IFLA

Contents

A taste of Helsinki

Stephen Parker

The process of selecting some of the best papers from the Helsinki World Library and Information Congress, based on recommendations from IFLA Sections and other units, and from Editorial Committee members, is now under way, and the first of the papers selected by this process will appear in the next issue. We open this issue, however, with a slightly revised version of another paper presented at the Congress which documents an important aspect of IFLA's history. In 'The IFLA-UNESCO partnership 1947–2012', Peter Johan Lor, formerly National Librarian of South Africa and Secretary General of IFLA from 2005 to 2008, reviews in detail the evolution of the relationship between IFLA and UNESCO since 1947, and evaluates what this relationship has contributed to the international library and information community. He notes that, as UNESCO gradually shifted its attention away from libraries to documentation and information society issues, its importance to IFLA as a source of support declined; however, possibilities remain for fruitful, mutually beneficial relationships between the two organizations.

In contrast to the international perspective of Professor Lor's paper, the next four papers focus on developments in specific countries. The first of these, 'Information-seeking by print media journalists in Rajshahi, Bangladesh', by Md Arman Hossain and Md Shariful Islam of the University of Rajshahi, report the results of a study which attempted to identify how successful journalists in Rajshahi are in finding information and what information sources they prefer. The Internet was found to be the most frequently used information source. The kinds of information services required by journalists from libraries and information centres were also investigated, and the authors conclude that journalism schools in Bangladesh should offer courses on information behaviour, types of information and information sources, information retrieval, search strategies, etc.

We remain in South Asia with the next paper, 'Digital preservation of cultural heritage resources and manuscripts: An Indian government initiative', by Anil Singh of the National Council of Educational Research and Training in India. This paper examines the potential for preserving Indian's cultural heritage resources in a digital world and making it globally accessible, and discusses the initiatives taken by the Indian government for digital preservation of cultural heritage resources and manuscripts.

Still in Asia, the next paper is also a revised version of one presented at the Helsinki Congress. This paper received the IFLA LIS Student Paper Award 2012, sponsored by IFLA and ekz.bibliotheksservice GmbH, Germany, and as such is not subject to the selection process described above. 'Local studies centers: Transforming history, culture and heritage in the Philippines', by Martin Julius V. Perez and Mariel R. Templanza of the University of the Philippines Diliman, is an exploratory study of local studies centres in three regions of the Philippines. It aims to identify and describe the nature, practices and status of these centres and to explore their role in the fields of history, culture and heritage studies in the Philippines. The centres collect library materials, archives and museum artefacts pertaining to ethnic groups, conduct research and publish books relating to the history, culture and heritage of the localities they serve and of the Philippines in general.

The next paper, 'Demographics of the library and information profession in Kuwait', by Taghreed Alqudsi-ghabra and Nujoud Al-Muomen, is a complement to the authors' paper, 'Library and information science alumni of Kuwait University: Tracking positions and functions', published in the previous issue (pages 111–122). This second study looks at women LIS alumni in Kuwait as a subpopulation and also investigates gender relevant issues. Based on the results of a questionnaire survey and phenomenological discussion groups, the paper discusses issues such as employment, management, academic positions, and ICT skills, in addition to barriers to professional progression. Other issues, such as professional development and

lifelong learning skills, curricular changes in MLIS, title of the MLIS and image of the profession and finally career positions and salaries of the professional LIS community are discussed in light of the experience of the MLIS alumni in Kuwait.

The Helsinki Congress is represented by two further items in this issue; a collection of addresses to the Congress and the General Assembly by IFLA President Ingrid Parent, and the very powerful keynote address, 'Defending cultural heritage – defending humanity', by Dr Helena Ranta, a Finnish forensic dentist and professor at the University of Helsinki who has been involved in several forensic investigations of international conflicts, most notably in Kosovo in the 1990s.

Even if you could not be in Helsinki for the Congress, you can get a flavour of the event by logging on to the IFLA Express site at http://express.ifla.org/, where you can find day-by-day news bulletins and many photos and videos of what was going on.

The IFLA–UNESCO partnership 1947–2012

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Abstract
In 1947 IFLA signed a cooperation agreement with the newly created UNESCO. This article reviews the evolution of the relationship between IFLA and UNESCO since 1947, and evaluates what this relationship has contributed to the international library and information community. The review falls into three periods: (1) from 1947 to 1977, when IFLA worked closely with UNESCO's Libraries Division (later the Department of Documentation, Libraries and Archives); (2) from 1977, when the General Information Programme was founded, to 2000, when this Programme was merged with the Intergovernmental Informatics Programme (IIP); and (3) from 2001 to the present time, with particular reference to the UNESCO Information for All Programme (IFAP). As UNESCO gradually shifted its attention away from libraries to documentation and later information society issues, UNESCO's importance to IFLA as a source of support declined, but possibilities remain for fruitful, mutually beneficial relationships between them.

Keywords
UNESCO, IFLA, international cooperation, international librarianship

Introduction

In 1947 IFLA held its first Council meeting (i.e. conference) after the suspension of almost all of its activities during the Second World War. In that same year, IFLA signed a cooperation agreement with the newly created United Nations Educational, Scientific and Cultural Organisation, UNESCO. It was the beginning of a period during which IFLA grew from what might have been dismissed as a gentlemen's club of middle-aged library directors to an international body which can claim to represent libraries and librarians worldwide – today's global voice of the library and information profession. The role of UNESCO in setting IFLA on that road and in nurturing its development in the interests of the world's libraries and library users cannot be underestimated.

In this article I review the relationship between IFLA and UNESCO since 1947. I attempt to trace how it has evolved over the last 65 years, to evaluate what this relationship has contributed to the international library and information community, and make some proposals on how it can be promoted.

The literature of international librarianship contains many references to UNESCO in relation to IFLA's programmes, activities, influence and relationships to other bodies, but most of this literature consists of contemporary accounts of events and activities in which mention of UNESCO is incidental to other matters. Among the more specifically historical accounts are a British master's thesis by De Vries (1976) dealing with the history of IFLA until WW2 and a book edited by Koops and Wieder (1977) to mark IFLA's 50th anniversary. This book includes a substantial historical chapter by Joachim Wieder (1977), whose account was later updated by Harry Campbell (2002) to cover the 25 years to 2002. In his book on FAIFE, Alex Byrne (2007) included a concise chapter with a good grasp of broad developmental trends. The most recent source, covering the entire period to date, is Jeffrey Wilhite's (2012) book, *85 years IFLA: a history and a chronology of sessions 1927–2012*.

I must emphasize that the opinions expressed are my own, not those of IFLA.[1]

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IFLA before UNESCO

IFLA was founded in 1927, almost two decades before UNESCO. It is worth noting that IFLA cultivated a close relationship with the Committee for International Cooperation of the League of Nations (Wieder 1977). This Committee, set up in 1922, can be regarded as the direct predecessor of UNESCO. Because it lacked the resources and status that UNESCO enjoys its impact was much smaller. However, it set up a Subcommittee for Bibliography and convened an annual conference of library directors at its headquarters in Paris. It promoted projects such as the *Index bibliographicus; international catalogue of sources of current bibliographical information* and the *Index translationum*, an international bibliography of translations, which is still published by UNESCO. The Committee also worked on issues such as the training of librarians, promotion of public libraries, international guidelines for interlibrary lending, journal title abbreviations and legal deposit legislation (Breycha-Vauthier 1961). Rayward (1981: 462) has argued that the origins of modern bibliographic organization and control at the international level can be traced back to the creation of "an international library and bibliographic community" by the League of Nations Organization for Intellectual Cooperation[2].

IFLA had another useful link with the League of Nations: through the League of Nations Library in Geneva. In 1929 the Director of that Library, T.P. Sevensma, was appointed as IFLA's Secretary General. Thus IFLA's Secretariat was maintained at the League of Nations Library, in neutral Switzerland, which was later to prove a great advantage when World War 2 broke out. The relationship which developed between IFLA and UNESCO after the war was not without precedent.

UNESCO: constructing the defences of peace

UNESCO is an intergovernmental organization established by treaty under public international law, and part of the 'United Nations family'. An intergovernmental organization is an association of member states, which are represented at its meetings and in its governance organs by diplomats and other government representatives. The organization culture is formal and tends towards bureaucracy; diplomatic niceties are observed. Parties other than member states may be allowed to observe meetings and may on occasion be invited to speak, briefly. But they speak only when invited. Thus, as an intergovernmental organization (IGO), UNESCO is a quite different kind of organization from IFLA, which is an international nongovernmental organization (INGO) with a membership comprising associations, institutions and personal associates. The culture of an NGO is much less formal. When discussing relations between IFLA and UNESCO we need to bear in mind that they differ vastly in status, magnitude, resources and organization culture.

UNESCO was founded in 1945 with the Mission of contributing to "the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information", the rationale being that "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed" (UNESCO 1945). This sentiment resonated with librarians who had experienced the horror and destruction of the war.

IFLA and UNESCO: the early period, 1947–1977

The IFLA leaders who set about resuming IFLA's activities in 1946 lost no time in seeking a relationship with UNESCO. In 1947, at IFLA's first post-war Council meeting, IFLA president Wilhelm Munthe proposed "an agreement of mutual recognition" between IFLA and UNESCO (Byrne 2007: 42). A formal agreement was signed which

> ...defined the mutual acceptance of principles, major tasks and objectives of both international bodies, mutual consultation, regular representation at plenary sessions and general conferences, exchange of information, as well as the promotion of IFLA projects in the interest of Unesco's general programme. In particular, IFLA was officially recognized as the principal organ for Unesco's cooperation with professional library associations. At the same time Unesco promised financial support for the execution of IFLA's programme, and more particularly, for specific assignments, meetings, secretarial help or documentary purposes (Wieder 1977: 26).[3]

The support that UNESCO promised (and delivered) to IFLA was motivated by the conviction that libraries were highly relevant to UNESCO's ideals (Wieder 1977). Edward J. Carter, the first head of UNESCO's Libraries Division saw the functions of UNESCO in respect of libraries as encompassing the development of libraries in developing countries, development of bibliographic services, publication of aids to bibliographic work, and the fostering of international cooperation through aid to international professional associations such as IFLA (Foskett 1986). UNESCO's support of IFLA took various forms:

Recognition: UNESCO recognized IFLA as the "peak body" (Byrne 2007) representing the world's library community. This gave what was still a very small and not very competent INGO an international status on which it was able to capitalize and grow.

Representation: UNESCO awarded IFLA consultative status, which meant among other things that IFLA was invited as a matter of course to all UNESCO conferences in which library-related issues were discussed. UNESCO undertook to consult IFLA on all relevant policy matters (Wilhite 2012; Breycha-Vauthier 1961). In 1961 IFLA was admitted to the highest level of consultative status (level A) (Wieder 1977). IFLA retains consultative status to this day, the relationship having been interrupted only once, for 6 months in 1972, when IFLA, along with 40 other international NGOs, was suspended for failing to act against members that practiced racial segregation or supported apartheid (Wilhite 2012; Byrne 2007). Representation also worked in the other direction. From the first post-war Council meeting in 1947 until the present day there has always been a UNESCO session at IFLA's conferences. The themes of these sessions have been summarized by Wilhite in his Part 2 of his book, 'Chronology of sessions, 1927–2012', which shows that much attention was paid to cooperation with UNESCO, and particularly to work being undertaken by IFLA under contract to UNESCO.

Direct subventions: Financial support came in the form of subventions to help fund IFLA publications (the *Actes* or proceedings of IFLA's meetings as well as a special section of the journal *Libri*, entitled *IFLA Communications*, which reported on IFLA activities); certain international conferences and seminars, and administrative costs. The first subvention (CHF 1500) was granted in 1949. The amount gradually increased. By 1962, an increase in the subvention, to US$ 10,000 (Wilhite 2012), enabled IFLA to set up its first full-time, permanent secretariat (Byrne 2007). The subvention continued to increase until it reached US$ 30,000 in 1972/3 (Wilhite 2012).

Grant funding: UNESCO awarded IFLA contracts for various professional investigations and development projects, for example, on union catalogues and international cataloguing rules (Breycha-Vauthier 1961). This was an important source of income and provided a stimulus for the investigation of professional issues and the

dissemination of best practice. Campbell (2002: 126) mentions that a quite substantial amount of money was still being provided by UNESCO in 1998, mainly in the form of grants for professional activities.

Guidance: in the early years particularly, UNESCO helped steer IFLA and helped the organization to develop sound procedures. For example, Edward J. Carter, having observed IFLA's rather cumbersome and inefficient procedures, in 1948 drew up a document, *Notes on the conduct of committee business by correspondence*, for IFLA. The influence of UNESCO, and perhaps more broadly of the international organizations of the United Nations family, can also be observed in some of IFLA's terminology (for example the term 'focal point' to mean head office) and in IFLA's practice of drawing up 'medium-term programmes' (MTPs). This formal and somewhat time-consuming practice was adopted by IFLA in the 1970s and was maintained from 1975 to 2001, when IFLA replaced MTPs with biennial strategic plans.

The period 1947 to 1977 represents the high point in the relationship between IFLA and UNESCO. Their cooperation embraced a wide range of issues, which can be grouped under the following themes:

Coordination: IFLA was not the only international NGO that was supported and nurtured by UNESCO. The International Federation for Documentation (FID), the International Association of Music Libraries (IAML) and the International Council on Archives were also supported. UNESCO encouraged cooperation among these bodies as well as with the International Organisation for Standardisation (ISO). In 1951 UNESCO convened a joint meeting of their officers to encourage them to coordinate their activities. UNESCO also tried, without success, to create an umbrella body, referred to as an 'interprofessional committee' (*comité de liaison*), for this purpose (Wieder 1977). For many years IFLA and FID held their conferences back-to-back, but relations between them were sometimes strained and never became more than lukewarm (Wilhite 2012).

Technical library issues: in the early years in particular UNESCO collaborated with IFLA in describing and disseminating best professional practice in respect of functions such as library statistics (Schick 1977), public library legislation (Gardner 1971), interlibrary lending,

exchange of publications and cataloguing. The exchange of publications was regarded as a very significant international activity in which UNESCO played a leadership role, producing a handbook which provided guidelines for the international exchange of publications generally and of government publications specifically (Thompson 1974). Cataloguing standards were another priority area for UNESCO, which in conjunction with IFLA convened the well-known International Conference on Cataloguing Principles, held in Paris in 1961 (Wilhite 2012). The *UNESCO Public Library Manifesto* of 1947 seems to have been a purely UNESCO document; IFLA/UNESCO or UNESCO/IFLA manifestos and guidelines documents making their appearance mainly in the next period.

Developing countries: Promoting library development in developing countries was a priority for UNESCO, as is reflected by the large amount of space devoted to various aspects of this in the *UNESCO Bulletin for Libraries*. Library seminars were held in the various developing regions: Africa, the Arab states, Asia and Latin America and the Caribbean (White 1970; Kaungamno 1985; Aguolo and Aguolo 2001). UNESCO sent senior librarians as consultants to developing countries (Foskett 1986) and played a major role in the establishment of library schools in the developing regions (Sabor 1965; Keresztesi 1982; Saunders and Saunders 1994; Johnson 2008). Of particular relevance here are the UNESCO/IFLA pre-session seminars, which from 1971 were held immediately prior to the IFLA conferences. These were aimed at colleagues from developing countries and dealt with progress in the countries represented, developments in international librarianship, the work of international bodies, and 'advanced librarianship', i.e. recent development is various areas of library practice (Chandler 1972), including technical issues such as bibliographic control, planning, and resource-sharing.

National library and information policies: towards the end of the first period national library and/or information policies emerged as a major theme in UNESCO's work with libraries, documentation centres and archives. Confusingly, two competing concepts appeared: UNISIST and NATIS. UNISIST, the World Science Information System, arose from a study undertaken by UNESCO's Science Sector and the International Council of Scientific Unions (ICSU) into the feasibility of a world scientific information

system. IFLA was represented in the meetings of the ICSU/Unesco Central Committee for UNISIST at which the feasibility study was discussed (Roberts 1973). The *UNISIST study* report was published in 1971 (Vickery and Brown 1977; Parker 1985; Bliss 1993). The concept of NATIS (National Information Systems) arose within the Communications Section from the regional conferences organized by Victor Penna in a number of developing regions and took shape at an Inter-Governmental Conference on the Planning of National Documentation, Library and Archives Infrastructures held in Paris in 1974 (Foskett 1986), at which IFLA was represented (Wilhite 2012). There was a good deal of contemporary literature on the NATIS and UNISIST concepts, much of it mildly positive or non-committal (e.g. Lorenz 1977; Kaungamno 1985). Foskett (1986) reflected on some dissatisfaction about the separation between the two. Alemna (1995) pointed out that little had been achieved under NATIS in Africa, but attributed this to problems on the ground, specifically a lack of coordination at the national level between archives, libraries and documentation centres. Sturges and Neill (1998), however, were less charitable. Also citing Parker (1985), they produced a scathing indictment of the duplication and general ineffectiveness of these programmes, at least in Africa, and lamented:

A verdict from the 1990s would be that Africa's library professionals spent well over a decade in debating, discussing and writing about these programmes, when their energy and efforts would have been better expended in continuing to grapple with the multitude of everyday problems that beset their services . . .

It has been pointed out that both UNISIST and NATIS had some positive outcomes. UNISIST gave birth to the International Serials Data System (ISDS) which today still administers the international standard serials number (ISSN), while UNESCO endorsed the IFLA programme of Universal Bibliographic Control (UBC) at the Intergovernmental Conference on Planning National Overall Documentation Library and Archives Infrastructures, in September 1974 (Anderson 2000). The programme of Universal Availability of Publications (UAP), which was closely associated with UNISIST, also originated during this period. These developments, however, take us to the next period in the relationship between IFLA and UNESCO.

A general impression from the first three decades of this relationship is that as UNESCO's emphasis gradually shifted towards documentation (what would later be called information science) during the latter half of this period, libraries took a less central position. In 1966 the Libraries Division of UNESCO's Department of Cultural Activities became the Department of Documentation, Libraries and Archives, in the Communication Sector (Coops 1972). Coops, who was employed by UNESCO, represented this as an elevation in status, from division to a separate department, but it was not lost on librarians that libraries were now subsumed in a larger group (cf. Wilhite 2012).

The General Information Programme (PGI: Programme Général de l'Information) (1977–2000)

It is appropriate to set 1977 as the boundary between the first two periods in the relationship between IFLA and UNESCO. It was the year of IFLA's 50th anniversary, which was accompanied by the publication of an anniversary volume (Koops and Wieder 1977) reflecting on IFLA's past and future. It was also the year in which UNESCO's General Information Programme was established. This programme is better known by its French acronym, PGI, for Programme Général de l'Information, which is how I refer to it below. The creation of the PGI followed increasing concern about the duplication evident in the two competing UNESCO programmes of UNISIST and NATIS. There was unhappiness among librarians about the separation of science documentation from libraries, as it implied that libraries were mainly concerned with the humanities and not with science and technology. This had not been the position of the former Division of Documentation, Libraries and Archives (Foskett 1986). A number of parties, including some Member States, brought pressure to bear on UNESCO to remedy this situation. The result was a proposal by UNESCO's Director-General to combine the two programmes and harmonize various elements where there was a need for coordination, for example, UBC (under NATIS) and the ISDS (under UNISIST). This led to a decision taken at UNESCO's General Conference in Nairobi in 1976 to create the PGI by reorganizing and regrouping the activities relating to these two programmes (Gray 1979; Kaungamno 1985).

Gray (1979: 21) summarized the content of the PGI as consisting of four major parts:

- promoting the formulation of national and regional policies and plans

- promoting the establishment and application of methods, norms and standards
- contributing to the development of information infrastructure
- promoting the education and training of information specialists and information users.

All the activities described under the previous period can be accommodated as part of this list of content, but one notices that the word 'information' has replaced libraries, archives and documentation as the key word. In 1978, not long after the creation of the PGI, the bimonthly *UNESCO Bulletin for Libraries* was replaced by a somewhat more scholarly quarterly journal, the *Unesco Journal of Information Science, Librarianship and Archives Administration*, which ceased publication in 1983 (Wilhite 2012).

In an article in *IFLA Journal*, Tocatlian and Abid (1986) provided an overview of the activities of the PGI as they related to the needs of developing countries and stated that

> Unesco's principal long-term goal in the field of libraries and information is to assist the developing countries in building up the basic facilities needed to offer the best possible service to information users of every type, everywhere, and to enable these countries to participate in regional and international information systems. (p.280)

They further reported that, following the merger, the scope of UNISIST, which been originally been limited to science and technology, was extended to all fields of information. However, they made no mention of NATIS. In the 'competition' between NATIS and UNISIST, the latter seems to have won out. It continued to be referred to frequently. As late as 1993 Bliss wrote glowingly about UNISIST: "UNISIST provides an excellent example of the interconnectedness not only of information and information formats but also of information systems" (Bliss 1993: 49).

Activities of the PGI emphasized assistance to developing countries, The assistance included training and the creation of regional cooperation networks with the help of the United Nations Development Programme (UNDP) and, in the case of Africa, with the help of the Economic Commission for Africa (ECA), which administered the ambitious but ill-fated Pan African Documentation and Information System (PADIS) (Tocatlian and Abid 1986; Sturges and Neill 1998). In addition, the PGI supported projects relating to the formulation and application of standards, integrated library and information services projects, national information policies and infrastructures, conservation and

preservation, and bibliographic control. Assistance was also provided to member states needing specific assistance for the creation and improvement of library and information services (Tocatlian and Abid 1986). Mention should be made here of the CDS/ISIS (Computerised Documentation Service / Integrated Set of Information Systems) software package for information storage and retrieval that was developed by UNESCO and since 1985 has been distributed under free licences, particularly to documentation centres and smaller libraries in developing countries, where consequently it has been widely used (Hopkinson 2005; Abboy and Hoskins 2008). Judging by the literature IFLA has shown little interest in CDS/ISIS, although the former IFLA UBCIM core programme paid some attention to the use of the UNIMARC format in CDS/ISIS (Plassard 1993).

The PGI continued to provide subventions to IFLA, FID and ICA. The subvention to IFLA had been fixed at US$30.000 in 1972–1973. It continued at this level until it was terminated in 1995 (Wilhite 2012). Thus the disappearance of NATIS did not signify a lack of interest in library matters on the part of the PGI. In particular, the PGI worked closely with IFLA on two of IFLA's core programmes, UBC and UAP, both of which had their origins in IFLA.

UBC (Universal Bibliographic Control) originated in an International Meeting of Cataloguing Experts held in Copenhagen in 1969, which led to the establishment of an IFLA Cataloguing Secretariat in 1971 (Anderson 2000). A working document, *Universal Bibliographic Control: a long term policy, a plan for action* (Anderson 1974) was presented by IFLA at the 1974 Intergovernmental Conference referred to earlier, which laid the basis for NATIS. The basis of UBC was the creation of an international network of national bibliographic agencies and systems: national bibliographic agencies, relying on national legal deposit legislation, would be responsible for recording their countries' publications and would produce bibliographic records, to be exchanged internationally by means of compatible machine-readable records. An international UBC office was established at the British Library in London, and this was supervised by a Steering Committee and an Advisory Committee, under the aegis of the IFLA Executive Board[4] (Lorenz 1977). Wilhite's (2012) summaries of UNESCO sessions at IFLA conferences during the 1970s provide evidence of UNESCO's involvement in UBC through the funding of projects, international conferences and the Programme itself. The need for compatible machine-readable bibliographic records gave rise to the development of the universal MARC format (UNIMARC), a MARC version designed for

international exchange, under the aegis of IFLA's International MARC Programme. In 1987 the UBC Programme and the International MARC programme were merged to form the Universal Bibliographic Control and International MARC (UBCIM) programme, when its office was moved to the Deutsche Bibliothek in Frankfurt am Main (Parent 2004). UNIMARC was widely used as the basis for national bibliographic record formats.

IFLA's core programme of Universal Availability of Publications (UAP) developed in the late 1970s from work by Donald Urquhart and Maurice Line (Plassard 1987) and was promoted in numerous conference papers and articles, such as several by Line in the *UNESCO Bulletin for Libraries* (e.g. Line 1977). IFLA's Office for International Lending (OIL) had been set up in 1973 at what later became the British Library Document Supply Centre (BLDSC) in Boston Spa, England, with support from the British Library (Campbell 2002; IFLA 2003). Under the leadership of Line, an Office for UAP developed alongside OIL. In 1980, UAP was recognized as IFLA's second IFLA core programme (IFLA 2003). The reasoning behind UAP was as follows:

> The aim of the new Core Programme for UAP was to improve access to published material, whether this meant improving local publishing and distribution patterns in developing countries; identification of effective strategies for the retention of last copies for preservation purposes; transfer of documents across national boundaries; or the traditional means of sharing library resources, good old interlibrary loan (IFLA 2003).

In 1982 an International Congress on UAP, which attracted participants from 64 UNESCO member states, took place in Paris under the aegis of IFLA, PGI and UNISIST to promote the concept and aims of UAP. The Conference was followed by more than 20 UAP seminars and conferences held in various parts of the world. More than 50 guidelines, conference reports and research reports were published between 1978 and 2001, many of them with funding from UNESCO (Plassard 1987). They are listed in a report published on IFLANET in 2003 (IFLA 2003) Many of these publications appeared under the imprint of the 'General Information Programme and UNISIST'. During the 1980s the UAP programme developed the IFLA Voucher Scheme for international interlibrary lending and an IFLA Twinning Database, and worked with the Copyright Office of the British Library on various intellectual property issues affecting international lending (Gould and Watkins 1988).

Another IFLA core programme which enjoyed the support of UNESCO was the Preservation and Conservation (PAC) programme, which was launched in Vienna during the 1986 Conference on the Preservation of Library Materials, sponsored by CDNL with IFLA and UNESCO (Campbell 2002). With the ongoing support of the Bibliothèque nationale de France, PAC continues to function as an IFLA core activity.

It is noteworthy that, although UNESCO had a hand in the initiatives that gave rise to these core programmes and provided significant funding for projects related to them, major support for them came from a range of other organizations. In the case of UAP these included the United States National Commission on Libraries and Information Science, Verlag Dokumentation Saur, the US Council on Library Resources, the Deutsche Forschungsgemeinschaft and a number of national libraries (Plassard 1987). The IFLA core programmes that developed during this period were, with one exception, hosted by national libraries, and national libraries have continued to provide significant support since then. This suggests a shift away from total reliance on UNESCO to a broader support base. It is also during this period that two of UNESCO's most important members withdrew from the Organization due to what they saw as poor management and the over-politicization of certain programmes (Foskett 1986). The withdrawal of the United States in 1985 and the United Kingdom in 1987 represented a significant loss of income and led to a reduction of UNESCO's activities. [5, 6]

In 1990 the Division of the General Information Programme became part of a newly created UNESCO Sector, the Sector for Communication, Information and Informatics (CII). During the 1990s UNESCO became increasingly oriented towards the 'information field' and developed

> ...an elaborate concept for its engagement in the field of scientific and technical information institutions, libraries, documentation centres, records and archival management and the interconnection of information systems at national, regional and international levels (Plathe 1990: 219).

In the PGI emphasis was placed on access to information, its management, and its effective use. The discourse was changing. Libraries, although often present by implication in programmes and projects, became less visible in UNESCO's medium term programmes and in the long-term strategic plan of the PGI.

Nevertheless, UNESCO-IFLA collaboration continued on a range of projects and the UNESCO subvention to IFLA was not ended until 1995. During this period two important sets of library manifestos and guidelines, developed by IFLA sections and ratified by the IFLA Executive Board were submitted to UNESCO for formal endorsement by that body's General Conference. Such endorsement was followed by seminars held with UNESCO support in various parts of the world to promote adoption of the principles and practices promulgated in them. In 1994 an updated version of the IFLA/UNESCO public library manifesto was published by UNESCO as the *UNESCO/IFLA Public Library Manifesto* (UNESCO 1994). This was followed by conferences and seminars organized by IFLA in many parts of the world. IFLA's School library manifesto was ratified by the UNESCO General Conference in 1999 and published as by UNESCO as the *UNESCO/IFLA School Library Manifesto* (UNESCO 1999). In 2001 IFLA's Public Libraries Section published new guidelines and standards for public libraries, *The Public Library Service: the IFLA/UNESCO guidelines for development* (Gill 2001). The *IFLA/UNESCO School Library Guidelines* (IFLA 2002) were published in 2002. Although these documents did not meet with universal uncritical approval (e.g. Neri 2009), they were influential in developing countries (Campbell 2002; Rosetto 2006). During the PGI period UNESCO published a number of other guidelines on various library and information issues, the research generally being undertaken by authors commissioned by IFLA under contract to the PGI, for example *Guidelines for National Libraries* (Sylvestre 1987), *The Role of National Libraries in the New Information Environment* (Cornish 1991), and *Guidelines on Library Twinning* (Doyle and Scarry 1994). Work on national information policies also continued, as illustrated by Montviloff's (1990) handbook, *National Library Policies*.

Two major UNESCO projects that were launched during this period deserve mention. The new Bibliotheca Alexandrina, inaugurated in 2002, was the result of an ambitious project started in 1986 and an architectural competition held under the auspices of UNESCO (Tocatlian 2003). IFLA does not appear to have played a notable role in this project. However, IFLA and its sister organization, the ICA, do play a special role in Memory of the World programme, established in 1992 in response to growing concern about the loss of documentary heritage due to war, looting, illegal trading and neglect (UNESCO 2012). IFLA and the ICA are represented on the International Advisory Committee for the programme, which recommends documentary heritage of international significance for inclusion in the Memory of the

World Register. IFLA has also contributed expertise in the development of guidelines and criteria for the programme (Byrne 2008).

In the late 1990s a need both to conserve funds and "...to establish synergies necessary to adapt UNESCO's activities to the challenges of the information highways..." (UNESCO 1998: 1) led to a decision taken by UNESCO's Executive Board in 2000 to terminate the PGI and merge it with the Intergovernmental Informatics Programme (IIP). This gave rise to the creation of the Information for All Programme (IFAP) in 2001.

UNESCO and IFLA since 2000

The Information for All Programme (IFAP) was established by UNESCO in 2001 with a mandate to

> ...be a key participant in the fulfilment of UNESCO's mandate to contribute to "education for all", to the "free exchange of ideas and knowledge" and to "increase the means of communication between peoples" (UNESCO 2000: 14).

It was also expected to "contribute to narrowing the gap between the information rich and the information poor", to work on "all aspects of access to and management of information", to work with all UNESCO sectors and to cooperate with other United Nations bodies. The Executive Board also stipulated that "[b]ecause of its transdisciplinary nature, the programme shall give priority to working with all UNESCO sectors in the adaptation of ICT to their activities" (UNESCO 2000: 16). Although there was a reference to "key institutions, such as archives, libraries and other information centres" (p.16), no mention was made of libraries or archives in the "mandate", "programme objectives" and "main programme areas" set out for IFAP (pp. 16–19). Throughout, there was heavy emphasis on information. Libraries, presumably, were subsumed under "communication, information and informatics" (p.17).

Given the huge scope allocated to it, IFAP was woefully under-resourced. By 2006 it was clear that IFAP was not fulfilling the high expectations that had been held when it was launched. An external evaluation (Gurstein and Taylor 2007) was commissioned. The evaluators found that although IFAP had achieved some successes, "IFAP's accomplishments in the six years since its establishment in 2001 have been limited" (p.7). The evaluators were particularly perturbed by IFAP's lack of visibility during the process leading up to the World Summit on the Information Society and at the two summits, which is where a major input would have been expected from IFAP. The lack of success was attributed to lack of clarity on IFAP's mandate, its cumbersome governance structure, and lack of financial and human resources, with a concomitant inability to monitor the projects it funded and to respond to the rapidly evolving policy, institutional and technological framework within which it had to operate (Gurstein and Taylor 2007).[7]

In response to the evaluation report a strategic plan was drafted in which a recommendation was made to "mainstream the programme" and eliminate the need for a separate IFAP Council" (UNESCO Information for All Programme 2008, pp.32–34). The rationale for this was that information for all should be an integral part of UNESCO's regular programme and budget and that no separate structure for it should be necessary. This idea was rejected by the IFAP Council. Instead, a renewed attempt was made to give more substance to IFAP. Starting in 2008, IFAP paid significant attention to the formulation of national information policy, preparing a template for such policies, setting up an online IFAP Information Society Observatory, and publishing the first issue of an annual report, *Information Society Policies. Annual World Report 2009* (Rab 2009). Information literacy also receives much attention (Catts and Lau 2008; Horton 2008) and IFAP has issued reports on such issues as language diversity in cyberspace (Diki-Kidiri 2007) and ethical implications of emerging technologies (Rundle and Conley 2007).

The UNESCO Director General's report on IFAP in 2012 referred to increased staff support and progress in implementing IFAP's strategic plan, but again pointed out that IFAP does not have enough human and financial resources and called on member states to increase their 'extrabudgetary contributions' to IFAP (UNESCO. Information for All Programme 2012b: 3). It is a sad reflection on UNESCO's funding priorities that in an era which is variously described as the information age, the information economy, the information society, or the knowledge society, the only unit within UNESCO which is entirely dedicated to this area is not part of the regular UNESCO line budget, but remains classified as an 'intergovernmental programme' that must rely to a significant extent on voluntary donations from member states.

Nevertheless, from this most recent report it is clear that IFAP is making a useful contribution in its five priority areas:

- information for development
- information literacy
- information preservation
- information ethics

- information accessibility (UNESCO. Information for All Programme 2012a).

Thus, although libraries are not often mentioned by name, much of the work of IFAP is of interest to librarians and to IFLA as a Federation. In terms of its consultative status, IFLA sends observers to the IFAP Council meetings. UNESCO's *Charter on the Preservation of Digital Heritage* (UNESCO 2003) was compiled with inputs from IFLA. IFLA contributes expertise, for example, to worldwide information literacy initiatives. IFLA also collaborates with IFAP in follow-up work arising from the World Summit on the Information Society (WSIS), specifically in respect of certain of the eleven 'action lines' described in the Geneva *Plan of Action* (World Summit on the Information Society 2003), which are of particular interest to the international LIS community (Lor 2008).

In recent years IFAP's level of activity has increased noticeably. However, it is my general impression that at this stage IFAP does not enjoy a high level of recognition among IFLA members.

In the meantime, many changes were taking place in IFLA. Some of the former core programmes were terminated while others became 'core activities'. Both the UBCIM and UAP core programmes were terminated by IFLA in 2003, not only due to financial constraints but in the light of new priorities and the need for new models. Both had a major impact which endures to the present (Parent 2004). IFLA's remaining core programmes became core *activities*. The UBCIM programme was replaced by a new group formed by a partnership between IFLA and the Conference of Directors of National Libraries (CDNL) to form the IFLA CDNL Alliance for Bibliographic Standards (ICABS), subsequently renamed IFLA-CDNL Alliance for Digital Strategies (ICADS). The National Library of Portugal took over the UBCIM's UNIMARC activities (Parent 2004). ICADS was terminated in 2012. This reflects a move away from the more 'library-technical' activities towards advocacy on broader and more strategic information and knowledge society policy issues, as represented by two of the surviving core activities, FAIFE (Freedom of Access to Information and Freedom of Expression) and CLM (Committee on Copyright and other Legal Matters).

Much attention has been paid here to IFAP, as the ultimate successor to the original UNESCO Libraries Department. However, the Communication and Information Sector of UNESCO is not limited to IFAP. It consists of two main parts, the Division of Freedom of Expression and Media Development, and the Knowledge Societies Division (formerly known as the Information Society Division), which comprises the Section for ICT in Education, Science and Culture and the Section for Universal Access and Preservation, and the IFAP Secretariat. The web page of the Knowledge Societies Division lists the following themes:

- Access for people with disabilities
- Archives
- Free and Open Source Software
- Gender
- HIV and AIDS
- ICT for Education, Science and Culture
- Information Literacy
- Information for All Programme
- Internet Governance
- Libraries
- Linguistic diversity on Internet
- Open access to scientific information
- Open educational resources
- Preservation of documentary heritage
- World Summit on the Information Society (UNESCO: Communication and Information Sector 2012)

Clearly, many if not all of these are relevant to IFLA. But it is not easy to determine where the boundary lies between the activities of these substantive sections of the Knowledge Societies Division and the activities of IFAP as an intergovernmental programme. There appears to be considerable overlap. However, it is worth noting that libraries and archives are specifically referred to in this list. Thus IFLA needs to remain alert to possibly relevant activities which do not fall within the ambit of IFAP.

Up to this point I have touched on the activities of only one of UNESCO's five 'sectors' or 'major programmes', namely Communication and Information. However, the other four (Education, Science, Social and Human Sciences, and Culture) should not be overlooked. Libraries and information services are relevant to all domains of human endeavour, and we should be more visible in the other four sectors too. Unfortunately, UNESCO tends to compartmentalize its activities into 'silos'. In UNESCO IFLA has usually been pigeonholed in what is now the Communication and Information Sector. In fact, IFLA's relationship with UNESCO is not limited to that sector. In particular, IFLA has a long-standing relationship with UNESCO's Culture Sector. IFLA is a member of the International Committee of the Blue Shield, established in 1996 to assist in the protection of the world's cultural heritage when it is threatened

by armed conflict and natural disasters (Varlamoff 1999; Koch 2003). This Committee is recognized in terms of the Second Protocol to the 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict (UNESCO. Culture Sector 2011). Since 2001 the Culture Sector has managed the World Book Capital City programme, in which the title of 'World Book Capital' is bestowed for a year on a city which excels as a centre of writing, book production and reading, and which will present a large number of events to celebrate this. IFLA has a representative on the nominating committee for this honour (UNESCO. Culture Sector 2012). IFLA has also contributed to the adjudicating panel of the Culture Sector's Creative Cities Network (UNESCO. Culture Sector, n.d.).

Finally, mention should be made of IFLA's cooperation with the UNESCO Institute for Statistics and ISO to revise the 1986 UNESCO framework for cultural statistics and related statistics with a view to developing a new international system for collecting reliable and internationally comparable data on libraries (Ellis, Heaney, Meunier and Poll 2009).

Conclusion

Reading reports on IFLA activities from the 1940s through 1980s, one cannot but be struck by how frequently UNESCO is mentioned in relation to subventions, contracts for projects, sponsorship for conferences and publications. Writing in 1980 about the 'international library and bibliographic community', Rayward (1981) stated that

> Although the members or parts of the international bibliographic and library community are independent, all share common goals, seek to cooperate, and communicate regularly and formally.

> Above all, either they turn for direction to a common center, or this center deliberately reaches out to bring them within the orbit of its influence. The center nowadays is UNESCO. (p.453)

Today this is no longer true. UNESCO has shifted its focus away from bibliography and libraries, towards broader issues of the information society or knowledge societies. In any case, UNESCO no longer plays the central role in this environment that it once did. There are various possible reasons for this.

First, UNESCO lacks the resources to exercise such an influence – according to the proverb, he who pays the piper, calls the tune; conversely, one without money cannot tell the piper what to play.

A second reason is that the library and bibliographic universe has become far more dependent on the markets, so that industry trends and industry standards exert more influence. Arguably OCLC today exerts more influence on bibliographical matters than does UNESCO. The dominance of the US-based MARC format and the decline of national MARC formats and UNIMARC, and the widespread international use of the Library of Congress Classification and the Dewey Decimal Classification, in spite of their American bias and antiquated structure, are examples illustrating the dominance of industry standards.

Third, there are more players and more sources of information and influence. One thinks of OCLC, WSIS, the Internet Governance Forum, the International Internet Preservation Consortium, the Scholarly Publishing and Academic Resources Coalition (SPARC) and the open access movement, the European Union and its various programmes (Europeana, the Bologna Process, etc.), the International Network for Access to Scientific publications (INASP), and Electronic Information for Libraries (EIFL), not to mention IFLA's own core activities. In their respective spheres these often carry more weight.

Fourth, the pace of innovation is far too rapid, and UNESCO, as an intergovernmental organization with cumbersome decision-making and budgeting processes, has difficulty staying ahead of the technological development affecting our field.

Finally, the world is far more connected today than it was in the 1980s. Through the Internet librarians in even the smallest and least developed countries can gain information about library and information service innovations and best practice without having to depend to the same extent on the seminars and workshops, documentation, publications and expert consultants which made UNESCO the development hub and clearinghouse in earlier times.

That said, UNESCO has played a very significant role in growing the international system of library and information services that we know today. Its own relative decline as a centre of influence is evidence of this success. Owens and Davis (2001) commented: "The reduction of UNESCO's direct support of IFLA programs in the 1990s indicated a maturation of the latter's presence in the professional environment" (p.222). IFLA no longer depends on UNESCO, in large part because UNESCO was successful in nurturing and supporting IFLA when this was needed.

This does not mean that there are no longer possibilities for fruitful, mutually beneficial relationships between IFLA and UNESCO. I believe that these possibilities have become more real in recent years. IFAP

has enjoyed several years of excellent leadership and is now on a more solid basis. On a broader canvas, UNESCO's shift away from the information society to the knowledge society or knowledge societies (Gurstein and Taylor 2007) may signal the end of a long period of technological determinism, the belief that all human problems can be solved by technology, mainly information technology. It may be that UNESCO is moving towards a more multi-facetted and holistic approach. This would be more congenial to libraries, as inclusive community knowledge and heritage institutions rather than dispensers of information packages.

Thus there is still much to be gained by engaging with UNESCO. Librarians should raise awareness within UNESCO of the value and role of libraries by participating in their country's National Commission for UNESCO to ensure that information and library matters are addressed there. There should be at least one librarian in every national UNESCO commission. Librarians should participate in the work of their country's National IFAP Committee. If there is no such committee yet, they should help set one up in collaboration with other IFLA members in their country. The Russian National IFAP Committee sets a fine example, conducting an extensive programme of work and producing an impressive number of publications (Russian Committee of the UNESCO Information for All Programme, n.d.). IFAP has produced a document on how to set up such a committee.[8]

Finally, IFLA itself needs to break out of the 'Information Society' pigeonhole in which it has been placed in UNESCO, and to build relationships with relevant sections in the other UNESCO major programmes, to each of which libraries are relevant.

Notes

1. I thank Wiebke Dalhoff, who enlisted me to deliver a keynote presentation on this topic at the UNESCO Open Session, 'Learning from the past to shape our future – 65 years IFLA/UNESCO partnership', at the IFLA World Library and Information Congress, Helsinki, Finland, Monday, 13 August 2012, and provided me with some useful sources of information, including a preview of Jeffrey Wilhite's (2012) book, *85 years IFLA: a history and a chronology of sessions 1927–2012*.

2. The League of Nations Organization for Intellectual Cooperation is the name given to the combination of the Committee for Intellectual Cooperation and the International Institute for Intellectual Cooperation, also known as the Paris Institute, sponsored by the French government and inaugurated in 1926 (Rayward 1981).

3. UNESCO has for some time insisted that its acronym be spelled using capital letters, but this was not always the case. In quotations and bibliographic references I have followed the spelling used in the relevant documents.

4. The Executive Board was the predecessor of IFLA's current Governing Board.

5. The UK rejoined UNESCO in 1997, the USA in 2003. Singapore had also left UNESCO, in 1985, and rejoined in 2007.

6. This was neither the first nor the last time the United States used its financial muscle to exert pressure on UNESCO. UNESCO admitted Palestine to its membership in 2011. A law passed in the USA in 1990 which bars the US from funding any UN agency "which accords the Palestine Liberation Organisation the same standing as member states" effectively cut off US funding to UNESCO, which amounted to about 22 percent of UNESCO's income ('U.S. withholds funding to UNESCO based on Palestinian membership', PBS Newshour, November 1, 2011, available http://www.pbs.org/newshour/rundown/2011/11/unesco-funding.html.)

7. It is not improbable that political manoeuvring was at least partly responsible for the poor resourcing which handicapped IFAP. Attending IFAP's Intergovernmental Council meetings as an observer during the period 2005–2008, I gained a distinct impression that the United States and certain of its allies had little sympathy for IFAP and would have preferred to see the programme terminated.

8. This document is available on IFAP's web page at http://unesdoc.unesco.org/images/0018/001870/187069e.pdf, but at the time of writing could not be downloaded.

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Information-seeking by print media journalists in Rajshahi, Bangladesh

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Abstract

This study reports the results of investigating the information behavior of print media journalists in the city of Rashahi, Bangladesh. It attempts to identify how successful the journalists are in finding information and what information sources are preferred. The Internet was the most frequently used information source. The study also tried to explore the information services required by journalists from libraries and information centres. This paper suggests that journalism schools may include courses in their curriculum about information behavior, types of information, various types of information sources, information retrieval, search strategies, etc.

Keywords

information behavior, information need, information seeking, journalists, Bangladesh

Introduction

The information behavior of individuals or groups depends on various factors such as educational qualifications, profession, individual knowledge, age, gender, region, socio-economic condition, religion, and even weather. Information seeking is an activity through which individuals satisfy their information needs, or fill gaps in their knowledge. One of the main factors that influence the information needs and information seeking behavior of individuals is their profession. Campbell (1997) pointed out that journalists are unique in the ways in which they search for information, due to the nature of the news process. The method by which journalists construct news reports precludes them from spending an elaborate amount of time evaluating the best possible sources of information.

After the liberation of Bangladesh in 1971, the government patronized some newspapers to contribute to the country's development. After the 1990s, the proliferation of newspapers in Bangladesh brought a revolutionary change in journalism. At present, newspapers play a crucial role in Bangladesh regarding democracy, human rights, women empowerment, economical and political development, anti-terrorism, and so on. Journalism professionals have the responsibility to publish true and authentic news to the people. For this they need information, have to seek information from various sources, and have to select the most reliable and convenient sources.

Review of related literature

Edem (1993) conducted a survey of 140 Nigerian journalists to outline their information needs and information seeking behavior patterns. The analysis showed that over 70 percent of Nigerian journalists were unaware of their information needs, while only 24 percent used library and archival resources. The study suggested "aggressive user education" on library and archival resources for trainee journalists and the use of modern electronic equipment for acquisition, storage and dissemination of information.

Vreekamp (1995) focused on the information seeking attitudes of journalists working in Curaçao, an island in the Caribbean, and Zeeland, a province of the Netherlands. The researcher found that journalists in these settings had information seeking attitudes that reflected the parochial attitudes of the communities in which they lived. Consequently, the information behaviors of journalists perceived to be 'insiders' relied heavily on established ties to the community, while those who were considered 'outsiders' were forced to be more creative in their attempts to secure information and to research their stories more

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thoroughly. Education was not a determinant of information seeking behavior, but age, gender and lifestyle, did affect some attitudes. One interesting finding was that journalists were hostile to, or just baffled by, arranged, indexed, pre-coded information. The majority of the respondents went into the library or the desk database only once a week or once a month.

Nicholas and Martin (1997) outlined a structure for analysing the information needs of newspaper journalists to enable data on users to be collected in a systematic and routine manner. They revealed that journalists needed information for five broad functions: fact checking, current awareness, researching, to obtain a context, and stimulus. They further considered the aspects of information need as: subject, nature, function, viewpoint, authority, quantity, quality, place of origin, speed of delivery, and processing/packaging. The barriers to meeting information needs included training, time, resources, access and information overload.

Poteet (2000) conducted a study on newspaper journalists' information seeking behavior with online information sources at the *Charlotte Observer* and the Raleigh *News & Observer* in the USA. This study found that journalists frequently used online information sources. A majority of journalists believed that online sources were very important to information gathering in their work. More than 80 percent of journalists used email and the World Wide Web daily, although less than half searched internal or commercial databases weekly.

Attfield and Dowell (2003) conducted a study through unstructured interviews with 25 journalists working at *The Times* in London to investigate their information seeking and use. The researchers described the journalists' information seeking as motivated by originality checking, developing personal understanding and discovering/confirming potential content. The study showed that journalistic work is uncertain as a function of uncertain content and continually evolving plans, so the journalists used a wide variety of internal and external sources of information.

Anwar, Al-Ansari and Abdullah (2004) investigated the information seeking behavior of 92 Kuwaiti newspaper journalists using a self-administered questionnaire. Anwar and Asghar (2009) studied the information seeking behavior of 87 print journalists working in Lahore, Pakistan which was a replication of the study done in Kuwait. Both studies concluded that the journalists emphasized fact-checking, general and background information. They used both formal and informal sources of information. Personal

collections, daily news diaries, human sources, press releases and the Internet were ranked high in terms of both importance and satisfaction. Both groups considered their information searching skills very important for their work and were willing to go through training if it were provided.

Abdulla (2006) examined the Internet-related information behavior of print journalists at the seven daily newspapers in Kuwait from three perspectives: access and Internet usage, evaluation and purpose, and information technology skills. The study showed that the World Wide Web, search engines and e-mail, were the three most popular applications used. Non-users of the Internet indicated that time was the major barrier preventing Internet use, followed by lack of training and knowledge. Promptness, convenience, and accuracy were viewed as the most important criteria for evaluating information found online. The Internet was found to be most important for finding difficult-to-find facts, the latest news to add to a story, and documents to cite. The results showed that print journalists in Kuwait were lacking efficient information behaviors in relation to the Internet and information technology.

Nasreen (2006) investigated the information needs and information seeking behavior of 185 media practitioners in Karachi, Pakistan. The study indicated that reports of various organizations, government departments, NGOs and assignment committees, etc. were the forms of information used and sought most often. Most of the practitioners required selective rather than exhaustive information. Libraries and the Internet were the most used channels of information used by all groups of practitioners.

Ansari and Zuberi (2010) studied the use of various information channels, the awareness of the existence of information sources, ways used for disseminating information and use of libraries among media professionals (TV, radio and newspaper) in Karachi, Pakistan. The findings indicated that libraries were the most used channel among newspaper and television professionals, while reference service and newspaper clipping service were the most favored information services in the library. The Internet was being used increasingly by media practitioners; however, its use was higher among newspaper practitioners than radio and television practitioners.

In a more recent study, Chaudhry and Al-Sagheer (2011) used Critical Incident Technique (CIT) to investigate the information seeking behavior of journalists in Kuwait. A total of 42 journalists of five Kuwaiti newspapers provided information about their last critical incident for finding information related to their journalistic assignments. Analysis of 42 critical

incidents indicated that journalistic assignments were in four major areas: political, cultural business, and sports. In most cases, background information was the most frequently sought type of information. The Internet was the most frequently used information source, even though some journalists perceived that information available on various websites may not be very objective.

In Bangladesh there is a scarcity of studies on the information-seeking behavior of journalists. As far as we know, no work has been done on this topic. This paper is the first attempt to identify the information-seeking behavior of journalists in Bangladesh.

Objectives of the study

The main objective of this study was to identify the information behavior of print media journalists in Rajshahi divisional city, Bangladesh. The specific objectives of this study were:

- to identify different types of information need of print media journalists
- to find out their information seeking behavior
- to identify various information sources and medias used by journalists to satisfy their needs
- to explore the information services required by journalists from the libraries and information centres.

Methodology

The study on which this paper is based was carried out from May to July 2011. There are 27 national and 9 local newspapers circulated in Rajshahi. There are 124 journalists who are working in different national and local journals. The number of registered journalists in three press clubs situated in Rajshahi City Corporation is 83. There are another 41 registered journalists who are working in the Rajshahi University. Out of 124 journalists, 60 were selected randomly using lottery method. A total of 60 questionnaires were distributed to journalists and 57 valid questionnaires were collected – a 95 percent response rate. In addition, both structured and unstructured direct interviews with the respondents were conducted. The interviews were generally limited to less than half an hour and were conducted in Bengali.

Data analysis and interpretation

Demographic information of respondents

Among 57 respondents, 45 (79 percent) were male and 12 (21 percent) were female. As regards their age,

Table 1. Types of news reported by the journalists. (multiple responses)

Types of news	Frequency	Percentage
Crime	41	72
Sports	31	54
Cultural	29	51
Political	25	44
Agricultural	21	37
Finance	19	33
Religious	16	28
Others	9	16

44 percent of respondents were less than 27 years old, 16 percent were aged between 27 and 34, 17 percent were from the age group of 35 to 42, 11 percent from the age group of 43 to 50, and 12 percent were more than 50 years old. Twenty-eight percent of respondents had a master's degree, 54 percent had a bachelor degree, 16 percent had higher secondary degree, and 2 percent had only secondary school certificate.

Professional characteristics of respondents

Asked whether or not they had received formal training in journalism, 60 percent had received such training while the rest of the participants had not. Almost all the respondents (95 percent) were involved with daily newspapers, while 4 percent were working with weekly newspapers, and only 2 percent with fortnightly newspapers. None of the respondents was engaged with a monthly newspaper. Forty percent of the journalists had less than 3 years of working experience in print media journalism, while 35 percent had 3 to 4 years experience, 4 percent had 5 to 6 years experience, 9 percent respondents had 7 to 8 years experience, and only 12 percent had more than 8 years experience.

Twelve percent of the respondents spent less than 2 hours daily in collecting news, 33 percent spent 2 to 3 hours, 23 percent spent 3 to4 hours, and the remaining 32 percent spent more than 4 hours daily collecting news. Only 56 percent of the respondents were satisfied with their working environment; the remaining 44 percent) were not satisfied. Most of the respondents (74 percent) received feedback from the general public, while only just over half (51 percent) attended press club activities regularly.

Only 5 percent of the respondents thought that print media had full freedom in Bangladesh, while 88 percent respondents found partial freedom in their work and 7 percent did not find any freedom in their work at all.

Table 1 demonstrates that 72 percent of the respondents reported news on crime, followed by 54 percent

Table 2. Types of information needed. (multiple responses)

Types of information	Frequency	Percentage
Facts	50	88
News	38	67
Statistical data	20	35
Point of view	13	23
Technological statistics	9	16
Others	5	9

Table 3. Purposes of information seeking. (multiple responses)

Purposes	Frequency	Percentage
To write news	50	88
To write feature	21	37
To write column	11	19
To edit news	8	14
To write essay	4	7
To write editorial	2	4
Others	1	2

Table 4. Frequency of using information

Use of Information	Frequency	Percentage
Everyday	32	56
Weekly	7	12
Monthly	1	2
All time	17	30
N=	57	100

on sports, 51 percent on culture, 44 percent on politics, 37 percent on agriculture, 33 percent on business, 28 percent on religion, and about 16 percent on other matters.

Information needs of journalists

Table 2 reveals that the highest percentage of the respondents (88 percent) needed information on facts, followed by information on news (67 percent), statistical data (35 percent), point of view (23 percent), technological statistics (16 percent), and other topics (9 percent).

Purposes of seeking information

It was found that about 88 percent of the respondents sought information to write news, while 37 percent looked for information to write feature articles, 19 percent journalists sought information to write columns and 14 percent needed information to edit

Table 5. Sources of information used (multiple responses)

Information sources	Frequency	Percentage
Internet	47	82
Press releases	36	63
Television	28	49
Public library	7	12
Conversation	7	12
Radio	6	11
Personal collections	4	7
Others	3	5

Table 6. Level of satisfaction with information sources

Level of satisfaction	Frequency	Percentage
Highly satisfied	1	2
Moderately satisfied	44	77
Less satisfied	10	18
Not satisfied	2	4
N=	57	100

news. Only 7 percent needed information to write essays, 4 percent needed information to write editorials and 2 percent sought information for other purposes.

Frequency of using information

The study showed that 56 percent of the journalists used information daily for their professional work, while 12 percent used information once a week, and only 2 percent used information monthly. However, 30 percent of the respondents said they used information all the time.

Information sources used

Only just over half of the respondents (53 percent) read periodicals related to their professional work, while 68 percent used electronic media for collecting information. Of the 57 participants, 81 percent went to the spot for collecting information while the remainder did not.

Table 5 shows that most of the journalists (82 percent) used the Internet as a source of information, while 63 percent of the respondents depended on press releases, 49 percent on television, 12 percent each on libraries and conversations, 11 percent on radio, 7 percent on their personal collections, and 5 percent on others media.

Satisfaction with the sources of information used

The journalists were asked how satisfied they were with the sources of information they use. Only 2

Table 7. Problems of seeking information (multiple responses)

Problems	Frequency	Percentage
Lack of sufficient time	45	79
Lack of training for using information	15	26
Information explosion	12	21
Lack of cooperation by the library staff	9	16
Others	5	9
Lack of access to international information sources	2	4

Table 8. Frequency of using library

Use of Library	Frequency	Percentage
Every day	2	4
Once in a week	8	14
Sometimes	35	61
Never	12	21
N=	57	100

percent were highly satisfied; 77 percent were moderately satisfied, 18 percent were less satisfied, and 4 percent were not satisfied with their current sources of information.

Problems of seeking information

People from different disciplines were engaged in this profession. They were facing different types of problems while seeking information for their daily work.

Most of the journalists (79 percent) thought that lack of sufficient time was the main problem encountered in seeking information, followed by lack of training (26 percent), the information explosion (21 percent) and lack of cooperation from library staff (16 percent). Nine percent of respondents found other problems in seeking information, while 4 percent journalists identified lack of access to international information sources as a problem.

Frequency of using library

The journalists working in Rajshahi divisional city generally used public libraries and academic libraries in the city. The respondents were asked to indicate how often they used a library. Table 8 reveals that only 4 percent went to a library daily, 14 percent went once a week, and the largest group (62 percent) went to a library 'sometimes'. However, 22 percent never went to a library to meet their information needs.

Table 9. Types of library services used (multiple responses)

Types of library services	Frequency	Percentage
Reference service	35	61
Reading room service	28	49
News clipping service	23	40
Lending service	18	32
Translated service	13	23
List of new books	9	16
Inter library loan	2	4

Types of library services used by the journalists

The highest proportion of the respondents (61 percent) went to libraries for reference service, followed by reading room service (49 percent), news clipping service (40 percent), lending service (32 percent), translation service (23 percent), lists of new books (16 percent) and interlibrary loan (4 percent).

Discussions and conclusion

As in most other professions in Bangladesh, males were in the majority in journalism. Most of the respondents had less than 5 years work experience, because it was mostly young people who were engaged in print media. Only 60 percent of the respondents had had training in journalism. Slightly less than one third of the journalists spent more than 4 hours daily for collecting news, but most of the respondents thought that lack of sufficient time was the main obstacle in seeking information. About half of them did not attend press club activities regularly.

Although the government of Bangladesh has declared that mass media have full freedom in Bangladesh, only 5 percent of the respondents fully agreed with this view.

The respondents needed information on a wide variety of topics and sought information for various purposes. The Internet has become the main source of information, but respondents also depended for information on other media like press releases, television and radio. However, more than 80 percent of them went to collect information on the spot. Although most of the respondents were moderately satisfied with their sources of information, they also experienced a number of problems like lack of time, lack of training, the information explosion, and lack of access to international information sources. More than half of the journalists sometimes went to the nearest library for various library services but did not always get cooperation from the staff.

Journalists need information daily for their work, but lack authentic and reliable sources of information in Bangladesh. Lack of professional training is also one of their main problems. Training on using the Internet, the different types of library services, and other sources of information is highly necessary for them. Libraries are the most reliable sources of both current and retrospective information, but their staff need to be helpful to all types of professionals, including journalists. Public libraries, in particular, can provide various special services to the journalists such as news clipping service, periodical service, indexing and abstracting service, reference service, etc., and public librarians can take the initiative in creating awareness about their services among different types of professionals. As journalists have to have information for their daily work, journalism schools should include courses in their curriculum on information behavior, types of information, various types of information sources, information retrieval, search strategies, etc.

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Digital preservation of cultural heritage resources and manuscripts: An Indian government initiative

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Abstract
Cultural heritage is the symbolic presence that integrates the history, traditions and culture of a country, and while it is an irreplaceable source of pride for that country's people, it also possesses a universal value that can touch all people around the world. There are numerous properties of precious tangible and intangible cultural heritage currently placed at risk. This paper examines the potential for preserving Indian's cultural heritage resources in a digital world and making it globally accessible. The paper discusses the initiatives taken by Indian government for digital preservation of cultural heritage resources and manuscripts.

Introduction

Under the term 'cultural heritage resources' we subsume all resources that are represented in libraries, archives and museums and are of cultural or historical value. This definition covers tangible goods like writs, pictures or statues as well as music or films. A 'cultural heritage system' consists of several digitized cultural heritage resources about a special topic which are represented with their contexts to a public audience. Digital cultural heritage systems aim at preserving cultural heritage resources for the future and providing access to them via networks. Hence, further successful digitization could lead to some hundreds of millions of easily and freely combinable digital resources of cultural heritage, which may or may not replace traditional museums, archives and libraries (Loebbecke 2011).

Digital preservation and cultural heritage

Digital preservation is the management of digital information over time. It takes the form of processes and activities that ensure continued access to information and all kinds of records, both scientific and cultural heritage, that exist in digital form. The aim of digital preservation is long-term, error-free storage of digital information, with the means of retrieval and interpretation, for the period of time that information is required (UKOLN 2011).

'Cultural heritage' is a term that refers to tangible cultural heritage such as ruins, temples and buildings and intangible culture heritage such as traditional music, dance, performing arts and craftsmanship. Both the important forms of cultural heritage are closely linked together with each country's history, culture and lifestyle customs. The threat of the disappearance of this cultural heritage as a result of the progress of globalization has been pronounced around the world. There has been discussion within UNESCO in response to this situation, leading to the adoption of the Convention for the Safeguarding of the Intangible Cultural Heritage in 2003 at the UNESCO General Assembly (Cultural Heritage 2011).

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Key points of UNESCO's Charter 2003 on preservation of digital heritage

The digital heritage as a common heritage – Many of the culture resources have lasting value and significance, and therefore constitute a heritage that should be protected and preserved for current and future generations. This ever-growing heritage may exist in any language, in any part of the world, and in any area of human knowledge or expression (UNESCO 2003).

Access to the digital heritage – The purpose of preserving the digital heritage is to ensure that it remains accessible to the public. Accordingly, access to digital heritage materials, especially those in the public domain, should be free of unreasonable restrictions.

Guarding against loss of heritage – The world's digital heritage is at risk of being lost to posterity. Contributing factors include the rapid obsolescence of the hardware and software which brings it to life, uncertainties about resources, responsibility and methods for maintenance and preservation, and the lack of supportive legislation. Digital evolution has been too rapid and costly for governments and institutions to develop timely and informed preservation strategies.

Developing strategies and policies – Strategies and policies to preserve the digital heritage need to be developed, taking into account the level of urgency, local circumstances, available means and future projections. The cooperation of holders of copyright and related rights, and other stakeholders, in setting common standards and compatibilities, and resource sharing, will facilitate this.

Selecting what should be kept – As with all documentary heritage, selection principles may vary between countries, although the main criteria for deciding what digital materials to keep would be their significance and lasting cultural, scientific, evidential or other value. "Born digital" materials should clearly be given priority.

Protecting the digital heritage – Member States need appropriate legal and institutional frameworks to secure the protection of their digital heritage.

Preserving cultural heritage – The digital heritage of all regions, countries and communities should be preserved and made accessible, so as to assure over time representation of all peoples, nations, cultures and languages.

India ratified the UNESCO Convention for the Safeguarding of Intangible Cultural Heritage (ICH) of 2003 in the year 2005. India participates regularly in the various meetings of the Convention. The Convention seeks to safeguard and ensure respect for ICH of the communities/groups/ individuals concerned as well as to raise awareness of its importance and to provide for international cooperation and assistance for these items of heritage. One of the activities of the convention relates to drawing up of a Representative List of ICH. So far, a Representative List of 166 items of ICH has been drawn up by UNESCO (Ministry of Culture 2011). India has eight items on this List:

1. The tradition of Vedic Chanting
2. Kutiyattam: Sanskrit Theatre
3. Ramlila: the traditional performance of the Ramayana
4. Ramman: Religious Festival and ritual theatre of the Garhwal
5. Novrouz
6. Kalbelia: folk songs and dances, Rajasthan
7. Mudiyettyu: Ritual Theatre and Dance, Kerala
8. Chhau dance

Need of digital preservation of cultural heritage resources and manuscripts

The preservation of the documentary heritage has to be seen in the broader context of managing what we have inherited from the past in a way which will allow us to hand it over to the future. Documentary preservation makes sense only when we take accountability of the preservation of the objects, built-in environment and create landscapes for the same (Chhatwal 2009). Digitization has become a practical necessity and reality with technological interventions to provide improved access to information resources, preservation and dissemination as required, anywhere at any time (Seifi 2011). Digitization means acquiring, converting, storing and providing information in a computer format that is standardized, organised and available on demand from common system. Manuscripts are converted into compressed digital formats with specialized scanners and stored systematically for future reference. The digitization of manuscripts and other cultural heritage resources is needed for the following reasons:

- To promote access to manuscripts.
- For preservation in a longer lasting medium.
- To reduce handling of very fragile or frequently used original manuscripts.
- Maintain historical value of information and preserve and conserve the national cultural heritage through digitization.
- To access the information and digital resources 24X7 anywhere, anytime instantly.

- Multiple users can access the information simultaneously.
- Any number of copies can be generated with the help of digitization.

Present situation of manuscript and cultural heritage resources in India

Today, thousands of manuscripts lie neglected in various institutions of India, and are in urgent need of conservation. They are spread all over the country and also abroad in different libraries, academic institutions, museums, temples and monasteries and in private collections. It is estimated that India possesses five million manuscripts, probably the largest collection in the world. These cover a variety of themes, textures and aesthetics, scripts, languages, calligraphies, illuminations and illustrations. Together, they constitute the 'memory' of India's history, heritage and thought. But this tremendous pool of knowledge is under threat and manuscripts are disappearing at an alarming rate. They are found on materials such as birch, palm leaf, handmade paper and cloth that require specialized care and conservation. The invaluable heritage of India in the form of manuscripts has to be documented, preserved and made accessible to the present and to future generations (National Mission for Manuscripts 2011). With this objective, the Ministry of Culture established National Mission for Manuscripts in February 2003 as an institution in a project mode, with the Indira Gandhi National Centre for the Arts (IGNCA) as the nodal agency.

Ministry of Culture

Culture represents a set of shared attitudes, values, goals, and practices. A country as diverse as India is symbolized by the plurality of its culture (Ministry of Culture 2011). The mandate of the Ministry of Culture revolves around the functions like preservation and conservation of ancient cultural heritage and promotion of art and culture both tangible and intangible in country. The functional spectrum of the ministry is rather wide, ranging from generating culture awareness at the grass root level to promoting cultural exchanges at an international level (India 2011). The Ministry's task is to develop and sustain ways and means through which the creative and aesthetic sensibilities of the people remain active and dynamic. While a number of the multifaceted tasks of the Ministry are undertaken by it directly, it is supported by a network of 41organizations, which includes two attached offices, six subordinate offices and 33 autonomous institutions. Through its activities and that of its institutions, this Ministry is working on the protection, development and promotion of all types of heritage and culture namely, tangible heritage and intangible heritage and knowledge heritage.

The Ministry has a major responsibility in furthering and preserving knowledge. It is the custodian of the major libraries of the country. The National Library, an institution of national importance, and a subordinate office of the Ministry, has as one of its main functions, the acquisition and conservation of all significant books and publications in the country. The Ministry extends grant-in-aid for development of libraries and is also responsible for development of policies in the area. Through the National Archives of India, Ministry is responsible for maintenance of archival records of the country (Ministry of Culture 2011).

The Ministry has a very well planned capacity building program for those who want to excel in the field of Indian and Asian Art and Culture. Programmes and courses offered by the School of Archaeology, School of Archives at National Museum Institute of History and Art, New Delhi; Maulana Abul Kalam Azad Institute of Asian Studies, Kolkata; and various courses offered by National School of Drama, New Delhi and Kalakshetra Foundation, Chennai are some of the examples of capacity building program of the Ministry. The Ministry is making its international presence felt through the bilateral cultural exchange programmes entered into with various countries, through which Festivals of India and exhibitions showcasing Indian culture have been taken abroad. The Ministry of Culture is also responsible for implementation of various UNESCO conventions in the field of culture. The Ministry also deals directly with three UNESCO conventions related to culture, which have been ratified by India. These are – the World Heritage Convention (1972), the Convention for the Safeguarding of the Intangible Cultural Heritage (2003) and the Convention for the Protection and Promotion of the Diversity of Cultural Expressions (2005). Among all the institutes of the Ministry of Culture, IGNCA has the most important responsibility of digital preservation of cultural heritage resources and NMM has the responsibility of digitization of manuscripts.

Indira Gandhi National Centre for the Arts (IGNCA)

Recognizing the need to encompass and preserve the distributed fragments of Indian art and culture, a pioneering attempt has been made by the Indira Gandhi National Centre for the Arts (IGNCA), New Delhi, which was established in 1987 by the Ministry of

Culture to serve as a major resource centre for the arts, especially written, oral and visual materials. One of the programmes of this centre is to utilize multimedia computer technology to create a wide variety of software packages that communicate cultural information. (Indira Gandhi National Centre for the Arts 2011) The major activities of IGNCA are:

Database development and computerization. IGNCA has been designated as the nodal agency for all matters relating to arts, humanities and cultural heritage by the Government of India to provide computerized storage, retrieval and dissemination of information on all aspects of arts and cultural heritage. Over the years, the IGNCA has developed several unique computerized multi-media databases and information systems to preserve the vast cultural heritage in various forms and make it accessible for research and dissemination. IGNCA has been engaged in the development of different databases like Library Management and Information System (LMIS), Catalogue of Catalogues (CATCAT), Manuscripts (MANUS), Art Objects (PICTO), Sound Recordings (SOUND), Kala Kosa Terms (KK TERMS), Bibliography (BIBL) and Thesaurus (THES).

KALASAMPADA – (Digital Library – Resource for Indian Cultural Heritage Project). It is a digital repository developed by Cultural Informatics Laboratory (CIL), a pioneering unit of the IGNCA, established in 1994 with the assistance of UNDP (United Nation Development Programme). The project aims to use multimedia computer technology to develop a software package that integrates a variety of cultural information and helps the user community to interact and explore the subject available in image, audio, text, graphics, animation and video on a computer. The KALASAMPADA facilitates the users to access and view the materials from over 100,000 manuscripts, over 100,000 slides, rare books, thousands of rare photographs, audio and video along with highly researched publications of the IGNCA, from a single computer interface. This knowledge base will help the scholars to explore and visualize the information stored in multiple layers. This repository will also provide a new dimension in the study of the Indian art and Culture, in an integrated way, while giving due importance to each medium.

Databank on Indian Art and Culture. The main objective of this project is to enhance the accessibility of Indian cultural resources using digital technology. The project includes the digitization of information related to various aspects of Indian art and culture accessible from a single window. The content includes in the databank are over 100,000 visuals, 1,000 hours of audio and video, 25,000 rare books on art and culture. This is one of the major sources of information on Indian art and culture, which can be accessed by the researchers, students, art historians, archaeologists etc. This project also includes the walk-through of selected archaeological monuments and sites like Brihadeshwara Temple (Tanjavur, Tamilnadu), Humayun Tomb (New Delhi), Khajuraho (Madhya Pradesh), Rani ki Bagh (Patan, Gujarat), Martand Sun Temple (Anantnag, Jammu and Kashmir) etc. This project was sponsored by the Department of Information Technology, Ministry of Communication and Information Technology.

National Mission for Manuscripts (NMM)

The National Mission for Manuscripts, established by the Ministry of Culture in the year 2003 is an institution in a project mode. The National Mission for Manuscripts aims to locate, document, preserve the vast manuscript wealth of India and it has the primary objective of using digital technology to preserve the manuscripts for posterity. NMM is engaged in various types of activities related to preservation and conservation of manuscripts. Some of them are:

- documentation of manuscripts through survey
- preventive and curative conservation
- conducting training courses and workshops on conservation, manuscriptology and palaeography
- documentation through digitization, research and publication
- public outreach programmes to create public consciousness for preserving and dissemination of manuscripts.

Digitization programmes of NMM. The Mission started with digitization of 5 caches of manuscripts as a pilot project. In the first phase of the pilot project, approximately 3,900,000 pages of manuscripts were selected for digitization. Out of these selected pages about 2,500,000 pages have been digitized. (National Mission for Manuscripts 2011) The status of digitization of manuscripts in the first phase is mentioned in Table 1. The Mission has completed digitizing manuscripts under the second phase of the digitization project. Under this project around 60,000 manuscripts were targeted for digitization. The digitization has been done in several repositories mentioned in Table 2 and all the manuscripts available in their collection were digitized.

Table 1. Status of digitization of manuscripts in first phase.

Serial No.	Institution	No. of Manuscripts	Language
1.	Oriental Research Library, Srinagar	10,591	Arabic, Persian and Sanskrit
2.	Centre for Development of Imaging Technology, Kerala	340	Kutiyattam manuscripts
3.	Government Oriental Public Library and Research Centre and Institute of Siddha and Homeopathic Medicine, Chennai	1,938	Siddha manuscripts
4	Orissa State Museum, Bhubaneswar.	1,749	Oriya
5	INTACH, Lucknow	1,000	Jain Manuscripts

Source: http://www.namami.org/our%20programes.htm

Table 2. Status of digitization of manuscripts in second phase.

Serial No.	Institution	No. of Manuscripts digitized till now	No. of Pages
1.	Orissa State Museum, Bhubaneswar, Orissa	4,777	1,348,398
2.	Krishna Kanta Handique Library, Guwahati, Assam	2,091	156,170
3.	Dr. Hari Singh Gaur University, Sagar, M.P.	1,010	117,603
4.	Anandashram Sanstha, Pune, Maharashtra	7,939	921,673
5.	Bharat Itihas Samshodhan Mandal, Pune	3,523	660,730
6.	Himachal Academy of Arts, Culture and Languages, Simla, Himachal Pradesh	225	55,751
7.	Vrindavan Research Institute, Vrindavan, U.P.	20,075	1,561,864
8.	Institute of Asian Studies, Chennai, Tamil Nadu	481	34,505
9.	French Institute of Pondicherry, Pondicherry	502	170,629
10.	Kundakunda Jnanapeeth, Indore, Madhya Pradesh	8,622	1,160,453
11.	Bhogilal Leherchand Institute of Indology	6,010	600,000
	Total	55,255	6,787,776

Source: http://www.namami.org/our%20programes.htm

NMM is in the third phase of digitization of manuscripts in several repositories and collections throughout the country. New digitization standards were prepared which are to be followed for digitization in the third phase. The standards were made considering the international level of digitization and the latest technology being followed with contributions from the National Informatics Centre (NIC), New Delhi, the Cultural Informatics Lab (CIL) of IGNCA and the National Archives, New Delhi.

Network of institutions under the NMM. NMM has identified and created a network of partner institutions at various levels involved in manuscript documentation and preservation throughout the country. These are as follows.

> *47 Manuscript Resource Centres (MRCs)* – The National Mission for Manuscripts works with the help of 47 Manuscript Resource Centres across the country. These include well-established Indological institutes, museums, libraries, universities and non-government organisations who act as the mission's coordinating agency in their respective regions. They are primarily responsible for survey and documentation of every manuscript in their area. The mission liaises with them for awareness campaigns and outreach activities such as lectures, school theatre programme and training workshops.

> *32 Manuscript Conservation Centres (MCCs)* – The National Mission for Manuscripts has set up a network of 32 conservation units across the country as Manuscript Conservation Centres (MCCs). Each MCC has a team of trained conservators and specialists in the field of manuscript conservation and has a laboratory with at least basic facilities to undertake manuscript conservation. Each MCC assists a number of institutions in varying degrees to provide basic preventive conservation care for their manuscript collections. It provides training in preventive and curative conservation to custodians of manuscripts all over the country.

> *200 Manuscript Conservation Partner Centres (MCPCs)* – In order to facilitate and provide assistance to institutions with large holdings of
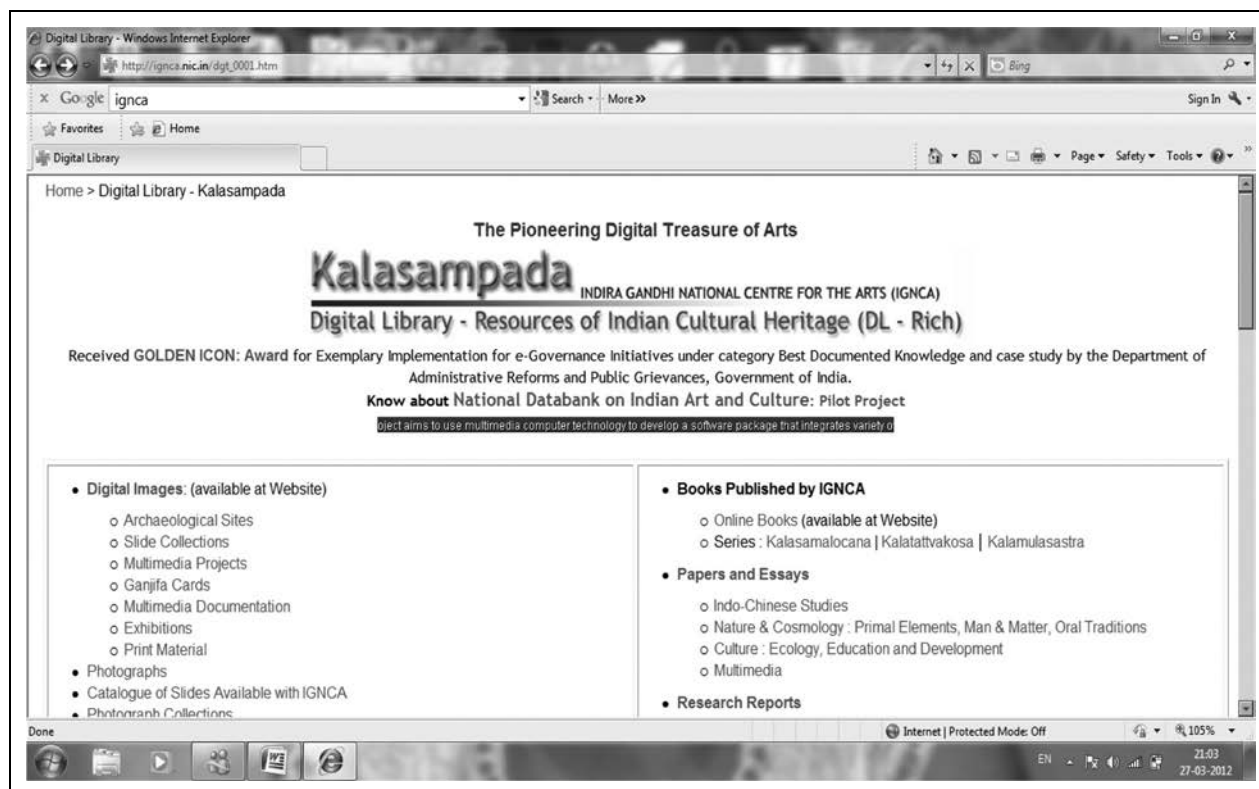
Figure 1. KALASAMPADA digital library (Source: http://ignca.nic.in/dgt_0001.htm)

manuscripts, the Mission nominates such 200 institutions as Manuscript Conservation Partner Centres (MCPCs). These institutions are provided conservation assistance through the MCCs. Under this programme, each MCC nominates 10 institutions as MCPCs. The MCPCs are provided with advice on storage and maintenance of their collections in a scientific manner. The Mission also provides conservation and storage material for storage of important manuscripts in these collections.

32 Manuscript Partner Centres (MPCs) – The Mission has identified prominent institutions with large holdings of manuscripts for collaboration with the Mission as Manuscript Partner Centres (MPC). These are required to document their own collections and catalogue them to 'Manus Granthavali' which is a new software developed by the Mission based on Dublin Core Metadata Standards that are universally accepted. The cataloguing is done with reference to the primary text itself and not on the basis of existing catalogues. At present, there are 32 MPCs affiliated with the Mission all over India.

Lists of the MRCs, MCCs, MCPCs and MPCs are available at http://www.namami.org/.

Web-based national database of manuscripts: KRITISAM-PADA . National Mission for Manuscript's biggest and most ambitious project is to create a database of all Indian manuscripts in the country and abroad. The national database of manuscripts, KRITISAMPADA, is available on the Internet through the Mission's website (http://www.namami.org/) with information on one million manuscripts. The NMM is working hard to document each manuscript whether in a museum, library, temple, madrassa or in a private collection. Institutions like Rampur Raza Library, Rampur and Khuda Bakhsh Library, Patna are world renowned for their manuscript collections. Still, thousands of manuscripts lie scattered in unknown collections with individuals and institutions in remote places. The mission's biggest objective is to discover and document such manuscripts for posterity.

The relation between KALASAMPADA, Databank on Indian Art and Culture and KRITISAMPADA is that KALASAMPADA is a digital repository which integrates variety of cultural information and helps the user community to interact and explore the information available in various formats like image, audio, text, graphics, animation and video. Databank on Indian Art and Culture is a database which provides information related to various aspects of Indian art and culture only, whereas KRITISAMPADA is a database of all Indian manuscripts available in the country and abroad.
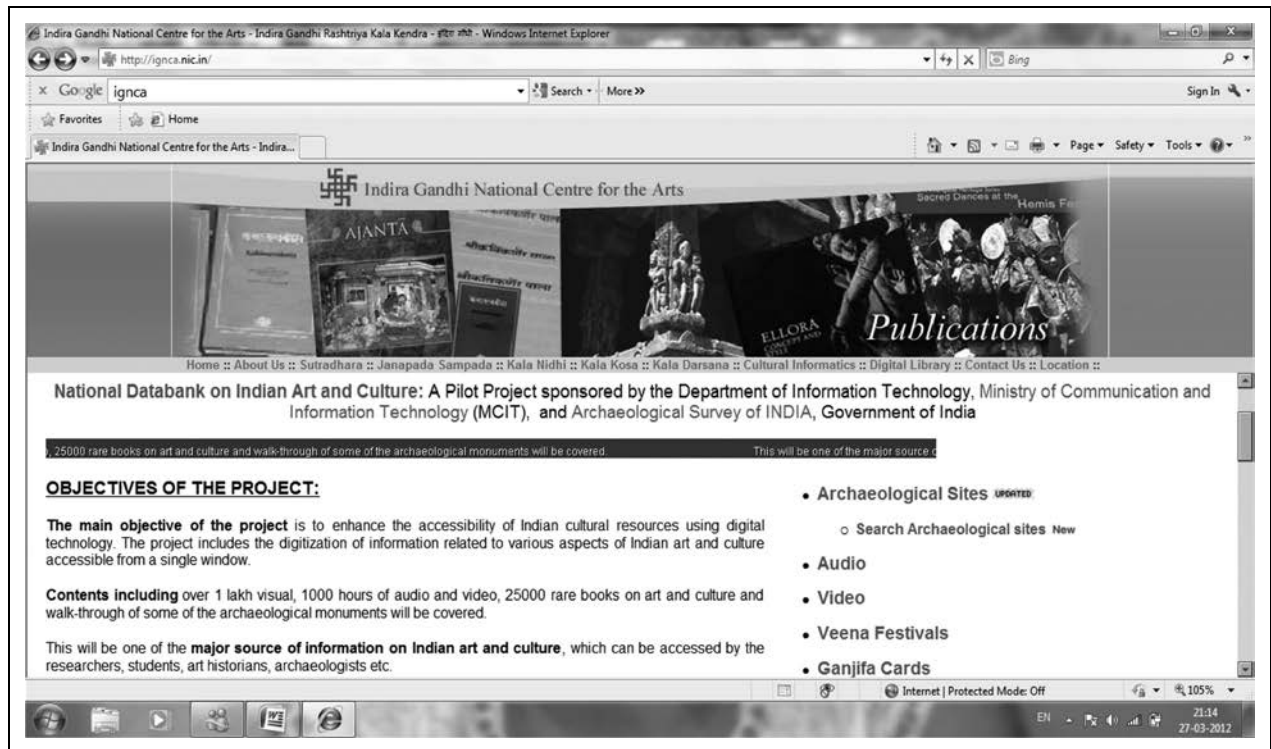
Figure 2. National Databank on Indian Art and Culture (Source: http://ignca.nic.in)
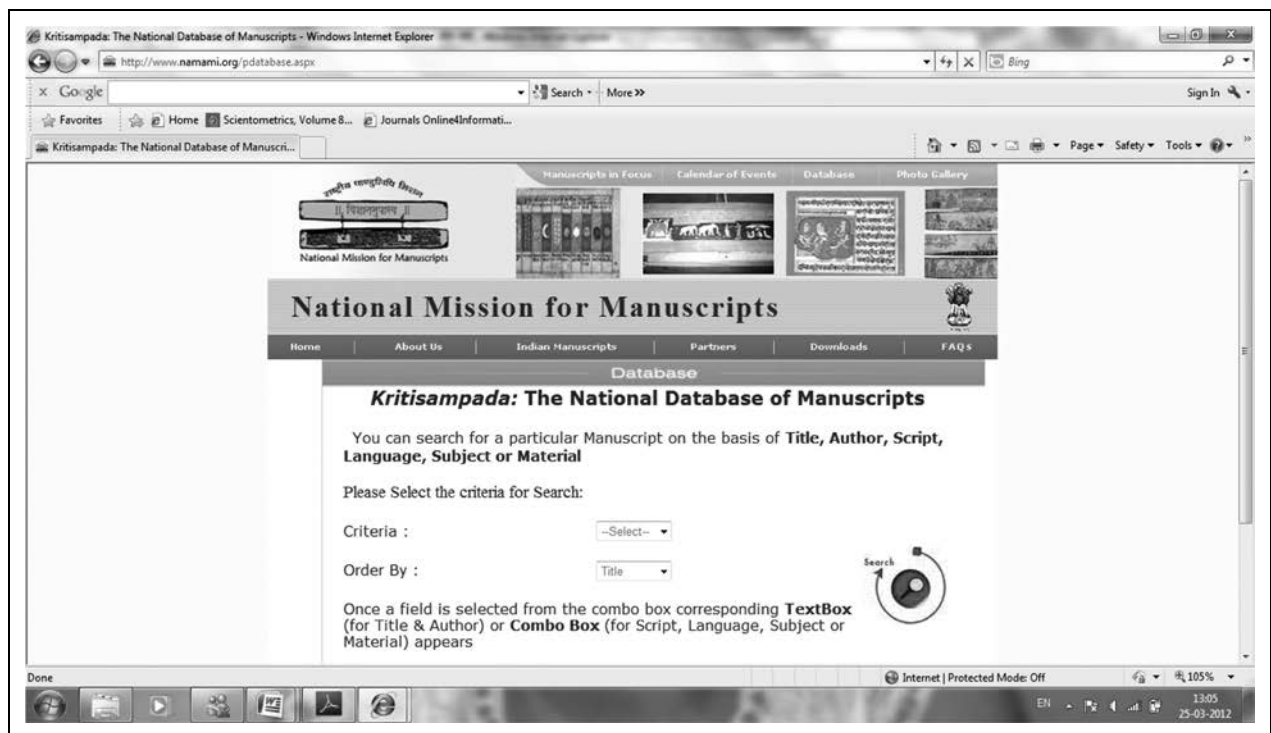
Figure 3. Screenshot of KRITISAMPADA database (Source: http://www.namami.org/pdatabase.aspx)

Conclusion

Digital preservation of resources is finding ways to maintain our cultural heritage. If the manuscripts are digitized and made available on the web, then they can be easily accessible from any corner of the world and the users will not come to those places where the manuscripts are physically preserved. The importance of digital preservation cannot be ignored. Cultural heritage is a precious legacy that is shared by all people across national borders, and must be passed

down to future generations. However, all around the world, a great number of cultural heritage properties are in danger of destruction and extinguishment. There has been active discussion in the global community on recognition and respect for the diversity of culture in this age of globalization. In particular, the importance of preserving and promoting the intangible cultural heritage that comprises the roots of each people's cultural identity has especially been gaining attention around the world. Intangible cultural heritage cannot be recovered once it has been lost. In recent years, due to the aging of practitioners and the lack of successors for their arts and crafts, a great amount of intangible cultural heritage is facing the danger of extinction. Urgent steps must be taken to preserve and promote intangible heritage. (Preservation 2011)

India's most valuable and precious gift to humanity is its profound and timeless heritage. This heritage encompasses almost every aspect of human enquiry. Today, this heritage is scattered in libraries and in individual possessions. Much of India's heritage, in its physical form, has unfortunately got mutilated and destroyed through successive invasions, some of which is still being stolen; books and manuscripts are decaying. The preservation of 'Indian Heritage' presents a great challenge. Fortunately indeed, the merging information technology can offer a solution not only for preservation, but also for enhancement and for its wide scale access. One of the greatest contributions of Indian libraries could be to bring the precious, oriental and timeless Indian Heritage to the Internet (Kumar 2004). The government of India is initiating efforts to preserve its cultural heritage by formulating policies and strategies at the national level. Since the manuscripts are scattered in different libraries, museums and archives all over the country, hence, it is the accountability of each of the separate institutions to preserve their cultural heritage that is manuscripts, with the contemporary digital technology.

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Local studies centers: Transforming history, culture and heritage in the Philippines

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Abstract

This paper is an exploratory study of the specialized information centers, referred to as local studies centers, in three regions of the Philippines, namely, Central Luzon, CALABARZON and MIMAROPA. It aims to identify and describe the nature, practices and status of these centers and to explore their innovative and transformative role in the fields of history, culture and heritage studies in the Philippines. It examines the impact of their programs, projects, services, and activities on the study, development and promotion of these three fields. Some of the outstanding features of local studies centers in the Philippines that were identified include: 1) they collect materials pertaining to ethnic groups, and make the materials available and accessible to potential users, mostly in one center; 2) their holdings include library materials, archives and museum artefacts; 3) they conduct research and publish books, relating to history, culture and heritage of the localities they serve and the Philippines. This paper may provide insights for the management (or future establishment) of local studies centers not just in the Philippines, but also in other countries. This paper received the IFLA LIS Student Paper Award 2012.

Keywords

local studies centers, history, culture, heritage, Philippines

Introduction

People create information every day, seven days a week. In this day and age, people have witnessed how our society has evolved when it comes to information. Information is therefore essential to survival in our present communities. One way that contributes to the enlightenment of these communities is through their search for information and knowledge on what happened, what is happening and what will happen in their surroundings. Thus, one of the principal interests of an enlightened or informed community is the study of local history (Hobbs 1962). The field of local history is subsumed with importance, as active interest in it rises. Undoubtedly, one of the contributory factors to the rise of this active interest, as suggested in 1959 by Hoskins (cited by Hobbs 1962), is that "people become more inclined to study something of which they can reach, easily grasp of, and can find a personal and individual meaning." This "personal and individual meaning" may include the experiences and chronicles of these people, or the events and

happenings in the locality they belong to. This is, in general, part of the story of what we call local history. Mibolos (1998) attributed local history to the collective experiences of a certain group of people. The approaches to local history changed through time. The local history before was limited only to three approaches:

> 1) the attempt to discuss local history as a subject reflected of national events, resulting in a catalogue of local occurrence; 2) the study of particular records, such as churchwardens' accounts, resulting in a concentration upon curiosa rather than essentials; and lastly, 3) the determined and scientific collection of facts from many and varied sources which resulted

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in the best of the 18th and 19th century local histories (Hobbs 1962: 4).

Currently, people expand their interest to study further something that they can easily understand and relate with, leading the field of local history to a new approach of attempting to study the growth and development of the locality, including its institutions and all its manifold aspects. This is done through field work, cooperative study, examination of original records, and rewriting of social and economic history. In this manner, the study of local sources adds to the knowledge of the subject (Hobbs 1962). The expanded interest in local history is then transformed into a wider and deeper sense, introducing the birth of 'local studies.' The term, local studies, "covers the local environment in all its physical aspects, including geology, palaeontology, climatology and natural history, and in terms of all human activity within that environment, past, present and future" (Martin et al. 2002: 1). Local studies do not only cover the local history and the past, but rather include the present and future information about a locality.

While the concept of information, specifically local studies, changes from time to time, the concept of treating these information changes as well. Not only libraries are involved in this paradigm shift but also other institutions such as museums and archives, and later on the local studies centers.

Research questions

The primary concern of this study is to identify and describe the nature, practices and status, of local studies centers in the Philippines, with emphasis on their programs, projects and services.

Specifically, the following research questions were investigated:

1. What are the characteristics and status of local studies centers in the Philippines?
2. What are the contributions of local studies centers to history, culture and heritage studies in the Philippines?
3. What is / are the impact/s of these contributions of local studies centers on history, culture and heritage studies in the Philippines?

Literature review

Local studies centers

Attributing the concept "local studies" to the term "local studies centre," Rimmer (1992) mentioned some definitions of the concept. Local studies can
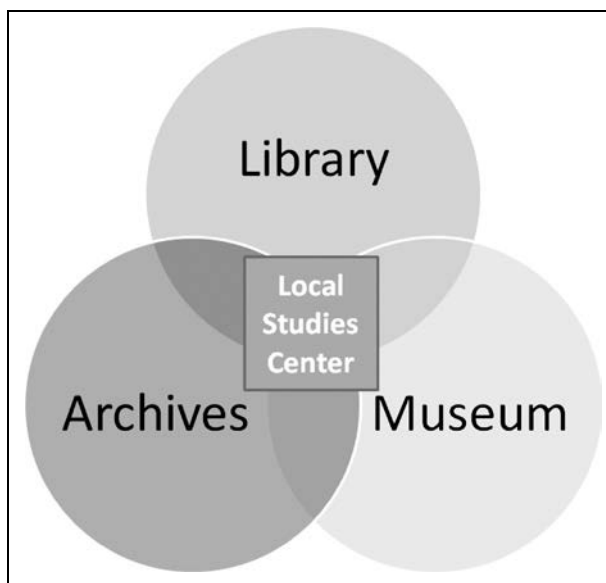
Figure 1. The local studies center: a library, an archives and a museum.

be: 1) a sub-discipline of librarianship; 2) a type of history project relating to a locality; and 3) a 'local study' per se. On the other hand, the term 'local studies centre,' according to Rimmer (1992), is vague. He noted that a local studies centre, as its name suggests, is known to be an agency that combines a records office, a local studies library and sometimes a museum (see Figure 1).

Rimmer also noted that different terms have been used for combined units that can be synonymous to the local studies centre. These include: 'local interest centre,' 'records and research centre,' 'local history resource centre' and 'heritage centre,' thus suggesting that there is no established vocabulary on the idea, and that thinking about it is rather unformed.

Tracing back the origin of the concept of local studies centers, according to Rimmer, they emerged in the years of change preceding the implementation of the 1972 Local Government Act in 1974. In the United Kingdom, they were rooted in the concept of 'local history resource centres,' credited to Michael F. Messenger (Ansell 1987), which he was able to define during a meeting of the Midland Federation of Museums and Art Galleries in 1972 (Rimmer 1992). The same concept was described by Philip C. Cruttenden (1975) in a separate article ever to have been published on that subject, as an "unlimited media bureau containing the total contents of record office repository and the local history sections of the reference library and museum (p.179)."

The second significant development in this field, according to Rimmer (1992), was the redefining of the local history library as the local studies library.

He cited the two originators, who are Frederick Hallworth and Richard Peroni. In 1970, Hallworth, who was then Wiltshire's Director of Libraries and Museums, described his local studies services as "intending to contribute to a better understanding and appreciation of geological, archaeological, climatic, historic, demographic, and other factors". On the other hand, Peroni, who was then a librarian in Oldham, defined the concept of local studies concisely with reference to his 'local interest centre'. His "centre" dealt with "local studies as opposed to purely local history, and local studies in the sense that both current and historical information is treated equally." Nichols (1979) described the local studies library as a specialized information center, or a considered subject department within the general public library, that acquires topical records and sources of current information on the locality. He further stated that:

> the aims of a local studies library are quite simple. It should serve the locality in the same manner as a national library serves the nation. It must therefore, be equally conscious of acquiring all the published works required, and this will be the base for an exhaustive information service for all appropriate enquiries. The contents of the library should be as comprehensive as possible for all materials of record appertaining to the locality ... (p.10–11)

Evolutionarily, it can be seen that from the 'local history library,' it became 'local studies library' and 'local history resource centre,' which in turn became the 'local studies centre' (Rimmer 1992). From then on, different local studies centres started to be established. In simpler terms, one can view the local studies center as a specialized information center combining a library, an archives and a museum in terms of the range of the collections, serving the purpose of preservation of knowledge about a certain locality in all its facets (see Figure 1).

Local studies in the Philippines

Local studies in the Philippines play a significant role in the study and understanding of the Filipino's identity and past. Foronda (1972) noted that interest in research and writing of local history increased after World War II and this apparently was due to the resurgence of nationalism among Filipinos. Prior to that, the history of the Philippines and bibliographies of Filipiniana materials were written mostly by foreigners. The writing of local history in the Philippines was started in the 16th century by the Spanish friars, who included in their missionary reports descriptive accounts of the people and settlements within their dioceses. Their narratives included descriptions of religions, domestic and social lives, industries, arts and music of the early people in the Philippines. Although they described the socio-cultural and political activities of the early Filipinos, one cannot ignore the possibility that there could be biases or prejudices in their historical narratives (Boncan 1998). Aside from this, Fr. de la Costa, a historian, observed that historiography of the Philippines is relatively poor in regional and municipal histories (local history), and as a result, this lack leaves notable gaps in our knowledge which the accounts provided by foreigners are unable to fill (Foronda 1972).

Foronda noted that there was also a lack of bibliographical tools, guides, catalogues and checklists which made historical research in the Philippines a frustrating experience. Another historian, Medina (1977) also noted "'No documents, no history' is one dicta of historical research. Such a reminder often depresses, considering that one of the greatest problems confronting research on local history is accessibility of materials" (p.185). The inaccessibility of research materials for the writing of local history became a problem of many historians and researchers. This, then, was a challenge to historiography.

One recent study by Buenrostro (2010) sought to find out how the city offices of selected cities in Bulacan, Philippines should manage and preserve their postwar or contemporary records to the benefit of local history research. According to her, the management of archives and records has a direct effect on the availability of these materials for possible research. Thus, the availability of such archival materials has a direct effect on the development of local studies, particularly local history.

Medina (1977) enumerated the general categories of materials that can be best used for local history research. These are library materials, artifacts or museum objects, and archival materials, and they usually can be found in a local studies center. Foronda (1972) recognized that establishing these centers makes a significant contribution to the study of local history.

Aside from local history, cultural heritage continues to be a concern. In the Philippines, where culture changes from one island to another and is very diverse, cultural heritage is given importance through the Republic Act 9470, 'National Archives of the Philippines Act of 2007', which states that:

> It is the policy of the State to conserve, promote and popularize the nation's historical and cultural heritage resources. The State shall pursue, conserve and

promote the Filipino cultural heritage and resources including the documentary records of Filipino culture, history and governance (Art. I, Sec. 2).

A government institution, the National Commission for Culture and the Arts (NCCA), (created through the passage of Republic Act 7356) is the overall policy making, coordinating, and grants giving agency for the preservation, development and promotion of Philippine arts and culture. NCCA is thus responsible for culture and the arts in the Philippines. Through Executive Order No. 80, coordination among cultural agencies was strengthened, which placed the Cultural Center of the Philippines, the National Historical Commission of the Philippines, the National Museum, the National Library of the Philippines, and the National Archives of the Philippines under the NCCA umbrella. Republic Act 9155 administratively attached the aforementioned cultural agencies to the NCCA, including the Komisyon sa Wikang Filipino (National Commission for Culture and the Arts 2012). Through this account, it may be clearly seen that culture and heritage in the Philippines is vividly wide in range and also given appropriate attention.

These mandates and initiatives established by the Philippine government further support the establishment, existence and management of local studies centers in the Philippines.

Local studies centers in the Philippines

In 1976, Cullinane said that the emphasis today among many historians of the Philippines is towards local studies. He defined local studies as more in-depth studies of smaller units of society (a town, a group of towns having a common geographic or agricultural experience, a province, a linguistic group, a family, an individual, a business, a hacienda, etc.) over time. Materials and resources for such studies should be given focus for the purpose of scholarly writing on the local studies. Cullinane suggested that libraries within a region should coordinate their collecting activities and must be willing to share the materials on local studies with interested libraries and individuals. He further recommended the establishment of a "collecting center" for these materials in one major university library within a region. Foronda (1972) also suggested the establishment of centers in the locality devoted for the scholarship of local history. He described such centers, not just as initiators of studies in local history but also as institutions which display documentary or artifactual evidences intimately related to these local histories.

Presently, various centers dedicated to the enrichment and study of one locality's history, culture and related studies, have been established in the Philippines. They are called "local studies centers." Tracing the roots of the local studies centers in the Philippines, the Cebuano Studies Center in the University of San Carlos, Cebu City is being described as the "mother of all local studies centers" in the country (A. Crisostomo, Personal communication, February 20 2011). It was first conceived in 1972 and was established in December 1975 as part of the extension services of the University of San Carlos (Alburo 2008). Following this was the establishment of other local studies centers such as Cavite Studies Center (De La Salle University Dasmariñas), Bahay-saliksikan ng Bulacan (Bulacan State University), Center for Tarlaqueño Studies (Tarlac State University), Cordillera Studies Center (University of the Philippines Baguio), Juan D. Nepomuceno Center for Kapampangan Studies (Holy Angel University), Tayabas Studies and Creative Writing Center (Tayabas, Quezon), and Sta. Rosa Studies Center (City of Sta. Rosa, Laguna). In 2008, a local studies centers umbrella network / organization was founded and was named 'Kapisanan ng mga Bahay-saliksikan sa Bansa, Inc.' (KABANSA).

Since the establishment of these local studies centers in the Philippines, several individuals, including historians, have emphasized their importance and value. In the Philippine setting, it is acknowledged that local studies centers have the following main or ideal functions:

1) these serve as clearing house in-charge of collecting, organizing, disseminating and preserving local studies materials of their particular locality;

2) these local studies centers are responsible for conducting, publishing and promoting local historical researches;

3) these are responsible for promoting historical events and creating historical activities; and

4) these local studies centers are encouraged to establish and sustain linkage and networking with other centers, historical bodies, and government bodies both here and abroad (Foronda 1991 as cited by Jimenez 2006: 7).

According to Dr. Calairo (2007), the roles and importance of these local studies centers are already acknowledged both in the national and local levels especially in the academe. He further noted the following: 1) they have a distinct capacity to collect local materials, 2) they play a major role towards the documentation of our national history, 3) they are

partner agencies of the national government in reaching the grassroots levels, 4) they serve as links to the academic sector, the business sector, the government sector and the community in order to fully realize the national goal, which is to document the comprehensive history of the Philippines, and 5) they shape young minds, in terms of knowledge in the local and national history as well as studies.

Methodology

The concentration of numbers of local studies centers in the Central Luzon, CALABARZON and MIMAR-OPA regions of the Philippines was considered significant for carrying out this study. The main respondents of the study come from Batangas Heritage Center (BHC) (of University of Batangas*)*, Cavite Studies Center (CSC) (of De La Salle University Dasmariñas), Center for Bulacan Studies (Bahay-saliksikan ng Bulacan) (CBS) (of Bulacan State University), Center for Central Luzon Studies (CCLS) (of Central Luzon State University), the Juan D. Nepomuceno Center for Kapampangan Studies (CKS) (of Holy Angel University), and the Mangyan Heritage Center (MHC) *(*of Calapan City, Mindoro*)*.

Qualitative-descriptive research methods were employed in this study. Semi-structured interviews with the management group (directors, administrators, librarians, archivists, curator, information specialists, local history coordinators, local cultural coordinators, events coordinators, programs / services staff, etc.) of the local studies centers, and ocular visits were conducted. Historical documents and records, including websites, brochures and publications of these local studies centers were examined.

Findings and discussions
Characteristics

The findings of the study revealed the common characteristics of the selected local studies centers in Central Luzon, CALABARZON and MIMAROPA regions. The following characteristics may serve as pointers to consider in establishment or management of local studies centers in the Philippines.

a) These local studies centers have mandates from the universities or colleges (or any institutions) that house them.
b) They have budget allocations which usually come from the university or college (or any institution) that houses them. Most of them also experience budgetary problems due to insufficient budget allocation.

c) They have many linkages with different institutions, organizations, universities, etc. They all have linkages with the National Commission for Culture and the Arts (NCCA) of the Philippines.
d) They have their own programs and services. Usually these programs and services include having library materials or collections, conducting researches, conducting seminars and conferences, and having publications (books, magazine, newsletters, etc.) of their own.
e) Their actual users are mostly students.
f) The common purpose of these local studies centers is supporting the research and information needs of their users.
g) One of the usual marketing techniques they apply is having a website.

Contributions of local studies centers

This study identified some of the recent and ongoing programs, projects and services of the selected local studies centers as their contributions to the history, culture and heritage in the Philippines. A total of 65 programs, projects and services were identified, 42 of which were categorized under history, 53 under culture, and 45 under heritage (see Table 1).

Impacts of local studies centers to history, culture and heritage studies in the Philippines

In order to identify the impact of local studies centers on history, culture and heritage in the Philippines, their contributions – primarily their programs, projects and services – were identified and grouped together, and analyzed to determine the extent of their impact on the said fields (see Table 2). The findings summarized in the table reveal that these local studies centers' impact falls greatly under the "promotion and increase in awareness and appreciation of history, culture, heritage and local studies." As a result of the qualitative analysis done based on the researchers' knowledge and experiences with these, in the 13 selected and grouped common and unique programs, projects and services of these local studies centers, 8 of them evidently reflected and aimed to promote and to instil awareness and appreciation of history, culture, heritage and local studies in the Philippines. Let's take for example the seminars, conferences, lecture series and workshops conducted by these local studies centers about history, culture, heritage and local studies. According to their respective organizers and management groups, these are created and funded for the sake of promotion, awareness and appreciation of the said fields, even if the results unfold little by little.

Table 1. Contributions of selected local studies centers in the Philippines with corresponding category.

Local studies center	Programs, projects and services	History	Culture	Heritage
Batangas Heritage Center (BHC)	carries out researches and studies about *anting-anting* in Batangas		X	X
	acquires library materials for reference and research service	X	X	X
	publishes book and conducts book launching	X	X	X
	conducts an exhibit with the theme: *"Lumingon sa Lumipas: isang Sulyaap sa Uri ng Pamumuhay ng mga Batangueño Noon,"* wherein different artifacts about Batangueños lifestyle are exhibited in the UB Museum	X	X	X
	conducts a lecture-conference in cooperation with a university about discovering the unity of human experience		X	
	exhibits the photos of colonial churches in the Batangas province and paintings done by Batangueño artists	X		X
	conducts heritage tours, specifically in Taal and San Juan, Batangas	X	X	X
	creates the University of Batangas (UB) Philosophical Society, the working arm of the Batangas Heritage Center			
	conducts poetry-writing workshops		X	
	conducts lecture series and conferences on Batangueño history, culture and heritage, and even the UB's history, core values and culture	X	X	X
	develops linkages with the other local studies centers and institutions in the Philippines			
	initiates a comprehensive research program for tourism development in Mataas na Kahoy, Batangas		X	X
Center for Bulacan Studies (CBS)	spearheads historical and cultural celebrations in Bulacan such as the month-long Flag Day, Philippine Independence Day, etc.	X	X	X
	conducts lecture series, seminars, workshops and conferences on history, culture and heritage of Bulacan	X	X	X
	conducts commissioned and non-commissioned researches about Bulacan	X	X	X
	publishes DB Magazine and several books in a year	X	X	X
	provides reference services through the Filipiniana, Rizaliana and Bulacaniana collections and archives housed in CBS	X	X	X
	conducts *Talakasaysayan*, a quiz bee for high school students in Bulacan	X	X	
	develops linkages with the other local studies centers and institutions in the Philippines			
Center for Central Luzon Studies (CCLS)	caters research projects and data gathering projects, about history and other aspects of the locality	X	X	
	conducts film-showing			
	exhibits through the Central Luzon Agricultural Museum	X	X	X
	conducts museum tour	X	X	X
	participates in different historical and cultural celebrations in the university and in Nueva Ecija	X	X	
	conducts seminars and conferences	X	X	X
	produces instructional materials for schools and colleges especially for CLSU			
	develops linkages with the other institutions			
Juan D. Nepomuceno Center for Kapampangan Studies (CKS)	preserves, studies, and promotes the Kapampangan culture and language	X	X	X
	maintains and acquires library materials and archives about Kapampangans	X	X	X
	exhibits in the museum permanent gallery, which includes religious articles and altar pieces, materials relating to Kapampangan history, culture, heritage etc	X	X	X
	has a gallery that holds seasonal exhibits with varying themes	X	X	X
	produces documentaries about Kapampangan history, culture and heritage, that can be shown in the CKS theater	X	X	X
	translates old documents pertaining to the Kapampangans	X	X	X

Table 1. (continued)

Local studies center	Programs, projects and services	Category		
		History	Culture	Heritage
	documents the vanishing practices of the Kapampangans		X	X
	preserves old documents and artifacts pertaining to the Kapampangans	X	X	X
	supports cultural initiatives in Pampanga		X	X
	revives old Kapampangan traditions		X	X
	preserves and promotes church heritage in Pampanga	X	X	X
	carries out advocacy campaigns, and promotes advocacies through legislative agenda such as mandatory airing of Kapampangan music / songs in the different AM and FM radio stations in Pampanga		X	X
	establishes municipal cultural and arts councils		X	
	has "Kapampangan Center on Wheels," a travelling exhibit	X	X	X
	produces music albums, documentaries, and audio-visual presentations as materials contributing to their cause		X	
	conducts seminars and conferences related to the promotion and preservation of Kapampangan heritage, history, culture, language and related aspects	X	X	X
	develops linkages with the other local studies centers and institutions in the Philippines			
Cavite Studies Center (CSC)	gathers data from parish, municipal and/or provincial archives, and collects available memoirs and other writings about local revolutionaries, heroes and outstanding citizens	X	X	
	photoduplicates documents found about Cavite in institutions housing them especially the rare collection	X	X	X
	records, using a video camera the local customs, traditions and even folklore		X	X
	records oral histories, interviews recounted by elderly citizens or those who have intimate knowledge and experiences about certain aspect of local history, culture and heritage	X	X	X
	identifies and videotapes local historical spots	X		X
	acquires materials in any format about Cavite and what environs it	X	X	X
	conducts tribute to local historians	X		
	conducts annual seminars and workshops on local history and culture, regional and national conferences	X	X	X
	publishes newsletter, Galeon, and books about Cavite	X	X	X
	conducts book launchings which are held in different locations in Cavite	X	X	
	holds exhibits about Cavite	X	X	X
	participates in historical events commemoration and cultural activities in DLSU-D and in Cavite, such as the proclamation of the Philippine independence and Flores de Mayo	X	X	X
	has reference and research assistance	X	X	X
	organizes personal collections loaned to CSC			
	has consultancy services for local studies and local studies centers			
Mangyan Heritage Center (MHC)	acquires and maintains materials about the Mangyans	X	X	X
	conducts workshops, festivals, and lectures that tackles Mangyan-relevant issues and concerns	X	X	X
	focuses on Mangyan awareness program, including mobile exhibits and lectures throughout the country and cultural festivals in Mindoro		X	X
	conducts research, documentation and publication of Mangyan history, customary laws, traditional practices and reference material	X	X	X
	has community-based culture and development program, (includes scholarship grant, culture training workshops for Mangyan youth, technical support to Mangyan peoples organizations and inter-cultural exchange between Mangyan tribes)		X	
	conducts institution building, including orientations and consultations with Mangyan communities, volunteer coordination and networking with allied institutions and individuals		X	X

Table 2. Selected contributions of local studies centers and their impact on history, culture and heritage studies in the Philippines.

Selected contributions of local studies centers to history, culture and heritage	Impact on history, culture and heritage in the Philippines
Publications (books, newsletters, journals, etc.) about history, culture, heritage and local studies	Increase in the available literature and resources on the field of history, culture and heritage in the Philippines, particularly emphasizing the local studies
Seminars, conferences, lecture series and workshops about history, culture, heritage and local studies	Promotion and increase in awareness and appreciation of history, culture, heritage and local studies, thus opening opportunities and interests for research on the said fields
Exhibits of artifacts, etc. about the locality in museums and galleries	Promotion and increase and in awareness and appreciation of history, culture, heritage and local studies
Researches and studies on history, culture, heritage and local studies	Increase in the interest for research on the fields of history, culture, heritage and local studies, thus enriching and widening the views and understanding of the said fields
Acquisition and maintenance of library materials, special collections, archives and materials in any format relating to the locality for reference and research services	Availability of centrally and scholarly diverse choices of materials for research and study of history, culture, heritage and even local studies
Travelling exhibits	Promotion and increase in awareness and appreciation of history, culture, heritage and local studies
Cultural and heritage tours	Promotion and increase in awareness and appreciation of history, culture, heritage, tourism and local studies
Community-based culture and development program for indigenous people / locality	Preservation of indigenous history, culture and heritage, and at the same time helping the indigenous members of the community
Tribute to local historians	Promotion and increase in awareness and appreciation of the importance of local studies and the local people contributing them
Spearheading of historical and cultural activities as well as commemoration of significant events in history	Promotion and increase in awareness and appreciation of history, culture, heritage and local studies
Revival of old traditions and vanishing practices of a locality	Preservation of cultural heritage, promotion and increase in awareness and appreciation of this culture and heritage
Creation and production of documentaries about history, culture, heritage and local studies	Promotion and increase in awareness, appreciation, and available resources of history, culture, heritage and local studies
Spearheading of the preservation and promotion of significant historical, cultural and heritage landmarks, monuments, etc.	Promotion and increase in awareness and appreciation of history, culture, heritage and local studies

Case studies

To further illustrate these impacts, individual case studies of Mangyan Heritage Center and Juan D. Nepomuceno Center for Kapampangan Studies are presented here.

Mangyan Heritage Center: case study

Mindoro Island, seventh largest in the Philippines, is inhabited by an indigenous group called Mangyans. They are the original inhabitants of Mindoro, and they live in the island's interior that even up to now is still hardly accessible. Due to the influx of migrants and land grabbers, they have retreated into the interior (Schult 1991). This unfortunate event didn't stop the desire of Mindoreños and outsiders to revive and preserve the Mangyan culture, so local studies centers were put up for the purpose of collecting and preserving works related to Mindoro and the Mangyans.

The Mangyan Heritage Center (MHC) was built with the thrust of promoting the island of Mindoro and to study and preserve the history, culture and heritage of the Mangyan people, its original inhabitants. Mangyan Heritage Center maintains its collection on the cultural heritage of Mindoro in line with its goals and objectives. Available documentation of the Mangyan heritage was composed of books about the Mangyan culture, Ambahan books, Ambahan poems in audio format, photographs of Mangyans and their activities from 1900s up to the present, and theses and

Figure 2. The Mangyan Heritage Center.

dissertations pertaining to the island of Mindoro. One of the center's valuable contributions is its catalogue that can be accessed through http://mangyan.org/cata logue/ and contains more than 2,000 Mangyan-related documents from the 1570s to the present. This includes material from world-renowned anthropologists who conducted extensive studies on the Mangyans in the 20th century, such as Yale University Professor Emeritus Harold Conklin (USA), Dr. Masaru Miyamoto and Yasushi Kikuchi (Japan), and Antoon Postma (The Netherlands) (Mangyan Heritage Center 2012).

This program of the MHC indeed provides a rich variety of literature and scholarly resources about the Mangyans, in understanding their culture and heritage as well as the history of Mindoro. The availability of the catalogue online contributes to the promotion and increase in awareness of Mangyan / indigenous studies, making it easily available to a wide range of people.

Juan D. Nepomuceno Center for Kapampangan Studies: case study

The Juan D. Nepomuceno Center for Kapampangan Studies (CKS) was established to preserve, study, and promote the Kapampangan cultural and historical heritage. Holy Angel University (HAU) established CKS as it felt that Pampanga's proximity to Metro Manila threatens the continuity of Kapampangan, its regional language. Also there was a felt need to establish the CKS since the eruption of Mount Pinatubo in 1991 buried heritage places, destroyed historical artifacts and caused the discontinuance of some cultural practices (Center for Kapampangan Studies 2008). Before the CKS was established, HAU had already integrated to its collegiate curriculum the teaching of Kapampangan history, culture and society.

The programs and services of CKS may fall in any of these categories: research, advocacy, museum, gallery, library and archives. Under research and advocacy are programs and services that preserve, study, and promote the Kapampangan culture and language. Aside from these, the CKS has a theater, library, archives and museum devoted for its purpose. CKS also has its Kapampangan Center on Wheels, which is a travelling exhibit. Researches of CKS are also being published. They also produce music albums, documentaries, and audio-visual presentations. CKS also conducts seminar and conferences. CKS is able to do these programs and services through the support of HAU and other partner institutions. (Center for Kapampangan Studies 2012)

As a result of all of these efforts, the preservation and promotion of Kapampangan history, culture and heritage is highlighted. A staff member of CKS, Mr. Alfonso illustrated this impact by mentioning that

Figure 3. Mangyan Heritage Center's collections.

Figure 4. Juan D. Nepomuceno Center for Kapampangan Studies' library, and the research and reference area.

some people visit CKS to get copies (sometimes in MP3 format) of music or songs in Kapampangan produced by CKS (Personal communication, February 10 2011). He stated that CKS had become more famous than HAU, which is the university that houses CKS.

He also mentioned that CKS has been featured by and been known to the media and a lot of people from different origins. Mr. Alfonso said that the foreigners who visited CKS were amazed and that they could not believe that such a center could exist in the country,

Figure 5. Juan D. Nepomuceno Center for Kapampangan Studies' archival collection display.

Figure 6. Juan D. Nepomuceno Center for Kapampangan Studies' museum.

especially in the province of Pampanga. In this way, the increased appreciation of Kapampangan history, heritage and culture is clearly seen.

Conclusion

Local studies centers are specialized information centers combining features of a library, an archives and a museum. In the Philippines, the first local studies center was established in 1975 and since then, many followed. The premise of this study was based on the assumption that local studies centers, through their programs, projects and services, have caused a significant impact on historical, cultural and heritage studies in the Philippines. In this regard, an investigation on the nature, programs, projects and services,

and impact on history, culture and heritage studies in the Philippines of these local studies center was undertaken.

Evidently based on the qualitative analysis done, literatures and accounts emphasize the importance and value of these local studies centers in the Philippines, specifically in history, culture and heritage. There is a significant number of programs, projects and services identified which are considered as the contributions of local studies centers to history, culture and heritage in the Philippines. This has had a considerable impact on the promotion, awareness and appreciation of history, culture, heritage and local studies in the Philippines. Specific case studies validate this impact.

The findings of this study reveal that local studies centers in the Philippines, since their first establishment in 1975, truly play an innovative, transformative and important role in the field of history, culture and heritage in the Philippines.

Recommendations

The following are recommended based on the above findings:

1. Develop guidelines or pointers to consider in establishing and maintaining local studies centers.
2. Establish and sustain new local studies centers in the Philippines, which geographically and strategically well-planned.
3. Conceptualize and implement appropriate, effective and efficient marketing and promotion of the local studies centers, with emphasis on its programs and services.
4. Allocation and provision of sufficient resource (finance, manpower, facilities and support) for the local studies centers should be given priority.
5. Further research should be done on the other aspects of local studies centers and also in expanded geographical venues.

Acknowledgements

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Demographics of the library and information profession in Kuwait

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Abstract
In feminized professions like library and information science, it is surprising that examining the status of gender within the field and as part of the sociology of the profession has been evaded in the literature generally. This study looks at women LIS alumni in Kuwait as a subpopulation and also investigates gender relevant issues. Based on the results of a questionnaire survey and phenomenological discussion groups, the paper discuses issues such as employment, management, academic positions, and ICT skills, in addition to barriers to professional progression. Other issues, such as professional development and lifelong learning skills, curricular changes in MLIS, title of the MLIS and image of the profession and finally career positions and salaries of the professional LIS community are discussed in light of the experience of the MLIS alumni in Kuwait. This paper is a complement to the authors' paper, 'Library and information science alumni of Kuwait University: Tracking positions and functions' (*IFLA Journal* 38(3): 111–122).

Introduction

The desire to keep men in the top leadership and management positions in the library field has marked the demographics of the profession and has been echoed since Melville Dewey's first library economy school. Dewey's first class had many women students who became leaders in the profession and who through their own endeavors left their marks in the field (Weigand 1996). In addition, the Williamson report, which is still considered a hallmark in the profession of library and information science (LIS), echoes sentiments of "gender segmentation" (Brand 1996).

The over-representation of men in leading positions in spite of the over-representation of females in the profession has been referred to as "gender stratification" of the profession. Unfortunately, women have often played into creating these situations and beliefs. Suzanne Hildenbrand (1999), from the school of information and library studies at the University of Buffalo, wrote about how historically inhospitable the environment has been in the LIS profession in matters of gender and ethnicity. She recounts the historically consistent "gender over merit" favoritism in the LIS field, and stresses the importance of, and need for studying gender stratification in librarianship. She

asserts that, "Researchers may be discouraged from examining these topics by both the ideological nature of the issue and the lack of data." However, gender data exists for the Kuwaiti MLIS alumni and its analysis for the sake of this study adds to a body of literature that is generally being neglected in the LIS profession.

The study at hand builds on a previous market study that attempted to profile the (MLIS) alumni of Kuwait University (Alqudsi-ghabra and Almuomen 2012). However, this study attempts to document the demographics of the LIS profession in Kuwait, to ascertain if gender stratification or segmentation exist among alumni in Kuwait. Furthermore, it attempts to shed light on issues pertaining to the status of women in the LIS profession in Kuwait; it is an attempt to contribute to the social history of the profession generally, and in Kuwait, particularly. This study aims to add to a scant body of literature on the topic and to add to the literature on LIS profession generally.

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Relevant literature

Attempts to develop any theoretical frameworks for the social history of the LIS profession are very rare in the literature. However, in 1996, Celia Davies considered the problem to be one of putting women in ill-defined jobs rather than excluding them from professional jobs. In the United States, the growing number of women entering various professions has been documented, yet little attention has been paid to obstacles that face women and hinder their advancements in their jobs (Davies 1996). Studies of professions that attempt to tackle gender issues may be ignored or devalued. According to Davies, a publication of two companion studies on professions in Europe and English speaking countries that constituted a " large-scale, international review of the field managed to remain silent on the topic, despite its 22 essays in a two-volume publication (Burrage and Torstendahl 1990; Torstendahl and Burrage 1990). An American collection in the same year similarly lacked material addressing gender in any fashion (Lopata 1990)." According to Davies (1996), the situation in Britain seems to reflect the same phenomenon too.

The last decade has witnessed a growing interest in examining the status of gender in the LIS field as part of the social history of the profession including employment, management, academic positions, and information and communication technology (ICT) skills, in addition to barriers to professional progress (e.g., Hamade 2011; Golub 2010; Record and Green 2008; Dillon and Noris 2005; Ladenson 2003; Hildenbrand 1999; McDermott 1998). The following review aims to synthesize the studies that have examined gender issues within the LIS profession in an attempt to explore the major themes that have been tackled and the areas that need further investigation. A critical analysis of the studies reveals that those that have looked into gender issues within the LIS field can be classified into two major categories: those focusing on library/management issues vs. information technology; and those that look into gender issues related to skills, knowledge of ICT, and barriers that may have contributed to stratification and gender inequity in the LIS profession. The following review examines those categories in detail.

Library management vs. information technology

It is evident that the majority of studies that have tackled gender issues have focused on one common theme–that library and management work has been done mostly by females and that the technological aspects of the work have been mostly done by males.

Amanda Bird (2007) states that "male librarians hold the majority of upper management positions within libraries". She attributes that to 'learned' gender behaviors and stereotypical managerial roles. Bird thinks that gender role stereotypes are directly connected to feminized professions. She continues to explain how working women' roles have been undervalued as well as all attributes of femininity such as "patience, acquiescence, horizontal consensus (opposed to vertical hierarchies, which are associated with men), and the need for validation". Bird states firmly that "Despite the fact that most librarians are women, women do not hold the majority of management positions in libraries. Women hold only 32.3 percent of managerial and professional jobs in Canada, and they occupy less than five percent of *senior* management positions".

Golub (2010) reviewed the gender divide in librarianship, in the United States, historically. Golub's analysis revealed a new pattern of career tracking, for the United States, based on gender wherein women are associated with management and men with technology. The author explored the factors that led to this gender-traditional divide in an attempt to predict the possible emergence of a 21st-century gender divide, different in its characteristics and analyzed the effect that such a gender divide could have on librarianship. Among the issues is the association, made by the author, of librarianship with a lower status due to its female-dominated workforce, and that this lack of status caused problems such as persistently low salaries, and the poor image of the field.

Tawny Sverdlin (2008) provided a brief historical background of the status of females in the library field in the US, especially in the late 19th century. The author reviewed the achievements of female librarians such as Mary Wright Plummer and Katherine Sharp, whose effects on the field are well documented, and who exerted great effort to change the status of female librarians. Plummer, for instance (1856–1916) is a librarian, author and leader who held various positions in the American Library Association (Florence and Jarvis 2002). She ran Pratt Institute, and was one of the seventeen women in Dewey's first library class at Columbia library school. Sharp (1856–1914) who was another one of Dewey's students of the first class too, was an active member with the library profession for 19 years and founded the University of Illinois Library School (Wiegand 1996). Both Plummer and Sharp are considered pioneer female librarians of the 20th century. Sverdlin's paper showed how, despite many efforts by such historic figures, society still persisted in applying a feminine label to the field. Based on the review, the author called for a new definition of

value in assigning worth to women's library work. The author also referred to the necessity of librarians examining the cultural and political factors that create gender dichotomies.

Record and Green (2008) explored the literature on managerial trends and gender issues in library management from the male perspective. The authors studied why men continue to be "over-represented" in library management positions at the expense of the "over-representation" of women in the field. The authors discussed gender imbalances over time, and reviewed the history of women in American librarianship during the 20th century, and changes that have taken place. The article also tackles the issue that men in the profession are viewed as more technologically capable than women.

For his part, Ladenson (2003) reviewed the historical and social perspectives on gender and library management. He provided a brief account of gender discrimination in the LIS profession from 1870 through 1990, during which time women made considerable progress in American library management. Ladenson also found, from reviewing studies, that the increasing numbers of women who occupy library management positions have "prompted an unresolved debate about gender differences in leadership styles and strategies." As there are a considerable number of women in management, more studies are needed. The author pointed to the fact that during the late 20th century, an increasing number of white women gradually entered management positions. He examined interviews of women in the literature in order to explore their perceptions. Additionally, he reviewed studies of women's increasing participation in administrative positions in an attempt to provide an impetus for discussion and debate about gender differences in management styles and strategies. Finally, he examined studies that have previously looked into the employment of white women vs. women of color.

Tackling the same issue from another angle, Dillon and Norris (2005) examined major claims for a new crisis in LIS education and concluded that data do not support most of the popular criticisms made of the field. Their examination of themes pointing to the crisis in LIS highlight the gender divide that places female faculty on the library side of the scholarship divide. They warn against the potential for this making schools male-dominated as library education is replaced by information science education. Examined statistical data on faculty demographics over the last 28 years show a pattern that indicates a steady trend among LIS faculty toward equalization of gender representation and away from a nearly 60:40 historic male to female ratio. Dillon and Norris further found

that Association for Library and Information Science Education (ALISE) statistical data show that senior positions do not exhibit gender equality but that the percentage of female faculty is increasing at senior ranks. Consequently, they refer to gender imbalance in the previously female-dominated rank of assistant professor. All issues discussed imply that females are contributing to the development of LIS education by teaching both library-oriented courses and information science-oriented courses.

ICT skills

Apart from the issue of library vs. technology, other studies on gender have examined barriers to women's progress in the field and the ICT skills needed to maintain a good position within the LIS sphere. In 2005, the United Nations' Division for the Advancement of Women produced a lengthy report on gender equality and employment. The report highlighted the existence of a gender divide in the field of ICT, reflected in the lower numbers of women accessing and using ICT compared with men. The report noted the need to address the divide in order to avoid any increasing gender inequalities.

McDermott (1998) studied barriers to women's career progress in the field of LIS and presented the results in two articles based on a PhD thesis whilst being a tutor at the University of Wales, Aberystwyth, UK. The author used in-depth interviews together with written notes from women librarians of various ages and social and ethnic backgrounds. It was found that the main barrier to women making progress in the field was the "double burden." The double burden includes two main issues: the emotional strain that accompanies carrying responsibilities and the daily routine of domestic duties. Frequently mentioned issues were flexible work schedules, career breaks, and additional childcare.

In addition, Simon (2006), also from the University of Wales, explored women's perceptions of technological change in the information society and focused on the concept of "information rich and information poor." Simon used the "information-society concept" as a flexible framework and adopted a qualitative approach in using in-depth interviews and focus-group interviews. Simon used a snowballing technique to make contact with 50 women, aged 20 to 70+ and from different backgrounds. Major areas arising from the interviews were the concept of the "information rich and information poor," the effects of new technologies, and the future of community in the Internet age. Simon found that there was a positive, yet "ambivalent" attitude toward new ICTs.

Findings were related to positive attitudes and experience, feeling at ease in the library context, and critical and ambivalent attitudes. Among the characteristics of the research findings were the combination of positive attitudes toward ICT change and some reservations expressed toward new technologies. However, as the author indicates, this is evidence of critical thinking about changes in information technologies.

Hamade (2011) examined if there was a difference in acquisition of information technology skills between male and female students by evaluating the effectiveness of teaching information and computer skills to freshmen at the College of Social Sciences at Kuwait University. He used a questionnaire in the form of a timed test at the beginning and end of the semester, and found that female students started at a lower level of knowledge of ICT than male students, but ended the semester with a great improvement, reaching a level similar to that of male students.

Partridge, Lee, and Munro (2010) report on an Australian project that identifies the key skills and knowledge required by the "librarian 2.0." Fourteen focus groups were conducted with 81 members of the Australian LIS profession. Participants in the focus groups came from different groups of librarians: public, academic, government, special libraries, and LIS education. One interesting characteristic of the project is related to the distribution of gender: 72 females participated, as opposed to 9 males—a fact, as the author indicates, reflecting the dominance of females in the LIS profession. The themes that emerged from the interviews were related to technology, communication, teamwork, user focus, business savvy, evidence-based practice, learning and education, and personal traits. The study's findings also suggest that the librarian 2.0 is undergoing a significant shift in attitude. The study also shows that the librarian 2.0 is more defined by high-quality transferable skills and interpersonal abilities than by technology, and is more about changing attitudes and ways of thinking. Surprisingly, the author did not make note of gender as a factor that may have affected the data collected from women vs. men, given the big difference in the numbers of each.

Hildenbrand (1999) examined gender issues in emerging education programs for LIS in the US. He provided an overview of the historic role of library education in gender-disparate positions and issues and the gender-technology links in society, and concluded with suggestions for those concerned with gender equity in the information age. He furthermore looked into library education and gender satisfaction; computers and gender; and library education, the information age, and gender satisfaction. He examined literature on computers and gender and discussed the issue of associating the use of technology and computers with men. Hildenbrand raises a valid question as to whether formal computer training can narrow or increase the gender gap. Additionally, he raises more questions on who is attracted to these programs as students and as faculty and how they compare with those studying in similar academic professions.

Methods of study
Stratified data analysis
The core of the study at hand comprises a stratified analysis of data that investigates the demographics of people in this profession generally in Kuwait and explores issues pertinent to women as a separate subpopulation more specifically. Feminization of professions is a phenomenon worthy of being studied, the LIS profession included, and this is why this paper examines the feminization of the Kuwaiti alumni. Data were analyzed at first level in order to profile the alumni of the Kuwaiti market generally (Alqudsi-ghabra and Almuomen) and look at women's issues, in the study at hand, in a "feminized profession."

Bradley L. Kirkman and Gilad Chen, in their recent article, 'Maximizing your data or data slicing' (2011), wrote about multiple-paper publishing that has to rely on "analyzing each potential contribution with regard to the various elements of each paper including: the research question, theories used, the constructs/variables included, and the theoretical and managerial implications."

From the onset of data collection, variables for each study were recognized and various elements including the focus, theories, and theoretical and managerial implications were identified. Some variables examined in the two papers overlap; however, both include data with variables that enliven the results. In short, this article with the preceding one (Alqudsi-ghabra and Almuomen 2012) complement each other and provide a deeper understanding of the Kuwaiti market in terms of the LIS profession to an extent that goes beyond what each study can provide separately.

From the outset, the two papers were planned, and data were collected, analyzed, and used accordingly. Each paper has its own contribution, merits, results, and significance. The theoretical and practical implications of each paper are different, and each, on its own, is an addition to the body of literature. In summary, the contribution of both papers is very significant and adds to a body of literature that is scant.

Contacting the data sample was a challenging chore that necessitated collection of data in one survey, which was designed and conceived with the two papers in mind. The two papers complement each other in a way that provides a better understanding of the information profession and its alumni than either paper alone. Thus, to maximize the use of data, the study at hand looks deeply into women alumni as a subpopulation and investigates all gender-relevant issues that can be ascertained in order to advance knowledge about this issue in the belief that "the ultimate goal of science is to *build* and *advance* our knowledge base" (Kirkman and Chen 2011).

Data results collected through the questionnaire

The first graduate professional degree in LIS was granted in 1998 by Kuwait University's Master program that was started in 1996. By 2010, a total of 167–of whom 41 (24.5 percent) were men and 126 (75.5 percent) were women–had graduated (Alqudsi-ghabra and Almuomen). The authors distributed a survey that included 25 questions, open-ended and closed, designed to profile the alumni in the Kuwaiti market. The survey sought information in six areas (Aqudsi-ghabra and Almuomen): demographic, educational, reasons for joining the MLIS program, career changes after obtaining the MLIS degree, functions on the job, and skills needed and learned. The study had a high response rate, with 92 of 145 identified graduates replying to the survey, and 93.5 percent of the respondents who started the survey completing it. Gender tabulation was done with different variables. All significant data were then examined, analyzed, and related to the literature (Alqudsi-ghabra and Almuomen).

Gender-relevant results confirm that the LIS profession in Kuwait is feminized. According to Alqudsi and Almuomen, between 1996 and 2012 a total of 167 students graduated: 41 males and 126 females. Out of a total of 92 respondents to the survey questionnaire, 69 were females and 22 were males and only one skipped the questionnaire. Most of the females pursued their degree during their childbearing years (30–40), but some did so after the age of 50 and some while in their 20s. None of the males who pursued the MLIS degree did so early or late in terms of their age. Female respondents had been on the job for more than 10 years. Tables 1 and 2 clearly confirm the "double-burden" phenomenon in Kuwait. Discussion groups held with the Kuwaiti alumni, described later in the study, confirmed this as well.

Table 1. Age when pursuing the MLIS.

Age	Male	Female	Response totals
20–30	0.0% (0)	21.7% (15)	16.5% (15)
31–40	68.2% (15)	44.9% (31)	50.5% (46)
41–50	31.8% (7)	26.1% (18)	27.5% (25)
50+	0.0% (0)	7.2% (5)	5.5% (5)

Table 2. Years on the job.

	Male	Female	Response totals
Less than 5 years	18.2% (4)	20.3% (14)	19.8% (18)
5–10 years	36.4% (8)	31.9% (22)	33.0% (30)
10+	45.5% (10)	47.8% (33)	47.3% (43)

Table 3. Status while studying.

	Male	Female	Response totals
Full-time student	13.6% (3)	33.8% (22)	28.7% (25)
Part-time student	31.8% (7)	23.1% (15)	25.3% (22)
Full-time student with job	0.0% (0)	10.8% (7)	8.0% (7)
Part-time student with job	54.5% (12)	32.3% (21)	37.9% (33)

None of the males pursued their MLIS degree as full-time students while having a job. In contrast, 10 percent of the females were full-time students while having a job; 33.8 percent pursued the degree full-time (without a job); 32.3 percent were part-time students who had jobs; and 23.1 percent were part-time students without jobs. Tables 3 and 4 illustrate this.

More than half of the respondents pursued the degree while married, while 32.2 percent pursued the degree as single students. It is noteworthy that in the past few years since the Department of Library and Information Science (DLIS) initiated a minor program in Information Studies (IS), more new graduates are joining the MLIS program after getting their Bachelor's degrees that included a minor in IS. This could account for the number of single students pursuing their MLIS–33.8 percent of females and 27.3 percent of males–as Table 4 illustrates.

This study of Kuwaiti alumni shows more men in technology than in administration, with 9.1 percent of men and 21.2 percent of women in administration vs. 22.7 percent of men and 15.2 percent of women in technology. Table 5 illustrates this.

Table 4. Marital status while studying.

	Male	Female	Response totals
Single	27.3% (6)	33.8% (22)	32.2% (28)
Married (no children)	22.7% (5)	13.8% (9)	16.1% (14)
Married with 1 child	9.1% (2)	9.2% (6)	9.2% (8)
Married with 2 children	13.6% (3)	13.8% (9)	13.8% (12)
Married with 3 children	27.3% (6)	21.5% (14)	23.0% (20)
Other	9.1% (2)	9.2% (6)	9.2% (8)

In addition, when the number of doctoral students on scholarship abroad to get doctoral degrees to become faculty is added to the number of those who are already academic faculty, the total consists of more males than females. This, interestingly enough, is consistent with this phenomenon worldwide. The literature surveyed confirms this, too. Furthermore, statistics obtained from the department for the year during which the study was conducted, 2010, show 13 faculty members: 7 men and 6 women. This coincides with the 60:40 ratio the literature cites for the United States, especially when including scholarship students obtaining doctoral degrees. The past few years have witnessed steep investment on the part of the university to build a national body of faculty by sending Kuwaiti students abroad for doctorates generally and for this growing department specially.

Data results collected through phenomenological group discussions

To support the data gathered through the questionnaire and to tap more into this phenomenon and ascertain issues supported by the numbers, another step was taken. Lester (1999) explains the phenomenological study approach fully (n.d.: 1), emphasizing, "[T]he purpose of the phenomenological approach is to illuminate the specific, to identify phenomena through how they are perceived by the actors in a situation. In the human sphere this normally translates into gathering 'deep' information and perceptions through inductive, qualitative methods such as interviews, discussions and participant observation, and representing it from the perspective of the research participant(s)."

As Lester explains (1999: 2), "A variety of methods can be used in phenomenologically-based research, including interviews, conversations, participant observation, action research, focus meetings and analysis of personal texts. If there is a general

principle involved it is that of minimum structure and maximum depth, in practice constrained by time and opportunities to strike a balance between keeping a focus on the research issues and avoiding undue influence."

In light of this, invitations for group discussions were sent to all respondents of the market survey of MLIS graduates. Seven emails bounced back immediately. Of those receiving the invitations, seven participated in the first group, four females, and three males; and seven participated in the second group, one male, and six females. Six others confirmed that they would be coming but did not show up for the group discussions. The first group met from 7–10 p.m. and the second from 7–9:30 p.m. In total, 14 participated in the two groups: 4 males and 10 females.

The majority of female attendees reflected the general trend in the program toward a feminized profession. The MLIS program has had more female students than males since its establishment in 1996. Qualitative data were collected from the two discussion groups, transcribed, and translated into English. Data were then analyzed.

The following section presents the results of the analysis, and attempts to categorize the outcomes of the discussion groups into interrelated themes and to draw a profile of this profession. A thematic approach was used to further analyze the coded transcripts. The analysis of the qualitative data included consideration of the respondents' comments and perceptions of their MLIS degree in light of their experience before and after getting it.

The major issues covered in the discussions addressed the following questions: would you obtain the degree again? How did the MLIS degree affect your job and position? What skills do you wish you had learned when you attended the program?

Participants in the discussion groups held the following positions:

- Public relations at the Ministry of Communications (one male)
- Teacher of interior design at a government school (one male)
- Director of Information Resources at the National Council of Arts and Culture (one female with another MA in Business and currently studying for a PhD)
- Trainer and an IT position at the Kuwait Fund for Arab Economic Development (two males)
- Assistant to Kuwait University Library Director/ Senior Librarian at Kuwait University Library Administration (one female)

Table 5. Functions/jobs.

	Male	Female	Response totals
Reference	13.6% (3)	15.2% (10)	14.8% (13)
Circulation	18.2% (4)	12.1% (8)	13.6% (12)
Bibliographic instruction	13.6% (3)	9.1% (6)	10.2% (9)
Collection development, acquisition, and selection	18.2% (4)	19.7% (13)	19.3% (17)
Organization/cataloging and classification	13.6% (3)	13.6% (9)	13.6% (12)
Administration	9.1% (2)	21.2% (14)	18.2% (16)
Technology	22.7% (5)	15.2% (10)	17.0% (15)
Publishing	9.1% (2)	0.0% (0)	2.3% (2)
Doctoral student	9.1% (2)	7.6% (5)	8.0% (7)
Faculty at KU	13.6% (3)	10.6% (7)	11.4% (10)
Faculty at PAAET	13.6% (3)	7.6% (5)	9.1% (8)
Scholarship student from KU	4.5% (1)	0.0% (0)	1.1% (1)
Scholarship student from PAAET	0.0% (0)	0.0% (0)	0.0% (0)
Other	40.9% (9)	33.3% (22)	35.2% (31)

- Academic Assessment Office at the College of Education, Kuwait University (one female, currently studying for a PhD)
- Assistant Manager at an insurance company in the private sector (one female, studying for another MA)
- Kuwait Social Civil Services (one female)
- Government hospital lab (one female)
- Kuwait University IT Department (one female)
- Editor at a weekly magazine (one female)
- Teaching Assistant at the DLIS (one female)
- Government hospital nutrition department (one female)

In addition to the gender issues looked at, four other issues emerged from the analysis of data collected from the two discussion groups. These are: professional development and lifelong learning skills; curricular changes to the MLIS program; the title of the MLIS degree and the image of the profession; and career, position, and salary. These issues are discussed in detail in the following section and supported with participants' quotes.

Thematic analysis of the issues

Gender issues

Of the 14 graduates in the two discussion groups, the majority (10) were female and 4 were male. This reflects the general composition of students in the program, which seems more attractive to women. Regardless of gender, participants reiterated the feeling of being overwhelmed when studying, as most of them juggled several responsibilities daily. Many studied while taking care of their families and while having demanding jobs. The "double-burden"

Table 6. Salary increase.

	Male	Female	Response totals
Yes	63.6% (14)	58.5% (38)	59.8% (52)
No	36.4% (8)	41.5% (27)	40.2% (35)

phenomenon seems very clear. Furthermore, they expressed feelings of being dealt with unfairly when it comes to salaries, compensation, titles, and advancement, even for those working in the private sector. Table 6 shows that 36.4 percent of males and 40.2 percent of females had no salary increase after getting the MLIS degree. Table 7 shows the salary ranges in Kuwait among the alumni. Even though a combined majority of salaries–54.5 percent of males and 34.4 percent of females–exceed monthly KD 1000, there is a clear discrepancy between salaries of females and males. This point was reiterated continuously, reflecting the "double burden" and "double standard" that women are subjected to and one that McDermott (1998) studied.

The discussion groups brought up civil service laws and policies that do not count the MLIS degree nor compensate for it in two cases: if the graduate's undergraduate degree is not in the same field, which is the case for the majority of MLIS alumni; and if the employee sought the degree after being appointed rather than having it before appointment. This by itself poses several questions about the process of employment and its problems. One participant said:

> I tell my daughter to pursue her master after the B.A. and never stop. I do not want her to repeat my mistake and stop with the M.A. My title and position happen to be good and prestigious but I

Table 7. Salary range.

	Male	Female	Response totals
400–450	9.1% (2)	3.1% (2)	4.6% (4)
450–500	9.1% (2)	1.5% (1)	3.4% (3)
500–550	0.0% (0)	1.5% (1)	1.1% (1)
550–600	0.0% (0)	1.5% (1)	1.1% (1)
600–650	4.5% (1)	3.1% (2)	3.4% (3)
650–700	0.0% (0)	3.1% (2)	2.3% (2)
700–750	4.5% (1)	1.5% (1)	2.3% (2)
750–800	0.0% (0)	3.1% (2)	2.3% (2)
800–850	4.5% (1)	7.7% (5)	6.9% (6)
850–900	0.0% (0)	6.2% (4)	4.6% (4)
900–950	0.0% (0)	7.7% (5)	5.7% (5)
950–100	13.6% (3)	29.2% (19)	25.3% (22)
Other	54.5% (12)	35.4% (23)	40.2% (35)

am not compensated properly and financially for the hard work I do.

Professional development and lifelong learning skills

Graduates in the two discussion groups were asked what skills they gained from getting the MLIS degree and what impact those skills have had on their professional career. They were also asked about what skills they wished they had gained during their study for the MLIS degree. Benefits from the skills they gained were an issue that emerged repeatedly in the two groups. The majority of graduates employed in both the private and public sectors indicated that they had gained "transferable" skills, such as searching for information and research methods skills; how to initiate search strategies; how to use databases to look for information; and how to use keywords to retrieve information. For example, two graduates indicated that they were completely satisfied with the benefits of the skills they learned:

> We have learned many skills during our MLIS courses; one was the research methods class, during which we have had a great benefit of knowing how to write academic research.

The majority of alumni expanded on the issue of making the best of the skills they learned and how that has helped them in their careers. They expressed the need for more practical material rather than theoretical. One of the participants focused on management skills and on how much of a benefit they are to her career:

> I work in the Social Civil Service as head of the training department and the skills I have gained from

studying the library management course were helpful indeed, especially that I have to manage many programs and have to set the vision, mission, and goals for the training courses we offer.

In the group discussions, there was a general feeling of satisfaction with the skills gained from earning the MLIS degree such as search techniques and research methods. Being able to evaluate information resources was also a skill highlighted by the majority of the participants. However, the majority of participants also expressed the need to focus more on the practical side in courses offered by the program rather than on the theoretical aspects. Table 8 illustrates clearly the areas in which female and male students wish to gain more: technology (Internet, digitizing, and web design); communication; leadership; and administration. Moreover, management skills generally were a recurrent theme expressed by a number of graduates in the discussion groups, as one of them indicated:

> I must admit that management skills are beneficial transferable skills that I have gained from joining the MLIS program. Furthermore, time management skills and techniques of handling and managing stress, I had to practice while studying, are transferable skills I use constantly.

Results of the questionnaire and discussion groups support each other. The participants expressed the need for teaching more skills in the fields of information technology, information management, and research methods. As for the practicum, several expressed the value of it if taken more seriously rather than treating it as a requirement to fulfill. One participant said:

> To make use of the practicum, students need to be more involved and have a stake in it. It needs to be more relevant to us.

The majority of participants indicated that they did not regret joining the program. As they are in so many diverse careers, as the discussion groups and the market study both indicate, several graduates expressed the need to take courses in other relevant departments. Actually, the interdisciplinary nature of the profession dictates that students in the MLIS program do take some courses in other relevant departments in areas such as management, leadership, information systems, and communication. One participant added:

> There are so many combinations of courses in other departments that would have added to areas I am

Table 8. Skills they wish they had gained.

	Male	Female	Response totals
Bibliographic instruction	9.5% (2)	11.9% (7)	11.3% (9)
Cataloging, organization	14.3% (3)	3.4% (2)	6.3% (5)
Collection development	28.6% (6)	1.7% (1)	8.8% (7)
Internet searching	23.8% (5)	13.6% (8)	16.3% (13)
Web design	33.3% (7)	66.1% (39)	57.5% (46)
Digital media and digitizing	23.8% (5)	44.1% (26)	38.8% (31)
Management	23.8% (5)	20.3% (12)	21.3% (17)
Communication	33.3% (7)	23.7% (14)	26.3% (21)
Leadership	33.3% (7)	25.4% (15)	27.5% (22)
Other	23.8% (5)	13.6% (8)	16.3% (13)

interested in, but, unfortunately, I did not have this option.

Curriculum changes in MLIS

The majority of participants in the discussion groups expressed negative views of some courses in the program and wished they were not taught any more. One example is the cataloging class, which is of a technical nature. On the other hand, analysis revealed that the most beneficial courses were related to the Internet, searching for sources, business and management, research-related courses, and the practicum when relevant. This was more evident in responses from alumni who graduated during the first few years in which the degree was offered rather than in recent years, after department resources became better, and more technology courses were incorporated. For example, the Internet course was first introduced in 2000, four years after the beginning of the MLIS program. Before this, students did not have the privilege of technology courses and relevant technology equipment and laboratories, except for an introductory course. This raises the question of the need to develop different tracks within the MLIS program that would allow students the freedom of choosing a specialization within the field from among several options. It also points to the need of having more visiting professors teaching courses in areas of specialization not taught by the current faculty. One discussion-group participant actually pointed to a visiting professor who came several years ago. Another graduate pointed to the importance of diversifying offerings and stressed the importance of offerings in areas such as biomedical information resources.

Title of the MLIS program and image of the librarian

Surprisingly, analysis of the discussion groups revealed that only one of the MLIS alumni participants in the discussion groups currently works in a library. This fact raises some concerns over the image of the academic library and librarians, supposedly essential in shaping the information behavior of users. When asked about their views on the image of the librarian and on the title of the program, the majority expressed a negative view, particularly related to the general image of the librarian in society. Some reiterated that they value the degree and skills it provides them with, but said that the devalued image of the field and the name of the degree harms them. The one librarian in the group, even though a senior-level one, said:

> The image and title of this degree is discouragingly archaic and passé. I feel it constantly and wish I could change it, and then people's value of me and my degree will change accordingly.

Career, position, and salary

Participants in both discussion groups were asked about reasons for joining the program and about their current positions. Analysis of the discussions revealed that the majority of graduates indicated that they chose to join the program for reasons of personal interest, to gain a master's degree, and because of the need for professional development. The fact that this degree admits graduates from different majors makes it a popular choice as a master's degree. However, none of the participants mentioned a special interest in the LIS field itself as a reason for joining the MLIS program. The main reasons were related to personal interest in a higher education degree, to the MLIS being the only available MA degree at that time, and to the MLIS degree being offered in English. Surprisingly, analysis of the discussions showed that a number of participants have sought another MA degree after gaining the MLIS degree and benefited from the skills gained while earning it. One participant said:

> I pursued another Master's in Business Administration and during my study for it, made a great use of

the skills I learned from the MLIS; those skills are amazing, transferable, and can be used in life generally.

Discussion and recommendations

Suzanne Hildenbrand (1999) states that there has been a decline in female enrollment in the LIS profession as computerization and technology have increased. Even though this does not seem to be the case in Kuwait, research on the demographics of working conditions and investigation of trends are needed in order for us to create an understanding of the social history of the profession. Reconciling technology and equity is an issue that needs further study. Are men in the profession viewed as more technologically capable than women? What contributes to that view, and is it true on the ground? Building further on results of the current study is important.

The World Economic Forum Gender Gap Report of 2011 ranked Kuwait as number 105 out of a total of 209 nations. Actually, it lists Kuwait's position for each year from 2005 to 2010, during which the nation's ranking progressed as follows: 86, 96, 101,105, 104, and 105 (2011: 8). Kuwait ranks the second highest among Arab countries, after the United Arab Emirates (2011: 25). Kuwait ranks 105 in spite of the educational attainment of its women being comparable to that of its men, because besides educational attainment, other factors used to determine the rankings are: women in senior and managerial positions, women in Parliament, economic participation in general, health and survival, and political empowerment (2011: 223).

There is a real need to study gender stratification in librarianship. Researchers avoid studying gender stratification either for ideological reasons or because data do not exist. However, data on this issue exist for the Kuwaiti MLIS program and its alumni because the existing data used for this study have been analyzed and tabulated by gender. This makes this study an important addition to the literature on an issue that is being avoided generally in the profession.

When the status of a profession is lowered because that profession is female-dominated, the lowered status causes problems such as persistently low salaries and poor image of the field. In Kuwait, salaries seem somewhat high, but the status associated with the profession is low.

The controversial issue of library-oriented courses being taught by females vs. information-science courses being taught by males needs to be looked at and studied by means of theoretical and empirical data. Contributions of female faculty to the field in Kuwait need to be documented and studied as well. Alqudsi-ghabra and Almuomen study documented that gender equalization between academic faculty exist in the Kuwaiti case just as Dillon and Norris (2005) have documented too. More in-depth studies need to look into nature of skills faculty possess and courses they teach based on gender in addition to women faculty in administrative positions.

Additionally, more study of the demographics of the profession is needed in such areas as gender representation, corresponding positions, salaries, leadership, and managerial positions. Study is also needed of students' perceptions of gender issues in the profession and of education for the profession.

Alliances within universities and with other departments and with other professions need to be investigated too. Transferable skills and attitude change that Partridge, Lee, and Munro (2010) report need to be identified and studied. Finally, zeal for change and technology incorporation need to be monitored so these aspects do not degrade the already attained accomplishments, such as the existing gender equity. As Amanda Bird noted "Where libraries need to become more accountable, however, is in reinforcing the ideology of equal opportunity for all with particular regard to career advancement for women."

What is needed is a continuous knowledge of the profession's demographics and of where graduates of the MLIS program are employed. The kinds of jobs available and the skills needed and requested by employers should be investigated. Finally, as no one can stop the revolving wheel of the information age, there is a need to prevent women from suffering a decline in status in a high-tech work environment to avoid repeating what happened in the early days of the field's evolution. Professionals in this field and in others who are interested in equity issues must stay watchfully vigilant, making sure that enthusiasm for the information age does not preclude professionals, women included, from equitable professional treatment.

Conclusion

This paper has presented a thematic analysis of qualitative data obtained from tabulation of the gender factor along with other elements of the analysis. It capitalized on stratified data obtained through a questionnaire on gender issues pertaining to the MLIS alumni of Kuwait University. It mainly looked at data obtained from two phenomenological group discussions with Kuwaiti MLIS program alumni. The analysis produced in-depth information about perceptions of graduates of the MLIS program at Kuwait

University on various issues related to their profession and the field. The two discussion groups included 14 graduates of the MLIS program and provided a comprehensive view of the participants' perceptions of their experience while studying for the degree and of their work position after gaining the degree. Such rich data will help administrators and instructors of the program to explore marketing issues related to the MLIS program, improve course offerings, and introduce changes such as to course content, the title of the degree, and the title of the department, rebranding of the title 'librarian' thus enhancing it and the profession. Creating a link between the market and education is a constant need for any educational system; forging that link is made possible by studies such as this one. More are needed though.

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Libraries – A Force For Change: Inspiring … Surprising … Empowering

Addresses by IFLA President Ingrid Parent to the IFLA World Library and Information Congress, 78th IFLA General Conference and Assembly, 11–17 August 2012, Helsinki, Finland

Opening Session, Sunday, August 12, 2012. Opening Remarks

Distinguished guests, Dear colleagues:

As President of the International Federation of Library Associations and Institutions, it gives me great pleasure to welcome you to our 78th Annual General Conference and Assembly – here in the beautiful and historic city of Helsinki, the city by the sea.

We are so very grateful that our Finnish Colleagues have agreed to be our hosts for this year's Conference.

Finland's wonderful support of its own library system,[1] – and its determination to make library content freely accessible to all citizens throughout the nation – makes *this* venue especially appropriate for our gathering this week. That such an enlightened philosophy is enshrined in government policy speaks volumes about the determination of the Finnish people to make libraries an essential cornerstone of their democracy.

For my part, I would like to offer my heartfelt thanks and congratulations to all the members of the National Organizing Committee who have worked so hard to make this conference a reality. It takes a tremendous amount of hard work, dedication and passion to bring a convention such as this to fruition.

On a more personal note I would like to acknowledge two special people in the audience today. One is Dr. David Farrar, the Provost and Vice President, Academic of my home institution, the University of British Columbia. I am delighted he has joined us at our conference to witness first hand the important work of IFLA and of libraries around the world. Through Dave I would like to express my appreciation to the University for allowing me time away from my own responsibilities as the University Librarian – so that I might carry out my duties as IFLA President. As you can imagine it is a real balancing act filling

both jobs, and I am very grateful that UBC is making it just that much easier to accomplish.

And secondly, I want to acknowledge my husband, Marc, who is also in the audience. It is not often that one has the opportunity to thank – and perhaps embarrass a spouse – in front of a few thousand people, but I would like to do that now. He has been incredibly patient with my frequent absences from the home front. Alors merci Marc. And cheer up; we are half way through my Presidency so you will be seeing a lot more of me – sooner than you think!

I have titled my remarks today *Libraries – A Force For Change: Inspiring … Surprising … Empowering*. The title is, of course, a combination of my Presidential Theme and the theme of this conference. Over the next few days I am sure you will come to see how appropriate that combination truly is.

My Presidential Theme – *Libraries – A Force for Change* encompasses the principles:

- Of inclusion, where we are in a unique position to be at the center of the *democratization* of access to information, to all people – regardless of ethnic origin, religion, age, or language;
- Of transformation, where we can literally change lives by being places not just for individual research, study, and the simple joy of reading, but also by being gathering places that encourage social interaction and dialogue among citizens and neighbours;
- Of innovation where we pursue creative ways of enhancing our users' experiences; and finally
- Of convergence of resources and initiatives to unite us across information professions.

Putting these principles into practice will be critical to making libraries a true force for change, for positive change, over the next several years.

One of the best things about being IFLA President is the opportunity to meet with a wonderful international community of librarians and their associations. And I have seen how *Inspiring, Surprising*, and *Empowering* libraries can be.

It was not hard to be *inspired* last September when I spoke at a conference in Tunisia whose theme[2] dealt with the critical role reading plays in society. It was fascinating to hear the different perspectives on how reading can help communities bridge generations – across age, gender and culture.

But of course, given this venue, there was something else at play here that you couldn't avoid. Tunisia, you will recall, was the first nation in the region to overthrow a repressive government – during the so-called Arab Spring. While I was there talking to young people – and those not so young – it was so evident that they have this great thirst for knowledge and a strong desire to access every bit of information that they could. And they are increasingly turning to libraries to provide that information.

Nor was it hard to be delightfully *surprised* in Spain last December to witness the incredible pride of the Spanish people as they celebrated the 300th Anniversary of their National Library. The joy the people took in their national treasure, so steeped in culture and history, was absolutely infectious.

The opening of a fantastic exhibit that launched a whole year of events was attended by the King and Queen of Spain as well as the media, which raised the profile of the National Library and *all* libraries in Spain.

I did spend some time in Canada during the past year. I attended the Congrès des milieux documentaires du Québec where I was joined by two distinguished IFLA colleagues[3], to outline the special role that IFLA, as an international association, plays in supporting libraries. This annual conference brings together several library, archival and other information associations into one major event that attracts over a thousand participants. They were extremely gracious to me as IFLA president, even to the extent of holding an event in my honour.

I participated in similarly productive and well-attended meetings with my colleagues in library associations in other parts of Canada, in Ontario, British Columbia as well as at our national association annual conference. Like Finland, library use in Canada is very high, and like our Finnish counterparts, Canadian libraries are leaders in the development of innovative practices.

One of my proudest moments was my first Presidential Meeting held in Vancouver. It was incredibly moving to witness the *empowerment* experienced by all the participants at this international gathering on the topic of *Indigenous Knowledge: local priorities, global contexts.* It was an amazingly informative and heartfelt two days of discussion with indigenous speakers from Canada, Finland, the United States, New Zealand, and Australia.

We came together to share our perspectives on the organization, ownership, and stewardship of traditional knowledge and information.

But it was much more than that. Throughout the meeting speakers acknowledged some of the more painful and tragic elements of their history that have had a direct and harmful impact on indigenous cultures. But participants also looked hopefully toward the future, and provided examples of new approaches to gathering and disseminating information that are respectful of indigenous traditions, yet as open as possible to others.

One of the participants was Tuija Guttorm, the Librarian of the Saami Cultural Centre in Inari, Finland. She spoke movingly of the *Crossing Library* project in her community that seeks to introduce the Saami culture and literature to the people of her community. It was especially heartening to hear her say – at the end of the conference – that she had brothers and sisters everywhere.

Perhaps most gratifying of all was to hear Grand Chief Ed John, who among his distinguished titles is the North American Representative to the United Nations Permanent Forum on Indigenous Issues. He commended IFLA for convening such a session to listen to indigenous peoples' perspectives and asked us to continue this very valuable work to ensure the preservation of indigenous knowledge.

Preserving cultural identity is also one aspect of UNESCO's World Book Capital Program. IFLA is a member of the jury that selects the World Book Capital, and I had the opportunity to participate in the inauguration of Yerevan, Armenia as World Book Capital for 2012. The handover ceremony was very impressive and attended by the top political and religious figures in the country – as well as by – it seemed – all the residents of the city. And it was very evident, that everyone, young and old alike, took tremendous pride in their city being named World Book Capital. What struck me was how very important they see books and language *to be* – to preserving and promoting Armenian culture and identity.

These are but a few examples of what I have witnessed in libraries all over the world being inspiring, sometimes surprising and invariably empowering.

It is easy to see why they hold such a special power for their citizens. They are a safe place for the discovery, exploration and exchange of ideas.

Perhaps most important of all they contain the accumulated knowledge and wisdom of all generations. As repositories of history, culture, heritage and identity, they provide their citizens with a sense of

their past, their place in the present and hopes for their future.

Now of course, I don't mean to suggest that everything with libraries is perfect. Struggling economies and constantly changing information and communications technology continue to have a direct, and often stressful impact on library operations the world over.

So the question is how does IFLA as an organization best respond internationally on your behalf to these realities, and how do your libraries and your library associations do the same in your own countries? The emerging digital world has shown that *all* libraries are affected by international developments, whether they be political, economic or social.

I have often said that we should take a cue from the environmentalist credo of *thinking globally, but acting locally*. Of course, in the case of libraries and our allied institutions we must do both. Which is to say we must think **AND** act – **both** globally and locally.

IFLA advocates on your behalf on the international stage. The benefits of this role flow through to your national and regional library associations, to help you determine your own courses of action.

Such advocacy includes the critical work we are doing in encouraging member states of the World Intellectual Property Organization or WIPO to adopt a copyright limitations and exceptions legal instrument for libraries and archives. A legal certainty that will allow them to continue to preserve their collections, support education and research, and lend electronic materials.

The ongoing viability of libraries as trusted intermediaries between creators and users in the 21st century is dependent on balanced and forward looking copyright legislation, both at the national and the international levels.

To that end IFLA has sent representatives to two meetings of WIPO's Standing Committee on Copyright and Related Rights over the past year.

Last November, several CLM colleagues and I were in Geneva for a meeting of the Standing Committee. IFLA's observer status allowed us to briefly make our case in front of the entire Standing Committee. I was very impressed to see that the over 180 member countries took three whole days to discuss the merits of copyright limitations and exceptions for libraries and archives, and that was only the start.

When the Standing Committee reconvened in July, although libraries and archives did not command a large part of their agenda, the committee did formally adopt a working document to which IFLA had input as the basis for future discussion. Copyright limitations and exceptions for libraries will continue to be part of WIPO's deliberations and IFLA will continue

to be present to promote the values that we hold paramount to best serve our users.

But whether we are talking about copyright limitations and exceptions or issues of Open Access, or Information Literacy, or Freedom of Access to Information and Freedom of Expression, or the dozens of other concerns we tackle on the international stage – we would have great difficulty in accomplishing our work – or otherwise function – without the active participation of our national and institutional members.

Ours is truly an interdependent relationship. Working together, our voices become stronger and increase the likelihood of having our viewpoints heard. Our joint efforts are *absolutely critical* for ensuring that the library perspective is part of the public policy debate. In so doing we can reframe the conversation, and place issues of importance for libraries on the agenda, both nationally and internationally.

And of course this is what this conference is all about. Our mutual support and sharing of ideas. I truly believe that all of you have the power to make your library associations and your libraries a force for change in the years ahead.

Over the next few days I know you will be sharing some very innovative ideas for the promotion of the value of libraries in your own communities. If you need inspiring ideas to take home with you, I point to the *Cycling for Libraries* event that took place between July 28 and August 7th. Covering a course of about 600 km, through Lithuania, Latvia and Estonia, bicyclists visited libraries and met with local library colleagues. I thought the description on their website is very apt for our deliberations. It says:

> *Many values inherited from librarianship are present here: openness, liberalism, access to information, lifelong learning and innovativeness. Librarianship is also by its very nature humanist, internationalist, cross-boundary and hands-on.*

Your own Pekka Heikkinen participated and noted that one day the tour met the Latvian minister of culture who joined at least for a mile of the ride and that the event was a news topic on TV. I also understand that Pekka has suggested a new event "*Eating for Libraries*". Now that sounds like a fine innovative idea. Eat for libraries and gain a lot of weight, and then cycle for libraries to lose it!

My greatest wish for this conference is for you to leave energized and excited about possibilities. Collectively and individually you make a tremendous difference in peoples' lives. In ways that most often you will never know. After all, libraries are

community destinations, centres of learning, and centres of inclusion and democratic values.

I also believe that conferences like this have a life that goes on long after they are over. They are a call to action. We have more power to influence more people than just about any other public institution.

Enjoy your conference.

Thank you very much. Kiitos!

Report of the President to the General Assembly. Wednesday, August 15, 2012

Dear colleagues,

It is my pleasure for the next few minutes to give you the President's Report on activities over the past year.

It has been a very busy and productive year. That is due in no small part to the dedicated team I have working with me on the Governing Board. We met three times over the past year to discuss strategic and professional issues that affect our federation. In addition, every member of the Governing Board has taken on responsibility for one or several projects and they have enthusiastically developed them over the year; and the results show. So many many thanks to the members of the Governing Board; I hope that I haven't been too demanding as your Chair. In a few minutes the Secretary General will outline some of IFLA's key initiatives for the 2011/2012 year, and I know she will describe some very positive results. The development of our advocacy programs and policy positions, often in cooperation with our strategic partners has meant that IFLA has a voice that is being increasingly listened to on the international scene.

I will only mention a few highlights of activities that have taken place over the past year. The two that really stand out in my mind are the advocacy and representation activities that we have undertaken to move towards the adoption of a legal instrument for copyright limitations and exceptions by the World Intellectual Property Organization, and secondly, my first Presidential meeting devoted to the topic of Indigenous Knowledge: Local priorities, Global contexts.

There is no doubt that with the advent of globalization in all its manifestations – increasingly important decisions that affect our local communities are being addressed, debated, adopted, and enforced at the international level via global organizations and multilateral treaties.

A case in point is the matter of copyright limitations and exceptions for libraries and archives.

On balance, I am pleased with our progress. Two meetings last year of the WIPO Standing Committee on Copyright, one of which I attended, put copyright limitations and exceptions on the agenda for the member states.

Now it will be up to us to continue the pressure, at subsequent committee meetings. It is critical work. After all, the treaties adopted by WIPO will define and guide the development of copyright laws in countries across the world.

On the other hand, like many of you I am sure, I would like it done very quickly. But the truth is, we are dealing with an international organization with many differing interests from many countries. And of course, there are many competing private sector players who also have a voice at the table.

So, with so many perspectives at play, let me just say that we are "making haste, slowly." However I do want to point to the stellar work being carried out on our behalf by the members of our Copyright and Other Legal Matters Committee.

Rest assured that, of all the issues on our plate, copyright remains at, or near the top of our priorities.

The second highlight for me, which I described at the Opening Ceremony, was the presidential meeting on Indigenous Knowledge held in April in Vancouver. It was an amazingly informative and also heartfelt exchange of perspectives on the organization, ownership and stewardship of traditional knowledge and information. While discussions were at times emotional and divergent, we all came away with positive feelings that we will find a way forward that is respectful of indigenous traditions, yet as open as possible to others.

IFLA's Indigenous Matters Special Interest Group will continue work in this area. They hosted at this conference a session illustrating how librarians can develop and deliver innovative library services for indigenous peoples that respect their cultures while advancing the key values of librarianship.

The Group is also working on the development of a statement on the place of libraries in supporting *indigenous language revitalization*.

I firmly believe that with respect to indigenous knowledge, libraries can be a huge and helpful voice in moving towards solutions that are respectful of, and acceptable to, all perspectives.

In addition to these major highlights, I would like to mention two programs which support members, one program which matured this year, and one which just got off the ground.

The first is of course IFLA's Building Strong Library Associations program. The results so far have exceeded our expectations. Seven countries have now been offered the training modules and have been trained in a variety of activities that are necessary for the smooth running of a national library association.

The new program to support our members which has just been launched is the IFLA International Leaders Programme. Its purpose is to develop librarians, who have already exhibited leadership potential, and help them get experience and mentorship in working on IFLA projects around the world. It is specifically designed to provide leadership development *within* IFLA, and through that, create a group of leaders who can effectively represent the wider library sector in the international arena. The first cohort of twelve Associates have begun their program at this conference, and we have already been very impressed with their active participation here in Helsinki.

I just want to also mention the tremendous amount of work that has gone into developing policy and standards to support our strategic and advocacy initiatives. The list is very long, and includes policies and guidelines on legal deposit, orphan works, traditional knowledge, media and print literacy, e-lending, and I could go on. These policies will serve us well, not only at the local or national level for implementation, but also to provide us with a sound basis for when IFLA representatives enter into negotiations with other partners or even adversaries; we can speak with confidence that we have sound positions on all the issues that are being discussed at the international level.

As you can see, there is so much that is taking place within and around our Federation since our last conference in Puerto Rico. For more information about these activities, I invite you to read IFLA's annual report which has just been released.

However, IFLA work is not all about policies and standards. There is a side to my role as IFLA President that involves representation at various meetings, events and celebrations around the world. Since Puerto Rico, I have met with 15 library associations or other groups in 10 countries. It would have been several more if I had been able to accept all the invitations that I received. Some of these trips were to celebrate certain milestones, such as the 300th anniversary of the National Library of Spain and the naming of Yerevan, Armenia as the World Book Capital for 2012.

I thank you all for inviting me to speak to your library professionals about IFLA and my theme. Your generosity in hosting me has always been superb. I hope that I have been able to contribute in some way to enhancing the visibility and impact of libraries in your countries. My message has always been that we should never underestimate the power of libraries to make positive changes in peoples' lives, and therefore, in their communities and in society as a whole. I hope to continue to meet with many of you in various parts of the world, especially in the regions, in the months to come.

It remains for me to thank the Secretary General and the IFLA staff for their dedication and competency in achieving the goals of the Federation, at times under tight pressures and timelines. Their good humour was always evident. What is truly admirable is that the work of headquarters goes beyond the sound administration of the organization, but extends to undertaking creative initiatives that demonstrate action and results on a daily basis. The Secretary General is truly fearless! It is a great pleasure for me and the Governing Board to work with her and all the staff at Headquarters and in the regions.

And finally, I wish to express our appreciation to our hosts here in Finland for a conference full of exciting professional content and glorious days that dispel the myth of the gloomy Finn.

Kiitos, thank you everyone.

President's Address to the General Assembly. Wednesday, August 15, 2012

Dear Colleagues:

Well you have had a long, but I hope, useful and energizing day and week. I thought I would share just a few reflections with you of a more personal nature, but not about my husband this time! Rather, thoughts about libraries and about our profession as librarians and the special bond we share no matter what part of the world we come from.

Whenever I see someone with a laptop or an iPad or a smart phone – in a library – in a café, in a park, or any other places we see these devices – I am reminded how fundamentally the world of information exchange and access has changed. And how it has influenced the place of librarians in this brave new digital world.

While communications technology has revolutionized the way information is stored, transmitted, and accessed, it has also generated huge amounts of information.

Some time ago I read a news article that used the term "Information malnutrition"[4] to describe such clutter. Clay Johnson, the author of the book *"The Information Diet"* has coined the phrase to describe what he calls an "overabundance of cheap and popular information – that just like inexpensive but empty calories – is making us sick."

As Johnson puts it, "It's a new kind of ignorance that is defined by the consumption of information rather than lack of access to it. It's now possible to be highly informed but not well informed."

New communications technologies, as well as other factors such as economic pressures and evolving political and social conditions, have also made us all

realize that existing models of operation, of providing traditional and new services, are no longer serving our users well. Transformational and sometimes radical changes are required in order for libraries to not only adapt to changing conditions, but to seize the opportunities to make a greater positive impact on society.

Yesterday we had a session on the President's theme – Libraries as a force for change in our transforming society. There was a great panel including a politician from Sweden who explored how libraries can fully exploit their potential to be leaders in society, influence decision makers and make a positive impact on peoples' lives. There were about 400 people present.

I would like to present some of the comments made by the participants at the session about the new environment we are in, and then list some new objectives that will address how libraries and IFLA can take leadership roles in these volatile times.

In terms of Digital Content

E-lending and new forms of access to information are major trends. More information is going online than ever, and digitization is helping to put more material online, along with private e-lending (e.g. such as through Amazon). These trends will change the traditional role of a librarian.

As the relationship between publishers and libraries is affected by digitalization we are moving away from an ownership model to new business models which are still unclear.

Self-publishing is an emerging trend. It can benefit users because they can get more access. Librarians can help authors in self-publishing and explore new publishing methods such as crowd funding.

In certain countries the number of virtual users growth is already higher than physical users, and the access to virtual libraries has no borders.

The expert gatekeeper role in information society is changing, libraries are creating policies around social media and how the public can access information. Librarians are interpreters of information and tasked with ensuring the security and privacy of the data.

Regarding Copyright

The walls between different kinds of information will disappear. There will be many different kinds of content & knowledge. We need to think about how copyright laws need to be created (not only tinkered with) to address this. We need to put international pressure on the publishing industry. As one panelist said, do not take crap from publishers.

Open education models are going to have an impact on the pressure we can apply to publishers. Move beyond the relationship knowledge vs money.

Regarding Capacity building to raise the voice of the profession

New forms of literacy have emerged, new skills are needed, and libraries' role as trainers & educators is growing again. Library staff need to be prepared and have training in order to renew their focus on training to their communities.

Mobile technology is moving people toward looking at a narrow focus of information. We have an opportunity to expand that view of information again.

Related to advocacy

To lobby for legislation which promotes access to information, librarianship, culture etc, – is a task for librarians. We need to partner with other libraries and form consortia and share resources.

Politicians don't think that libraries have an important role.

It's hard to change public opinions about the old or traditional image of the library. Librarians are not yet telling their stories or letting their communities know that they have a role in the digital age and can provide trusted access to information and knowledge.

In the digital age the role of libraries in supporting freedom of expression and protecting civil liberties is even more important. Libraries are also part of the debate on Internet regulation as libraries are custodians of information.

And about multilingualism

We need to provide access to everyone, regardless of language. But it is difficult to find multilingual language ebooks so not everyone has equitable access to information.

So, in terms of how IFLA will address some of these points over the next year, some current initiatives will continue, and some new ones will be created.

In terms of e-lending, the Governing Board has approved a background paper that outlines the issues, the serious issues that are confronting libraries. IFLA has just received a grant from the Open Society Foundation to do a think piece on e-lending by some experts with library and non-library backgrounds, as well as to convene an experts meeting later this fall. The intention is to develop an IFLA strategy on e-lending in 2013.

Open Access issues will continue to be addressed by IFLA's Open Access Taskforce.

In terms of copyright, we will continue our very successful work in lobbying for copyright limitations and exceptions. We have made some very positive connections with WIPO delegates through advocacy efforts by national library associations and librarians.

Privacy issues are addressed in IFLA's Guidelines on Social Media and Privacy in Libraries.

Regarding new roles for librarians, IFLA will expand its very successful Building Strong Library Associations program, and continue the development of the first cohort of our international Leaders Program. IFLA supplies supporting materials to its members on new topics such as copyright limitations and exceptions and e-lending to help educate librarians and the public. IFLA through ALP also offers training and education activities.

IFLA continues to develop and maintain strategic partners in the information public and private sectors, and including governmental agencies.

And, our FAIFE Spotlights and our participation in the Internet Governance Forum address issues related to freedom of expression and regulation of the Internet.

Finally, IFLA will actively continue to improve the multilingual nature of its website and simultaneous translation activities at its annual conferences.

However there are two major strategic activities that will take place over the next year that will support our efforts to be able to be ahead of the game and not only respond to events around us.

The first one is the Trend report that will be developed over the next year and I look forward to its launch next August in Singapore. The report will provide an overview of recent developments, emerging trends and key challenges for access to digital information, and propose how these may have an impact on libraries and their users. The longer term aim is that the report will be updated every 2–3 years. The report will be available to our members to use in their own planning.

The second more analytical activity is for the Governing Board to explore how IFLA can place itself in the position where it can effectively advocate for outcomes that benefit the organization, the profession and society as a whole. We are in a multi-stakeholder environment where the dynamics between governments, industry and civil society are changing. To have greater impact and influence, to be the true Global Voice of Libraries and a Force for Change, IFLA needs to fully adapt itself to these new conditions and think creatively in four areas (at least):

the access to information environment, the advocacy environment, the professional environment, and the organizational environment.

You will hear more about this activity over the next few months as plans develop. But, with both the list of observations I have just described, as well as some of the activities that IFLA will undertake to address them, it is important to remember that these plans and actions are organic in nature, and will evolve as conditions change. But the direction is clear: we will focus on issues and achieve results.

When all is said and done, of course, while trends in technology are in a constant state of evolution, when the multi-stakeholder environment is shifting all around us, one thing never changes, and that is the system of values that define our profession – values that are part of our collective DNA. They include our focus on service, on inclusiveness, on satisfying the information needs of our users to the best of our ability, irrespective of their background, characteristics or beliefs.

It has been the same story in all the nations I've visited in all regions of the world, as it has been for many of my colleagues at IFLA.

No wonder I am proud to be a librarian, as I know all of you are. I can't think of anything else I would rather do.

And, of course, no matter whether we are speaking of physical libraries or virtual ones, it is the people who work in libraries who make change happen. It is all of you, who <u>lead</u> in changing people's attitudes towards the importance of reading, learning and research as well as exchanging ideas with their fellow citizens. In that you should take great pride and tremendous satisfaction.

It has been an honour and privilege to serve as your President for the past year. It has been an exciting, challenging and fulfilling time. I am confident the next 12 months will be equally so. I look forward to your continuing support and guidance.

Thank you very much.

Notes

1. Ministry of Education and Culture – Library policy. In Finland the guiding principle in public libraries is to offer free access to cultural and information sources for all irrespective of their place of residence and financial standing. The use of library collections at the library and borrowing are free of charge.
2. *"Reading is a link between generations: Toward a more interdependent society"*
3. Suzanne Payette and Claude Bonnelly.
4. From an article titled ''Information malnutrition'' in May 24, 2012 edition of the National Post. Page FP 14.

Defending cultural heritage – defending humanity

**$SAGE

Helena Ranta

Keynote address delivered at the Opening Session of the World Library and Information Congress, Helsinki, August 2012.

>   Imagine I was not here ...
>   How would you describe me?
>   What would you learn from me?
>   ... how would you remember me?

Remember, remember, remember, remember ... How many times do we say it?

But what do you want to remember? ... who? ... where? ... how? ... why?

Excellencies, ladies and gentlemen, these thoughts of Stephen Smith are reminiscences of the discussion forum held in Stockholm in January 2004, entitled Preventing Genocide: Threats and Responsibilities. Remembrance is ninety-nine percent forgetfulness and one percent of reworked narrative of another's experience. Thus, it is not what we remember, but what we do not forget, that is crucial.

Two years earlier, in Cameroon, I found a small dirty piece of paper hanging on a notice board outside the church entrance with the words

>   *Il n'y a pas de paix sans justice Il n'y a pas de justice sans pardon.*
>   *There will be no peace without justice and no justice without forgiveness.*

Genocide is death but it is also the curse of survival, it is a black hole in the spectrum of all reasoned thought, the ultimate loss of humanity.

In 1933, Raphael Lemkin proposed a term cultural genocide as one component to genocide, and this was included in the first drafts of the 1948 Genocide Convention, but unfortunately not in the final version of the Convention. It took nearly 50 years before cultural genocide was considered to be added to the UN Declaration on the Rights of Indigenous Peoples, but again, the final Declaration, adopted in 2007, fails to mention it.

The deliberate destruction of monuments, places of worship and works of art is evidence of the drift towards total war. It is sometimes the other face of genocide.

>   François Bugnion

The term cultural property was introduced in the 1954 Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict and further elaborated in the Second Protocol of the Convention in 2004. According to the Rome Statute of the International Criminal Court (ICC) and the Statute of the International Criminal Tribunal for the Former Yugoslavia (ICTY), the deliberate destruction of cultural property in the absence of overriding military necessity is a violation of international law and those responsible for ordering and carrying out such attacks can be prosecuted for war crimes. Such crimes include seizure of, destruction of, or willful damage done to institutions dedicated to religion, charity, education, historic monuments and works of art and science.

The concept of cultural heritage is broader in scope, compared to that of cultural property, expressing forms of inheritance to be kept in safekeeping and handed down to future generations and including non-material cultural elements such as dance and folklore.

In 13–15 February, 1945, near the end of World War II, in Germany, Dresden was fire-bombed by the Allied Forces. Eighty-five percent of the city was destroyed including *Frauenkirche* and today, most historians view the death toll of 25,000 – 40,000 as the likely range. Kurt Vonnegut, who had been captured during the war and was a prisoner of war

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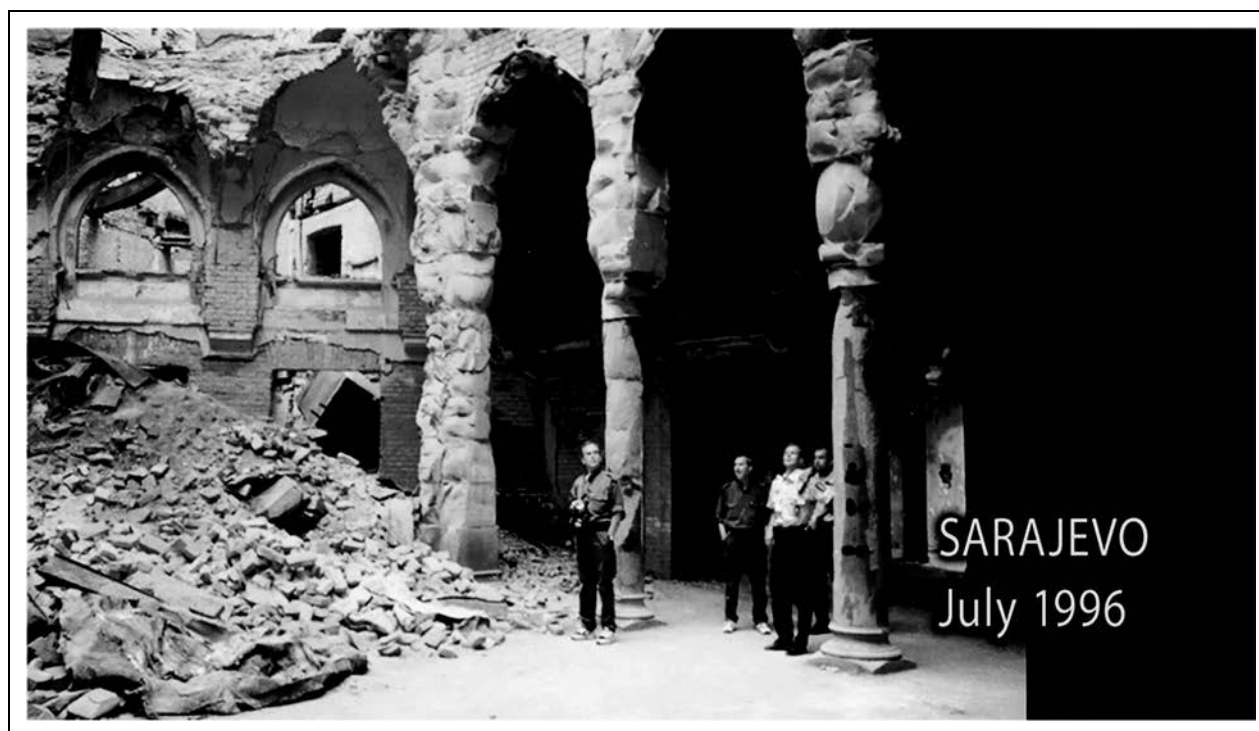Email: helena.ranta@helsinki.fi

SARAJEVO
July 1996

Figure 1.

(POW) near Dresden, has delivered a treatise of the bombing in his book *Slaughterhouse Five, – Or the Children's Crusade*.

Four years earlier, in November 14, 1940, large areas of the city of Coventry in Britain were destroyed in a massive German bombing raid. Officially less than 600 people were killed. In Coventry, a new cathedral has been built, in Dresden, the *Frauenkirche* has been rebuilt. As early as 1956, these two cities entered a twinning relationship and their inhabitants joined in demonstrations of post-war reconciliation.

> *But going back to the memory –*
> *the Nazis did not kill six million Jews,*
> *nor the Interahamwe in Ruanda a million tutsies*
> *they killed one and then another, then another...*
> *Genocide is not an act of murder, it is millions of acts*
> *of murder.*

The British novelist Margaret Drabble has described the 20th century the beastly century, but of course it was no more than a human century. More than 200 million people were killed or allowed to be killed by human decision, including battlefield deaths, civilian mortality and deaths attributed to structural violence.

On the memorial stone of the concentration camp, two words have been carved *Nie Wieder* – Never Again. This phrase has proved and sadly proves today to be empty rhetoric and bankrupt of policy, on which any state was and is prepared to act. No wars or conflicts take place by accident and there is always time to react. There are two sets of decision-makers: actors, who decide to make war and the rest, who decide to look on, observe, describe what is taking place and finally decide to do nothing. Don't forget, silence is a form of word; inaction is the act of complicity.

In 1938, Neville Chamberlain described Germany's demands of Czechoslovakia as "a quarrel in a far away country between people of whom we know nothing". German Chancellor Helmut Schmidt echoed these words in 1980 by saying that Afghanistan was "a small country, far away" and in 1993, US Secretary of State Warren Christopher characterized the war in Bosnia "as a humanitarian crisis a long way from home, in the middle of another continent". Today, we witness extreme human suffering and destruction of cultural heritage in Syria, Mali ... and again we and the international community fail to respond. Regrettably, this is reflected in the extreme reluctance to invoke and utilize the Chapter VII provisions of the United Nations Charter to legitimate the use of force.

Countless places of worship, historic monuments and works of art have been damaged, demolished or burnt in wars and conflicts. Targeting and destruction of cultural property have become a deliberate policy to deprive people of their heritage, their history and their culture. An entire cultural heritage may today be a prime target in armed conflicts, due to symbolism, identity, aggressiveness, misunderstanding and rejection.

An eventual example of a breach of general international law in peacetime is the devastation of the great rock sculptures of the Buddhas in Bamiyan, the finest archaeological site of Afghanistan, despite the fact that it was perpetrated within the territorial jurisdiction of the State. In March 2001, the giant statues, carved 1500 years ago, were blown up. The pleas not to destroy them went unanswered and may be the response of the Taliban to the international community's refusal to recognize them as the Government of Afghanistan. In addition, the demolition concerned the Afghan Nation's own heritage with no link to a military objective. It was carefully planned, announced to the whole world and cynically documented, even the ultimate destruction.

Trafficking on cultural objects has occurred over the centuries. Today, there is great concern that notably important ancient manuscripts can be looted and smuggled abroad by dealers in Timbuktu, also known as "City of 333 saints". Heritage sites in northern Mali have been added to the UNESCO's List of World Heritage in Danger. Several of Timbuktu's shrines have already been destroyed. The door of Sidi Yahia leading to the sacred tomb of saints has been smashed. The new Chief Prosecutor of the ICC, Fatou Bensouda, has condemned the destruction as a "war crime".

> *No, not under the vault of alien skies*
> *and not under the shelter of alien wings,*
> *I was with my people then there,*
> *where my people unfortunately were.*
> *In the terrible years of Yezov terror, I spent 17*
> *months in prison lines of Leningrad.*
> *Once, someone recognized me.*
> *Then, a woman with bluish lips, standing behind me,*
> *who, of course, had never heard me called by name*
> *before, woke up from the stupor, to which everyone*
> *had succumbed and whispered in my ear (everyone*
> *spoke in whispers there):*
> *Can you describe this?*
> *And I answered: Yes, I can.*
> *Then, something that looked like a smile passed over*
> *what once had been her face.*

Anna Ahmatova's *Requiem* tells us of the desperate days in her home city in 1930s. Her poetry was preserved to future generations by her colleagues and friends, who learnt them by heart. During the twenty years of violence in 1980–2000, the illiterate Peruvians made drawings documenting killings, transportation and humiliation. These drawings are kept today in the central archive in Lima.

The library in Sarajevo was destroyed during the Bosnian war and today it has been rebuilt. But the manuscripts and books, they all went into ashes.

The children and their parents, together with the teachers, in Beslan had gathered to celebrate the very first day of the school term – the day that became a tragedy. These children surrounded me in Srebrenica in March 1996. They were internally displaced people in their own country. Their homes had been destroyed in Sarajevo, house by house and the families had been transported to Srebrenica. It was cold and they had no mittens. They asked me to send the photograph to them. To which address, as if anyone had an address in the middle of the ruins? The future they were looking toward may not have become a reality.

When the killing stops, the genocide is not over.

Don't forget the survivors, don't condemn them to a second death, they are our teachers.

And if we must remember anything, let us remember for the future.

About the author

Professor Helena Ranta is a Finnish forensic dentist who gained notoriety particularly through her involvement in several forensic investigations of international conflicts. Her most well-known work was in Kosovo during the 1990s. Helena is also an exceptional professor in the University of Helsinki. The Finnish NC chose Professor Ranta as keynote speaker for the WLIC 2012 Opening Ceremony for her exceptional ability to communicate the value and importance of culture even when it is threatened by extreme circumstances. In her work to find substantiation for war trials, Professor Ranta had to report on massacres and other inhuman deeds in extreme detail, time after time. Despite having to work in such stressful environments, she has the energy to connect with the living culture and cultural heritage of the cities and towns she visits – or maybe we rather should say, that she particularly is able to maintain her own integrity thanks to her deep and active interest in varying cultural heritages. Further, she is also able to talk about her cultural and scientific findings in a unique way. An audience cannot forget her work, and furthermore, the content of her presentations shares the richness and positive variety of the human life she has encountered. Professor Ranta is also an active photographer and complements her lectures and presentations about culture with compelling photos. Although the intensity of her past experiences resonates throughout her lectures, she manages to surpass them—always stressing our possibilities to build together a better world. Contact: Professor Helena Ranta DDS, PhD, Finnish Forensic Expert Team, Department of Forensic Medicine, Hjelt Institute, University of Helsinki, Finland, PO BOX 40, FIN - 00014 University of Helsinki, Finland, Tel. + 358 - (0)9 - 191 27468, Fax + 358 - (0)9 - 191 27518, GSM + 358 - (0)400 - 706 018.

News

News Contents

New Special Interest Groups
National Information and Library Policy Special Interest Group

Mission

  Add value to the IFLA units by sharing a set of practical solutions on establishing library and information policies in a national level.

  Provide a wide variety of opportunities for IFLA members to exchange knowledge and practices regarding improving library and information policies.

  Facilitate and stimulate collaborations with discussions among people, organizations, cultures and subject areas.

Scope of the National Information and Library Policy SIG Activities

  Studying on structure and implementation process of library and information policies from the perspectives of various stakeholders including the role of governmental organizations or etc.

  Collaborative seeking endeavors on solutions to the issues of policy making process in context of rapidly changing and unsettled ICT environments.

  Sharing lessons learned from national policy initiatives in diverse social, economic, cultural sphere

  Discussing a framework or model for library and information policies.

Contact: International Cooperation and Public Relations Team, The National Library of Korea. Phone: +82-2-590-6322. Fax: +82-2-590-6329. Email nlkpc@mail.nl.go.kr

RFID Special Interest Group

Goals

  To be an open place to discuss subjects related to the topic RFID and libraries, create standards and guidelines and contribute to any other relevant work within and outside IFLA.

  To strengthen and transform the professional knowledge of libraries in the RFID area by providing training and information to IFLA professionals, thus contributing to IFLA's strategic plan for 2010 – 2015; to raise awareness among the library community about the relevance and potential of RFID technologies for libraries and to provide training and workshops in order to improve the librarians' know-how in this area.

  To market the libraries' knowledge and know-how to other communities and with the actors of the RFID at large thus acting as the global voice of libraries in this field.

Convenor: Frank Seeliger, Technical University of Applied Sciences, Wildau, Germany.

Semantic Web Special Interest Group

Goals

  To foster collaboration between the Cataloguing, Classification and Indexing, Information Technology and Knowledge Management sections and other interested IFLA members and to be an open place to discuss subjects related to the topic Semantic Web and libraries, elaborate standards and guidelines and contribute to any other relevant work within and outside IFLA.

  To strengthen and transform the professional knowledge of libraries in the Semantic Web area by providing education and information to IFLA professionals, thus contributing to IFLA's strategic plan for 2010–2015; to raise awareness among the library community about the relevance and potential of Semantic Web

technologies for libraries and to provide training and workshops in order to improve the librarians' know-how in this area.

To market the libraries' knowledge and know-how to other communities, seeking convergence with other cultural heritage organizations and with the actors of the Web at large, thus acting as the global voice of libraries in this field.

Contact: Emmanuelle Bermès (manue-at-figoblog-dot-org)

Religious Libraries Serving Intercultural Dialogue (RELINDIAL) Special Interest Group

Activities

Listing the religious patrimony in the form of library collections already available online.

Listing the digitized resources serving religious thought.

Initiating international cooperation for sharing of experiences.

Working on indexation languages so that the ongoing changes of the online environment can provide for the complexity of religious problematic.

Cooperating with the IFLA section Children and Young Adults for a sharing of experiences breaking the barriers of religious toleration from the young age.

Contact: Odile Dupont. Email: o.dupont@icp.fr
Membership matters

Membership matters
New members

We bid a warm welcome to the 33 members who have joined the Federation between 15 June and 15 September 2012. Including the following:

National associations

Association des Biblothécaires, Archivistes et Documentalistes du Burundi, Burundi

Association pour la Promotion des Sciences de l'Information Documentaire en Côte d'Ivoire, Côte d'Ivoire

Association des Bibliothécaires des Comores, Comoros

Association affiliates

Polish American Library Association (PALA), United States

Institutions

Kokshe Academy, Kazakhstan
Sainte Thérèse de l'Enfant Jésus (Réseau Lire), Togo
Daystar University, Kenya
Personal affiliates
Jennifer Green, United States
Fabio Alexis De Ganges López, Mexico
Menchie Aplaca, United Arab Emirates
Susan Elizabeth Myburgh, Australia
Erica Saito, Brazil
Clement P. Guthro, United States
Edita Bacic, Croatia
Rebecca Renard, United States
Jodi Philbrick, United States
Beatrice Christensen Sköld, Sweden
Tord Høivik, Norway
Michelle R. Sampson, United States
Megan Volk Unangst, Ukraine
Grace Patterson, United States
James Kennedy, United States
Kathleen Imhoff, United States
Stephen ÓConnor, Australia
Kelly Ann Smith, United Kingdom
Kate Byrne, Australia
Margaret Allen, Australia
Paula Niemi, Finland
Jennifer Arns, United States
Mary Hollerich, United States

Student affiliates

Martin Julius Perez, Philippines
Mariel Templanza, Philippines
IFLA Honours at WLIC Helsinki

IFLA Honours at WLIC Helsinki
Honorary Fellow

2009–2011 IFLA President Ellen Tise was made an IFLA Honorary Fellow in recognition of her leadership at the national, regional and international levels for IFLA and African librarianship.

Winston Tabb, Chair, IFLA Committee on Copyright and other Legal Matters, 2007–2011 was made an IFLA Honorary Fellow in recognition of his outstanding achievements within his service to IFLA and which have brought distinction to IFLA in the international arena, particularly in his leadership on international copyright matters.

IFLA Medal

Eeva Kristiina Murtomaa, Librarian, National Library of Finland, received the IFLA Medal for the significant contribution made to IFLA and international librarianship through her work in improving bibliographic standards and the development of new cataloguing and authority models.

Helena Asamoah-Hassan, University Librarian, Kwame Nkrumah University of Science and Technology, received the IFLA Medal for the significant contribution made to IFLA and international librarianship through her work in building bridges across Africa and between African countries and the rest of the world.

Jay Jordan, President and Chief Executive Officer of OCLC received the IFLA Medal for the significant contribution made to IFLA and international librarianship through his leadership in the globalization of library services and dedicated support for the Jay Jordan IFLA/OCLC Early Career Fellowship Program.

IFLA Scroll of Appreciation

Magda Bouwens received the IFLA Scroll of Appreciation for her achievements in administering IFLA's governance activities and loyal support for Presidents, Governing Boards and officers.

Maija Berndtson, Chair, Helsinki National Committee, received the IFLA Scroll of Appreciation on behalf of the Helsinki National Committee.

Michael Heaney, former IFLA Governing Board member and Chair of Division IV, received the IFLA Scroll of Appreciation for his leadership and advocacy in placing library statistics onto the international agenda through IFLA and UNESCO activities.

IFLA Communicator of the Year 2012

Jérôme Fronty, Acquisition and Collection Development Section.

Best IFLA Poster Session 2012

Gerhard Peschers, for his Poster Session, 'Prison libraries now!'

IFLA conferences and meetings
Singapore 2013

The World Library and Information Congress: 78th IFLA General Conference and Assembly, will take place in Singapore from 17–23 August 2013. *Theme:* Future Libraries: Infinite Possibilities

More information regarding the 79th IFLA General Conference and Assembly are available at http://conference.ifla.org/sites/default/files/files/wlic2013/ifla-2013-final-announcement.pdf and at http://conference.ifla.org/ifla79

Lyon 2014

During the Closing Session in Helsinki Finland on 16 August, IFLA President Ingrid Parent officially announced the host location for the 2014 World Library and Information Congress: Lyon, France.

IFLA publications

85 Years IFLA : A History and Chronology of Sessions 1927–2012. Jeffrey M. Wilhite. Series: IFLA Publications Series 155. Publisher: Berlin/Munich: De Gruyter Saur, 2012. ISBN 978-3-11-025329-0 (IFLA Publications; Nr 155)_Euro 89.95 / for USA, Canada, Mexico US$ 126.00. Special price for IFLA members Euro 69.95 / for USA, Canada, Mexico US$ 98.00.

Published in honor of the 85th anniversary of the International Federation of Library Associations and Institutions (IFLA), *85 Years IFLA: A History and Chronology of Sessions 1927–2012* presents a thorough history of the organization from its 1927 founding through 2012. Supplemented with a bibliography, appendixes, and index, 85 Years IFLA is the definitive guide to the largest international library association in the world, as well as the leading body representing the interests of library and information services and their users today.

Libraries Driving Access to Knowledge (A2K). Jesús Lau, Anna Maria Tammaro and Theo Bothma (Eds.)Series: IFLA Publications Series 151. Publisher: Berlin/Munich: De Gruyter Saur, 2012. ISBN 978-3-11-025326-9_(IFLA Publications; Nr 151)_Euro 99.95 / for USA, Canada, Mexico US$ 140.00. Special price for IFLA members Euro 79.95 / for USA, Canada, Mexico US$ 112.00.

This book is a must for librarians with international interest in access to knowledge. It includes a collection of 15 chapters written by authors from all over the world and covers different approaches to the vital role of libraries driving access to knowledge. There are chapters that offer solutions and ideas to enable libraries to become the knowledge engine in society. Other chapters discuss the conceptual part of the subject and related services. The book was compiled as part of the presidential theme of Ellen Tise, IFLA President 2009–2011, with the aim of

offering the reader a good portrait of the opportunities and challenges that libraries have in driving access to knowledge.

Intergenerational solidarity in libraries / La solidarité intergénérationnelle dans les bibliothèques. Ivanka Striãeviç and Ahmed Ksibi. Series: IFLA Publications Series 156. Publisher: Berlin/Munich: De Gruyter Saur, 2012. ISBN 978-3-11-028082-1. Euro 99.95 / for USA, Canada, Mexico US$ 140.00. Special price for IFLA members Euro 79.95 / for USA, Canada, Mexico US$ 112.00.

Rapid and intensive changes in the information landscape cause changes in social relationships and, consequently, in relations between generations. Within their social role libraries should work actively to reduce age segregation and isolation, and build cohesive society through intergenerational services and programmes. The authors speak about the intergenerational dialogue in libraries – theories, research and practice – and about reading as a link between generations, thus offering to libraries strategies for establishing social cohesion.

The Road to Information Literacy: Librarians as facilitators of learning. Roisin Gwyer, Ruth Stubbings and Graham Walton (Eds.) Series: IFLA Publications Series 157. Publisher: Berlin/Munich: De Gruyter Saur, 2012. ISBN 978-3-11-028084-5. Euro 99.95 / for USA, Canada, Mexico US$ 140.00. Special price for IFLA members Euro 79.95 / for USA, Canada, Mexico US$ 112.00.

Information literacy has been identified as a necessary skill for life, work and citizenship – as well as for academic study – for all of us living in today's information society. This international collection brings together practitioner and research papers from all sectors of information work. It includes case studies and good practice guides, including how librarians and information workers can facilitate information literacy from pre-school children to established researchers, digital literacy and information literacy for citizens.

From Gold Corporate Partners
African electronic journals: Sabinet ePublications

Background of Sabinet. Sabinet has been a well known name in electronic information circles for more than 27 years. The company provides access to information to a diverse client base including libraries (in the academic, public, government, legal and corporate sectors), research organizations, law firms and individuals. Sabinet provides innovative information solutions for the information needs of various sectors.

Background of Sabinet ePublications. In 2001 Sabinet launched an African electronic journal collection as a database of electronic journals to clients and a service to academic researchers and journal publishers who needed a platform on which to host their research publications. The collection was launched with two titles and has since grown to more than 300 titles.

The collection includes African and southern African titles and is the biggest collection of its kind. It is compiled for the purpose of academic research and in recent years has come to include more than just accredited titles, but also more generic magazine type titles, equally important to researchers.

The current status of the collection. The full collection currently includes just over 300 titles – more than 100 000 full-text articles. This collection continues to grow as new issues get indexed and new titles are added.

Sabinet appreciates any feedback from its users and all suggestions made with regard to the inclusion of specific titles are investigated by the product management team.

The full collection is categorized into subject collections. These include:

- Business and finance
- Law
- Medicine and health
- Religion
- Science, technology and agriculture
- Social sciences and humanities

A motivation for any publisher to include their title/s on Sabinet's platform, is the fact that there are no initial costs involved for the publisher. The business model works on a subscription basis, where an annual payout is made to the publishers. This annual payout amounts to a percentage of the subscription price. Subscription prices are determined by the publisher. Copyright remains with the publisher and the agreement they enter into is non-exclusive, allowing them to also host their titles elsewhere. This business model allows the publisher to keep control over their title, with the added bonus that Sabinet deals with all the electronic subscriptions on their behalf. Many of these publications have done away with the print counterpart in recent years, making Sabinet the primary home of their

journal, while they maintain the publishing function. Numerous titles do however still exist in both the print and electronic environment.

Sabinet also boasts an open access journal collection of more than 50 titles. The bulk of these titles are journals that made the transition from a subscription (traditional) publishing model to an open access one, and we are proud to continue hosting them as part of our full collection and subject collections in an open access environment, with the full text free of charge.

As times change – a new home for African electronic journals. In 2011 a talented team of developers started with the development of a platform for all the reference databases offered by Sabinet. This platform was not entirely new, as a little less than a year before, the Sabinet Legal platform was launched. These African electronic journals therefore found a new home that was launched to the public in May of 2012 in beta version. Sabinet Reference (http://reference.sabinet.co.za) combines a powerful search engine with a unique dataset to make it a very powerful research tool. With the launch of the new platform, Sabinet also removed all restrictions on the availability of the record information (metadata) for these African electronic journals. Sabinet Reference therefore makes all information about all the articles in any of the journals in our collection available to anyone. Access is only restricted when the full text of that article is viewed (unless the title is open access).

Sabinet Reference allows the user to search as generally or as specifically as they wish. A simple keyword search retrieves relevant information, but users can also search according to specific fields, for example, ISSN or the title of the journal. On the results page the user has the option to facet the results further according to collection, journal title, author affiliation and other relevant fields.

By clicking on one of the results, the user can access the record information (metadata) of the article. Here the user has options to view the table of contents for that issue, search within the journal, view the available issues and of course, access the full text PDF. Should the user not be authenticated, there is also the option to purchase the article.

The new platform also sources related information when the record information is accessed. From the full metadata record display, related content can also be viewed from other reference data, legal content and news articles available on the Sabinet system.

Sabinet Reference therefore exists as an integrated resource for researchers or students, combining a

unique collection of published information and a powerful search engine. This combination adds immense value to the rich content offering.

These African electronic journals can be accessed via the Sabinet Reference platform (http://reference.sabinet.co.za) or the Sabinet Journals portal (http://www.journals.co.za).

Discoverability. The motivation behind journal publications is to communicate scholarly research to other researchers and interested parties. This is also the motivation for combining titles in a unique African collection. To enhance this purpose, it is important that information about these journals is made available as widely as possible.

Sabinet provides the metadata to various third party data harvesters, thus making sure that the available information can be retrieved through various means thereby increasing the discoverability. These data harvesters include OCLC, Google Scholar and others. The metadata is also supplied to various link resolver organizations for inclusion in their knowledge bases. The collection is therefore not just limited to a presence on a single platform.

To ensure accurate and relevant search results, all articles are indexed on the Sabinet Reference system. The full text of the articles is also indexed to enhance relevance ranking and make the entire article searchable.

The African Journal Archive. This collection of African journals (Sabinet ePublications) is complemented by the African Journal Archive. This archive represents a retrospective digitization project offering full-text articles published in Africa. This project is funded by the Carnegie Corporation of New York, and managed by Sabinet Gateway, a non-profit organization. The project includes African and southern African titles and aims to digitize journal information previously only available in print format.

The project started in 2008 and stretches over four years. Initially two hundred journals from across English speaking Africa were identified. Titles from Botswana, Ghana, Kenya, Lesotho, Mozambique, Nigeria, Uganda, Zambia and South Africa have been sourced for this archive.

The archive currently contains more than 120 titles and more than 85 000 articles. Journals were digitized from the existing hard copies back to the first issue, where available.

This repository provides international exposure to African research and authors and also offers researchers and publishers access to their own work, which was not available in digital format previously.

This collection will soon be integrated with the African Electronic Journals collection on the Sabinet Reference platform and any search done will retrieve relevant results from this repository as well.

Sabinet ePublications : a valuable resource. Sabinet ePublications, containing African electronic journals, has become an integrated, rich source of information, growing from the original two titles to more than 300 titles, available in full text. The collection can be accessed from anywhere at any time, making it a valuable resource for any researcher. Titles previously only available in print are now available as part of a collection of articles, fully searchable and integrated with other databases. This collection provides benefits for both the publishers and the end users making it a valuable resource for any information need.

From Elsevier

Elsevier offers entire collection of journals and books to innovators in developing countries through the Access to Research for Development and Innovation (ARDI) Program

Elsevier, a world-leading provider of scientific, technical and medical information products and services, now offers its entire collection of books and journals on its online platform ScienceDirect, as well as access to its abstracts and citation database Scopus to innovators in 105 countries for free or little cost through the ARDI (Access to Research for Development and Innovation) program.

Elsevier's contributions cover a vast array of scientific subject fields, with ARDI focusing on the use of mathematics, engineering, life sciences and physical sciences content by academic and research centers and government institutions, such as patent offices. Elsevier has provided access to select journals since it first participated in the program in 2009.

ARDI is coordinated by the World Intellectual Property Organization (WIPO) as part of the Research4Life program, a public-private partnership that includes United Nations agencies WIPO, the World Health Organization (WHO), the Food and Agriculture Organization of the United Nations (FAO), and the United Nations Environment Programme (UNEP), the International Association of Scientific, Technical & Medical Publishers (STM), leading academic libraries, and technology partner Microsoft.

In developing countries, local innovation is important to the success of national economies. Young scientists and their research institutions need to access the latest developments in technology found in scientific and technical literature before patenting and commercializing their inventions. However, without sufficient access to journals, their ability to learn from scientific information is limited; efforts are slow and arduous. Through ARDI, developing countries are given direct access to high-quality published content from several publishers allowing select academic and research institutions to develop and innovate more effectively, and patent offices to protect and reward innovation more efficiently.

Contact: Tom Reller, Vice President, Global Corporate Relations, Elsevier. Tel. + 1 215 239 3508. Email: t.reller@elsevier.com

Abstracts

حفظ مصادر ومخطوطات التراث الثقافي رقميًا: مُبادرة من الحكومة الهندية:

Anil Singh

مجلة الإفلا المُتخصصة، العدد رقم: 38 (2012)، رقم 4، ص.:

يُمثل التراث الثقافي تاريخ وتقاليد وثقافة كل بلد، وبالإضافة إلى أنه مصدر فخر لا يعوض بالنسبة للشعوب، فإن له أيضًا قيمة على المستوى العالمي يُمكنها أن تمس كل الشعوب حول العالم. إن هناك العديد من النماذج القيمة من التراث الثقافي الملموسة وغير الملموسة مُهددة بالخطر. تتفحص هذه الورقة البحثية إمكانية حفظ التراث الثقافي الهندي في عالم رقمي مُتاح عالميًا. فتُمثل المخطوطات أدبًا أو معرفة مخفية عن الجيل الحالي. ويُناقش هذا البحث المُبادرات التي قامت بها الحكومة الهندية لحفظ مصادر التراث الثقافي والمخطوطات رقميًا.

مراكز الدراسات المحلية: تحول التاريخ والثقافة والتراث في الفلبين:

Martin Julius V. Perez and Mariel R. Templanza

مجلة الإفلا المُتخصصة، العدد رقم 38 (2012)، رقم 4، ص.:

يُمثل هذا البحث دراسة استكشافية لمراكز المعلومات المُسماة هنا بمراكز الدراسات المحلية، في ثلاثة أقاليم فلبينية. يهدف البحث إلى تحديد وتوصيف طبيعة ومُمارسات ووضع هذه المراكز واستكشاف دورها الملئ بالابتكار والتغيير في مجالات التاريخ والثقافة والدراسات التراثية في الفيليبين. يدرس البحث أثر هذه البرامج والمشروعات وحدد ثلاث سمات رائعة تتسم بها مراكز الدراسات المحلية: الأولى: قيامهم بجمع المواد الخاصة بالمجموعات العرقية، ويُتيحونها للمُستخدمين، غالبًا في مركز واحد، الثانية: شمول مُقتنياتهم مواد مكتبية وأرشيفية وآثار المتاحف، الثالثة: قيامهم بالبحث ونشر الكتب ذات الصلة بتاريخ وثقافة وتراث المُجتمع المحلي الذين يقومون بخدمته في الفيليبين. يُمكن أن يُعطي هذا البحث أفكارًا لإدارة مراكز الدراسات البحثية (أو تأسيس المزيد منها مُستقبلاً) ليس في الفيليبين فحسب بل في دول أخرى أيضًا. حصل هذا البحث على جائزة أفضل بحث لطالب علوم مكتبات ومعلومات في عام 2012.

البيانات الديموغرافية الخاصة بمهن المكتبات والمعلومات في الكويت:

تغريد القدسي غيرة ونجود المؤمن

مجلة الإفلا المُتخصصة، العدد رقم 38 (2012)، رقم 4، ص.:

العدد 38 من مجلة الإفلا

الشراكة بين الإفلا واليونسكو 1947-2012:

Peter Johan Lor:

العدد رقم 38 (2012) من مجلة الإفلا المُتخصصة، رقم 4، ص:

وقعت الإفلا في عام 1947م اتفاقية مع اليونسكو التي كانت آنذاك حديثة النشأة. يستعرض هذا المقال تطور العلاقة بين الإفلا واليونسكو منذ عام 1947م، ويُقَيِّم ما قدمته هذه العلاقة لمُجتمع المكتبات والمعلومات على المستوى العالمي. يتناول المقال ثلاث فترات: الأولى من عام 1947م إلى عام 1977م، عندما عملت الإفلا عن قرب مع قسم المكتبات التابع لليونسكو (الذي سُمي لاحقًا بقسم التوثيق والمكتبات ودور الوثائق)، والثانية من عام 1977م عند تأسيس برنامج المعلومات العامة حتى عام 2000م، عندما أُدمج هذا البرنامج مع البرنامج الحكومي الدولي للمُعالجة الدولية للمعلومات (IIP)، والثالثة من عام 2001م إلى وقتنا الحالي مع العودة إلى برنامج اليونسكو "المعلومات للجميع (IFAP)". تراجعت أهمية دور اليونسكو كونها داعمًا للإفلا، بتراجع اهتمامها تدريجيًا بالمكتبات والتوثيق وشئون مُجتمع المعلومات، ولكن تظل إمكانية وجود علاقات مُثمرة ومُتبادلة المنفعة بين الجهتين.

سعي الصحفيون الذين يعملون في وسائل الإعلام المطبوعة في راج شاهي، بنجلاديش:

Md Arman Hossain and Md. Shariful Islam

مجلة الإفلا المُتخصصة، العدد رقم: 38 (2012)، رقم 4، ص.:

تتناول هذه الدراسة نتائج البحث في سلوكيات الصحفيين الذين يعملون في وسائل الإعلام المطبوعة في السعي للمعلومات في مدينة راج شاهي، بينجلاديش. كما تسعى الدراسة إلى تحديد مدى نجاح الصحفيين في الوصول إلى المعلومات ومصادر المعلومات التي يفضلونها. وأظهرت الدراسة أن الإنترنت هو أكثر الوسائل المُستخدمة. كما سعت هذه الدراسة إلى استكشاف الخدمات المعلوماتية التي يحتاجها هؤلاء الصحفيون في المكتبات ومراكز المعلومات. تقترح هذه الدراسة أن تضم مناهج أقسام دراسة الصحافة دورات حول السلوك المعلوماتي وأنواع المعلومات ومُختلف مصادرها واسترجاعها واستراتيجيات البحث...إلى آخره.

إنه لمن المُفاجئ أنه تم تجاهل دراسة وضع الجنسين في مجال علوم المكتبات والمعلومات كجزء من دراسة علم اجتماع هذه المهنة التي يسود العنصر النسائي العمل فيها. ينظر هذا البحث للإناث من دفعة علوم المكتبات والمعلومات كما يتناول الأمور الخاصة بالجنسين. كما يُناقش البحث بناءً على نتائج الاستبيان ومُناقشة الظواهر التي تطرأ في قضايا مثل التوظيف والإدارة والمناصب الأكاديمية ومهارات الاتصالات والمعلومات وما يعوق إحراز تقدم مهني، وأمور أخرى، مثل: التنمية المهنية ومهارات التعلّم مدى الحياة، وتغيرات مناهج طلبة

ماجستير علوم المكتبات والمعلومات في الكويت، وصورة المهن المكتبية والمعلوماتية وأخيرًا مناصب ورواتب مُجتمع المكتبات والمعلومات، يتم مُناقشة كل ذلك في ضوء خبرة دفعة خريجي قسم علوم المكتبات والمعلومات. يُعد هذا البحث مُكملاً لبحث آخر لنفس المؤلف تحت عنوان : "دفعة دارسي علوم المكتبات والمعلومات في جامعة الكويت: متابعة المناصب والوظائف" (مجلة الإفلا المُتخصصة 38 (3):111-122).

摘要

国际图联与联合国教科文组织的合作1947年-2012年

Peter Johan Lor
IFLA Journal 38 (2012) No. 4 pp. 269–282

1947年国际图联与刚成立的联合国教科文组织签订了合作协议。本文回顾了自1947年起国际图联与联合国教科文组织关系的演变，评价了这一关系为国际图书馆和信息界做出的贡献。回顾分为三个阶段：(1)1947年至1977年，国际图联与联合国教科文组织的图书馆部(后改为文献、图书馆与档案部)密切合作；(2)从1977年综合情报计划创立起，至2000年该项目并入政府间情报计划(IIP)；(3)2001年至今，重点讲述联合国教科文组织全民信息计划。联合国教科文组织逐渐将其关注点从图书馆转移至文献，以及后来的信息社会问题，联合国教科文组织作为国际图联的支持来源的重要性有所下降，但二者之间仍有机会保持富有成果的互利关系。

孟加拉国拉杰沙希纸媒体记者的信息搜寻

Md Arman Hossain and Md. Shariful Islam
IFLA Journal 38 (2012) No. 4 pp. 283–288

该研究记录了对孟加拉国城市拉杰沙希的纸媒记者信息行为的调查结果。这一研究尝试定义记者寻找信息的成功程度，以及偏好哪些信息源。研究发现因特网是最常被用到的信息源。同时，该研究试图探索记者向图书馆和信息中心提出的信息服务请求。文章提出新闻学校应在课程中引入关于信息行为、信息类型、不同种类的信息源、信息检索、检索策略等的课程。

文化遗产资源及手稿的数字保存——印度政府项目

Anil Singh
IFLA Journal 38 (2012) No. 4 pp. 289–296

文化遗产是融合了一个国家的历史、传统和文化的象征性存在，它不但是某个国家人民自豪感不可替代的来源，也具有普世价值，能够触动世界各地的人们。有许多珍贵的有形和无形的文化遗产目前处于危险之中。本文探讨了在数字世界中保存印度文化遗产资源并提供全球访问的可能性。手稿对当代人具有隐藏的知识和文学价值。本文详述了由印度政府实施的关于文化遗产及手稿的数字保存项目。

本地研究中心：改变菲律宾的历史、文化及遗产

Martin Julius V. Perez and Mariel R. Templanza
IFLA Journal 38 (2012) No. 4 pp. 297–309

本文是关于菲律宾三个地区的专业信息中心，又被称为本地研究中心的探索性研究。本文目的在于明确并描述这些中心的性质、实践以及地位，并探索它们在菲律宾历史、文化及遗产研究领域的创新和变革作用。文章考察了这些中心在研究、发展和推动这三个领域中的规划、项目、服务及活动的影响力。文章指出了菲律宾本地研究中心的三个显著特征：1)收集关于不同族群的文献，通常在一个中心向潜在用户提供文献的获取；2)收藏包括图书馆文献、档案和博物馆文物；3)开展关于其服务地区以及菲律宾的历史、文化和遗产的研究并出版图书。本文给出了关于本地研究中心管理(或未来成立)的深刻见解，不仅适用于菲律宾，也适用于其他国家。本文获得

了2012年国际图联图书馆与情报学专业学生论文奖。

科威特图书馆与信息科学职业人口统计

Taghreed Alqudsi-ghabra and Nujoud Al-Muomen
IFLA Journal 38 (2012) No. 4 pp. 310–321

在图书馆与信息科学这样一个女性化的职业中，令人惊讶的是研究领域内的性别状态并作为该行业的社会学研究在文献中一直被忽视。本研究将科威特图书馆与信息科学校友中的女性看作一个分组人口，并调查了性别相关的问题。基于调查问卷的结果及现象学的讨论组，本文讨论了关于就业、管理、学术地位、信息和通信技能等问题，此外还讨论了职业发展的障碍。文章根据科威特图书馆与信息科学专业的硕士校友的经历，还探讨了其他问题，如专业发展和终身学习的能力、图书馆与信息科学专业硕士课程的变化、图书馆与信息科学专业硕士头衔及职业形象、最终的职业地位以及图书馆与信息科学界的职业薪金。本文是作者另一论文《科威特大学图书馆与信息科学系校友：跟踪职位与职能》(IFLA Journal 62(3): 111—122)的补充。

Sommaires

Le partenariat IFLA-UNESCO 1947–2012

Peter Johan Lor
IFLA Journal 38 (2012) No. 4 pp. 269–282

C'est en 1947 que l'IFLA signa un accord de coopération avec l'UNESCO nouvellement créée. Cet article étudie l'évolution de la relation entre l'IFLA et l'UNESCO depuis 1947 et évalue en quoi cette relation a contribué à la communauté internationale des bibliothèques et de l'information. Cette étude est divisée en trois périodes : (1) de 1947 à 1977, lorsque l'IFLA collaborait étroitement avec la Division des bibliothèques de l'UNESCO (devenue plus tard le service Documentation, Bibliothèques et Archives); (2) De 1977, lors de la création du Programme général d'information, à 2000, lorsque ce programme fusionne avec le Programme informatique intergouvernemental (PII) ; et (3) de 2001 jusqu'à l'époque présente, avec une référence spécifique au Programme Information pour tous (PIPT) de l'UNESCO. À mesure que l'attention de l'UNESCO s'est progressivement déplacée pour passer des bibliothèques à la documentation puis plus tard aux questions relatives à la société de l'information, l'importance de l'UNESCO en tant que source pour l'IFLA a décliné, mais il demeure entre elles des possibilités pour une relation susceptible de leur être profitable à toutes deux.

Recherche d'informations par les journalistes de la presse écrite à Rajshahi au Bangladesh

Md Arman Hossain and Md. Shariful Islam
IFLA Journal 38 (2012) No. 4 pp. 283–288

Cet article rend compte des résultats d'une étude sur le comportement des journalistes de la presse écrite en matière de recherche d'informations, étude effectuée à Rashahi au Bangladesh. Il s'efforce de déterminer le degré de réussite des journalistes à trouver des informations et quelles sont les sources d'information privilégiées. Il apparaît qu'Internet est la source d'informations la plus fréquemment utilisée. L'étude tente également d'explorer quels sont les services d'information requis par les journalistes des bibliothèques et centres de documentation. Cet article suggère que les écoles de journalisme inscrivent à leur programme des cours sur le comportement relatif à l'information, les types d'information, les différentes sources d'information, l'extraction d'informations, les stratégies de recherche, etc.

Conservation numérique des ressources du patrimoine culturel et des manuscrits : une initiative du gouvernement indien

Anil Singh
IFLA Journal 38 (2012) No. 4 pp. 289–296

Le patrimoine culturel est la présence symbolique qui intègre l'histoire, les traditions et la culture d'un pays. Tout en étant une source irremplaçable de fierté pour la population de ce pays, il possède également une valeur universelle susceptible de toucher l'ensemble des populations du monde entier. De nombreux biens du patrimoine culturel tangible et intangible sont actuellement menacés. Cet article examine la possibilité de préserver les ressources du patrimoine culturel indien dans un monde numérique et de les rendre mondialement

accessibles. Le manuscrit est une forme de littérature ou de savoir cachée pour les générations actuelles. Cet article évoque l'initiative prise par le gouvernement indien pour la préservation numérique des ressources du patrimoine culturel et des manuscrits.

Centres d'études locaux : transformation de l'histoire, de la culture et du patrimoine aux Philippines

Martin Julius V. Perez and Mariel R. Templanza
IFLA Journal 38 (2012) No. 4 pp. 297–309

Cet article est une étude exploratoire des centres de documentation spécialisés, désignés comme centres d'études locaux, dans trois régions des Philippines. Il a pour but d'identifier et de décrire la nature, les pratiques et le statut de ces centres et d'explorer leur rôle novateur et transformateur dans les domaines d'études sur l'histoire, la culture et le patrimoine aux Philippines. Il examine l'impact de leurs programmes, projets, services et activités sur l'étude, le développement et la promotion de ces trois domaines. Trois caractéristiques principales des centres d'études locaux aux Philippines sont ainsi identifiées : 1) ils rassemblent du matériel appartenant à des groupes ethniques et permettent à des utilisateurs potentiels d'en disposer et d'y accéder, généralement dans un centre ; 2) leurs fonds comprennent du matériel bibliothécaire, des archives et des objets de musée ; 3) ils mènent des recherches et publient des livres relatifs à l'histoire, la culture et le patrimoine des localités qu'ils desservent et des Philippines. Cet article peut fournir des indications pour l'administration (ou la création future) de centres d'études locaux pas seulement aux Philippines, mais aussi dans d'autres pays. Cet article s'est vu décerner le « IFLA LIS Student Paper Award 2012 », une bourse de l'IFLA récompensant les travaux

d'étudiants en Sciences de l'information et de la communication (SIC).

Démographie de la profession des bibliothécaires et des documentalistes au Koweït

Taghreed Alqudsi-ghabra and Nujoud Al-Muomen
IFLA Journal 38 (2012) No. 4 pp. 310–321

Dans des professions qui emploient de nombreuses femmes telles que celles des bibliothécaires et documentalistes, on peut être surpris par le fait que l'examen du statut du sexe au sein de la discipline et dans le cadre de la sociologie de la profession ait été généralement évité dans la littérature spécialisée. Cette étude considère les femmes ayant une formation en Sciences de l'information et de la communication (SIC) au Koweït comme une sous-population et étudie également les questions relatives au sexe. Basé sur les résultats d'un sondage et de groupes de discussion phénoménologiques, l'article évoque des problèmes tels qu'emploi, postes de direction, fonctions académiques et aptitudes en matière de TIC, en plus des obstacles à une progression professionnelle. D'autres questions – notamment le développement professionnel et l'aptitude à apprendre tout au long de la vie, les modifications des programmes de Master en SIC, le titre de Master en SIC et l'image de la profession ainsi enfin que les postes et les salaires des professionnels de la communauté des SIC – sont abordées à la lueur de l'expérience des anciens étudiants en Master en SIC au Koweït. Cet article vient compléter celui des mêmes auteurs intitulé « Library and information science alumni of Kuwait University: Tracking positions and functions » (Anciens étudiants en sciences de l'information et de la communication de l'Université du Koweït : suivi des postes et des fonctions, Journal de l'IFLA 38(3): 111–122).

Zusammenfassungen

Die Partnerschaft zwischen der IFLA und der UNESCO 1947–2012

Peter Johan Lor
IFLA Journal 38 (2012) No. 4 pp. 269–282

Im Jahr 1947 hat die IFLA eine Kooperationsvereinbarung mit der damals gerade erst ins Leben gerufenen UNESCO unterzeichnet. Der vorliegende Artikel bespricht die Entwicklung der Beziehungen zwischen

der IFLA und der UNESCO seit 1947 und bewertet den Beitrag dieser Beziehungen zur internationalen Bibliotheks- und Informationsgemeinschaft. Dieser Rückblick bezieht sich auf drei Zeiträume: (1) von 1947 bis1977, als die IFLA eng mit der Bibliotheksdivision der UNESCO zusammengearbeitet hat (später das Department of Documentation, Libraries and Archives); (2) ab 1977, als das General Information Programme ins Leben gerufen wurde, bis zum Jahr 2000, als dieses Programm mit dem Intergovernmental Informatics Programme (IIP) zusammengelegt wurde;

und (3) von 2001 bis zur heutigen Zeit, wobei der Schwerpunkt besonders auf dem Information für Alle (Information for All Programme - IFAP) der UNESCO liegt. Nachdem die UNESCO jedoch ihren Interessenschwerpunkt nach und nach von den Bibliotheken zur Dokumentation und später zu informationsgesellschaftlichen Themen verschob, hat die Bedeutung der UNESCO in Bezug auf die Unterstützung der IFLA nachgelassen; aber es zeigen sich hier durchaus immer noch Möglichkeiten für eine fruchtbare, für beide Seiten nützliche Beziehung.

Informationssuche durch Printmedien-Journalisten in Rajshahi, Bangladesh

Md Arman Hossain und Md. Shariful Islam
IFLA Journal 38 (2012) No. 4 pp. 283–288

Dieser Beitrag stützt sich auf die Ergebnisse einer Studie des Informationsverhaltens von Printmedien-Journalisten in der Stadt Rashahi in Bangladesh. Die Autoren versuchen, herauszufinden, wie erfolgreich die Journalisten beim Auffinden von Informationen sind und welche Informationsquellen sie bevorzugen. Gemäß den Ergebnissen ist das Internet die am häufigsten verwendete Informationsquelle. Darüber hinaus hat die Studie auch versucht, zu klären, welche Informationsdienste die Journalisten für Bibliotheken und Informationszentren benötigen. Der vorliegende Artikel gelangt zu dem Ergebnis, dass die Journalismusschulen auch Kurse über das Informationsverhalten, verschiedene Arten von Informationen, diverse Arten von Informationsquellen, den Abruf von Informationen, Suchverfahren usw. anbieten sollten.

Digitale Konservierung der Ressourcen und Manuskripte im Zusammenhang mit dem Kulturerbe: eine Initiative der indischen Regierung

Anil Singh
IFLA Journal 38 (2012) No. 4 pp. 289–296

Das Kulturerbe ist die symbolische Gegenwart, die die Geschichte, die Traditionen und die Kultur eines Landes miteinander integriert. Zwar stellt es eine unersetzliche Quelle des Stolzes für die Einwohner des fraglichen Landes dar, besitzt jedoch auch einen allgemeinen Wert, der die Menschen in der ganzen Welt berühren kann. Zahllose Eigenschaften wertvoller materieller und immaterieller Werte des Kulturerbes sind zurzeit gefährdet. Der vorliegende Beitrag prüft die Möglichkeiten für den Erhalt der Ressourcen des indischen Kulturerbes in einer digitalen Welt und auch

die Möglichkeiten, dies weltweit zugänglich zu machen. Ein Manuskript bedeutet versteckte Literatur oder versteckte Kenntnisse für die heutige Generation. Der vorliegende Artikel stellt die Initiativen der indischen Regierung für den digitalen Erhalt der Ressourcen des Kulturerbes sowie der entsprechenden Manuskripte vor.

Zentren für Lokalstudien: Transformation der Geschichte, der Kultur und des gesellschaftlichen Erbes auf den Philippinen

Martin Julius V. Perez und Mariel R. Templanza
IFLA Journal 38 (2012) No. 4 pp. 297–309

Dieser Beitrag bezieht sich auf eine explorative Studie der spezialisierten Informationszentren, die auch als Zentren für Lokalstudien bezeichnet werden, in drei Regionen auf den Philippinen. Der Beitrag möchte die Art, die Bräuche und den Status dieser Zentren identifizieren und beschreiben und darüber hinaus ihre innovative und fördernde Rolle im Bereich der Geschichts-, Kultur- und Erbstudien auf den Philippinen beleuchten. Er analysiert ein Einfluss ihrer Programme, Projekte, Services und Aktivitäten auf die Studie, Entwicklung und Förderung dieser drei Bereiche. Insgesamt wurden drei entscheidende Vorteile der Zentren für Lokalstudien auf den Philippinen identifiziert: 1) sie sammeln Materialien über ethnische Gruppen und machen diese Materialien dann potenziellen Nutzern verfügbar und zugänglich, normalerweise in einem Zentrum; 2) in ihren Beständen finden sich Bibliotheksmaterialien, Archive und Museumsartefakte; 3) sie führen Forschungsprojekte durch und veröffentlichen Bücher im Zusammenhang mit der Geschichte, der Kultur und dem gesellschaftlichen Erbe der entsprechenden Örtlichkeiten und der Philippinen im Allgemeinen. Der vorliegende Beitrag kann die entsprechenden Hintergründe beleuchten und somit Hinweise für das im Management (oder die zukünftige Errichtung) von Zentren für Lokalstudien liefern, und das nicht nur auf den Philippinen, sondern auch in anderen Ländern. Dieser Beitrag wurde mit dem IFLA LIS Student Paper Award 2012 ausgezeichnet.

Demografie der Bibliotheks- und Informationswissenschaften in Kuwait

Taghreed Alqudsi-ghabra und Nujoud Al-Muomen
IFLA Journal 38 (2012) No. 4 pp. 310–321

In von Frauen bevorzugten Berufen, beispielsweise im Bereich der Bibliotheks- und Informationswissenschaften,

lässt sich die überraschende Feststellung machen, dass die Untersuchung des Geschlechtsstatus in diesem Bereich und im Zusammenhang mit der Soziologie des Berufsstands in der Literatur generell bisher offensichtlich vermieden worden ist. Die vorliegende Studie befasst sich mit weiblichen LIS-Alumni in Kuwait als Subpopulation und thematisiert in diesem Zusammenhang auch geschlechtsspezifische Faktoren. Auf Basis der Ergebnisse einer Umfrage und phänomenologischer Diskussionsgruppen beleuchtet diese Publikation Themen wie Beschäftigung, Management, akademische Positionen und ICT-Fähigkeiten sowie Hindernisse für den professionellen Fortschritt. Weitere Themen, wie beispielsweise die professionelle Entwicklung und die lebenslange Lernfähigkeit, Änderungen des MLIS-Curriculums, Titel des MLIS sowie das Image des Berufsstands und schließlich die Laufbahnpositionen und Gehälter der professionellen LIS-Gemeinschaft werden auf dem Hintergrund der Erfahrungen der MLIS-Absolventen in Kuwait besprochen. Der vorliegende Beitrag ergänzt den Artikel der Autoren mit dem Titel „Library and information science alumni of Kuwait University: Tracking positions and functions" (Alumni der Bibliotheks- und Informationswissenschaften an der Universität Kuwait: Nachverfolgung der Positionen und Funktionen) (IFLA-Journal 38 (3): 111–122).

Рефераты статей

Сотрудничество IFLA-UNESCO в 1947-2012 гг.

Петер Йохан Лор
IFLA Journal 38 (2012) No. 4 pp. 269–282

В 1947 г. было подписано соглашение о сотрудничестве между IFLA и недавно созданной организацией UNESCO. В данной статье представлен обзор развития отношений между IFLA и UNESCO начиная с 1947 года, а также приведена оценка того вклада в международное библиотечное и информационное сообщество, который был внесен благодаря указанным отношениям. В обзоре история взаимоотношений разделена на три периода: (1) с 1947 по 1977 гг., когда IFLA активно сотрудничала с Отделением библиотек UNESCO (позднее реорганизованным в Отдел документации, библиотек и архивов); (2) с 1977, когда была создана Программа общей информации, до 2000, когда указанная программа была объединена с Межправительственной программой по информатике (IIP); и (3) начиная с 2001 и до настоящего времени, при этом особое внимание уделено программе UNESCO "Информация для всех" (IFAP). Поскольку с течением времени внимание UNESCO переключилось с вопросов, связанных с библиотеками, к вопросам документации, а позднее – к вопросам информационного общества, значение данной организации как источника поддержки IFLA уменьшилось, однако по-прежнему сохраняются возможности для плодотворного взаимовыгодного сотрудничества этих организаций.

Поиск информации журналистами печатных изданий в Раджшахи, Бангладеш

Мд Арман Хоссейн и Мд. Шарифул Ислам
IFLA Journal 38 (2012) No. 4 pp. 283–288

В данном исследовании приводятся результаты изучения модели поведения журналистов печатных изданий города Раджшахи, Бангладеш, при поиске информации. Целью исследования является определение того, насколько успешным является поиск журналистами информации, и каким источникам информации при этом отдается предпочтение. Наиболее часто используемым источником информации является Интернет. Также в исследовании предпринята попытка определить, какие услуги в области информации необходимы журналистам от библиотек и информационных центров. В работе содержится предложение о включении в учебную программу заведений, осуществляющих обучение профессии журналиста, курса, в котором излагались бы концепции поведения при поиске информации, говорилось о типах информации, различных видах источников информации, поиске информации, стратегиях такого поиска и пр.

Сохранение в цифровом виде источников культурного наследия и манускриптов: инициатива индийского правительства

Анил Сингх
IFLA Journal 38 (2012) No. 4 pp. 289–296

Культурное наследие является символическим присутствием, которое объединяет историю, традиции и культуру страны, и, являясь незаменимым источником гордости для населения этой страны, оно к тому же представляет универсальную ценность, которая может касаться всех людей в мире. В настоящее время огромное количество ценных материальных и нематериальных объектов культурного наследия находятся в опасности. В данной работе рассматривается потенциальная возможность сохранения культурного наследия Индии в цифровом мире и открытия доступа к нему для всего мира. Манускрипт – это литература или знание, скрытое от современного поколения. В статье рассматриваются инициативы правительства Индии в отношении сохранения в цифровом виде источников культурного наследия и манускриптов.

Краеведческие центры: трансформация истории, культуры и наследия Филиппин

Мартин Юлиус В. Перез и Мериэл Р. Темпланза
IFLA Journal 38 (2012) No. 4 pp. 297–309

Данная работа является поисковым исследованием специализированных информационных центров, называемых краеведческими центрами, в трех регионах Филиппин. Ее цель – определить и описать сущность, методы работы и статус этих центров и исследовать их инновационную и трансформирующую роль в области изучения истории, культуры и наследия Филиппин. В данной работе исследуется влияние программ, проектов, услуг и деятельности таких центров на исследование, развитие и популяризацию указанных трех областей. Определены три исключительные характеристики краеведческих центров Филиппин: 1) они собирают материалы, относящиеся к национальным меньшинствам, и представляют такие материалы для доступа потенциальным пользователям, как правило, в одном центре; 2) их материалы включают в себя библиотечные труды, архивы и музейные экспонаты; 3) они проводят исследования и издают книги об истории, культуре и наследии той

местности, для которой они работают, а также Филиппин. Данная работа позволяет понять суть управления (или будущего образования) краеведческих центров не только на Филиппинах, но и в других странах. Работа отмечена наградой IFLA за лучшую студенческую работу в области библиотечного дела и теории информации 2012 г.

Демографические особенности профессии специалиста библиотечного дела и теории информации в Кувейте

Тагхрид Алькудси-гхабра и Нуджоуд Аль-Муомен
IFLA Journal 38 (2012) No. 4 pp. 310–321

Удивительно, что в литературе совсем не уделяется внимания изучению статуса пола в женских профессиях, таких как профессия специалиста библиотечного дела и теории информации, как в рамках самого предмета, так и в рамках социологии данной профессии. В данном труде женщины-специалисты библиотечного дела и теории информации в Кувейте рассматриваются как отдельная подгруппа, здесь же исследуются вопросы гендерной направленности. В работе, основанной на результатах анкетирования и обсуждений в феноменологических дискуссионных группах, кроме препятствий на пути профессионального роста, рассматриваются такие аспекты, как трудоустройство, менеджмент, академические должности и навыки в области ИКТ. С учетом опыта обладателей степени магистра библиотечного дела и теории информации Кувейта обсуждаются и другие вопросы, такие как профессиональное развитие и навыки обучения в течение всей жизни, изменения в программе подготовки магистров библиотечного дела и теории информации, степень магистра библиотечного дела и теории информации и имидж профессии, и, наконец, карьерные возможности и заработная плата профессионалов библиотечного дела и теории информации. Данный труд является дополнением к работе автора "Выпускники университета Кувейта – специалисты библиотечного дела и теории информации: Следим за должностями и функциями" ((IFLA Journal 62(3): 111–122).

Resúmenes

La asociación IFLA-UNESCO 1947–2012

Peter Johan Lor
IFLA Journal 38 (2012) No. 4 pp. 269–282

En 1947 la IFLA firmó un acuerdo de cooperación con la recién creada UNESCO. En este artículo se analiza la evolución de la relación entre la IFLA y la UNESCO desde 1947, y se evalúa la contribución de esta relación a la comunidad internacional bibliotecaria y de

la información. El análisis se divide en tres periodos: (1) desde 1947 hasta 1977, cuando la IFLA trabajó en estrecha colaboración con la División de Bibliotecas de la UNESCO (más tarde el Departamento de Documentación, Bibliotecas y Archivos), (2) desde 1977, cuando se fundó el Programa General de Información, hasta 2000, cuando dicho Programa se fusionó con el Programa Intergubernamental de Informática (PII), y (3) desde 2001 hasta la actualidad, con especial referencia al Programa Información para Todos (PIPT) de la UNESCO. A medida que la UNESCO fue cambiando gradualmente su enfoque en las bibliotecas a la documentación y, más tarde, a las cuestiones de la sociedad de la información, disminuyó la importancia de la UNESCO para la IFLA como fuente de apoyo, pero sigue habiendo posibilidades para que las relaciones entre ambas sean fructíferas y mutuamente beneficiosas.

Búsqueda de información de periodistas de los medios de comunicación impresos en Rajshahi (Bangladesh)

Md Arman Hossain y Md. Shariful Islam
IFLA Journal 38 (2012) No. 4 pp. 283–288

Este estudio presenta los resultados de la investigación sobre el comportamiento informativo de los periodistas de medios de comunicación impresos en la ciudad de Rashahi (Bangladesh). Se trata de determinar el éxito de los periodistas en la búsqueda de información y qué fuentes de información prefieren. Internet fue la fuente de información más utilizada. El estudio también trató de explorar los servicios de información que necesitan los periodistas de las bibliotecas y los centros de información. Este artículo sugiere que las escuelas de periodismo pueden incluir cursos en su plan de estudios sobre el comportamiento de la información, los tipos de información, los diferentes tipos de fuentes de información, la recuperación de información, las estrategias de búsqueda, etc.

La conservación digital de los recursos y manuscritos del patrimonio cultural: una iniciativa del Gobierno de la India

Anil Singh
IFLA Journal 38 (2012) No. 4 pp. 289–296

El patrimonio cultural es la presencia simbólica que integra la historia, las tradiciones y la cultura de un país, y si bien es una fuente insustituible de orgullo para la gente de ese país, también posee un valor universal que puede afectar a todas las personas del mundo. En la actualidad, numerosas propiedades del valioso patrimonio cultural tangible e intangible se encuentran en peligro. En este artículo se examina el potencial para la conservación de los recursos del patrimonio cultural de la India en un mundo digital y para hacerlos accesibles a nivel mundial. Un manuscrito es un documento o conocimiento oculto para la generación actual. El artículo analiza las iniciativas tomadas por el Gobierno de la India para la conservación digital de los recursos y manuscritos del patrimonio cultural.

Centros de estudios locales: la transformación de la historia, la cultura y el patrimonio en Filipinas

Martin Julius V. Perez y Mariel R. Templanza
IFLA Journal 38 (2012) No. 4 pp. 297–309

Este artículo es un estudio exploratorio de los centros de información especializados, conocidos como centros de estudios locales, en tres regiones de Filipinas. Su objetivo es identificar y describir la naturaleza, las prácticas y la situación de estos centros y explorar su papel innovador y transformador en el ámbito de los estudios de historia, cultura y patrimonio de Filipinas. Se examina el impacto de sus programas, proyectos, servicios y actividades en el estudio, desarrollo y promoción de estos tres campos. Se identificaron tres características sobresalientes de los centros de estudios locales en Filipinas: 1) recopilan materiales pertenecientes a grupos étnicos y los ponen a disposición de los usuarios potenciales, la mayoría en un centro, 2) entre los materiales de su propiedad cabe mencionar material de biblioteca y de archivo así como objetos de museo, 3) llevan a cabo la investigación y publicación de libros, relacionados con la historia, la cultura y el patrimonio de las localidades a las que atienden y de Filipinas. Este artículo puede proporcionar información para la gestión (o futura creación) de los centros de estudios locales no solo en Filipinas, sino también en otros países. Este artículo recibió el premio IFLA LIS Student Paper Award 2012.

Demografía de los bibliotecarios y los profesionales de la información en Kuwait

Taghreed Alqudsi-ghabra y Nujoud Al-Muomen
IFLA Journal 38 (2012) No. 4 pp. 310–321

En las profesiones feminizadas como la Biblioteconomía y las Ciencias de la información, resulta sorprendente

que el análisis de la situación del género en el ámbito y en el marco de la sociología de la profesión se haya evadido en la literatura en general. Este estudio se centra en las alumnas de Biblioteconomía y Ciencias de la información de Kuwait como una subpoblación y también investiga las cuestiones relativas al género. Basándose en los resultados de un cuestionario y en grupos de debate fenomenológicos, el artículo discute temas como el empleo, la gestión, los puestos académicos y los conocimientos de TIC, además de los obstáculos a la progresión profesional. A la luz de la experiencia de los alumnos de la licenciatura de Biblioteconomía y Ciencias de la información de Kuwait, se discuten otros temas, como el desarrollo

profesional y las habilidades de aprendizaje para toda la vida, los cambios en el plan de estudios de la licenciatura de Biblioteconomía y Ciencias de la información, el título de Biblioteconomía y Ciencias de la información y la imagen de la profesión y, finalmente, los puestos profesionales y los salarios de la comunidad profesional de bibliotecarios y profesionales de la información. Este artículo complementa el artículo de los autores "Library and information science alumni of Kuwait University: Tracking positions and functions" (Ex-alumnos de Biblioteconomía y Ciencias de la información de la Universidad de Kuwait: seguimiento de puestos y funciones) (IFLA Journal 38(3): 111–122).

Resúmenes

La asociación IFLA-UNESCO 1947–2012

Peter Johan Lor

En 1947 la IFLA firmó un acuerdo de cooperación con la recién creada UNESCO. En este artículo se analiza la evolución de la relación entre la IFLA y la UNESCO desde 1947, y se evalúa la contribución de esta relación a la comunidad internacional bibliotecaria y de la información. El análisis se divide en tres periodos: (1) desde 1947 hasta 1977, cuando la IFLA trabajó en estrecha colaboración con la División de Bibliotecas de la UNESCO (más tarde el Departamento de Documentación, Bibliotecas y Archivos), (2) desde 1977, cuando se fundó el Programa General de Información, hasta 2000, cuando dicho Programa se fusionó con el Programa Intergubernamental de Informática (PII), y (3) desde 2001 hasta la actualidad, con especial referencia al Programa Información para Todos (PIPT) de la UNESCO. A medida que la UNESCO fue cambiando gradualmente su enfoque en las bibliotecas a la documentación y, más tarde, a las cuestiones de la sociedad de la información, disminuyó la importancia de la UNESCO para la IFLA como fuente de apoyo, pero sigue habiendo posibilidades para que las relaciones entre ambas sean fructíferas y mutuamente beneficiosas.

Búsqueda de información de periodistas de los medios de comunicación impresos en Rajshahi (Bangladesh)

Md Arman Hossain y Md. Shariful Islam

Este estudio presenta los resultados de la investigación sobre el comportamiento informativo de los periodistas de medios de comunicación impresos en la ciudad de Rashahi (Bangladesh). Se trata de determinar el éxito de los periodistas en la búsqueda de información y qué fuentes de información prefieren. Internet fue la fuente de información más utilizada. El estudio también trató de explorar los servicios de información que necesitan los periodistas de las bibliotecas y los centros de información. Este artículo sugiere que las escuelas de periodismo pueden incluir cursos en su plan de estudios sobre el comportamiento de la información, los tipos de información, los diferentes tipos de fuentes de información, la recuperación de información, las estrategias de búsqueda, etc.

La conservación digital de los recursos y manuscritos del patrimonio cultural: una iniciativa del Gobierno de la India

Anil Singh

El patrimonio cultural es la presencia simbólica que integra la historia, las tradiciones y la cultura de un país, y si bien es una fuente insustituible de orgullo para la gente de ese país, también posee un valor universal que puede afectar a todas las personas del mundo. En la actualidad, numerosas propiedades del valioso patrimonio cultural tangible e intangible se encuentran en peligro. En este artículo se examina el potencial para la conservación de los recursos del patrimonio cultural de la India en un mundo digital y para hacerlos accesibles a nivel mundial. Un manuscrito es un documento o conocimiento oculto para la

generación actual. El artículo analiza las iniciativas tomadas por el Gobierno de la India para la conservación digital de los recursos y manuscritos del patrimonio cultural.

Centros de estudios locales: la transformación de la historia, la cultura y el patrimonio en Filipinas

Martin Julius V. Perez y Mariel R. Templanza

Este artículo es un estudio exploratorio de los centros de información especializados, conocidos como centros de estudios locales, en tres regiones de Filipinas. Su objetivo es identificar y describir la naturaleza, las prácticas y la situación de estos centros y explorar su papel innovador y transformador en el ámbito de los estudios de historia, cultura y patrimonio de Filipinas. Se examina el impacto de sus programas, proyectos, servicios y actividades en el estudio, desarrollo y promoción de estos tres campos. Se identificaron tres características sobresalientes de los centros de estudios locales en Filipinas: 1) recopilan materiales pertenecientes a grupos étnicos y los ponen a disposición de los usuarios potenciales, la mayoría en un centro, 2) entre los materiales de su propiedad cabe mencionar material de biblioteca y de archivo así como objetos de museo, 3) llevan a cabo la investigación y publicación de libros, relacionados con la historia, la cultura y el patrimonio de las localidades a las que atienden y de Filipinas. Este artículo puede proporcionar información para la gestión (o futura creación) de los centros de estudios locales no solo en Filipinas, sino también en otros países. Este artículo recibió el premio IFLA LIS Student Paper Award 2012.

Demografía de los bibliotecarios y los profesionales de la información en Kuwait

Taghreed Alqudsi-ghabra y Nujoud Al-Muomen

En las profesiones feminizadas como la Biblioteconomía y las Ciencias de la información, resulta sorprendente que el análisis de la situación del género en el ámbito y en el marco de la sociología de la profesión se haya evadido en la literatura en general. Este estudio se centra en las alumnas de Biblioteconomía y Ciencias de la información de Kuwait como una subpoblación y también investiga las cuestiones relativas al género. Basándose en los resultados de un cuestionario y en grupos de debate fenomenológicos, el artículo discute temas como el empleo, la gestión, los puestos académicos y los conocimientos de TIC, además de los obstáculos a la progresión profesional. A la luz de la experiencia de los alumnos de la licenciatura de Biblioteconomía y Ciencias de la información de Kuwait, se discuten otros temas, como el desarrollo profesional y las habilidades de aprendizaje para toda la vida, los cambios en el plan de estudios de la licenciatura de Biblioteconomía y Ciencias de la información, el título de Biblioteconomía y Ciencias de la información y la imagen de la profesión y, finalmente, los puestos profesionales y los salarios de la comunidad profesional de bibliotecarios y profesionales de la información. Este artículo complementa el artículo de los autores "Library and information science alumni of Kuwait University: Tracking positions and functions" (Ex-alumnos de Biblioteconomía y Ciencias de la información de la Universidad de Kuwait: seguimiento de puestos y funciones) (IFLA Journal 38(3): 111–122).