

Autumn 2008

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Information

Information Literacy

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Editorial

Dear friends,

There are many subjects related to libraries that deserve our attention. We have already reflected on accessibility issues and now, in this Autumn issue, we are having many interesting contributions on information literacy.

There is no doubt concerning the fact that information literacy is an indispensable issue for nowadays libraries if they are to fully participate in the knowledge society. Information literacy will be a most important skill for people to make the most of their access to tools such as Europeana, whose launching will take place on 20th November.

We are very glad with the response we are obtaining from everyone, thank you!

María Antonia Carrato Mena
Head of Subdirectorate General for Library Coordination
Ministry of Culture, Spain



State Public Library of Santiago de Compostela, Spain

Library building database

Dear Naple member

Invitation to join Library buildings database

At the NAPLE meeting in Madrid last year I presented the idea of a European database presenting the best new library buildings in Europe. We made an agreement with the library at the Royal School of Library- and Information Science in Copenhagen to host the database. Due to severe budget cuts and reductions in staff the library buildings database project was delayed – but NOW we are ready. And here is an invitation to you as a NAPLE member to join. The library has developed a design for the database and Karen Margrethe Ørnstrup is responsible for the project.

Background for the project

The library space is changing considerably in these years. Focus is more and more on the user, on the library as an exiting place and less on the collection. And libraries tend to play a more central role in city planning and city design than earlier. To support this development we need quick access to what is new for inspiration and decision for new concepts.

How to join

The vision is to create a database presenting new, inspiring library buildings by letting each member country select minimum five good buildings to be presented in the database. You make agreements with the libraries so they deliver the needed information and the required photos to your responsible Naple-person. This person in each country will make the final selection, upload the pictures and fill in the pre-defined fields on each library. It is also possible to publish articles on any architectural / library matter.

The editor's interface is comparable to a CMS. So no complicated HTML-coding is required.

Here is a link to the prototype www.librarybuildings.info. Until the official opening of the site, you will have to write kma as user and kma as password.

If you are ready to join the project, please select a national editor and send a confirmation to Karen Margrethe Ørnstrup (kma@db.dk) and me (jth@bs.dk) and you will receive further information and an introduction to the editors.

Once the database is established it may be expanded according to the members' suggestions.

I hope that you find the idea worth joining so don't hesitate to contact us.

Jens Thorhauge

Director of Danish Agency for Libraries and Media.

Information Literacy in the Czech Republic

By PhDr. Eva Marvanová
National Library of the Czech Republic

Information and Communication Policy in the Czech Republic

The document was accepted by the government on 2004 including an implementation strategy for 2006. The libraries were supported by the government for the purpose of ameliorating access to communication services and the Internet. This can only be accomplished by providing courses in computer and information literacy.



The National Library of the Czech Republic: Classroom of Education Department

Each library in the Czech Republic provides these educational courses to the public which focus on developing competent computer and information literacy skills. These courses are mainly provided for requalification purposes and geared towards people with disadvantages such as women on maternity leave, long term unemployment, or handicapped persons.

As included in the strategy on lifelong learning, some larger libraries run University of Free Time or University of Third Age or a developed centre for information and education.

Concept of the development of libraries in the Czech Republic for 2004 – 2010

One priority for the concept of development in Czech libraries is the implementation of projects that support information literacy for all users. The program, *Internet for Libraries* aims to provide high-speed connection to the Internet for all public libraries. 31.12. 2007 have been connected to Internet 4 604 libraries.

Public libraries offer to users 10 319 PC computers (of all this 9 159 PC have been connected to Internet). In sum, 96, 7% citizens live in a place where a public library offers Internet access. 374 public libraries work with public education systems to provide information and computer literacy programs.

http://knihovnam.nkp.cz/english/sekce.php3?page=01_Concept.htm

National strategy for ICT in education

Within the framework of the National Strategy for ICT in Education (SIPVZ) programme, information and communication technologies in education are supported in the Czech education system. The same applies for the development of information literacy of the general public. Key targets were realized via partial programmes: Programme1-Information Literacy.

Projects

The Ministry of Education regulates project initiatives by defining yearly topics. Schools may present projects on regional, country or even EU levels of cooperation. Schools agree to a contract of co-operation when organizing specific projects and project team members, therefore, different representatives from each school are elected to be a member of the individual project teams.

Competitions

Computer competitions currently represent an inseparable part of activities which stimulate ICT application in teaching, as well as in free-time activities of children and young people, and thus increase their computer literacy.

Information centres

The Ministry of Education intends to promote the most proactive schools with the most progressive teachers to regional centres for the support of ICT implementation in teaching. Information centres are active in the centre of information literacy serving the general public.
http://www.e-gram.cz/English_version.htm

Organizations and institutions concerned with information literacy

Ministry of Education, Youth and Sport created the National Programme for the Development of Education in the Czech Republic.

White Paper, Prague, 2001.

<http://www.msmt.cz/files/pdf/whitepaper.pdf>

Ministry of Informatics was conceived in the years 2003–2007. MI started the *National Educational Program for Computer Literacy*.

Ministry of Culture of the Czech Republic: its competencies include cultural and educational activities, art, and cultural heritage, press, including non-periodical publications, cinematography, copyright and related matters, churches, and financial support of programmes.

Ministry of Labor and social Affairs participate in the organization of re-qualification courses.

Educational Institutions: primary, secondary, and higher education institutions participate in lifelong education courses that teach information literacy skills.

Libraries

Design courses in information literacy, access to information resources, and access to the Internet. Moravian Library in Brno organises an annual conference aimed specifically at issues in Information Literacy. Conference

Information Education in Public libraries
http://www.mzk.cz/aktivity/akto8_15.php



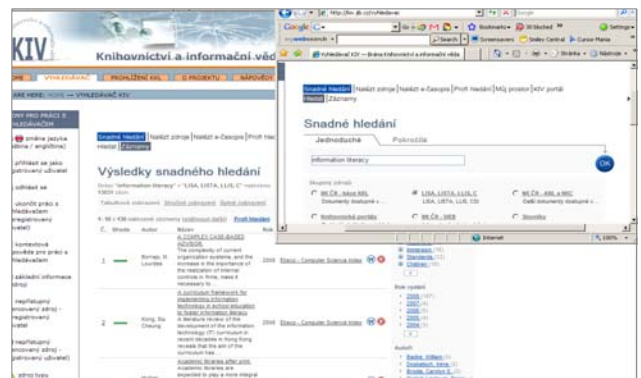
The National Library of the Czech Republic: Classroom of Education Department

The National Library of the Czech Republic

The training centre of the Education department organizes courses, training seminars, lectures, and other specialized education events for libraries including requalification courses (improvement of professional skills). Furthermore, the department provides information and consultations on library science education.

A useful tool for professional information on the topic of LIS (Library and Information Science Portal) is the KIV Subject Gateway. Designed as an aid to professional education, it contains materials to information literacy in LIS context.

<http://www.nkp.cz/>, <http://kiv.jib.cz/>



Library & Information Science: the KIV Gateway

University Libraries prepare courses for teaching information literacy.

Examples:

VŠB: Technical University of Ostrava

<http://knihovna.vsb.cz/kurzy/index.html>

Czech Technical University in Prague

<http://knihovny.cvut.cz/vychova/infvychova.htm>

Faculty of Medicine Charles University in Prague

<http://wsvi.lf3.cuni.cz/vyuka.html>

Masaryk University Brno

<http://is.muni.cz/predmety/predmet.pl?kod=KPI11&fakulta=1421&jazyk=en>

Mendel University of Agriculture and Forestry in Brno

E-learning course of Information Literacy

<http://www.mendelu.cz/downloads/uvis/2008/streichsbierova.ppt>

Professional associations



Association of Library and Information Professionals of the Czech Republic: Educational Section

Association of high school libraries has “commission for information literacy”. Information Education and Information Literacy Working Group created “[Concept of information education in the high schools in the Czech Republic](#)”

Association organize seminars IVIG – Information education and information literacy in theory and work experience of educational institutions. His working group supports activities with academic libraries in the area of information literacy education. This support contributes to the improvement of information literacy not only among students but the entire community. The association also provides regular updates on pertinent theoretical issues related to the topic of information literacy and information education and introduces more effective approaches to information education in the Czech Republic.

Association of Library and Information Professionals of the Czech Republic – SKIP

SKIP has more than 1 200 members and is organized regionally. It has ten regional committees. Specialized activities are affiliated with organizations in which they belong such as those for public libraries, children’s libraries, (aimed at information literacy) and by commissions for legislation, publishing, international contacts and automation.

Portal of the Public Administration provides free e-learning courses of computer literacy. <http://www.portal.gov.cz> . Private’s companies organize courses in information literacy education.

Conclusion

In future the demands on information knowledge will grow. The technologies and services of so-called e-learning and educational software in general are considered to be an effective way of improving the access to information literacy. Their use will therefore be promoted in school system, libraries and public administration but also for education of public. Persons involved in promoting information literacy are politicians, office holders, experts, teachers, librarians, and users.

Tartu Public Library

By Krõõt Kaljusto-Munck
Deputy Director of Tartu Public Library,
Estonia



Children in front of Tartu Public Library. Historical library stamps on the wall behind them

Tartu Public Library is an active and innovative library, highly visible both on Estonian cultural and library landscape. It was founded in 1913. It has a central library, three branch libraries, a stationary circulation unit and home service. There are about a hundred people working at the library.

Tartu Public Library is an information centre, which main task is to offer our users information on all modern media. In 2007 the library had more than 35,000 registered users and over 2,000 visits a day. The library offers cultural events and entertainment to the users, organizing book and art exhibitions, concerts, meetings with writers, fairy tale mornings for children, monthly book café, annual events: seminar on original Estonian children's literature, literary festival Prima Vista, Fairy tale day, Nordic library week, celebration of Estonian Book Day, Russian literature week, Library Birthday celebration with an extensive events calendar etc.

In 2007 Tartu Public Library website (www.luts.ee) was reorganized, changing it from being a webmaster-operated website into a specialist-operated website meaning that over 30 librarians at our library enter the information from their field of expertise and interest to library website, making it more dynamic and offering Estonian colleagues and users access to valuable information about culture and literature.



Visualization of the webmaster model and the specialist model

Tartu Public Library has fought for years for a new building but the project has been repeatedly rejected by the local government. The virtual library on the other hand is something that we can control and create independently. The need for a new system came with a realisation that having a website that was created and supported by an IT firm in another part of the country by notoriously busy IT people made it very difficult to maintain a modern dynamic website. We wanted to find a solution that enabled the website to be built up and managed by librarians. Instead of one webmaster, who was responsible for entering all information to the website, we wanted to give all active librarians a chance to enter relevant information to the website and correct it any time anywhere.

The programme we used for creating the new website was Joomla!, which is an award-winning open source Content Management System and has proved to be excellent in creating a dynamic library website. The library website team learned how to use Joomla! and we built up the new library website ourselves. At the same time we started to introduce the system to our colleagues and encouraged them to create their own spaces on the website according to their expertise and interests. Our team offered them help, tutoring and training.

Soon the secretary started to enter all relevant official information, PR people started to enter all information about events, exhibitions and press-releases. The library artist created a clever way of using the space of a large image in the centre of the website to promote events with the help of webposters.

Children's department developed a website for children and young people, offering information and inspiration for small children, school children and educators. Tartu Public Library Children's Department has organised a seminar on original Estonian children's literature for over ten years. At that seminar prominent scholars of Estonian children's literature, writers and librarians meet and discuss children's media. Now most of their presentations can be found on our website.

Colleagues with Russian background created a website for Russian speaking readers promoting library highlights in Russian. They even have a blog about literary translations of Estonian poetry.

This spring a new project started in cooperation with an Estonian poetry professor about finding good poems in 'forgotten' poetry books and those chosen poems can be found both at the library and on the website. There is a good source of information about Estonian and foreign book awards, complete with scanned images of the books etc.

There is no use of a good library website if the readers do not know that it exists. Together with the new website second computer screens were added to all consultant desks to make it easier to promote web services. The consultant could choose between a clone display and a dual view. Clone display was used to explain things to the reader as the reader saw the same things that were on the librarian's screen. The dual view was used when the consultant was busy with other tasks and the second screen promoted library website or some other relevant information.

Teaching many people how to create a website developed into a one-day seminar and even a test website for practising Joomla! system. The seminar consisted of four practical modules: introduction to creating library websites, website evaluation criteria, practical Joomla! exercises and image processing.

Estonian Librarians Association asked us to introduce the same seminar to our Estonian colleagues in Estonian public libraries and in 2007 the website seminar was attended by 126 librarians in 9 Estonian central libraries.

Tartu Public Library has also been active in a lifelong learning programme – the Adult Learners Week, organised by the Association of Estonian Adult Educators Andras. Last year we added this website seminar (how to create websites and image processing) to the more traditional seminars about literature, basic computer classes and introduction to library resources. The number of readers interested in our computer classes exceeded all expectations and we had to repeat the programme this year to be able to reach all the people who signed up.

This week Tartu county announced Tartu Public Library the most friendly environment for lifelong learning. As to the website the next step is to introduce audio and video files and make the website more interactive.

Europeana: Access to European Digital Content

By Leif Andresen
Senior Advisor, Danish Agency for Libraries
and Media

Van Gogh's down at heel boots is the first thing to appear on the test website of the European digital library today. The website <http://www.europeana.eu/>, named Europeana, will break new ground by bring together millions of digitised resources - books, paintings, films and archives - from Europe's archives, museums, libraries and audio visual collections through a single portal.



The test website was previewed at a conference in Frankfurt 31 January – 1 February 2008 to holders of digital content, including curators, archivists, publishers and librarians. They were shown how a user would be able to use sophisticated browsing and searching to find paintings, photographs, objects, books, newspapers, archival records, films and sound that have been digitised by Europe's heritage organisations. Based on feed back at the conference and a user survey, the user interface has been improved and was presented at a meeting for EDL partners in June 2008.

Europeana – the European digital library, museum and archive – is a 2-year project that began in July 2007. It will produce a prototype website giving users direct access to some 2 million digital objects, including film material, photos, paintings, sounds, maps, manuscripts, books, newspapers and archival papers. The prototype will be launched in November 2008 by Viviane Reding, European Commissioner for Information Society and Media.

Europeana is developed by several projects funded by the European Commission. Naples is

participating one of these projects as partner of EDLnet - European Digital Library Thematic Network.

The digital content will be selected from that which is already digitised and available in Europe's museums, libraries, archives and audio-visual collections. The prototype aims to have representative content from all four of these cultural heritage domains, and also to have a broad range of content from across Europe.

The interface will be multilingual. Initially, this may mean that it is available in French, English and German, but the intention is to develop the number of languages available following the launch.

The direction of development, site architecture and technical specifications are all published as deliverable outcomes of the project. After the launch of the Europeana prototype, the project's final task is to recommend a business model that will ensure the sustainability of the website. It will also report on the further research and implementation needed to make Europe's cultural heritage fully interoperable and accessible through a truly multilingual service. The intention is that by 2010 the Europeana portal will give everybody direct access to well over 6 million digital sounds, pictures, books, archival records and films.

Europeana is not just a portal. Europeana will be the main access to digitised content of the European cultural heritage. It is not just another portal. The records in the database will be prepared to be harvested both by commercial companies and by projects providing access to for example subject limited parts of the very general and cross European data base. The Internet is characterized by users seeking information using a broad variety of tools and primarily using commercial search engines as starting points.

Europeana is a Thematic Network funded by the European Commission under the eContentplus programme, as part of the i2010 policy. Europeana is strongly supported by the European Commission and the European Digital Library is a prominent parts of the eContentplus programme.

Originally known as the European digital library network – EDLnet – it is a partnership of 90 representatives of heritage and knowledge organisations and IT experts from throughout Europe. They contribute to the Work Packages that are solving the technical and usability issues and developing the specifications for the prototype.

The European public libraries participate in this work with Naple as partner in EDLnet. National Authorities on Public Libraries in Europe represented by in EDLnet by Jens Thorhauge, director Danish Agency for Libraries and Media.

The project is run by a core team based in the national library of the Netherlands, the Koninklijke Bibliotheek. It builds on the project management and technical expertise developed by The European Library, which is a service of the Conference of European National Librarians.

Overseeing the project is the EDL Foundation http://www.europeana.eu/edlnet/edl_foundation/purpose.php, which includes key European cultural heritage associations from the four domains. The Foundation's statutes commit members to:

- Providing access to Europe's cultural and scientific heritage through a cross-domain portal
- Co-operating in the delivery and sustainability of the joint portal

- Stimulating initiatives to bring together existing digital content
- Supporting digitisation of Europe's cultural and scientific heritage

The EDL Foundation Executive Committee contains members from:

- European Regional Branch of Intl. Council on Archives
- Intl. Fed. of Television Archives
- Association Cinémathèques Européennes
- European Museums Forum
- Conference of European National Librarians
- Ligue des Bibliothèques Européennes de Recherche
- Multilingual Inventory of Cultural Heritage in Europe
- National Library of The Netherlands

The public libraries in Europe have some important roles according to Europeana.

The general user will need guidance for easy to use the access to digital content. These kinds of activities will be important parts of what libraries will offer. It is a normal task for a public library to guide their user to content of values.

Some public libraries have unique collections and it is also import to ensure access to these kinds of digital collections.

Europeana is a new player of the European digital market place. Europeana have absolutely the potential to became an important entry point for access to digital content.

Ensuring Citizenship in the Information and Knowledge Society

By Barbro Wigell-Ryynänen
Councillor for Library Affairs
Ministry of Education, Finland

References to civic skills in National Programmes in Finland

The National Knowledge Society Strategy 2007-2015 defines as national assets a high level of education, social and regional equality, and libraries, as libraries offer guidance in civic skills for the knowledge society aside from their traditional services.

One of many strategic aims is to ensure access to information and knowledge for all citizens regardless of residence or social circumstances.

The importance of maintaining and developing library services is emphasised, libraries are respected actors in the Finnish society, as they offer quality information retrieval and guidance and assistance of a trained staff with good knowledge of information society contents and services.

Citizens and work communities should be enabled to continually renew and develop their knowledge and their skills, lifelong learning should be part of everyday life.

All citizens should have the chance to acquire basic ITC skills and media skills.

In the Government Policy Programme 2007-2011 prerequisites for lifelong learning are defined as basic ITC skills, media literacy, and the capacity to use ITC services in accordance with individual needs.

Library services, the importance of trained library staff and information literacy skills are not necessarily mentioned even in national strategies and programmes for the information and knowledge society. Working with library affairs on a national level requires constant vigilance and readiness to contribute to programmes in preparation.

Information literacy as part of civic skills

University libraries and other libraries for higher education as well as school libraries teach information literacy as part of the curriculum and tailored to students' needs, in public libraries this kind of work very often goes under other headlines, and it is, in general, not very formalised. Speaking of information literacy in this context is not vitiating the concept, public libraries focus on teaching information literacy as part of civic skills needed in the information and knowledge society.

According to UNESCO's action to provide people with the skills and abilities for critical reception, assessment and use of information and media in their professional and personal lives, the empowerment of people through information and media literacy is an important prerequisite for fostering equitable access to information and knowledge, and building inclusive knowledge societies.

The Alexandria Proclamation of 2005 defines information literacy as a basic human right, which empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social occupational and educational goals.

Civic skills for the information society were listed as follows in the Finnish Library Policy Programme for public libraries (2001):

Traditional literacy, computer literacy, information literacy, media literacy, information retrieval skills, information acquisition skills, skills in creating cultural meanings and information production skills.

According to the Library Strategy 2010 (2003) public libraries serve users in an individual way that has far-reaching consequences for how people learn and how they are taught and exercise active citizenship. Public libraries add

value to information retrieval and management through their services that are critical of media and sources of information.

According to the strategy library competence, the ability to handle information, should be a vital citizen skill, an essential element in all learning and teaching. The traditional literacy is the basis for information literacy, which includes the ability to search for relevant information from both printed and electronic sources, the ability to evaluate and compare various sources of information and the skill to apply knowledge for one's own use.

Cooperation with comprehensive and secondary schools

School libraries are, as a rule, not very professionally organised in Finland. Local public libraries serve schools actively, regularly teaching classes information retrieval, emphasising the importance of comparing and evaluating sources of information.

The library strategy recommends the employment of pedagogic information specialists on local or regional basis, and in a slowly growing number of communities pedagogic information specialists teach information literacy to teachers and pupils. In Vantaa instruction is based on methods used in higher education and adapted to a lower level.

<http://informaatiolutaito.libvantaa.fi>

(in Finnish and Swedish only)

Manifestations of a new kind of illiteracy

ITC skills are taught to various target groups. The staff of the Netti-Nyssa bus in Tampere teach senior citizens, unemployed or otherwise marginalised people to use computers and Internet for their own needs.

<http://www.tampere.fi/kirjasto/nettinysse/english.htm>

There is also a new kind of illiteracy related to the social web. Even young people may lack the skills to take part in the new ways of communicating by appearing on arenas like FaceBook or SecondLife, or by writing blogs. Library 10 in Helsinki has specialised in helping people to take part in social web activities.

<http://www.lib.hel.fi/en-GB/kirjasto10/>

Adapting to users' needs

People who visit university libraries usually do it in connection with studies or research. Public libraries are visited for a variety of reasons, and by users of all ages. Activities have to be adapted to suite very different needs. As gateways to information and knowledge public libraries serve them all, the young, the old, the educated, the less educated, the marginalised, the active citizens, students, school children and pre-school children looking for dinosaurs in picture-books, responding to more or less advanced needs related to the information-seeker's current life situation. What is never adaptable, however, is the quality of services, the reliability of information and knowledge on offer.

New Irish Website Celebrates the Nation's Public Libraries

By [Norma McDermott](#)
Director, Library Council of Ireland

Cllr. Mark Dearey, Chairman of The Library Council, has launched www.librarybuildings.ie, a new website showcasing the development in public library buildings over the past number of years.

An Chomhairle Leabharlanna (The Library Council) advises the Department of the Environment, Heritage and Local Government and Public Library Authorities on public library development and co-operation.

The website provides information about public library buildings in Ireland and aims to promote best practice in library planning and

design. As well as full details of the buildings, the site includes photographs of each library and an interactive map showing their locations.

Librarybuildings.ie concentrates on libraries open in recent years as well as libraries in heritage buildings.



Dunlavin Library, Market House, built ca.1743, Co. Wicklow (converted for library use in 1979)

The launch took place in Dundalk library, chosen as the venue as it is celebrating the 150th anniversary of the opening of the first local authority public library in Ireland – a brief history of the development of Dundalk public library is included on the website.100 libraries have so far been added to the website, which was designed by Dublin-based Xcommunicatons.



Carnegie Library, Kilkenny (1910)

Amongst the buildings featured are Offaly County Council's library in the converted convent in Birr, and the multi-award winning Johnston Central Library in Cavan. Birr Convent was built between 1846 and 1856 and is considered one of the gems of Birr's Architectural Heritage. Designed by Pugin, its architecture is of national significance and international interest.

The Johnston Central Library in Cavan received one of four inaugural National Disability Authority Excellence through Accessibility Awards in 2006. The library's commitment to accessibility was also recognised by an O2 Ability Award for 2007 and it took the prize for accessibility in the 2007 Public Library Buildings Awards UK and Ireland.

Librarybuildings.ie is managed by An Chomhairle Leabharlanna (The Library Council) and funded by the Department of the Environment, Heritage and Local Government.

For further information: Alun Bevan, Research & Information Officer, An Chomhairle Leabharlanna (The Library Council).

Telephone +353 1-678 4905; e: abevan@librarycouncil.ie



Bishopstown Library, Cork City (2006)

A Few Cases on Lithuanian Public Libraries Developing Information Literacy

By Ramunė Petuchovaitė
Senior Specialist, Ministry of Culture,
Lithuania
(Information provided by Eugenija Koveckiene,
Public Library of Klaipeda City Municipality
and Irena Stanciauskiene, Public Library of
Kaunas district municipality)

Public Library of Klaipeda City Municipality

Klaipeda city with over 200 thousand citizens is the 3rd biggest city in Lithuania, situated at the coast of Baltic Sea. Public library of Klaipeda city municipality consists of 6 departments and 13 branch libraries, and provides a variety of services to the customers, usually segmented in groups: children, youth, economically active people, elderly, and other.

In 1998 this library for the first time provided the public Internet access in the Youth department, and gradually all library service points in the city were connected to the Internet. Since 1999 it has been working on the content and Internet based services. For example, the Virtual Virtual Art Gallery of Klaipeda Region at the library website (<http://www.biblioteka.lt/galerija/index-en.htm>) was offered to adults users. The Children's Department created Information Skills Learning Center in and started teaching children to use printed and digital information in educational process. Librarians prepared a methodology for teaching information skills to children, divided into 3 groups – 1-4 graders; 5-6 graders and older pupils. Lessons may be provided individually to the child, to the family and the whole class on the request. Teaching material is also available in the library webpage, though it is in Lithuanian only (<http://www.biblioteka.lt/vaikai/inf.ig.html>).

Special attention has been given to the senior citizens' information literacy and needs. It started in 2002 with the project; *Peaceful Internet and computer literacy basics for the senior citizens*. Activities carried out by the

library for the elderly people have been based on demand in the society more than on the theoretical background – there are 35 thousand (18 percent) citizens in the city, most of them are economically disadvantaged and are less than other age groups motivated to use the Internet and e-services. Library website has special section, called 50 plus (www.biblioteka.lt/seniorai) loaded with information about Klaipeda city elderly people life, e.g. related legislation information, help and support phone services, leisure activities and other. There are systemised links index leading to Lithuanian and foreign Internet websites and parallel website with simple graphic and enlarged font.

When the training courses announcement was published in the press, 180 “elder students” have registered themselves during the first day. Elderly people need personal approach and constant assistant, and the experience shows training in big groups should be avoided. So the library lacking the human resources asked for the help to the Council of City Schoolchildren, inviting them to join an initiative and ‘adopt’ a few students.

Every trainer was responsible for the training of two people at a time for two hours per day. The oldest student was 88 years old. Two branch libraries systematically organize 12 hour computer literacy training for elderly people 3 times per week, teaching 2 persons at once. Course consist of basic computer skills (1 hour); Word processing (4 hours); Internet (2 hours); practical use of Internet information and services (1 hour); E-mail (3 hours); acquired knowledge verification (1 hour). Every year the library works on gaining the funding for the continuation of these activities. Based on this experience the library also prepared teaching materials for developing information and computer literacy of the seniors.

Besides, library provides assistance with electronic income declaration filling, electronic banking courses and seminars about e-



Commerce for youth. All users have been taught to use electronic catalogue and databases.

Public Library of Klaipeda Municipality as well as other municipal public libraries actively participated in the wider-scope project *Lithuanian eCitizens computer literacy basics* funded by EU structural funds. The project was initiated by business alliance *Langas į ateitį* (if translated – Window to the Future; www.langasiateiti.lt/) with the aim to provide free of charge training on computer literacy to 50 thousands citizens.

Public library of Kaunas district municipality (<http://www.krsvbiblioteka.lt/news.php>)



Kaunas District Municipality covers rural areas situated in the neighborhood of Kaunas – the 2nd biggest city of Lithuania. There are around 85 thousand inhabitants in the district. Public

Library of Kaunas district municipality consists of central library and 33 branches. Besides traditional library services it is active in life-

long learning projects, among them related to information and computer literacy development.

Kaunas with the biggest University of Technology is considered a technological center of Lithuania; therefore the surrounding area has its special flavor and needs. Thus in 2002 the library started with computer literacy training to all (52) library staff, some of them has ECDL certificates. Administration tries to seek and to use every opportunity of staff competence and skills development in order to meet customers demand.

Library also is working on the employment of public Internet access points for citizens training. Whole network took part in the project of Kaunas regional administration *Computer skills training of economically active citizens in Kaunas region*. In the courses 280 inhabitants acquired ECDL Start and eCitizens certificates.

Together with the Association of adult learning each year public library organizes various events during the National week for adult learning. The courses are provided not only on information literacy, but also in handicraft, cooking, gardening, etc.

Wide-scope of the citizens' information literacy development activities in the public libraries will be carried out within the Libraries for Innovation project during 2008-2011. The Project, co-funded by the Government of Lithuania, municipalities and Bill and Melinda Gates foundation, seeks to achieve, through strengthening and using the capacities of public libraries, a considerably better use of the capacities of information technologies among the Lithuanian population, especially the rural population and social risk groups, for obtaining information and communication. It is expected that within the next three years most of the Lithuanian public libraries will launch free of charge public Internet services and the digital competence of the librarians will improve substantially making the libraries a powerful medium helping the people and communities to master and use the information technology capacities. All 60 municipal public libraries counting around 1200 service points are involved in the project.

Libraries: Signposts in the Media Landscape

By Norma Verheijen, M.A.
Netherlands Public Library Association
Policy Department

We live in a complex and rapidly changing society that is increasingly influenced by media. Some people participate in this knowledge society with great enthusiasm and have developed into avid explorers of what new media can offer to their lives. There are others who can barely find their way in the rapidly changing media landscape. The first group develops into active and producing users with the speed of lightning. The information jungle holds next to no secrets for them and they use the most innovative user tools to communicate. But there are many others. Those whose lack of skills and knowledge of new media disable them to participate in full in our knowledge society.

Recently Dutch government undertook research to establish the number of digital illiterates. About 1.6 million Dutchmen appear to be completely ignorant regarding computers and information technology. This group of 1.6 million consists predominantly of people who are not active in the labour market, have a low grade of education, immigrants and elderly people.

Enabling every citizen to actively participate in society is an important political and social-economical goal. Being capable to use new media is an essential instrument to achieve that goal. Media literacy is a new term that is used to define the process of accessing, analyzing, evaluating and creating messages in a wide variety of media modes, genres and forms¹. As such media literacy offers a substantial enlargement of the previously much used term media education. Whereas media education primarily refers to children and adolescents, media literacy explicitly refers to all citizens.

¹ This comprehensive definition of media literacy can be found in wikipedia.

They are no longer receivers of information but become active users of different media. In accordance with their current policy of withdrawal Dutch government increasingly relies on citizens to take their own responsibilities. As such media literacy rapidly becomes a vital skill for Dutch citizens for a good life.

Educational institutions, cultural institutions and public broadcasters play a role with regard to media literacy in addition to Dutch government. The library branch also plays a vital role. Libraries can function as spaces where citizens can get more information on media use, support in searching and finding information and knowledge and where they can get acquainted with new innovative media applications. The library branch should take up this role much more strongly than currently is the case.

The easy accessibility in combination with their large and diverse reach makes libraries a party with much potential to achieve results at the local level. Libraries have a broad collection, consisting of both old and new media. In addition they function as open learning spaces and offer courses, training modules and facilities to support citizens in finding the information and knowledge they need and want.

Facts from the Library Innovation Monitor (monitor bibliotheekvernieuwing) 2006:
56% of the libraries offer Internet courses;
42% of the libraries have a separate space for courses;
95% of the libraries offer quiet working spaces with computers.

Stronger than is currently is the case libraries should aim to support and assist citizens in order to enable them to develop into competent and critical media users. Cooperation with other stakeholders such as educational institutions, cultural heritage sector, the social sector and the media is of crucial importance.

National network organization media literacy

Recently Dutch government started a number of media literacy initiatives. The Netherlands Public Library Association was one of the parties asked by government to advise on the organisation of a national network organization for media literacy. This advice was accepted by Dutch government in April 2008. With the financial support of government representatives from public broadcasters, educational institutions, cultural institutions and libraries currently work hard to establish this network organization. The goal of this organisation is to develop activities centred around three focus points, which are defined in a broader media literacy action programme:

Creation of coherency

Research has shown that over 80% of the many organisations that are active in the field of media literacy develop programmes and activities for children and adolescents. Many programmes overlap or are even identical. By stimulating organisations to develop their programmes and activities in a networked situation, the overall offer of programmes can both be broadened and deepened.

Innovation

Organisations working in the field of media literacy can receive a financial impulse to develop and implement new media applications that enhance public participation in a network setting. In other words: it is a means to introduce participation enhancing applications more rapidly to a wide audience.

Research

Research will be undertaken to chart the demands of citizens. In addition effects and results of media literacy activities and campaigns are evaluated. Through this focus attention for research is stimulated.

The envisaged national network organisation is not a new institution. Rather it is the result of a powerful cooperation of existing parties. Government has decided to focus the activities in the first period of creating the national network organisation primarily on parents. Parents are the ones who worry about the media use and behaviour of their children. In

addition to this focus other target groups are addressed.

One of the first achievements of the cooperation in the network setting is the establishment of a website (www.expertisecentrummediawijsheid.nl).

Citizens can use this counter for questions with regard to media applications and media use. Organisations can present their activities and products via this website. This website is supported by a national media campaign promoting the use of the site.

In the future this website will be supported by a national, physical bureau that will be housed by the Nationaal Instituut voor Beeld en Geluid (www.nibg.nl)². This institute is highly experienced in organising media-events and media experiences. Locally, libraries will function as easily accessible signposts for media literacy.

Local role of the library

In cooperation with educational, cultural and social institutions libraries will develop a broad programme that will be offered in the physical neighbourhood of the citizens and that relates directly to the local needs. Examples of services that might be offered in the framework of this programme are:

Answering questions of citizens;

Referring citizens to organisations in their neighbourhood;

Expanding the courses;

Lectures and debates on current issues.

Pilots will be started in a limited number of libraries to test how libraries can professionally and structurally develop their role as sign posts in the media (literacy) landscape. Through these pilots current activities of libraries and development needs and potentials for the future will be charted. The pilots will be centred around:

Staff (what professional development/staff training is needed?);

² This could best be translated as “Netherlands Institute for Image and Sound”. This institute houses audiovisual heritage and makes this available to the public in innovative ways.

Collection (which elements should be added to the collection?);

Network (which relevant partners are missing in the local and regional networks of libraries?);

Building and infrastructure (what is needed in terms of physical space and digital infrastructure?).

It is expected that the pilots centred around these core questions will offer insight in the conditions Dutch libraries need to function as a local and easily accessible signpost for every citizen in the knowledge society. In addition to financial means, communication highlighting the role of libraries with regard to media literacy in an inspiring manner is necessary. Over the years media literacy has become part and parcel of library activities. By contrast, only very few people are actually aware of that fact. This signals that both with citizens and with network partners Dutch libraries have much to gain in the field of media literacy.

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Netnews

In the Netherlands, like in many other European countries, the rate of functional illiteracy is about 10% of the population. It means that 1 ½ million persons have difficulties with reading and writing and lack necessary skills to participate in modern society. Approximately 500.000 of them have an immigrant background. The Netherlands Public Library Association supports public libraries in setting up information desks and learning areas where people can find easy-to-read-materials, language courses and special digital programmes to train reading skills. Local libraries cooperate with regional broadcasting companies and adult education organisations to reach the target group. The National Association therefore licensed various products for display on the computers in the library. One of these products is Netnieuws.nl (www.netnieuws.nl/ve).

This Netnews is a spoken and easy-to-read newspaper. Every week a recent article from one of the newspapers is rewritten on 2 levels and supplemented with 10 interactive exercises for self study. In the programme is a confined chat function to experiment with by the visitors. All edited articles are archived on the website, so the site gradually grows to a complete digital exercise book. Since 2008 also a Netnews version for young people is launched, www.netnieuws.nl/vo. The subjects and multimedia are specially selected for this target group. With Netnews the public libraries have a tool to support lifelong learning of (young) adults in the Netherlands.

Lourina K. de Voogd. Netherlands Public Library Association.

Digital Literacy in the Library - Development of a National Model

By Arne Gundersen, Adviser
Norwegian Archive, Library and Museum
Authority

In Report No. 17 (2006-2007) to the Storting *An Information Society for All*¹, public libraries were pointed out as arenas where the population should be given possibilities to develop digital skills.



Front page picture of Report No. 17 (2006-2007) to the Storting *An Information Society for All*

A number of libraries have for several years provided for this in various manners, like an annual *Seniorsurf* day, through projects or with permanent courses.

Within this field, there are several stakeholders. Development of digital skills for adults is a field where many actors take an interest, as course providers, consultative or public bodies, NGOs, employers or in other roles. Several of these players have established or shown interest in forms of cooperation with libraries.

Various projects have developed some experience on how libraries can help to strengthen the digital skills in the population. The main challenge now is to see if this experience can be used to develop a national

model that places libraries in constructive and sustainable interaction with other actors.

To develop and try out such a model The Norwegian Archive, Library and Museum Authority were given 450 000 NOK (just over 55 000 Euro) by The Ministry of Government Administration and Reform, which is responsible for the national policy for information technology.

The purpose of the project

The main objective of the project will be to develop a national model for libraries as arenas for digital literacy, which libraries may adopt and provide the general population, but also to working life, particularly small and medium-sized businesses, whether public or private. When fully developed, libraries are free to choose whether they want to adopt it.

Key subsidiary goals of the project will be to:

- promote public libraries as actors in the knowledge society
- draw upon relevant experience in the development of a model
- document what can be expected of public libraries as arenas for digital literacy
- develop systematic cooperation between libraries and other relevant actors in the field

Target groups

The main target groups for the project will belong to the adult population.

The ICT report highlighted libraries in particular as arenas for people with no access to computer equipment at home. This will still be important, but probably less significant as ICT continues to spread about in the community. However, as technology develops, some part of the population will always lack both necessary basic digital skills and a learning environment. This maintains the digital divide.

¹ Ministry of Government Administration and Reform (2006). Summary in English: Report No. 17 (2006 - 2007) to the Storting. *An Information Society for All*. Translation from the Norwegian. For information only. [http://www.regjeringen.no/upload/FAD/Vedlegg/IKT-politikk/stm17_2006-2007_eng.pdf]

We also know through surveys carried out by Centre for Senior Policy that introduction of ICT in the workplace or lack of ICT skills can lead to exclusion from work. In order to contribute to an inclusive working life, competence development for seniors workers are important.

On this basis, the following groups are believed to gain particular benefit from library based training in digital skills:

- workers of all ages in occupations in which demand for digital literacy so far has been low
- immigrant groups
- seniors outside employment

Course contents

A main objective for the recently established working group will be to define the contents of a library based digital literacy course.

It should, nevertheless, be pointed out that the contents will be on a basic level, which is not covered by other providers. The content must also be designed with special regard to the main target groups, which have different characteristics.

The working group will take advantage of lessons learned from other projects. The group will look at what kind of content that are particularly suitable within the framework of public libraries and what is best left to other actors.

Implementation and time schedule

The project will be carried out in two phases. In phase 1 (June - October 2008), the objective is to establish a model for digital literacy in libraries. At this stage, it will be important to build on much of what has already been developed and tested. A working group has been established to develop the model. In phase 2 (October 2008 - June 2009) it is planned to advertise the project funds to 4-5 libraries which will be asked to develop a service in line with the model established in phase 1.

Prerequisites for the model

It is not only the main target of a national model which is important, but also the subsidiary goals of using existing experience and to develop interaction with actors outside the library environment. Therefore, there will be several pre-conditions connected to the model, such as:

- *Organizational foundation:* The services of the library must be founded on local and regional plans and be based on a deliberate priority from the library owner.
- *Infrastructure:* The library must have a satisfactory infrastructure platform for its services.
- *Contents:* The content framework will be defined by the working group.
- *Staff and competence:* The library must have sufficient staff and competence to provide digital training and guidance.
- *Cooperation:* The model must involve collaboration between the library and other relevant actors.

Projects recently carried out in the county of Oppland and the city of Drammen will give important experience together with other relevant projects.

Other stakeholders

An important part of the project is to work towards a broader and more systematic collaboration between libraries and other actors. The model should enhance cooperation between the library sector and bodies of working life.

The project got under way as a result of a meeting arranged by The Norwegian Archive, Library and Museum Authority in spring this year with a number of stakeholders. After the meeting a project application was produced, and a working group and a steering group with participants at the meeting have been established.

National model

When the model is finished, it will be tried out in 4-5 libraries. One of the conditions is that the libraries must continue to provide digital training after the project period. The national

model will be evaluated and adjusted on the basis of the experience gained from the test libraries and then made known and available to libraries and other relevant actors.

A natural next step would be to follow up with the necessary competence development for library staff.

Many of the public libraries are small with few staff resources. A long term goal could be to get the model introduced in all municipalities with more than 25 000 inhabitants, which is about 50 of a total of 430 Norwegian municipalities. It is, in any case, a major goal to upscale the model to a comprehensive, nationwide service from public libraries.

The Library of Almada

By Armando Correia
Biblioteca Municipal de Almada, Portugal

“...The Public Libraries can and should be the open door for the new world of digital information and multimedia, point of access to cyberspace for those who, rehasnos socioeconomic and cultural, are not departing, means to do so at home.”

“In this context the Public Libraries have seen their responsibilities increased and diversified its functions.”

In: Livro Verde para Sociedade da Informação

Background

The Library of Almada (www.m-almada.pt/bibliotecas) is a City of Almada Municipal service and integrates the Department of Culture and Municipal Board of Social Development. There is a central library in Almada, a pole and three other spaces – Almada Informa - for access to information and communication technologies and certification of skills. These spaces are also managed by the library to promote a culture of schooling and extended learning and developing plans for training and lifelong education. That goal is assumed in the Guidelines for the development the educational, cultural and sports in the city.

In this context the library took several objectives:

- Promote the practice of reading;
- Promote computer literacy among citizens of all social groups, economic and age;

- Stimulate the process of lifelong learning and self-training; promoting social and economic inclusion;
- Promote processes of certification of skills in technology information and communication;
- Support the creation, maintenance and development of the Network of Libraries of the School District of Almada

Services

The Municipal Library of Almada created and provides various services to the public aimed at training of users in several areas of interest:

- Offices of reading and creative writing;
- Training activities for mediators of reading;
- Actions dissemination and use of ICT's particularly targeted the elderly;
- Training and support of the coordinators of school libraries;
- Life-long education of users
- Certification of skills European Computer Driving Licence

Certification ECDL

The ECDL certification began in the Library of Almada in 2001. The preparation of this service meant:

- Training and certification of technicians to monitor and support candidates and examinations;

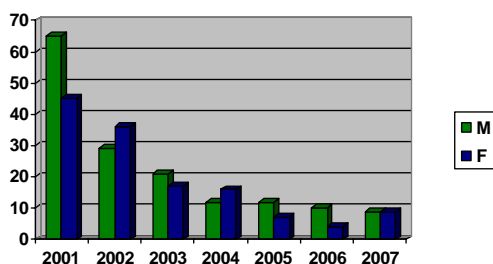
- Provision of ECDL manuals;
- Constitution and development of a literature collection for this service;
- Availability of computing resources, technical and literature;
- Establishment of strategic partnerships for the development of the project, particularly with the Almada Vocational Training Centre;
- Promotion and dissemination of service in the local community;

The certification ECDL consists of 7 modules that focus on the 7 areas most used areas of ICT:

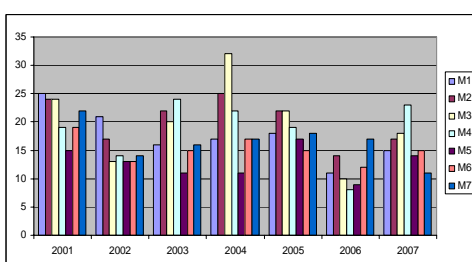
- Introduction to computers;
- Using the computer and managing files;
- Text processor ;
- Spread Sheets ;
- Data Bases;
- Presentations;
- Internet and e-mail

Data on the use of certification service ECDL

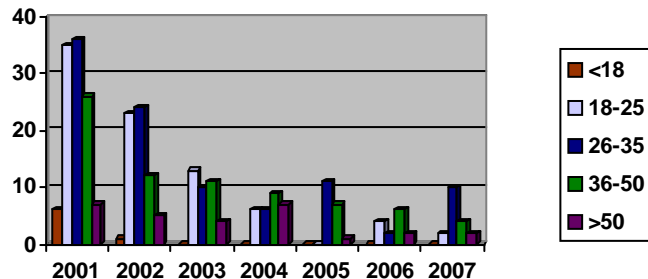
Since the implementation of certification service ECDL 292 users are registry of which 158 are male and 134 users of female.



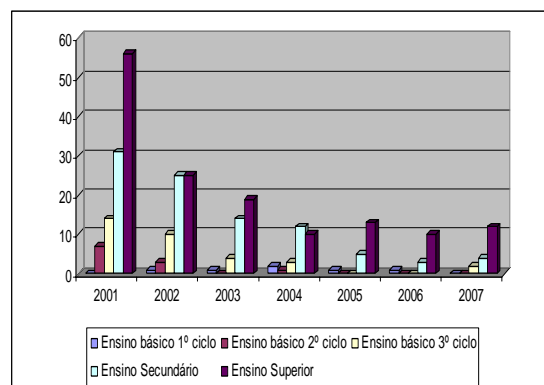
Looking at the evolution of the results of the number of examinations performed by module suggest that M3 (Text processor) it is witch users denotes more success.



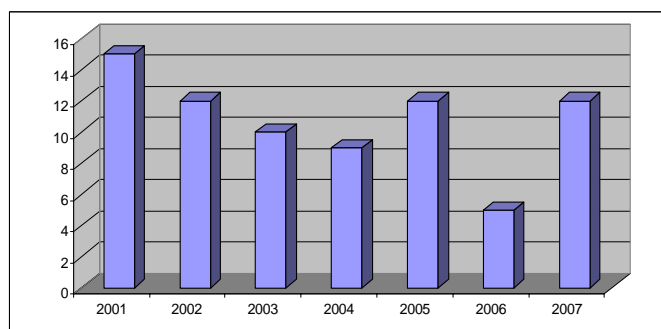
An analysis by age range of users who completed the certification clearly indicates to the group of users aged between 26 and 35 years.



In terms of educational indicators, a brief analysis is enough to realize that the greatest demand and better success rate of full certification is recorded between users with higher education.



Since the beginning Almada Library have issued a total of 75 Certificates



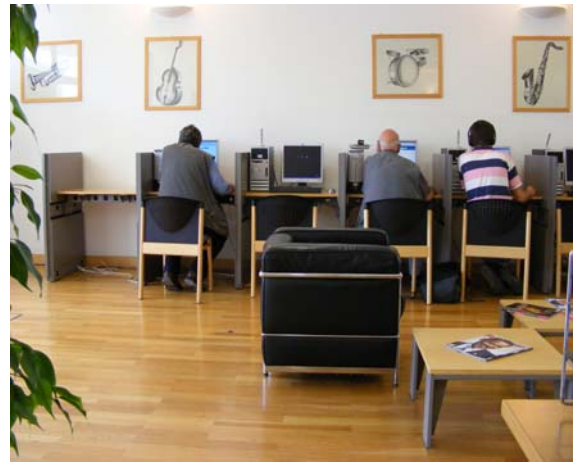
Conclusions

The users of this service certification of skills are mostly the male sex, aged 26 and the 35 years with educational level of higher education.

Most users, who seek certification ECDL in the library of Almada, do it so in order to validate skills already acquired, as a way to enhance its curriculum in finding their 1st employment. The library should be able to respond to situations of different interests through a wide range, establishing partnerships with local organizations.

The library should focus on continuing training of its technicians, enhancing their skills, improving the service and the levels of support to users.

Enhance dialogue and exchange experiences with other libraries and organizations in promoting literacy information.



Digital Immigrants & Natives and the Information Deficit: Projects and Issues in Scotland

By Elaine Fulton
Director, Scottish Library and Information Council and CILIP in Scotland

As the development towards an information society for all gathers pace, librarians have been increasingly concerned about the need to address the skills gap between the information “rich” and information “poor”. Librarians are themselves information smart – they understand that having more information than ever before or even being able to locate information on the Internet is not enough to address the societies’ information needs. Society already suffers from information overload and, in order to thrive, citizens need to develop skills to access and assess accurate information is crucial to the development of lifelong learning, skills development and active citizenship.

“Information literacy is a critical life skill in today’s information jungle. It means knowing when a book may be more helpful than a computer. It means knowing how to find, evaluate and use information from a variety of sources. It means knowing what questions to

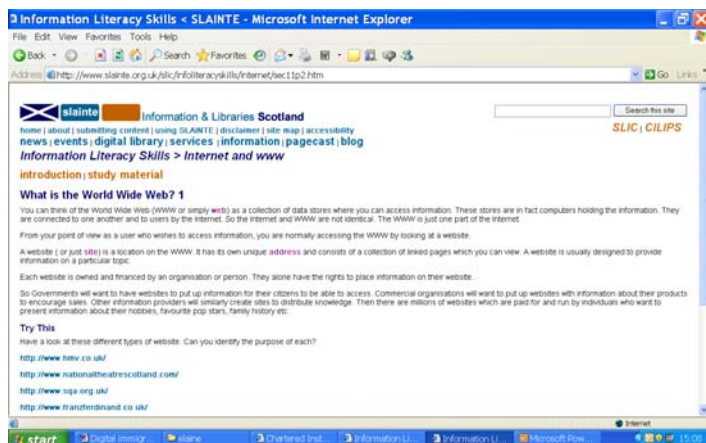
ask. Is the information complete? Accurate?.. Good decisions depend on good information.”¹

With the introduction of free public Internet access in Scotland in 2003, as part of the Lottery Funded UK People’s Network project, all Scottish public libraries widened provision and access to ICT in this unique project which other parts of the world have subsequently followed. Content, Infrastructure and Training became buzz words in the library world. Initially thinking revolved around, knowing how to turn on a PC and use the equipment, however very early on it became evident that access to ICT and digital content was only useful if people could find relevant information and content. From work in other sectors, the Scottish Library and Information Council (SLIC), was beginning to see concerns from Higher, further education and schools that student’s information literacy competencies were creating a barrier to learning in the digital age. The development of transferable information skills to support pupils through school, further and higher education and

¹ American Library Association. A Library Advocate’s Guide to Building Information Literate Communities, 2001.

beyond into the world of work needs a consistent and cohesive approach, so these important lifeskills become embedded.

The Scottish Library and Information Council (SLIC), which is the advisory body on library and information services to Scottish Ministers, has a small innovation and grants programme. The 2001 call for applications resulted in a number of proposals for information skills projects of sectoral interest. SLIC brought together the applicants and worked with them to develop a more ambitious project - the development of an on-line information handling skills course for young adults and members of the general public for use in a variety of circumstances. SLIC and Scottish Enterprise Glasgow is underwriting the project with matched funding element, SLIC £20,000 and Scottish Enterprise £20,000 and Scottish University for Industry £20,000; and other partners will give to the project in kind. This on-line course was offered through schools and public libraries and further funding for 3rd literacy projects was received from government to encourage individuals to take part and work towards a qualification.



The course was license to a University Consortium in Andalucía and attracted interest from The British Council around the world. It would be fair to say that the impact of the projects were not as great as SLIC would have liked. Flaws were identified in the original course as well as the number of hours of learning. SLIC decided to work further with the Scottish Qualifications Authority (SQA) to upgrade and develop qualifications and flexible bite size learning to improve the encourage development of information literacy. This generic learning material is available to everyone at

<http://www.slainte.org.uk/slic/infoliteracyskills/glo.htm> and these learning outcomes have now been built in to several SQA qualifications.

A number of issues have emerged; People often can't identify that they have information literacy problems and this issue has most recently come to the fore with the publication of "Google Generation²" report by the British Library and University College, London.; People see themselves as proficient Internet users because they use it every day, however they regularly "make do" with the information that is presented to them rather than the information they really need; Continued high levels of information literacy are difficult to maintain unless skills are used on a daily basis, a bit like keeping your foreign language skills up to date. This presents a problem as even if they have completed basic training on "finding the right stuff", they don't always use it so their skill level reduces.

One of the biggest issues is what do public libraries see as their role in this, are the gatekeepers or are they mediators or should they be enablers to allow seamless access to information. Some, but not all staff in public libraries recognise their role and SLIC has been able to make small amounts of funding available to develop e-content³ on information skills which further support the generic learning outcomes. CILIP in Scotland, the professional body for librarians, has also developed an advocacy toolkit⁴ and programme to encourage librarians to run programmes. SLIC is committed to encouraging services to develop programmes and will monitor progress and impact through the Public Library Quality Improvement Matrix.

The American Library Association's 1989 Presidential Committee on Information Literacy Final Report commented "Ultimately, information literate people are those who have learned to learn. They know how to learn

² British Library, JISC and CIBER Information Behaviour of the researcher of the future. http://www.jisc.ac.uk/media/documents/programmes/repres/gg_final_keynote_11012008.pdf

³ West Lothian [http://learning.getonlineandlearn.com/Life Taste IT and East Renfrewshire](http://learning.getonlineandlearn.com/Life_Taste_IT_and_East_Renfrewshire) <http://www.eastrenfrewshire.gov.uk/eliteracy>

⁴<http://www.slainte.org.uk/cilips/infoliteracy/ilindex.htm>

because they know how knowledge is organised, how to find information and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any decision or task at hand”.

Public Libraries have a crucial role to play, the tools are there for them to support users, they now need to embrace this a service in a world of information overload.

Do they know How to ensure Access?

By Breda Karun
County Library National Coordinator Slovenia
By Tatjana Likar
Counsellor for Library Affairs, Ministry of Culture, Slovenia

Slovene public libraries are becoming local centres of culture, reading and access to various, primarily online information, and active in strengthening the modern information society. This also includes their social development function in the sense of equalisation of cultural, educational and other social opportunities. All Today Slovene public libraries experience a growing interest in services, related to information literacy.

Education for information literacy and library use in general is one of the tasks which must be performed by libraries, providing public library services. Information literacy has been increasingly recognized as the fundamental skill, critically important to the learning process, to business to achieve higher productivity and competitiveness, to improve the quality of life and to enhance citizenship in democracy. This is why public libraries perform different forms of activities available to all citizens to improve their information literacy, such as:

- individual education and advising, informative meetings and introductory tours to the library,
- informative handbooks, brochures and leaflets,
- introductory courses and e- instructions for the use of the library,
- training courses for the use of the COBISS / OPAC and information sources,

- information literacy lectures and training courses, e-learning.

Educational activities are free of charge.

In general public libraries activities are financed by municipalities which are responsible for public libraries services. However, the Ministry of Culture supports their development and thus ensures that they provide equal quality of services all over the country as well as that they perform special activities.



Public access point in mobile library

Ministry of Culture performs significant tasks in order to support cultural policy and maintains the normative, professional and administrative-financial regulations related to public libraries. According to the National Programme for Culture 2008–2011 (2008)¹ public interest in the area of library services among other includes: best possible supply of library material in libraries, supply of information and services focused on cultural,

¹ National Programme for Culture 2008–2011. Available from: <http://www.mk.gov.si/en/legislation/> [Accessed 10th August 2008]

educational, information and social needs of the environment, on information literacy programmes and support for lifelong learning, provision of premises and equipment for the use of material, acquisition of information and wise use of free time in libraries, education, research and support projects etc.

Long-term basic premises of library services are based on providing equal opportunities for the access to libraries and their services to all residents. In this sense, the tasks of cultural policy concerning information literacy are:

- increasing the share of library users, primarily the share of adult citizens,
- increasing lending and use of material, primarily scientific and more demanding literature in the printed and electronic form,
- development and management of Slovenian language and information literacy,
- creation of collections within the regional libraries as information cores for the needs of education and research with an emphasis on development of a hybrid library, in which material on different media can be used simultaneously,
- increasing the number of posts equipped with computers with the access to the Internet for users,
- development of online services for the access to libraries and for their simple remote use,
- digitalisation of library collections and development of e-content,
- improving education of staff for the needs of all activities in a modern libraries,
- active incorporation of digitalised library content in the network in the area of cultural education.

In the next four years cultural policy will pay particular attention to funding of promotional and educational projects for improving information literacy of users.

Ministry of Culture has recently co-funded various library projects on information literacy. Special grants for IT and communication equipment for public access to Internet and for projects which would improve library users' skills and abilities to identify, find, locate and evaluate the information, has been provided. Ministry has also supported the development of the mobile library network, which is also very significant for developing information literacy and for a qualitative provision of a full range of services, material and information. Another main effort, among other projects for accelerating the development of public libraries to comply with the norms of international standards, has been to inform the libraries about the necessity to make digital content and services accessible to all.



Computer literacy training course for adult citizens in the Municipal Library of Ljubljana

The Ministry of Culture and Slovene public library service are well aware that the development of every environment depends on the accessibility of information for all and the capability of using the information provided. Any library, that is aware of that, will plan a network of library service points to provide unrestricted access to information and will organize the most economic form of library service in compliance with the characteristics and needs of the community served. The importance and value of information literacy cannot be overlooked in this regard. Information literacy as a concept in Slovenia is well established in theory, while in practice it is breaking ground in accordance with the understanding of its significance and the possibilities of its realisation. All main public libraries and almost all branch libraries and bookmobiles offer Internet connection to their users.

Education for information literacy is a vital part of teaching citizens how to be effective users and one of the tasks which must be performed daily.

They know how to do it and they have the ability to improve their position.

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Information Literacy in Spain

By [María Antonia Carrato Mena](#)
Head of Subdirectorate General for Library
Coordination. Ministry of Culture, Spain

The Directorate General for Books, Archives and Libraries, Ministry of Culture, through its Subdirectorate General for Library Coordination is to develop different cooperative projects in order to impulse the information literacy in the environment of public libraries.

The first action was a meeting in 2006, held in Toledo during 2th and 3th February, about information literacy. This meeting was organized by the Ministry of Culture in collaboration with the autonomous region of Castilla La Mancha. Its title was *I Workshop on Information Literacy. Libraries, learning and the people.*

The aim of this meeting was to gather, for the first time in our country, information, documentation, and education professionals. This professionals wanted to point out the importance of training people in the search, use and evaluation of the information.

This workshop was divided in four opening conferences pronounced by prestigious professionals on this topic. This four conferences were the base of four working groups who debated on the following subjects: IL definition; IL application -to select best

practices taking into account different contexts; evaluation and the IL integration into policies.

The conclusions of this workshop were used to write the Toledo's Statement.

These are the main points of the statement:

- Libraries and their resources must be the key centres for public access to information and knowledge on the net.
- The institutions responsible must be make suitable policies in order for libraries to carry out their educative role which they have in this new social model with new social and technologic competences
- The compulsory education must include information literacy skills in its curriculum.
- In order to achieve the complete information literacy in a technological society it is important to set alliances among the agents involved in the development of information society, through the creation, distribution and promotion of contents as well as people training for an effective use of the contents.

In the beginning of 2009 a new workshop will be held, in Catalonia, once again with the sponsorship of our Subdirectorate. This time the topic will be best practices on IL.

Also the Subdirectorate General for Library Coordination designed an IL logo for the

Toledo Workshop. The logo describes in a visual way the IL concept in its Spanish denomination (ALFIN), that is, a set of capacities, skills, behaviours and attitudes which allow everybody to search, to access, to evaluate and use in an effective way the more relevant information in any media to make decisions, to solve problems, for social and personal development, democratic participation, etc.

The Ministry of Culture allows any professional to use for free the IL logo in order to collaborate in the promotion of IL in our country.

With a simple click on the icon, any professional can download the logo for its reproduction (pdf and a print version)

ALFINred Platform

Although in Spain we have been working during the last years to promote this new literacy, both from libraries and documentation and compulsory education areas it was considered necessary to establish some kind of permanent connection between public and private institutions to allow them to share efforts and to achieve a real promotion of these competences.

In this sense, the Subdirectorate funded and coordinated a pilot project consisting of a virtual platform. We are working to improve this platform day by day and to allow the cooperation between IL professionals and other sectors. Last winter Alfinred began a new phase in order to add new contents and sections. The platform has four different areas: general IL information, IL on Public Libraries; IL on University Libraries; and IL in School libraries and a general blog also. In each of this areas you can find information about the main documents, the best practices and the most relevant activities. You can visit the platform on this web: www.alfinred.org

Another point is **training in IL skills**. In 2006 the Subdirectorate began an on line training pilot project for librarians from State Public Libraries in collaboration with other institutions (SEDIC, Germán Sánchez Ruipérez Foundation, and Bertelsmann Foundation). In

2007 we have included in the on line training program a course titled *Information literacy as public library service*.

In 2008 the Subdirectorate is funding an IL training with a Unesco sponsorship under the name of *Unesco Training the trainers in IL*. It will take place in Granada and Sevilla in October.

The Subdirectorate will also be sponsoring the II Congress on Digital Divide and Social Inclusion, organised by the Instituto Agustín Millares from the University Carlos III of Madrid. This meeting looks for the implication of international organisations such as IFLA and national ones like the Ministry of Culture, REBIUN (Spanish Academic Libraries Network) and the Germán Sánchez Ruipérez Foundation. It will be held in Madrid in October 2009.



Institutional cooperation on IL

One of the working groups of the Council on Library Cooperation –established in March 2008- is the one on Information literacy. It was created during the 11th Spanish Library Cooperation Conference, organized by the Ministry of Culture in March of 2007, and it is composed by members from public libraries, university and compulsory education environments.

Last months the working group has compiled some initiatives, best practices and innovative experiences on users training and information literacy in Spanish, European and American libraries. The working group has decided to prepare a general report with the information obtained from field work. The report will be finished in October and will reflect the state of the art in users training/information literacy in Spain.

In the future, the working group will draw up guidelines about information literacy and teaching materials in order to support the establishment of information literacy in Spanish libraries. This group will be the responsible for the input of the contents referred to public libraries in Alfinred platform.

4th National Congress of Public Libraries, Spain

The 4th National Congress of Public Libraries was celebrated in A Coruña, Spain, from 24th to 26th September 2008. The Subdirectorate General for Libraries Coordination from the Spanish Ministry of Culture organises this congress, which takes place every two years. It is one of the main forums for public librarians in Spain, and this year near 700 delegates attended the Congress. The Congress, whose theme was Plural Libraries, was inaugurated by the Spanish Minister of Culture, César Antonio Molina.

The programme, structured in three main thematic blocks - Libraries Cooperation Structures, Accessible Libraries and Public Libraries Marketing- figured both national and international speakers in a number of different sessions, including round tables, papers and posters presentations. The Congress website is <http://www.mcu.es/bibliotecas/CE/Cooperacion/CongJornadas/CongresoBP.html>

All presentations will be available in Spanish in this website soon.



Information Literacy and Public Libraries in Switzerland

By Peter Wille
Director Bibliomedia Schweiz

In Switzerland more than 70% of the households have at least one PC with Internet access. Swiss Libraries offer generally good IT-infrastructure. Most of the inhabitants live within a range of 10 km to have to a library which provides Internet access and IT support. As well as in other countries many projects in libraries are focused on information literacy.

The project *Swiss electronic library* (E-Lib.ch) started this year: The strategic objective is to set up *E-lib.ch* as the leading and central national gateway in terms of a single point of access for (academic) information provision and information research in Switzerland and to establish it as a long-term entity. E-lib.ch is distinctive from other programmes because it integrates multi-value services, subject-specific programmes, specialist quality controls, professional indexing and direct user and ordering facilities, all of which form the basis of the *Swiss Electronic Library*. The different projects (e-learning programmes, access to databases, search-tools, and discussion

platforms) are coordinated and accessible under one common gateway.

The project is funded by the Swiss University Conference (SUK) for the cantonal universities and the Federal Office for Technology with 10 million Swiss francs (6 million Euros) for the first 4 years (2008-2011). E-lib.ch is an academic library project. But also the public libraries and their users will profit from several services. (www.e-lib.ch)

On a “lower” level educanet.ch is promoting projects in information literacy for younger scholars (6-16). One of them is called *Bibliothek macht Schule* and is a collaboration between schools and public libraries. It develops courses and curricula for the information literacy education in public libraries. (www.educaguides.ch > Literacy). An other project on information literacy for younger kids which is supported by public libraries is the Internet platform www.mymoment.ch. On this site children can write and read their own stories and get familiar with language, Internet and PC.

At the moment the public libraries are discussing a common strategy for offering electronic contents (electronic books and journals, audio books, music) and support the use of them. It is quite difficult to find a common strategy... Should we continue to create our own offers and gateways in the Internet or work with the worldwide existing search tools and dictionaries? Do the traditional link lists on library home pages always make sense? And does there exist a reason to continue lending music and movies (on CD/DVD or online)? The number of lending decrease for several years because of the simply accessible online concurrence suppliers. Should we offer a free access to the existing and most used sites for music and movies? What is the role of public libraries in a society where a new generation covers more and more of its information and entertainment needs directly online at home (or at the Internet stations at school and in the libraries)?

Last spring *Bookstart Switzerland* started in 3 Languages (German, French and Italian). Public libraries all over Switzerland are building up networks with paediatricians and family consultants. *Bookstart Switzerland* is, like in other countries, a long-term sensibility campaign to promote basic literacy skills on an early age. An integral part of the project is a starter-kit for babies and their parents with 3 books, one of them specially created for this project - and further information for the parents (also in foreign languages for immigrants). A children's book editor is together with AXA insurances the main project sponsor. At present the budget is 500'000 Euros per year. By 2009 70'000 babies with their parents should be reached by the project. (For further information see: www.buchstart.ch in German, French and Italian).

Information Literacy and UK Public Libraries

Natasha Innocent
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The Museums, Libraries and Archives Council
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Introduction

Information literacy is now recognised as an essential life skill that everybody in the UK needs to be supported to acquire confidence and competency in if they are to participate fully in 21st century society.

We live in an information rich world – there has never been as much information, in all formats, so easily accessible at a press of a button.

This can be empowering and exhilarating, but also confusing and bewildering.

The generation of young people growing up today as digital natives are no longer passive consumers of services but co-producers who demand responsive, flexible services that are personalised and fast. To participate fully in this sub-culture which has emerged young people need excellent information literacy

skills to be able to quickly and efficiently assess, select and discard.

The public library service, with its core role in evaluating and organising information, is well placed to respond to these challenges and support the whole community to fully participate in a modern global society that widens opportunities for all.

Why is information literacy important to government and how does this impact on the public library service?

Developing a skilled workforce

The UK government has a vision of a highly skilled nation in which every citizen is enabled to fulfil their potential and no-one is held back or disadvantaged by their family background or circumstances.

A socially just society with motivated, productive citizens that not only contribute to a strong economy but also play a part in forging strong and cohesive communities.

In the last decade the UK government has invested significantly in adult learning and

skills to support the adults in the UK with low basic skills and this investment will continue. The publication of *World Class Skills*¹ in 2007 identified significant skill gaps at Level 2 and above as well as a continued need to support adults with poor literacy and numeracy.

World Class Skills identified that adults in the workforce now and in the future will need to constantly up-skill and re-skill throughout their working lives as the nature of work shifts significantly with the major expansion and economic significance of both China and India.

This new flexible, skilled workforce will need advanced information literacy skills to be able to participate fully in this new world of work.

A key building block to support this new flexible workforce from 2010 is the emerging Adult Advancement and Career Service which will support adults to acquire the skills they need to progress in their lives. This is a key emerging role for public libraries in the UK.

Supporting parents and families

The UK government has an ambitious reform programme announced in the *Children's Plan*² to transform the live chances of children in this country and ensure that all children experience happy and fulfilled lives. The government recognises that it is parents and families that bring up children not the state, but they also recognise that the state does have a role in ensuring that parents and families receive the support, information and advice they need to fulfil their role. The creation of the Department of Children, Schools and Families in 2007 signalled this new approach. The research evidence is clear of the importance role that families play in positive outcomes for children.

Public libraries have an important part to play in engaging and supporting families to access the resources and support they need to provide an enriched home learning environment that

supports their children to thrive. Information literacy is key to this.

Public libraries also play a key role in supporting children and young people to acquire the information literacy skills they need to thrive and develop their full potential. Many library services run regular homework clubs that support young people .

MLA Public Library Action Plan

MLA has published a 5 year action plan for public libraries in the UK³ following extensive consultation. This plan identifies that libraries have a key role to play in supporting learning and skills and information literacy underpins much of this role. Particular priorities for the UK public library network include:

- Effectively managing the digital data environment by further extending the provision of free or low cost reference materials to public libraries through centrally negotiated contracts with providers.
- Promote 'libraries online' to deliver 21st century learning, information and creative digital environments and work with partners, both public sector and private to improve 24 hour provision.
- Supporting the development of media literacy skills - MLA believes that information literacy is a key life skills and that there is a particular role for library staff to support people to get online and develop their skills and confidence in handling the variety and volume of information available.
- Supporting community engagement and participation. Information literacy skills are essential if individuals and the voluntary and community sector are to be enabled and empowered to shape their local communities and be co-producers in the development of services.
- Bridging the digital divide. Access to broadband is now essential to fully participate in society. A significant minority in the UK do not have access to the Internet

¹ HM Government World class skills: implementing the Leitch review of skills in England.
<http://www.dcsf.gov.uk/skillsstrategy/uploads/documents/World%20Class%20Skills%20FINAL.pdf>

² Department for Children, Schools and Families The Children's Plan: building brighter futures.
<http://www.dcsf.gov.uk/publications/childrensplan/>

³http://www.mla.gov.uk/resources/assets//L/Library_Action_Plan_13241.pdf

at home and there is a significant role for public libraries, through the Peoples Network, to provide public access and support to get on line.

Developing the UK public library workforce to fulfil this role

To fulfil this key role for the public library service in the UK there is a need for public library staff to develop advanced information literacy skills themselves.

When the People's Network⁴ was completed in 2002 all public library staff received training in the European computer driving license and further specific modules to support learners.

There is a need to refresh and build on this basic training if library staff are to offer the advanced information literacy skills that are now required.

In conclusion

The contribution of UK public libraries to key government priorities is becoming better recognised and understood. The library service, through its reach into communities and diverse customer base is well placed to support the government's two key priorities of developing the skills of the UK workforce and delivering social justice by ensuring no one is left behind.

As you will know, the 5th NAPLE Forum Conference took place in Vilnius last week. In our next issue we will include an article on it. In the meanwhile, and as we said in Vilnius, feel free to send us any suggestions or proposals for articles and news, they will be most welcome!

⁴http://www.mla.gov.uk/programmes/peoples_network