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Aims and Scope

IFLA Journal is an international journal publishing peer reviewed articles on library and information services and the social, political and economic issues that impact access to information through libraries. The Journal publishes research, case studies and essays that reflect the broad spectrum of the profession internationally. To submit an article to IFLA Journal please visit: <http://ifl.sagepub.com>

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Libraries: A Call to Build the Action Agenda

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From April sixth through the eighth of 2016, Donna Scheeder hosted her first IFLA President's in Toronto Canada. Over 80 leading thinkers from the information world gathered together to begin building the change agenda for libraries and our profession. This meeting was a logical result of the 2013 IFLA Trend Report (IFLA, 2013) that identified five key trends in society that have a major impact on libraries and the profession. These trends are:

- New Technologies will both expand and limit who has access to information.
- Online Education will democratize and disrupt global learning.
- The boundaries of privacy and data protection will be redefined.
- Hyper-connected societies will listen to and empower new voices and groups.
- The global information environment will be transformed by new technologies. (IFLA, 2013)

Trends represent change. While change may be threatening, it also provides great opportunities. There are two choices when faced with change. Libraries and our profession can either create the change we want, or we can do nothing and be forced to live in a world created by other more forward thinking interests, which may not represent our ideals and values.

The keynote speakers at the President's meeting urged the participants to adapt and renew. To quote President Obama, "we must be the change we want to see." At this meeting, participants started down that path by doing what we do best, sharing knowledge and insights and our own best practices. Panelists stimulated our thinking about the four components

of the change agenda for our libraries and our profession.

The first level of the change agenda is the personal level. What skills and competencies do we need to continue to be successful in the 21st century? Librarians must embrace continuous individual learning to keep their skills up to date and relevant. Sometimes this means that we must let go of old ways of doing things, no matter how comfortable we find them. The personal competencies agenda means change for library education as well. What do our library educators need to do to insure they are providing our libraries and other organizations with professionals who are equipped to provide the transformational services that will keep our libraries and profession strong? During the meeting, we asked some very important questions, and we must continue to pursue the answers and to try new ways of ensuring that our schools are free to pursue innovation in the service of education.

The second level is institutional change, which involves building the change agenda for our organizations. What will our communities need? What is the change agenda for libraries, archives and the organizations they serve? We heard many answers to those questions, especially during the panels and discussion around public libraries, *Revolution in On-line Learning* and the panel on *Opportunities for the Future*. Speakers and discussants observed that in some places types of libraries are converging. Former IFLA president Claudia Lux reported that the new library in

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Qatar will be the national library, an academic research library and a public library all combined in one. John Szabo and Vickery Bowles discussed their libraries transformation to vital learning and creation spaces for their communities where patrons create as well as consume culture.

Judging by this meeting and engagement with colleagues around the world, it is clear that there is no shortage of innovation and action in libraries. What is an issue however is that not every library is aligning with the needs of their community and not every library has a clear vision of what they need to be in the future. This raises some important issues.

The third and fourth areas of change are at the national and global policy levels. What barriers exist for libraries that are preventing them from meeting the needs of their communities? Intellectual property, trade agreements, internet governance issues, and numerous other policies cannot be allowed to stand in the way of our success and the success of the communities we serve. Our global vision of the successful library of the future must also include a vision of strong national associations and a strong IFLA that can advocate effectively to overcome policy barriers.

In the Toronto meeting, Stuart Hamilton, IFLA's Deputy Secretary General and Director of Policy & Advocacy discussed IFLA's initiative to insure that access to information and universal literacy were included in the 2030 United Nations Sustainable Development goals in order to position libraries as partners with their governments in the creation of national development plans. This has led further to a new IFLA strategic initiative to define a sustainable information environment. In order to envision and advocate for a successful future for libraries and the profession, we must be able to define new sustainable models for access to and preservation of digital resources.

The Toronto meetings taught participants that there is a lot of excellent work going on right now to adapt and renew our libraries and our profession. There is a danger, however, of preaching to the choir. There is a sharing of success stories and networking so that future innovations can easily be replicated by others. This is all very laudable and is an excellent response to the societal changes that offer many challenges and opportunities to libraries. Moving forward, the professional community needs to include libraries not represented at meetings such as Toronto. The IFLA community needs to ensure that the excellent work supporting the institutional change agenda gets distributed to the broader library community.

To have real impact, the work in meetings and conference halls, publications such as the IFLA *Trend Report*, and change initiatives need to become part of a wider social movement within the profession. At the same time, librarians need to engage in research on the individual and collaborative level to analyze policy, develop standards, discover new methods, and measure the effectiveness and impact of the new technologies and practices we adopt as a profession. Just as aligning with organizations and taking a disciplined approach to our organizational work is essential to advocacy with the profession, a sound and broad base of research that informs change and our practices is critical to our ongoing success. Moving into the future, IFLA Journal seeks to disseminate research that strives to answer questions about privacy, access, and disruptive change highlighted in the *Trend Report* and professional meetings around the world. It is through such research that the profession cannot just adapt and respond to change but lead in identifying critical issues and formulating solutions.

Reference

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American libraries in 2016: Creating their future by connecting, collaborating and building community

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Abstract

This article presents an overview of the American library landscape and explains the trends and challenges American libraries are facing. US libraries provide people of all ages and backgrounds with access to information and technology. They are community and campus hubs, relied upon to provide the services and support that people need for study, research and lifelong learning. They continue to reinvent themselves to meet the emerging demands in the digital age while retaining their core values of cooperation, sharing and service.

Keywords

Libraries, United States, America, library landscape, library trends, professional associations

Introduction

The United States has a vibrant and diverse library community that provide access to information and technology, which impacts how the American society thrives. Our libraries provide people of all ages and backgrounds with unlimited possibilities to educate themselves and to participate in a media-enriched society. They serve the research and learning needs of their campuses and communities. They are highly trusted and inclusive, safe places. They are community and campus hubs, relied upon to provide the information and support that people need for study and lifelong learning.

Boston was the last US city to host the IFLA Library and Information World Congress—and that was in 2001. So much has changed since then. US libraries are more connected than they have ever been in the history of library and information science. They are working together in more ways to serve their users and be more efficient. Moreover, they are engaging their communities in new ways with new services, changing people's lives and improving their well-being in the process.

Although they are changing and making an impact in the digital age, many US libraries continue to struggle with the after-effects of the 2008 financial crisis. There have been fewer budget reductions and some small increases in funding over the past eight years, but the slowdown in cuts and the increases in funding are only partially rebuilding library budgets to pre-recession levels. Many states continue to close library branches and reduce the number of school librarians, media specialists and library technology coordinators due to lack of funding (Rosa, 2014). In addition, some states are tying library funding to student success. Performance-based funding and the culture of increasing accountability for outcomes will require libraries to find new ways to document their key role in academic achievement (CRL Research Planning and Review Committee, 2014).

Nonetheless, in today's world, libraries continue to be key to helping people understand change and lead

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Table 1. Number of different types of libraries in the United States.

Government libraries	1186
School libraries	98,460
Academic libraries	3793
Public libraries	9082
Special libraries	6966
Total	119,487

communities into the future. People require digital fluency and access to resources—anywhere, at any time, on any device—to keep their knowledge and skills up to date. As IFLA and the international library community get ready to meet in the United States, this article will provide a quick overview of the American library landscape and explain the trends and challenges American libraries are facing.

Overview

With a population of more than 320 million (US Census Bureau, 2016), the United States has about 120,000 libraries in total. They range in size from the Library of Congress—the largest library in the world, with 4200 employees—to academic, public, school, medical, law and special libraries run by one person. They range in budgets from several thousand dollars to multi-millions of dollars. And they range in population-served from communities of several hundred to communities of several million. This industry overview will provide a range of statistics on staff, usage, visits, e-resources and other measurements to offer an idea of the size and activity across the US libraries landscape.

Types of libraries in the United States

America's 120,000 libraries fall into five basic types: government, school, academic, public and special (see Table 1).

Government libraries and related agencies

Government libraries in the United States provide information to policymakers, elected representatives, government staff and employees, and, sometimes, to the general public. They are organized and managed to collect and provide the resources most needed by government decision-makers and government workers. They differ widely in size and scope.

The Library of Congress. The Library of Congress was established in 1800 to officially serve the United States Congress (Library of Congress, 2016a). The

original building was burned and pillaged during battle in 1814. Thomas Jefferson sold his 6487 books to the government to help restock the library. Jefferson's belief that all subjects were necessary for an informed legislature helped define the comprehensive collection policies of the Library.

The Library has evolved to serve not only Congress, but also the American people, with a variety of collections and services. It is located on Capitol Hill in Washington, DC and is regarded by many as the country's national library. It has more than 162 million items on approximately 838 miles of bookshelves. The collections include more than 38 million books and other print materials, 3.6 million recordings, 14 million photographs, 5.5 million maps, 7.1 million pieces of sheet music and 70 million manuscripts.

In fiscal year 2015, the Library of Congress (2016b):

- Responded to more than 596,000 congressional reference requests and delivered to Congress approximately 20,540 volumes from the Library's collections;
- Registered 443,812 claims to copyright;
- Provided reference services to 457,442 individuals in person, by telephone and through written and electronic correspondence;
- Circulated nearly 22 million copies of Braille and recorded books and magazines to the user accounts of more than 862,000 blind and physically handicapped readers;
- Circulated nearly 900,000 items for use within the Library;
- Preserved more than 9 million collection items;
- Cataloged a total of 162,477,060 physical items in the collections;
- Welcomed nearly 1.6 million onsite visitors and recorded 86.1 million visits and more than 482.5 million page-views on the Library's web properties. At year's end, the Library's online primary-source files totaled 60.9 million. (See Figure 1).

Other federal libraries. The federal government operates more than 2000 libraries across all branches of the federal government and in many countries. Federal libraries are keepers of the nation's collection of books, manuscripts, maps, pictorial records, scientific data, historical documents and rare materials. Federal libraries are served by a central organization, FEDLINK (Federal Libraries and Information Centers). Established by the Librarian of Congress in



Figure 1. The Library of Congress welcomed more than 1.6 million visitors to its Main Reading Room in the Thomas Jefferson Building, Washington DC. The Library is the chief steward of America's record of knowledge.

1963, FEDLINK is an organization of federal agencies that addresses the technologies, procedures, policies of interest to federal libraries and the information services they provide to their agencies (Library of Congress, 2016c).

Institute of Museum and Library Services. The Institute of Museum and Library Services (IMLS), an independent federal agency, supports public, academic, research, special and tribal libraries with grant funding, policy development and research. IMLS conducts the annual Public Libraries in the United States Survey (PLS). The results inform librarians and policymakers about the changing needs of the public (IMLS, 2016a).

Examples of some of the grants IMLS provides include:

- **Sparks! Ignition Grants for Libraries** are small grants that encourage libraries to test and evaluate innovations in the ways they operate and the services they provide (IMLS, 2016b).

The Digital Media and Learning (DML) Research Hub at the University of California, Irvine, will use grant funds to develop widely available, easy to

implement STEM (Science, Technology, Engineering, and Mathematics) programming, especially coding. The programming will use the online coding tool Scratch. This project grows out of the research from *Connected Learning: An Agenda for Research and Design*, and a current ongoing research project called *Coding for All: Interest Driven Trajectories to Computational Fluency*, which focuses on exploring youth, connected learning, and STEM to create more equitable learning opportunities and to support youth as they bridge their interests to academic and future pathways.

- **Grants to State Library Administrative Agencies (SLAA)** is the largest grant program run by IMLS. It provides funds to SLAAs using a population-based formula. SLAAs may use federal funds to support statewide initiatives and services; they also may distribute the funds through sub-grant competitions or cooperative agreements to public, academic, research, school, and special libraries in their state (IMLS, 2016c).

Guam Public Library System, which serves this US territory's entire island community, will use grant

funds to replace 30 library workstations that have obsolete hardware and software. The system maintains 65 heavily used public access computers throughout the main library and five branch libraries, and more than 50% require upgrades. A diverse group of users from across the island depend on computer and Internet access at the library, and for some it is their only link to the outside world. As part of broader efforts to update library technology, this project will ensure that library staff and patrons have reliable and secured network access, and it will allow the library to develop new programming that promotes literacy and lifelong learning. Grant funds will also support staff that attend the biannual Pacific workshop organized by IMLS.

- **National Leadership Grants** support projects that address challenges faced by libraries and that have the potential to advance practice in the field. Outcomes generate results such as new tools, research findings, models, services, practices or alliances that can be widely used, adapted, scaled or replicated to extend the benefits of federal investment (IMLS, 2016d).

Using a National Leadership Grant, the American Library Association and the University of Maryland, in partnership with the International City/County Management Association, conducted a three-year study of public libraries as providers of digitally inclusive services and resources. Digital literacy and digital inclusion are becoming increasingly important aspects of individual and community success. This study has generated new understanding of the roles public libraries are playing, and gaps or needs that must be addressed to help libraries fulfill their vision of equitable access for all. Building on the methods of the long-running Public Library Funding & Technology Access Study, this new investigation provides useful new data for public policy decision makers and funders.

- **Laura Bush 21st Century Librarian Program** supports projects that recruit and educate the next generation of librarians, faculty and library leaders.

Using a grant from the Laura Bush 21st Century Librarian Program, University Corporation for Advanced Internet Development, commonly called “Internet2,” and its member Research & Education networks, in partnership with the Association of Tribal Archives, Libraries, and Museums; the American Library Association; the Association of Rural and Small Libraries; and the Chief Officers of State

Library Agencies, will run a pilot project to develop a library broadband network assessment toolkit and training program for rural and tribal libraries. Over the course of this 24-month project, Internet2 will pilot the use of the toolkit with at least 30–50 library practitioners in at least 30 rural public and tribal libraries across five states.

State libraries. State library agencies collect and archive state-related documents and provide information services to state government. They foster collaboration among public libraries and many provide subscription database access to libraries. State libraries participate in the Talking Book and Braille Library service that lends braille and recorded books, magazines and devices to play recorded books to people who are blind or have a physical disability.

The lead administrators of state libraries communicate and network through membership and participation in Chief Officers of State Library Agencies (COSLA, 2016). COSLA provides leadership on common issues and promotes state library relationships with federal government and national organizations. A common goal is the improvement of library services to the people of the United States.

School libraries

Historically regarded as the cornerstone of the school community, school libraries, which serve Grades 1–12, are no longer limited to books and reference materials. Instead, they have become sophisticated 21st-century learning environments offering a full range of print and electronic resources that provide equal learning opportunities for all students, regardless of the socio-economic or education levels of the community. They play an essential role in ensuring that 21st-century information literacy skills, dispositions, responsibilities and assessments are integrated throughout all curriculum areas. In addition to serving the school’s students, the library also serves parents, teachers, staff and other members of the learning community.

A revised education law. The Every Student Succeeds Act (ESSA, PL 114-95) (US Department of Education, 2016) was signed by President Obama on 10 December 2015 (see Figure 2). It is the first law in over 50 years to include language specific to school librarians and school libraries (Vercelletto, 2015). This measure reauthorizes the Elementary and Secondary Education Act (ESEA), the nation’s education law and commitment to equal opportunity for all students. The definition of “specialized instructional



Figure 2. President Barack Obama signs the *Every Student Succeeds Act (ESSA)* during a bill signing ceremony in the Eisenhower Executive Office Building South Court Auditorium, 10 December 2015. (Official White House Photo by Amanda Lucidon).

support personnel” in ESEA is now updated to include “school librarians.”

School librarians and school libraries are crucial to successful student outcomes under ESSA. The outcomes include:

- Holding all students to high academic standards that prepare them for success in college and careers;
- Ensuring accountability by guaranteeing that when students fall behind, states redirect resources into what works to help them and their schools improve, with a particular focus on the very lowest-performing schools, high schools with high dropout rates and schools with achievement gaps;
- Empowering state and local decision-makers to develop their own strong systems for school improvement based upon evidence, rather than imposing federal solutions;
- Reducing the often onerous burden of testing on students and teachers, making sure that tests do not crowd out teaching and learning, without sacrificing clear, annual information

parents and educators need to make sure our children are learning;

- Providing more children access to high-quality preschool;
- Establishing new resources for proven strategies that will spur reform and drive opportunity and better outcomes for America’s students.

Academic libraries

Academic libraries serve college, community college and universities and provide resources and services to support the learning, teaching and research needs of students, faculty and staff. They provide access not only to print materials, but also to a wide range of media, electronic resources and a variety of learning spaces. Surveys show that students and faculty value academic libraries, their high-quality digital and print collections, and the instructional support that helps them use these resources (Rosa, 2015). Academic library funding has not yet recovered from the 2008 recession. Spending on collections decreased 1.2 % in 2014 from 2013. There is good news though, with a 3.6% increase in salaries and wages (ACRL, 2013).

Academic librarians are finding creative ways to repurpose library spaces and make optimal budgeting choices.

The evolving role of the library, competition for space and funding, and the changing nature of scholarly publishing are just a few of the challenges facing academic librarians. One role of the Research Planning and Review Committee of the Association of College and Research Libraries (ACRL) is to consider these challenges and identify trends. In 2014, the Committee identified “deeper collaboration” as the underlying theme of the 2014 top trends (CRL Research Planning and Review Committee, 2014). The trends focus on the following categories: data, device neutral digital services, evolving openness in higher education, student success initiatives, competency-based learning, altmetrics and digital humanities.

Some highlights of academic library usage from the latest report (published in January 2014 based on data from fiscal year 2012) from the National Center for Education Statistics (Phan et al., 2014) are listed below:

- 22.4 million people entered an academic library over the course of a typical week and were supported with 28.8 million information services—services that involve the knowledge, use, recommendation, interpretation or instruction in the use of one or more information sources by a member of the library staff;
- Academic libraries reported 85,752 full-time equivalent (FTE) staff working in academic libraries and 30,819 other paid staff;
- Academic libraries loaned some 10.5 million documents to other libraries. Academic libraries also borrowed approximately 9.8 million documents from other libraries and commercial services;
- The majority of academic libraries, 64%, were open between 60 and 99 hours during a typical week. Another 16% were open 100 or more hours per typical week and about 2% were open less than 40 hours per typical week;
- Academic libraries added 52.7 million e-books to their collections, resulting in total e-books holdings of 252.6 million units;
- Academic libraries spent approximately \$2.8bn on information resources. Of that, expenditures for electronic serial subscriptions totaled about \$1.4bn. Academic libraries also spent approximately \$123.6m for bibliographic utilities, networks and consortia;
- Three-quarters (75%) of academic libraries reported that they supported virtual reference services. Almost one quarter (24%) reported that they used short message service or text messaging;
- About 55% of academic libraries reported that they incorporated information literacy into student learning or student success outcomes.

Public libraries

Public libraries serve communities of all sizes and types. As trusted institutions in virtually every US community, they are inclusive spaces to learn, explore and grow (see Figure 3). Through the library, people engage in lifelong learning, achieve economic success and strengthen health and wellness. As the name implies, public libraries serve the general public “from cradle to grave,” referring to the library’s focus on three population segments—children, teens and adults.

At the core of public library service is the belief in free access to information—that no one should be denied information because he or she cannot afford the cost of a book, a periodical, a website or access to information in any of its various formats. US public libraries are great democratic institutions that serve people of every age, income level, location, ethnicity or physical ability. Because libraries bring free access to all, they also bring opportunity to all.

Highlights of the public library survey, fiscal year 2013

- The public invested over \$11.5bn in revenue to public libraries. After adjusting for inflation, this reflects no change from the previous year and a 10-year increase of 7.5%;
- There were 96.5 million attendees at almost 4.3 million public programs at public libraries in the fiscal year (FY) 2013 (IMLS, 2016e), an increase in attendance of 28.6% for all programs since 2006. The role of public libraries as community gathering places is bolstered by these increases.
- Attendance at children’s programs has increased by 29.7% over 10 years, with 67.4 million attendees at children’s programs and 6.1 million attendees at programs for young adults;
- In FY 2013, 6569 public libraries reported having e-books, an increase of 14.6% from FY 2012.
- In addition to e-books, public libraries provide access to digital, audio and video materials. Like e-books, these materials can be downloaded and



Figure 3. As trusted institutions in virtually every US community, American public libraries are inclusive spaces where people learn, explore and grow. The new Whitehall Branch of the Columbus Metropolitan Library, Columbus, Ohio, opened in 2015. The new library is equipped with the latest technology, including touchscreen TVs and iPads, a recording studio, and more than 70 public computers.

used either on devices loaned by the library or on patrons' personal devices. Additionally, 67.3% of public libraries offered downloadable audio materials in FY 2013;

- Public libraries circulated 2.4 billion materials of all types and formats in FY 2013, a 10-year increase of 25.4%. Libraries lent 835.6 million children's books and materials in FY 2013. This is a 10-year increase of 22.7%;
- There were 333.9 million user sessions on public access computers. This is a decrease of 9.2% from FY 2010.

Special libraries

Special libraries offer services within a specialized environment, such as corporations, hospitals, law firms, museums and private businesses. They can serve particular populations, such as the blind and physically handicapped, while others are dedicated to special collections, such as a presidential library. Staff in a special library are aware of materials, developments, issues and research in that library's area of focus. The library service is tailored to a very specific area and supports that special interest.

The libraries and information centers profiled in the Directory of Special Libraries and Information

Centers (DSL) contain topics spanning a wide range of interests, including: African Americans, Biotechnology, Climate Change, Environmental Design, Gun Control, International Law, Islam, Military Intelligence, Nuclear Medicine, Psychology, Terrorism, United Nations, Wildlife Conservation, Zoology and many more.

According to the DSL (Gale, 2013) there are five major categories of special libraries:

1. Subject branches, departmental collections, and professional libraries maintained by colleges and universities.
2. Branches, divisions, departments, and special collections in large public libraries that focus on one particular subject or group of subjects (such as a local history collection).
3. Company libraries that operate within a framework of a business or industry producing goods, services or information for profit.
4. Governmental libraries, including:
 - those serving city departments and state or provincial government
 - libraries within federal departments and military establishments
 - divisions of national libraries.

5. Libraries supported by nonprofit organizations, including those of:
 - scientific societies
 - civic, social, and religious organizations
 - trade associations
 - historical societies, museums, and hospitals
 - private collections available for research.

Library associations

There are many professional associations in the United States for librarians. They all provide leadership for the development, promotion and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all. The associations can be of a general nature or a specialized group can be based on subject area, geography or both.

The Association for Information Science and Technology (ASIS&T) membership includes researchers, developers, practitioners, students and professors in the field of Information Science and Technology from 50 countries around the world. Members share a common interest in improving the ways society stores, retrieves, analyzes, manages, archives and disseminates information (ASIS&T, 2016).

The Special Libraries Association (SLA) is an international professional association for library and information professionals working in business, government, law, finance, nonprofit, and academic organizations and institutions. SLA serves more than 7000 members in 75 countries and promotes and strengthens its members through learning, advocacy, and networking initiatives (SLA, 2016).

Association for Library and Information Science Education (ALISE) is a nonprofit organization that serves as the intellectual home of university faculty in graduate programs in Library and Information Science in North America. Its mission is to promote innovation and excellence in research, teaching, and service for educators and scholars in Library and Information Science and cognate disciplines internationally through leadership, collaboration, advocacy and dissemination of research (ALISE, 2016).

The Association of Research Libraries (ARL) is a nonprofit organization of 124 research libraries at comprehensive, research institutions in the United States and Canada. ARL's mission is to influence the changing environment of scholarly communication and the public policies that affect research libraries and the diverse communities they serve. It pursues

this mission by providing leadership in public and information policy to the scholarly and higher education communities and facilitating the emergence of new roles for research libraries (ARL, 2016).

The American Association of Law Libraries (AALL) promotes the value of law libraries to the legal and public communities. The association represents 4500 law librarians and related professionals who are affiliated with a wide range of institutions: law firms, law schools, corporate legal departments, government, publishers and suppliers. AALL advances the profession of law librarianship through leadership and advocacy in the field of legal information and information policy (AALL, 2016).

The Medical Library Association (MLA) believes that quality information is essential for improved health. MLA aspires to be the association of the most visible, valued and trusted health information experts. To that end, MLA fosters excellence in the professional practice and leadership of health sciences library and information professionals in order to enhance the quality of health care, education and research throughout the world (MLA, 2016).

The American Library Association (ALA) has a mission "to provide leadership for the development, promotion and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all" (ALA, 2016).

In June 2015, the ALA Council adopted a new Strategic Plan. Building on its long-standing commitment to its mission and core values, the new plan outlines three strategic directions that will provide a sharper focus and increase impact as an Association over the next three to five years.

ALA is organized into chapters and divisions and has affiliate relationships with many other organizations. Chapters promote general library service and librarianship within its geographic area, provide geographic representation to the Council of the ALA, and cooperate in the promotion of general and joint enterprises with the ALA and other library groups. Chapters include:

- all 50 state library associations
- Mountain Plains Library Association (MPLA)
- New England Library Association (NELA)
- Pacific Northwest Library Association (PNLA)
- Southeastern Library Association (SELA)
- Guam Library Association
- Virgin Islands Library Association.

The 11 divisions are organized by type-of-library or type-of-library-function specialization and include:

- American Association of School Librarians (AASL)
- Association for Library Collections and Technical Services (ALCTS)
- Association for Library Service to Children (ALSC)
- Association of College & Research Libraries (ACRL)
- Association of Specialized & Cooperative Library Agencies (ASCLA)
- Library & Information Technology Association (LITA)
- Library Leadership & Management Association (LLAMA)
- Public Library Association (PLA)
- Reference & User Services Association (RUSA)
- United for Libraries (Trustees, Friends, Foundations)
- Young Adult Library Services Association (YALSA)

Affiliate organizations of the American Library Association are groups having purpose or interests similar to those of the Association. Under Article X, Section 1, of the ALA Constitution and upon application formally made by the proper officers, the Council has affiliated with the American Library Association the following national organizations of kindred purposes. Some of the societies meet annually at the time and place of ALA meetings.

ALA has about 30 affiliations with other organizations. A few are listed below:

The **Asian/Pacific American Librarians Association** (APALA) is a nonprofit organization founded by librarians of diverse Asian/Pacific ancestries. Its goal is to address the needs of Asian/Pacific American librarians and those who serve Asian/Pacific American communities (APALA, 2016).

The **American Indian Library Association** (AILA) is a membership action group that addresses the library-related needs of American Indians and Alaska Natives. Members are individuals and institutions interested in the development of programs to improve Indian library, cultural, and informational services in school, public, and research libraries on reservations (AILA, 2016).

The **Black Caucus of the ALA** serves as an advocate for the development, promotion and improvement of library services and resources to the nation's African American community; and provides leadership for the recruitment and professional development of African American librarians (Black Caucus of the ALA, 2016).

The **Chinese American Librarians Association** (CALA) is a professional organization in North America that promotes better communication among Chinese American librarians. It serves as a forum for the discussion of mutual problems and professional concerns among Chinese American librarians and promotes the development of Chinese and American librarianship with scholarships and grants (CALA, 2016).

The **National Association to Promote Library and Information Services to Latinos and the Spanish Speaking (REFORMA)** promotes the development of library collections to include Spanish-language and Latino-oriented materials. It also encourages the recruitment of more bilingual and bicultural library professionals and support staff, along with the development of library services and programs that meet the needs of the Latino community. There are 19 active REFORMA chapters (REFORMA, 2016).

Library consortia

A library consortium is a group of libraries who partner to coordinate activities, share resources and combine expertise. The United States has a long tradition of library cooperation through library consortia. Today there are more than 100 library consortia in the United States, which offer significant advantages to libraries. The sharing of resources and collaboration on shared goals often enable libraries to deliver higher quality services than they would be able to deliver on their own.

More than half of US library consortia have more than 40 member libraries, serve multiple types of libraries, and have operated for more than 30 years. The large majority employ full-time staff. Consortia receive funding from a variety of sources. Public taxes, state funding and membership fees comprise a majority of their budgets. Resource sharing, shared online catalog and cooperative purchasing are among the most-used services offered by US library consortia. And their reach extends beyond their members with services used by nonmember libraries and end users. Licensing of e-content is the top initiative among US library consortia both now and in the near future. Funding is by far the most pressing challenge US library consortia are facing. Conferences, workshops, listservs, e-mail lists and websites are the communication channels most-used by US library consortia while webinars, e-newsletters, social media and video conferencing are gaining ground. Two-thirds of US library consortia host in-person

meetings and workshops to connect with members several times a year (OCLC, 2016).

Key trends and issues

The digital age is presenting a number of strategic challenges and opportunities to libraries in the United States. US public libraries are at a crossroads, according to research by the Pew Research Center (Horri-gan, 2015), as they attempt to balance the need to invest in new services and react to signs that the share of Americans visiting libraries is edging downward. Academic libraries are embracing the need for radical change in many areas, including library space and the changing nature of scholarly publishing, according to the American Library Association (Rosa, 2015). According to Outsell (outsellinc.com), an information, media, and technology research and development firm, the entire US information industry is at a tipping point as a result of 10 developments that are driving change and fundamentally changing the nature of knowledge work (Healy, 2015).

Among the key trends that are impacting US libraries are the demographic shifts in the population, new learning models and teaching techniques, the demands of digital literacy and inclusion, the changing nature of content and library collections, the speed of cloud computing adoption, the continuing decline in public funding of libraries, and the increasing globalization and socialization of information creation and distribution.

Major societal trends

Demographic shifts in the United States. Over the next 15 years, America's demographic make-up will change significantly. Parts of the country—the “Rust Belt” and stretches of the Great Plains—will lose population, as many southern cities (Atlanta, Georgia; Las Vegas, Nevada; Charlotte, North Carolina) swell in size. The retiring Baby Boom population, those who were born from 1946 to 1964, will dramatically alter the age demographics of many communities, leaving some with larger burdens on social services and fewer workers to help fund them. The Millennial generation, those 75 million individuals born between 1981 and 1997 who have never been without technology, will move into parenthood and leadership positions in companies and communities. And nearly every corner of the country will grow more diverse in population—from rural Wisconsin, where small minority populations could double in size, to metropolitan Houston, Texas, which could have more than one million new Hispanic residents by 2030 (Badger, 2015).

Every day, more than 9000 Americans turn 65. In 2015, 48 million Americans were age 65 and older, 18% more than just five years earlier. The number of older Americans will increase to 74 million by 2030, and 98 million by 2060.

The population older than 65—which is mostly retired—is growing much more rapidly than the population younger than 65—most of whom are still working.

These demographic changes—increasing racial and ethnic diversity along with a soaring older population—will be simultaneous and swift, and they will affect everything from how we use resources, to where we build new communities, to how we educate children. The Urban Institute projects in one modest growth scenario that the US may be home to 49 million more people by 2030.

This shift in demographics is a huge opportunity to think about the ways in which that growth can reshape the country—and libraries. Libraries will need to adapt their programming and outreach strategies, developing senior-friendly spaces and new services for a more diverse population, as well as implementing adaptive technologies.

New learning models and teaching techniques. A new future is coming to education. Online shopping, searching and social networks came first—education is next. Empowered consumers, fueled by economic incentives, are using online learning platforms and Massive Open Online Courses (MOOCs) to set new expectations for education—and for libraries. The behaviors, perceptions and motivations of online learners—how they evaluate the cost/value trade-offs of education, how they use and succeed with online education, and how they use and perceive the library—is being defined.

Interest in using Internet technology to reduce the price of education in the US is being driven in part by hope for new methods of teaching, but also by frustration with the existing system—soaring costs, lackluster student achievement and rigid government regulation. The biggest threat for those working in schools, colleges and universities face is not video lectures or online tests. It is the fact that the educational institutions are adapted to an environment that no longer exists (Shirky, 2014).

The Internet is becoming the new learning place. The most compelling reason that technology is seen as a positive force in education is its promise of establishing new learning models and innovative teaching techniques that could lead to improved student performance. Educational technology is poised to potentially redefine learning, reshape the student

experience and extend quality education opportunities to almost anyone anywhere with an Internet connection.

US libraries are involved in this transition as well. They are playing a defining role in the digital management strategy for education. They are re-imagining curriculum support and information delivery, and they are becoming involved in supporting teachers in the production of presentations and online courses.

Library trends

Digital literacy and inclusion. The digital age brings the challenge of digital literacies, access to digital devices and Internet connectivity. Public, school and academic libraries are increasing digital resources and services in order to meet 21st-century needs. Librarians know that any decrease in physical visits is offset somewhat by virtual visits; however, it is difficult to count virtual visits.

According to IMLS (2012), Digital Inclusion is the ability of individuals and groups to access and use information and communication technologies. A digitally inclusive society means that:

- all members understand the benefits of advanced information and communication technologies;
- all members have equitable and affordable access to high-speed Internet-connected devices and online content;
- all members can take advantage of the educational, economic, and social opportunities available through these technologies.

The Digital Inclusion Survey (Bertot et al., 2014), conducted by the American Library Association and the University of Maryland Information Policy Access Center (IPAC) and funded by IMLS, studied the role public libraries play in supporting digital inclusion. The study results show that public libraries are rising to the challenge of providing resources, services and educational opportunities to meet digital needs. Findings include:

- Nearly all (94%) public libraries outlets offer some form of technology training to patrons;
- Nearly all public libraries (95%) reported offering summer reading, with 40% indicating that they offer basic literacy programs and 34% reporting that they offer STEAM (Science, Technology, Engineering, Arts, Math) programs;

- Nearly 75% of public libraries offer programs that assist individuals apply for jobs (e.g. interviewing skills, resume development, completing online job applications);
- A majority of public libraries (68%) help individuals to access and to use employment databases, as well as to access and use online business information resources (58%);
- Three-fourths of public libraries (76%) offer individuals assistance in accessing, using and completing e-government programs, services and forms;
- An overall majority (59%) of public libraries offer programs designed to help individuals identify health insurance resources, and 48% of public libraries offer programs designed to help individuals understand health or wellness topics (e.g. healthy lifestyles, managing health conditions);
- Public libraries are supporting small businesses and entrepreneurs, with 36% of public libraries provide work spaces for mobile workers and 48% offering programs on how to access and use online business information resources designed to support small business development (e.g. SBA.gov, Business Source Complete).

Content. The context for what a library obtains on behalf of its user community is shifting. It is being redefined around shared collections, e-resources and digital data curation and access. The future of library collections is being characterized by broad coordination and collaboration; very large-scale, shared infrastructure; shared services; and expectations set by consumer technologies and experiences.

Shared collections. For several years, US libraries have been exploring the trend from locally owned to jointly managed print library collections. And it is anticipated that a large part of existing US print collections, distributed across many libraries, will move into coordinated or shared management within a few years. Interest in shared print management reflects a growing awareness that long-term preservation of the published record can be organized as a collective effort. As print collections move into a shared environment for management and preservation, stacks are being removed and library spaces are being transformed into coffee shops, collaborative student spaces and art workshops (see Figure 4). These historic transformations are requiring new methods for managing collections.



Figure 4. Library spaces across the United States are being transformed to engage users in new ways, including the visible stacks alongside user spaces in the East Atrium at the William Oxley Thompson Memorial Library, the Ohio State University, Columbus, Ohio.

E-resources. The number one challenge for libraries is managing the integration of electronic journals and e-books into their collections and making that content available effectively to their communities. Licensed e-content is now the majority collection expenditure for most academic libraries, and e-books are the fastest growing part of public libraries' budgets. Publishing models for e-journals and e-books are in a fractured experimental state and facing open content challenges. This, alongside flat or reduced collection budgets, is creating a shift to a user-driven acquisitions model.

The percentage of students who read e-books at school has nearly doubled since 2012; however, most children who have read an e-book (77%) say most of the books they read are in printed format (Scholastic and YouGov, 2014). Libraries are making efforts to understand user preferences about e-books. For example, a survey of about 1200 students in 100 American colleges in October 2014 found that for almost every type of schoolwork, students prefer to use a book rather than a computer (Kohli, 2014).

Locally produced e-content is getting more attention in libraries. Local digital assets and archives are being coordinated with large-scale digital archives, such as HathiTrust, the Digital Public Library of America, Google Books and Google Scholar. Stewardship of unique assets associated with a library—special collections, research data and institutional repositories—are being given increased priority and resourcing (see Figure 5). This shift to curation of digital scholarship and local digital materials is mandating linked digital content to enable discovery and future use.

Digital data curation. Universities are increasingly managing and preserving massive digital assets—images, text and data—that are requiring integrated data management and preservation programs. These are very likely to be collaboratively sourced and made available from shared infrastructure hubs. The role of the academic library in aggregating and servicing these assets is increasing in this regard as is the role



Figure 5. Stewardship of unique assets associated with a library—such as the rich research collections at the Newberry Library, Washington Square Park, Chicago, Illinois—are being given increased priority and resourcing in the digital age to enable discovery and future use of these important resources. (By TonyTheTiger at en.wikipedia, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=3516356>)

of the public library in providing equitable access to local and national government data stores.

In addition, the local library is increasingly expected to serve as the maintenance agency for personal digital collections—those aggregations of information, research outputs and creative products produced by researchers, students and citizens.

Technology affecting libraries. From the very first computer-based library system, significant advancements have been driven by technology triggers such as server hardware, networks, personal computers and mobile devices. US libraries were constrained by the expense of scaling these physical systems dramatically. Today, with inexpensive, cloud computing availability, hardware and networks are no longer real constraints. Penetration of mobile smartphones and tablets has likewise removed constraints to physical location. The big data movement has made processing large collections of data inexpensive and fast. The

removal of constraints is liberating US libraries with new service offerings.

Linked data. Linked data is a way of describing things using a vocabulary native to the Web. It allows machines to interpret text, put it in context and connect it to related resources. Linked data is getting increasing attention from the commercial information sector, which in turn shapes the library and academic approaches to the representation of their assets. The discovery of these assets is dependent upon their appearance and use within the large commercial hubs, which may be facilitated by linked data technologies.

Linked data reveals the relationships among things, and the range of those relationships goes well beyond individual library data capacities. There is both a need and an opportunity for library assets to be represented in the aggregate via a shared mechanism. The value of data delivery and discovery, with effective syndication services, is bringing new value, rather than just the value of the data itself.

Digital humanities. Digital humanities (DH) is a developing area of research and teaching that impacts academic library resources, collections and staff.¹ Librarians acquire and provide access to both digitized and born digital data sets and other materials related to humanities scholarship using or studying technology. A recent study found that all respondents to a survey believed that DH materials and outcomes should be included in the library collection. Results indicated that 70% of librarians identified acquiring, transcribing, and encoding as skills that could be shared by librarians and DH faculty. Of the responding librarians, 60% believed that a digital humanities librarian should collaborate and participate in DH projects.

Cloud computing. Cloud computing is a model of delivering applications and computing capacity as a service on the Internet. This model has become the focus of the entire IT industry and is having a major impact on libraries in the United States. By providing management systems for libraries at a network level, individual libraries no longer need to license and maintain their own instance of a traditional integrated library system (ILS)—nor do they need to have a separate electronic resource management (ERM) tool, URL link resolver or Discovery tool because the new platform offers all of these services in one integrated system.

Big data and predictive analytics. In an academic environment, researchers are storing massive collections of data outside of the library environment. These include project proposals, grant proposals, researcher notes, researcher profiles, datasets, experiment results, article drafts and copies of published articles. The published works traditionally managed by a library are just a single point in the full research information lifecycle. The short-term cost to keep data has dropped well below the cost of deciding what to delete, moving primary storage toward the researcher. Libraries' role in the curation of these institutional assets is increasing.

Predictive analytics is an application of big data. It is the ability to provide forward-looking decision making based on historical data from multiple, disparate data sources. Library service delivery in the United States will increasingly be informed and directed by predictive analytics. In the public library community, an example of emerging predictive analysis is using reading literacy data intersected with census data to determine branch locations, content balancing and hours. In academic libraries, analysis may include using patent applications intersected with current research profiles to advise researchers on

future work. Libraries increasingly will partner with institutional staff and external organizations to excel at this activity.

Mobile. Mobile has become ubiquitous and it is no longer optional to have a mobile-optimized experience across varied screen sizes. This will be true for both patron-facing services and staff-facing systems. Library services in the United States are beginning to provide continuity across devices. The consumer-driven expectation will be the ability to pick up the session on a different device in exactly the same place where the user left off, whether on a phone, tablet, laptop or desktop.

Trends within the profession. More than 400,000 US librarians and library staff members deliver library services every day to the communities they serve. They work in all types of places and with all types of people. What follows are the major trends in job prospects, salary outlook and retirement forecasts from the Bureau of Labor Statistics, *Occupational Outlook Handbook* (US Department of Labor, Bureau of Labor Statistics, 2016).

Job outlook and retirement trends. Employment of librarians is projected to grow 2% from 2014 to 2024, slower than the average 7% for all occupations. Budget limitations, especially in local government and educational services, and delayed retirement plans may slow demand for librarians. Some libraries may close, reduce the size of their staff, or focus on hiring library technicians and assistants, who can fulfill some librarian duties at a lower cost.

Jobseekers will face strong competition over the next 10 years, as many people with Master's degrees in Library Science compete for a limited number of available positions.

About 40% of practicing libraries are 55 years old or older today. Yet there are indications that this older segment is delaying retirement due to several factors. Librarians are largely public employees. Government pension systems are one of the few remaining sources where employees may qualify for full retirement benefits at ages as young as the mid-50s. Yet even if these pension systems weather increased pressure to scale back, librarians face other pressures to continue working. For example, the two-thirds of librarians who are married have spouses who are approaching retirement in the face of nationwide decline in defined-benefit pensions from non-public employers, as well as the demands of ever-increasing health care costs. In addition librarians and their spouses who have built 401Ks are quite likely to have suffered significant losses with the economic downturn of 2008 (Davis, 2009). In

2025, prospects may improve, as older library workers retire and generate openings.

Wage outlook. The median annual wage for librarians was \$56,170 in May 2014, the latest data available. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10% earned less than \$33,680, and the highest 10% earned more than \$87,060.

In May 2014, the median annual wages for librarians in the top industries in which they worked were as follows:

- colleges, universities, and professional schools; state, local, and private: \$59,700;
- elementary and secondary schools; state, local, and private: \$57,820;
- local government, excluding education and hospitals: \$50,990.

Conclusion

America's libraries are well positioned to play a large role in helping communities and campuses adapt to a changing world. They continue to transform themselves, keeping pace with the changing economic, social and technological aspects of American society. They are deepening engagement with their communities, from technology to education to social services, and serving many segments of the population. They exist to provide everyone the opportunity to have access to resources to better themselves and to discover new things.

US librarians are clearly aware that their users' needs and views are evolving. They understand that the rapid shifts in technology and collections require change—sometimes radical, system-wide change in addition to incremental, operational adjustments. They also recognize that librarians bring unique perspectives and skills to the information ecosystem, which now is crowded with online alternatives. They seek to develop high-value services and expect that this will be a moving target. They are open to continually reinventing themselves to emerging demands in the digital age while retaining their core values of cooperation, sharing and service.

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Author biographies

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Librarians and crises in the ‘old’ and ‘new’ South Africa

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Abstract

This article reviews the responses of librarians to crises in the ‘old’ and ‘new’ South Africa. It draws on primary and secondary sources to tell the stories of librarians during personal, political and professional crises. States of emergency, censorship legislation, political and xenophobic violence in South Africa since the 1960s are some of the sources for these crises. Librarians and the wider library-caring community have adapted their strategies to champion the freedom of access to information and freedom of expression.

Keywords

censorship, crises, library destruction, South Africa, xenophobia

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Introduction

Much research in librarianship and information studies (LIS) today emphasize scientific approaches that focus on and deal successfully with technical processes, information products and systems, performance, measurement, indices and technologies. How librarians respond to personal, political and professional crises, however, cannot be properly investigated along these lines. We gain better insights and understanding from approaches that are sensitive to change over time, and that ‘give voice’ to librarians’ own experiences during crises. There are several credible research methods that focus on personality, complexity and other features that cannot be easily grasped in the sterile language of quantification (Bates 2004; Labaree 2006; Roberts 2002). Drawing on some of these methods, this article discusses how librarians responded to crises affecting freedom of access to information and freedom of expression in the ‘old’ and ‘new’ South Africa.

Crises in the ‘old’ South Africa

In his opening address to IFLA delegates at the Durban Conference Centre in 2007, Albie Sachs, then a Justice of South Africa’s Constitutional Court, talked about the lack of books as his most sorely-felt deprivation during solitary confinement in prison in 1963.

At first, he was allowed to read the *Bible* only. But soon after a court decision in 1964 allowed him access to reading material, a sympathetic police station commander arranged through his wife for Albie to use one of their family’s library cards. An on-duty constable would take Albie’s list of books to the Wynberg public library where a librarian’s assistance helped to save him from a mental breakdown during his first spell of detention under apartheid.

Albie did not know who the librarian was, and he dedicated his IFLA talk to this ‘unknown’ librarian. A search through Cape Town City Libraries’ annual reports and a few telephone calls to retired librarians revealed that Albie’s ‘unknown’ librarian was the late Mr JP Nowlan. Albie was overjoyed when he discovered the identity of the librarian – it was not after all a ‘she’ as Albie had thought and referred to in his talk. Mr Nowlan, through a commitment to the professional ideals of librarianship, had either unwittingly or knowingly helped Albie Sachs through a personal crisis.

‘Stone walls do not a prison make . . . if you have company or books’, Albie wrote in his jail diary. He

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recalls reading Miguel de Cervantes' *Don Quixote*, Thomas Mann's *Buddenbrooks*, Irving Stone's *The Agony and the Ecstasy*, James Michener's *Hawaii*, and many other 'long' books 'alive with people' instead of books of philosophy, or politics, or criticism. 'By means of the pages which I hold in my hands', Sachs enthused, 'I am restored to mental activity and, above all, I resume my position as a member of humanity' (Sachs, 1990: 165).

Albie's personal crisis sprang from a larger national crisis that followed public demonstrations to protest apartheid policies. The South African Government responded to such open defiance and opposition by declaring states of emergency in the 1960s and 1980s. This led to crackdowns on political dissent, raids on homes, arrests and detention without trial. The states of emergency gave the President the powers to rule by decree, and to censor any news coverage of political unrest.

But what did ordinary librarians like Mr Nowlan make of these national crises? Librarians who, in the routine performance of their duties of providing access to information and reading material, now also faced personal and professional crises. Apartheid proved to be a test for South African librarians and the South African Library Association, with mixed and sometimes surprising results.

Ironically, reading in 1972 about Albie's prison experiences in *Jail Diary* 'saved' Koekie Meyer's professional life as a young white South African working at the library of the apartheid propaganda Department of Information. The library's collection of banned books included *Jail Diary*, and she was horrified at the treatment of political prisoners about which she said many ordinary white South Africans knew little if anything. She discovered that political prisoners were not the barbarians she had pictured them to be, but that they were educated human beings with strong convictions who had sacrificed much for what they believed. The book, she says, changed her outlook on life completely (Meyer, 2015, personal communication).

In the same year of Koekie's redemption, apartheid state prosecutors in British photographer Quentin Jacobsen's trial tried to show links between his political activities and the contents of banned books seized during his arrest. Jill Ogilvie, an unassuming Assistant City Librarian of the Johannesburg Public Library (JPL), read out in court a list of library titles similar to those found in his possession. The charge of obtaining information that could be used to further the aims of communism was subsequently dismissed because the same information could easily be found in the reference section of JPL. Jacobsen was also left

wondering why he had gone to such trouble for his books when he could just have gone to his local library (Jacobsen, 1973: 244). By simply doing her job as a librarian, Jill had ended the nightmare of solitary confinement for Quentin. But librarians were imprisoned too.

Annica van Gylswyk archived materials for the African Studies Documentation Centre at the University of South Africa (Unisa) library in Pretoria, in the 1970s and 1980s. She travelled across the countryside to collect posters and publications for the Documentation Centre, often using it to hide her friends' banned or 'suspect' materials, such as a large portrait of the Black Consciousness leader Steve Biko. In 1986, soon after two Security policemen visited the Documentation Centre under the pretext of wanting to view some political posters, she was arrested.

Annica was interrogated for seven weeks without charge at the Pretoria Women's Prison, detained for a while in a police station cell along with prostitutes and drug addicts, and then deported to Sweden (Anderson, 2013: 49–51). The librarian's ordinary functions of collecting and documenting materials for use assumed at the same time frightening and heroic dimensions in Annica's work. Like Annica, many South African librarians painstakingly collected and documented the apartheid 'crisis', often at great personal and professional risk.

Librarians responded differently to apartheid, and opposition itself was divided. There were different liberation strategies and visions for a 'new' South Africa, and nothing was inevitable. This situation spawned self-made librarians of political movements. Dawood Parker who was a member of the Unity Movement, which differed in its political outlook from the African National Congress, was such a 'librarian'. In the basement of his home in Wynberg, and below a regular library of books for the South Peninsula Educational Fellowship, he ran a clandestine library of banned books since the 1960s. As a travel agent, Dawood frequented book shops in London and other cities where he placed orders for books banned in South Africa. He also scooped up hundreds of 'banned' books dumped on Cape Town's Grand Parade book stalls by nervous members of the public who feared raids by the security police.

Dawood kept book borrowers' records in old telephone directories stacked under the new one so that security police could not discover the identities of readers and what they were reading. He also used special codes for the places where he squirreled away these books in the underground library. Readers met secretly in unusual places, such as a farm house directly opposite the notorious Pollsmoor Prison and

the caves of Devil's Peak, which flanks Table Mountain (Parker, 2007, interview). Here they learned about spying from Somerset Maugham's stories in *Ashenden*, and about collective action from Chapter 14 of John Steinbeck's *Grapes of Wrath*.

An even more surprising place where librarians faced personal, professional and political crises was Robben Island prison. Political prisoner Sedick Isaacs earned a librarianship degree by correspondence from Unisa while in that prison, and he ran the General Section library in the 1970s. Katharine Haslam, the music librarian at the University of Cape Town, sent Sedick boxes of books after he requested material for the prison library. One box included Karl Marx's *Das Kapital*, which the prison censor vetting the books considered to be acceptable because it was, he proclaimed to Sedick's amusement and relief, a book 'about money' (Isaacs, 2008, interview).

Sedick faced a professional crisis when political prisoners implemented their own censorship. As a way of propagating their political views, the anti-communists stole the communist books and communists stole the anti-communist books from the prison library. Unexpected cell raids by prison guards, however, usually restored all the books to the library, which Sedick Isaacs used as an open space for debate and discussion.

Sedick taught speed-reading, which explains accounts by other prisoners of how they rapidly extracted information from smuggled newspapers, and transcribed and circulated the contents throughout the Robben Island political prison community (Naidoo, 1982: 155–156). He also offered basic reading instruction in Robben Island's 'primary school', and taught South Africa's President Jacob Zuma how to read (Isaacs, 2008, interview).

Although public libraries were racially segregated by the 1980s, and the manipulation of library standards by senior library managers had resulted in the under-supply of books to libraries in black and 'coloured' townships, some white librarians secretly defied apartheid library regulations. Leta Naude 'snuck' books on navigation and other aspects of sailing out of the back door of Wynberg library to Neal Petersen, a young aspiring 'coloured' yachtsman. He had read all the books on yachting available in the township libraries, which probably amounted to one or two. Leta's risks paid off when Neal eventually became the first black man to race solo around the world in 1998 (Dick, 2013: 109–110).

Frank Sassman's crisis was what to do when as a librarian at the United States Information Service Library in Cape Town he learned on the grapevine about Nelson Mandela's imminent release from

prison (Sassman, 2007, interview). He approached the US ambassador in Cape Town with this news. The ambassador thought it would be an achievement if George Bush Senior could be the first international statesman to telephone and congratulate Mandela. Sassman informed senior ANC members Dullah Omar and Essa Moosa, who gave him Omar's home telephone number. On the day of his release, Mandela's colleagues took him to Omar's home in Athlone to calm him down before proceeding to the Grand Parade in Cape Town where thousands of South Africans were waiting to greet him. While relaxing at Omar's home, Bush Senior called to congratulate Mandela.

As a result of this call, Mandela was included on a short list of world leaders that Bush Senior briefed regularly on important issues (Mandela, 1994: 699). Sassman was responsible for the telephone call and, fortuitously as a librarian, for connecting Mandela with this exclusive global information network that now embraced a 'new' South Africa.

Crises in the 'new' South Africa

Whereas crises in the 'old' South Africa were primarily about the overthrow of apartheid, crises in the 'new' South Africa spring from efforts to deal with apartheid's socio-economic legacies and building a democratic country. A significant initiative in the LIS sector has been the drafting of a charter to guide the transformation of library and information services. A recent publication that showcases the most important developments in the 'new' South Africa has the charter at the core of transformation (*The State of Libraries in South Africa*, 2015).

The scale of South Africa's inherited LIS disparities and growing socio-economic inequality suggests, however, that a charter is not enough. How this charter will transform South Africa's LIS sector still remains unclear, and events in the past few years point to the need for auxiliary transformation agents if the charter hopes to live up to its aspirations (Dick, 2014).

Annica van Gylswyk returned to a 'new' and democratic South Africa in 1998, and worked with the Mayibuye Archives Centre to set up a library on Robben Island. She helped to produce a comprehensive archive of the administrative system that had been in place there, and also became involved in the training of archivists (Black Sash, 2012).

This kind of work in a climate of transparency about the past opened the 'doors of learning' in the 'new' South Africa to an 'embarrassment of riches' in archival records. Access to this wealth of information was probably unprecedented in South African history,

and was especially valuable to black researchers who had not enjoyed equal access to the country's archives at any time in the past. But even as these doors were opening there were sinister forces at work to shut them. A past-student of mine who worked at the Mayibuye Archives Centre told me that he had recently been instructed by a senior politician to remove a file, and send it to Luthuli House, the headquarters of the African National Congress. Librarians and information professionals quickly began to face all-too-familiar information crises in the 'new' South Africa.

Unlike the brave acts of a few courageous librarians like Annica and others in the past, however, a now-united professional association, LIASA (Library Association of South Africa) is not shirking its duty to deal with potential crises and actual crises. In the case of the potential threat of a return to censorship it has taken a firm and unambiguous stand on the *Protection of State Information Bill*, or 'Secrecy Bill' as it is more commonly known (Republic of South Africa, 2010). This Bill is a controversial piece of proposed legislation that wants to give the security cluster (the South African Police Services, the South African National Defence Force, and the State Security Agency) and other state institutions 'the power to classify information in a very broad way' (Duncan, 2014). This will weigh state interests up against transparency and freedom of expression, and people like journalists and whistleblowers who make this information available will be jailed.

The Bill derives from the apartheid-era *Protection of Information Act* of 1982 (Republic of South Africa, 1982), and contains clauses about 'public interest', 'hostile activity offences', 'protection and authority to classify state information', 'receiving state information unlawfully' and 'failure to report possession of classified information', all of which have serious implications for the librarian's task of providing access to information. Resistance to the Bill consolidated a wide range of intellectual freedom organizations which raised concerns, and that led to a Civil Society statement that formed the basis of the R2K Campaign, demanding certain exclusions, limitations, and guarantees (McKinley, 2013).

In September 2013 President Jacob Zuma, after sustained public protest, refused to sign the Bill into law and instead sent it back to the National Assembly for reconsideration. There are signs, however, that it may be signed into law very soon. This will force civil society organizations to take the matter to the Constitutional Court. Older librarians remember from developments in the 'old' South Africa that the censorship of books follows soon after such legislation is

promulgated, and some joined the protests against this Bill, voicing their concerns about parallels with the past.

Retired librarian Christopher Merrett, whose work on censorship in the 'old' South Africa is well known, warns that 'the secrecy bill could prove the tipping point, the right of access to information being far from fully developed in South Africa in spite of constitutional guarantees and the Promotion of Access to Information Act' (Chetty and Merrett, 2014: 21; Merrett, 1994).

At a protest rally, librarian Anna Brown said: 'In the old days there was a communist under every bed. Now it seems like there is a spy under every bed'. Although she worked for the Department of Education she believed that the proposed legislation would be used to cover up corruption and prevent wrongdoings from coming to light. 'We are not at war', she said, and 'There is no reason for this secrecy' (IOL, 2011).

A statement by LIASA and its Freedom of Access to Information and Freedom of Expression (FAIFE) committee makes it clear that 'classification and censorship of information are inherently anti-democratic and distinct reminders of pre-1994 politics'. LIASA fears that the legislation will permanently remove 'important information from public access' and calls on the Government 'to withdraw the Bill in its entirety, as a matter of urgency' (LIASA, 2015a).

An actual and on-going crisis that has stunned both librarians and the general public in South Africa has been the burning and destruction of public libraries from about 2005. Between 2009 and 2012 the average was four per year. In 2015, at least three had been destroyed by August. This is not random destruction resulting from vandalism, but deliberate and orchestrated violence. This seemingly senseless destruction is often associated with what are called 'poor service delivery' protests in townships, and more recently with xenophobic violence (Sewdass, 2015, personal communication). The following table shows just for the Gauteng Province how many, where and why public libraries were damaged and destroyed in the past few years.

The asterisks indicate the actual reasons instead of the given reasons of 'poor service delivery'. Reports from librarians who interact with community members indicate that political reasons are primarily why the libraries are destroyed. Politics should therefore feature in attempts to understand why this is happening, and in the ways that librarians organize their services. A senior library manager in the Gauteng Province, Koekie Meyer, explains that libraries are associated with municipalities and that the destruction

Table 1. Public libraries damaged/destroyed in Gauteng Province in the past 2–3 years.

How many?	Where?	Why?
3	Khutsong (Merafong)	Khutsong was moved from Gauteng Province to North West Province
3	Ratanda (Lesedi)	Human Rights Day celebrations was moved from Sharpeville to Soweto*
1	Greenspark (Merafong)	Municipality did not appoint local residents (military veterans) to jobs
1	Waterworks (Westonaria)	Community was furious with one of the Councillors*
1	Mohlakeng (Randfontein)	Instigated by the EFF party, and driven by a Council official*
2	Zithobeni and Rethabiseng (City of Tshwane)	Poor service delivery
1	Winnie Mandela (Tembisa)	Poor service delivery

Source: Koekie Meyer (29 July 2015, personal communication).

of Council property is often irrational, targeting clinics, libraries or the mayor's house (Meyer, 2015, personal communication). She also says that senior political officials (MECs – Ministers of the Executive Council of a Province) instruct library managers where libraries should be built regardless of where the highest need is, completely defying the norms and standards for public libraries.

There has been some scholarly analysis of this crisis. Peter Lor (2013) asks the relevant questions about whether libraries were deliberately targeted or simply collateral damage, and if libraries were deliberately targeted, what motivated this? However, without criminal charges and the prosecution of suspects in the country's courts there is still more speculation than credible evidence to answer these questions. Gareth van Onselen considers the destruction of books and libraries in a wider socio-cultural frame, and cautions against the hollowing out of South Africa's complex historical past. When taken together with the destruction of statues and monuments, and attempts to re-write our history, he explains that this is like 'tearing pages out of the South African book' (Van Onselen, 2013, 2015).

What is clear from these analyses is that librarians can no longer separate the world of libraries from that of politics.

As in the 'old' South Africa, however, professional librarians and the wider library-caring community in the 'new' South Africa are responding courageously to these professional and political crises. In the Gauteng Province, Khutsong Libraries, Ratanda Libraries and Greenspark Library have already been re-built, and funding has been made available for upgrading the Zithobeni and Rethabiseng libraries. LIASA and the National Library of South Africa (NLSA) have issued statements condemning xenophobic attacks as attacks on freedom of expression, and underscored mutual relationships with fellow Africans (LIASA, 2015b; NLSA, 2015).

Roodepoort Community Library hosted an anti-xenophobia programme in May 2015, inviting speakers from various African countries to speak out against xenophobia (Roodepoort Record, 2015). The wider library-caring community also responded to the destruction of township libraries. Reminiscent in some respects of the strategy adopted in the 'old' South Africa, an 'underground' library sprang up earlier this year after the Mohlakeng Community Library in Randfontein was destroyed. This library had provided precious study space and electricity for township students living in cramped quarters.

Young people from Mohlakeng started a movement to collect books for an 'underground' library, and to foster a love for reading. The library is a tiny one-room house with precast walls and a corrugated iron ceiling (Zwane, 2015). Two years ago they had started a literacy programme to turn the books they read into performance pieces, which they enact outside the library. This was because younger children could not read the script for performing stage plays. After collecting books from house to house, the children took these books home to improve their reading skills, and they now perform Shakespeare's *Macbeth* and *Romeo and Juliet*. The Mohlakeng Youth Movement also use 'books written in the vernacular, especially poems, which young people enjoy and can relate to' (Zwane, 2015a).

After a newspaper ran the story about the 'underground' library's need for more books, several donors responded. The Bedfordview Girl Guides identified a need for reading as part of the eighth millennium development goal and started to collect books. When a 10-year old girl guide was asked why she helped to donate the books she replied that: 'We need to show the world South Africa shouldn't only be known for the bad things' (Zwane, 2015b).

Another actual and ongoing crisis is that the majority of South African schools do not have libraries, and many are under-resourced (Education Southern Africa, 2013). Through collective action librarians, the Department of Basic Education, community leaders, school staff and the private sector are addressing this crisis. One example is the work of AVBOB, a mutual assurance society that specializes in funeral insurance and burial services. In 2013 it commenced a corporate social investment project that will eventually supply mobile container libraries to forty primary schools across the country. These containers can be converted into fully functional libraries fairly easily and quickly, and they are convenient, durable and secure.

Through cooperation with librarians and the Department of Basic Education the books are both educational and for reading for pleasure. The sustainability of such projects is always problematic, but the AVBOB library project involves several phases that emphasize sustainability, and it is collaborating with another NGO, Touch Africa, which has extensive experience in dealing with schools on a national scale (AVBOB Foundation, 2013). One of AVBOB's employees has just completed a dissertation on the impact of container libraries on literacy, and there is an initiative underway to train dedicated school librarians.

Conclusion

Douglas Foskett (1962) proclaimed that the librarian's creed should be: 'no politics, no religion, no morals'.

Questions about librarians, neutrality and politics are therefore not new, and the elements of Foskett's creed have surfaced in several countries (Green, 2015; Kagan, 2015). Perhaps it is time to re-state this creed today as: 'all politics, all religions, all morals'. This positive re-formulation provides stronger reasons for libraries to be than not to be, and more compelling arguments for librarians to do than not to do – to anticipate crises, to avert crises and to act during crises. In this way, too, we answer the true vocation of librarianship, and strengthen the global commitment of IFLA to freedom of access to information and freedom of expression.

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Information centers and socioeconomic development in MENA: Finding a quantitative relationship

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Abstract

Even though it may seem that information floats on its own throughout the Internet, in reality someone must make policies and financial decisions to gather and organize data and prepare it for retrieval at the appropriate time. It must be stored in various formats in information hubs. These information hubs are essential components of the Internet, itself an essential component of socioeconomic development. But are these information hubs acknowledged in international development planning in the Information Age? This paper discusses information centers – libraries, archives and museums – in the context of coordinated global planning for socioeconomic development and offers a metric by which information centers may be correlated to a country's social and economic advancement. It concludes with reflections about information components of the United Nations 2030 Sustainable Development Goals and the needs to gather data and expand information centers in order to achieve sustainable development.

Keywords

Information centers, libraries, archives, North Africa, MENA, Middle East, museums, socioeconomic development, international development, human development index, Sustainable Development Goals

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Introduction

When we talk about the Information Age, we readily recognize the need for robust broadband information and telecommunications networks. We know that vast amounts of multi-media, content-laden packages of information must be transmitted across those networks at very high speeds. And we know that the quantity of information increases every year.

Underlying this information-rich environment are questions related to the sources of information, e.g. after information and data are generated, who gathers, organizes and stores them? Libraries and archives, along with museums, digital archives, datacenters and even archaeological and World Heritage Sites are information centers. Information centers in the broadest sense are those places where information is collected, organized, stored and made accessible.

In the context of the flow of information and the development of a country, several questions come to mind. Is it possible, for example, to link information

centers per se in some measurable way to the socioeconomic status of a developing country? If the ultimate goal of development planning is to advance the socioeconomic status of a society in the Information Age, should information centers be included in the plan?

This paper discusses aspects of these issues in the context of coordinated global planning for development.¹ In a sample of 22 countries in the Middle East and North Africa (MENA), the study offers a metric by which information centers may be correlated to the social and economic advancement of a developing nation. It concludes with reflections about information-related components of the United Nations (UN) 2030 Sustainable Development Goals and the needs to gather specific data and to establish and enhance information centers in order to achieve socioeconomic development.

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Coordinated global planning for development

2015 Millennium Development Goals

The first coordinated effort to plan world-wide social and economic development did not occur until the end of the 20th century. The United Nations Development Programme hammered out the Millennium Development Goals (MDGs) and adopted them in 2001, at the turn of the 21st century. The UN gave the world 15 years in which to accomplish eight goals:

1. Eradicate extreme poverty and hunger;
2. Achieve universal primary education;
3. Promote gender equality and empower women;
4. Reduce child mortality;
5. Improve maternal health;
6. Combat HIV/AIDS, malaria and other diseases;
7. Ensure environmental sustainability;
8. Develop a global partnership for development.

Everyone recognized the essential and appropriate nature of the goals. At the same time they realized that many aspects of development were not included. None of the goals, for example, related directly to information and data at a time when information as a commodity in the Information Age was already being widely discussed.

As the 15-year timeframe for the Millennium Development Goals was winding down, the United Nations and various organizations began to conceptualize what the next strategic goals for development would look like. MDGs were set to expire in 2015 and progress was being made in all eight goal areas but everyone agreed the new goals must reflect the vast global changes made and evolving in the second decade of the 21st century.

IFLA, the International Federation of Library Associations and Institutions, joined with other organizations in discussing the post-2015 development agenda. There was agreement that the next generation of goals must recognize and address more aspects of social and economic development, including:

- access to information
- value of culture
- worldwide information and telecommunication infrastructure (Internet).

Global campaign to include culture

As planning for the new UN goals progressed, a coalition of organizations declared *culture* to be the fourth dimension of sustainable development along with *economic*, *social* and *environmental* dimensions. The

coalition undertook a global campaign, 'The Future We Want Includes Culture', to advocate for the inclusion of culture in the post-2015 development agenda.

Holistic and integrated development will only be achieved when the values of creativity, heritage, knowledge and diversity are factored into all approaches to sustainable development. This means guaranteeing the availability and accessibility of cultural infrastructure (such as, but not limited to, libraries, museums, theatres, community centres, arts education centres) and the implementation of long-term cultural programmes and projects. (Global Campaign for Culture, 2015)

The Campaign's Declaration in May 2014 was translated into eight languages and endorsed by over 900 organizations and thousands of citizens in 120 countries (Global Campaign for Culture, 2014).

Lyon Declaration on Access to Information and Development

During the 2014 IFLA World Library and Information Congress in Lyon, France, members of IFLA finalized and adopted *The Lyon Declaration on Access to Information and Development*. That document called

upon the Member States of the United Nations to make an international commitment to ensure that everyone has access to, and is able to understand, use and share the information that is necessary to promote sustainable development and democratic societies. (IFLA, 2014)

Global Connect Initiative

During the UN General Assembly in September 2015, the US State Department launched the Global Connect Initiative:

A crucial and common goal unites us here today in New York: the goal that the Internet – a core enabler for social and economic development – should be open and accessible to everyone. This goal is based on the core understanding that the Internet should be secured as a global resource and that it be managed in the public interest as a democratic, essential, secure, free, progressive, inclusive and pluralistic communication platform. (BestBits, 2015)

The initiative seeks to bring 1.5 billion people who currently lack Internet access online by 2020. IFLA, together with a range of other organizations, co-signed a statement by BestBits.² It stresses that:

States must promote and facilitate universal, equitable, secure, affordable and high-quality Internet access on the basis of human rights, the rule of law, and net-

neutrality, including during times of unrest. All of the Internet, for All the people, All the time! (BestBits, 2015)

2030 Sustainable Development Goals

An open working group of the UN General Assembly hammered out a set of 17 Sustainable Development Goals accompanied by 169 targets. IFLA played a persistent and key role throughout the two-year process and has singled out four goals – Goals 4, 9, 11, 16 – and specific targets within each for initial emphasis during 2016.³

The Goals were formally adopted by the United Nations General Assembly (2015) on 25 September 2015:

- Goal 1. End poverty in all its forms everywhere.
- Goal 2. End hunger, achieve food security and improved nutrition, and promote sustainable agriculture.
- Goal 3. Ensure healthy lives and promote well-being for all at all ages.
- Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
 - 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
- Goal 5. Achieve gender equality and empower all women and girls.
- Goal 6. Ensure availability and sustainable management of water and sanitation for all.
- Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all.
- Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all.
- Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.
 - 9c Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020.
- Goal 10. Reduce inequality within and among countries.
- Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable.

11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage.

- Goal 12. Ensure sustainable consumption and production patterns.
- Goal 13. Take urgent action to combat climate change and its impacts – ‘Acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change’ (United Nations General Assembly, 2015: 14).
- Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development.
- Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation, and halt biodiversity loss.
- Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
 - 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements.
- Goal 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development.

Linking information centers to socioeconomic development

The new, more comprehensive 2030 Sustainable Development Goals include factors directly and indirectly related to the human need for information. They represent a remarkable and essential first step toward acknowledging the vital role of information in social and economic development. They represent a rationale for pursuing answers to the question posed earlier in this paper: Is it possible to link information centers per se in some measurable way to the socioeconomic status of a developing country?

Data elements used in study

I undertook to explore ways of answering this question and began by using the populations and numbers of information centers in each of the countries making up the region called Middle East and North Africa (MENA). These data elements provide a manageable

sample to test my hypothesis that information centers make a positive difference in development.

Middle East and North Africa countries. The 22 countries that make up the Middle East and North Africa were chosen as a sample sufficiently large and diverse to test a methodology. The countries represent a wide spectrum of economic productivity, share certain culture traits and for the most part aspire to maintain stable governments with some level of democratic participation.

Population of each MENA country. The populations of each country offer an indication of the number of people in the jurisdiction needing sustenance (water, food, housing), health care, education, jobs and access to information (United States Central Intelligence Agency, 2015).

Number of information centers in each country. In the most comprehensive sense, information centers include documentation centers, digital and traditional libraries, archives and museums, archaeological and cultural heritage sites. Information centers collect the *intellectual content*, in other words, the data, information and cultural record of a region for the purposes of governing, commerce, education, research, innovation, entertainment and life-long learning. Information centers can indicate the commitment of a society to record, organize and preserve information about itself and to provide access to information from outside its region to local residents. Information centers promote personal fulfillment, educate a skilled labor force, foster an informed electorate, teach information literacy skills and encourage innovation and entrepreneurship.⁴ (See Table 1.)

Population by country

Populations of each MENA country are listed beginning with the less populated to the more populated. (See Table 2 for specific numbers.)

- Djibouti has 810,000 residents;
- Bahrain has 1.3 million;
- Ten countries in the region – Israel, Jordan, Kuwait, Lebanon, Libya, Mauritania, Oman, Palestine, Qatar, United Arab Emirates – have populations between 2 and 10 million;
- Syria and Tunisia have 18 and 11 million respectively;
- Saudi Arabia and Yemen have populations of about 26 million;

- Four countries – Algeria, Iraq, Morocco and Sudan – support populations ranging from 30–40 million;
- Egypt and Iran each have sizeable landmass and the largest populations with over 80 million.

These 22 countries represent a broad range of population sizes and densities, and coincidentally include diverse cultures, religions and languages.

Number of information centers by country

For this study, information centers include national, public, academic and special libraries, museums and some archives. School libraries, archaeological and World Heritage Sites, for example, are not included, nor is the availability of information and communications technology (ICT or Internet) in a country addressed in the study.

The number of information centers per country ranges from less than a handful to thousands. The reliability of statistics regarding the number of libraries, museums and archives in a country is dependent upon a government's interpretation of what qualifies as an information center and the numbers they consequently report as well as the response to surveys circulated by organizations and publishers.

Table 1. Number of information centers in each MENA country.

MENA country	Information centers
Djibouti	3
Mauritania	14
Yemen	24
Qatar	28
Bahrain	28
Oman	33
Libya	50
Kuwait	56
Palestine	79
Saudi Arabia	116
UAE	119
Lebanon	123
Sudan	190
Jordan	218
Algeria	301
Iraq	534
Syria	572
Morocco	773
Tunisia	802
Egypt	1,130
Israel	1,748
Iran	4,600

New calculated metric: Number of Persons per Information Center

In order to devise a metric to determine the saturation of information centers in a country, I divided the number of people in the country by the number of information centers. This provides a way to think about how many people share one information center. The metric helps to indicate the extent to which residents have access to information centers for education, research, innovation, life-long learning, entertainment and personal edification.

Population divided by number of information centers

This comparison of data elements, that is information centers vs. population, helps us understand how accessible information may be to people. We can interpret the lower number of persons per information center to mean that fewer people compete for one information center, thus the people in those countries have easier access to information. (See Table 2 and Figure 1.)

MENA countries fall into five ranges of numbers:

- Up to 20,000 people sharing one information center
 - Israel – 4,500; Tunisia – 13,600; Iran – 17,600

Table 2. MENA countries: Ranked by persons per information center including population and number of information centers.

Country	Population in millions	Number of information centers	Persons per information center
Israel	7822	1748	4475
Tunisia	10,938	802	13,639
Iran	80,841	4,589	17,616
Syria	17,952	572	31,385
Jordan	7930	218	36,376
Morocco	32,987	773	42,674
Bahrain	1314	28	46,929
United Arab Emirates	5629	119	47,303
Lebanon	5883	123	47,829
Kuwait	2743	56	48,982
Palestine	4547	79	57,557
Iraq	32,586	534	61,022
Qatar	2123	28	75,821
Egypt	86,895	1,130	76,898
Oman	3220	33	97,576
Libya	6244	50	124,880
Algeria	38,815	307	126,433
Sudan	35,482	190	186,747
Saudi Arabia	27,346	116	235,741
Mauritania	3517	14	251,214
Djibouti	810	3	270,000
Yemen	26,053	24	1,085,542

- 20,001 – 100,000 people sharing one center
 - Syria – 31,000; Jordan – 36,000; Morocco – 43,000; Bahrain – 47,000; UAE – 47,000; Lebanon – 48,000; Kuwait – 49,000; Palestine – 58,000; Iraq – 61,000; Qatar – 76,000; Egypt – 77,000; Oman – 98,000
- 100,001 – 200,000 people sharing one center
 - Libya – 125,000; Algeria – 126,000; Sudan – 187,000
- 200,001 – 300,000 sharing one center
 - Saudi Arabia – 236,000; Mauritania – 251,000; Djibouti – 270,000
- Over 300,001 people sharing one center
 - Yemen – 1.1 million people

Yemen, with a population of 26 million and 24 information centers reported, has over a million people sharing one information center. Contrast that with the three countries providing the most information centers for their large populations: Israel, Tunisia and Iran. Iran, for example, has 80 million people sharing nearly 4600 information centers.

Human Development Index

The calculated metric called Persons per Information Center articulates the saturation of information centers in a country. The next step is to explore a possible correlation between the saturation of information centers and the social and economic development of a country. For this purpose the Human Development Index (HDI) was selected as a comprehensive indicator of socioeconomic development of a country.

HDI is issued each year and grew out of the first *Human Development Report* in 1990 published by the United Nations Development Programme. UN economist Mahbub ul Haq in partnership with Amartya Sen compiled the HDI to demonstrate that development includes not only a country's economic advancement but also social improvement and capacity building for its residents. Development progress and assessment must consider people and their capabilities as well as economic growth.

The HDI is based on three dimensions revised as of the *2010 Human Development Report*:

1. Life Expectancy Index – Measured by life expectancy at birth, also referred to as the standard of living factor.
2. Education Index – Measured by 2 factors:
 1. Mean years of schooling for those age 25
 2. Expected years of education for those age 5
3. Income Index – Gross National Income (GNI) with per capita Purchasing Power Parity (PPP) measured in US\$ as an indicator of standard of living.

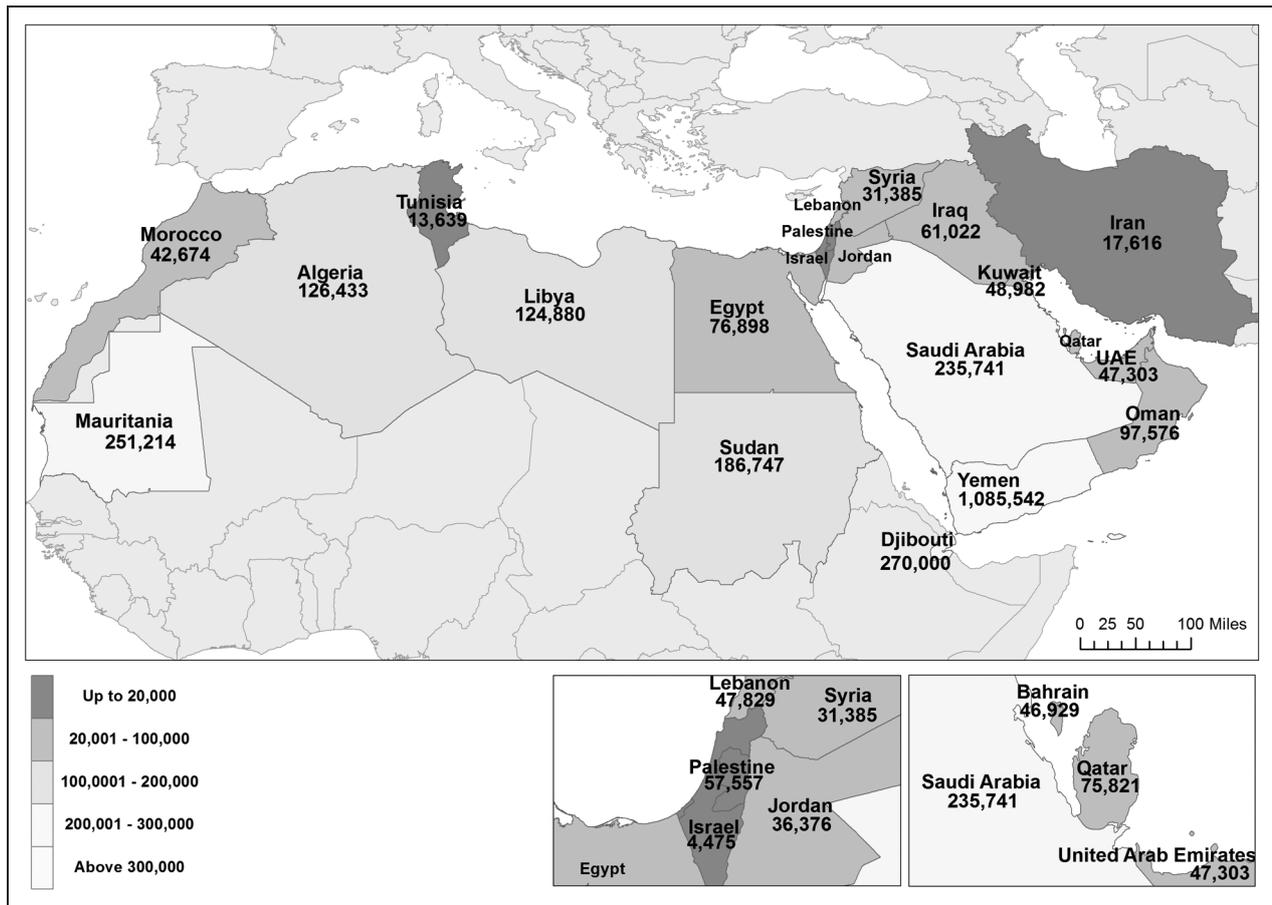


Figure 1. Number of persons per information center.

Human Development Index by countries and categories

The UN ranks HDI scores according to these four categories.

- Very High HDI 0.944–0.808 (49 countries world wide)
 - Israel, Qatar, Saudi Arabia, UAE, Bahrain, Kuwait
- High HDI 0.790–0.700 (52 countries world wide)
 - Libya, Oman, Lebanon, Iran, Jordan, Tunisia, Algeria
- Medium HDI 0.698–0.556 (42 countries world wide)
 - Palestine, Egypt, Syria, Iraq, Morocco
- Low HDI 0.540–0.337 (42 countries world wide)
 - Yemen, Mauritania, Sudan, Djibouti

Correlating Persons per Information Center to Human Development Index

When the calculated metric Persons per Information Center was compared to the Human Development Index score using Pearson's technique and *Stata* software, it resulted in a statistically valid ratio, indicating

a -0.5142 coefficient with a significance level of .014. Loosely translated, this means that in 1000 cases, 14 of them will deviate from the correlation.

This comparison shows a significantly negative and moderately strong correlation between these two variables. Therefore, we can say that MENA countries with fewer people per information center will in most cases experience higher HDI scores. That is, if a MENA country has a higher saturation of information centers, the people have more access to information centers and, in addition, the country's score on the HDI will in most cases be significantly improved (Table 3).

The correlation between Persons per Information Center and the Human Development Index is illustrated visually in a scatterplot (Figure 2).

On the bottom line are the HDI scores, going from left to right, from lowest to highest. Higher HDI scores demonstrate a better rating.

Along the vertical line are the number of persons per information center. In this case, the lower number, at the bottom, is more desirable than the higher number. Note that Yemen, with 24 information centers shared among 26 million people, is literally off the chart and does not appear on this scatterplot.

Table 3. Statistical outcome of Persons per Information Center correlated to HDI scores for each MENA country.

	PPIC correlated to HDI for MENA countries
Correlation Coefficient*	-0.514
Significance Level	.014

We see the line moving from high on the left to low on the right, indicating that most countries with high to very high HDI scores have fewer people per information center. Those countries fall into the lower right part of the graph.

This can be explained in several ways: MENA countries with higher HDI scores have a higher saturation of information centers; or, alternatively, most MENA countries with fewer people per information center have higher HDI scores.

The statistically significant correlation between the saturation of information centers and scores on the HDI in MENA countries provides a rationale for establishing and expanding information centers. As such, it could be used now to advocate for more and better information centers in the MENA region.

In addition, if the sample size is expanded and the correlation holds consistent in regions besides MENA, the metric and correlation can be used in measuring progress over time and toward the 2030 Sustainable Development Goals.

Factoring information centers into the Sustainable Development Goals

Focusing again on the SDG, Goal 16 is directly related to establishing 'effective, accountable and inclusive institutions' such as information centers and, in Target 16.10, it specifically addresses providing access to information:

UN Sustainable Development Goal 16

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Target 16.10

Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreement.

Information centers offer two-way exchanges

Information centers often function as two-way distribution points. For example, they:

1. organize, preserve and digitize local records to support education and life-long learning and to

provide primary sources for researchers, scholars and practitioners inside and outside the region;

2. provide local residents, scholars, researchers and practitioners access to information outside the region, often including proprietary databases of scholarly journals and the latest globally generated knowledge in arts, humanities, social sciences, sciences and technology.

Every society has information content that is unique and is of value to the world. By establishing and/or expanding information centers within a country, the country makes its unique features visible to the world and encourages the two-way exchange of information.

Types of data needed

There are many types of data that are valuable, even essential, to collect and preserve but are not uniformly collected by countries across the globe. Some examples:

- census data – all aspects
- laws passed by federal and local governments
- policies that guide government operations
- local material artifacts and records
- significant and everyday events that become local history
- publications produced within the country
- fiction and non-fiction books, poetry and essays by local authors
- oral histories of local leaders and residents
- financial reports of corporations doing business in the country
- market and labor reports of the local economy.

As well as:

- cultural artifacts which represent ways of preserving national identity
- art objects.

The UN itself is advocating for more data. More data is needed in order to form the baseline for several of the Sustainable Development Goal targets. The need was specified in Item 57 within the Resolution adopted by the UN General Assembly on 25 September 2015:

We recognize that baseline data for several of the targets remains unavailable, and we call for increased support for strengthening data collection and capacity-building in Member States, to develop national and global baselines where they do not yet exist. We commit to addressing this gap in data collection so as to better inform the measurement of progress, in particular for those targets

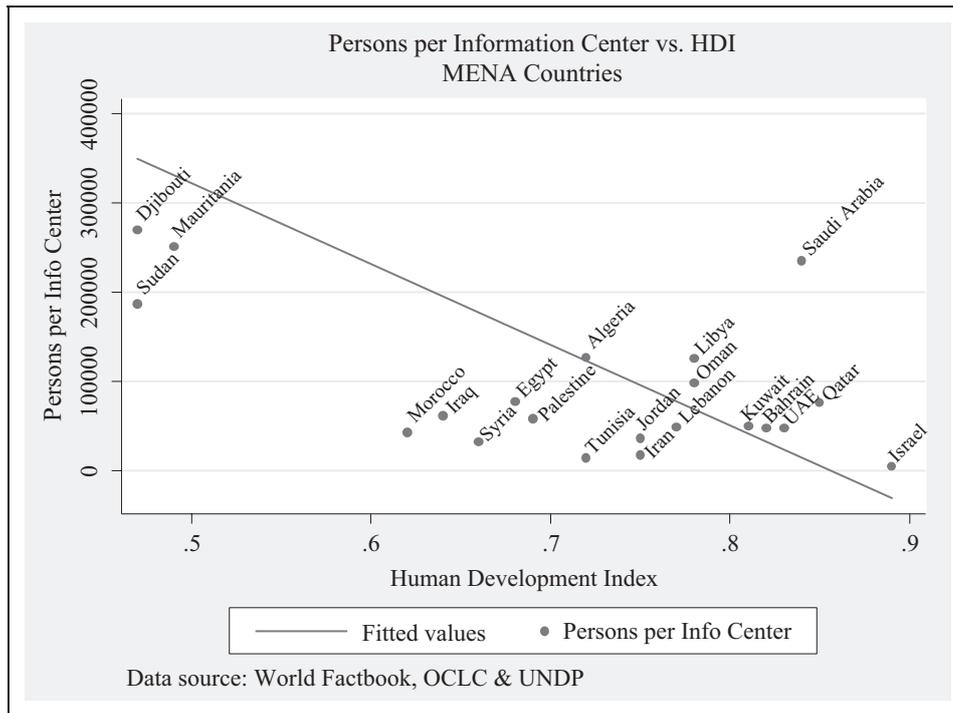


Figure 2. Persons per Information Center vs. Human Development Index.

below which [sic] do not have clear numerical targets. (United Nations Department of Economic and Social Affairs, 2015)

Data about information centers themselves. Shifting the focus to address data about information centers themselves, more accurate and thorough statistical reporting about the existence and types of information centers and cultural institutions in developing countries would greatly improve research efforts regarding their value. For example, no single international agency gathers and uniformly reports statistics regarding the numbers and types of information centers. Organizations collecting subsets of that data include many national government agencies, various publishers of reference sources, IFLA, UNESCO Institute for Statistics and Online Computer Library Center (OCLC). The available data regarding the number of libraries, museums, publishers and library schools is aggregated from over 80 sources and published by OCLC (2015) on its website *Global Library Statistics*.

Conclusion

Intuitively it makes sense that more information centers in a country lead to better informed residents living with higher educational and health standards. And intuitively we might assume that countries strive to achieve higher scores on the Human Development Index, a metric that tracks their standard of living,

educational achievement and economic progress. But now we have a calculated, international metric demonstrating that within a Middle East and North Africa sample of countries, there is a statistically significant correlation between access to information centers and socioeconomic development.

Even in countries where information centers, particularly libraries and archives, are plentiful, they are nearly invisible to many people. In vast regions of the world, information and data have not traditionally been recorded. But today the global economy is increasingly looking to knowledge and service sectors for productivity and contributions to the marketplace. Information centers figure heavily into this scene, whether they are traditional, digital, visible or not.

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Notes

- Components of this article were included in papers delivered by the author at the Namibia IFLA Satellite Conference, Windhoek, 12 August 2015 and at 2015 Sharjah International Book Fair (SIBF)/ALA Library Conference, United Arab Emirates, 11 November 2015.

2. BestBits is a network of civil society organizations promoting initiatives that strengthen global Internet access and governance. Available at: <http://bestbits.net/organizer/best-bits/>
3. IFLA's latest information about 2030 Sustainable Development Goals. Available at: <http://www.ifla.org/node/9914#next4billion> – IFLA's roundup of the United Nations Summit for the 2030 Agenda
4. The study does not look at information technology and telecommunications (ICT) infrastructures which enhance the transmittal of data and are essential for the dissemination of digital data in particular. While acknowledging the importance of ICT, the study focuses instead on the existence and availability of the intellectual content that is collected in information centers, not the ways in which it is stored or transmitted.

Data on number of libraries and museums in each country is compiled by Online Computer Library Center (OCLC, 2015) in *Global Library Statistics*.

This study relies on the OCLC statistics for the number of national, public, academic and special libraries and museums in each of the MENA countries. The total number of libraries cited represents administrative units and not service points, so the number of actual delivery points may be greater than the statistics indicate. The raw statistics also do not address the quality or format of collections, level of services offered, nor the skill level of information center staff; thus those factors are not addressed in this study. School libraries, of particular importance to basic education, are not included in this study due primarily to lack of reliable data. Data regarding archaeological and World Heritage Sites is not included.

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Author biography

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Ms. Wand teaches and frequently speaks on international library, higher education and development issues, marketing, advocacy and information policy. She serves on the Board of Trustees for Antioch University New England and as Endowment Trustee of the American Library Association. She was Vice-Chair (2011–2013) of the National Peace Corps Association Board on which she served for eight years.

Ms. Wand earned a BA (cum laude) in History from Seattle University, an MAT in Social Sciences from Antioch Graduate School and the AMLS in Library Science from the University of Michigan. She was a Peace Corps Volunteer in Colombia 1963–1965. Amongst honors and awards, Ms. Wand received the Distinguished Service Award from the District of Columbia Library Association; Distinguished Alumna Award from the University of Michigan, School of Information; and a Fulbright Senior Lecture Award to Ecuador. Ms. Wand resides in the Washington DC area.



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‘A world with universal literacy’: The role of libraries and access to information in the UN 2030 Agenda

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Abstract

In September 2015, after more than three years of negotiations and intense involvement from many stakeholders, including the International Federation of Library Associations and Institutions (IFLA), the Member States of the United Nations adopted the post-2015 Development Agenda to succeed the Millennium Development Goals, *Transforming Our World: The 2030 Agenda for Sustainable Development*. This paper outlines and reflects on the key steps in IFLA’s campaign and the importance of coalitions and national advocacy to realise the inclusion of access to information, universal literacy, public access to information and communication technology, and cultural heritage in the UN 2030 Agenda.

Keywords

Access to information, literacy, development, SDGs, United Nations, advocacy, cultural heritage, ICT

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Introduction

The new United Nations 2030 Agenda is an inclusive, integrated framework of 17 Sustainable Development Goals (SDGs) with a total of 169 Targets spanning economic, environmental and social development (United Nations, 2015b). They lay out a plan for all countries to actively engage in making our world better for its people and the planet. The UN 2030 Agenda will help all UN Member States focus their attention on poverty eradication, climate change and the development of people. By achieving this Agenda, no one will be left behind. All countries in the world must achieve the Goals. The Goals are universal, and indivisible – all Goals and Targets must be achieved in their totality.

Libraries have an essential role in helping to meet this grand challenge by providing access to information, public access to ICT (information and communication technology), helping people to develop the capacity to effectively use information, and by preserving information to ensure ongoing access for future generations.

The importance of access to information

Access to information is a key enabling right for governments to deliver quality, inclusive services to their

people (Ashwill and Norton, 2015). Information should be regarded as one of the most fundamental rights in the current era. It is a fundamental requirement for personal and social development, and for participation (Habermas 1989 as cited in Britz, 2004; IFLA, 2014d).

Public access to information supports the creation of knowledge societies, and includes the infrastructure, ICT and media and information literacy capabilities that people need to effectively use information, and preservation to ensure on-going access for future generations. In this definition, the type of information that should be provided goes beyond information made available by government or required under Right to Information legislation, but while acknowledging the public’s right to access information and data, it is essential to respect the right to individual privacy (IFLA, 2014d).

Access to information supports development by empowering people, especially marginalised people

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and those living in poverty, to exercise their rights, be economically active, learn new skills, enrich their cultural identity and take part in decision-making (IFLA, 2013b).

IFLA's engagement in United Nations processes

IFLA has a unique role and position in the library sector at the United Nations, holding consultative status at many UN agencies. IFLA has utilised this status to work with, and within, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Economic and Social Council (ECOSOC) and the World Intellectual Property Organization (WIPO), amongst others. Changes to processes at these agencies which have gradually provided more space and opportunities for civil society have enabled IFLA and others to take a larger role in negotiations and in helping to shape outcomes. This engagement carried through to IFLA's role in the post-2015 negotiations.

The World Summit on the Information Society (WSIS), led by the International Telecommunication Union (ITU) and UNESCO, has been a key forum for IFLA to influence policies around ICTs and to advocate for access since 2003 (Raseroka, 2006). WSIS aimed to promote the use of technology to improve lives and bridge the digital divide. ICTs facilitate and enable development; however, by the end of the WSIS process there is still a great disparity in access and skills. WSIS supports public access as one means to bridge these gaps (International Telecommunications Union, 2014). Engagement in WSIS since its initiation proved to be a critical turning point for IFLA, elevating the Federation's influence on the global stage, and laying the foundations for IFLA's future advocacy role and the capacity building needed to reinforce it at the local level.

Legislative and licensing restrictions, and organisational challenges have proliferated in the digital era, making resource sharing more difficult than in the past (Britz, 2004; Smith, 2002). Over the past three decades, intellectual property rights have expanded greatly in nearly all geographies, unbalancing the amount of material in the public domain and creating new forms of ownership where copyright was not intended (Boyle, 2004; LIBER, 2015). In 2004, WIPO agreed to a Development Agenda that would consider the impact of its policies on access to knowledge amongst other aims (Electronic Frontier Foundation, 2005). This move further opened the door for libraries to join the WIPO agenda along with groups advocating for education and the visually impaired, the latter of which resulted in the Marrakesh Treaty (WIPO,

2013). IFLA has engaged with WIPO Member States since 2008 through the Standing Committee on Copyright and Related Rights (SCCR). IFLA works with the International Council on Archives (ICA), Electronic Information for Libraries (EIFL) and Corporación Innovarte on copyright limitations and exceptions to enable libraries and archives to preserve their collections, support education and research, and lend materials (IFLA, 2014a).

The beginnings of the Post-2015 Development Agenda

The process to create the Post-2015 Development Agenda, to replace the Millennium Development Goals (MDGs), began to accelerate at the Rio+20 Conference in 2012. Following that conference, at which an initial set of Sustainable Development Goals was drafted (UN Economic and Social Council, n.d.), the format for negotiations on the Post-2015 Development Agenda was established and included a series of open meetings and negotiations.

As was widely reported by the UN and civil society, the structure of meetings provided an unprecedented opportunity for engagement by civil society in the process of negotiating the new agenda (European Commission, 2015; United Nations News Centre, 2015). This contrasted with the MDGs that were criticised for having been developed by a small group in a top-down approach. Together with citizen consultations such as the MyWorld survey which gathered more than 10 million responses (United Nations, 2015a), the development of the agenda to replace the MDGs sought to be much more inclusive (CIVICUS and Stakeholder Forum, 2014). Though not without flaws, the process was widely welcomed by civil society and by IFLA (IFLA, 2013a, 2015a, 2015b, 2015c; Transparency, Accountability and Participation (TAP) Network, 2015).

Objectives of IFLA's advocacy

IFLA's advocacy objectives were to (IFLA, 2014c):

- Work with the international library community to develop its position on the Post-2015 Development Framework, and to develop a strong aligned voice;
- Work with allies in civil society and the development community to advocate for access to information as an element of the Post-2015 Development Framework;
- Work with Member States to raise awareness of libraries as agents for development access to information in the post-2015 context.

IFLA took full advantage of the post-2015 process and its existing consultative statuses with the UN, and was represented at each of the UN Open Working Group and Intergovernmental Negotiation meetings throughout 2014–2015 in New York which developed the components of the Post-2015 Development Agenda: the Declaration (including vision), SDGs, Means of Implementation and Follow-Up and Review processes. These meetings were complemented by a series of online consultations at different stages of the process. Combined, IFLA was able to advocate through meetings and consultations with clear consistent messages. In parallel, IFLA sought to advance the role of culture in the SDGs as a signatory and coalition partner of the Culture 2015 declaration, and participated in related meetings including the World Culture Forum in 2013.

Elements of IFLA's advocacy in the UN 2030 Agenda

IFLA's advocacy consisted of several elements, often overlapping and reinforcing:

1. Utilise an existing vehicle – IFLA ALP;
2. Frame libraries in the bigger picture of access to information;
3. Get involved at the beginning of the process, from Rio+20;
4. An endorsed declaration, with broad support across libraries and civil society;
5. A clear set of asks and talking points, repeated consistently across interventions, documents and consultations;
6. Advocacy within civil society and government to gain support for a broad definition of access to information;
7. Rapid response to consultations as they arose on all elements of the agenda.

Utilise an existing vehicle – IFLA ALP

The IFLA Action for Development through Libraries Programme (ALP) oversaw the strategy and advocacy on the UN 2030 Agenda within its larger remit of capacity building and highlighting the contribution libraries make to development. As a strategic programme reporting to the IFLA Governing Board, ALP aims to strengthen the ability of the library and information sector to advocate for equitable access to information and resilient, sustainable library communities and delivers capacity-building programmes in all regions of the world. Through advocacy backed by capacity building, ALP ensured that global advocacy

was well supported by awareness of IFLA's objectives throughout its membership.

Frame libraries in the bigger picture of access to information

Based on IFLA's global experience, it was decided to advocate within the framing of access to information, and to highlight the role of libraries in providing that access. Choices about language and framing are essential when the number of issues that can be tackled within a process or agreement is limited. As the SDGs would be limited in number, it was important to galvanise support around concepts that would be likely to be more broadly supported and which could fall under issues such as poverty eradication, health, education and rights. To maximise chances of success and to garner support from inside and beyond the library field, IFLA focused on a limited number of issues; access to information, public access to ICT and cultural heritage, each of which encompassed the role of libraries as an essential provider of access, skills and stewardship.

Access to information is a complex, constructed issue advocated by many sectors far beyond libraries – but in its broadest definition includes rights and legislation (such as Right to Information and Freedom of Information acts), access to all kinds of information as well as government information and data, and the infrastructure, ICT and media and information literacy capabilities that people need to effectively use information, and preservation to ensure on-going access for future generations.

This definition presents advantages and disadvantages:

- *Advantages:* Existing base of support from some Member States, and history of successes such as the role of libraries in society, Right to Information legislation, and Access to Information streams in other non-UN processes such as the Open Government Partnership.
- *Disadvantages:* Entrenched opposition by some Member States, narrowly defined definition of Access to Information advocated by some influential civil society organisations that includes only officially published government information, broad concept that can be difficult to define.

Awareness of these advantages and disadvantages enabled IFLA to develop a clear strategy and build coalitions with other organisations to advocate for access to information in its broadest definition.

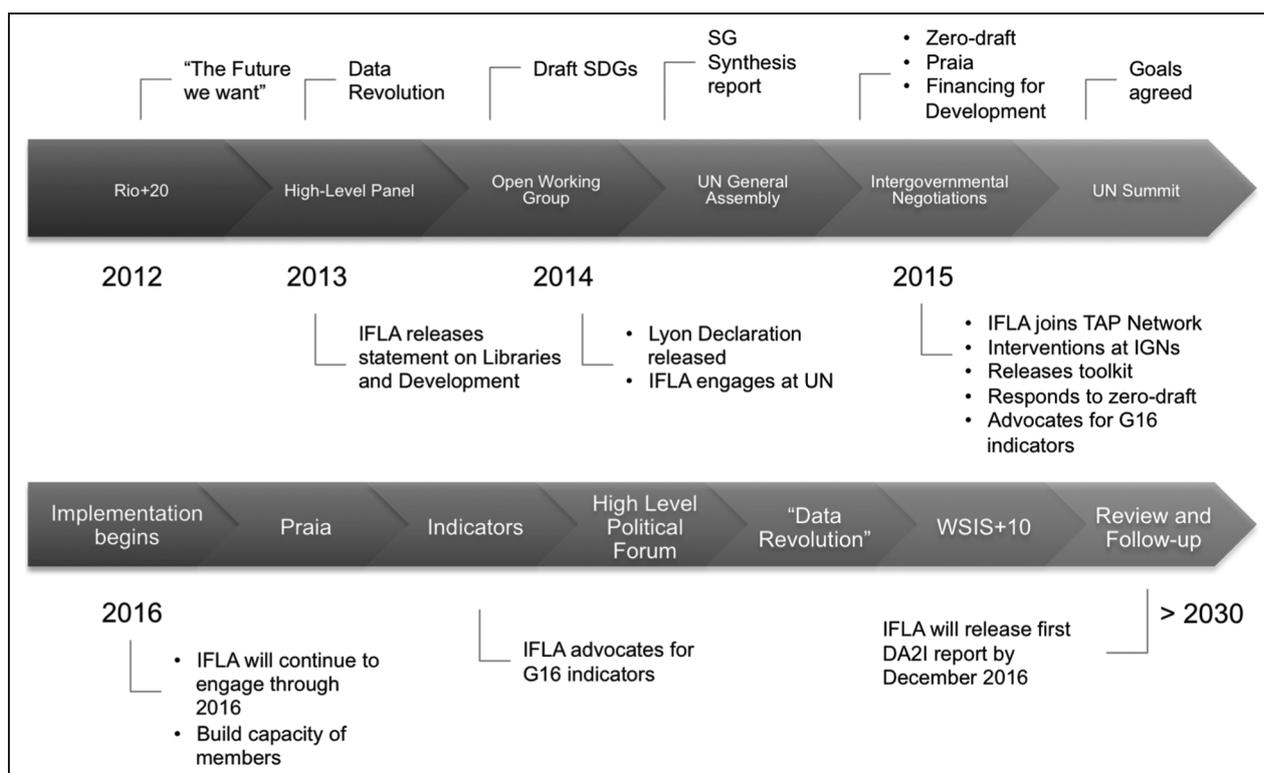


Figure 1. Timeline to the UN 2030 Agenda.

Get involved at the beginning

Opportunities for greater influence of outcomes tend to occur at the beginning of negotiation processes. The process began to take pace after the 2012 Rio+20 Conference, and continued for a further three years until the adoption of the UN 2030 Agenda.

IFLA began working early, together with many other organisations including Article 19, Beyond Access and Development Initiatives, to advocate for the inclusion of a target on access to information. In the SDGs context, goals were defined as ambitious, actionable commitments that are limited in number, but global in nature and applicable to all, while targets are specific, measurable objectives that help to achieve one or more goals (Co-Chairs of Open Working Group 10th Session, 2014). The SDG Goals include poverty eradication, gender equality, climate change and education, amongst others. Goal 16 concerns peace and justice:

Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Access to information emerged as a target within the Goal early on, with the eventual, agreed text reading:

Target 16.10: Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements.

The timeline (Figure 1) shows the major activities and outcome documents that led to adoption of the UN 2030 Agenda in September 2015 (in blue), and the timeline after implementation begins on 1 January 2016 (in red). By the end of the Open Working Group meetings at the end of 2014, the SDGs including a target within Goal 16 and Target 16.10 were already largely agreed (IFLA, 2014d).

During the negotiations, the inclusion of Target 16.10 was not guaranteed, and was perceived to be at risk at certain points of the process. Although it is not possible to evidence a specific moment, organisation or decision that secured the inclusion and wording of Target 16.10, several factors contributed:

- On the record support from a range of Member States;
- Reluctance from Member States to reopen negotiations on the text of Goal 16 at a crucial point in time, to prevent the risk of the Goal being dropped altogether by non-supportive countries (Pham, 2014);
- Leadership by leading civil society organisations, including the Global Forum for Media Development and Article 19 to keep the issue clearly defined, and on the agenda of Member States (Orme, 2014);

- Negotiation amongst civil society including IFLA to amend the wording of 16.10, and compromise to accept the resulting language.

An endorsed declaration, with broad support across libraries and civil society (Lyon Declaration)

IFLA developed the *Lyon Declaration on Access to Information and Development* in 2014 (IFLA, 2014b). More than 600 institutions and associations from within and beyond the library sector, including development agencies, media organisations, gender, ICT and education campaigners signed between August 2014 and December 2015 when the Declaration was closed to new signatories, making the Declaration the most successful campaign of its type IFLA had undertaken.

The purpose of the Lyon Declaration was to call upon the Member States of the United Nations to make an international commitment to use the Post-2015 Development Agenda to ensure that everyone has access to, and is able to understand, use and share the information that is necessary to promote sustainable development and democratic societies. The Declaration commits to increased access to information and knowledge, underpinned by universal literacy, as an essential pillar of sustainable development. It is a cross-cutting means of achieving all of the SDGs, and increasing access to information underpins all other Goals.

With the weight of 600 signatories behind it, the Declaration provided a document that could be continually and consistently referred to in interventions and consultations and was a means of demonstrating support across civil society for access to information and the role of libraries in development. IFLA Headquarters staff and IFLA ALP drafted the Declaration, in consultation with a small group of influential civil society organisations and representatives of the French library community to generate support and enthusiasm ahead of the launch at the World Library and Information Congress in Lyon in August 2014.

A clear set of asks and talking points, repeated consistently across interventions, documents and consultations

Global action must be backed by national action and outreach to influential countries and decision makers. A toolkit was developed in January 2015 to raise awareness of the Post-2015 Development Agenda and to encourage national-level library representatives, such as library associations and institutions to organise advocacy meetings with decision makers (IFLA, 2015f). The toolkit included talking points for each

topic, including access to information, public access to ICT, and cultural heritage, along with examples from libraries around the world. Later in 2015, IFLA released guidance on advocating for the inclusion of libraries in national development plans (IFLA, 2015e), proposed indicators to measure access to information, and a second toolkit on implementation of the UN 2030 Agenda (IFLA, 2015d). Librarians in countries including Australia, Germany, Sweden, Singapore, the United Kingdom, Ghana, Guatemala, Colombia, Uganda and several others successfully held meetings with their representatives using one or more of these materials.

These capacity-building materials were reinforced by IFLA's responses to consultations throughout the post-2015 process utilising the same key consistent asks. Sessions at the IFLA World Library and Information Congress organised by IFLA ALP and others, and the use of social media helped to keep the profile of the Post-2015 Development Agenda high across the profession.

A key outcome for IFLA was the inclusion of the text, 'a world with universal literacy' in the final vision of the Agenda. IFLA consistently asked for the inclusion of universal literacy from the Lyon Declaration onwards, and it was an ask in IFLA's responses to consultations on UN drafts and an intervention on the floor of the UN by IFLA President-Elect Donna Scheeder on 19 February 2015. IFLA was the only organisation that advocated for universal literacy, and warmly welcomed its inclusion in the final UN 2030 Agenda. Ambassador Macharia Kamau, Co-Chair for the intergovernmental negotiations at the UN on the Post-2015 Development Agenda, noted in a press conference following the adoption of the Agenda that the committee aimed to integrate or characterise all issues raised by civil society in the process (UN Sustainable Development Knowledge Platform, 2015; UN Web TV, 2015). IFLA's consistent ask led to a successful result.

Advocacy within civil society and government to gain support for a broad definition of access to information

Working in coalition was essential to achieve IFLA's other asks, helping to strengthen support for IFLA's positions within civil society, and to identify champions that could also take IFLA's message forward. As outlined earlier, access to information is also defined in different ways by different organisations within civil society – for instance, for Right to Information campaigners it is about legislation; for transparency advocates corruption data is often foremost.

Advocacy across civil society was important so that a broad, public access to information approach would be agreed. IFLA worked in coalition with other leading civil society organisations including Article 19, CIVICUS, Development Initiatives, Beyond Access and cultural organisations to inform initial strategy and positions (IFLA et al., 2013). To work further across civil society, IFLA joined the steering committee of the TAP Network in 2015, a coalition of 180 civil society organisations (TAP Network, n.d.) seeking to highlight these issues in the UN 2030 Agenda. IFLA contributed to TAP Network, positions, statements and advocacy strategy. Combined with TAP's presence in New York, this increased opportunities for engagement across the entire UN 2030 Agenda process. To advance the role of culture in the SDGs, IFLA was a signatory and coalition partner of the Culture 2015 Declaration (Coalition for Culture, 2014). Many civil society organisations signed the Lyon Declaration, demonstrating the success of this approach. IFLA succeeded because civil society succeeded – the commitment by the UN to include civil society in the process provided many entry points to meetings, consultations and Member State representatives. By working in coalition, IFLA could amplify its voice within the access to information movement and develop valuable working relationships with leading organisations over time.

A parallel success was recognition of the role of libraries in development by governments. Ministers and country representatives from Angola, Burkina Faso, Cape Verde, Cote D'Ivoire, Lesotho, Guinea, Madagascar, Malawi, Mozambique, Nigeria, South Africa, South Sudan and Swaziland signed a declaration in support of providing the resources and enabling environment necessary to support the contribution of libraries in meeting the SDGs at a meeting before the World Library and Information Congress in Cape Town in August 2015 (Cape Town Declaration of African Ministers, 2015).

Rapid response to consultations as they arose on all elements of the agenda

The UN 2030 Agenda is more than the SDGs, and includes (UN Department of Economic and Social Affairs, 2015):

- Declaration
- Vision of the world in 2030
- Sustainable Development Goals (17 goals, 169 targets)
- What the world needs to achieve by 2030 – from eradicating poverty to good education, sustainable cities, peace and justice

- Means of Implementation
- Resources, including finances, required to meet the goals
- Follow-Up and Review – including global indicators (to be finalised and agreed in 2016)
- How we know which countries are on track in meeting the Goals

IFLA responded to consultations on each part of the process, many of which were only open for a few days, from the declaration to the indicators and how the Agenda will be financed. As the UN 2030 Agenda is implemented, each country will take a different approach and will adapt and localise the SDGs and the Agenda for local context. Different elements of the whole Agenda will be relevant to different countries at different times. The UN 2030 Agenda is a political commitment, which means that everyone, including libraries and civil society, will have a role in making sure governments are accountable for implementing the SDGs.

IFLA followed the same set of strategies as the negotiations on the SDGs to advocate for the inclusion of appropriate indicators to measure access to information, public access to ICT and cultural heritage. To ensure that governments are accountable for providing access, services and skills that live up to the SDGs, it is essential that the indicators chosen to measure the Goals and Targets be appropriate. If the wrong indicators are chosen, governments may invest resources for public access to information elsewhere. Together with the Global Forum for Media Development (GFMD), Article 19 and other civil society organisations, IFLA advocated for the indicator, 'Existence and implementation of constitutional, statutory and/or policy guarantees for public access to information' to measure Target 16.10. IFLA worked across agencies to build support from UNESCO, UN Food and Agriculture Organisation (FAO), the World Bank Group (Lemieux, 2015) and others. After a lengthy period of negotiation, the indicator has been included in the list of recommended indicators at the time of writing, March 2016 (Alexovich, 2016).

Conclusion

IFLA ALP, as the committee that oversaw IFLA's work on the UN 2030 Agenda, provides capacity building on advocacy including through the Building Strong Library Associations programme to library associations, libraries and individuals around the world. The UN 2030 Agenda campaign provided the opportunity to test whether approaches on paper worked in reality. As an example of a planned,

sustained campaign for change, backed by clear, consistent communications, engagement of coalitions, libraries and associations, it exceeded its goals.

IFLA will continue to engage with the review and monitoring of the Agenda in coming years. These include meetings of the High Level Political Forum to review progress towards meeting the SDGs. To ensure that governments are on track with meeting Target 16.10, IFLA will measure the impact of access to information and report on progress.

Global action much be supported by local advocacy, and with the support of libraries and librarians at all levels to support and promote the UN 2030 Agenda, the difference that access to information and libraries make in every library will ensure that the sector makes a counted, vital contribution to achieving the SDGs by 2030.

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Student attitudes towards library usage and sources at a Turkish university

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Abstract

Library instruction programs for students are still in developmental stages at many Turkish universities. English-language resources are available to teach information literacy skills to students majoring in English Language and Literature. This study surveyed students majoring in English Language and Literature about their attitudes towards library usage and sources. Approximately two-thirds of students had received online information literacy training in English. Student attitudes revealed a distinct preference for Internet sources over library sources and a belief that Internet sources are more likely than library sources to provide them with the information they need for their major classes. However, students that had received information literacy training showed a statistically significant increase in preference for library usage and sources over students that did not receive this training.

Keywords

Information literacy and instruction, library usage, library resources, student attitudes

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Introduction

Despite having a long history of libraries—the Library of Celsus in Efes (Ephesus) was established in 135AD and Atatürk Library in İstanbul became the first public library in Turkey open 24 hours a day, 7 days a week in January 2015—library usage has generally not been integrated into Turkish culture.

With a desire to increase students' library usage, the English Language and Literature Department of a major Turkish university integrated a library instruction program in some of its writing courses as a pilot scheme. The goal of this program was to increase students' awareness of library resources for their research assignments. The library instruction program was administered virtually by a leading vendor of library databases and other library resources. Students completed online library training in English and received a certificate of completion issued by the vendor. This study will evaluate to what degree the piloted library instruction program met its goal of increasing students' awareness of library resources.

Literature review

The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2013) reported an adult literacy rate of over 94% in Turkey, yet the country has a small number of libraries and low rates of reading. In a 2013 speech promoting libraries, then first lady Hayrünnisa Gül reported that Turkey, with a population of almost 75 million people had 1434 libraries as compared to Finland's 1202 libraries that served a population 1/15 the size of Turkey's (Presidency of the Republic of Turkey, 2013). In addition, she noted international standards recommend public libraries in Turkey should have approximately 123 million books. In reality, Turkey's public libraries only housed 13 million books (Presidency of the Republic of Turkey, 2013). A 2013 UNESCO

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report also suggested a lack of interest in reading in Turkey. According to the study:

in European countries 21 people out of 100 read books regularly, while in Turkey that same statistic is one person out of 10,000. Turkey ranks 86th in the world for the amount of time a country's residents read [...] Turks watch an average of six hours of TV a day and surf the Internet three hours a day but only dedicate six hours a year to reading a book. The UNESCO report also reveals that reading books is in 235th place on a list of things most valued in life by Turks. (Üzüm, 2013)

İcimsoy and Erünsal (2008: 50) suggested "there is little awareness of what a modern library should offer and therefore little demand for its services". Libraries are underused in both public and academic settings.

Public libraries in Turkey are mostly funded by the federal government with some assistance from local authorities. They are often included in city development plans, but those plans are rarely implemented. In addition, public libraries often function as school libraries since "only ten percent of schools have their own libraries" (Yılmaz, 2010: 305). Önal (2005: 143) disagreed, explaining that every school has a library; however, "although they are generally called school libraries, they do not necessarily meet the standards required of a modern school library". These libraries consist of a few shelves of books found in a teachers' lounge, principal's office, classroom, or possibly in a corridor (Önal, 2005). According to Yılmaz and Cevher (2015: 340), "As the school library system is very poor in Turkey, public libraries function more as school libraries. The majority of public library users consist of students, children, and adolescents". In addition, public libraries are used almost entirely by high school students to do homework, utilizing the library not for the reference materials but for the desk space (İcimsoy and Erünsal, 2008).

University library usage is similar to those of public libraries. Balanlı et al. (2007) presented a report on the state of university libraries in Turkey. The study found approximately 90% of the students and staff at Yıldız Technical University, one of the largest and most prominent universities in İstanbul, reported never or rarely using the library, and students "experienced difficulties in getting access to the resources they need" (Balanlı et al., 2007: 717). In order to combat low interest and usage of their libraries, Turkish universities have increasingly established library instruction programs.

Information literacy (IL) is a key component of library instruction. IL has been described as "a set of abilities" that include such tasks as knowing

"when information is needed and [having] the ability to locate, evaluate, and use effectively the needed information" (American Library Association, 2000: 2). Lin (2007: 6) suggested that "an independent learner understands the value of information literacy. An information literate individual has the ability to access, evaluate, organize, and use information for their lifelong needs". With an emphasis on evaluation, IL "is a key component of, and contributor to, lifelong learning" (American Library Association, 2000: 4). IL aids in cognitive processing and is often used to determine college students' readiness to graduate (American Library Association, 2000). As the volume of available information increases, Khan and Shafique (2011) suggested that IL is also necessary to dissect material for the most relevant and significant data. Kurbanoglu et al. (2006: 730) argued that "societies of [the] information age need confident, and independent learners equipped with lifelong learning skills". Inan and Temur (2012: 269) agreed, explaining that individuals are "heavily exposed to message overload" and that those messages are rarely "impartial or objective". Individuals must be prepared to process and evaluate the information. IL is not merely a personal necessity but also a requirement for those in "information-based professions" (Konan, 2010: 2567).

According to Kurbanoglu (2004), a lead proponent of IL in Turkey, IL training has been insufficient at Turkish universities. Bayır et al. (2010) found that the number of instructors in IL was fairly low, and, in general, the quality of teaching was also low. A study by Bayrak and Yurdugül (2013) showed that students' IL skills were underdeveloped. IL training has also been insufficient (Kurbanoglu, 2004). Efforts to train more and better teachers within Turkey in the field of information literacy included a "Training the Trainers in Information Literacy" workshop held in 2008 (Kurbanoglu, 2009). The participants noted that "information literacy is a learning issue and not a library issue and that it does not happen by itself, but it is a process that demands concerted efforts of all related parties" (Kurbanoglu, 2009: 255). Demiralay and Karadeniz (2010) found that increased computer usage increased perceived self-efficacy in terms of information literacy, concluding that "information literacy skills should be integrated into the courses or an information literacy course should be [taught] which use project based learning [...] to enrich [...] information literacy competencies" (p. 848). However, "[d]irect applications of information literacy have been few and far between" and have been concentrated in a small number of private schools and well-funded universities (Kurbanoglu, 2004: 26). IL

resources are readily available in English for students functional in the language. With the desire of incorporating IL into their curriculum, the English Language and Literature Department of a major Turkish university worked with a library vendor to integrate English-language IL training into their writing courses. This study looks at the effect of IL on student attitudes towards the library and its resources.

Methodology

The traditional method within the library community for evaluating IL programs has been through surveys. In reviewing the methodology of 127 articles assessing IL programs, Walsh (2009: 21) discovered questionnaires were “by far the most popular method”. Surveys have been used to measure library users’ self-efficacy, perceptions, and attitudes (Ivanitskaya et al., 2004; Kurbanoglu et al., 2006; Oakleaf, 2009; Taylor and Atwong, 2008). For this study, a survey to measure student attitudes was also used. Ivanitskaya et al. (2004: 172) defined an attitude “as a state of mind or feeling with regard to the use of the general Internet or a disposition to seek librarians’ assistance”. Survey questions were developed after a review of library evaluation literature and with reference to the American Library Association’s (2000) *Information Literacy Competency Standards for Higher Education*.

After receiving Institutional Review Board approval, the survey instrument was used to collect data on the English majors’ perceptions and attitudes towards library usage and library resources. The survey (see Appendix 1) included questions collecting demographic information and used a five-point ordered-response scale (1 = always, 2 = frequently, 3 = sometime, 4 = rarely, 5 = never) for students to self-assess their library and resource use. An ordered-response scale was used in order to quantify students’ use of distinct information sources. Data was analyzed for central tendency, variability, and associations.

The survey was distributed via a Qualtrics link on the department’s Facebook page. In class, department faculty informed students about the survey, and students self-selected participation. Approximately 500 students are enrolled in the English Language and Literature Department, distributed in five different classes: preparatory, first-year, second-year, third-year, and fourth-year. Of the 116 students who responded to the survey, 91 students fully completed it, and only those 91 responses were used to tabulate results. Among these 59 (65%) had received library instruction, and 32 (35%) had not. The survey was completed by 7 (8%) preparatory (*hazırlık*), 16 (18%) first-year, 53 (58%) second-year, 9 (10%) third-year,

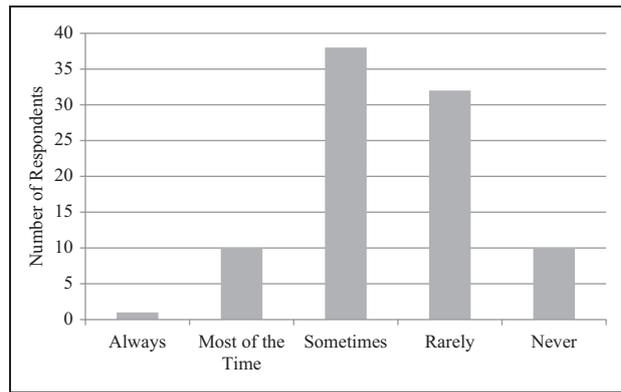


Figure 1. How often do you use the library?

and 6 (7%) fourth-year students. Responses were received from 67 females (74%) and 24 males (26%). Approximately 75% of the students enrolled in the department are female.

Results

Overall, 12% of respondents reported using the university library always or most of the time, while 44% reported rarely or never using the library (see Figure 1). In terms of researching for their university classes, 1% of respondents reported always using the university library to find required information for their major classes, with 34% rarely and 13% never (totaling 47% of respondents) using the library for their research.

Of the respondents 75% reported always using the Internet to find information for their classes, and the remaining 25% use the Internet most of the time, while 47% of respondents sometimes use their instructor to find information, and 34% rarely or never use their instructor. Figure 2 compares students’ reported use of the Internet, the library, and their instructor to research for their major classes. An Analysis of Variance (ANOVA) testing the differences between these three means found that students were significantly ($p < .0001$) more likely to use the Internet than the library or their instructor and more likely to use their instructor than the library for their research needs (see Table 1).

When it comes to the reliability of information, 4% of respondents strongly agreed and 42% agreed (totaling 46%) that the university library has the information they need to research for their lessons; 65% strongly agreed and 31% agreed (totaling 96% of respondents) that the Internet has the information they need (see Figure 3). A t-test analysis showed a significant difference between attitudes towards library resources and Internet resources, $t = 10.86$, $p < .00001$, with a stronger preference for the Internet.

When finding information, 89% reported using Google always or most of the time, with 70% using

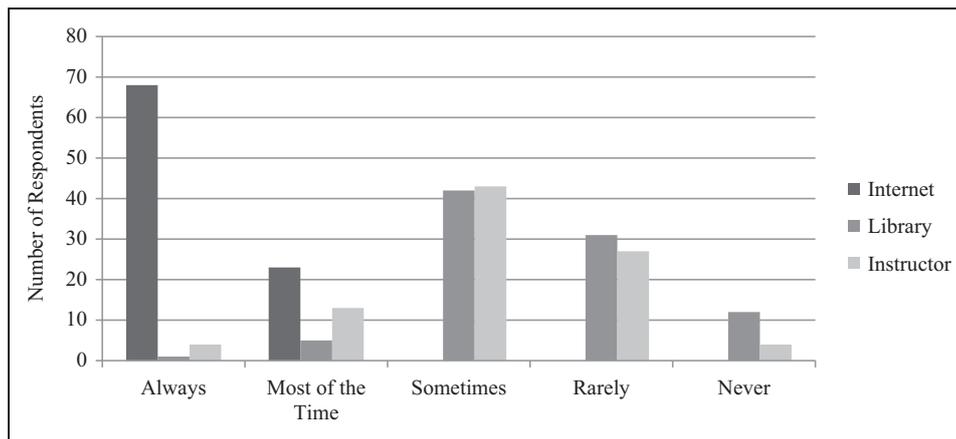


Figure 2. How often do you use the Internet, university library, and instructor to research?

Table 1. ANOVA analysis of resource use.

	Internet	Library	Instructor	Total
N	91	91	91	273
Σx	432	225	259	916
Mean	4.7473	2.4725	2.8462	3.3553
Σx^2	2068	619	807	3494
Variance	0.1910	0.6965	0.7761	1.5461
Std.Dev.	0.4370	0.8345	0.8809	1.2434
Std.Err.	0.0458	0.0875	0.0923	0.0753

Wikipedia, 41% reference books (e.g. encyclopedias, dictionaries), 40% academic journal articles, 33% books, and 32% textbooks always or most of the time (see Figure 4).

When asked in what language respondents preferred their information to be, 67% answered English, and 33% answered Turkish. Of all respondents 89% reported using English sources always or most of the time, and 33% reported using Turkish sources always or most of the time. Of male respondents 92% preferred information in English as compared to 58% of females. A Chi-squared test revealed a significant effect for gender, $\chi^2(1, N = 91) = 8.95, p = .0028$.

When the data was analyzed for the effect of library instruction on student attitudes, three questions showed statistically significant differences at $p < .01$ and three questions at $p < .05$ between students that had received library instruction and those that had not (see Table 2).

Respondents that had received library instruction reported higher library use than those that did not, reported higher use of academic articles as sources, and were more likely to cite their sources in their academic papers. Students that received instruction were also more likely to recognize a need for research, were more likely to consider the library a good source of information, and were less likely to consider Google as a good source of information.

Discussion and conclusions

Students expressed a strong preference for Internet resources, specifically Google and Wikipedia, over library resources. This preference for the Internet is not exclusive to this student population. According to Jones et al. (2002: 3), “Nearly three-quarters (73%) of [US] college students say they use the Internet more than the library, while only 9% said they use the library more than the Internet for information searching”. Over 93% of Australian college students surveyed by Oliver and Goerke (2007: 177) “use online resources to help [their] learning”. These results are consistent with a study of IL conducted by Boger et al. (2015) that concluded “students prefer Google for their information searching to the library databases” (p. 44). Although the results were consistent with other studies, they do raise concern for those invested in IL because students also reported a belief that the Internet was more likely to have the information they needed for their university assignments than the library.

The survey, however, did reveal positive effects of library instruction. Although reported library use was low for both students that received library instruction and those that did not, those students that did receive library instruction showed statistically significant differences in areas key to IL, specifically accessing, evaluating, and using information. According to the Association of College and Research Libraries (ACRL) Board (2015: 9) *Framework for Information Literacy for Higher Education*, information literate students understand how to access credible information. Students that had received library instruction reported higher library use ($p < .001$) than their peers that had not received library instruction. Information literate students also develop evaluation skills, specifically the ability to evaluate the credibility (e.g. authority, currency,

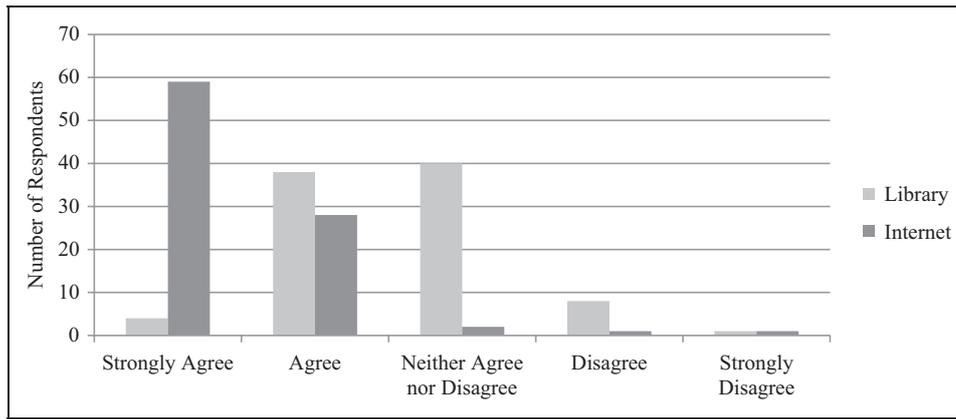


Figure 3. The library and Internet have the information you need.

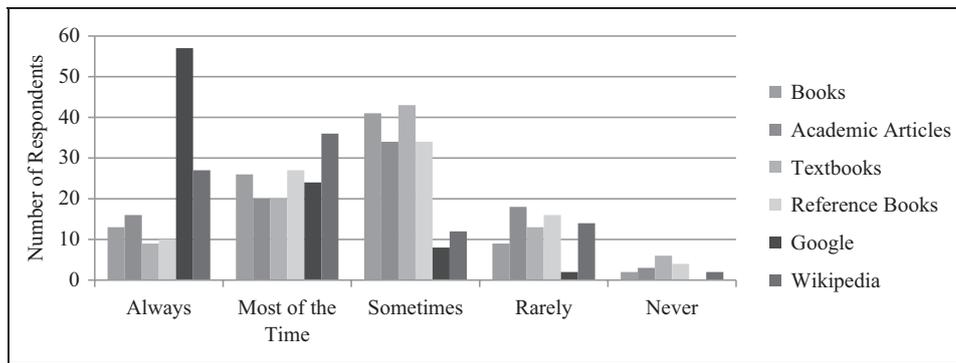


Figure 4. How often do you use different types of sources?

Table 2. Effects of library instruction.

Library Instruction		Yes (n = 59)	No (n = 32)	t-value	prob
Library use	M	2.7966	2.1250	3.7553	0.0002
Academic article use	M	3.5593	2.8438	3.1587	0.0011
Citation of source	M	3.0678	3.0625	2.8659	0.0026
Need for information	M	4.0508	3.6875	2.2142	0.0147
Library as a resource	M	2.6610	2.2188	2.1805	0.0159
Google as a source	M	4.3898	4.6875	1.8290	0.0354

reliability) of sources (ACRL Board, 2015: 4), and students that had received library instruction reported higher use of academic articles in their research ($p < .001$). Finally, a key component to IL is understanding the value of information and the need to acknowledge and give credit for the ideas of others (ACRL Board, 2015: 6). Students that received library instruction reported higher rates of source citation ($p < .01$) than students that had not received library instruction. Furthermore, students that had received library instruction reported a higher recognition ($p < .05$) of the need for information

sources in their research, a higher use ($p < .05$) of the library as an information resource, and lower use ($p < .05$) of Google for their research.

Because the evaluation revealed significant differences in attitudes towards library use and library resources between students that had received library instruction and students that had not, continuing a library instruction program in the English Language and Literature Department is recommended. However, because overall attitudes towards the library and its resources remained low despite instruction, the current method of delivering library instruction should be re-evaluated. This study recommends exploring alternative options for delivery, including involving library professionals employed at the university, and requiring all students within the department to receive library instruction. Library instruction can also be expanded to other departments at the university. In addition, the evaluation revealed a significant difference ($p < .01$) in language preference by gender. Male students reported significantly higher preference for sources in English than female students. Further research is recommended to understand the difference in preference for English-versus Turkish-language resources for use in research assignments for the English Language and Literature Department.

Appendix I: Survey questions

1. What is your gender?
 - a. Male
 - b. Female
2. What class are you in?
 - a. Preparatory/Hazırlık
 - b. First
 - c. Second
 - d. Third
 - e. Fourth
3. How often do you write papers/essays for your university courses?
 - a. Always
 - b. Frequently
 - c. Sometimes
 - d. Seldom
 - e. Never
4. How often must you find information (research) for your papers/essays?
 - a. Always
 - b. Frequently
 - c. Sometimes
 - d. Seldom
 - e. Never
5. When you find information for your papers/essays, how often do you cite (MLA, APA) that information?
 - a. Always
 - b. Frequently
 - c. Sometimes
 - d. Seldom
 - e. Never
6. When you need information for your university courses, how often do you use the:

Internet

 - a. Always
 - b. Frequently
 - c. Sometimes
 - d. Seldom
 - e. Never

Library

 - a. Always
 - b. Frequently
 - c. Sometimes
 - d. Seldom
 - e. Never
- Instructor
 - a. Always
 - b. Frequently
 - c. Sometimes
 - d. Seldom
 - e. Never
7. When you use the Internet to find information for your university courses, how often do you use

Google

 - a. Always
 - b. Frequently
 - c. Sometimes
 - d. Seldom
 - e. Never

Wikipedia

 - a. Always
 - b. Frequently
 - c. Sometimes
 - d. Seldom
 - e. Never
8. When you need information for your university courses, how often do you use

Books

 - a. Always
 - b. Frequently
 - c. Sometimes
 - d. Seldom
 - e. Never

Articles

 - a. Always
 - b. Frequently
 - c. Sometimes
 - d. Seldom
 - e. Never

Textbooks

 - a. Always
 - b. Frequently
 - c. Sometimes
 - d. Seldom
 - e. Never

Reference Books (dictionaries, encyclopedias)

 - a. Always
 - b. Frequently
 - c. Sometimes
 - d. Seldom
 - e. Never

9. When you need information for your university courses, do you prefer information in
- English
 - Turkish
10. How often do you use information for your university courses that is in
- English
- Always
 - Frequently
 - Sometimes
 - Seldom
 - Never
- Turkish
- Always
 - Frequently
 - Sometimes
 - Seldom
 - Never
11. What form of information do you prefer
- Electronic
 - Paper
12. When you need information for your university courses, how often do you use
- Electronic resources (Internet, library databases)
- Always
 - Frequently
 - Sometimes
 - Seldom
 - Never
- Paper resources (books)
- Always
 - Frequently
 - Sometimes
 - Seldom
 - Never
13. How often do you use the university library?
- Always
 - Frequently
 - Sometimes
 - Seldom
 - Never
14. Did you receive formal training about how to use the university library?
- Yes
 - No

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Author biography

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Innovating access to ETH-Library's Thomas Mann Archive: A project report

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Abstract

Not only is ETH Zurich one of the world's leading technical universities, with its major collections and archives it also makes key contributions towards the preservation and mediation of national and international cultural assets. The Thomas Mann Archive at ETH-Library is one of these archives. It houses the majority of the written personal papers of the famous German author and winner of the Nobel Prize in Literature Thomas Mann. Under the ambitious project TMA_Online, the roughly 35,000 manuscripts and letters and more than 80,000 newspaper articles from the Thomas Mann Archive were described and digitised fully in less than two years. The new web service Thomas Mann Archive Online is now available for searches. This project report outlines the concrete procedure in the various sub-projects, the challenges involved and the results achieved.

Keywords

Cultural heritage management, literary archives, archival collections, archival description, large-scale digitisation

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Introduction

How come the literary personal papers of the German author Thomas Mann (1875–1955), a reconstruction of his last study and his personal mementoes are located at ETH Zurich in Switzerland? During his lifetime, Thomas Mann enjoyed close ties with the country. In 1933, the winner of the Nobel Prize in Literature initially fled to Switzerland from Nazi Germany. Following his exile in the USA, to where he had moved in 1941, he returned to Switzerland with his wife in 1952 and settled near Zurich. To mark his 80th birthday, ETH Zurich awarded him an honorary doctorate. The donation to the institute by Mann's community of heirs after his death was due in no small part to this tribute. The renowned author, who received the title shortly before his death, was visibly very impressed by this unexpected honour (Sprecher, 2006: 91ff).

Established in 1956, the Thomas Mann Archive was initially part of ETH-Library for a few years. Shortly after they moved into their own premises at the heart of Zurich's university district, however, they

became an autonomous organisational unit within ETH Zurich for a number of decades before eventually being reincorporated into the library in 2012. Since its foundation, the Thomas Mann Archive has focused on three principle tasks: the preservation and expansion of the archival holdings, the operation of a research office with, for example, the contribution of several volumes to the published Frankfurt edition of Mann's works, and the running of a museum with a small permanent exhibition within the archives (Habel and Wiederkehr, 2015: 40–41).

The archival holdings available in addition to the primary and secondary literature can be divided roughly into the following categories:

- Thomas Mann's literary work (around 2500 documents) with manuscripts of novels such

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as *Joseph and His Brothers* or *Confessions of Felix Krull*, materials that Mann drew upon in his writing, and his diaries and notebooks.

- The extensive correspondence holdings (around 15,000 originals and approximately 18,000 carbons and copies) featuring letters to and from Thomas Mann, but also other family members.
- Several series of newspaper clipping files (around 82,000 articles) on the life and work of Thomas Mann, dating back to 1895. The most extensive of these is still ongoing to this day with the aid of media monitoring services.

The Thomas Mann Archive Online project

The Thomas Mann Archive Online (TMA_Online) project sprang from the hybrid reference situation that these holdings faced before the project began in mid-2013. Large sections of the archival holdings were exclusively catalogued via physical card indexes. Only individual sub-fonds were recorded electronically in various FileMaker files, albeit without the possibility for users to conduct online searches. In order to consign the era of index cards, a lack of modern search options and insufficient holding security to the historical materials and create a modern mode of access to the archive, the following three project objectives were defined for TMA_Online:

- The introduction of an archive information system with modules for the description of existing archival material according to the General International Standard Archival Description (ISAD(G)) to ensure data integrity, online searches in the metadata recorded and secure access to the digital copies within the Thomas Mann Archive reading room. As there are various legal barriers – the archive does not hold the usage rights to the available manuscripts by Thomas Mann, for instance – the online publication of the digital copies produced was out of the question.
- The complete indexing of Thomas Mann Archive holdings at single-item level to enable optimum references for research and the interested public.
- The complete digitisation of the documents indexed to preserve and protect the originals and simplify their usage in-house via access to the digital PDF user copies.

After previous attempts to realise the project had proven unsuccessful, a fitting opportunity presented itself in early 2013: thanks to its incorporation into

ETH-Library, the project found its way into the ETH-Zurich Executive Board's 2013–2014 Impulse Programme, which meant it could be financed sufficiently via this funding line.

Rapid realisation

As the Impulse Programme was initially scheduled to close at the end of 2014, the tight timeframe became a decisive factor in the ambitious indexing and digitisation project. In order to meet the deadline, it was vital for the project planning and realisation to be optimised consistently from the outset via various measures. For instance, it was clear that ETH-Library's existing technical infrastructure had to be used to keep lead times to a minimum. Individual questions in the project execution and the various work packages were to be answered with an eye toward the effects on the schedule. And sub-tasks needed to be performed as parallel as possible and – under the expert guidance of the permanent staff – by student assistants deployed specifically for the project.

The project was managed in a lean organizational structure. Two members of staff of the Thomas Mann Archive, a representative of the library's IT services and the head of the in-house DigiCenter formed the project team, which was led by the head of the archives unit. The heads of the Thomas Mann Archive, the Collections and Archives division, and the Media and IT Services division formed the project steering committee.

The rapid realisation of the project was greatly facilitated by the fact that the existing systems and infrastructure at ETH-Library could be used in central areas. For instance, these included the archival information system CMI STAR by Swiss manufacturer CMI AG, which has already been used in ETH Zurich's University Archives and the Max Frisch Archive to accession, describe, manage and mediate archival holdings. In the space of a few weeks from the project launch at the end of July 2013 and with only a few minor adjustments, CMI STAR could be put into effect at the Thomas Mann Archive. Some project-specific additions, such as the automatic import process for the digital copies produced, were performed at a later date. This quickly paved the way for the development of the organisational archival tectonics and the description of the holdings in accordance with the ISAD(G) standard.

To process the project as efficiently as possible, a decision was made at the outset to separate the description of the unique archival core holdings of manuscripts and letters of correspondence from the processing of the newspaper clipping files. There were several reasons for this:

- *Different challenges*: in the case of the relatively homogenous press documents, the challenge chiefly consisted in handling the considerable quantity of more than 80,000 articles. For the manuscripts and letters, the content-related and formal heterogeneity of the archival materials posed the greatest difficulties. Bulk recording geared towards a high throughput was separated from the disparately more complex archival description work.
- *Regulations*: both press articles and archival materials were described at single-item level. In the case of the former, however, only the most rudimentary metadata, such as the name of the newspaper, the title of the article and the publication date, was recorded. If individual information was missing on the specimens or it was not documented in full, a conscious decision was made not to conduct any further searches. It was a completely different story for the archival materials, however. In order to provide researchers with metadata that was as complete as possible, searches were conducted to furnish any missing information on the manuscripts and letters of correspondence. Moreover, important references to editions or registry volumes that had already been published were recorded.
- *Spatially separate processing*: in order to gain space for the team working on the archival materials within the Thomas Mann Archive, the press documents were moved to ETH-Library's premises in the ETH Zurich main building some 500 metres away for processing. The two description and indexing teams each comprised up to six student assistants (equivalent to a maximum of 2.4 full-time posts or 2.7 respectively). Although the problem of space was solved by this spatial separation, the logistical and communicative effort involved in the project obviously increased.
- *Processing speed*: thanks to its simple structure and limited set of metadata recorded, the paper clipping files enabled a high recording speed from the outset. As the metadata was recorded in Excel tables and only imported into CMI STAR afterwards via the freely configurable import wizard, the process could be accelerated even further (see Figure 1). In the case of the archival material, however, the description team was established and expanded gradually over several months (see Figure 2). As a result, any questions of detail that especially cropped up in the initial phase could be clarified in-

house by the Thomas Mann Archive's permanent expert staff and registered in the description guidelines.

Two main challenges arose during the description phase of the project: firstly, the permanent staff's guidance of the assistants given the task of processing the archival materials was very intensive and, despite the gradual increase in the latter's output, not always easy to manage alongside regular operations. Secondly, the effort involved in preparing the digitisation, downstream quality control and physical archiving of the documents had been seriously underestimated. In particular, the complete repackaging of the documents in archive-quality envelopes, folders and boxes, not to mention the labelling, took much longer than initially anticipated.

As for the digitisation work – which got underway at the end of 2013, once a sufficient stock of described documents had been accumulated – the project benefited from the experience and professionalism of ETH-Library's internal digitisation centre, which is geared towards a high level of quality and throughput. The student assistants deployed at the centre for TMA_Online (the equivalent of up to 1.2 full-time posts) created the TIFF files of the individual pages according to certain specifications (resolution, colour profile, etc.). These were only condensed into multi-page PDFs in downstream, automated processes – a PDF of every document was produced – before being linked to the corresponding metadata sets in the archival information system. This was possible thanks to the technical system numbers of the metadata sets, which were assigned to the archival material in the form of barcodes and subsequently served as the basis for naming the digital copies during scanning.

Nor were the press documents and archival material treated the same during the digitisation process. The archival material was processed fully at ETH-Library's DigiCenter and every single document was checked in a painstaking quality control process, e.g. for missing or cropped scans. In order to detect systematic errors, especially very early on in the processing phase, an even more detailed catalogue of criteria, for example on the positioning of the colour control patches, would have been helpful at the interface between digitisation and quality control. Around half of the press articles that were not unique documents were scanned by an external Swiss service-provider, which enabled the progress of the project to be accelerated significantly in this area. Moreover, the quality control for press articles was limited to spot checks.

Thanks to the extensive experience of the DigiCenter in handling and processing archival material, the

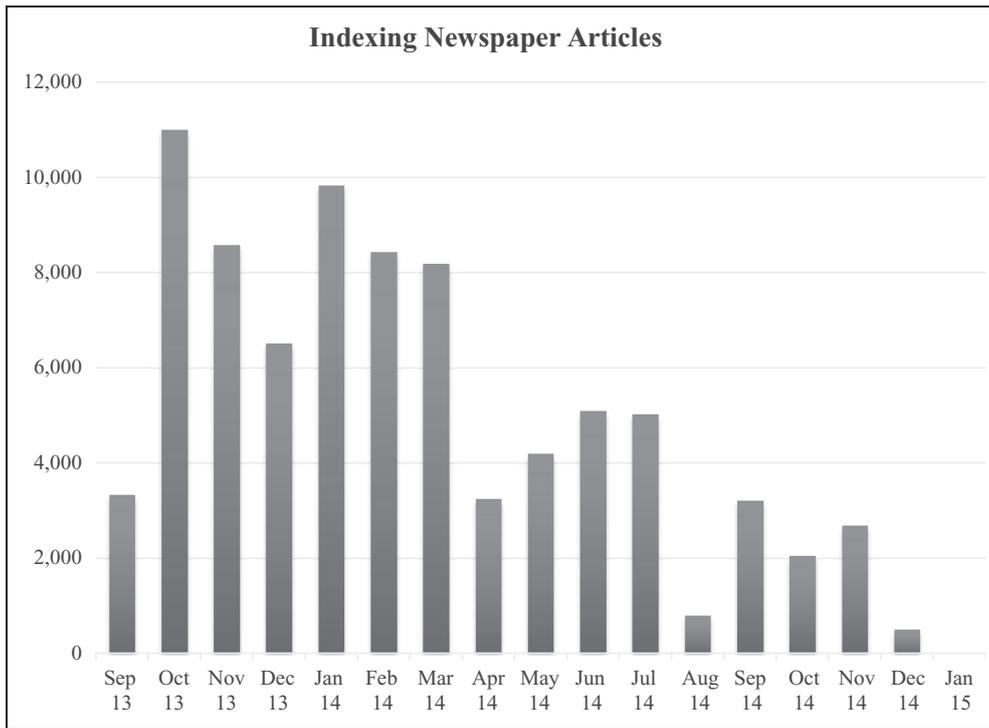


Figure 1. When recording the newspaper articles, great store was set by a high throughput at the beginning of the indexing work.

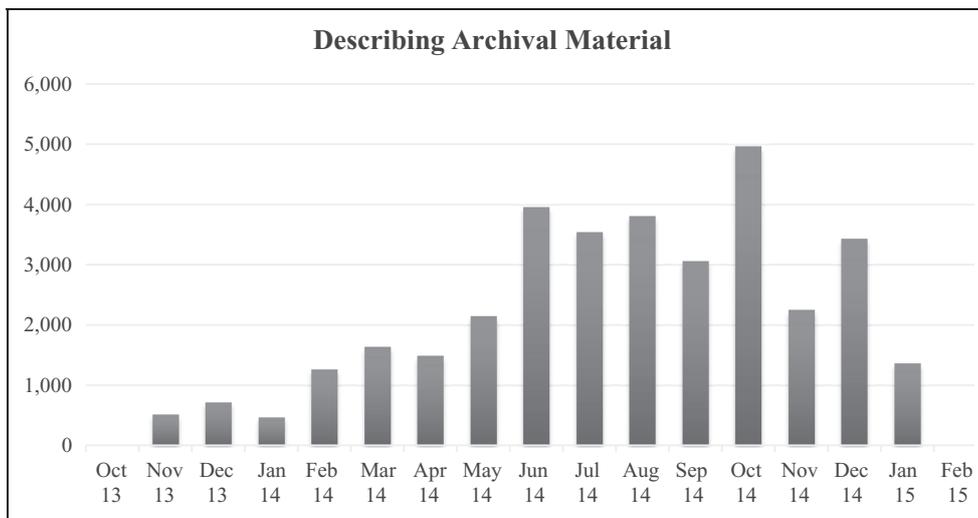


Figure 2. The initial phase of the first few months is clearly reflected in the progress of the description work on the archival materials.

main challenge of this sub-project was not the scanning itself. Instead, the difficulty lay in balancing out the entire system – from the description of the documents and the preparation of the digitisation to the digitisation itself and the management of the downstream quality control and processing phases in such a way that, on the one hand, sufficiently large stocks were available, all the while ensuring that no surpluses or bottlenecks developed anywhere. As reliable a volume structure as possible and the continual

reporting of the project’s actual progress in the individual processing steps are key aspects that enable irregularities or looming difficulties to be detected at an early stage. Due to the time pressure that the project was under, a decision was made to forgo a detailed, projection-based examination of the original volume structure in the launch phase. This had a negative impact in that the figures subsequently had to be revised upwards in the advanced project stage and the resource planning adjusted accordingly.

Project completion with Thomas Mann Archive Online as a new search possibility

When it was announced that the 2013–2014 Impulse Programme would be extended to mid-2015, the TMA_Online project also stood to benefit. The description of both the archival materials and the articles in the paper clipping files was completed with over 118,000 individual items in January 2015. The new, archive-quality packaging of all indexed documents was carried out by the end of June with a reduced team of assistants. And the digitisation work was also completed simultaneously. Overall, more than 280,000 scans were produced for the TMA_Online project in the space of 19 months. Including the PDFs generated, the digital copies amount to a volume of around seven terabytes.

Above all, however, the extension of the project timeframe also provided an opportunity to participate in the conception and iterative development of the new CMI STAR Web client as the first customer in the first quarter of 2015, which was activated at the end of March 2015 under the designation Thomas Mann Archive Online (<http://www.online.tma.ethz.ch>). The aim of this developmental collaboration between the TMA_Online project and the manufacturer was to provide users with a modern Web client from a functional and technical perspective that aids German-language optimal searches for archival materials.

The central element of the new web frontend is the familiar, Google-style search for keywords. Based on retrieval systems from the library world, however, users also have the option of narrowing down extensive hit lists further according to criteria that can be combined freely, such as timeframe or level of description. Thanks to this multi-faceted information retrieval, the correspondence between Thomas Mann and Franklin and Dorothy Roosevelt can be found in a few clicks or the manuscripts of the novel *Confessions of Felix Krull* filtered out from the hundreds of press article hits on this work. Conversely, for issues related to reception history, for example, the facets enable the filtering of hits with items from the paper clipping files. As a personal tool or in order to register with the Thomas Mann Archive as a user, selected hits can be placed on an order list. On a technical level, TMA_Online fulfils the requirements for a responsive web application. Irrespective of whether it is accessed via a desktop computer, tablet or a smartphone, it adapts optimally to the different display sizes.

Users in-house in the archives' reading room in Zurich can access the PDFs of the digitised

documents directly via an instance of the Web client that has been configured accordingly. This waives the ordering processes and waiting times that are otherwise typical of most archive visits. The initial feedback from users of the Thomas Mann Archive on working with the fully digitised source material has been suitably positive.

Conclusion

With the TMA_Online project, ETH-Library's Thomas Mann Archive was modernised in terms of archival description, digitisation and search options in a short period of time. The complete description of the holdings at single-document level and large-scale digitisation are by no means to be taken for granted, even for a relatively small literature archive with a low increase in holdings. The ETH-Zurich Executive Board's 2013–2014 Impulse Programme paved the way in this respect – and not exclusively in financial terms, either. The ambitious timeframe was an additional incentive to push ahead with the project quickly, in a target- and solution-oriented way, and with the palpable dedication of all those involved. Any difficulties and discrepancies that cropped up during the project were solved promptly and pragmatically with one eye on the overall progress of the project. The main limiting factor in this progress lay in the number of student assistants, who – alongside normal operations – had to be instructed and supervised by the permanent staff, especially when it came to describing the archival materials. A ramp-up phase to clarify any open questions and specify the guidelines was paramount in this sub-area.

Research – primarily German literary studies – benefits very directly from the project work carried out, especially the new online search option. For the first time, for instance, the various correspondence holdings in the archive can be interconnected and searched for based on different aspects. Now a search via the extensive collection of press articles swiftly yields answers to questions related to reception history. Within the archive users can view the entire digitised archival material directly and without any pre-ordering.

Thanks to the solid foundation that has been laid, it will be possible to optimise the services of the Thomas Mann Archive in different directions in future. Naturally, the gradual online publication of the digital copies produced would be preferable. It is therefore one of the Thomas Mann Archive's current goals to obtain permissions from the respective copyright

holders to grant unrestricted direct online access to the digitised source material. To add a virtual reading room module to the CMI STAR Web client allowing researchers to request individual online access to files is an idea currently under discussion between the vendor and the user group in general.

With a view toward a networked usage of the metadata, the creation of an index of people, including links to the Common Authority File (CAF) for the correspondence holdings, for instance, would be a key requirement for the near future. Nonetheless, the roadmap for expansion also includes feeding the available indexing information into higher-level search portals – initially ETH-Library's Knowledge Portal, but then also specialised portals such as the German Kalliope Union Catalogue for personal paper and manuscript collections. The library's Knowledge Portal as the growing shared portal to all library resources already contains, for example, the inventory of the University Archives. Those of both the Thomas Mann Archive and the Max Frisch Archive will be added soon. The optical character recognition (OCR) of the scanned press articles is also envisaged with a view to offering a full-text search. The realisation of this and other optimisations echoes the very impulse idea that gave the funding line used to finance the TMA_Online project its name.

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Michael Gasser is currently Head of Archives at ETH-Library, a unit that includes the Image Archive and the ETH-Zurich University Archives. Running projects in which ETH-Library's Literary Archives are involved is part of his extended range of duties. Following his degree in History and English at the Universities of Basel (Switzerland) and Edinburgh (UK), Michael worked as a historian on various research and publication projects on the history of society, the city and everyday life. He entered the archival field via a position in a bank's company archive and an assignment as a consultant in the fields of document imaging and document management systems. In 2002 he became a scientific archivist at a Swiss State Archive, where he was responsible for archival IT and electronic business administration. He has held various managerial positions within ETH-Library's collections and archives in Zurich since 2006.



The twain shall meet: 10 years of evolution and innovation at Library and Archives Canada

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Abstract

In 2004, Library and Archives Canada became one of the first organizations in the world to integrate the services and functions of a national library and a national archives. The vision behind it was the creation of a new kind of knowledge organization, fully integrated, and able to respond to the information needs of the 21st century. Library and Archives Canada has been undergoing steady redefinition ever since.

Keywords

Evolution and innovation, history of libraries and library science, integration, libraries and archives, libraries and society/culture, LIS as a discipline

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In 2004, Canada became one of the first countries in the world to combine its national library and its national archives as established by the *Library and Archives Canada Act* (Government of Canada, 2004). Behind the creation of the new institution called Library and Archives Canada (LAC), was the vision of a new kind of knowledge organization, fully integrated between two disciplines and equipped to respond to the information demands of the 21st century. It was a bold idea. Revolutionary even.

Dr Ian Wilson, one of the visionaries behind LAC and the first Librarian and Archivist of Canada, put it this way:

Canada is a dialogue between the past, present and future, and what we've done is to establish a new, national cultural institution, built on two great traditions, but hopefully *going into areas that neither institution could reach in the past.* (Wilson, 2006: 246)

LAC has been going into these new areas ever since, gradually redefining itself as a result. A new hybrid institution housing books, serials, images, art, documents, recorded sounds and objects in a single

collection, offering seamless access, and involving the common work of two unique disciplines created an environment that remains fascinating.

The initial idea was so ground-breaking that the term “documentary heritage”, had to be expanded to provide enough scope to encompass everything such an organization could collect, preserve, and share. The adoption of documentary heritage in its broadest sense turned out to be prophetic, as Canada’s collective memory would morph and twist into numerous shapes over the years, some of which would prove to be as fleeting and fragile as a tweet.

The early years: Catalysts for change

From 2002 to 2009, LAC underwent a process of transformation. The aim was not simply to combine two functions but to create something new: an

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integrated knowledge-based institution for the 21st century and beyond.

LAC's mandate reflected those of both the National Library and the National Archives, including the collection of our documentary heritage and the management of information within the federal government, but it widened the scope.

The most significant new aspect of the combined mandate was to make Canada's documentary heritage known and more accessible to Canadians. It was a promising marriage between two highly respected yet professionally distinct organizations.

The National Library had been created to serve Canadians and Canadian libraries in 1953. The National Archives, founded in 1872, was responsible for government records, but also for private archives, as well as documentary art, photographs, maps, audio-visual materials, medals, and even globes. Together, they had a mandate for collecting an unprecedented range of material, both published and unpublished, digital and analogue, public and private, and in all kinds of media.

But at the same time, there was a growing need to refine the role of LAC in a changing information environment, and a recognition that no single memory organization could manage all of this alone. The new LAC sought out fresh ideas, new partners. Staff, users, and stakeholders in every province and territory were consulted in developing a guiding document called *Directions for Change* (LAC, 2006b).

Its purpose was to move LAC from being a primarily analogue organization to one that was primarily digital, from being largely independent to one that worked increasingly with partners, and from an organization that was mostly operational to one that blended operations, policy, and the flexibility to enable other memory organizations to fulfil their mandates (LAC, 2006c). Under *Directions*, access was the primary driver, digital was recognized as the norm, and the key focus was on the client.

LAC responds

During the transformation years a great deal of work was undertaken at LAC to address the information needs of a new generation, hungry for content. During this same period, documentary heritage content was experiencing its own metamorphosis, and so legal deposit was extended to include not only published materials, but electronic publications, geomatics, digital music, and online newspapers. A *Digital Collection Development Policy* (LAC, 2006a) was created to guide the selection of Canadian websites and e-publications, and LAC began

sampling the Internet to get snapshots of Canadian websites to be preserved.

From its very conception, LAC was determined to integrate its core functions: this produced a common acquisition orientation for published and unpublished materials, a common preservation plan, and "catalytic initiatives" (Wilson, 2006) to share metadata for all its holdings and integrate reference services. There was also major investment in integrating systems, with a notable success in developing a common holdings management system for archival materials and bibliographic material in high density storage.

At LAC, both physical and virtual access are now unified: there is a single on-site reference service at 395 Wellington Street in Ottawa, and one website, offering a single point of access to materials across the organization.

LAC had gained significant momentum, but amalgamation was not an easy process. First of all, it meant the marriage of two very different cultures: library and archival. For some who had worked in the National Library, it meant the erosion of a distinct public identity which had been many years in the making. And for those in the National Archives, it meant a much greater emphasis on a standardization of practices and on public access to holdings.

The marriage had a bit of a rocky start. There were different ways of working, tools, and standards, which meant there were arguments, growing pains, and on occasion, outright resentment. Naturally there were territorial tensions, between private archives, government archives, and published heritage. Both disciplines had to learn to think beyond their individual professional interests to the major lines of LAC's new mandate.

As the organization was making progress on this front, the stage was set for another turning point in LAC's development.

Turning inward: Facing cutbacks, modernizing policies

The years between 2009 and 2014 were not easy ones for LAC. The organization experienced the budget cuts that affected all government departments and agencies, lost almost one-fifth of its employees and a number of its longstanding programs. Yet vital work was going on at LAC, including the modernization of many of its systems and approaches.

It was a time of intense experimentation. Pathfinder projects were created to test new ideas by, for example, using digital technology to improve access to archived newspapers, and creating a collection plan for Aboriginal resources that would cut across all

acquisition streams. Subsequently, 10 modernization innovation initiatives addressed topics such as improving stakeholder engagement, enhancing access to holdings, and modernizing reprography to provide digital rather than paper copies to clients (LAC, 2010–2011).

It was also a time of major improvements to infrastructure: a state of the art storage facility for nitrate films and photographs was opened, as was a major new storage centre focused on LAC's preservation collection of published material and newspapers. LAC also began a 10-year strategy to preserve hundreds of thousands of hours of at-risk audio and video recordings – a project that is now in year seven.

Unprecedented online access to Canadian historical records was secured through a collaborative partnership between LAC and the online family history site, Ancestry.ca. Preliminary negotiations began with OCLC to replace AMICUS, LAC's catalogue for library holdings, with an updated system that could manage acquisitions, cataloguing, access, circulation, and resource sharing. LAC's capacity to preserve digital content went from a rate of 3 million images per month to 8 million images per month.

What characterized and defined this period was an attempt to use a common approach for acquisition, stewardship, and access throughout LAC, one which applied to both archival (unpublished) and published materials. During this period LAC created the policies to support integration and to guide the organization into a digital future. This was no small achievement. There were hundreds of individual policy instruments which came along with the merger, from both the National Library and the National Archives, and they each had different goals, different means of being achieved. There was an enormous need to sort through them and create the policies which would reflect LAC as a holistic organization, aligned toward common goals.

For example, how would LAC make consistent acquisition decisions? If access was the primary driver behind the new organization, how would it balance the myriad government laws and policies with both professional standards and client expectations? For example, how would LAC's interpretation of the Official Languages laws, combined with government standards for online accessibility for the visually impaired, as well as privacy laws, affect its ability to put a handwritten letter from the 1950s online? How could the organization possibly undertake mass digitization programs under such circumstances?

To answer these kinds of questions, LAC constructed a policy framework that would inform all

of its efforts to document and preserve the nation's history.

LAC, outward bound

By 2012, LAC's agenda continued to be driven by the process of modernization, to cope with the explosive growth of online information, the changing access needs of Canadians, and the need to align resources with those needs. Long-term preservation of digital holdings, and developing a more client-centred approach to access in the digital age, surfaced as some of the key areas where work remained to be done.

A number of important lessons were learned during this period. In terms of the digital/analogue worlds, LAC had discovered that they could co-exist, quite comfortably, side by side. One did not need to eclipse the other in order to survive. For example, LAC integrated digital services into its orientation and reference services, so that help could be offered online, in person, by phone, or in the mail.

LAC also realized that it was neither popular nor effective to expect professionals from the library or the archival disciplines to give up their individual identities. They could work together, and yet differently, in a way that respected their individual strengths and that strengthened the organization as a whole. By freeing them to work side by side, in a way that did not impose one set of professional practices on another, they were also free to learn from each other.

By June 2014, access and client needs were identified as the major goals for LAC, recalling the original vision of transformation set back in 2002. And the conversation was re-opened about how LAC was going to achieve it, because the way forward was even more collaborative than previously thought.

Four key commitments for LAC were introduced to help define and restore LAC's place in the documentary heritage community (LAC, 2015–2016), ensuring that LAC would be an institution that is:

- dedicated to serving its clients;
- at the leading edge of archival and library science;
- proactively involved with national and international partners in an open and inclusive way; and
- that has greater public visibility.

For all of this to happen, it was clear LAC needed ongoing debate and discussion, among as many partners as possible, from LAC staff to private citizens, from galleries, libraries, museums and archives to private sector and not-for-profit players, from governments to heritage associations, and beyond.

LAC is, by its very nature, a collaborative organization. It was designed to juxtapose the landscapes of two venerable disciplines, to integrate expertise and technology, and to offer a seamless kind of service to an increasingly seamless world. But in its first 10 years, the comprehensive map of LAC had yet to be drawn.

Working in concert

LAC is one of the only organizations of its kind. By being both a national library and a national archives it has a unique opportunity to question the old ways of doing things, to find new routes to fulfil its mandate, and to mirror back the society it is busily documenting – one which is fluid, interconnected, spontaneous, and decidedly un-hierarchical.

This is no small challenge for a government agency. But it can be done, provided it is done together with its partners. It means that LAC must work with smaller groups, which have specialized needs, as well as larger networks, which bring these smaller groups together to paint a bigger canvas. It means that LAC must look beyond its traditional partnerships to those whose members are not librarians, archivists, or historians. That it seek advice as broadly as possible, and involve individual citizens in its work. That it recognize not only LAC's role in preserving an accurate record of Canada's culture, but that of a great many others. And that it listen with respect, and respond with understanding.

There is no shortage of content; it is all around us – private, published, and government, in the case of LAC. But the process of how LAC makes it available and accessible is something that needs collective thought.

Seeking advice

If LAC is to take full advantage of its “dual citizenship”, it needs to seek advice as broadly and as often as it can. There are very few existing models of similar organizations to follow or learn from. With this in mind, LAC took stock of two reports on the state of libraries and archives in Canada that were published in 2014 and 2015 and took note with interest of their conclusions.

A report from the Royal Society of Canada was released in November 2014. The Royal Society of Canada, The Academies of Arts, Humanities and Sciences of Canada, is the senior collegium of distinguished scholars, artists and scientists in the country. Its primary objective is to promote learning and research in the arts, the humanities, and the natural and social sciences.

Their report (Royal Society of Canada, 2014) was entitled *The Future Now: Canada's Libraries, Archives, and Public Memory*. One of its major recommendations was the need for LAC to develop strategic, long-term plans in consultation with its partners. As a result, LAC's next three-year plan, for 2016–2019, was developed only after the organization had consulted with staff, clients, and stakeholders. Public consultations were held, through town halls, focus groups, and a public opinion survey.

The Royal Society's report also pointed out the need to align the library and archival cultures, to renew LAC's role on the international scene, to actively participate in Canada's library and archival associations, and to work more closely with Government of Canada decision-makers. As noted earlier in this paper, LAC is firmly committed to respecting the different nature of the two professional cultures, while ensuring that their roles complement each other. They have already broadened LAC's presence in a number of important networks both in Canada and abroad.

And during the past year in particular, LAC has been playing a key role in the federal open government initiative, introducing a new directive designed to make government records immediately accessible (Berthiaume, 2015). Indeed, the new directive establishes that, with a few exceptions, government records will be open for consultation from the time they are transferred to LAC. This approach is called “open by default”. That is, free of access restrictions, while respecting policy and legal requirements.

LAC is also engaged in ongoing discussions through the creation of a Stakeholders Forum (see Appendix), with its key partners in the library and archival communities, and with its staff, through organized open discussions held in a relaxed café-style setting.

The Royal Society's report (2014: 12) also stated that: “a national digitization program, in coordination with memory institutions across the country, must be planned and funded to bring Canada's cultural and scientific heritage into the digital era to ensure that we continue to understand the past and document the present as guides to future action”.

Over the year 2015, LAC has been developing a National Heritage Digitization Strategy with its stakeholders, designed to focus the efforts of Canada's memory institutions and to develop new opportunities among documentary heritage communities. It will cover both published Canadian heritage, such as books and newspapers, and public and private Canadian archival collections, including documents, photographs, and works of art.

The second report, published in February 2015, had been commissioned by LAC from the Council of Canadian Academies, an independent, not-for-profit organization that supports independent, authoritative, and evidence-based expert assessments that inform public policy development in Canada.

Their report, entitled *Leading in the Digital World: Opportunities for Canada's Memory Institutions* (Council of Canadian Academies, 2015), points out how the digital revolution has radically changed the relationship between memory institutions and the general public, and the need for memory institutions to develop ongoing permanent relationships with the public.

The report also pointed out to what extent it is essential – in keeping with best practices developed at the international level – for Canadian memory institutions to work with the private sector on digitization initiatives. For example, LAC's partnership with Canadiana.org has enabled the digitization of more than 35 million images from more than 20,000 reels of microfilm. Canadiana.org is a coalition of memory institutions dedicated to providing broad access to Canada's documentary heritage. And thanks to an innovative partnership with Ancestry.ca, eight of LAC's collections, approximately 700,000 images, have been digitized and made available on Ancestry.ca's website, including the 1921 census records, and records of those killed in action during World War Two. Ancestry.ca is Canada's leading family history website.

Mirroring our world

History has always required memory institutions to respond to the unfolding of society itself, with all its shifts and unexpected consequences. So it seems obvious that such institutions cannot stay the same, and that they must evolve in order to reflect the society they document.

LAC's mandate has remained the same for over 10 years (LAC, 2004). It is:

- to preserve the documentary heritage of Canada for the benefit of present and future generations; and
- to serve as the continuing memory of the Government of Canada and its institutions.

It is clear that the way this mandate is achieved has undergone a significant evolution, one that parallels the evolution of Canadian society itself. Canadians are some of the most networked citizens in the world, and they have come to rely on the Web for

information. They also expect that government services will be available online.

In the area of social media alone, LAC has undergone a minor revolution. LAC's website has become one of the most popular in the Government of Canada, with an average of 1.7 million visits a month. Its Flickr site has reached almost 10 million views.

Government and public domain collections will soon be available through LAC's Web archives access portal, and as a founding member of the International Internet Preservation Consortium, LAC continues to work with more than 40 international memory institutions to improve Web archiving tools, standards, and best practices.

Its unique status has allowed LAC to launch programs that support a cross-section of communities involved in preserving heritage. For example, the new Documentary Heritage Communities Program provides financial assistance to Canada's local archival and library communities by increasing their capacity to preserve, provide access to, and promote local documentary heritage.

Listening to clients has allowed LAC to focus its efforts where they are most valued. For example, a recent LAC web study revealed that the two top subjects of interest to Canadians were genealogy followed by records from the FWW. LAC has already begun to digitize the complete service files from the First World War, all 640,000 of them, as well as other non-official documents, like memoirs, maps, and photographs. The work of digitizing the 32 million pages these files represent constitutes the biggest and most ambitious historical preservation project ever undertaken by LAC.

LAC has also begun to renovate its major public space at 395 Wellington, in Canada's capital city. A cutting edge service will soon be available to replace AMICUS and the National Union Catalogue, which lists the holdings of LAC and those located at over 700 libraries across Canada, more than 30 million records of books, magazines, newspapers, government documents, theses, sound recordings, maps, electronic texts as well as items in Braille and large print.

Its archivists and librarians, working side by side, will continue to acquire, preserve and provide access to the past and changing record of current times, whatever form it comes in.

The changes in technology which affect how people create, share, and use information are constantly in flux, challenging memory organizations to question the way they work, and the best way forward. But like the best marriages, the partners rely on dialogue, flexibility, and trust, to weather the times together.

Appendix. Stakeholder Forum members

Association des archivistes du Québec
 Association of Canadian Archivists
 Association pour l'avancement des sciences
 et des techniques de la documentation
 Canadian Association of Research Libraries
 Canadian Council of Archives
 Canadian Historical Association
 Canadian Library Association
 Canadian Museums Association
 Canadian Urban Libraries Council
 Council of Provincial and Territorial Archivists
 Provincial and Territorial Public Library Council
 Ontario Library Association

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Author biographies

Guy Berthiaume assumed the position of Librarian and Archivist of Canada on 23 June 2014. Prior to joining LAC he was the Chair and Chief Executive Officer of the Bibliothèque et Archives nationales du Québec between 2009 and 2014, following a 30-year career in academia. Dr Berthiaume holds a Doctorate in History. In addition to serving as a Professor of Ancient History at the Université du Québec à Montréal (UQAM), he held administrative positions focusing on research and university development. Previous roles include Vice-President, Development and Public Affairs, Université de Montréal, and Vice-President, Research and Creation, UQAM.

Sandra Nicholls works as the Senior Writer and Speechwriter at Library and Archives Canada. She joined LAC in 2008, after running her own freelance writing company, Wordworks. She has been awarded several prizes for business writing, including the Silver Leaf Award from the International Association of Business Communicators. She has published two award-winning books of poetry, and has just completed her second novel, *The Third Road*, set in Malaysia in 1949.

Abstracts

قتطفات

American libraries in 2016: Creating their future by connecting, collaborating and building community

المكتبات الأمريكية في 2016: تصنع مستقبلها بالتواصل، والتعاون، وبناء المجتمع

Kathy Rosa, Tom Storey

العدد رقم 2-42 من مجلة الإفلا المتخصصة:

المُلخص:

يستعرض هذا المقال مشهد المكتبات في أمريكا ويشرح الاتجاهات والتحديات التي تواجهها المكتبات الأمريكية، التي تُمكنّ الناس بجمع أعمارهم وخلفياتهم من الوصول إلى المعلومات والتكنولوجيا، فهي أماكن يعتمد عليها المجتمع والجامعة في تقديم الدعم الذي يحتاجه الناس للدراسة، والبحث، والتعلّم مدى الحياة. تستمر المكتبات في التجديد من نفسها؛ كي تلبي الاحتياجات الناشئة في عصرنا الرقمي مع الحفاظ على قيمها الأساسية في التعاون، والمشاركة، وتقديم الخدمات.

Librarians and crises in the 'old' and 'new' South Africa

المكتبيون وأزمة "القديم" والحديث" في جنوب أفريقيا

Archie Leonard Dick

العدد رقم 2-42 من مجلة الإفلا المتخصصة:

المُلخص:

يستعرض هذا المقال ردود أفعال المكتبيين على أزمة "القديم" و"الحديث" في جنوب أفريقيا، ويعتمد المقال على مصدرين أولهم أساسي والثاني من قصص المكتبيين وأزماتهم الشخصية أو أثناء الأزمات السياسية والمهنية التي بدأت في جنوب أفريقيا منذ الستينيات من حالات الطوارئ، والتشريعات الرقابية، والعنف السياسي، وقد عمل المكتبيون ومجتمع المكتبات الأوسع بالعمل الاستراتيجيات التي تدعم حرية الوصول إلى المعلومات وحرية التعبير.

Information centers and socioeconomic development in MENA: Finding a quantitative relationship

مراكز المعلومات والتنمية الاجتماعية والاقتصادية في MENA: إيجاد علاقة كمية

Patricia Ann Wand

العدد رقم 2-42 من مجلة الإفلا المتخصصة:

المُلخص:

بالرغم من أنه يبدو وكأن المعلومات تنتقل تلقائيًا عبر الإنترنت، إلا أن الواقع يحتاج لمن يضع سياسات ويتخذ القرارات المالية؛ ليجمع البيانات وينظمها ويُعدها كي يُمكن استرجاعها، يجب أن يتم تخزينها في صور وأشكال مختلفة في مراكز المعلومات، إن مراكز المعلومات مكون أساسي في الإنترنت، ولكن هل توضع هذه المراكز في الحسبان عند وضع الخطط العالمية للتنمية في عصرنا الرقمي؟. يُناقش هذا البحث مراكز المعلومات، والمكتبات، ودور الوثائق، والمتاحف في سياق التخطيط المُنسق للتنمية الاجتماعية والاقتصادية، كما يعرض البحث مقياسًا يربط بين مراكز المعلومات في كل دولة ومدى تطورها الاجتماعي والاقتصادي. ويُختتم البحث بأفكار عن العناصر المعلوماتية في خطة الأمم المتحدة 2030، أهداف التنمية المُستدامة والحاجة إلى جمع البيانات والتوسع في مراكز المعلومات؛ لتحقيق التنمية المُستدامة.

Libraries and access to information in the UN 2030

المكتبات وإتاحة الوصول إلى المعلومات في خطة الأمم المتحدة 2030

Fiona Bradley

العدد رقم 2-42 من مجلة الإفلا المتخصصة:

المُلخص:

في سبتمبر 2015، وبعد ثلاث سنوات من المفاوضات ومشاركة كبيرة من المُستفيدين، من بينهم الإفلا (الاتحاد الدولي لجمعيات ومؤسسات المكتبات)، وتبنى الدول الأعضاء في الأمم المتحدة خطة التنمية لما بعد 2015، لإنجاح الأهداف الإنمائية للألفية، تحويل عالمنا: خطة 2030 للتنمية المُستدامة. تُحدد هذه الورقة البحثية الخطوات الأساسية في حملة الإفلا وأهمية تكوين ائتلافات وحشد الدعم محليًا؛ للاعتراف

بإدراج بند إتاحة الوصول إلى المعلومات، وتعميم معرفة القراءة والكتابة عالميًا، إتاحة الوصول إلى تكنولوجيا الاتصالات والمعلومات والتراث الثقافي ضمن خطة الأمم المتحدة لعام 2030.

Student attitudes towards library usage and sources at a Turkish University

سلوكيات الطلبة في استخدام المكتبة والمصادر بالجامعة التركية

Leanna Fry

العدد رقم 2-42 من مجلة الإفلا المتخصصة:

المُلخص:

ما زالت البرامج المكتبية التدريبية للطلاب في طور التطوير، في العديد من الجامعات التركية. إن المصادر متاحة باللغة الإنجليزية؛ لتعليم المهارات اللازمة لمحو الأمية المعلوماتية، أجرت هذه الدراسة استطلاعًا على الطلبة المتخصصين في اللغة الإنجليزية، وقد تلقى ثلثي الطلبة تقريبًا تدريبًا إلكترونيًا حول محو الأمية المعلوماتية بالإنجليزية، وكشفت سلوكيات الطلبة تفضيلهم الواضح للمصادر الإلكترونية عن المصادر الموجودة في المكتبة، وقناعتهم بأن الإنترنت يزودهم بالمعلومات التي يحتاجونها في المواد الأساسية أكثر من المكتبة. ولكن، أظهرت الإحصائيات أن الطلاب الذين تلقوا تدريبًا على محو الأمية المعلوماتية يفضلون استخدام المكتبة والمصادر.

Innovating Access to ETH-Library's Thomas Mann Archives. A Project Report

تقرير عن الابتكار في إتاحة الوصول بدار وثائق Thomas Mann

بمكتبة ETH

Michael Gasser

العدد رقم 2-42 من مجلة الإفلا المتخصصة:

المُلخص:

إن ETH زيوريخ ليست واحدة من الجامعات التقنية الرائدة فحسب، بما فيها من مقتنيات ووثائق أساسية، ولكنها أيضًا تسهم في حفظ الأصول الثقافية العالمية والمحلية وتوصيلها للناس. وتعد دار وثائق Thomas Mann بمكتبة ETH واحدة من دور الوثائق التي تلعب هذا الدور، تضم هذه الدار معظم أبحاث الكاتب الألماني الشهير Thomas Mann، وتحت مظلة المشروع الطموح جدًا TMA_online تمت فهرسة ووصف ما يقارب 35,000 مخطوطة وأكثر من 80,000 مقال صحفي من دار وثائق Thomas Mann في أقل من عامين، والآن يتيح موقع Thomas Mann الإلكتروني الخدمة للباحثين عبر الإنترنت. يوضح إطار هذا المشروع العملية الفعلية التي تمت في مختلف المشروعات الفرعية، والتحديات التي واجهتها والنتائج التي حققتها.

The twain shall meet: The evolution of Library and Archives Canada

المتضادان يلتقيان: تطور المكتبات ودور الوثائق في كندا

Guy Berthiaume, Sandra Denise Nicholls

العدد رقم 2-42 من مجلة الإفلا المتخصصة:

المُلخص:

في 2004، أصبحت جمعية المؤسسات المكتبية ودور الوثائق الكندية الأولى في العالم التي عملت على تكامل خدمات ووظائف المكتبات ودور الوثائق الوطنية، وكانت الرؤية وراء ذلك هي خلق نوعًا جديدًا من المؤسسات المعرفية المتكاملة وقابلية التجاوب مع الاحتياجات المعلوماتية في القرن الحادي والعشرين، وقد ثبتت الجمعية الكندية منذ ذلك الحين على الاستمرار في التطور.

摘要

American libraries in 2016: Creating their future by connecting, collaborating and building community

2016 年的美国图书馆：互联协作、建设社区、共创未来

凯西·罗萨，汤姆·斯多雷

国际图联杂志，42-2，85-101

摘要：

本文概述了美国图书馆的现状，分析了美国图书馆所面临的机遇与挑战。美国图书馆向所有人，

不分年龄，不分背景，提供信息和技术的获取途径。图书馆是社区与校园的中转站，向人们提供学习、研究和终身学习的服务和支持。美国图书馆不断增强其在数字时代满足新兴需求的能力，同时坚守其合作、分享和服务的核心价值观。

Librarians and crises in the 'old' and 'new' South Africa

新旧南非的图书馆员与危机

雅琦·莱纳德·迪克

国际图联杂志，42-2，102-108

摘要:

本文对图书馆员应对新旧南非的危机进行了回顾。文章利用一手和二手资料,讲述了图书馆员在个人、政治和职业危机中的故事。南非自60年代以来的紧急状态、审查制度、政治和排外暴力造成了这些危机。图书馆员和更广泛的图书馆社区调整自己的策略,来争取信息获取和言论的自由。

Information centers and socioeconomic development in MENA: Finding a quantitative relationship

中东北非的信息中心和社会经济发展:寻找量化关系

帕特丽夏·安·万德

国际图联杂志, 42-2, 109-117

摘要:

虽然互联网上的信息看起来是自己传播的,但实际上人们必须制定政策和财务决策,收集和统计数据,以便在适当地时候进行检索。数据必须以不同形式储存在数字化枢纽中。这些信息枢纽是互联网必不可少的组成部分,而互联网则是经济社会发展的必要组成。但是这些信息枢纽在信息时代的国际发展计划中得到承认了吗?本文讨论了信息中心——包括图书馆、档案馆和博物馆——在全球协调计划中对社会经济发展的作用,并提供了一种测量方式,可将信息中心与一个国家的社会经济发展联系起来。文章最后反思了联合国2030年可持续发展目标中得信息构成,分析了为实现可持续发展而收集数据和扩展信息中心的必要性。

Libraries and access to information in the UN 2030

联合国2030年计划中的图书馆与信息获取

菲奥娜·布莱德利

国际图联杂志, 42-2, 118-125

摘要:

2015年9月,在经过各方面——包括国际图书馆协会联合会——三年多的协商和参与之后,联合

国成员国通过了后2015年发展日程,以实现千年发展目标:改变我们的世界:2030年可持续发展日程。本文列出国际图联在宣传中采取的关键步骤,分析了成立联盟和国家推广在将信息获取、普及教育、信息技术的大中获取和文化遗产写入联合国2030年日程中的重要性。

Student attitudes towards library usage and sources at a Turkish University

一所土耳其大学中学生对待图书馆利用与资源的态度

莉安娜·弗莱

国际图联杂志, 42-2, 126-133

摘要:

图书馆教育课程在许多土耳其大学中还处在发展阶段。英语资源可供为英语语言文学专业的学生教授信息素养课程时使用。本研究调查了英语语言文学专业学生关于图书馆利用与资源的态度。大约三分之二的学生接受过线上英语信息素养的训练。学生很明确地更偏好互联网资源而非图书馆资源,并认为互联网资源比图书馆资源更能提供他们所学专业的信息。然而,接受过信息素养训练的学生与没有接受训练的学生相比,明显更偏向利用图书馆资源。

Innovating Access to ETH-Library's Thomas Mann Archives. A Project Report

苏黎世联邦理工学院图书馆托马斯·曼档案的创新获取:项目报告

迈克尔·伽色

国际图联杂志, 42-2, 134-139

摘要:

苏黎世联邦理工学院拥有大量的馆藏和档案,不仅是世界上顶尖的工科大学,同样也为瑞士国家和全世界的文化遗产的保存做出了关键性的贡献。苏黎世联邦理工学院图书馆的托马斯·曼档案就是这些档案之一,这里保存了著名德国作

家、诺贝尔文学奖获得者托马斯·曼大部分的个人信息文字资料。在雄心勃勃的TMA_online项目框架下，托马斯·曼档案中大约35000份手稿和信件，以及80000份报刊文章在不到两年的时间里，得以描述和数字化。现在，全新的线上托马斯·曼档案服务已经可以搜索。本项目报告列出了不同子项目的关键步骤，分析了其中遇到的挑战和达成的结果。

The twain shall meet: The evolution of Library and Archives Canada

二者相遇：加拿大图书馆和档案馆的发展

居伊·贝蒂奥姆，桑德拉·德尼斯·尼克尔斯

国际图联杂志，42-2, 140-145

摘要：

2004年，加拿大图书档案馆(LAC)成为世界上第一家将国家图书馆和国家档案馆的服务与功能合二为一的机构。这其中的战略是要建立一种全新的一体化知识组织方式，满足21世纪的信息需求。从此，LAC就一直在稳定的调整当中。

Sommaires

American libraries in 2016: Creating their future by connecting, collaborating and building community

[Les bibliothèques américaines en 2016 : concevoir leur avenir grâce à la connexion, la collaboration et l'édification de communautés]

Kathy Rosa, Tom Storey

IFLA Journal, 42-2, 85-101

Résumé :

Cet article présente le paysage des bibliothèques américaines et décrit les tendances ainsi que les défis auxquelles elles sont confrontées. Aux États-Unis, les bibliothèques permettent l'accès à l'information et aux technologies à des personnes de tous âges et de tous milieux. Ce sont des pôles importants au sein des communautés et des campus, qui fournissent des services et le soutien dont les gens ont besoin pour étudier, effectuer des recherches et suivre une formation continue. Les bibliothèques doivent se réinventer en permanence pour répondre aux nouvelles exigences de l'ère numérique, tout en conservant leurs valeurs essentielles en matière de collaboration, partage et service.

Librarians and crises in the 'old' and 'new' South Africa

[Bibliothécaires et crises dans l'Afrique du Sud « ancienne » et « nouvelle »]

Archie Leonard Dick

IFLA Journal, 42-2, 102-108

Résumé :

Cet article examine la façon dont les bibliothécaires ont réagi aux crises dans l'Afrique du Sud « ancienne » et « nouvelle ». Il se base sur des sources primaires et secondaires pour raconter l'histoire des bibliothécaires confrontés à des crises personnelles, politiques et professionnelles. États d'urgence, lois sur la censure, violences politiques et xénophobes en Afrique du Sud depuis les années soixante sont quelques-uns des motifs à l'origine de ces crises. Les bibliothécaires et la communauté plus large qui se préoccupe du sort des bibliothèques ont dû adapter leurs stratégies pour défendre la liberté d'accès à l'information et la liberté d'expression.

Information centers and socioeconomic development in MENA: Finding a quantitative relationship

[Centres d'information et développement socioéconomique au Moyen-Orient et en Afrique du Nord : trouver une relation quantitative]

Patricia Ann Wand

IFLA Journal, 42-2, 109-117

Résumé :

Bien qu'il puisse sembler que l'information flotte d'elle-même sur Internet, il faut en réalité que quelqu'un conçoive une politique et prenne des décisions financières pour rassembler et organiser les données, afin qu'elles puissent être récupérées au moment

voulu. Elles doivent être sauvegardées sous différents formats dans des centres d'information. Ces centres d'information sont des composantes essentielles d'Internet, qui est à son tour une composante essentielle du développement socioéconomique. Mais ces centres d'information sont-ils pris en compte dans la planification du développement international à l'ère de l'Information ? Cet article s'intéresse aux centres d'information – bibliothèques, archives et musées – dans le contexte d'une planification du développement socioéconomique coordonnée au niveau mondial. Il offre également des instruments de mesure permettant de faire la relation entre les centres d'information et le progrès socioéconomique des pays. En conclusion, il propose une réflexion au sujet des composants de l'information des objectifs de développement durable des Nations Unies (ONU) à l'horizon 2030 et sur la nécessité de rassembler des données et d'agrandir les centres d'information afin de parvenir à un développement durable.

Libraries and access to information in the UN 2030

[Bibliothèques et accès à l'information dans les objectifs de l'ONU à l'horizon 2030]

Fiona Bradley

IFLA Journal, 42-2, 118-125

Résumé :

En septembre 2015, après plus de trois ans de négociations et de participation intensive de nombreuses parties prenantes, y compris la Fédération internationale des associations de bibliothécaires et des bibliothèques (IFLA), les États membres des Nations Unies ont adopté le programme de développement pour l'après-2015 qui succède aux objectifs du millénaire pour le développement et est intitulé : « Transformer notre monde : le programme de développement durable à l'horizon 2030 ». Cet article décrit et passe en revue les étapes clés de la campagne de l'IFLA et souligne également l'importance des coalitions et des groupes de défense nationaux pour parvenir à inclure l'accès à l'information, l'alphabetisation universelle, l'accès public aux technologies de l'information et le patrimoine culturel dans le programme de l'ONU à l'horizon 2030.

Student attitudes towards library usage and sources at a Turkish University

[L'attitude des étudiants à l'égard de l'utilisation des bibliothèques et des sources dans les universités turques]

Leanna Fry

IFLA Journal, 42-2, 126-133

Résumé :

Les programmes de formation à l'utilisation des bibliothèques destinés aux étudiants en sont encore à un stade préliminaire dans de nombreuses universités turques. Des ressources en anglais sont disponibles pour enseigner les aptitudes de maîtrise de l'information aux étudiants en langue et littérature anglaise. Cette étude a examiné l'attitude des étudiants en langue et littérature anglaise à l'égard de l'utilisation des bibliothèques et des sources. Près des deux-tiers des étudiants ont reçu en anglais des formations en ligne à la maîtrise de l'information. Les étudiants montraient une nette préférence pour les sources sur Internet au détriment des sources bibliothécaires et semblaient convaincus que les sources sur Internet étaient plus susceptibles de leur fournir les informations nécessaires à leurs études principales que les sources bibliothécaires. Cependant, chez les étudiants ayant reçu une formation à la maîtrise de l'information, on constate une nette augmentation statistique de la tendance à utiliser les bibliothèques et leurs sources en comparaison avec les étudiants n'ayant pas suivi une telle formation.

Innovating Access to ETH-Library's Thomas Mann Archives. A Project Report

[Accès innovant aux Archives Thomas Mann de la bibliothèque de l'ETH. Rapport de projet]

Michael Gasser

IFLA Journal, 42-2, 134-139

Résumé :

L'École polytechnique fédérale (ETH) de Zurich est non seulement l'une des plus importantes universités de technologie du monde mais, grâce à ses collections et archives de tout premier plan, elle contribue aussi considérablement à la conservation et à la communication des patrimoines culturels nationaux et internationaux. Les Archives Thomas Mann de la bibliothèque de l'ETH en sont un exemple. Elles abritent la majorité des documents personnels écrits du célèbre écrivain et Prix Nobel de Littérature allemand Thomas Mann. Dans le cadre de l'ambitieux projet TMA_online, les quelque 35 000 manuscrits et lettres et plus de 80 000 articles de journaux conservés dans les Archives Thomas Mann ont été entièrement décrits et numérisés en moins de deux ans. Il est maintenant possible d'accéder au nouveau service en ligne « Thomas-Mann-Archiv Online » à des fins de recherche. Ce rapport

de projet décrit la procédure concrète au sein des différents sous-projets, les problèmes rencontrés et les résultats obtenus.

The twain shall meet: The evolution of Library and Archives Canada

[Concilier l'inconciliable: l'évolution de Bibliothèque et Archives Canada]

Guy Berthiaume, Sandra Denise Nicholls

IFLA Journal, 42-2, 140-145

Résumé :

En 2004, Bibliothèque et Archives Canada (BAC) est devenue l'une des premières organisations au monde à intégrer les services et fonctions de la bibliothèque et des archives nationales. L'idée était de créer une organisation du savoir d'un type nouveau, entièrement intégrée et capable de répondre aux besoins en information du 21^e siècle. Depuis, BAC n'a cessé d'être remodelée.

Zusammenfassungen

American libraries in 2016: Creating their future by connecting, collaborating and building community (Bibliotheken in Amerika im Jahr 2016: Zukunftssicherung durch Anschluss an, Zusammenarbeit mit und Aufbau einer Community)

Kathy Rosa, Tom Storey

IFLA-Journal, 42-2, 85-101

Zusammenfassung:

Dieser Artikel liefert eine Übersicht der amerikanischen Bibliothekenlandschaft und erläutert Trends und Herausforderungen, denen sich Bibliotheken in Amerika ausgesetzt sehen. US-amerikanische Bibliotheken versorgen Bürger jeden Alters und mit jedem Hintergrund mit Informationen und Technologie. Sie sind Anlaufstellen in Gemeinden oder auf dem Campus, die zuverlässig die Dienstleistungen und Unterstützung bieten, die die Menschen für Studium, Forschung und lebenslanges Lernen benötigen. Um auch den neuen Anforderungen des digitalen Zeitalters gerecht zu werden, ohne Abstriche an ihrer Grundwerte wie Zusammenarbeit, gemeinsame Nutzung und Service zu machen, erfinden sie sich immer wieder neu.

Librarians and crises in the 'old' and 'new' South Africa (Bibliothekare und Krisen im „alten“ und „neuen“ Südafrika)

Archie Leonard Dick

IFLA-Journal, 42-2, 102-108

Zusammenfassung:

Der Artikel befasst sich mit der Reaktion von Bibliothekaren im „alten“ und „neuen“ Südafrika. Anhand

von Primär- und Sekundärquellen erzählt der Artikel die Geschichte von Bibliothekaren in persönlichen, politischen und beruflichen Krisen. Ursachen für einige dieser Krisen sind Notstand, Zensurgesetze sowie politische Gewalt und Gewalt gegen Ausländer in Südafrika seit den 1960er Jahren. Bibliothekare und Bibliotheken-Befürworter im weiteren Umfeld haben ihre Strategien angepasst, um den freien Zugang zu Informationen und die Meinungsfreiheit zu verteidigen.

Information centers and socioeconomic development in MENA: Finding a quantitative relationship (Informationszentren und sozioökonomische Entwicklung in der MENA-Region: Auf der Suche nach einem quantitativen Verhältnis)

Patricia Ann Wand

IFLA-Journal, 42-2, 109-117

Zusammenfassung:

Auch wenn Informationen scheinbar von selbst das Internet durchfluten, befindet sich in Wirklichkeit jemand im Hintergrund, der Strategien und Finanzentscheidungen zur Sammlung und Organisation von Daten und deren Aufbereitung trifft, sodass auf Wunsch der Zugriff auf diese Informationen möglich ist. Die Daten müssen in unterschiedlichen Formaten in Informationszentren gespeichert werden. Diese Informationszentren sind wesentliche Bestandteile des Internets, das selbst eine wesentliche Komponente der sozioökonomischen Entwicklung ist. Doch werden diese Informationszentren in der internationalen Entwicklungsplanung im Informationszeitalter auch angemessen gewürdigt? Dieser Beitrag befasst sich mit Informationszentren - Bibliotheken, Archiven und Museen - im Kontext einer weltweiten Planung der

sozioökonomischen Entwicklung und bietet eine Metrik für die Korrelation von Informationszentren mit dem sozialen und wirtschaftlichen Fortschritt eines Landes. Der Artikel schließt mit einer Reflexion über Informationskomponenten der nachhaltigen Entwicklungsziele der Vereinten Nationen (VN) für 2030 und der Notwendigkeit, Daten zu sammeln und Entwicklungszentren auszuweiten, um eine nachhaltige Entwicklung zu ermöglichen.

Libraries and access to information in the UN 2030 (Bibliotheken und Informationszugang in der VN-Agenda 2030)

Fiona Bradley

IFLA-Journal, 42-2, 118-125

Zusammenfassung:

Im September 2015 haben die Mitgliedsstaaten der Vereinten Nationen nach über drei Jahren zäher Verhandlungen und intensivem Einsatz zahlreicher Stakeholder, einschließlich des Internationalen Bibliotheksverbands (IFLA), die Post-2015-Agenda für nachhaltige Entwicklung zur Erreichung der Millennium-Entwicklungsziele und Transformation unserer Welt verabschiedet, die Agenda 2030 für nachhaltige Entwicklung. Dieser Beitrag enthält eine Zusammenfassung und Reflexion der wichtigsten Schritte der IFLA-Kampagne und der Bedeutung von Koalitionen und nationaler Anwaltschaft, um die Einbindung der Themen Informationszugang, allgemeiner Alphabetisierung, öffentlichem Zugang zu IT und Kulturerbe in der VN-Agenda 2030 zu erreichen.

Student attitudes towards library usage and sources at a Turkish University (Einstellung von Studenten zu Bibliotheksnutzung und -quellen einer türkischen Universität)

Leanna Fry

IFLA-Journal, 42-2, 126-133

Zusammenfassung:

An vielen türkischen Universitäten befinden sich die Bibliothekseinführungsprogramme für Studenten noch im Entwicklungsstadium. Studenten der englischen Sprachwissenschaft und Literatur im Hauptfach stehen englischsprachige Quellen zur Verfügung, die ihnen Informationskompetenz vermitteln können. Im Rahmen dieser Studie wurden Studenten der englischen Sprachwissenschaft und Literatur im Hauptfach zu ihrer Einstellung hinsichtlich ihrer Nutzung und der

Quellen von Bibliotheken befragt. Ungefähr zwei Drittel der Studenten hatten ein Online-Informationskompetenztraining in englischer Sprache absolviert. Bei den Studenten zeigte sich eine eindeutige Präferenz von Internetquellen gegenüber Quellen aus der Bibliothek sowie die Überzeugung, Internetquellen seien bessere Informationsquellen für ihre Hauptfächer als die Bibliothek. Die Studenten jedoch, die das Informationskompetenztraining absolviert hatten, wiesen eine signifikant höhere Präferenz der Bibliotheks-nutzung und -quellen als Studenten auf, die dieses Training nicht absolviert hatten.

Innovating Access to ETH-Library's Thomas Mann Archives. A Project Report (Der moderne Zugang zum Thomas-Mann-Archiv der ETH-Bibliothek. Ein Projektbericht)

Michael Gasser

IFLA-Journal, 42-2, 134-139

Zusammenfassung:

Die ETH Zürich ist nicht nur eine der weltweit führenden Technischen Hochschulen, sondern mit ihren großen Sammlungen und Archiven leistet sie einen wichtigen Beitrag zur Erhaltung und Vermittlung nationaler und internationaler Kulturwerte. Das Thomas-Mann-Archiv der ETH-Bibliothek ist eines dieser Archive. Es umfasst den Großteil der Handschriften des berühmten deutschen Schriftstellers und Literaturnobelpreisträgers Thomas Mann. Im Rahmen des ambitionierten Projekts TMA_{online} wurden die rund 35.000 Manuskripte und Briefe und über 80.000 Zeitungsartikel des Thomas-Mann-Archivs beschrieben und in weniger als zwei Jahren vollständig digitalisiert. Den Nutzern steht nun ein neuer Webservice des Online-Thomas-Mann-Archivs zur Verfügung. Der Projektbericht ist eine Darstellung des gesamten Verfahrens in mehreren Teilprojekten, mit den Herausforderungen, die sich dabei gestellt haben, und den erzielten Ergebnissen.

The twain shall meet: The evolution of Library and Archives Canada (Sie haben sich gefunden: Die Entwicklung der Nationalbibliothek von Kanada (Library and Archives Canada))

Guy Berthiaume, Sandra Denise Nicholls

IFLA-Journal, 42-2, 140-145

Zusammenfassung:

2004 war Library and Archives Canada (LAC) eine der ersten Einrichtungen weltweit, in der die Dienstleistungen und die Funktion einer Nationalbibliothek und eines Nationalarchivs zusammengefasst waren. Mit dieser

Zusammenlegung sollte eine neue Art der vollständig integrierten Wissensorganisation geschaffen werden, die den Ansprüchen des 21. Jahrhunderts gerecht wird. Seit seiner Gründung hat sich das LAC laufend neu definiert.

Рефераты статей

American libraries in 2016: Creating their future by connecting, collaborating and building community

Американские библиотеки в 2016 году: Создают свое будущее, соединяя, взаимодействуя и формируя сообщество

Кэти Роса, Том Стори

IFLA Journal, 42-2, 85-101

Аннотация:

В данной статье представлен общий обзор американских библиотек, а также описаны тенденции и задачи, с которыми в настоящее время сталкиваются американские библиотеки. Библиотеки США представляют людям любого возраста и происхождения доступ к информации и технологиям. Они являются своеобразными центрами деятельности сообществ и студенческих городков, куда обращаются за теми услугами и поддержкой, которые необходимы для учебы, научно-исследовательской деятельности и обучения в течение всей жизни. Они продолжают перестраивать свою работу с целью удовлетворения запросов, возникающих в эру цифровых технологий, сохраняя при этом свои фундаментальные принципы сотрудничества, коллективного использования и оказания услуг.

Librarians and crises in the 'old' and 'new' South Africa

Библиотекари и кризисы в "старой" и "новой" Южной Африке

Арчи Леонард Дик

IFLA Journal, 42-2, 102-108

Аннотация:

В данной статье рассматривается реакция библиотекарей на кризисы в "старой" и "новой" Южной Африке. Она основывается на первичных и вторичных источниках информации и излагает истории библиотекарей о личных, политических и профессиональных кризисах. Чрезвычайные положения,

устанавливающее цензуру законодательство, насилие на почве ксенофобии и политических разногласий в Южной Африке в 1960-х годах - вот некоторые из причин таких кризисов. Библиотекари, а также широкое библиотечное сообщество прибегли к собственным стратегиям борьбы за свободу доступа к информации и свободу выражения мнений.

Information centers and socioeconomic development in MENA: Finding a quantitative relationship

Информационные центры и социально-экономическое развитие в странах Ближнего Востока и Северной Африки: Поиск количественного соотношения

Патриция Энн Уэнд

IFLA Journal, 42-2, 109-117

Аннотация:

И хотя может показаться, будто информация самостоятельно растекается по сети Интернет, на самом деле кто-то должен использовать стратегии и принимать окончательные решения относительно сбора и упорядочения данных, а также подготовки их для поиска и извлечения в соответствующий момент. Они должны храниться в различных форматах в информационных центрах. Такие информационные центры являются неотъемлемой составляющей сети Интернет, которая, в свою очередь, является неотъемлемой составляющей социально-экономического развития. Но имеют ли указанные информационные центры признание в рамках планирования международного развития в Эру информации? В настоящей работе обсуждаются информационные центры - библиотеки, архивы и музеи - в контексте согласованного глобального планирования в рамках социально-экономического развития, и предлагается критерий, в соответствии с которым может быть установлена связь информационных центров с социальным и экономическим развитием страны. В заключение приводятся рассуждения об информационных компонентах Целей устойчивого развития

Организации Объединенных Наций (ООН) до 2030 г. и о необходимости сбора данных и расширения информационных центров для достижения устойчивого развития.

Libraries and access to information in the UN 2030

Библиотеки и доступ к информации в программе ООН до 2030 года

Фиона Бредли

IFLA Journal, 42-2, 118-125

Аннотация:

В сентябре 2015 года, после более чем трех лет переговоров и активного участия многих заинтересованных сторон, включая Международную федерацию библиотечных ассоциаций и учреждений (IFLA), государства-участники Организации Объединенных Наций приняли Программу развития на период после 2015 года и утвердили документ “Цели развития тысячелетия, трансформируя наш мир: программа устойчивого развития до 2030 года”. В данной работе приводятся основные принципы и излагаются рассуждения о ключевых этапах кампании, проводимой IFLA, о большом значении создания союзов и защиты на государственном уровне для достижения успеха в задаче по включению в Программу ООН до 2030 года таких вопросов, как доступ к информации, всеобщая грамотность, общий доступ к информационно-коммуникационным технологиям и культурному наследию.

Student attitudes towards library usage and sources at a Turkish University

Отношение студентов турецкого университета к пользованию библиотеками и к библиотекам как источнику информации

Леанна Фрай

IFLA Journal, 42-2, 126-133

Аннотация:

Во многих университетах Турции программы-инструкции для студентов о пользовании библиотеками все еще находятся на стадии разработки. Доступны англоязычные ресурсы, представляющие обучение навыкам информационной грамотности для студентов, специализирующихся в области английского языка и литературы. В рамках данного исследования проводились опросы

студентов, изучающих английский язык и литературу в качестве основного предмета, касающиеся их отношения к пользованию библиотеками и их отношения к библиотекам как источнику информации. Около двух третей студентов обучались информационной грамотности на английском языке в режиме онлайн. Студенты продемонстрировали явное предпочтение ресурсов сети Интернет библиотечным ресурсам, а также убеждение в том, что информацию, необходимую им для обучения основному предмету, они с большей степенью вероятности найдут в сети Интернет, чем в библиотечных источниках. Тем не менее, среди студентов, прошедших обучение информационной грамотности, был выявлен статистически значимый перевес в части предпочтения пользования библиотеками и библиотечными ресурсами над студентами, которые не прошли такого обучения.

Innovating Access to ETH-Library's Thomas Mann Archives. A Project Report

Инновационный доступ к Архиву Томаса Манна в библиотеке Швейцарской высшей технической школы. Отчет о реализации проекта

Михаэль Гассер

IFLA Journal, 42-2, 134-139

Аннотация:

Швейцарская высшая техническая школа (ETH) Цюриха не только является одним из ведущих технических университетов мира, а, располагая обширными фондами и архивами, еще и вносит существенный вклад в дело сохранения и популяризации национальных и международных культурных ценностей. Одним из таких архивов является Архив Томаса Манна при Библиотеке ETH. В нем содержится большинство личных письменных документов известного немецкого автора, лауреата Нобелевской премии по литературе Томаса Манна. В рамках амбициозного проекта “ТМА_online” порядка 35.000 рукописных документов и писем, а также более 80.000 газетных статей из Архива Томаса Манна были описаны и полностью переведены в цифровой формат менее, чем за 2 года. Сейчас новый онлайн-сервис “Thomas Mann Archives Online” доступен для тех, кто ищет информацию в сети. В настоящем отчете о реализации проекта описана точная процедура выполнения различных элементов, входящих в состав данного проекта, задачи, которые необходимо было решить, и результаты, которых удалось достичь.

The twain shall meet: The evolution of Library and Archives Canada

Половинки должны соединиться: Эволюция Библиотеки и Архива Канады

Гай Бертъем, Сандра Дениз Николс

IFLA Journal, 42-2, 140-145

Аннотация:

В 2004 году Библиотека и Архив Канады (LAC) стала одним из первых учреждений в мире, объединившим услуги и функции национальной библиотеки и национального архива. Целью данной трансформации было создание нового типа организации накопления знаний, полностью интегрированной и способной отвечать на информационные запросы 21-го века. И с того самого времени в LAC идет непрекращающаяся перестройка.

Resúmenes

American libraries in 2016: Creating their future by connecting, collaborating and building community

Bibliotecas estadounidenses en 2016: creando un futuro mediante la conexión, la colaboración y la creación de comunidades

Kathy Rosa, Tom Storey

IFLA Journal, 42-2, 85-101

Resumen:

Este artículo presenta una panorámica general de las bibliotecas estadounidenses y explica las tendencias y desafíos a los que se enfrentan. Las bibliotecas de EE.UU. proporcionan acceso a la información y a la tecnología a personas de todas las edades y estratos sociales. Son los centros neurálgicos de los campus y las comunidades, y ofrecen a sus usuarios los servicios y el apoyo necesarios para estudiar, investigar y acceder a una formación permanente. Siguen reinventándose a sí mismas para satisfacer las exigencias emergentes de la era digital, sin renunciar a sus valores fundamentales de cooperación, préstamo y servicio.

Librarians and crises in the 'old' and 'new' South Africa

Bibliotecarios y crisis en la «antigua» y la «nueva» Sudáfrica

Archie Leonard Dick

IFLA Journal, 42-2, 102-108

Resumen:

Este artículo analiza la respuesta de los bibliotecarios a la crisis en la «antigua» y la «nueva» Sudáfrica. Se fundamenta en fuentes primarias y secundarias para contar la historia de los bibliotecarios durante la crisis

personal, política y profesional. Los estados de emergencia, la legislación de censura y la violencia política y xenófoba en Sudáfrica desde los años sesenta son algunas de las causas de estas crisis. Los bibliotecarios y los amantes de los libros en general han adaptado sus estrategias para defender la libertad de acceso a la información y la libertad de expresión.

Information centers and socioeconomic development in MENA: Finding a quantitative relationship

Centros de información y desarrollo socioeconómico en MENA: búsqueda de una relación cuantitativa

Patricia Ann Wand

IFLA Journal, 42-2, 109-117

Resumen:

Aunque pueda parecer que la información flota por sí sola a través de Internet, en realidad alguien debe tomar decisiones políticas y financieras para recabar y organizar datos y prepararlos para su recuperación en el momento oportuno. Estos se deben almacenar en diferentes formatos y centros de información. Dichos centros son componentes esenciales de Internet y, en sí mismos, un componente esencial del desarrollo socioeconómico. Pero, ¿se reconoce su importancia en la planificación del desarrollo internacional en la era de la información? Este documento se ocupa de los centros de información, bibliotecas, archivos y museos en el contexto de la planificación global coordinada del desarrollo socioeconómico y ofrece un indicador que permite correlacionar los centros de información con el avance social y económico de un país. Concluye con reflexiones sobre los componentes de información de los Objetivos de Desarrollo Sostenible de Naciones Unidas (ONU) para 2030 y las necesidades de recopilación de datos y ampliación de los centros de información con el fin de conseguir un desarrollo sostenible.

Libraries and access to information in the UN 2030

Bibliotecas y acceso a la información en la Agenda 2030 de las Naciones Unidas

Fiona Bradley

IFLA Journal, 42-2, 118-125

Resumen:

En septiembre de 2015, después de más de tres años de negociaciones e intenso trabajo de muchas partes interesadas, entre las que se incluye la Federación Internacional de Asociaciones de Bibliotecarios y Bibliotecas (IFLA), los Estados miembros de las Naciones Unidas adoptaron la Agenda para el desarrollo posterior a 2015 destinada a lograr los Objetivos de Desarrollo del Milenio, Transformando nuestro mundo: la Agenda 2030 para el desarrollo sostenible. Este documento reflexiona sobre uno de los pasos clave de la campaña de la IFLA y sobre la importancia de las coaliciones y la defensa nacional para llevar a cabo la inclusión en la Agenda 2030 de la ONU el acceso a la información, la alfabetización universal, el acceso público a las TIC y al patrimonio cultural.

Student attitudes towards library usage and sources at a Turkish University

Actitudes de los estudiantes hacia el uso de las bibliotecas y las fuentes ofrecidas por estas en una Universidad de Turquía

Leanna Fry

IFLA Journal, 42-2, 126-133

Resumen:

Los programas de formación de usuarios destinados a estudiantes están todavía en fase de desarrollo en muchas universidades de Turquía. Se ofrecen recursos en inglés para proporcionar formación básica de búsqueda, recuperación y organización de la información a los estudiantes de literatura y filología inglesa principalmente. Este estudio preguntó a estudiantes de literatura y filología inglesa sobre sus actitudes en relación al uso de bibliotecas y las fuentes ofrecidas por estas. Alrededor de las dos terceras partes de los estudiantes habían recibido formación de usuarios online en inglés. Las actitudes de los estudiantes revelaron una clara preferencia por las fuentes de Internet sobre las fuentes de las bibliotecas y una firme creencia de que las primeras les proporcionarán mejor la información que necesitan para sus estudios. Sin embargo, los estudiantes que habían recibido formación básica de búsqueda, recuperación y organización de la información mostraron

un aumento estadísticamente significativo en la preferencia por el uso de las bibliotecas y las fuentes que estas ofrecen sobre los estudiantes que no habían recibido dicha formación.

Innovating Access to ETH-Library's Thomas Mann Archives. A Project Report

Innovación en el acceso al Archivo Thomas Mann de la ETH-Bibliothek. Informe del proyecto

Michael Gasser

IFLA Journal, 42-2, 134-139

Resumen:

ETH Zurich no es solo una de las universidades técnicas más importantes del mundo; gracias a su importante archivo y sus colecciones, también realiza aportaciones valiosísimas para la preservación y la mediación del capital cultural nacional e internacional. El Archivo Thomas Mann de la ETH-Bibliothek es un claro ejemplo de ello. Dicho archivo alberga la mayoría de los documentos personales escritos del famoso autor alemán y ganador del Premio Nobel de literatura, Thomas Mann. En el marco del ambicioso proyecto TMA_online, se describieron y digitalizaron unos 35 000 manuscritos y cartas y más de 80 000 artículos de periódicos del Archivo Thomas Mann en menos de dos años. El nuevo servicio online Thomas Mann Archives Online ya está disponible para realizar búsquedas. Este informe del proyecto describe el procedimiento concreto de los diversos subproyectos, las dificultades afrontadas y los resultados conseguidos.

The twain will meet: The evolution of Library and Archives Canada

Momento de encuentro: la evolución de la Biblioteca y el Archivo de Canadá

Guy Berthiaume, Sandra Denise Nicholls

IFLA Journal, 42-2, 140-145

Resumen:

En 2004, la Biblioteca y el Archivo de Canadá (LAC) se convirtió en la primera organización del mundo en integrar los servicios y las funciones de una biblioteca nacional y un archivo nacional. La visión subyacente era la creación de una nueva clase de organización de los conocimientos, totalmente integrada y capaz de responder a las necesidades de información del siglo XXI. LAC se ha ido replanteando constantemente su trabajo desde entonces.