conf. (not WLIC)	Research Confs	WLIC	Peer review journal	Int. network outside IFLA	Nat. networks	IFLA networks
Male	3,79	3,85	3,44	3,41	3,82	3,63	3,36	3,77	3,39
Female	3,77	3,80	3,69	3,77	3,89	3,89	3,48	3,82	
«South	3,89	3,81	3,78	4,00	4,10	4,10	3,68	3,77	3,70
«North	3,68	3,80	3,42	3,24	3,62	3,52	3,22	3,86	3,52
1 WLIC	3,48	3,72	3,48	3,54	3,75	3,88	3,25	3,57	3,43
2-3	3,82	3,80	3,72	3,72	3,80	3,84	3,59	3,77	3,49
4-5	3,81	3,87	3,81	3,59	4,00	3,68	3,63	4,13	3,67
6-7	4,31	3,94	3,12	3,71	4,06	3,35	3,29	4,18	4,00
8?	4,50	3,93	3,79	3,85	4,14	4,10	3,43	3,86	4,10
Total	3,77	3,81	3,61	3,65	3,87	3,80	3,44	3,81	3,60

We see from, table 1 that for all respondents, the World Library and Information Congress is the most important source of professional impulses with an average score of 3,87 followed by national conferences and national networks, which both have a score of 3,81, and peer reviewed journals, with a score of 3,80.

The differences between the different channels for professional communication and sharing of ideas are, however, not very great, ranging from 3,44 (international networks outside IFLA) to 3,87 (WLIC).

There are, however, some interesting differences between groups:

- The North-South dimension seems to be important. We see that there is a general tendency that those coming poorer countries generally gives a higher score to *all* international arenas and channels of professional communication compared to respondents from rich and industrialized (or post industrialized) countries. That is particularly the case for WLIC, research conferences and peer reviewed journals. The same group, however, gives national networks a lower score than those coming from more affluent countries. This finding might indicate the less affluent countries are particularly dependent upon impulses and inspiration from the international LIS scene in order to develop their libraries. This indication is further strengthened by the fact the a considerable higher proportion of the respondents from the “south” are of the opinion that the resources used for the yearly WLIC is well spent compared to those coming from the richest countries – 87 per cent compared to 69 per cent.

The largest differences between richer and poorer countries, however, are not related to IFLA,

IFLA networks and WLIC, but to research conferences and peer reviewed journals. The differences between the means for these two channels of communications are 0,76 (research conferences) and 0,58 (Peer reviewed journals). The three most important channels and sources of professional inspiration for respondents from the South are WLIC, peer reviewed journals and research conferences, whereas national networks, national conferences and IFLA in general are the three most important for respondents from the North.

- The respondents were asked if they are members of sections/standing committees or not. One should believe that members of sections hold IFLA activities to be more important than non-members. To some extent that is correct. The mean value of the overall importance of IFLA is 4,03 for members, 3,64 for non-members and the mean value for IFLA networks is 3,83 for members and 3,60 for non-members. The members do not, however, hold the yearly WLIC to be more important than non-members. As for the other channels of professional communication differences between members and non-members are marginal.
- Gender does not have a significant effect.

The value respondents from the poorer countries place upon international arenas in general and the yearly WLIC in particular as a source of professional influences and inspiration is an important factor to take into account when considering to reduce the frequency of the WLIC or not.

Professional areas and IFLA's capability of diffusing norms, standards and practices

The respondents were asked the following question:

Below we have listed some areas where IFLA could have a capability of diffusing professional ideas and influences. Could you, for each of the areas listed, evaluate the importance of IFLA as a channel of diffusing professional norms, ideas and influences? Zero means that the importance of IFLA is negligible and 5 that IFLA is of vital importance.

The areas specified were:

- Innovation and standards in service production
- Diffusion and implementation of bibliographic standards
- Innovations and developments in bibliographical description, e.g. FRBR
- Methods and standards in management of library and information services, e.g. performance measurement and planning.
- Norms and standards regarding the social and political role of libraries and librarianship.
- Norms and standards related to the promotion of information literacy.
- New trends in librarianship, e.g. knowledge management

Table 2 – Evaluation of IFLA’s importance in diffusing norms and standards on different professional subareas

	Innovations and standards service production	Diffusion and implement. of bibliographic standards	Innovation and developments bibliographic description	Models and standards in management	Norms/standards social and political role of librarianship	Information literacy	New trends in librarianship	Professional education/ development of competencies
Male	3,78	3,91	3,81	3,75	3,78	3,77	3,77	4,69
Female	3,94	4,06	3,98	3,98	3,92	4,01	3,99	4,94
South	4,10	4,15	4,03	4,18	4,06	4,19	4,35	5,00
North	3,67	3,88	3,81	3,59	3,67	3,67	3,61	4,66
1WLIC	3,86	3,77	3,68	3,89	3,91	4,00	4,06	4,95
2-3	3,85	3,98	3,83	3,82	3,76	3,74	3,93	4,75
4-5	3,97	4,33	4,27	3,84	3,87	4,01	4,06	4,84
6-7	4,00	4,06	4,06	4,13	4,06	3,94	4,13	5,0
9+	3,89	4,36	4,23	3,71	3,86	3,93	3,5	4,79
Member SC or section	3,89	4,15	4,09	3,69	3,72	3,70	3,81	4,64
Not member	3,89	4,01	3,83	3,99	3,95	4,06	4,09	4,98
Total	3,89	4,01	3,92	3,89	3,87	3,93	3,99	4,85

We see that for the respondents as a whole, IFLA is regarded as an organization with a particular capability in diffusing and implementing bibliographic standards, followed by new trends in librarianship and the innovation and development of new standards in librarianship. The difference between the subareas is, however, small, ranging from 3.87 to 4.01.

But there are large and interesting differences between groups. Again the North/South dimension stands forth as the most important of our independent variables. The respondents from the poorer countries consistently regard the importance of IFLA as a propagator of professional ideas and impulses than respondents from the North. That is particularly so for new trends in librarianship and models and standards in management. Those subareas are ranked the two least important by respondents from the North with mean values of 3,61 and 3,59 , whereas respondents from the South rank new trends in librarianship highest with a mean of 4,35, models and standards in management as the third most important with a mean of 4,18.

The IFLA activists, both those who participate most frequently at conferences and those who are members of standing committees are of the opinion that IFLA is particularly well suited to promote norms, standards and innovations in the field of bibliographic descriptions. Non- members are more preoccupied with new trends in librarianship, information literacy, models and standards in management and norms and standards relating to the social and political role of libraries. This finding indicates that the activists are more preoccupied with technical issues than non-activists, who, on the contrary, tend to regard IFLA’s role in relation to social and political issues and its role as an arena helping participants to keep updated on new trends.

The main conclusions seem to be:

- In spite of the differences referred to above, IFLA seems to be important as a propagator of professional norms along a wide spectrum of professional fields and areas. The mean is close to 4 or above 4 for all 8 areas the respondents were invited to evaluate.
- The importance of the North/South dimension which we saw in the two preceding paragraphs is confirmed. IFLA is significantly more important as a propagator of norms and standards across all fields of LIS for the poorer countries as compared to the richest.

The respondents were asked if they could identify any “norms and standards, ideas, services, methods, techniques etc.” implemented in their own country over the last decade that can be traced back to IFLA. 50 per cent answered yes to this question, 16 per cent answered no, whereas 34 per cent were uncertain. Obviously – and naturally – it is difficult to trace the roots and origin of practices and innovations taken into use. Whether or not the norms and standards and reforms the slight majority traces back to IFLA really stem from IFLA, is probably uncertain. But the high proportion believing that IFLA is the source and originator of standards, norms and innovations implemented in their respective countries is an indicator of the perceived importance of the organization. Probably it is also an indicator of IFLA's role as a gatekeeper. Probably many norms and standards in fields such as for example management and planning have originated outside the library field. But IFLA and WLIC is an arena where people get informed about such reforms and how they can be implemented into librarianship.

A significantly higher percentage of respondents from the “North” compared to the “South” are able to trace implemented norms, standards and practices back to IFLA – 54 per cent compared to 47. The proportion answering “no” is the same between the two groups – 16. It is the proportion of uncertain respondents that are much higher in the “south” – 37 compared to 30.

Those who were able to trace norms, standards and practices back to IFLA were asked about the kinds of standards, norms and practices. The results are given in table 3. Note that the proportions here are calculated on the basis of those within each of the groups that traced standards, norms and practices back to IFLA.

Once again we see a striking difference between “North” and “South”. The respondents from the “North” capable of taking a stand on the issue, point at bibliographic standards and innovations and developments in bibliographic description (66 and 62 per cent respectively). These two fields are the *least* important among the southerners, achieves scores as low as 42 per cent (implementation of bibliographic standards) and 27 per cent (innovations and developments), They point at issues such as information literacy (76 per cent), new services (73 per cent), methods and standards in management (71 per cent), new trends such as knowledge management (64 per cent), professional education (62 per cent) and the social and political role of librarianship. (58 per cent). The issues regarded to be important by respondents from the “South” are regarded as unimportant by the “northerners”, achieving scores ranging from 16 to 40.

Table 3

	“South”	“North”	Total
New services	73	36	54
Implementation bibliographic standards	42	66	55
Innovations bibliographic description	27	62	45
Methods and standards management	71	40	55
Social and political role	58	32	44
Education and professional developments	62	16	38
Information literacy	76	32	53
New trends in LIS, e.g. KM	64	30	46

The main conclusions are, then:

- “Northerners tend to focus only upon IFLA’s influence on two issues relating to bibliographical standards and innovations, norms, standards and practices in the other 6 areas are not traced back to IFLA.
- The “southerners” taking a stand, tend to trace developments in their country back to IFLA influence on all areas except bibliographic standards and innovations. The impression that southerners tend to regard IFLA as important on softer and policy related issues, northerners on technical issues, is strengthened.
- The impression that IFLA is more important in the “South” than in the “North” is confirmed. Among “southerners” taking a stand IFLA is regarded as highly instrumental in implementing norms and standards on 6 out of 8 subareas; it is only the implementation of standards related to bibliographic description and practices where the “northerners” perceive the importance of IFLA to be higher than the respondents from the south.

A Cuban approach to “The role of IFLA in defusing professional norms and standards”

Emilio Setién-Quesada
Secretary of Theory and Research

Cuban Association of Librarians (ASCUBI)

esetien@infomed.sld.cu

Introduction

This paper is based on qualitative questions according to the guide attached to the call for papers of the Section of Library Theory and Research for the IFLA Conference 2006 at Seoul, Korea. The contents of the report are identified by the number of the questions in the guide and by an abridged title of the main topic of each question. A copy of the complete guide is included at the end of the report. It is important to notice how in several items not only the norms and standards received through IFLA are informed, but also the material support granted by the Federation in order to apply such recommendations are described. This is an important feature of IFLA's aid to developing countries through ALP and other bodies. It should be considered as part of the Federation's role in diffusing norms and standards.

The report is just partial because not all contacted colleagues offered information. Nevertheless, answers to **questions 1, 2, 3 and 4 (library organizations, position, attendance to IFLA, membership and position in IFLA's bodies)** show that respondents included have important backgrounds in practical librarianship, with experience in different kinds of libraries and library schools. They have attended several IFLA conferences, and have or have had a position in governing bodies responsible for national library policies. Most of them have also a background from library associations, and some represent library education and research.

5. Sobre lo que se ha logrado con IFLA

Uno de los primeros aportes de IFLA al movimiento bibliotecario cubano fue el ejemplo de su organización profesional. Hoy las secciones de la Asociación Cubana de Bibliotecarios (ASCUBI) homologan las de IFLA, aunque aún no están creadas todas las posibles y algunas de las secciones de IFLA no se ajustan a la realidad cubana.

IFLA ofrece la oportunidad de conocer e intercambiar experiencias con especialistas de muchos países. Allí conocimos, obtuvimos y trajimos a Cuba las normas ISBD que más tarde se adaptaron a normas cubanas.

Los entrevistados que actúan como profesores de las escuelas de bibliotecología han transmitido a sus alumnos múltiples experiencias observadas en las conferencias de IFLA difíciles de enumerar al momento de la encuesta. De todas formas los estudiantes han recibido una amplia explicación sobre la Federación y sus posibilidades.

Se logró una estrecha colaboración con la sección de Bibliotecas para Ciegos y ALP lo que permitió organizar en Cuba el Seminario Latinoamericano de servicios bibliotecarios para ciegos y débiles visuales, que favoreció el fortalecimiento de las relaciones entre bibliotecarios de la región dedicados a esa tarea y aportó múltiples beneficios. Los miembros de la sección ofrecieron el donativo del equipamiento con el que se montó en la Biblioteca Nacional un laboratorio para la elaboración del libro hablado y se contó con un

especialista del Reino Unido que instruyó a varios bibliotecarios cubanos en el manejo de esos equipos y en la producción de tales libros. Los libros hablados así producidos se distribuyeron a las salas especiales para ciegos y débiles visuales de las bibliotecas públicas y otras bibliotecas al servicio de esos lectores. De igual forma se obtuvieron donativos de papel para la producción de libros en braille en distintas imprentas cubanas y con posterioridad se recibió, también como donativo, el equipamiento actual de la sala Braille de la Biblioteca Nacional José Martí.

A través del programa ALP se recibieron las primeras computadoras que se instalaron en el sistema de bibliotecas públicas y diversas becas para participar en los pre y post seminarios de conferencias de IFLA, así como en las propias conferencias.

A través de IFLA se establecieron contactos con diversos patrocinadores para distintas actividades profesionales y uno de sus directivos ofreció en Cuba un seminario sobre organización de asociaciones bibliotecarias.

Mediante la participación en las conferencias se actualizaron criterios sobre el préstamo interbibliotecario y los nuevos conceptos sobre disponibilidad universal de colecciones.

Durante la 60 Conferencia celebrada en Cuba más de 400 bibliotecarios del país tuvieron la oportunidad de intercambiar con unos 800 colegas de otros lugares del mundo y de dar a conocer el estado de nuestro desarrollo profesional. A partir de entonces varios bibliotecarios cubanos se mantuvieron como miembros corresponsales de distintas secciones y sobresalen en ese intercambio y en la obtención de experiencias profesionales por esa vía las secciones de ASCUBI de bibliotecas para niños y jóvenes, servicios a discapacitados, bibliografía, libros raros y bibliotecas escolares. Ya esta última había establecido relaciones con homólogos de otros países durante el preseminario de bibliotecas escolares en la Conferencia de Barcelona (1993) y se ha mantenido en contacto con colegas de la sección, de Argentina y España principalmente, mediante el intercambio de ideas y formas de trabajo de estas bibliotecas, la promoción de la lectura en ellas, la obtención de bibliografía actualizada y colaboraciones publicadas en el Boletín de las bibliotecas escolares cubanas.

En fecha más reciente tuvo lugar en el país una actividad regional de IFLA destinada a analizar el uso de internet por las bibliotecas en los países de El Caribe.

6. Sobre la participación y los cuantiosos gastos de las conferencias

La presencia física en las conferencias es la vía idónea para adquirir experiencias, mediante la discusión en vivo con otros colegas. Lamentablemente esa participación es sumamente costosa para los países más pobres, cuya asistencia depende generalmente del patrocinio que puedan recibir de distintas organizaciones. Es cierto que en la organización de las conferencias se invierten cuantiosos recursos, pero no parece que su destino a otras actividades pueda resolver problemas que, como la alfabetización –por referirnos sólo al mencionado en el cuestionario-, tienen que ser atendidos por los gobiernos de los distintos países. Ojalá pudieran dedicarse más de los cuantiosos fondos que se invierten en las conferencias para patrocinar mayor participación de bibliotecarios de países subdesarrollados. Si bien ALP y otras entidades han venido haciendo un esfuerzo meritorio en este sentido, no se logran cubrir la mayoría de las necesidades.

7. Sobre el papel de IFLA en la motivación profesional

Para quienes pueden tener acceso sistemático a IFLA, sus conferencias, seminarios y publicaciones, la Federación es una indiscutible e insustituible fuente de inspiración.

8. Sobre los beneficios obtenidos de IFLA en la última década

En la última década la participación cubana en las conferencias de IFLA ha sido muy pobre, a excepción de la conferencia celebrada en Argentina, aunque los allí participantes fueron novicios en gran parte y no pudieron obtener de la conferencia todos los resultados posibles, dada la multiplicidad simultánea que se produce en ellas. Algunos fueron contactados para este trabajo, pero no ofrecieron sus respuestas. No obstante, desde el punto de vista asociativo al menos, sí se logró integrar el grupo de asociaciones bibliotecarias iberoamericanas. Durante estos 10 últimos años IFLA favoreció también los donativos de equipamiento para la sala Braille de la Biblioteca Nacional mencionados en párrafos anteriores.

9. Sobre el concepto de alfabetización informacional

Si nos acogemos a la definición que da el diccionario on-line ODLIS sobre alfabetización informacional, nos encontramos con un concepto que no es nuevo para los bibliotecarios cubanos formados en la década del 60 del pasado siglo. Entonces las habilidades para encontrar la información necesaria, mediante el conocimiento de cómo están organizadas las bibliotecas, la familiarización con los recursos que estas ofrecen y las técnicas para investigar en esos recursos, se ofrecían a través de cursos de instrucción a los lectores denominados “cursos de uso y manejo de las bibliotecas”. Con la aparición de los centros de documentación e información, se comenzó a utilizar la expresión indefinida de “educación de usuarios” (¿usuarios de qué?) y, finalmente, la influencia de la computación y el valor que actualmente se le concede a la información humana ha dado paso a la “alfabetización informacional”. Para algunos de nuestros entrevistados, sería bueno que IFLA retomase los orígenes bibliotecarios del concepto y lo extendiera añadiendo al mismo la promoción de la lectura como una forma de educación continuada de todo tipo de lector desde las bibliotecas.

10. Sobre las dimensiones del concepto

Téngase en cuenta, además, que información es un concepto que ha sido objeto de múltiples definiciones. En términos muy generales se le reconoce como *el contenido de la relación entre dos entes que se manifiesta en el cambio de estado de estos*. Bajo ese concepto tiene cabida tanto lo que sucede en la sinápsis, como en los circuitos eléctricos y ampara también la ecuación fundamental de la Ciencia de la Información propuesta por Brooks, en la que la información específicamente humana constituye el elemento que modifica las estructuras del conocimiento. Considerada así, esa ecuación es de utilidad para diversas ramas del conocimiento, particularmente para la Psicología y la Pedagogía, por citar sólo dos. ¿Cómo insertar la actividad de IFLA en esas dimensiones del concepto? Esta es una de las dificultades que enfrenta, en lo disciplinario, el concepto de “Library and Information Science”. Ante la complejidad de los problemas actuales cada disciplina científica ha de tener muy bien delimitado su objeto de estudio para saber con precisión cómo contribuir a la solución de tales problemas. Frente a la denominada teoría de la complejidad, la solución no es borrar las fronteras de las ciencias. Es necesario, por el contrario, tener bien claros sus contenidos y establecer, sobre todo, las vías de comunicación con otras disciplinas que favorezcan el abordaje conjunto de los problemas que se le presentan a la ciencia contemporánea, especialmente a los relacionados con la sociedad, teniendo muy presente la cualidad del objeto estudiado.

11. Sobre los obstáculos de la alfabetización

En Cuba desde hace más de 40 años no existe el analfabetismo y los niveles de educación son altos. Otras observaciones en este acápite serían redundantes. Se infieren de 9 y 10.

12. Sobre el papel de IFLA en los conflictos de las políticas de información

Por supuesto que IFLA debe tomar partido en todos los conflictos señalados en esta pregunta, siempre de forma altruista, a favor de soluciones que no limiten el libre acceso a la información por estrechos intereses económicos, típicos de las sociedades de consumo, e incluso por razones políticas como sufrimos los bibliotecarios cubanos ante el bloqueo de todo tipo, incluido el informativo, impuesto a nuestro país por los E.U. de Norteamérica. Al respecto la Biblioteca Nacional José Martí tiene en curso una investigación, cuyos resultados parciales fueron expuestos en la actividad regional sobre el uso de internet por las bibliotecas mencionado en párrafos anteriores.

13. Sobre el papel de IFLA ante la alfabetización informacional

IFLA puede contribuir a despejar el concepto de alfabetización informacional, distinguiendo, según algunos entrevistados, lo específicamente bibliotecario, ampliándolo con la promoción de la lectura, como ya fue señalado, utilizando para él categorías propias de la bibliotecología como disciplina científica, que tiene su propia personalidad, y promoviéndolo así a través de sus órganos.

14. Otros tópicos

Es evidente que las observaciones anteriores muestran falta de coincidencia por parte de algunos entrevistados con el concepto estadounidense de LIS que se ha ido extendiendo en IFLA en los últimos años, luego de la desaparición de la FID. Según ellos el hecho de que la Ciencia de la Información recién se vaya perfilando como una disciplina, o quizá varias (a penas medio siglo) no implica, necesariamente, su fusión con la bibliotecología que es una rama del conocimiento formalmente constituida desde principios del S.XIX con rango actual de ciencia social particular que tiene al fenómeno bibliotecario como objeto de estudio, fenómeno que no es el único relacionado con la información. Esto no quiere decir que se desestimen las relaciones entre la bibliotecología y la ciencia o las ciencias de la información, al igual que se consideran las que mantiene con otras ramas del saber y que dan origen a especialidades bibliotecológicas (pedagogía bibliotecológica, sociología bibliotecaria, por ejemplo), ni que se desaproveche la utilidad práctica de esas relaciones.

En síntesis, la ayuda material que ofrece IFLA para apoyar la introducción de normas y standards ha de considerarse como parte de la difusión de esas recomendaciones. La Federación ha de tomar partido a favor de las bibliotecas ante las dificultades que algunas políticas de información causan a estas instituciones. Ha de propiciar el mantenimiento, consolidación y desarrollo de la Bibliotecología como disciplina científica autónoma, que cuenta con su propio objeto de estudio, su método, su sistema de categorías y todo un cuerpo de conocimientos sistematizados.

Ifla's role in diffusing professional norms: the Australian and New Zealand story

Dr Kerry Smith
Information Studies
Faculty of Media, Society & Culture Curtin University of Technology Perth,
Western Australia k.smith@curtin.edu.au

Background

This report is the Australian and New Zealand (ANZ) component of a wider international study of an IFLA Library Theory and Research Section project: *An investigation of the role of IFLA in promoting change and diffusing professional norms in libraries with a weight on norms, standards and policies related to lifelong literacy*. The project is lead by Dr Ragnar Audunson from Norway and was approved by IFLA in 2004 for a three year period.

Work commenced in October 2004 when international project coordinators were emailed a project description and draft interview guide. The final interview guide was emailed in January 2005. It was expected that interviews would be carried out from that time with preliminary results reported by those able to attend the IFLA conference in Oslo in August 2005.

The survey

The project required interviews of as many delegates as possible of those attending the IFLA conferences in 2003 and 2004. An email list was first compiled of all ANZ delegates attending the 2003 conference from this conference's delegate participant list. Some delegate names were removed where it was known that a delegate had moved since their last job and whose contact details were not known. The delegate list for the IFLA 2004 conference was requested from IFLA headquarters as the ANZ project coordinator had not attended that conference. A similar name and address check as that for the 2003 delegate list was made once the list was received.

A representative sample of delegates was required and these were to be interviewed personally where possible. With this in mind, advantage was taken of the ANZ project coordinator's attendance at a well attended national conference: *Information Online* in Sydney Australia in January 2005. All of the ANZ delegates from the IFLA 2003 conference¹ were emailed seeking advice on

- (a) whether they would be attending this Sydney conference, and if so
- (b) if they would be prepared to be interviewed.

A copy of the interview guide and summary of the project was attached to the email for their information.

Of the 41 emails sent on 27 January 2005 to ANZ delegates to the IFLA 2003 conference, 5 were returned "not known at this address" leaving the final number of potential interviewees at 36. It was never expected that all of these people would be attending the Online Sydney conference in January 2005, and some emailed

¹ The email addresses for ANZ delegates at the IFLA 2004 conference had not arrived in time

to advise that if another interview opportunity arose, then they would be willing to participate. In the end 6 interviews took place.

Permission was then sought from the project coordinator, and granted, for the remainder of the “interviews” to take place using email because distances are great in Australia and the possibility of the ANZ coordinator returning to a significant conference on the east coast of Australia² within the project timeframe was remote.

The email list was then revised to add those ANZ delegates to the IFLA 2004 conference who were not already included³. The names of those already interviewed or not located were deleted. An email was then sent to 48 potential email interviewees on 24 March 2005. Of these, 5 names were removed as undelivered or not wishing to participate, leaving 43 potential candidates. When the delegate lists for the IFLA 2003 and 2004 conferences were combined and dual attendance was accounted for, the potential number of delegates to be interviewed was 62. Of these the majority, 43 or 69.4%, were from Australia and the remaining 19 or 30.6% were from New Zealand

The interview guide was emailed to the remaining candidates and seven responses were received by the initial response deadline of end of April 2005. On 9th June 2005, a final email was sent to 36 remaining ANZ delegates requesting responses by the end of that month. Three further responses were received. The final number of responses are shown in Table 1. The final number of responses received, and analysed in the next section, Results, was 16 or 30.8% of the 52 possible respondents. Of these, 3 responses were from New Zealand.

Table 1: Potential and final ANZ interviews

POTENTIAL ANZ DELEGATES IFLA 2003,2004 CONFERENCES	FINAL ANZ DELEGATES 2003, 2004 IFLA CONFERENCES*	TOTAL RESPONSES RECEIVED at 15 July 2005	TOTAL INTERVIEWS %
62	52	16	30.8

* address unknown, not participating - removed

Acceptable response rates are generally dependent on the time frame of the project and the amount of effort put into securing replies from potential candidates. In this case three strong attempts were made to secure responses in time to deliver some findings at the IFLA Oslo conference in August 2005. It was also evident that there would be little success in gaining a significant number of further responses after this as the majority of ANZ IFLA delegates who intended to reply, had done so. The results of the interviews are now described.

² The ANZ project coordinator resides on the west coast of Australia

³ A number of delegates had attended both IFLA conferences

Results

Six face-to-face interviews held in Sydney in January 2005. As a result of these, some very minor amendments were made to the sentence construction of some of the questions to enable them to be better understood. The revised version was then used for the remainder of the surveys and a copy of this is at Appendix A.

The interview guide was divided into three main sections: Part A - Background information, Part B - General effects of IFLA in spreading professional norms and standards and in developing librarianship, and Part C - IFLA and information literacy. An analysis of each section in turn appears below.

PART A - Background information on the respondents and his/her relationship to and experiences with IFLA

The information sought from this section covered the type of library or institution the respondent came from, their main responsibility at their institution, whether they were an experienced IFLA participant, their reflections on personal gains from IFLA conferences, and reflections on the impact of IFLA conferences.

The responses to a number of the questions were of a qualitative nature and they are listed in Appendix B. The more quantitative information is detailed in Tables 2 and 3 following. The results of Question 1 are shown in Table 2 and are related to the respondent's background: their institution and their responsibility at this institution.

Table 2: Respondent's background

RESPONSE NUMBER	POSITION	TYPE OF LIBRARY	RESPONSIBILITY
1	Manager	National	Client relationships; support & marketing electronic products
2	Educator	Nil	Course coordinator, teaching and learning
3	Manager	Academic library consortium/consultancy	Managing businesses in training and cataloguing
4	Chief Executive	National	Chief Executive
5	Manager	National	Manage technical and preservation services
6	Consultant and Manager	Consultancy	Manage LIS consultancy
7	Associate Professor	Nil	Teach in MLIS and Master of Information Management degrees
8	University Librarian	University	Manage library services for the university
9	Assistant Director General, Executive and Co ordination support	National	Policy development, strategic planning, performance measurement, departmental and Ministerial liaison, national and international relations and cooperation
10	Assistant Director	State	Managing general reference, heritage and parliamentary library services
11	Executive Director	Professional Association	Management and representation
12	Consultant/retired	University	Concept development for specific project
13	Information Literacy Coordinator	University	Advice and recommendations for provision of and client access to information literacy programs
14	Consultant	University	Teaching information skills
15	Chief Executive Officer	Regional Public	Management
16	State Librarian	State	Management

Of the 16 responses to the interviews, the positions held were:

- 2 library educators;
- 4 classified themselves as Managers;
- 6 Executive or Assistant Directors;
- 3 consultants (1 also listed as a Manager);
- 1 university librarian; and
- 1 coordinator.

A further breakdown of the types of libraries is shown in Table 3.

Table 3: Respondent's employment

TYPE LIBRARY	Number	%
National	4	25.00
University	4	25.00
Consultancy	2	12.50
State/Regional	3	18.75
Professional Association	1	6.25
No library	2	12.50
TOTAL	16	100.00

The positions held and the types of library environments in which each of the respondents work demonstrate a wide variety of interests and backgrounds. From the sample drawn it can be seen that the majority of respondents are in senior positions in their organization and few are what we could call practicing librarians. The academic community is also represented at IFLA conferences.

Further analysis of the responsibilities of each respondent fell into six main categories:

- client relationships;
- marketing;
- teaching, research and training;
- management;
- policy development and strategic planning; and
- project development.

The responses to Questions 2, 3, 4 and 5 are shown in detail in Appendix B.

Question 2 sought information on *IFLA participation and conference attendance*. Attendance at IFLA conferences was varied as shown in Table 4.

Table 4: IFLA conference attendance

FIRST CONFERENCE	2-3 CONFERENCES	4-5 CONFERENCES	6-10 CONFERENCES	TOTAL/%
6	3	4	3	16
37.50	18.75	25.00	18.75	100%

Six of the 16 respondents or 37.5% were novices to IFLA conferences and a further 3, or 20%, had attended up to three conferences. If we take attendance at 4 or more conferences as demonstrating a firm commitment to IFLA and its meetings, then 43.75% or nearly half of the respondents fell into this category.

Question 3 sought information on the *respondent's experience as an IFLA officer*. Six of the respondents claimed no experience as an IFLA officer or as a member of an IFLA committee. There is thus a significant remainder or 62.5% of respondents who have held or are holding a position either as a committee member or as an officer.

Question 4 sought information on *personal gain from taking part in IFLA activities*. The most significant professional gain from attendance at IFLA conferences is professional networking. Other gains included:

- learning about cultural perspectives;
- global understanding in LIS;
- enabling collaboration;
- seeking IFLA's commitment to big picture issues;
- learning about professional and technical matters.

The last question in this section asked respondents to reflect on their *experiences at the Buenos Aires conference held in 2004*. The significant positive reflections for those respondents who did attend the Buenos Aires meeting (11 of the 16, or 68.75%), were:

- commitment and passion of the profession;
- closer association with Latin American colleagues;
- more aware of IFLA's challenges for diplomacy and change; and
- cultural experience.

Some negative reflections included:

- difficulty to network because of 2 locations;
- conference was rushed;
- program did not meet needs of delegates.

We can therefore conclude from the 16 responses to Part A of the questionnaire that the majority of respondents:

- hold executive positions within their LIS organization;
- work in large library systems;
- manage and develop policy;
- have attended 4 or more IFLA conferences;
- have held or are holding positions or memberships in the IFLA committee system;
- value the networking facility that the conferences offer; and
- are more aware of IFLA and its challenges.

PART B – The general effects of IFLA in spreading professional norms and standards and in developing librarianship

This section of the survey sought responses to three wide ranging questions (Questions 6, 7 and 8) which recognized the expense in attending IFLA conferences and sought the value obtained in doing so. Again the responses were qualitative in nature and are listed in Appendix C at the end of this report.

There were no negative responses to the issue of whether *attendance at the IFLA conference was justified* (Question 6). The majority of respondents claimed that the need for face to face meetings was still necessary

and that the sectional meetings have value. The respondents also saw the role of the IFLA conference as an awareness raising exercise.

Respondents were also asked in Question 6, *what their library community gained* from IFLA and its activities. The majority of responses to this question were:

- professional and international understanding and, to a slightly lesser extent
- sharing experiences and national recognition.

Question 7 sought information on *the evaluation of IFLA in comparison with other professional impulses* and the significant ratings were that IFLA is important and works, and that it provides a world view. The responses to this question were more widespread in number. Those matters/issues rated more important by number of responses were:

- international understanding and standards. These were closely followed by:
- philosophies and experiences,
- networks, and
- international initiatives.

Question 8, the last question in this section of the survey sought respondents views of *any new services that IFLA might provide*. The clear majority of respondents were unable to identify any. Those who did identify a new service, method or technique listed:

- digital archiving/management
- preservation
- information literacy, and of less importance
 - encouragement of new professionals
 - FRBR
 - Diffusion of ideas
 - Professional development skills
 - SWISS.

It can be seen from the responses to the questions in Part B of the survey that the international nature of IFLA is well appreciated by the delegates and that this is their prime reason for attending the conferences and being involved in the association. They learn and contribute to the international matters under deliberation of IFLA.

PART C - IFLA and (information) literacy

It was interesting that information literacy was mentioned in Part B of the survey as something which IFLA might introduce, because the final component of the survey, Part C, dealt with this issue.

The IFLA President in 2003-05, Kay Raseroka made the issue information literacy her Presidential platform, so it was interesting that the survey should seek respondents views on this matter. A précis of the responses, which were varied appears at Appendix D at the end of this report. Since some of the respondents gave more than one response to each question the total number of responses might sometimes exceed the 16 respondents.

The first question (Question 9) of the 6 remaining questions centred around what respondents considered were the *important dimensions to information literacy* (IL). In descending order for the responses given, the significant comments were:

- ability to access information that is needed (4 responses);
- literate society – informed democracies and participation in communities, and
- ability to define required information + knowledge and skill to effectively look for it (3 responses each);
- understanding how to identify information needs, and
- coping with the information of the world in all formats, and
- tying IL with lifelong learning – each with 2 responses.

It can be seen from these and the remaining responses to Question 9 that there is some confusion or perhaps wide-ranging views on what comprises IL. If IFLA is to seriously pursue a role in the IL debate, then it will need to start with a firm premise of what IFLA considers IL to be.

In reply to Question 10 which asked *what IFLA's priorities should be to promote lifelong literacy*, the significant responses were:

- all of the dimensions of IL and literacy, and
- linking with real deprivation whether political or social (3 responses each);
- give confidence to the individual to overcome information shyness, and
- develop formal programs and products, and
- research to evaluate the success of libraries IL programs for future support, and
- first comes literacy, the IL (all with 2 responses each).

The sub-question to this aspect of IL asked respondents to list *specific areas they thought IFLA would have capability in working*. While 3 of the respondents saw no relevance of this question for their country, the significant response was:

- development, sharing and spreading IL programs between developed and developing nations (5 responses);

Other replies included:

- identify where IFLA needs to focus and why (3 responses); and
- could work better with other international bodies (e.g. International Confederation of Principals);
- establish national and regional trainers;
- distribution of materials (including IT hardware & software) for learning to read and write;
- establish research methodologies to be implemented in different countries (all 2 responses each).

There was therefore support for IFLA to have a role in encouraging international IL and the networking capabilities of IFLA are seen, through networking and sharing, as being a way forward. Nevertheless before this occurs, IFLA needs to be clear on what direction it will take and why it will take such a direction.

Question 11 recognised that there might *be hindrances in achieving IL* and these were seen to range from achieving basic literacy to the more sophisticated achievements of dealing with and understanding ICTs and their information delivery mechanisms. Respondents were first asked to list the most important hindrances in their country, in this case Australia and New Zealand. The most significant reply was:

- new immigrants and low socio economic groups are not succeeding; which had 5 responses;

Following on from this response were:

- understanding how information can be accessed (4 responses); and then with 2 responses each:
- social strata;
- people scared to admit they are illiterate;
- lack of equitable infrastructure;
- information beyond simple web searching.

A common thread can be seen in these responses. Even in resource and ICT rich countries like Australia and New Zealand, those who are the “have not” in such societies, the low socio economic groups and new immigrants, are seen to require the most assistance to achieve reasonable literacy and IL levels.

Did IFLA have a role in overcoming such hindrances and what might it be? was the next part to this question. Three of the Australia respondents saw no role for IFLA in the Australian context. However, the other replies to this question were not so polarized and included:

- a continuing education role;
- frameworks for practice and best practice (3 responses each);
- promotion of right of all citizens to access to basic information in digital form; and
- assisting with advocacy (each with 2 responses).

The final questions moved onto matters concerning *literacy*, firstly seeking view on whether *literacy was seen to be conflict ridden*. The overriding theme to replies to this part of the question, was that it was not and a 4 responses supported a general view that parties interested in working for a literate society could join for the common good. Nevertheless some conflicts were identified. These included:

- competing agendas in government policy, and
- discrimination is usually economic, each receiving two responses.

Twelve such conflicts were next described, with “too many vested interests” being the only viewed shared by more than one person.

Whether *IFLA should take a stand* in any perceived conflict was generally supported, with the comments:

- IFLA will not make a difference unless it addresses the issue (4 respondents)
- if IFLA does not take a stand, who will? (3 respondents);
- IFLA will not make a difference unless it addresses the issue (4 respondents) reflecting the majority view.

Other views reflected a general recognition of IFLA’s international networks in taking a stand and that IFLA’s *role* should be major and leading in this regard. *Specifically*, IFLA was seen as playing an international role and using its networks to do this.

The final question of the survey sought *additional views concerning IFLA and IL* and the majority of respondents had nothing further to add. Of the five respondents who did, two stated that IL was not a major interest for them and their involvement with IFLA. This response is not surprising given the broad interests which IFLA offers its members and delegates to its conferences.

The broad conclusions we can draw from the ANZ responses to Part C are that:

- there is a role for IFLA in the realm of literacy and information literacy; and
- if IFLA is to play such a role, it needs to take advantage of its international networks to do so and send a clear message to all regarding what role it intends to take.

Discussion

A survey such as this can lead to some useful actions by IFLA if the results in this ANZ sample are seen to be generally supported by the surveys from other parts of the world. In order for this to be achieved, a true cross section of IFLA's international reach, seen to be an important component of what IFLA and its conferences has to offer, is required.

In the Australian and New Zealand context, IFLA is seen as a body offering senior ANZ library professionals the opportunity to network internationally and to take advantage of its international networks. Just what they do about it appears to require more serious direction.

In general the ANZ respondents see that international literacy and information literacy (IL) are important in their countries, although in the case of IL, there is some variety in views expressed of what it is. Nevertheless assistance is required in these countries to improve the literacy levels and IL particularly, for the migrant and low socio economic groups. In the Australian context, indigenous and refugee populations were identified as in need. But what will happen?

There is a call for some clear guidance from IFLA in this regard. While literacy, and IL, have been taken as a Presidential direction by the 2003-5 IFLA President, will there be follow through? Or will matters move onto the new Presidential directions of the incoming President, and Australian, Alex Byrne.

More than one respondent commented that "if IFLA wishes to be taken seriously" there needs to be policy follow through and relevant action. Respondents also noted that on the ground membership can assist in this regard, but such assistance requires clear vision and direction. Otherwise IFLA will lose credibility amongst its membership if it sways from one issue to the next.

Conclusion

A summary of the information in this report was given as a presentation at the IFLA Oslo conference in 2005. The report is submitted as a contribution to the overall project.

IFLA's role in diffusing professional norms: LTR-project in Russia

GENDINA Natalia I.

Chairwoman of the Standing Committee of the Research and Development Russian Library Association
Doctor of pedagogical sciences,
professor Kemerovo State University of Culture and Arts

Introduction

An initiator of the research «IFLA's Role in Diffusing Professional Norms and Standards» is Library Theory and Research (LTR) Section together with Division VII Education and Research. The research has been done within the preparation for the 72nd IFLA General Conference and Council «Libraries Dynamic Engines for the Knowledge and Information Society», 20-24 August, 2006, Seoul, Korea.

Research goals: 1) to clear up the situation in different world countries regarding IFLA's role in diffusing professional norms and standards; 2) to evaluate IFLA's role in the level advancing of citizens' information literacy.

On the 24th of March, 2006 the Chairman of IFLA Standing Committee of Library Theory and Research Ragnar Andreas Audunson (Oslo University College, Oslo, Norway) suggested to do this research in Russia. It required the questionnaire and interviewing guide for the LTR – project presented on Wallace Koehler's website (Valdosta University, US) to be translated into Russian and undertake interviews with 15-20 leading library specialists.

Interview's goals: 1) to clear up Russian librarians' position regarding IFLA's role in diffusing professional norms and standards; 2) to evaluate IFLA's role in the level advancing of Russian citizens' information literacy.

The way of data's collection. The research was undertaken with the help of interview and *interrogation* of 33 leading Russian library specialists from May to July, 2006. As a means of research there was a questionnaire developed by LTR and provided with the interview guide for the LTR- project presented on Wallace Koehler's website (Valdosta University, US). The questionnaire and the interview guide were translated into Russian. The questionnaire's translation required terminology co-ordination with its developers: the Chairman of LTR Standing Committee Ragnar Andreas Audunson (Oslo University College, Oslo, Norway) and a member of this Standing Committee Wallace Koehler (Valdosta University, US). It resulted in defining more precisely of the terms «literacy» and «information literacy» and some questions of the questionnaire were adapted to the Russian conditions. In particular as a result of email correspondence there was an understanding achieved that the terms «literacy» and «information literacy» are not synonyms. At the same time literacy is the base and precondition of information literacy. Russia is a country with practically 100% literacy of population. So, for Russia the problems of information literacy are actual. Proceeding this there was an agreement about possible correction of the questionnaire items, their adaptation to the Russian conditions. In other words, the questionnaire's items have been corrected for Russian respondents directing them exclusively toward information literacy including a wide spectrum of knowledge and skills in search, analysis and critical application of information in the age of the Internet but not toward the ability to read and write.

The character and volume of selection. According to the interview guide for the LTR-project the following categories of respondents were interviewed:

- Respondents with a background from practical librarianship representing different kinds of libraries, i.e. public libraries and special libraries - «Practitioners».
- Respondents with a background from governing political bodies responsible for formulating and implementing national library policies - «Administration».
- Respondents with a background from library associations - «Volunteers».
- Representatives with a background from LIS-education and research - «Teachers, researchers».

Background information on the respondents and his/her relationship to and experiences with IFLA

Respondents. During the research 33 Russian leading library specialists representing both capital centers – Moscow and St. Petersburg and Central Russia (Samara) as well as Siberia (Kemerovo, Novosibirsk). Respondents’ distribution according to the regions is given in Table 1.

Table1

Respondents Distribution According to the Regions of Russia

City	Quantity of respondents, total	Percentage of respondents, %
Moscow	22	66,7
St. Petersburg	6	18,2
Samara	1	3,0
Kemerovo	3	9,1
Novosibirsk	1	3,0
Total	33	100

The prevailing part of respondents from Moscow is explained by the fact that in the capital there are the largest Russian libraries implementing not only the functions of national book funds but research libraries as well. They also work more actively at the international level including IFLA. The Federal Agency of Culture and Cinematography responsible for the administration of librarianship in Russia is in Moscow too. Besides, in Moscow there is a leading University providing library staff training – the Moscow State University of Culture and Arts.

In general, during the interviews the opinions of specialists representing 6 largest libraries of different types (national, public, scientific-technical ones), 4 leading universities of Russia and the main center of qualification raising and training anew of the national librarians as well as the ministry responsible for the Russian Federation libraries became known. Among respondents there were also the heads of the structural divisions of the Russian library association (RLA) and representatives of professional library press: the journal «Shkolnaya Biblioteka» (School Library) and newspaper

«Biblioteka v Shkole» (Library at School). Table 2 gives the characteristic of the establishments and organizations the specialists of which took part in the interview.

Table 2.

Respondents' Distribution According to Establishments and Organizations.

Establishment or organization	Total number of respondents	Percentage of respondents, %
Russian State Library	10	30,3
St. Petersburg State University of Culture and Arts	4	12,2
Moscow State University of Culture and Arts	3	9,1
State Public Scientific Technical Library of Russia	3	9,1
Kemerovo State University of Culture and Arts	2	6,1
Professional media	2	6,1
State Public Scientific Technical Library Siberian Branch of Academy of Sciences of Russia	1	3,0
Kemerovo Regional Scientific Library	1	3,0
Federal Agency on Culture and Cinematography	1	3,0
All-Russian State Library of Foreign Literature	1	3,0
Academy of Retraining of Staff of Arts, Culture and Tourist Organizations	1	3,0
Russian National Library	1	3,0
Samara State Academy of Culture and Arts	1	3,0
Central City Public Library named after Mayakovsky of St. Petersburg	1	3,0
The Fund of Information Society's Development	1	3,0

The information of gender (number of males and females among respondents) is given in Table 3.

Table 3

Gender Distribution of Respondents

Gender	Total number of respondents	Percentage of respondents, %
Female	25	75,8
Male	8	24,2

The prevailing number of female respondents is due to the fact typical for Russia which characterizes the professions of a librarian and a teacher as mainly female ones.

Among the librarians there are the most prominent and widely known Russian scientists and specialists. This is supported by their positions, the character of their functional duties and the level of responsibility.

Nine (27,3%) CEOs (directors of libraries, institutes, R&D institutes, rector of the university, presidents of funds, professional associations, editor-in-chief (national classification system, library

journals and newspapers); five (15,1%) administrators of the second level (vice directors, vice rectors) took part in the interviews. The largest group of respondents (16 persons or 48,5%) consisted of the heads of structural departments of libraries, higher educational institutions, and other establishments (deans, departments' leaders); professors and leading scientists are presented by the smallest group of three (9,1%) persons.

The respondents' special characteristic is their considerable experience in the sphere of library-information and teaching activity. In average these respondents have 30 years work experience; maximal experience of work among respondents is 50 years, minimal is 7 years.

The high authority of respondents among Russian librarians is confirmed by the fact that 10 out of 33 (30,3% of respondents) are the heads of structural departments of the Russian Library Association (RLA) including two vice-presidents of RLA and eight heads of standing committees. In total 19 (57,6%) respondents out of 33 have the working experience in RLA being heads and members of standing committees, sections, round tables, etc. One of the respondents is President of Russian School Library Association.

Information about the main categories of respondents: «Practitioners», «Administration», «Volunteers», «Teachers, researchers» is given in Table 4.

Table 4

Categories of Respondents

Category of a respondent	Total number of respondents	Percentage of respondents %
«Volunteers»	19	57,6
«Practitioners»	14	42,4
«Teachers, researchers»	14	42,4
«Administration»	5	15,2

The respondents' distribution according to categories is of a rather conditional character as many respondents successfully combine various kinds of professional activity in their work. The following combination of activity kinds is typical for this group of respondents: ««Teachers, Researchers» + Administration» - 10 specialists (30,3%), «Practitioners» + «Teachers, Researchers» - 9 (27,3%) specialists. All the nineteen respondents (57,6%) have work experience in RLA (heads and members of standing committees, sections, round tables, etc.) and are at the same time either «Practitioners» or «Administration» or «Teachers, Researchers».

Within every specialists' category there is an exact division of functions done by them. (See Table 5).

Table 5

Respondents Working Functions According to the Category

Category of respondents	Function
«Practitioners»	Provision with libraries practical activity: planning, organization of work and control for its fulfilment
«Administration»	Defining the strategy of librarianship development in the country; planning and implementation of arrangements, control for their fulfillment.
«Volunteers»	Activation of social library movement, unification of efforts and action coordination of different libraries and specializations, educational institution, bibliographical information and other establishments. Development of professional self - identification protection of professional interests.,
«Teachers, researchers»	Organization of teaching process, quality raising of library staff training; organization of scientific research

Information referring to the respondents' IFLA experience is in Table 6.

Table 6

Respondents' Distribution According to Their Contact Experience with IFLA

Category	Total number of respondents	Percentage of respondents %
Experienced participant of IFLA	20	60,6
Novice	10	30,3
Non-participant (have never participated in IFLA conferences)	3	9,1

Out of 47 Russian specialists – members of committees and standing committees of IFLA sections for the period till 2007 and till 2009 13 (39,4%) persons took part in the interview. Among respondents having considerable experience of participation in IFLA general conferences there are two persons who visited maximal number of general conferences – 19 and 15 accordingly. 4 respondents participated in more than 10 conferences. The most typical for respondents is their participation in 2-3 IFLA conferences. Naturally that the largest number of Russian respondents took part in IFLA General Conference in 1991, Moscow, Russia.

The description of respondents' participation in the work of IFLA's structural departments is given in Table 7. It reflects the membership of sections, committees, round tables and other structures of IFLA where Russian specialists take part. Their positions are also mentioned.

Table 7

Respondents Participation in IFLA's Structures

№	IFLA's structures	Positions	Name
1.	Library Theory and Research	Member of a standing Committee	Gendina, Natalia I.
2.	Classification and Indexing	Member of a standing Committee	Zaitseva, Ekaterina M.
3.	Editorial board IFLA journal	Member of editorial board IFLA Journal	Kislovskaya, Galina A.
4.	.Library and Information Science Journals (LISJ)	Member of a standing committee	Kozlova, Lyudmila F.
5.	Education and Training	Member of a standing committee	Kuznetsova, Tatyana Y.
6.	Cataloguing	Member of FRANAR (Functional Requirements And Numbering of Authority Records)	Lavrenova, Olga A.
7.	Science and Technology Libraries	Member of a standing committee	Lavrik, Olga L.
8.	Reading	Corresponding member of reading sector	Melentieva, Julia P.
9.	Knowledge Management	Member of a standing committee	Nikonorova, Ekaterina V.
10.	Bibliography	Member of a standing committee	Teplitskaya, Alexandra V.
11.	Information Coordination Centre of IFLA in Russia	IFLA officer, coordinator of Information Centre of IFLA in Russia	Tolstikova, Olga A.
12.	Public Libraries	Member of a standing committee	Ustinova, Olga Y.
13.	FAIFE – Committee on Free Access to Information and Freedom of Expression	Member of a standing committee	Firsov, Vladimir R.

Apart from 13 (39,4%) respondents actively working in IFLA's structures at present (members or heads of some bodies of IFLA, 4 (12,1%) respondents having this experience in the past took part in the interview (Karatygina Tatiana F, Kuzmin Evgeniy I , Stolayrov Yuriy N , , Sukiasyan Eduard R..). Thus about half of the respondents have the experience of work in IFLA's bodies.

Answering the question: "What would you say that you personally gain as a library and information professional from taking part in the IFLA activities?" all the respondents mentioned the possibility of personal work contacts; they pointed out that their participation in the IFLA activities is a way of their professional development; they underlined that it gives a possibility to see the perspectives of librarianship development on the international scale and get acquainted with the advanced experience of the best world libraries.

The information about the change of answers' content according to the respondents' category is given in Table 8.

Respondents' opinions of different categories.

Respondent's Category	What would you say that you personally gain as a library and information professional from taking part in the IFLA activities?
«Practitioners»	Possibility to get acquainted with the advanced experience of the similar libraries overseas, compare own results with others, plan development perspectives, get some useful contacts for their libraries.
«Administration»	Panoramic knowledge of development of libraries and librarianship in other countries; possibility to trace development tendencies of world libraries. Possibility to come to personal work contacts with highly professional specialists-administrators from different countries.
«Volunteers»	Experience of professional communication with representatives of library associations of other countries. Experience of participation in the guidance of international association, IFLA's policy understanding, experience of the search of political consensus inside IFLA's leadership. Rise of the own level of professional understanding, orientation in the main directions of professional community development and regional (national) associations; revelation of approaches to library policy formation and experience of problems' solving connected with free access to information in different countries.
«Teachers, researchers»	Knowledge of the main directions of policy, the most important programs of IFLA. Information about international tendencies of librarianship development, level of librarianship development on the world scale. Information about the problems solved by other countries' librarians and approaches to these problems solving; new ideas, new ideology, global view to own sphere. Information about democratic movements in library sphere. New materials in library staff training, organization of the world library education. Knowledge of the main directions of life-long library training development on the world level. Information of educational IFLA activity. Professional communication with researchers and teachers.

Information about professional ideas, standards, methods of IFLA which respondents consider to be the most important is given in Table 9

Table 9

Professional Ideas, Standards, Methods, Etc. Which Have Been Important in Professional Life of All Respondents

Professional ideas, standards, methods, etc. which have been important in professional life	Total number	Percentage %
Innovations and standards in library-information services' production.	29	87,9
Norms and standards regarding the social and political role of libraries and librarianship	27	81,8
Norms and standards regarding education and professional Developments	25	75,8
New trends in librarianship, e.g. Knowledge management and Library	25	75,8
Norms and standards related to the promotion of information literacy	19	57,6
Diffusion and implementation of bibliographic standards	17	51,5
Norms and standards regarding to libraries' promotion of educational services	15	45,5
Innovations and developments in bibliographic description, e.g. FRBR	15	45,5
Methods and standards in management of library and information-library products and services.	11	33,3

As this table shows the most important for all the respondents are IFLA ideas, standards and methods connected with information – library services' production, stating social and political role of libraries, librarians' professional development, knowledge management, information literacy promotion, bibliographic standards implementation. These priorities are a bit different for some categories of respondents. This is affirmed by the data of Table 10 reflecting the choice of the most significant IFLA ideas and standards within different respondents' categories; they are presented according to the number diminishing of persons giving preference to them.

Table 10.

Professional ideas, standards, methods, etc. which have been important in professional life of the group of respondents

Category of respondents	IFLA's ideas, standards and methods important for professional life
«Practitioners»	Diffusion and implementation of bibliographic standards Norms and standards regarding the social and political role of libraries and librarianship New trends in librarianship, e.g. Knowledge management Innovations and standards in library-information services' production. Norms and standards regarding education and professional developments
«Administration»	Diffusion and implementation of bibliographic standards. (FRBR) Innovations and developments in bibliographic description, e.g. FRBR Methods and standards in management of library and information services and institutions Norms and standards regarding education and professional developments Norms and standards regarding the social and political role of libraries and librarianship Norms and standards regarding the promotion of educational services by libraries. Norms and standards related to the promotion of information literacy New trends in librarianship, e.g. Knowledge management
«Volunteers»	Norms and standards regarding the social and political role of libraries and librarianship Norms and standards related to the promotion of information literacy New trends in librarianship, e.g. Knowledge management Norms and standards regarding the production of educational services by libraries. Norms and standards regarding the promotion of educational services by libraries. Norms and standards regarding education and professional developments
«Teachers, Researchers»	Innovations and standards regarding the production of educational services by libraries. Norms and standards regarding education and professional quality developments of librarians Norms and standards related to the promotion of information literacy New trends in librarianship, e.g. Knowledge management Norms and standards regarding the social and political role of librarianship Norms and standards regarding the promotion of educational services by libraries. Diffusion and implementation of bibliographic standards Innovations and developments in bibliographic description, e.g. FRBR Methods and standards in management of library and information services and institutions

Having characterized IFLA ideas, standards and methods which have been important for professional life Russian specialists especially underline the role of documents developed by IFLA for the column «Other. Specify». «IFLA manifesto on the public library», «IFLA/UNESCO manifesto on school libraries. The

place of a school library in teaching and education for all», «IFLA manifesto on the Internet», «Declaration reflecting official position of IFLA on copyright in electronic medium».

Russian specialists also highly estimate IFLA initiatives in implementation of innovations and standards in computer technologies; innovations in higher library education, e.g. librarians' training anew on the base of higher education got earlier.

The analysis of answers to the question: «Can you, for example, point at professional ideas, standards, methods, etc. which have been important in your professional life and where IFLA- activities have played a role as a source of inspiration?» showed that these sources of inspiration are different enough for different categories of respondents. This is given in Table 11.

Table 11.

Professional trends where IFLA-activities have played a role as a source of inspiration

Category of respondents	Trends of IFLA's activities stimulating your professional activity
«Practitioners»	Defining the mission, part and role of libraries in modern society; providing free access to information. Making "The Manifesto of IFLA about the Public Library" Elaboration of "The Guide for the Public Libraries' Service Development" Making of documents on different trends development of library activities; FRANAR activity and elaboration the requirements to electronic catalogues; Computerizing of bibliography; Using the Internet-technologies for library and informational service; Elaborating on complex problems' solving for multicultural population services; IFLA work in promotion of professional periodicals.
«Administration»	Development of library policy including the policy of national libraries' development; Standardization of libraries work; Innovation activity of libraries in readers' service; Innovation activity in funds' conservation; Development of machine-readable cataloguing and working out of electronic catalogues.
«Volunteers»	Activity in providing with free access to information realized by the Committee on free access to information and freedom expression. Activity of IFLA in the sphere of school libraries' development; Norms and standards regarding the social and political role of libraries; Norms and standards related to the promotion of educational services by libraries; Norms and standards related to professional development of librarians; Norms and standards connected with the promotion of information literacy; Ideas for professional associations' activity and their coordination
«Teachers, Researchers»	Advancement of Librarianship ICABS; IFLA – CDNL Alliance for Bibliographic Standards; Preservation and Conservation; IFLA UNIMARC; Universal Availability of Publications; Universal Bibliographic Control and International MARC; Universal Dataflow and Telecommunications Innovations and standards regarding the production of educational services by libraries. Norms and standards regarding education and professional quality developments of librarians Norms and standards related to the promotion of information literacy New trends in librarianship, e.g. Knowledge management Norms and standards regarding the social and political role of librarianship Norms and standards regarding the promotion of educational services by libraries. Diffusion and implementation of bibliographic standards Innovations and developments in bibliographic description, e.g. FRBR Methods and standards in management of library and information services and institutions

The general effects of IFLA in spreading professional norms and standards in developing librarianship

Answering the question «How would you meet the argument: «Millions of dollars spent for annual IFLA conferences could be used alternatively, more usefully.» only one respondent expressed his consent. All the other respondents expressed their disagreement. Thus, Russian specialists don't agree with overpragmatic approach, they see undoubted usefulness of conducting the annual IFLA conferences. According to the opinion of one of the respondents, M. Akilina, «Expenditures for conferences are fully proved, as they indirectly give considerable cultural effect for society».

The interesting point of view expressed by one of the leading Russian specialists in librarianship professor Y.. Stolayrov, chair holder of documental resources of Moscow State University of Culture and Arts: «I'd rather disagree than agree. Though practical usefulness from realization of a specific project would undoubtedly be more. But the feeling of psychological unity of the world librarians, the feeling of consolidation, complicity to the common deal would be lost, and it is more important». At the same time, highly estimating the role of annual IFLA conferences, some Russian specialists point out the danger of «giant mania». So, according to one of the most experienced respondents, L. Kozlova, head of the sector of international connection department who visited 19 IFLA conferences: «IFLA conferences are greatly important for the world library community but giant mania, excessive scale of the conference prevents personal communication, under this gigantic scale of the conference it becomes difficult to sort and get necessary information, there appears a kind of paradox: «much – little».

In the questionnaire there was a rather important question: «What, if anything, does the library community in general and the library community in your country, in particular, according to your opinion, gain from IFLA and IFLA-activities that can prove the resources spent?». Answering it all the respondents mention the possibility to learn international trends of librarianship development; the possibility of experience interchange with overseas colleagues; library activity standardization. Depending on respondents' category the answers to this question differ greatly. That is shown in Table 12.

Table 12.

Respondents' opinions of different categories.

Category of respondents	What, if anything, does the library community in general and the library community in your country, in particular, according to your opinion, gain from IFLA and IFLA-activities that can defend the resources spent?
«Practitioners»	<p>Panoramic sight of professional problems, widening the professional range of interests, professionalism development; Possibility to gain new guiding lines in library activity development;</p> <p>Information about integration of the world library activity; Interaction, interenrichment, possibility to compare the state of national librarianship to the one in other countries, possibility to interchange with experience, develop corporative projects, to support professional-friendly ties, direct contacts with the world leading specialists;</p> <p>Possibility to implement the best overseas experience in Russia;</p> <p>to use jointly developed methods and standards, to compare the standards of library activity in different countries;</p> <p>Stimulation of librarians to foreign languages learning.</p>
«Administration»	<p>Knowledge of main ways of librarianship development in the world, guiding lines for own development;</p> <p>Democratization of library service including multicultural library service;</p> <p>Working out the strategy of librarianship development in the country;</p> <p>Knowledge of the advanced experience – the experience of the best world libraries.</p> <p>Possibility of participation in development of international standards and norms of librarianship.</p>
«Volunteering»	<p>Stating the perspectives, guiding lines, vectors of development of a librarian as a profession and librarianship in Russia;</p> <p>Possibility to interchange with experience, to develop corporative projects;</p> <p>Wider sight and understanding common for the whole community problems and special (national) problems of library work and a library role in modern society.</p>
«Teachers, researchers»	<p>Panoramic sight of libraries' development and strategies of the world librarianship development;</p> <p>Information about a consolidated position of the world library- information community in modern information society;</p> <p>Understanding of social significance of a profession-librarian, its recognition in society, raising of the status of a library- information profession and education.</p> <p>Sense of the unity of the world professional community, library process, protection of professional community.</p> <p>Raising the level of professional knowledge of librarians, participation in the salvation of common professional tasks; Formation of the professional thinking, entering into the world library community;</p> <p>Possibility of interchange of the best library experience and new ideas on international and regional levels;</p> <p>Knowledge of the strategy of professional library education development in the world;</p> <p>Understanding of social significance of a profession-librarian, its recognition in society, raising of the status of a library-information profession and education.</p> <p>Sense of the unity of the world professional community, library process, protection of professional community.</p>

In order to learn the respondents' opinion about their estimation of IFLA's role as a source of a new professional information in the questionnaire there was a following explanation: «As professionals we get professional impulses from a variety of sources, e.g. research in LIS, national and international networks of which we are members, professional journals, others but related with professional and academic field, seminars, further educational courses, exemplary and innovative libraries both national and abroad, national governing bodies and policy organs etc. IFLA is one possible source of professional inspiration. How do you, generally, evaluate, IFLA as a source of professional impulses and inspiration compared to other sources? Is IFLA an important source of professional impulses compared to the other mentioned or a relatively marginal one?».

Distribution of respondents' opinion regarding IFLA's role as a source of a new professional information compared to others mentioned above is given in Table 13.

Table 13.

Respondents' evaluation of IFLA's role as a source of a new professional information

IFLA's role evaluation	Total number of respondents	Percentage %
Important , main	20	60,6
Secondary	9	27,3
Marginal	-	-
Others	4	12,1

Twenty respondents, the most out of total number (60,6%), answered "IFLA role is important" adding "important but not the main"; nine respondents (27,3%) evaluated it as secondary. A number of respondents did not agree with the offered variants of IFLA role's evaluation and gave their own ones. To category of «other» there were answers like «Important but not main and not secondary» (E. Kuzmin); «It's not possible to answer exactly. It depends on what it is meant». (Y. Stolyarov). «Orienting and informing role of IFLA» (L. Tikhonova); and «General orientation in international projects». (O. Bugrova) were underlined especially.

To answer the question «Could you reflect a bit on what kind of impulses IFLA is particularly capable of diffusing, e.g. concrete ideas concerning service production, the role and purpose of librarianship, methods and techniques in management, new professional trends such as Knowledge Management, standards in classification and cataloguing» presupposed evaluation of IFLA activity in development of the most important activity in modern libraries. Having characterized IFLA role in development of Russian libraries' innovation activity, all the respondents point out the most programs initiated by IFLA as well as the foundation of new sectors and committees (See Table 14).

Table 14.

IFLA Most Important Initiative for Development of the Russian Libraries Innovation Activity

Kind of innovation activity	IFLA initiatives mentioned by respondents
Production and implementation of new kinds of information-library products and service	Programs «UDT – Universal Dataflow and Telecommunications»; «PAC – Preservation and Conservation».
Stating the role and purpose of librarianship	Programs «ALP – Advancement of Librarianship»; «UAP – Universal Availability of Publications».
Promotion of new methods and techniques in Management	Guidelines Management of Library Associations Section
Development of new professional trends such as Knowledge Management	Foundation of FAIFE – Committee on Free Access to Information and Freedom of Expression and Information Literacy programs
Development of standards in classification and Cataloguing	Programs «ICABS – IFLA – CDNL Alliance for Bibliographic Standards»; IFLA UNIMARC; UBCIM – Universal Bibliographic Control and International MARC; ISBD – International Standard Bibliographic Description; Development of UNIMARC formats

There was a rather important item «Can you identify professional norms and standards, new ideas, services, methods, techniques etc. that have been implemented in your country during the last decade that can be traced back to IFLA or where IFLA has played a significant role in diffusing the innovation or idea in question?» in the questionnaire . Answering this question all the respondents regardless of the category mark IFLA role in development of important professional documents which stimulated innovation activity of libraries in Russia. Information about the most important ones underlining IFLA's leading role from the point of view of all the respondents are given in the Table 15.

Table 15.

IFLA Documents Stimulating the Innovation Activity of Libraries in Russia for the Last Decade

Document's type	IFLA documents stimulating the innovation activity of libraries in Russia last decade
Manifestos	«The IFLA Internet Manifesto»; «IFLA/UNESCO Public Library Manifesto»; «IFLA/UNESCO School Library Manifesto»; «Alexandria Manifesto on Libraries. The Information Society in Action».
Declarations	«IFLA Position on Copyright in the Digital Environment». «Declaration on Libraries, Information Services and Intellectual Freedom» adopted in Glasgow
Guidelines	«The Public Library Service: the IFLA/UNESCO Guidelines for Development»; «Measuring Quality. International Guidelines for Performance Measurement in Academic Libraries»; «The Guidelines on Audiovisual and Multimedia Documents for Libraries and Other Organizations»; «The Guidelines on Library Service for Prisoners».
Principles	«IFLA Principles for the Care and Handling of Library Material».

Those specific Russian new ideas, methods, documents, etc. related to IFLA which were pointed out by all the respondents are given in Table 16.

Table 16.

The Russian ideas, methods, documents related to IFLA which were pointed out by all the respondents

New ideas, services, methods, etc which can be traced back to IFLA	New ideas, services, methods, etc. implemented in Russia
Communicative format UNIMARC; Development of new formats of UNIMARC for authorized, classified and holding data	Development of the Russian version of communicative format RUSMARC; Development of national computer cataloguing and machine-readable formats; Development of Russian principles of cataloguing
Research «Functional requirements for bibliographic records (FRBR)»	Standardization and unification of bibliographic records; Presentation of bibliographical production in electronic form;
«The Public Library Service: the IFLA/UNESCO Guidelines for Development», «IFLA/UNESCO Public Library Manifesto».	Model Standard of Public Library Activity
IFLA Research on modern problems of library and information ethics	Ethical Code of Russian Library

It should be mentioned that diffusion and implementation of IFLA ideas in Russia was mainly promoted by the publishing activity of the Russian Library Association (RLA) publication in the Russian National Library of the joint projects of RLA and IFLA as well as publication of IFLA documents in Russian by RLA.

In 2002 RLA with FAIFE IFLA published the code collection «Library Ethics in World Countries» (collected by V. Firsov and I. Trushina). In 2003 RLA with Public Libraries Section of IFLA published a collection «Public Libraries in Foreign Countries» (collected by V. Firsov and I. Trushina). In 2006 RLA with FAIFE IFLA published “Modern Problems of Library and Information Ethics” (collected by Y. Melentieva and I. Trushina). The normative materials of IFLA are published in different collections, e.g. «Information-library Sphere: International Acts and Recommendations» (collected by E. Kuzmin, V. Firsov, 2001) in «Informational Bulletin of RLA». In early 2006 issue of “Informational Bulletin of RLA №37» the material of Alexandria IFLA Conference was published by V. Firsov. At the present time RLA within FAIFE IFLA Committee is taking part in developing «IFLA The Internet Manifesto Guidelines» and RLA within UNIMARC Committee is taking part in development of Continuing Resources Guidelines.

Information about how the answers' content is changed depending on the category of respondents is given in Table 17.

Table 17.

Respondents' opinions of different categories.

Respondents' category	New ideas, services, methods, etc. implemented in Russia the last decade related to IFLA
«Practitioners»	<p>Presentation of bibliographical product in electronic form; standardization and unification of bibliographical records on the base of research of FRBR</p> <p>development of a system of machine readable formats;</p> <p>Development of Russian principles of cataloguing coinciding with international principles of cataloguing;</p> <p>Implementation of ISBD – International standard of bibliographic description and ISBN – International standard bibliographic number; Ideology of public library development in Russia ; Optimization of national library statistics.</p>
«Administration»	<p>Democratization of libraries, libraries' participation in construction of civil society;</p> <p>Development of the system of machine-readable formats and implementation of ideas of corporative cataloguing;</p> <p>Development of virtual reference services in libraries;</p> <p>Standards in digitization;</p> <p>Microfilming for library collections' preservation.</p>
«Volunteers»	<p>Understanding a new social role and development of libraries;</p> <p>Methods of library associations' guidance goals and ideology of public and school libraries' development;</p> <p>New forms and methods of service for children and youth;</p> <p>Discussion in professional media about free access to information;</p> <p>Machine-readable formats;</p> <p>Development of classification and systematization standards.</p>
Teachers, Researchers»	<p>Problems of access to information storing;</p> <p>Partnership of practical librarians and university teachers in development of educational standards for library staff training;</p> <p>Nomenclature of library-information services which must be provided to users;</p> <p>Standardization and unification of bibliographical records;</p> <p>Development of machine-readable formats; Development of hybrid libraries;</p> <p>National program "Preservation of collection"; Promotion of ideas of level raising of information literacy and culture of information users.</p>

IFLA and information literacy

The second part of the questionnaire is dedicated to information literacy. Answering the question «Information literacy is a complex concept. We would like you to elaborate what you believe to be the most important dimensions of this concept?» all the respondents with no exception ascribed to information literacy abilities to search information, analyze it, derive needed pieces of information,

moreover, do it both in a traditional (bookish) and new electronic environment. For most Russian specialists it is characteristic to understand information literacy as a part of a wider, more capacious concept of a person's information culture. Every category of respondents singles out their own aspects in the concept «information literacy».

«**Practitioners**» underline the role of computer literacy, ability to use computer, use information-communication technologies (ICT), surf the Internet, and be able to analyze and synthesize information in the content of «information literacy». The practical approach and success of ICT use for their professional problem solving in their everyday life and leisure is marked especially.

«**Administration**» point out ability to live, to work, to find an own place in information society and society of knowledge in the content of informational literacy; they underline the necessity of information outlook and information mentality, and say that information literacy is only a first step to a wider concept of a person's information culture. They call a person to be information literate when he/she realizes the information need and knows where to look for information and how to use it for problem solving.

«**Volunteers**» regard the information literacy as a part of a person's information culture. They mention the role of ability to search information self-dependently and to analyze it critically. They underline a person's independence while working with information. They consider a person to be information literate when he/she can formulate an information need, search, evaluate, select, process, and interpret the information of any kind and also use the information for own problem solving in any kind of activity.

«**Teachers, researchers**» include the following components in the content of information literacy: knowledge of the main information resources and access to them; skills of search of required data with the help of libraries, the Internet, bibliographical services; ability to process analytically-synthetically the found information and develop on its base their own information product. They call a person information literate to be comfortable in a wide information space either in traditional library or electronic resources of the Internet world.

Representatives of this category put in essential amplifications to the volume and concept «Information literacy»: «Information literacy should be looked at in the historical context. First it meant only ability to read, then rational modes of work with a book, later an idea of a bibliographic literacy, and later on it transformed into more capacious and wide concept of information culture» (T. Karatygina). «Teachers and researchers» note in the content of information literacy «an ability to orient oneself toward information resources, evaluate them from position their own tasks, derive necessary information file» (T. Kuznetsova); offer their own formulae of information literacy: «Information literacy = library-bibliographic literacy + computer literacy» (A. Sokolov); underline that «the term « a person's information culture» is rather more capacious and exact than information literacy» (Y. Stolyarov).

The question “What are the dimensions of information literacy measurement in your opinion?” was answered by all the respondents in the same way. The information literacy can be measured with the following rates:

- ability to formulate the information request;

- knowledge of information resources;
- ability to search both in traditional and automated modes using information- communicative technologies (ICT)
- ability to analyze and synthesize and produce a new own information product;
- time and effectiveness of information activity.

Answering the question “Which dimensions of this complex concept do you think IFLA should give priority in the organization’s work to promote lifelong literacy?” practically all the respondents pointed out the necessity of ability to search information both in traditional and automated modes using ICT.

The content of the questionnaire was aimed to clear up not only the essence and main dimensions of the concept “information literacy” but to state obstacles to its formation as well:

«Obstacles to information literacy are many. They consist, among other things, of literacy in the narrow sense, i.e. the lack of reading and writing capability, lack of access to technology – ICT or printed material, lack of ability to understand a message, lack of access to relevant and understandable content, lack of the ability to identify, select and evaluate information, lack of access to a supportive and stimulating environment etc.» Of all the obstacles preventing information literacy development the respondents regardless of their category named three main ones most characteristic for Russia. (See Table 18).

Table 18

Respondents’ Opinions on the Problem of Information Literacy

Obstacles to information literacy	Total number	Percentage %
Lack of access to technology – ICT or printed material	29	87,9
Lack of access to supportive and stimulating environment	25	75,6
Lack of the ability to identify, select and evaluate information	23	69,7

Among the other obstacles to information literacy Russian specialists name the following:

- «Lack of wide realization of importance of information literacy problem and a person’s informational culture in society» (E. Kuzmin). «Not formulated social opinion about the danger of not using information and lack of capability to work with information» (G. Gordukalova);
- «Lack of strong state policy, lack of attention on the part of state and government to the problems of citizens’ information preparation to life in information society as the result of general underestimation of this problem in Russian society”» (E. Kuzmin)
- «Shortage of a traditional educational system oriented to translation and reproduction of knowledge, not forming a person’s understanding the necessity to learn during the whole life and hence the necessity to master skills of work with information» (O. Gromova)
- «Lack of a system of information literacy teaching on the modern level starting from the nursery school» (O. Lavrenova)

The general answer of respondents to the question «Which role could IFLA play in overcoming those barriers» is the following: «IFLA role is rather important, it may be defined as coordinating, consolidating, organizational, informational, and strategic».

The question “What is your opinion regarding the problem of information literacy?” presupposed two variants of answers:

1. The problem of information literacy is conflict hidden?
2. The problem of information literacy is a problem where all parties can agree and join forces for the sake of common good.

The most part of the respondents (22 persons or 66,7 %) regardless of the category state that

«The problem of information literacy doesn't bear any conflict». However 11 persons (33,4 %) consider the problem to be of a conflict character. Their answer to the question «If you see conflicts, please, specify what kind of interests and values are standing against each other» specified some opposing positions and interests. As interviews showed among them there is «state» and «person.» The Russian specification is underlined: vast territories, remoteness of many locations from the information and cultural centres, not high enough level of informatization. The essence of opposition is: the state does not provide a real information; a person living in remote from the centre regions does not always have an access to various informational resources because of the lack of reliable and network telecommunications, channels of communication, an insufficient level of computerization of library-information sphere. A specific problem is a lack of a system of information teaching directed to a person integrity, succession, continuity in teaching of information knowledge and skills.

The next question about IFLA position in this situation offered the variants of answer:

1. IFLA should take a stand in a conflict;
2. IFLA should focus upon those parts of the issue that are not conflict ridden;
3. IFLA should try to be as neutral as possible.

A part of the Russian specialists think that IFLA should take a stand in this conflict: the position of a person's defending. There are more moderate opinions on this issue: «IFLA should look for possibilities for the consensus» (E. Nikanorova); «IFLA should take a position of an arbitrator who can give recommendations in the conflict settlement» (O. Tolstikova)

Answering the question «Many institutions and organizations, international as well as regional and national, are working in order to promote information literacy, for example. How do you evaluate the role of IFLA: main; secondary; marginal; others?» 16 persons (48,5 %) evaluated the role of IFLA as secondary, 7 persons as main (21,2%). A number of respondents did not think it expedient to evaluate IFLA's role in the terms of «main-secondary» but offered their own estimations: «Stimulating but not the main» (E. Kuzmin); «IFLA's role is consolidating» (M. Dvorkina).

Answering the question: «Is the role of IFLA a major one or a more marginal one compared to other organizations and institutions?» the most part of respondents – 23 persons (69,7 %) answered «Not a major one», 10 (30,3) persons answered «A major one ».

Accordingly answering to the question: «Is the role of IFLA to add strength to a common choir without having a specific role to play which is different from other participant?» the most part of Russian specialists, 23 persons (69,7 %) answered « Yes », 10 (30,3%) persons answered « No».

Analysis of respondents' answers to the questionnaire issues connected with evaluation of IFLA's role in development of population information literacy allows to come to the following conclusion. In general, the Russian specialists highly estimate IFLA's role but not in the terms «'main- secondary», «universal-ordinary» but in terms «strategic, coordinating, consolidating, organization, informative». So, in spite of the large share of respondents answered that «IFLA's role is not unique but ordinary' the Russian specialists actively answered the question about what IFLA should do in the future to raise the level of information literacy. Answering the question «If you believe IFLA has a specific role to play, we would like you to elaborate a little on that?», the Russian specialists formulated their recommendations which are essentially different depending on the respondents' category (see Table 19).

Table 19

Directions of IFLA's Further Activity in Information Literacy Development: Recommendations of Different Categories of Respondents

Respondents' Category	Recommendations for IFLA in Information Literacy Development
«Practitioners»	<p>It is necessary to work out dimensions of information literacy (but not computer literacy!) from the point of view of library community.</p> <p>The experience of the world best libraries in information literacy development should be published more.</p>
«Administration»	<p>It is required to define strategic tasks of level rise of information literacy and with this aim to use political instruments, political declarations; IFLA should develop Manifesto to support information literacy, widen a concept of information literacy as an obligatory condition of information culture of a person who is going to live in information society;</p> <p>IFLA should promote its role in social opinion, prove to society that investments into informational literacy and information culture can give significant social-economical effect.</p> <p>IFLA should look for possibilities to involve business into library information sphere, particularly, for financing the creation of means of education and organization of information literacy teaching.</p>
«Volunteers»	<p>It is necessary to define the content of the concept "Information Literacy" not only in English but in other languages; to review, show the term's evolution, and correlate the interpretation of information literacy in the documents of IFLA and UNESCO.</p> <p>It is recommended to develop the evaluation criteria of different levels of information literacy which should be different for different categories of users.</p> <p>It is necessary to pay more attention to national library associations' activity, library community's activity in information literacy development. IFLA should develop recommendations about the necessity of sectors of information literacy in national library associations.</p> <p>IFLA should provide interaction of professional communities, interaction of professional media of different countries in order to work out unified criteria of evaluation of information literacy level and guide its development, esp. for children's and school libraries.</p>

<p>«Teachers, researchers»</p>	<p>IFLA should develop Manifesto on information literacy, the role of library-information establishments' activity in this direction: IFLA should initiate more actively a discussion in information literacy problems on the international scale: on the level of government and state leaders, professional library communities and information workers. It is necessary to give own offers and standard in information literacy to other international organizations (e.g. UNESCO, UN) and to achieve their realization jointly.</p> <p>IFLA must use its authority as an international professional organization for promoting an idea about a prominent role of libraries in information society development and its evolution into society of knowledge, including the programs of information literacy into prior projects realized at international, governmental and non-governmental organizations. It is needed to intensify scientific basis of ways and means of information literacy and a person's information culture formation. To gain this aim it is necessary to initiate conducting joint international research on the problems of information literacy.</p> <p>It requires to prepare comparative reviews on information literacy and its state in different regions of the world.</p> <p>IFLA should develop special programs of professional training in usage of information-communication technologies (ICT) in information literacy teaching.</p> <p>It is necessary to strengthen interconnections of library community (practitioners, researchers, and teachers) for problem solving to develop people's information literacy. It is necessary to go in for a person's information literacy development alongside with information literacy development. This direction should be widened to information culture. For this it is necessary to remove disproportion in promotion information-communication technologies to the detriment of the role of reading and a book. That will take to develop national programs «Reading» and IFLA program «Reading in the age of electronic culture» as well.</p> <p>IFLA must especially emphasize the Russian and East European countries experience considering the problems of information literacy and information culture, introduction into scientific circulation the research results in the Russian language.</p>
--------------------------------	--

Answering the last issue of the questionnaire «Are there any other questions or topics concerning IFLA and information literacy that you would like to add?» the respondents gave the following answers - wishes:

- «IFLA can organize a wide discussion the result of which must be an answer to the question «What are specific differences between libraries and educational establishments' activities in information literacy and a person's culture forming?» (N. Gendina)
- «IFLA can be an effective instrument of rising librarians' information literacy due to
- perfection of content and searching capabilities of their web sites» (V. Firsov)
- «It is necessary to publish a collection book characterizing the most important achievements of IFLA. It must reflect the best experience of overseas libraries; to summarize achievements of the libraries using IFLA's ideas and grants from different funds.» (O. Tolstikova)

CONCLUSION: DEDUCTIONS AND RECOMMENDATIONS

Qualitative Structure of Respondents. The research done is based on the interview results of 33 most authoritative Russian specialists representing different kinds of libraries, professional media, and administrative structures from different regions of Russia. They are highly qualified specialists with a large experience of professional activity and, as a rule, successfully combining practical, research, administrative, and teaching activity with that in professional library association. Most part of the respondents are the CEOs or leaders of structural departments of library, educational or other establishments. Most of them are involved into large public work as they guide different structures in the Russian Library Association. Due to the positions and functional duties appointed by them (guidance, organization, management, control), active public and research activity, all of them put into practice the functions of library leaders. Besides, all of them are well acquainted with IFLA activity and participate actively in its work.

All the respondents highly appreciate those possibilities which IFLA submits to them personally as professionals. The possibility of personal professional communication, establishing personal business contacts is appreciated; as well as the possibility to see perspective of librarianship development at the international scale and to get acquainted with the advanced experience of the leading world libraries.

Evaluation of general effects of IFLA in spreading professional norms and standards and in developing librarianship in Russia . IFLA general influence in spreading professional norms and standards and librarianship developing in Russia manifests itself in that IFLA gives common directions for the national library policy forming that allows getting panoramic knowledge about the state of modern librarianship development in the world and on this base allows to make a choice of trends for Russian libraries' development.

The Russian specialists highly appreciate the role of IFLA annual conferences and do not agree with exclusively pragmatic position oriented into expenditures only for working out specific projects and getting a momentary benefit. They consider IFLA conferences to be the largest professional event giving a unique possibility to librarians from all over the world for an experience exchange and joint discussion both common for all libraries and specific problems of different kinds and specialized libraries. Conferences as well as the whole IFLA activity promote consolidation of librarians from all over the world and involving them into professional public movement. The most important 'non-material' effect from the conferences is the sense that participants are the members of the world library professional community.

Evaluating IFLA's role in general, the Russian specialists did not agree with a gradation offered by the questionnaire of the type: «important-secondary», «unique-ordinary». They defined IFLA's role as «strategic, consolidating, organizational, informative».

IFLA's guiding documents (manifestos, declarations, guidelines) have especial practical meaning for library community developing in Russia. Among the most important IFLA's documents which stimulated the innovation activity of libraries in Russia for the last decade there are: IFLA/UNESCO Public Library Manifesto; The IFLA Internet Manifesto; - IFLA/UNESCO School Library Manifesto; IFLA Position on Copyright in the Digital Environment; Alexandria Manifesto on Libraries, the Information Society in Action; - IFLA Digital Reference Guidelines; The Public Library Service: The IFLA/UNESCO Guidelines for Development; Measuring Quality. International Guidelines for Performance Measurement in Academic Libraries; IFLA principles for the care and handling of library material "Guidelines for Audiovisual and Multimedia Documents for Libraries and Other Organizations."

IFLA activity essentially influenced libraries' democratization, realization of a new social role of libraries in the post-Soviet period, involving libraries into construction of civil society in Russia, widening nomenclature of information products and services provided by Russian libraries.

For the last decade in Russia on the base of IFLA ideas, services, methods, etc. there were developed: «Model Standard of a Public Library Activity», «Code of Ethics of a Russian Librarian», «Russian Version of a Communicative Format – RUSMARC». National computer cataloguing and machine-readable formats were developed on the base of FRBR results. IFLA's ideas contributed to development of Russian principles of cataloguing, standardization, and unification of bibliographical records; presentation of bibliographical production in an electronic way. IFLA's materials stimulated cooperation of practitioners and universities in development of educational standards for library staff training.

EVALUATION OF IFLA'S INFLUENCE ON INFORMATION LITERACY DEVELOPMENT IN RUSSIA.

IFLA's influence on information literacy development in Russia is because IFLA as an authoritative international organization initiates public interest to this problem and search of ways to its solution with the help of libraries.

Russian specialists realize the connection between literacy and information literacy especially in the context of the idea «lifelong learning». However, for Russia where practically 100% are elementary literate and where there is a rich historical experience of liquidation of illiteracy at the beginning of XX century, at present the most actual is a level rise of information literacy for the population. Russian specialists underline that it is impossible to mix the elementary literacy tasks (reading and writing) and information literacy because they have different algorithms of decision.

Defining information literacy as a complex concept, Russian specialists include in its content capabilities to search and find information, analyze it, derive needed pieces of information, moreover to be able to do it both in traditional (bookish) and new electronic environment.

For most Russian specialists it is characteristic the realization of information literacy as a part of a wider more capacious concept 'a person's information culture' which in addition to information literacy includes in its content the information outlook, conviction in the necessity to gain information knowledge and abilities, understanding the goals for which they are gained by a person living in information society; realization of responsibility for correct information application.

To a number of dimensions which can measure information literacy the following ones were ascribed:

- ability to formulate an information inquiry, i.e. adequately express an information need in words;
- knowledge of information resources;
- ability to search both in a traditional and in automated mode with the using information-communication technologies (ICT);
- ability to analyze and synthesize the information and on the base of analysis and synthesis produce an own new information product;
- time and effectiveness of information activity.

The main obstacles on the way of information literacy development in Russia are lack of modern means of access to information, lack of stimulus to a level rise of information literacy, lack of the ability to identify, select, and evaluate information.

The position of Russian specialists regarding the hidden conflict in the problem of information literacy is not unanimous. Some persons think that there is no conflict, others see this conflict in opposition between the state and an information user. Under the Russian conditions (remoteness of many locality places from information and cultural centres, not very high level of informatization) a person living in

remote from the centre regions does not always have a possibility of a real access to information resources because of the lack of reliable and network telecommunications, channels of connection, not very high level of computerization of library- information sphere. The problem is intensified by the lack of state policy in development of a system of continuous systematic information for citizens' training in the country. Very often a person living in a remote region of Russia not always has a possibility to get modern information training. Information literacy development has a lot of enthusiasts among librarians and teachers. Representatives of this point of view think that IFLA should take a stand for a position of defending person's interests.

Recommendation of the Russian Specialists Regarding IFLA Activity in Information Literacy Developing.

1. It is necessary to draw the widest public attention to the problem of information literacy from the level of leaders of states, governments participating in such large scale events as the World Information Summit (Geneva, Tunis) to the level of professional library-information associations, other public organizations, mass media; it is necessary to participate in the activity of the most influential authoritative international organizations, to stimulate public interest, put the problem of information literacy on the score of the agenda of intergovernmental meetings, international forums.
2. It is necessary to develop «“Information Literacy IFLA Manifesto».
3. It is necessary to gain public recognition of libraries significance in level rise of the population information literacy as the most important condition for population's readiness to life in information society and society of knowledge. It is necessary for this to perfect libraries' activity in development of users' skills with the help of modern information-communication technologies (ICT) to search information, select, and evaluate it, produce own information products on this base.
4. It is needed to organize a complex of research on information literacy, unify terminology of information literacy and compile multi-language dictionary comprising terms more often used in the sphere of information literacy; it is necessary to work out the international criteria of information literacy differentiated for various categories of information users.
5. It is necessary to develop a wide spectrum of educational means of information literacy users: manuals, instruction books, recommendations, methodical materials, etc. both in traditional (bookish) and electronic forms. These instruction books should be clearly differentiated. First, there must be the guidelines in information literacy for users of different age: from infant to mature. Second, there must be the guidelines in organization and technology of information literacy training as instruction books for teachers and librarians, i.e. those who teach information literacy. These materials must be both in a traditional and electronic form.
6. It is necessary to organize the exchange and promotion of the best experience of different countries' libraries in information literacy development of population.

The Impact of IFLA on U.S. Library Norms, Standards, and Policies – One Perspective

by Terry Weech, Graduate School of Library and Information Science, University of Illinois at Urbana-Champaign and a member of IFLA's Library Theory and Research Standing Committee.

This position paper is a result of an invitation to contribute to an IFLA study to determine the role of IFLA in promoting change and diffusing professional norms, standards, and policies in librarianship with a special focus on the impact of IFLA on the promotion of such norms and policies relating to lifelong literacy. The study, approved by IFLA in 2004, is led by Dr. Ragnar Audunson from Norway, and currently Chair of the IFLA Library Theory and Research Section Standing Committee. The general problems to be researched and the goals of the project were twofold:

- 1) *In general it is of great interest to investigate the impact of IFLA on spreading professional norms, standards and policies within worldwide librarianship.*
- 2) *The second goal of the project is related to lifelong literacy. By focusing the project on standards, norms and policies related to promoting literacy, a key issue in IFLA's policy in the period to come, one will have the possibility of following diffusion and change processes within a limited area from the very start of a professional project, thus studying how ideas, norms and policies develop and how they are translated into, adapted to and implemented (or not implemented) in different context.*

(IFLA-LTR Project: <http://www.ifla.org/VII/s24/proj/s24-IFLANorms-impact.pdf>)

An extensive survey was taken at the IFLA Conference in Seoul, Korea in 2006, which will be reported on by Dr. Audunson in the final study report. Three regional studies were undertaken to supplement the 2006 survey and to be included in the final report. The special studies include a report on Russia, Australia, Africa, and the U.S. and Canada. I have volunteered to undertake the U.S. special report.

The Methodology used to compile the report from the U.S. is one of a position paper stating my perceptions of the impact of IFLA on the diffusing of professional norms, standards and policies in the United States. Ann Curry of the University of Alberta, will undertake the examination of the impact in Canada in a separate position paper, but given the fact that many library associations and organizations in the U.S., such as ALA, welcome and have many members from Canada, as well as the similar history and traditions of librarianship in the two countries may mean that many of the perceptions of the impact of IFLA on the U.S. may also apply to Canada. I will leave it to my colleague, Ann Curry, to outline any significant differences in impact when she review IFLA activities from the Canadian perspective.

This methodology was chosen rather than the alternative methodology of conducting a survey of selected librarians because of the large number of survey participants that would have been necessary if a representative sample of participants was to have been obtained. The position paper is meant to be the beginning of a discussion, and perhaps of a debate, as to the impact of IFLA on change and diffusion of norms, standards, and policies in the U.S. Although the position paper represents only the authors perceptions as first drafted, by circulating the draft to persons in significant positions in Library

Associations and Organizations in the U.S. and also sharing the draft with U.S. librarians who have leadership roles in IFLA in the appropriate fields covered by the position paper, it is hoped that the revised version of the paper will reflect the views of leaders in U.S. Associations and Organizations as well as IFLA leaders with U.S. affiliations. To determine the impact of IFLA on diffusing professional norms, standards and policies in the United States (the first of the twofold stated goals of the project), the six Core Activities of IFLA were selected for review. Since the IFLA study had specifically targeted lifelong literacy as one of the areas for study of IFLA impact, that was adopted as a seventh topic for investigation. Each of the six Core Activities of IFLA will briefly be reviewed and the author's perceptions of the impact on U.S. librarianship will be stated. The six Core Activities are presented below with the authors perceptions of the impact of IFLA on U.S. norms, standards and policies indicated.

Six Core Activities of IFLA: (As listed in 2007)

1. ALP -- [Action for Development through Libraries Programme](#)

The focus of ALP is on Africa, Asia and Oceania, Latin America and the Caribbean. While U.S. libraries have an interest in this focus, it is not part of the internal information policy of the U.S. and thus not considered within scope of this analysis of IFLA Impact. There is undoubtedly considerable interest in U.S. libraries serving populations from these regions, but the impact of IFLA policies would be very indirect since the primary policy concerns in the U.S. would be providing services to the local populations rather than to the library programs in the regions themselves. In the case of academic and research libraries in the U.S., their interest would be generally contained to collection development and information access issues. This is not to ignore that many individual librarians in the U.S. and certain government and institution groups, such as the Mortenson Center for International Librarianship at the University of Illinois at Urbana-Champaign, may be actively involved in these regions and thus be impacted by IFLA norms and policies. But this impact is generally limited specifically to the special programs, and not to U.S. library policies in general.

2. CLM -- [Committee on Copyright and other Legal Matters](#)

Of the six IFLA Core Activities, in my opinion this is the one activity that IFLA has had the most impact on norms and policies in the U.S. In a global information society, the ability to establish international norms relating to copyright and other legal matters is crucial to the U.S. library in information industry communities. I will leave it to the specialists that are invited to respond to this position paper to debate if my perception is accurate and to provide specific examples or counter-examples to support their perceptions.

3. FAIFE -- [Committee on Free Access to Information and Freedom of Expression](#)

The Core Activity associated with FAIFE certainly is important to librarians in the U.S., but it is my opinion that FAIFE has had less direct impact on U.S. library policies and norms than some of the other Core Activities because of traditions and long history of the commitment of the profession and library associations and organizations in the U.S. to free access to information. While the U.S. government policies have recently been a challenge to U.S. librarianship, the norms, standards, and policies of U.S. Library Associations and Organizations has remained the same and continues to challenge restrictions imposed by government legislation, rules and

regulations. Thus it is my perception that while U.S. librarianship supports the principles and programs of IFLA's FAIFE, there has been little impact on U.S. norms, standards, or policies of IFLA FAIFE policies. I welcome counter examples and discussion of this perception.

4. ICABS--IFLA-CDNL Alliance for Bibliographic Standards (<http://www.ifla.org/VI/7/icabs.htm>)

The IFLA-CDNL Alliance for Bibliographic Standards (ICABS) which consists of IFLA, the Conference of Directors of National Libraries (CDNL), [The National Library of Australia](#), the [Library of Congress](#), [The British Library](#), the [Koninklijke Bibliotheek](#), and the [Deutsche Nationalbibliothek](#) have agreed to participate in a joint alliance together with the [Biblioteca Nacional de Portugal](#), to assure ongoing coordination, communication and support for key activities in the areas of bibliographic and resource control for all types of resources and related format and protocol standards. This Core Activity of IFLA, because of the leadership the Library of Congress has in establishing and maintaining norms, standards, and policies in the United States, may have the most impact on U.S. libraries than any other single IFLA Core Activity, with the possible exception of Copyright. One could argue that since IFLA is in a position to establish standards and policies in the bibliographic area, while copyright is often determined by legal and judicial norms beyond the reach of IFLA, ICABS is the premier IFLA activity in terms of impact on U.S libraries.

5. PAC -- [Preservation and Conservation](#)

PAC grew out of the efforts of national libraries to work with IFLA and UNESCO to initiate worldwide cooperation for the preservation of library materials. In terms of impact on U.S. norms and policies, certainly preservation and conservation efforts in the U.S. have been impacted by the PAC initiatives, especially through the participation of the Library of Congress in IFLA PAC activities. In the context of preservation and conservation activities, this IFLA Core Activity has clearly had high impact in U.S. libraries.

6. UNIMARC -- [IFLA UNIMARC](#) and The **Permanent UNIMARC Committee (PUC)**

As an outsider (meaning not a cataloger, bibliographer or metadata specialist beyond the extent that every librarian has a bit of each in his or her soul), it is my perception that the Core Activity of UNIMARC and PUC has much less impact on policies, norms and standards in the U.S., perhaps because the MARC record was born in the U.S.A and it was OCLC in Ohio, USA that took the electronic bibliographic database international. But I welcome specialists in these areas to counter my perception and provide counter examples of impact.

To examine the second goal of the project, the impact of IFLA on norms, standards, and policies relating to promoting literacy in the United States, the decision was made to focus on "information literacy" norms, standards and policies. As is the case throughout the world, the term "literacy" has many definitions and applications. In the U.S. there have been major literacy activities in libraries ranging from basic literacy education in reading skills for young people and adults who were outside standard education institutional literacy programs. Some of these programs were directed at the concept of "functional literacy" which attempted to provide opportunities for people who might be literate, but not sufficiently literate to function effectively in a complex society. Many libraries, educational and governmental organizations in the U.S. still maintain programs to provide training opportunities in these areas. But for purposes of this project, a narrower definition of literacy will be used to assess the impact of IFLA norms and standards, specifically the focus will be on "Information Literacy." Using the ALA definition of Information Literacy,

which is also used by the IFLA Information Literacy Section in their *Guidelines on Information Literacy for Lifelong Learning* (<http://www.ifla.org/VII/s42/pub/IL-Guidelines2006.pdf>).

“To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. The information literate individuals are those who have learned how to learn” (American Library Association, 1998 definition cited in IFLA *Guidelines on Information Literacy for Lifelong Learning*, p. 7).

Given this definition, information literacy programs might appear in any type of library, from elementary school to graduate higher education. Public and special libraries might also be included in the organizations that might be involved in information literacy programs. In the United States, information literacy efforts have been a part of library service since the 19th century, beginning with Samuel Green’s article in the 1876 inaugural issue of the *American Library Journal*, titled “Personal Relations between Librarians and Readers.” Information literacy in the U.S. has traditionally been tied to reference and information services and only in the late 20th century did it spin off as a separate function in libraries apart from general reference services. Given this tradition and history, it is my perception that IFLA has had little impact on library norms, policies and standards for literacy, or more specifically, information literacy in the United States. One might argue that the norms and standards of libraries in the U.S. impacted IFLA norms and standards, but I will leave to others the task of compiling the evidenced to support that hypothesis should they wish to do so in response to this discussion paper..

CONCLUSION:

The following conclusions are presented for further discussion:

- 1) Of the Six Core Activities of IFLA, the activities related to Core Activity # 2. CLM -- The Committee on Copyright and other Legal Matters and Core Activity # 4. ICABS--IFLA-CDNL Alliance for Bibliographic Standards have had the most impact on library norms, standards, and policies in the United States.
- 2) In terms of literacy, including information literacy, there has been little impact of IFLA norms, standards, and procedures on library norms, standards and procedures in the United States, not because of a lack of interest or activity, but more because of the long history of establishing policies and norms independently of IFLA.

I will look forward to comments and questions as well as counter conclusions to this opinion paper.

Benefits from participating at the IFLA conferences: The case of Norway

Ragnar Audunson

Professor in library and information science at Oslo and Akershus University College

The Department of Archival, Library and Information Science

Based on qualitative interviews with 13 centrally placed library and information science professionals who all are active participants at the IFLA conferences – some officers and some rank and file participants – this paper seeks to answer the following question:

1. What kind of professional benefits do Norwegian participants at the yearly IFLA conferences experience from their participation at these conferences?
2. Can one identify results of the IFLA-conferences in the form of professional ideas, services, methods, standards, techniques etc. that have been implemented in the nation• of the respondent that can be traced back to IFLA?
3. How do the respondents define information literacy? Many languages do not have a term corresponding exactly to the English term information literacy and the concept, therefore, has to be translated using other terms, e.g. information competence, information skills etc. Are there differences in how this concept is defined in different countries and different parts of the world?
4. Which barriers are perceived as the most important ones to overcome in order to promote information literacy and do we find differences in different parts of the world as to which barriers are perceived as important?
5. What should be the role of IFLA in promoting information literacy?
6. Are policies to promote information literacy seen as a conflict ridden policy field where different values and interests collide, similar to for example the question of free and public access to information versus the rights of the copyright holders to control and exploit their products, or is it seen as a field without such conflicts. If there are conflicts should IFLA take a stand or refrain from doing that?

Although there are relatively strict limits as to how many respondents a qualitative study can comprise, respondents should be selected with a view to covering as broad a spectrum of librarianship as possible.

In the rest of my paper I will present preliminary results from the qualitative study undertaken in Norway.

2. The selection of respondents

Fifteen persons were selected as respondents. All of them accepted to be interviewed. In one case, however, it turned out to be impossible to make an appointment for undertaking the interview due to the respondent's very busy schedule. Several appointments were made, but in all cases other and more important meetings came in-between. The respondent in question has promised to send in his answers to the questions in the interview guide in a written form.

The English version of the interview guide was sent to the selected respondents on beforehand. That was done to give them a possibility to reflect upon the questions before the interview in order to have a richer and more profound material than we would have had if the questions had been presented directly in the interview situation.

A student in library and information science at Oslo university college, Malene Gundersen, was engaged to undertake the interviews. The interviews were tape recorded and then transcribed. Malene Gundersen has also done the transcriptions. The interviews were undertaken during the winter 2005 (January- March).

All respondents occupy central positions in Norwegian librarianship. In most cases, presenting their responsibilities equals identifying them. We have, therefore, made no efforts to anonymize our respondents by using fake names.

Respondent 1 is responsible for library services at Oslo University College, the fourth largest institution of higher education in the country. He has a long history in Norwegian academic librarianship, has occupied several leadership positions and is a visible and active participant in that which we could call the public space of the field. He is rank and file member of the standing committee for interlending and document delivery. Respondent 2 is director of a public library in one of the largest local authorities in the country, just outside Oslo. She has experience from different kinds of libraries –academic libraries and school libraries in addition to public libraries

Respondent 3 worked until recently as leader of the bibliographic department of the national library. Now she is teaching classification and cataloguing. She has been an active member of the bibliographic section of IFLA.

Respondent 4 worked for more than a decade as director of the state directorate for public libraries. At the time of interviewing he was director in a Nordic Council body for libraries and literature. He has been a leading actor on the Norwegian library scene and occupied a broad range of positions at least since the early seventies. Within IFLA he has been board member of the standing committee for multicultural services.

Respondent 5 is director of a multilingual library aiming at providing immigrants to Norway with literature. She occupies the position as secretary in two IFLA-bodies: The public library division and the standing committee for multicultural library services

Respondent 6 has, like respondent 4, been a central actor in Norwegian librarianship for decades. She has occupied managerial positions in large public libraries, in the state directorates for public libraries and in the national library. For the last four years she has been member of IFLA's governing board.

Respondent 7 is director in the public library of Oslo. She has also been a visible actor in the public sphere of Norwegian librarianship for decades. At the time of interviewing she had no positions within IFLA, but participated regularly at the conferences. She is now an officer in one of the standing committees.

Respondent 8 is director for library services in a university college. Before she got that position, she was a county librarian. She is also a visible person in Norwegian librarianship. She has been a member of the standing committee for school libraries and learning centers.

Respondent 9 is working in the national library with issues related to classification and cataloguing. At the time of interviewing she was on leave in order to work full time with preparing the Oslo 2005-conference. In IFLA she has been a member of the cataloguing committee.

Respondent 10 has occupied several managerial positions in Norwegian public libraries. Now he is professional director for library issues in the Norwegian Library Bureau.

Respondent 11 is a county librarian. She has also experience from special libraries and she is a visible participant on the Norwegian library scene. In IFLA she is a member of the round table on mobile services.

Respondent 12 is director in the Authority for Archives, Libraries and Museums. In that respect he is a central actor on the Norwegian library scene. He has not any particular IFLA experience and his background before coming to the ALM-authority was from the field of museums, not that of libraries.

Respondent 13 is director for library services in the leading Norwegian school of business administration. She is a relatively experienced IFLA participant and has been a member of the standing committee for university libraries and research libraries.

To sum up the composition of the respondents, then, the majority – 10 of the 13 interviewed are leaders in libraries or institutions in the field of librarianship, where as three can be described as having first and foremost professional responsibilities/being professional leaders. (respondent 3, 5 and 9). One of the library managers, however (a county librarian), has involved herself in IFLA activities not because of her managerial position but due to her professional engagement in the issue of mobile services. (Respondent 11). Five of the respondents are at present affiliated to the public library sector, two work in the national library, one is working in a commercial company selling products and services to, primarily, public libraries and the rest work in university or special libraries.

3. The general role of IFLA as a source of professional impulses

The role of IFLA as a source of professional impulses was tapped via the following questions in the interview guide:

- What does the respondent personally get out, as a professional, from taking part in IFLA work?
- Are the resources spent on the yearly IFLA-meetings worthwhile?
- What does the library community in general and the Norwegian library community in particular gain from the IFLA-activities?
- How do the respondents rank IFLA as a professional source compared to other sources, e.g. professional journals, other conferences etc.

As for the professional impulses our respondents receive from IFLA the answers range from the enthusiasts who regard IFLA as *the* most or one of the most important sources of professional inspiration to the skeptics, who maintain that what they get as professionals of participating in *from IFLA* amounts to next to nothing. One of the enthusiasts was until recently head of bibliographic services at the national library. For her, IFLA is the most important source of inspiration and information. "Through IFLA, I have participated

in an international community and network. I have been able to talk about problems and challenges in the field. I have been in a position to contribute professionally. In some contexts I have been able to put Norway on the map. I have developed a large personal network which makes it easier for me to solve problems in my daily work. You can send an e-mail and get an immediate answer. ..The community means a lot to me”.

The head of the public library in Oslo, on the other hand, is one of the more skeptical. She maintains that IFLA contributes in adding to her personal, international network, “and that’s It Professionally its very little. As I see it, maybe you can get something if you work within a highly specialized field you_ can get something out of it professionally. But as far as library development in general is concerned, I can’t see anything. But it does give you information on interesting things going on somewhere in the world. It is not IFLA that is interesting, but contact with people from countries where interesting things might be going on”.

But although these two respondents seem to have very different views on the role of IFLA as a source of professional inspiration, they agree upon one thing: IFLA's role as a tool in building networks. Almost all the respondents in our sample mentioned that when they were asked to specify what they personally, as librarians and information specialists, get from participating in IFLA. The difference goes between those who restrict themselves to the dimension of network-building and those who feel that they receive professional inspiration and learn and develop as professionals from participating at IFLA-conferences.

The kind of influences and inspirations, apart from the importance of networks which everyone refers to, can be grouped into the following categories:

IFLA is an arena for learning and keeping updated as a professional. Those working with bibliographic issues in the national library, the activist in the field of mobile services and the one engaged in library services to linguistic and ethnic minorities and Tove are among those referring to this dimension. “I learn a lot professionally only by taking part in conferences” (Kirsten). “Working with developing standards for school libraries was incredibly rewarding as far as learning is concerned”. (Tove). “I learn and bring with me home things I can use in my professional life. (Head of public library).

The IFLA activities produces results which is of immediate use in the respondents work at home. That is probably the dimension most frequently referred to, after IFLA as being instrumental in building networks. Tove refers to stimulating papers that she has distributed to members of her staff. Now she is engaged in planning a new library at the college she works at. Again she takes inspiration from examples she has learned about at IFLA conferences. Others, e.g. Sissel, refer to the usefulness of guidelines when producing plans and arguments for decision making bodies which control the financial means and resources the library is dependent upon. Also Sissel refers to examples from her period as director of a large public library when she implemented reforms and new measures she learned about via IFLA, e.g. categorization as a measure to present and promote books and other measures related to the promoting of reading. Marti refers to lecturers that have been invited to Norwegian conferences and the translation of FRBR into Norwegian.

Taking part in IFLA work is perceived as professional satisfying because it allows one to contribute to the community of librarianship internationally.

Through IFLA one experiences that librarianship represent a large international field. That is also one of the dimensions most frequently referred to. You are lifted out of the trivialities of everyday life and experience

yourself as member of a large and world wide movement.

IFLA is also perceived as a marketplace where one can shop around for ideas and solutions relevant for problems one is struggling with at home. Kjartan refers to this. The library bureau, where he works, was at the time of interviewing about changing the platform for producing catalogue data. He used the Buenos Aires conference in 2004 and also the Oslo conference in 2005 almost solely to look for institutions which were struggling with the same problem and had chosen solutions related to the ones the library bureau was about implementing.

Victor, who used to have national planning responsibilities, says that in relation to his professional responsibilities, he found guidelines developed by IFLA in addition to cooperative solutions on statistical issues as particularly important.

As mentioned above we can distinguish between the skeptics and those who are more enthusiastic and feel that IFLA participation is important and professionally rewarding. The skeptics refers to few elements when asked to describe what they get out of IFLA professionally, they give the conferences a low ranking compared to other sources and they identify few or no innovations, new standards and ideas etc. that have been implemented and that can be traced back to IFLA. Of the 13 respondents, three can be defined as hard core skeptics. As professionals they get little, they see IFLA as far less important than other sources and they see few new ideas, services, methods, techniques etc. that have been implemented and that can be traced back to IFLA. Low or mediocre quality on many of the papers presented is one of the criticisms raised by the skeptics. The IFLA-conferences are seen as a bureaucratic machine running by its own weight "Then I suppose, that is anyway what I see, that the organization in itself is relatively bureaucratic and inefficient. I, anyway, experienced that, a sad experience when I should assist a section with their programme. .This entire system with its sections and divisions - I cannot see that is particularly easy to achieve results". As a professional source it is perceived as irrelevant by one. Another states that if one wants to keep professionally updated one has to read the professional journals.

But also the skeptics see a value in IFLA. The respondent just cited continues to say:

"That which according to my opinion defends IFLA is its universal framing. The important thing is to have an organization on a high international level and with certain recognition that can deliver premises for UNESCO and the manifests produced by UNESCO.." Another of the skeptics recognizes that although IFLA does not play very important role in his field, "it is of enormous importance in other fields, e.g. standardization, cataloguing and classification.. .within the field of interlibrary lending one has developed a service that is important - this] IFLA-voucher that can be used as a means of payment".

It is a paradox that although IFLA is seen as an organization "with an enormous driving force" (also a formulation used by one of the skeptics), running by its own weight, it is simultaneously seen as an organization highly dependent on the qualities and energies of the persons staffing its divisions and committees. Whether or not IFLA is important within a specific subfield is perceived as relatively accidental. "It has something to do with the members of the committees. Who are running the committees? Is it a driving force or an inspiring person? It is somewhat unfair to evaluate this from only one position.

A majority of nine respondents - one respondent feels that he cannot take a stand to IFLA's role as a professional source due to lack of experience - all see IFLA as an important professional source relative to other sources and feel that it gives the participants a possibility to orient themselves broadly within the field of librarianship as a whole. "It supplants in many ways the professional conferences within the different subfields. Here you can shop from many fields and glance into new professional areas...At the moment the conferences are a very important source. But that is not necessarily the case in five years. Then I know the system better and can go into IFLA-net and orient myself". (The countess). "The strength of IFLA is its broadness - its like an umbrella covering diverse activities, and that is the strength. IFLA does not go deep, but it functions as a door-opener to other professional milieus. Through IFLA one can more easily find ones way to milieus and activities outside IFLA". (The veteran). IFLA is an important source because it comprises the whole world; It has a status within UNESCO and the UN which other institutions do not have. It can, therefore, to a larger extent influence globally. (The queen).

When asked to reflect upon new ideas, services, methods and techniques that have been implemented in Norway and that can be traced back to IFLA, several examples were referred to, for example:

- Guidelines, e.g. guidelines for school libraries, public libraries, prison libraries, library services for visually impaired.
- An increased pre-occupation with ethics
- Standards, recommendations and developments in the field of classification and bibliographic description.
- Awareness of important information political issues such as copyright versus access to information.
..Awareness of the role of libraries in the information society..
- Interlibrary lending.

How can we interpret the difference between the skeptics and the more enthusiastic?

- First, the skeptics seem to have a more academic leaning. We saw above that one of them referred to the necessity of reading professional, i.e. peer-reviewed, journals in order to keep professionally updated. Another of the three most skeptical works within academic librarianship and regards networks of libraries within that specific academic field as far more important than the IFLA-conferences. Also the third skeptic criticize papers for being of a low quality judged from an academic point of view. The enthusiasts are more practical As one of them explicitly puts it: "I am more practical. I am not in the academic field, but belong to the field of practice"

Two of the three who are most skeptical are not members of any committee When one observes things from the outside one tends to be more critical than when one is involved. One of the enthusiasts returns in several of her responses to the importance of involvement: "Not everything taking place at the conference is equally interesting and relevant. But if you involve yourself in the work, you will see many things that are not visible on the surface. It is very intense. ..A creativity and dynamism develop that maybe is not very visible...Many think the conference is too big; they never manage to get on the inside. Participation presupposes that you are solidly anchored professionally. That you are an expert in your field. Or that you have a very good general practice or that you are a leader. And that you are willing to give something of yourself -go in there and listen and use the material actively -then I believe you can get a lot. IFLA has in many ways been underestimated both as a professional organization and as a policy organization"

.The three most skeptical are managers and seem to participate as managers, not as specialists in one of the many professional specialties that make up the IFLA conference. The majority of the respondents that are more enthusiastic, are involved themselves due to engagement in professional issues ranging from mobile services via bibliographic services and cataloguing to school libraries. That is also the case for those who have managerial positions at home, e.g. the countess. Their IFLA-involvement is related to a professional involvement not necessarily related to their present managerial position.

Enthusiasts and skeptics seem to agree, however, on one issue: The IFLA-conferences take place too frequently. The yearly conferences should be supplanted with biannual conferences or even less frequent, for example one every third year. The arguments differ. Some argue with the resources spent. If one calculates that 100 librarian-years are spent in the hosting city through the sheer and simple fact that more than 4000 librarians spend one week there and adds to that the travel expenses for 4000 participants coming from all over the world, accommodation etc, the resources used are not negligible. So some of our respondents argue that these resources could be spent better otherwise, at least every second year. The majority, however, tend to be of the opinion that resources spent on IFLA are not competing with resources for other library projects. Had the yearly conferences not been there, they argue, the resources would probably not have been channeled in to other library projects, they maintain. Less frequent conferences would, these respondents argue, serve to improve the quality of the professional work. The committees could work on a more long term basis. And if the frequency is reduced, the committees would none the less have to meet yearly or more often, the majority argues. Having the conferences biannually and let professionally work in the committees take the place of the large conference every second year would, they maintain, reduce that which is termed IFLA tourism – a phenomenon criticized by both skeptics and enthusiasts.

One of the respondents, however, deviates from this general pattern. She argues that the rich countries in the North and West very well could be without the yearly conferences. Librarians in these countries have many other channels and possibilities for taking part in regional and international conferences. That is not the case for many of the participants from the developing world. For her, this is an argument for keeping up the practice with yearly conferences.

Attachment 1 – Distributed to Interviewers

I. Qualitative interviews – interview guide.

1. Background information on the respondents and his/her relationship to and experiences with IFLA
2. First we would like you to say some words about your background:
 - What is your present position?
 - What kind of library or library-related institution do you work in?
 - What is your main responsibility in this institution?
3. Are you an experienced IFLA participant or would you describe yourself as a novice – I mean: How many conferences have you participated at?
4. Are you a member or an officer of any body in IFLA, i.e. a standing committee, roundtable, division etc? If yes: What kind of position do you have in which body?
5. What would you say that you personally gain as a library and information professional from taking part in the IFLA activities? Try to be as concrete and specific as possible. Can you, for example, point at professional ideas, standards, methods etc. which have been important in your professional life and where IFLA-activities have played a role as a source of inspiration?

The general effects of IFLA in spreading in spreading professional norms and standards and in developing librarianship.

6. Every year 3-4000 library and information professionals meet at the IFLA-conferences. Considerable resources are spent which, alternatively, could have been used for other purposes, for example concrete literacy projects etc. If someone maintains that the millions of dollars spent on the yearly IFLA-conferences better could be used alternatively, how would you meet such an argument? What, if anything, does the library community in general and the library community in your country in particular according to your opinion gain from IFLA and IFLA-activities that can defend the resources spent?
7. As professionals we get professional impulses from a variety of sources, e.g. research in LIS, national and international networks of which we are members, professional journals, others but related professional and academic field, seminars, further educational courses, exemplary and innovative libraries nationally and abroad, national governing bodies and policy organs etc. IFLA is one possible source of professional inspiration.
 - How do you, generally, evaluate, IFLA as a source of professional impulses and inspiration compared to other sources? Is IFLA an important source of professional impulses compared to the other mentioned or a relatively marginal one?
 - Could you reflect a bit on what kind of impulses IFLA is particularly capable of diffusing, e.g. concrete ideas concerning service production, the role and purpose of librarianship, methods and techniques in management, new professional trends such as Knowledge Management, standards in classification and cataloguing etc.
8. Can you identify new ideas, services, methods, techniques etc. that have been implemented in your country over the last decade that can be traced back to IFLA or where IFLA has played a significant role in diffusing the innovation or idea in question?

If yes, specify the kind of innovation(s) or idea(s) and the role that you think can be ascribed to IFLA..

IFLA and (information) literacy

9. Information literacy is a complex concept. We would like you to elaborate what you believe to be the most important dimensions of this concept.
10. Which dimensions of this complex concept do you think IFLA should give priority in the organisation's work to promote lifelong literacy? Are there specific dimensions of this problem-area which you regard IFLA as particularly capable of working with and where, accordingly, IFLA can be an efficient instrument?
11. Obstacles to information literacy are many. They consist, among other things of literacy in the narrow sense, i.e. the lack of reading and writing capability, lack of access to technology – ICT or printed material, lack of ability to understand a message, lack of access to relevant and understandable content, lack of the ability to identify, select and evaluate information, lack of access to a supportive and stimulating environment etc. -----
 - Which are, according to your opinion, the most important hindrances to life long literacy in your country?
 - Which role could IFLA play in overcoming those barriers and hindrances?
12. Many issues in information policy are conflict ridden. Groups representing different interests or values oppose each other. The issue of copyright versus open access is one example. Free borrowing versus fee is another. What about the issue of literacy? Is that also conflict ridden, or is it an issue where all parties can agree and join forces for the sake of a common good? If you see conflicts, please specify what kind of interests and values which according to your opinion are standing against each other. Should IFLA take a stand in these conflicts, or should IFLA focus upon those parts of the issue that are not conflict ridden or try to be as neutral as possible?
13. Many institutions and organisations, international as well as regional and national, are working in order to promote information literacy, for example. How do you evaluate the role of IFLA?
 - Is the role of IFLA a major one or a more marginal one compared to other organisations and institutions?
 - Does IFLA has a specific role to play that would not have been covered properly had not IFLA been there, or is the role of IFLA to add strength to a common choir without having a specific role to play which is different from other participant. If you believe IFLA has a specific role to play, we would like you to elaborate a little on that.
14. Are there any other questions or topics concerning IFLA and information literacy that you would like to add?

Thank you very much for your cooperation.