



**International Federation of Library Associations
and Institutions**

IFLA President's Information SocietyWG



Libraries and the WSIS Action Lines

**Guideline for international, regional and local advocacy for
libraries
in relation with implementation of the WSIS by Action Line
2005-2015**

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Libraries and the WSIS Action Lines

<http://www.ifla.org/III/wsis.html>

How to use this document?

This document analyses the Action Lines set out in the Geneva Plan of Action, identifying for each appropriate advocacy targets or objectives for IFLA, national library associations, and others engaged in following up the World Summit on the Information Society.

The full text of the eleven Action Lines (paragraphs 8 to 26) is reproduced here. Following each relevant paragraph or subparagraph the advocacy themes and targets are identified.

There have been continuing messages especially from the WSIS organizers in different UN organizations, that libraries are in focus in implementing the WSIS results on a national level. Library communities should not let this window of opportunities get squandered! Extracts from the full text of the WSIS Action Lines, as set out in the Geneva Plan of Action, mapped with targets for IFLA and the library community (Paragraphs 1-7 of the Geneva Plan of Action are A. The Introduction, and B. Objectives, goals and targets. These are not discussed here.

The full text of the Geneva Plan of Action is available here:

<http://www.itu.int/wsis/docs/geneva/official/poa.html>)

The eleven WSIS Action Lines and the IFLA ranking for them are:

C1. The role of governments and all stakeholders in the promotion of ICTs for development
High priority

C2. The information and communication infrastructure Low priority

C3. Access to information and knowledge Highest priority. IFLA is moderator of the sub-thema « libraries and Archives » of this line since summer 2007

C4. Capacity building High priority

C5. Building confidence and security in the use of ICTs Low priority

C6. Enabling environment Low priority

C7. ICT Applications (E-government, E-business, E-learning, E-health, E-employment, E-environment, E-agriculture, E-science) Medium priority, except E-government which is High priority

C8. Cultural diversity and identity, linguistic diversity and local content High priority. IFLA is moderator of the sub-thema « memory and heritage» of this line since summer 2007

C9. Media Low priority

C10. Ethical dimensions of the Information Society High priority

C11. International and regional cooperation Low priority

The IFLA additions to the Action Plan texts (written in *Italic* and/or green colour) are of three types: - Direct WSIS-related arguments. - Hints for library communities, which Action Plan points can be used directly in library advocacy. - Examples of best practices in libraries from different parts of the world, in all five IFLA languages.

These are included to show that libraries already do build the Information Society in concrete ways. More examples can be found on the Success Stories database <http://fmp-web.unil.ch/IFLA/>.

Due to the nature of this document, some arguments are repeated in several points by purpose. A corresponding document entitled Promoting the global information commons: A commentary on the library and information implications of the WSIS Declaration of Principles was published by IFLA in June 2004. www.ifla.org/III/wsis070604.html
Further relevant documents on WSIS and libraries are available here: www.ifla.org/III/wsis/

Index of this document

C1. The role of governments and all stakeholders in the promotion of ICTs for development	4-6
C2. The information and communication infrastructure	7-9
C3. Access to information and knowledge	9-12
C4. Capacity building	12-15
C5. Building confidence and security in the use of ICTs	16-17
C6. Enabling environment	17-18
C7. ICT Applications	19
e-government	19
e-business	20
e-learning	21
e-health	21
e-employment	22
e-environment	22
e-agriculture	23
e-science	23
C8. Cultural diversity and identity, linguistic diversity and local content	24-26
C9. Media Low priority	27
C10. Ethical dimensions of the Information Society High priority	27
C11. International and regional cooperation Low priority	28

C1. The role of governments and all stakeholders in the promotion of ICTs for development

8. The effective participation of governments and all stakeholders is vital in developing the Information Society requiring cooperation and partnerships among all of them.

Information and knowledge are a crucial element in building a working Information Society.

Libraries are the channel to high-quality information. Library associations and other library organisations and institutions in each country must get this message across to their governments: libraries already exist, and a relatively modest investment in improving and expanding library services can yield big dividends in building an information society.

a) Development of national e-strategies, including the necessary human capacity building, should be encouraged by all countries by 2005, taking into account different national circumstances.

In an age of overflowing information, systematic and organized access to selected and quality-approved information is especially important in building up human capacity.

Libraries should be included as an essential component in each country's e-strategy.

In the United Kingdom, the government program considers libraries to be a good tool to fulfill its' most important political targets: supporting education, improving access to information, helping in social inclusion and in modernizing public services¹.

b) Initiate at the national level a structured dialogue involving all relevant stakeholders, including through public/private partnerships, in devising e-strategies for the Information Society and for the exchange of best practices.

In each country the professional leadership, starting with the national library association and the national library, must ensure that they are included in the national dialogue. It is important to network widely and to identify and work with stakeholders sympathetic to libraries. To be effective, library advocates need to be armed with information about the role of libraries in building the Information Society. They also need to have a good understanding of Information Society issues, so that they can communicate intelligently with government policy makers, telecommunications engineers, systems designers, community development experts, etc. The national library association or national library can contribute to this by, for example, setting up a working group and holding workshops for librarians to sensitise them to the dynamics of policy making processes and to Information Society issues.

The IFLA Success Stories database gives numerous examples of the good input of libraries to the building of the Information Society, see <http://fmp-web.unil.ch/IFLA/> Libraries all over the world are invited to add their own success stories and best practices to the database, see <http://www.ifla.org/III/wsis/announce02052005-e.html>

The ways forward are not always straight and clear, but e.g. in Indonesia difficult circumstances haven't stopped developing libraries.²

¹ See e.g. the Government Response to the Third Report of the Culture, Media and Sport Select Committee, Session 2004-05: Public Libraries. www.culture.gov.uk/NR/rdonlyres/61CEE812-F1B2-40FD-83F6-48FBB26A0B17/0/public_libraries_Select_Committee_Response.pdf

² The Growth of Community-based Library Services in Indonesia to Support Education, by Harkrisyati Kamil www.ifla.org/IV/ifla69/papers/115e-Kamil.pdf 2

c) In developing and implementing national e-strategies, stakeholders should take into consideration local, regional and national needs and concerns. To maximize the benefits of initiatives undertaken, these should include the concept of sustainability. The private sector should be engaged in concrete projects to develop the Information Society at local, regional and national levels.

However, the role of the private sector should not be allowed to overshadow publicly funded facilities such as public libraries. New information delivery and dissemination agencies should not be set up duplicating existing libraries and competing with them. Synergies should be sought, since libraries are an existing network and a basic resource of the Information Society. Libraries are sustainable: they are near to the user and available in most parts / many communities of the world. Those libraries still serving mainly as book circulation centers must be upgraded to the Information Society level. The most developed “hybrid libraries” have given good examples of offering relevant services in both physical and digital form. E.g. in the Netherlands, in Denmark and in Slovenia country-wide library catalogues are available on the web. Often these portals offer also other services as well (<http://www.bibliotheek.nl/>, <http://bibliotek.dk/>, http://cobiss.izum.si/cobiss_eng.html). To make the difference between an outdated and a modern library clear, the Love Library campaign, run by a group of publishers and the government, transformed three libraries in the United Kingdom³.

d) Each country is encouraged to establish at least one functioning Public/Private Partnership (PPP) or Multi-Sector Partnership (MSP), by 2005 as a showcase for future action.

When they have good examples from their field of action, library associations and libraries can suggest to their governments cases to be used as examples here.

e) Identify mechanisms, at the national, regional and international levels, for the initiation and promotion of partnerships among stakeholders of the Information Society.

An example would be the incorporation of community libraries in multi-purpose community centres, or conversely the incorporation of telecentres or media centres in existing community libraries. Or are there commercial infrastructures that can be used for disseminating information, for example, the use of the delivery trucks of cold drink or beer producers to deliver reading materials to poor communities? (There is hardly a village where cold Coca Cola or -- in southern Africa – cold Castle beer is not available. Thus, an effective distribution network exists.) In many countries, the national lottery has a huge network of sales outlets, all linked on-line to a central computer – could this connectivity not be used also for transmission of digital resources?) There is often also a host of government and semi-government agencies and NGOs which are potential partners for librarians. Many of these run projects, set up information centres and disseminate information on various themes: adult literacy, the preservation and development of indigenous languages, combating HIV/AIDS, improving the position of women, encouraging the education of girl children, fighting corruption, educating the population about free and fair elections, etc., etc. See also point C4, par. 11i.

f) Explore the viability of establishing multi-stakeholder portals for indigenous peoples at the national level.

³ <http://www.lovelibraries.co.uk/libraries.php>

Based on the multitude of their collections, libraries offer per se a good access point to and a showcase of the diversity of cultures and languages. In each country a key player such as the national library or a consortium of libraries should in partnership with relevant agencies inventorise the indigenous knowledge, oral literature, oral history etc. that has been recorded and digitise it for appropriate preservation, dissemination and utilization.

g) By 2005, relevant international organizations and financial institutions should develop their own strategies for the use of ICTs for sustainable development, including sustainable production and consumption patterns and as an effective instrument to help achieve the goals expressed in the United Nations Millennium Declaration.

h) International organizations should publish, in their areas of competence, including on their website, reliable information submitted by relevant stakeholders on successful experiences of mainstreaming ICTs.

IFLA has along the years published several guidelines about organising library services of an information society. The newest title in Summer 2006 is Networking for Digital Preservation - Current Practice in 15 National Libraries. Among others are e.g. The virtual customer: a new paradigm for improving customer relations in libraries and information services of 2005 and The Public Library Service: IFLA / UNESCO Guidelines for Development, published in the year 2001. More information is available e.g. on IFLAs publication list⁴.

See also the comment on C1, par. 8b, and comment on C4, par. 11c.

i) Encourage a series of related measures, including, among other things: incubator schemes, venture capital investments (national and international), government investment funds (including micro-finance for Small, Medium-sized and Micro Enterprises (SMMEs), investment promotion strategies, software export support activities (trade counseling), support of research and development networks and software parks.

Information is an essential resource also in business. SMMEs can be well served by local libraries, provided they get this obligation and the resources.

A recent study made on Africa argues, that the negative investor perception and the consequent low capital inflows could be linked to inadequate information (including public information) available for investors⁵.

In Russia, thousands of libraries around the vast country offer access to special information in Centers of Small Business and Legal Information⁶.

In Finland, a special portal has been built for the same purpose⁷

⁴ <http://www.ifla.org/V/saur.htm>

⁵ Accessibility of Government Information as a Determinant of Inward Foreign Direct Investment in Africa, by Abraham A. Azubuike www.ifla.org/IV/ifla72/papers/100-Azubuike-en.pdf

⁶ Government Information and Centers of Business and Legal Information in Russia, by Emma Vaskonian. www.ifla.org/IV/ifla72/papers/100-Vaskonian-en.pdf

⁷ The YritysSuomi (EnterpriseFinland) Portal as a One-stop-shop for Public Information to Small and Medium Sized Enterprises in Finland, by Jaana Kaakkola www.ifla.org/IV/ifla72/papers/100-Kaakkola-en.pdf

C2. Information and communication infrastructure: an essential foundation for the Information Society

9. Infrastructure is central in achieving the goal of digital inclusion, enabling universal, sustainable, ubiquitous and affordable access to ICTs by all, taking into account relevant solutions already in place in developing countries and countries with economies in transition, to provide sustainable connectivity and access to remote and marginalized areas at national and regional levels.

In developing countries the sustainable use of ICTs in libraries is affected by customs duties on ICT equipment and supplies, monopolistic restrictions on bandwidth, the high cost of proprietary software, and the high cost of access to digital resources such as electronic journals. This is a problem shared with other agencies and organisations. Library leaders should partner with other groups such as university lecturers, scholars and educationalists to advocate for the lowering of taxes and duties on ICTs, the elimination of data transmission monopolies, the use of open source software, and development of open access mechanisms for educational and scientific literature. See also the comments on C1, par 8c. The concept of infrastructure should be enlarged to cover also the non-technical elements of access to information and knowledge⁸.

a) Governments should take action, in the framework of national development policies, in order to support an enabling and competitive environment for the necessary investment in ICT infrastructure and for the development of new services.

b) In the context of national e-strategies, devise appropriate universal access policies and strategies, and their means of implementation, in line with the indicative targets, and develop ICT connectivity indicators.

c) In the context of national e-strategies, provide and improve ICT connectivity for all schools, universities, health institutions, libraries, post offices, community centres, museums and other institutions accessible to the public, in line with the indicative targets.

This can be used directly in the national advocacy work for libraries. Library associations need to lobby vigorously to ensure that their governments include libraries in their plans for improving ICT connectivity, since libraries sometimes tend to be overlooked in favour of post offices, community centres, etc. Libraries have many advantages that must be emphasized: many are already in place, they are staffed by knowledgeable, motivated people and client-friendly, and they have a long tradition of networking. Library associations also need to invest in continuing education and workplace learning to prepare their members for participating in the implementation of national e-strategies. Library associations must take the lead in developing cooperation with the museums and archives professions and other groups with related objectives.

d) Develop and strengthen national, regional and international broadband network infrastructure, including delivery by satellite and other systems, to help in providing the capacity to match the needs of countries and their citizens and for the delivery of new ICT-based services. Support technical, regulatory and operational studies by the International

⁸ The position of the Swiss Library Association delivered to the political party during the discussion of the Swiss e-strategies see http://www.bbs.ch/xml_1/internet/fr/application/d54/f171.cfm

Telecommunication Union (ITU) and, as appropriate, other relevant international organizations in order to:

- i) broaden access to orbital resources, global frequency harmonization and global systems standardization;
Standardization is a priority for the participation of libraries in all forms of networking, be it mutual or with other institutions, local, regional, national or international. Library associations and national libraries should have an active role in advancing the usage of standards in libraries. Correspondingly, standardization should be included in the national library strategies and policies as well.
- ii) encourage public/private partnership;
- iii) promote the provision of global high-speed satellite services for underserved areas such as remote and sparsely populated areas;
- iv) explore other systems that can provide high-speed connectivity.

e) In the context of national e-strategies, address the special requirements of older people, persons with disabilities, children, especially marginalized children and other disadvantaged and vulnerable groups, including by appropriate educational administrative and legislative measures to ensure their full inclusion in the Information Society.

Libraries are often physically near to the groups mentioned above, and can be a tool in strategies to improve their access to Information Society resources (e.g. the policy of Vietnam to improve access to information for the visually impaired⁹).

Many libraries also offer special equipment for e.g. visually handicapped to use net resources; that might be too expensive to buy for private households (e.g. the services of The Danish National Library for the Blind¹⁰). Services are also provided over the web: e.g. www.anderslezen.nl of the Dutch Federation of Libraries for the Blind, a web portal where visually impaired clients can obtain information, borrow books and read newspapers. Library associations should build partnerships with organisations serving the needs of these groups.

f) Encourage the design and production of ICT equipment and services so that everyone, has easy and affordable access to them including older people, persons with disabilities, children, especially marginalized children, and other disadvantaged and vulnerable groups, and promote the development of technologies, applications, and content suited to their needs, guided by the Universal Design Principle and further enhanced by the use of assistive technologies.

Librarians have built up considerable experience in this field and there are specialist groups nationally and internationally (e.g. the IFLA Section of Libraries for the Blind,¹¹) that should be encouraged to participate in design of assistive technologies. IFLA discussion list like Woman, Information and Libraries and the IFLA Statement on Indigenous Traditional Knowledge can give a help.¹²

g) In order to alleviate the challenges of illiteracy, develop affordable technologies and non-text based computer interfaces to facilitate people's access to ICT,

⁹ Services for the blind in the public libraries of Vietnam: making Vietnamese public libraries more accessible to visually impaired people, by Nguyen Thi Bac www.ifla.org/IV/ifla71/papers/084e-Nguyen.pdf

¹⁰ www.dbb.dk/English/services.asp

¹¹ <http://www.ifla.org/VII/s31/index.htm>

¹² <http://www.ifla.org/VII/dg/wildg/index.htm>, <http://www.ifla.org/III/eb/sitk03.html>

To stabilize his/her literacy, a new-literate must read, and needs a minimum amount of reading; this can easily and on reasonable costs be realised by libraries. Books should not be underestimated in this process, they still are the main tool for strengthening literacy, more often easily accessible and cheaper than the ICT. In Brazil, libraries have been active in promoting literacy and social inclusion together.¹³

- h) Undertake international research and development efforts aimed at making available adequate and affordable ICT equipment for end users.
- i) Encourage the use of unused wireless capacity, including satellite, in developed countries and in particular in developing countries, to provide access in remote areas, especially in developing countries and countries with economies in transition, and to improve low-cost connectivity in developing countries. Special concern should be given to the Least Developed Countries in their efforts in establishing telecommunication infrastructure.
- j) Optimize connectivity among major information networks by encouraging the creation and development of regional ICT backbones and Internet exchange points, to reduce interconnection costs and broaden network access.
Public and research libraries must be included in these networks, to make it possible for their users to benefit from the web resources.
- k) Develop strategies for increasing affordable global connectivity, thereby facilitating improved access. Commercially negotiated Internet transit and interconnection costs should be oriented towards objective, transparent and non-discriminatory parameters, taking into account ongoing work on this subject.
- l) Encourage and promote joint use of traditional media and new technologies.
See the comment on C1, par. 8c.

C3. Access to information and knowledge

IFLA is moderator of the sub-thema Libraries and Archives since summer 2007.

To make the libraries more visible, you can use and add examples and post suggestions on the webpage of the C3¹⁴.

10. ICTs allow people, anywhere in the world, to access information and knowledge almost instantaneously. Individuals, organizations and communities should benefit from access to knowledge and information.

Libraries are an existing network and a basic resource of the Information Society: Libraries are sustainable: they are near to the user and available in most parts of the world. However, those libraries still serving mainly as book circulation centers must be upgraded to the Information Society level. The most developed “hybrid libraries” have given good examples of offering relevant services in both physical and digital form.

¹³ Social inclusion through reading enhancement and library projects in Brazil, by Marcia Rosetto & Sueli Angélica do Amaral in the WSIS pre-conference Libraries, the Information Society in Action. November 2005 www.bibalex.org/WSISALEX/agenda.htm - See also the IFLA ALP Project in all the continent <http://www.ifla.org/VI/1/alp.htm#Projects>

¹⁴ <http://www.unesco.org/webworld/wsisis/consultation/index.php/en/entry/3/>

E.g. the National Parliament Library of Argentina offers public access to the Internet 24/7, and Proyecto Bibliotecas Guatemala (Probigua) brings even digital libraries to remote areas in Guatemala¹⁵.

a) Develop policy guidelines for the development and promotion of public domain information as an important international instrument promoting public access to information.

b) Governments are encouraged to provide adequate access through various communication resources, notably the Internet, to public official information. Establishing legislation on access to information and the preservation of public data, notably in the area of the new technologies, is encouraged.

See the remark on C3, par. 10d.

The Legal Deposit Act of South Africa (1997) includes a provision for the establishment of Official Publications Depositories (OPDs) in public libraries, as well as for on-line access to digital government information.

c) Promote research and development to facilitate accessibility of ICTs for all, including disadvantaged, marginalized and vulnerable groups.

See the remark on C3, par. 10d.

d) Governments, and other stakeholders, should establish sustainable multi-purpose community public access points, providing affordable or free-of-charge access for their citizens to the various communication resources, notably the Internet. These access points should, to the extent possible, have sufficient capacity to provide assistance to users, in libraries, educational institutions, public administrations, post offices or other public places, with special emphasis on rural and underserved areas, while respecting intellectual property rights (IPRs) and encouraging the use of information and sharing of knowledge.

Hybrid libraries as access points to public and other information have the great advantage that citizens find there information and knowledge in all media formats. In libraries, physical and digital resources complete each other. When schools, as well as print and electronic media offer “readymade” portions of information, a citizen can visit a physical or digital library with his or her own question and get the answer either by serving her/himself, or with the help of the professional library staff.

A web-based library catalogue in itself is a good example of a useful tool to find information and knowledge, comprising the elements of selecting and organizing content – in other words, a library catalogue is a condensation of some crucial factors of the library work.

Library associations need to lobby vigorously to ensure that their governments include libraries in these plans, since libraries sometimes tend to be overlooked

e) Encourage research and promote awareness among all stakeholders of the possibilities offered by different software models, and the means of their creation, including proprietary, open-source and free software, in order to increase competition, freedom of choice and affordability, and to enable all stakeholders to evaluate which solution best meets their requirements.

¹⁵ In Spanish: www.bcnbib.gov.ar/institucional/premio_gates.htm, in English: www.gatesfoundation.org/Libraries/InternationalLibraryInitiatives/Announcements/Announce-410.htm

f) Governments should actively promote the use of ICTs as a fundamental working tool by their citizens and local authorities. In this respect, the international community and other stakeholders should support capacity building for local authorities in the widespread use of ICTs as a means of improving local governance.

From the 70s on, libraries were pioneers in offering database services first by telephone, then via Internet. They also largely use various ICT applications. E.g. 97% of the Canadian public libraries is connected to Internet in 1999!¹⁶

g) Encourage research on the Information Society, including on innovative forms of networking, adaptation of ICT infrastructure, tools and applications that facilitate accessibility of ICTs for all, and disadvantaged groups in particular.

The DAISY consortium of talking book libraries leads the worldwide transition from analogical to Digital Talking Books. It nowadays combines the libraries, the NGO's of the visually handicapped and the business community¹⁷.

h) Support the creation and development of a digital public library and archive services, adapted to the Information Society, including reviewing national library strategies and legislation, developing a global understanding of the need for "hybrid libraries", and fostering worldwide cooperation between libraries.

Library associations and libraries should develop a written proposal for their governments to benefit from this suggestion. Arguments can be found e.g. in the Alexandria Manifesto on Libraries, the Information Society in Action, the Public Library Manifesto and the School Library Manifesto (political justification)¹⁸, and in existing national library strategies.¹⁹

Examples : Korea²⁰, Singapore²¹, Guideline for legislation for National Library Services²²

The action of the library associations can help in this field. Have a look at the publications of the IFLA MLAS section and the *Guide for Developing Government relations without Borders*.²³

See also the remark on C1, par. 8c.

i) Encourage initiatives to facilitate access, including free and affordable access to open access journals and books, and open archives for scientific information.

Open access resources are largely on the agendas of the libraries. E.g. the global network eIFL (www.eifl.net) systematically spreads information on these possibilities. The eIFL network works to improve access to electronic research and study resources especially in developing and transition countries.

The IFLA statement on open access to scholarly literature and research documentation can be used as a resource for advocacy work²⁴.

¹⁶ Bulletin trimestriel du Programme de la statistique culturelle N o 87-004-XPB au catalogue Automne 1999 Vol. 11, no 3 www.statcan.ca/francais/ads/87-004-XPB/pdf/fcis1999011003s3_f.pdf

¹⁷ http://www.daisy.org/about_us/

¹⁸ All IFLA/UNESCO Manifestos available in several languages at www.ifla.org/V/cdoc/policies.htm

¹⁹ Have a look at the publications of the National Libraries Section <http://www.ifla.org/VII/s1/index.htm>

²⁰ www.ifla.org/IV/ifla71/papers/115e-Yoon-okHan.pdf

²¹ www.ifla.org/IV/ifla65/papers/135-111e.htm

²² www.ifla.org/VII/s1/gnl/gnl-ii2.htm, www.ifla.org/VII/s1/gnl/gnl-i3.htm

²³ <http://www.ifla.org/VII/s40/pub/advocacy-e.htm> also in french, german, russian and spanish

²⁴ www.ifla.org/V/cdoc/open-access04.html

Examples : Asia and Oceania promoting the implementation of Open Access slot 157 of the 72th IFLA Conference²⁵

j) Support research and development of the design of useful instruments for all stakeholders to foster increased awareness, assessment, and evaluation of different software models and licences, so as to ensure an optimal choice of appropriate software that will best contribute to achieving development goals within local conditions.

See the remark on C3, par. 10i above.

C4. Capacity building

11. Everyone should have the necessary skills to benefit fully from the Information Society. Therefore capacity building and ICT literacy are essential. ICTs can contribute to achieving universal education worldwide, through delivery of education and training of teachers, and offering improved conditions for lifelong learning, encompassing people that are outside the formal education process, and improving professional skills.

In partnership with UNESCO, IFLA should advocate internationally for the broadening of the concept of “ICT literacy” to “information literacy”²⁶, which is more encompassing of the range of skills needed by people to participate actively in a knowledge society, as distinct from being mere consumers of electronic information.

a) Develop domestic policies to ensure that ICTs are fully integrated in education and training at all levels, including in curriculum development, teacher training, institutional administration and management, and in support of the concept of lifelong learning.

Libraries are crucial in teaching enlarged literacy skills especially to people who are not in education, training or working. Libraries have a low threshold also for those who prefer not to get back to “school” in their adulthood. However, to reach real results, the concept of ICT literacy should be enlarged to information literacy, which is more comprehensive.

b) Develop and promote programmes to eradicate illiteracy using ICTs at national, regional and international levels.

See the remark on C4, par. 11a.

Have look at the IFLA FAIFE Thema Report 2004 *Libraries for Lifelong Literacy*²⁷

c) Promote e-literacy skills for all, for example by designing and offering courses for public administration, taking advantage of existing facilities such as libraries, multipurpose community centres, public access points and by establishing local ICT training centres with the cooperation of all stakeholders. Special attention should be paid to disadvantaged and vulnerable groups.

See the remark on C4, par. 11a.

Library associations can set up an information literacy working group to guide and coordinate information literacy work in their countries.

²⁵ <http://www.ifla.org/IV/ifla72/Programme2006.htm> nr 157

²⁶ <http://www.infolitglobal.info/>

²⁷ <http://www.ifla.org/faiife/report/intro.htm>

The statement Beacons of the information society: The Alexandria proclamation on information literacy and lifelong learning ²⁸(2005) gives a good overall perspective for promoting information literacy.

The International Information Literacy Resources Directory²⁹, maintained by the IFLA Information Literacy Section, is a versatile database of resources.

Library associations and libraries are encouraged to participate in the regional literacy workshops, to be organized as an outcome of the Literacy Expert Meeting in Alexandria in 2005.

Several examples of promoting information literacy are presented in the proceedings of session 82 of the World Library and Information Congress 2006³⁰. In Chile, the governmental library office DIBAM and the Bill & Melinda Gates Foundation have financed a large project Biblioredes to create and develop information literacy skills in different parts of the country³¹.

For a Brazilian example, see reference 10 connected to C2, par. 9g.

d) In the context of national educational policies, and taking into account the need to eradicate adult illiteracy, ensure that young people are equipped with knowledge and skills to use ICTs, including the capacity to analyse and treat information in creative and innovative ways, share their expertise and participate fully in the Information Society.

Libraries are specialists in evaluating the content of materials. This is the core of the library profession, and the basis both of selecting material to libraries and of recommending books, Cds and other materials for those who ask. This knowledge can now be shared with library users to help them to “analyse and treat information in creative and innovative ways”.

Some examples of libraries in teaching information literacy: for students, the Konstanz University, Germany³²; for adults, the Netti-Nysse bus of the Tampere City Library, Finland³³; or for children and youth, the large scale media awareness network MNet in Canada, including also library partners³⁴. In Malaysia, a study showed the advantages of a digital library in a project-based learning environment³⁵.

See also the remark on C4, par. 11c just above.

e) Governments, in cooperation with other stakeholders, should create programmes for capacity building with an emphasis on creating a critical mass of qualified and skilled ICT professionals and experts.

²⁸ www.ifla.org/III/wsis/BeaconInfSoc.html

²⁹ www.uv.mx/usbi%5Fver/unesco/

³⁰ www.ifla.org/IV/ifla72/Programme2006.htm, roll to Session 82

³¹ www.biblioredes.cl (in Spanish), www.stockholmchallenge.se/projectdata.asp?id=1&projectid=1134 (in English)

³² In German: www.ub.uni-konstanz.de/ik/Informationskompetenz.htm, in English: <http://www.ub.uni-konstanz.de/ik/project.htm>

³³ www.tampere.fi/kirjasto/nettinysse/english.htm

³⁴ www.media-awareness.ca/

³⁵ Affordances of a digital library as a publishing medium in a project-based learning environment; the Coredev approach, by Abdullah, Abrizah and Zainab, A.N. eprints.rclis.org/archive/00005628/

Information intermediaries such as librarians should not be overlooked. There is also a need for more trained librarians in many countries, with emphasis on improving their ICT skills so that they can play the facilitative and educational role required of them in their communities and institutions. On training the trainers, see also the portal International Information Literacy Resources Directory³⁶.

f) Develop pilot projects to demonstrate the impact of ICT-based alternative educational delivery systems, notably for achieving Education for All targets, including basic literacy targets.

Libraries to be included in these projects where appropriate.

g) Work on removing the gender barriers to ICT education and training and promoting equal training opportunities in ICT-related fields for women and girls. Early intervention programmes in science and technology should target young girls with the aim of increasing the number of women in ICT careers. Promote the exchange of best practices on the integration of gender perspectives in ICT education.

Libraries are working communities where exceptionally many women have developed competencies in ICT, also in countries where women are rare in ICT professions. These women could be role models when encouraging girls to ICT careers.

h) Empower local communities, especially those in rural and underserved areas, in ICT use and promote the production of useful and socially meaningful content for the benefit of all.

At a local level, the importance of libraries cannot be exaggerated as access points to selected and quality-guaranteed material, and as places where people can also get help in finding material.

i) Launch education and training programmes, where possible using information networks of traditional nomadic and indigenous peoples, which provide opportunities to fully participate in the Information Society.

IFLA has worked on this matter. E.g. the IFLA Regional Section on Latin America and Caribbean with the national library associations carried out three workshops on Community Information Services in Indigenous Villages in the year 2005.

A guidelines Information services manual for indigenous peoples has been published in Spanish, based on these workshops.³⁷

In connection with the World Library and Information Congress in Seoul in August 2006, a satellite session entitled Information Resources in Traditional Medicine was held³⁸.

j) Design and implement regional and international cooperation activities to enhance the capacity, notably, of leaders and operational staff in developing countries and LDCs, to apply ICTs effectively in the whole range of educational activities. This should include delivery of education outside the educational structure, such as the workplace and at home.

³⁶ www.uv.mx/usbi_ver/unesco/

³⁷ Servicios de información ciudadana : SIC. In Proceedings 2o. Congreso Internacional de Bibliotecología, Documentación y Archivística (CIBDA), La Paz (Bolivia). 2004 (pdf) eprints.rclis.org/archive/00001134/ (in Spanish)

³⁸ www.ifla.org/IV/ifla72/satellite-e.htm, see satellite session nr. 2

(Public) libraries are one of the most important venues of informal learning and peoples' own research. Even in U.S. detective stories, the detectives often visit a library to find out facts

k) Design specific training programmes in the use of ICTs in order to meet the educational needs of information professionals, such as archivists, librarians, museum professionals, scientists, teachers, journalists, postal workers and other relevant professional groups. Training of information professionals should focus not only on new methods and techniques for the development and provision of information and communication services, but also on relevant management skills to ensure the best use of technologies. Training of teachers should focus on the technical aspects of ICTs, on development of content, and on the potential possibilities and challenges of ICTs.

Library associations and libraries should have a written proposal for their governments to benefit from this suggestion.

Have look at the European portal Ploteus to find appropied professional formation³⁹
See also the remark on C4, par. 11e.

l) Develop distance learning, training and other forms of education and training as part of capacity building programmes. Give special attention to developing countries and especially LDCs in different levels of human resources development.

A citizen using the distant learning possibilities needs local support, first of all material to be used in her/his studies. This can be solved via local libraries. The importance of printed material in this respect should not be underestimated. The experience in many developing countries shows, that projects providing text books via libraries are in general successful, like NOLNet in Namibia or the 80 "STOU corners" in provincial public libraries in Thailand⁴⁰. People come to read the books in libraries especially in regions, where unstable technical infrastructure makes access to electronic resources unsure.

m) Promote international and regional cooperation in the field of capacity building, including country programmes developed by the United Nations and its Specialized Agencies

n) Launch pilot projects to design new forms of ICT-based networking, linking education, training and research institutions between and among developed and developing countries and countries with economies in transition.

Library services can be combined in these plans.

E.g. the European portal Renardus (www.renardus.org) combines several national subject gateway services providing selected, high quality Internet resources for teaching, learning and researching in higher education.

The E-LIS open archive for Library and Information Science is a genuinely global and multi-lingual, community-owned and community-driven resource⁴¹.

³⁹ <http://europa.eu.int/ploteus/portal/searchcustom.jsp>

⁴⁰ www.ouhk.edu.hk/~AAOUNet/round/somsuang.pdf

⁴¹ <http://eprints.rclis.org/>

o) Volunteering, if conducted in harmony with national policies and local cultures, can be a valuable asset for raising human capacity to make productive use of ICT tools and build a more inclusive Information Society. Activate volunteer programmes to provide capacity building on ICT for development, particularly in developing countries.

p) Design programmes to train users to develop self-learning and self-development capacities.

C5. Building confidence and security in the use of ICTs

12. Confidence and security are among the main pillars of the Information Society.

a) Promote cooperation among the governments at the United Nations and with all stakeholders at other appropriate fora to enhance user confidence, build trust, and protect both data and network integrity; consider existing and potential threats to ICTs; and address other information security and network security issues.

For confidence and trust to grow, and for the development of a true Information/Knowledge Society, the Internet should be governed on a democratic and transparent basis that ensures freedom of access to information and freedom of expression on the Internet. IFLA has made several statements on the Internet.⁴²

b) Governments, in cooperation with the private sector, should prevent, detect and respond to cyber-crime and misuse of ICTs by: developing guidelines that take into account ongoing efforts in these areas; considering legislation that allows for effective investigation and prosecution of misuse; promoting effective mutual assistance efforts; strengthening institutional support at the international level for preventing, detecting and recovering from such incidents; and encouraging education and raising awareness.

Libraries can be incorporated in building up positive Internet usage models. They are safe environments for Internet use, especially for children and young people. When needed, there is also help available to find information, as well as other types of material.

Further, libraries have created a large scale selection of different web-based facilities to find useful and high-quality material on the web. For example, the SwissInfoDesk is a service portal for searching relevant information about Switzerland on Internet, offered by the Swiss National Library⁴³.

The web has also allowed libraries to share and make the results of their ordinary work visible in new ways. A good example is the "International Children's Digital Library", providing free access to children's books from around the world⁴⁴.

Libraries should, however, be vigilant in combating Internet censorship⁴⁵.

⁴² The IFLA Internet Manifesto: www.ifla.org/III/misc/im-e.htm , The IFLA Position on Internet Governance: www.ifla.org/III/wsis/InternetGovernance.html , The Joint IFLA/IPA statement on freedom of expression on the Internet: www.ifla.org/V/press/ifla-ipaf03.htm

⁴³ <http://www.snl.admin.ch/slb/dienstleistungen/swissinfodesk/index.html?lang=fr> , available on four languages

⁴⁴ <http://www.childrenslibrary.org/> , for other languages and countries see <http://www.childrenslibrary.org/icdl/SearchWorld>

- c) Governments, and other stakeholders, should actively promote user education and awareness about online privacy and the means of protecting privacy.
- d) Take appropriate action on spam at national and international levels.
- e) Encourage the domestic assessment of national law with a view to overcoming any obstacles to the effective use of electronic documents and transactions including electronic means of authentication.
- f) Further strengthen the trust and security framework with complementary and mutually reinforcing initiatives in the fields of security in the use of ICTs, with initiatives or guidelines with respect to rights to privacy, data and consumer protection.
- g) Share good practices in the field of information security and network security and encourage their use by all parties concerned.
- h) Invite interested countries to set up focal points for real-time incident handling and response, and develop a cooperative network between these focal points for sharing information and technologies on incident response.
- i) Encourage further development of secure and reliable applications to facilitate online transactions.
- j) Encourage interested countries to contribute actively to the ongoing United Nations activities to build confidence and security in the use of ICTs.

C6. Enabling environment

13. To maximize the social, economic and environmental benefits of the Information Society, governments need to create a trustworthy, transparent and non-discriminatory legal, regulatory and policy environment. Actions include:

- a) Governments should foster a supportive, transparent, pro-competitive and predictable policy, legal and regulatory framework, which provides the appropriate incentives to investment and community development in the Information Society.

Libraries can be included in national, regional and local Information Society policies as the basic Internet access points of local communities. The Information Society is often developed in the form of projects, which may or may not have a long-term effect; compared to these, libraries are stable institutions.

See also comments under C5, par. 12a.

- b) We ask the Secretary General of the United Nations to set up a working group on Internet governance, in an open and inclusive process that ensures a mechanism for the full and active participation of governments, the private sector and civil society from both developing and developed countries, involving relevant intergovernmental and international organizations

⁴⁵ Have look at the actions of the IFLA FAIFE Program <http://www.ifla.org/faife/index.htm>

and forums, to investigate and make proposals for action, as appropriate, on the governance of Internet by 2005. The group should, inter alia:

- i) develop a working definition of Internet governance;
- ii) identify the public policy issues that are relevant to Internet governance;
- iii) develop a common understanding of the respective roles and responsibilities of governments, existing intergovernmental and international organisations and other forums as well as the private sector and civil society from both developing and developed countries;
- iv) prepare a report on the results of this activity to be presented for consideration and appropriate action for the second phase of WSIS in Tunis in 2005.

IFLA, the International Federation of Library Associations and Institutions, has given a statement on the Internet governance⁴⁶

c) Governments are invited to:

- i) facilitate the establishment of national and regional Internet Exchange Centres;
- ii) manage or supervise, as appropriate, their respective country code top-level domain name (ccTLD);
- iii) promote awareness of the Internet.

d) In cooperation with the relevant stakeholders, promote regional root servers and the use of internationalized domain names in order to overcome barriers to access.

e) Governments should continue to update their domestic consumer protection laws to respond to the new requirements of the Information Society.

f) Promote effective participation by developing countries and countries with economies in transition in international ICT forums and create opportunities for exchange of experience.

g) Governments need to formulate national strategies, which include e-government strategies, to make public administration more transparent, efficient and democratic.

See the remark of the point C7, par. 15a.

h) Develop a framework for the secure storage and archival of documents and other electronic records of information.

The long experience of national libraries and national archives in preserving material and cultural heritage is worth using to reach this goal.

The joint IFLA/IPA statement Preserving the Memory of the World in Perpetuity: a joint statement on the archiving and preserving of digital information, and the Statement of the Conference of Directors of National Libraries, Maintaining our digital memory: a declaration of support for the World Summit on the Information Society⁴⁷ are useful documents in forming argumentation in these matters.

See also the remark on C8, par. 23.

⁴⁶ <http://www.ifla.org/III/wsisis/InternetGovernance.html> , available also in French, German, Polish and Spanish.

⁴⁷ www.ifla.org/V/press/ifla-ipa02.htm and www.ifla.org/III/wsisis/declaration-CDNL2005.html

- i) Governments and stakeholders should actively promote user education and awareness about online privacy and the means of protecting privacy.
- j) Invite stakeholders to ensure that practices designed to facilitate electronic commerce also permit consumers to have a choice as to whether or not to use electronic communication.
- k) Encourage the ongoing work in the area of effective dispute settlement systems, notably alternative dispute resolution (ADR), which can promote settlement of disputes.
- l) Governments, in collaboration with stakeholders, are encouraged to formulate conducive ICT policies that foster entrepreneurship, innovation and investment, and with particular reference to the promotion of participation by women.
- m) Recognising the economic potential of ICTs for Small and Medium-Sized Enterprises (SMEs), they should be assisted in increasing their competitiveness by streamlining administrative procedures, facilitating their access to capital and enhancing their capacity to participate in ICT-related projects.
- n) Governments should act as model users and early adopters of e-commerce in accordance with their level of socio-economic development.
- o) Governments, in cooperation with other stakeholders, should raise awareness of the importance of international interoperability standards for global e-commerce.
- p) Governments, in cooperation with other stakeholders, should promote the development and use of open, interoperable, non-discriminatory and demand-driven standards. Library communities should promote standards actively in their work to guarantee the interoperability of their services.
- q) ITU, pursuant to its treaty capacity, coordinates and allocates frequencies with the goal of facilitating ubiquitous and affordable access.
- r) Additional steps should be taken in ITU and other regional organisations to ensure rational, efficient and economical use of, and equitable access to, the radio-frequency spectrum by all countries, based on relevant international agreements.

C7. ICT applications: benefits in all aspects of life

14. ICT applications can support sustainable development, in the fields of public administration, business, education and training, health, employment, environment, agriculture and science within the framework of national e-strategies. This would include actions within the following sectors:

Libraries should (a) play a useful role in e-everything, and (b) receive recognition for their contributions, so that (c) they will receive a better share of resources.

15. E-government

a) Implement e-government strategies focusing on applications aimed at innovating and promoting transparency in public administrations and democratic processes, improving efficiency and strengthening relations with citizens.

Thanks to their trained staff with their special skills in information searching, libraries offer added value into access to public information and ability to use it.

The Public Centre of the Legal Information of the Smolensk Regional Universal Library of Russia is an example of an access point to legal information located in a library⁴⁸.

Impact of e-government on management and use of government information in Kenya⁴⁹

b) Develop national e-government initiatives and services, at all levels, adapted to the needs of citizens and business, to achieve a more efficient allocation of resources and public goods.

The experience of libraries in building information systems – also in the net environment - is worth using to reach this goal.

E.g. in Japan, libraries have a clear role in improving peoples' skills to use the e-government resources⁵⁰

The U.S. Library of Congress contributes a.o. by making their information quality standards available⁵¹.

Six public libraries of independent communities in Sweden used their shared ICT project to strengthen co-operation over formal borders, thus using the ICT also for administrative purposes⁵².

c) Support international cooperation initiatives in the field of e-government, in order to enhance transparency, accountability and efficiency at all levels of government.

16. E-business

a) Governments, international organizations and the private sector, are encouraged to promote the benefits of international trade and the use of e-business, and promote the use of e-business models in developing countries and countries with economies in transition.

b) Through the adoption of an enabling environment, and based on widely available Internet access, governments should seek to stimulate private sector investment, foster new applications, content development and public/private partnerships. Information is today an essential raw material of business.

Libraries help on their part SMMEs to find reliable and relevant information.

⁴⁸ www.smolensk.ru/user/lib/index2.htm, choose ЦПИ (in Russian only)

⁴⁹ <http://www.ifla.org/IV/ifla73/Programme2007.htm> session 119

⁵⁰ Policy issues regarding electronic government and Web accessibility in Japan, by Takashi Koga
www.ifla.org/IV/ifla72/papers/091-Koga-en.pdf

⁵¹ Information Quality Standards: Navigating the Seas of Misinformation, by Donna Scheeder.
www.ifla.org/IV/ifla71/papers/192e-Scheeder.pdf

⁵² bibliotek 2007 www.stockholmchallenge.se/projectdata.asp?id=1&projectid=1160

Supporting the information needs of small and micro businesses: a South African case study⁵³

See also the examples presented on point C1, par. 8i.

c) Government policies should favour assistance to, and growth of SMMEs, in the ICT industry, as well as their entry into e-business, to stimulate economic growth and job creation as an element of a strategy for poverty reduction through wealth creation.

17. E-learning (see section C4)

For example see From libraries to e-learning centres: a South African library experience⁵⁴

18. E-health

a) Promote collaborative efforts of governments, planners, health professionals, and other agencies along with the participation of international organizations for creating a reliable, timely, high quality and affordable health care and health information systems and for promoting continuous medical training, education, and research through the use of ICTs, while respecting and protecting citizens' right to privacy.

Access to reliable and relevant information is crucial in health care. Libraries are an important information source especially because they guarantee the quality of the knowledge they disseminate.

Libraries are also the way to many Open Access health information sources, which are of special importance to developing countries and countries in transition. Libraries continuously follow OA development, thus saving time for the health staff for their own work.

Different examples of spreading health information via libraries can be found e.g. in China⁵⁵ and in the Netherlands⁵⁶. Have a look to the papers of WLIC 2007 session 118⁵⁷ examples from Africa, Asia and America

b) Facilitate access to the world's medical knowledge and locally-relevant content resources for strengthening public health research and prevention programmes and promoting women's and men's health, such as content on sexual and reproductive health and sexually transmitted infections, and for diseases that attract full attention of the world including HIV/AIDS, malaria and tuberculosis.

Even in the smallest Namibian public and school libraries one can find material informing about the risks of HIV/AIDS. This is a common practice in many other African countries, too, and has been evaluated as a good way to spread health information.

See also the comment on C4, par. 11i, second example.

c) Alert, monitor and control the spread of communicable diseases, through the improvement of common information systems.

⁵³ <http://www.ifla.org/IV/ifla73/Programme2007.htm> session 101

⁵⁴ <http://www.ifla.org/IV/ifla73/Programme2007.htm> session 111

⁵⁵ www.bibalex.org/wsisalex/HaoJiyongText2005.doc

⁵⁶ www.bibalex.org/wsisalex/korenprewsis2005rev.pdf

⁵⁷ <http://www.ifla.org/IV/ifla73/Programme2007.htm> session 118

Libraries can be active partners in this kind of systems.

See the global health library and HIV/AIDS about the help of the WHO Library⁵⁸

d) Promote the development of international standards for the exchange of health data, taking due account of privacy concerns.

e) Encourage the adoption of ICTs to improve and extend health care and health information systems to remote and underserved areas and vulnerable populations, recognizing women's roles as health providers in their families and communities.

f) Strengthen and expand ICT-based initiatives for providing medical and humanitarian assistance in disasters and emergencies.

19. E-employment

a) Encourage the development of best practices for e-workers and e-employers built, at the national level, on principles of fairness and gender equality, respecting all relevant international norms.

b) Promote new ways of organizing work and business with the aim of raising productivity, growth and wellbeing through investment in ICTs and human resources.

c) Promote teleworking to allow citizens, particularly in the developing countries, LDCs, and small economies, to live in their societies and work anywhere, and to increase employment opportunities for women, and for those with disabilities. In promoting teleworking, special attention should be given to strategies promoting job creation and the retention of the skilled working force.

Teleworking – or distant working - needs support provided by local communities, first of all access to larger information sources. This means in practice the need to build/maintain well-equipped and omnipresent libraries sited near where teleworkers are living.

d) Promote early intervention programmes in science and technology that should target young girls to increase the number of women in ICT carriers.

In most countries, libraries (especially school libraries) are well visited by both girls and boys. They do offer access to all kinds of information for every young people without any gender fixation. Libraries could be a good channel to encourage girls and boys to choose untypical careers according to their real talents.

20. E-environment

a) Governments, in cooperation with other stakeholders are encouraged to use and promote ICTs as an instrument for environmental protection and the sustainable use of natural resources.

⁵⁸ www.ifla.org/IV/ifla72/papers/152-Grandbois-en.pdf

Besides spreading information, libraries can make a contribution to environmental matters as venues of awareness raising, e.g. for exhibitions. They are open for everyone, often well visited and recognized as neutral information fora. IFLA has given a statement on Libraries and the Sustainable Development in 2002.⁵⁹

b) Government, civil society and the private sector are encouraged to initiate actions and implement projects and programmes for sustainable production and consumption and the environmentally safe disposal and recycling of discarded hardware and components used in ICTs.

c) Establish monitoring systems, using ICTs, to forecast and monitor the impact of natural and man-made disasters, particularly in developing countries, LDCs and small economies.

21. E-agriculture

a) Ensure the systematic dissemination of information using ICTs on agriculture, animal husbandry, fisheries, forestry and food, in order to provide ready access to comprehensive, up-to-date and detailed knowledge and information, particularly in rural areas.

Access to relevant information is crucial in agriculture. Libraries are an important information source, because the trained staff can select the information according to the special needs of the concerned region.

Libraries also offer the way to many Open Access information sources on agriculture. They continuously follow OA development, thus saving time for the people working in agriculture.

Session 103 41 of the World Library and Information Congress 2006⁶⁰ gives examples from around the world on organising access to agricultural information, including e.g. Tunisia, India and Sri Lanka.

IFLA have developed a discussion group for agricultural libraries⁶¹. See the session 120 of the WLIC 2007 for examples from Africa, India and USA.⁶²

b) Public-private partnerships should seek to maximize the use of ICTs as an instrument to improve production (quantity and quality).

22. E-science

a) Promote affordable and reliable high-speed Internet connection for all universities and research institutions to support their critical role in information and knowledge production, education and training, and to support the establishment of partnerships, cooperation and networking between these institutions.

Libraries must be included in these networks. In countries where the networks are planned, the library community should be active to ensure this.

b) Promote electronic publishing, differential pricing and open access initiatives to make scientific information affordable and accessible in all countries on an equitable basis.

⁵⁹ www.ifla.org/III/eb/sust-dev02.html

⁶⁰ Forging partnerships between libraries and extension services for improved access to agricultural information, see www.ifla.org/IV/ifla72/Programme2006.htm, go to session 103

⁶¹ <http://www.ifla.org/VII/dg/aldg/index.htm>

⁶² <http://www.ifla.org/IV/ifla73/Programme2007.htm> go to session 120.

Libraries and several IFLA sections and committees (e.g. CLM) are active partners in Open Access initiatives concerning both producing and using them. Libraries also continuously follow OA development and new OA resources, thus saving time for those using research information. You find a lot of examples in a lot of session of the WLIC 2007⁶³.

c) Promote the use of peer-to-peer technology to share scientific knowledge and pre-prints and reprints written by scientific authors who have waived their right to payment.

d) Promote the long-term systematic and efficient collection, dissemination and preservation of essential scientific digital data, for example, population and meteorological data in all countries.

See the remark on C6, par. 13h.

e) Promote principles and metadata standards to facilitate cooperation and effective use of collected scientific information and data as appropriate to conduct scientific research.

C8. Cultural diversity and identity, linguistic diversity and local content⁶⁴

IFLA is moderator of the sub thema « memory and heritage » since summer 2007

To make the libraries more visible, you can use and add examples and post suggestions on the webpage of the C8⁶⁵.

23. Cultural and linguistic diversity, while stimulating respect for cultural identity, traditions and religions, is essential to the development of an Information Society based on the dialogue among cultures and regional and international cooperation. It is an important factor for sustainable development.

Libraries are per se a forum for cultural diversity, due to their collections which include material in many languages – original or in translation – and on many cultures.

Libraries also use ICT actively to create publicly accessible web material by digitizing cultural heritage and by adding value to it with new access possibilities⁶⁶.

Public or community libraries in developing countries find themselves at the convergence of three development thrusts: (a) literacy, (b) the preservation and development of indigenous languages, and (c) the preservation of indigenous knowledge. For literacy work to be successful, there needs to be supply of reading matter in the languages of the communities. Indigenous knowledge can provide the raw material for the development of indigenous authorship and publishing.^{67,68}

⁶³ <http://www.ifla.org/IV/ifla73/Programme2007.htm> search open access

⁶⁴ A lot of examples in WLIC 2007 session 84, 92, 103, 108, 117, 121, 128, 139
<http://www.ifla.org/IV/ifla73/Programme2007.htm>

⁶⁵ <http://www.unesco.org/webworld/wsis/consultation/index.php/en/entry/4/>

⁶⁶ e.g. <http://telmemor.net/diglib.php> and

<http://www.sis.gov.eg/En/EgyptOnline/Culture/000001/0203000000000000000624.htm>,

⁶⁷ a lot of examples see session 108 WLIC 2007 <http://www.ifla.org/IV/ifla73/Programme2007.htm>

In 2002, IFLA gave a statement on Indigenous Traditional Knowledge⁶⁹

- a) Create policies that support the respect, preservation, promotion and enhancement of cultural and linguistic diversity and cultural heritage within the Information Society, as reflected in relevant agreed United Nations documents, including UNESCO's Universal Declaration on Cultural Diversity. This includes encouraging governments to design cultural policies to promote the production of cultural, educational and scientific content and the development of local cultural industries suited to the linguistic and cultural context of the users.
- b) Develop national policies and laws to ensure that libraries, archives, museums and other cultural institutions can play their full role of content—including traditional knowledge—providers in the Information Society, more particularly by providing continued access to recorded information.

Library communities should use this argument when negotiating with their governments.

- c) Support efforts to develop and use ICTs for the preservation of natural and, cultural heritage, keeping it accessible as a living part of today's culture. This includes developing systems for ensuring continued access to archived digital information and multimedia content in digital repositories, and support archives, cultural collections and libraries as the memory of humankind.

Library communities should use this argument when negotiating with their governments. See also the comment on C4, par. 11i, second example.

- d) Develop and implement policies that preserve, affirm, respect and promote diversity of cultural expression and indigenous knowledge and traditions through the creation of varied information content and the use of different methods, including the digitization of the educational, scientific and cultural heritage.
- e) Support local content development, translation and adaptation, digital archives, and diverse forms of digital and traditional media by local authorities. These activities can also strengthen local and indigenous communities.

Local libraries with local museums and archives can support these initiatives.

- f) Provide content that is relevant to the cultures and languages of individuals in the Information Society, through access to traditional and digital media services.

Library communities should use this argument when negotiating with their governments.

⁶⁸ More information from here: Indigenous knowledge, minority languages and life-long learning: a role for public libraries, in Libraries for lifelong literacy: unrestricted access to information as a basis for lifelong learning and empowerment, IFLA/FAIFE World Report #4, ed. by S. Seidlin, S. Hamilton and P. Sturges. Copenhagen: IFLA/FAIFE, 2004: 59-70 and Lor, P.J. (2004): Storehouses of knowledge? The role of libraries in preserving and promoting indigenous knowledge, in Indilinga: African journal of indigenous knowledge systems 3(1):45-56

⁶⁹ <http://www.ifla.org/III/eb/sitk03.html> Available also in French and Spanish.

g) Through public/private partnerships, foster the creation of varied local and national content, including that available in the language of users, and give recognition and support to ICT-based work in all artistic fields.

In case they have good examples from their field of action, library associations and libraries can suggest to their governments cases to be used as examples here.

h) Strengthen programmes focused on gender-sensitive curricula in formal and non-formal education for all and enhancing communication and media literacy for women with a view to building the capacity of girls and women to understand and to develop ICT content.

i) Nurture the local capacity for the creation and distribution of software in local languages, as well as content that is relevant to different segments of population, including non-literate, persons with disabilities, disadvantaged and vulnerable groups especially in developing countries and countries with economies in transition.

Local libraries can support these initiatives.

j) Give support to media based in local communities and support projects combining the use of traditional media and new technologies for their role in facilitating the use of local languages, for documenting and preserving local heritage, including landscape and biological diversity, and as a means to reach rural and isolated and nomadic communities.

Local libraries can support these initiatives.

k) Enhance the capacity of indigenous peoples to develop content in their own languages. Local libraries can support these initiatives.

l) Cooperate with indigenous peoples and traditional communities to enable them to more effectively use and benefit from the use of their traditional knowledge in the Information Society.

m) Exchange knowledge, experiences and best practices on policies and tools designed to promote cultural and linguistic diversity at regional and sub-regional levels. This can be achieved by establishing regional, and sub-regional working groups on specific issues of this Plan of Action to foster integration efforts.

National, regional and local library communities can support these initiatives.

n) Assess at the regional level the contribution of ICT to cultural exchange and interaction, and based on the outcome of this assessment, design relevant programmes.

o) Governments, through public/private partnerships, should promote technologies and R&D programmes in such areas as translation, iconographies, voice-assisted services and the development of necessary hardware and a variety of software models, including proprietary, open source software and free software, such as standard character sets, language codes, electronic dictionaries, terminology and thesauri, multilingual search engines, machine translation tools, internationalized domain names, content referencing as well as general and application software.

See the remark on C2, par. 9e.

C9. Media

24. The media—in their various forms and with a diversity of ownership—as an actor, have an essential role in the development of the Information Society and are recognized as an important contributor to freedom of expression and plurality of information.

- a) Encourage the media—print and broadcast as well as new media—to continue to play an important role in the Information Society.
- b) Encourage the development of domestic legislation that guarantees the independence and plurality of the media.
- c) Take appropriate measures—consistent with freedom of expression—to combat illegal and harmful content in media content.
- d) Encourage media professionals in developed countries to establish partnerships and networks with the media in developing ones, especially in the field of training.
- e) Promote balanced and diverse portrayals of women and men by the media.
- f) Reduce international imbalances affecting the media, particularly as regards infrastructure, technical resources and the development of human skills, taking full advantage of ICT tools in this regard.
- g) Encourage traditional media to bridge the knowledge divide and to facilitate the flow of cultural content, particularly in rural areas.

C10. Ethical dimensions of the Information Society

25. The Information Society should be subject to universally held values and promote the common good and to prevent abusive uses of ICTs.

- a) Take steps to promote respect for peace and to uphold the fundamental values of freedom, equality, solidarity, tolerance, shared responsibility, and respect for nature.

Libraries represent an essential element of the chain of freedom of expression by offering an important channel for distributing information. IFLA, the International Federation of Library Associations and Institutions, gave a declaration on Libraries, Information Services and Intellectual Freedom in August 2002 on the occasion of the 75th anniversary of its formation⁷⁰.

- b) All stakeholders should increase their awareness of the ethical dimension of their use of ICTs.

IFLA has given an Internet Manifesto, concerning also ethical matters⁷¹.

⁷⁰ <http://www.ifla.org/faife/policy/iflastat/gldeclar.html>

⁷¹ <http://www.ifla.org/III/misc/internetmanif.htm>

c) All actors in the Information Society should promote the common good, protect privacy and personal data and take appropriate actions and preventive measures, as determined by law, against abusive uses of ICTs such as illegal and other acts motivated by racism, racial discrimination, xenophobia, and related intolerance, hatred, violence, all forms of child abuse, including paedophilia and child pornography, and trafficking in, and exploitation of, human beings.

See the remark on C5, par. 12b.

d) Invite relevant stakeholders, especially the academia, to continue research on ethical dimensions of ICTs.

C11. International and regional cooperation

26. International cooperation among all stakeholders is vital in implementation of this plan of action and needs to be strengthened with a view to promoting universal access and bridging the digital divide, inter alia, by provision of means of implementation.

a) Governments of developing countries should raise the relative priority of ICT projects in requests for international cooperation and assistance on infrastructure development projects from developed countries and international financial organizations.

b) Within the context of the UN's Global Compact and building upon the United Nations Millennium Declaration, build on and accelerate public-private partnerships, focusing on the use of ICT in development.

c) Invite international and regional organizations to mainstream ICTs in their work programmes and to assist all levels of developing countries, to be involved in the preparation and implementation of national action plans to support the fulfillment of the goals indicated in the declaration of principles and in this Plan of Action, taking into account the importance of regional initiatives.

IFLA, the International Federation of Library Associations and Institutions, has actively included the WSIS matters in its agenda and will continue to work for the realization of the WSIS Plan of Action on both an international and a national level. In particular IFLA will work in close partnership with UNESCO's Information for All Programme (IFAP) and with other international partners such as the Global Knowledge Partnership⁷².

⁷² http://www.globalknowledge.org/gkps_portal/index.cfm