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SECTION III. SPONSORS AND EXHIBITORS
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FOREWORD

The 14th Congress of Southeast Asian Librarians (CONSAL XIV) Organizing Committee is pleased to introduce the CONSAL XIV General Conference Proceeding to colleagues nationwide and abroad, consisting of 42 outstanding research papers by 54 authors from 15 countries around the world, discussing various important issues in library and information services.

To have this conference proceeding, it took us a great deal of work. The Organizing Committee faced a real challenge in deciding which papers to select from 131 high quality submissions for the Conference to include in this publication. The selection process was challenging but very encouraging as Vietnam’s proposal for a “CONSAL XIV rich in ASEAN identity” had received enthusiastic welcome from library and information professionals in the Southeast Asian region. We would like to express our sincere thank to the Advisory Board members including Dr. N. Varaprasad (Singapore), Mr. H. Zulfikar Zen (Indonesia), Ms. Putrisaniah Megat Abdul Rahman (Malaysia), Prof. Antonio M. Santos (Philippines), Prof. Dr. Chutima Sacchanand (Thailand) and Dr. Ta Ba Hung (Vietnam) for their whole-hearted support and their selection of outstanding papers from the submitted abstracts. In addition to the Advisory Board’s recommendations, the author’s nationality and the balanced numbers of papers in the pre-defined topics were taken into account as the Organizing Committee made the final selection of the papers to be presented at the General Conference. Through such serious and responsible process, 36 out of 42 research papers selected for inclusion in this proceeding are from nine out of ten ASEAN member countries.

While attaching importance to the rich ASEAN identity in the CONSAL XIV General Conference, the Organizing Committee also paid attention to new library trends and advances in other parts of the world. A number of world class lecturers and managers in library and information studies were invited as keynote speakers or invited speakers at the General Conference. These famous names include Prof. Dr. Patricia G. Oyler and Prof. Dr. Ching-chih Chen (USA), Prof. Dr. Gary Gorman (New Zealand), Dr. N. Varaprasad (Singapore), Mr. Akio Yasue (Japan) and Mr. Michael Robinson (Hongkong, China), whose presentations would serve as bridge connecting libraries and information services in Southeast Asia to the world library community.

To facilitate access to the proceeding’s content, keynote papers are grouped in a separate section while other papers are arranged into the pre-defined topics in the alphabetical order of author name. We would like to take this opportunity to thank all the authors for submitting their papers to the conference, sharing your great knowledge, spirit of networking and cooperation, and especially their dedication to the library profession as well as their generous consideration for the 14th CONSAL General Conference.

The proceeding, however, might not have avoided certain errors or limitations due to the pressure put on the authors, the selection committee and the editors in a very short period of time. We, therefore, greatly appreciate your sympathy and hope you will enjoin reading these fruitful results from the Conference.

Chairman, CONSAL XIV Conference Organizing Committee
Director, National Library of Vietnam

Pham The Khang
**A. KEYNOTE SPEAKER**

**UNIVERSAL ACCESS TO 145 COUNTRIES’ 878 WORLD HERITAGE**

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PI and Director of World Heritage Memory Net
In partnership with UNESCO World Heritage Center

Ching-chih Chen is Professor of the Graduate School of Library and Information Science, Simmons College, Boston, and is a consultant and speaker to over 40 countries. She is the author/editor of more than 35 books and over 200 journal articles in areas of new information technologies, such as global digital libraries, multimedia technology, digital imaging, interactive videodisc technology, global information infrastructure, information management, and information resources, etc. She produced the award winning interactive videodisc and multimedia CD entitled The First Emperor of China, supported by the US National Endowment for Humanities (NEH). She has led two major NSF/International Digital Library Projects (IDLP): (1) Global Memory Net, a global image digital library and gateway to the world cultural, historical, and heritage multimedia resources, with collaborators from different part of the world, and this project has also led to World Heritage Memory Net in partnership with the UNESCO’s World Heritage Center, and (2) International Collaboration to Advance User-oriented Technologies for Managing and Distributing Images in Digital Libraries. She is also co-PI, with Prof. Raj Reddy of Carnegie Mellon University, of the China-US Million Book Digital Library Project.

A Fellow of the American Association for the Advancement of Science, she was appointed by President Clinton in February 1997 to serve as a member of the U.S. President’s Information Technology Advisory Committee (PITAC). PITAC was established by a new Presidential Executive Order. Under both Presidents Clinton and Bush during 1997 to December 2002, she co-chaired the PITAC Subcommittee on International Issues, and was a member of the PITAC Subcommittees on Next Generation Internet (NGI) and IT*2 Initiative Review; and Panels on Digital Divide, Digital Library, Learning of the Future, and Individual Security. She also chaired the PITAC’s activity on Digital Divide for Smaller Institutions. During 1987 to 2001, Dr. Chen was Chief Organizer of a series of 12 International Conferences on New Information Technology (NIT) in many continents of the world. The outcome of NIT ‘99 (Taipei) and NIT2001 (Beijing) are the two-volume books related to the

She is a recipient of many major awards, and was also elected in 1985 as Fellow of the American Association for the Advancement of Science. She served as an Honorary Professor of Tsinghua University in Beijing from August 1999 to 2002 and University of Hainan, China, 2004. Active in the digital library area she was the co-Chair of the 4th ACM/IEEE Joint Conference on Digital Libraries (JCDL) of 2004 held in Tucson, Arizona in June 2004. She was on the Advisory Board of DELOS (the European Digital Network for Excellence), serving as the US Co-Chair of the NSF/DELOS Working Group in Digital Imagery for Significant Cultural, Historical and Heritage Materials, and served as the co-editor for the Journal of Digital Library’s Special Issue on Multimedia Contents in Digital Libraries (February 2006).

A sought-after international speaker, she has delivered keynote speeches and made presentations at many international conferences including those in countries like Argentina, China, Croatia, France, India, Italy, Japan, Korea, Latvia, Mexico, Morocco, Russia, Spain, Singapore, South Africa, Swaziland, Taiwan, Thailand, Vietnam, etc. She has been on the advisory board of several national digital library projects; served as a consultant to OCLC for its Global Digital Initiative (2005) (http://www.oclc.org/news/releases/200520.htm); and received the coveted LITA/OCLC Kilgour Award from the Library Information Technology Association in June 2006. (http://www.oclc.org/news/releases/200520.htm); and received the coveted LITA/OCLC Kilgour Award from the Library Information Technology Association in June 2006. (http://www.ala.org/lita/litaresources/litascholarships/kilgour06.htm), (http://www.oclc.org/research/announcements/20060421.htm), (http://www.ala.org/ala/pressreleases2006/april2006/2006KilgourAward.htm). The broad-based societal impact of her R&D work has been significant, and for this global work, she received the International Peace Prize of the United Cultural Convention of the USA presented its International Peace Prize in June 2006 for better promoting intercultural understanding during this troubled time. She received also the American Library Association’s major Beta Phi Mu Award in June 2008 (http://

Abstract

In this paper, the author will share her cutting-edge technology application in presenting the 878 World Heritage Sites of 145 countries inscribed by the UNESCO World Heritage Center (WHC) to the world. With the simple click of the mouse, one is able to access multimedia and multilingual information on any one of the chosen site from a chosen country or region, or one is able to choose desirable image(s) from all available photographic resources of the whole world.

Traditional method in retrieving desired information via fields like title, location, keyword, etc. are not most used since users generally do not know these information in the beginning, thus numerous featured retrieval methods including geographical, country, tempo, as well as content-based image retrieval (CBIR) are introduced for easy access.
1. Introduction
In November 2006, the World Heritage Center (WHC) signed a multi-year Memorandum of Understanding (MoU) with Simmons College, Boston, Massachusetts, USA, to establish the first World Heritage Digital Center (WHDC) under the leadership of Dr. Ching-chih Chen. "The World Heritage Center considers this an important project with great potential to enhance the humanities for universal access and enrichment through the use of emerging technologies," commented Francesco Bandarin, Director of the WHC.

This MoU has led to the development of World Heritage Memory Net (WHMNet) since 2007. With intensive R&D effort extending capabilities far beyond those of the Global Memory Net (GMNet), (http://www.memorynet.org), WHMNet has begun to emerge as a launchable site for universal access, which will greatly promote a better knowledge of World Heritage properties and increase awareness of everyone’s duty to protect them.

This paper will provide a preliminary bird’s eye view of what promises to be an invaluable web-based knowledge base of World Heritage.

2. How Does WHMNet Work?
With limited amount of time and space, it is difficult to do justice to attempt to provide an overview of such a huge project. Thus, only the bird’s eye view can be provided in the following with the help of abundant graphics. “A picture is worth a thousand words,” thus the graphics will help us to decrease substantially the detailed descriptions. WHMNet has not been launched for public access yet. At the present, only 286 of the 878 sites have been processed and uploaded to our Server. Thus, all presentations here are still preliminary without the final interface and graphic design.

One can see from the left panel in blue (see Figure 2) that all 878 sites will be
able to be accessed collectively or by Region/Continent. All necessary textual information can further be obtained from the additional resources as listed in the right upper panel as shown in Figure 3. In the bottom of Figure 3 is the Tag Cloud which is linked to the terms most frequently linked in the searches which have been conducted. Since, the site is not available for universal access yet, the words showing are more related to our internal searches, and therefore in preparation for this paper, it is understandable that “Vietnam” is showing as one of the most frequently searched terms. From Figure 2, one can further move from a chosen Region/Continent to Countries and Sites as shown in Figure 4.

When one looks at the Left Panel (Figure 2), one can choose the WORLD or any of the Regions/Continents listed. For example, when the WORLD is chosen, then all available sites are listed by Country alphabetically on the left center column as shown in Figure 4, and all the sites are arranged alphabetically on the right center column of Figure 4.

As of March 20, 2009, only 286 of the 878 sites have been processed and uploaded to the server, thus, Figure 4 shows “The World’s 286 sites.” Based on UNESCO/WHC’s classification, the 878 sites are classified in:

- Cultural
- Natural
- Mixed (both cultural and natural)
- Heritage In Danger

Figure 4 shows that the world heritage sites are appropriately indicated with symbols of the types of sites on the Map as shown on the right column of Figure 4. Thus, one can move horizontally to view all the sites in the world, or select any one of them.

A Quick Glimpse of the World Heritage Sites

If we have no idea what we can expect to find information on the 878 sites in the world, the two buttons – “Image Gallery” and “Random Images” can be of great help. “Image Gallery” will bring out the 12,957 images of the 286 sites currently available on the server in the order of “accession,” or the order the images were added. Eventually the total number of images for all 878 sites will be more than 40,000 images, thus browsing these many images from one page to the other can be a very tedious and time-consuming process. Thus, this may not be as useful for the current intent.

But, the “Random Images” feature will serve the purpose well! It will ran-
randomly provide images of the 12,957 sites, so that one’s knowledge on the World Heritage Sites will increase dramatically from a few simple clicks of the button because each image will also be shown with the title of the Site. Once an image of interest is spotted, one can find images of similar color and shape in all World Heritage Sites, as shown in Figure 5. Thus, for example, a similar Roman Column can be found in Italy, various parts of Europe, Africa etc. One’s knowledge again will be expanded quickly on a chosen image.
When Asia and Vietnam Is Chosen
Since we are in Vietnam, let's select Asia -> Vietnam. Instantly, 5 World Heritage Sites in Vietnam are displayed with the map locations and types of sites indicated, as shown in Figure 6.

![Figure 6. All 5 available World Heritage Sites in Vietnam are shown.](image)

When “Complex of Hue Monuments” is Chosen

![Figure 7. Instant showing of descriptive information on the Site in multiple languages as well as Site links to videos and 3-dimensional tour, as well as Image Gallery.](image)
As shown in Figure 7, when one click on the Site name of the “Complex of Huế Monuments,” instantly one is offered the official descriptive information as well as other available information in multiple languages.

**Instant Multilingual Access**

For all Sites, the six UN official languages - Arabic, Chinese, English, French, Russian, and Spanish - are available, as to other languages, the number differs from a few to the maximum of about 80 languages. One can obtain the multilingual information instantly by clicking on the language indicated as shown in Figures 7 and 8.

**Instant Multimedia Access**

Figures 7 and 8 also show that in addition to the multilingual descriptive information on the “Complex of Huế Monuments” Site, various associated multimedia information can also be instantly retrieved and displayed. By clicking on:

- [http://www.1001wonders.org/678](http://www.1001wonders.org/678)

(as indicated on Source2), one can take a 3-dimensional tour of the site.
Video, NHK World Heritage 100 Series, one can view the video as shown in Figure 9.

Image Gallery, where an image collection on the Site can be viewed and zoomed with dynamic digital water-mark as shown in Figure 10. In addition, “Similar” will enable one to retrieve images from all World Heritage Sites with similar colors and shapes.

**Geo - and Tempo Retrieval**

In addition to the whole array of features described above, more geo- and tempo retrieval capabilities are available. Figure 11 show how one can go to browse the world map and click on any site of interest for further information on the upper Map Search, or select the country of interest from the countries listed in the lower screen of the Country Search. The 878 Sites are from 145 countries, but currently with only 286 Sites on the Server, only those countries in Brown are available.

In addition to geographical access to
the World Heritage Sites, tempo access is also available. This is an important feature because the 878 sites ranges from those prehistoric ones with age of millions of years, to Sites of the 20th or even 21st century, such as Sydney Opera House in Australia. On WHMNet, one is able to horizontally browse through time, and select the sites of interest, and then obtain quick descriptive information instantly. Figure 12 shows that the “Complex of Huế Monuments” Site starts around Year 1800. Note that the UNESCO WHC’s basic descriptive information is provided. In general, we have placed emphasis on those sites no older than 300BC. Also, “natural” sites are not included for obvious reasons.

3. Conclusion
The bird’s eye view of WHMNet presented in this paper covers only the tip of the iceberg of the functionalities of this important global digital project. It is clear that with the help of cutting-edge technologies, for the first time, multimedia and multilingual information on the world’s invaluable heritage sites are able to be accessed and obtained instantly with a simple click of the mouse.

The MoU signed by UNESCO World Heritage Center with Simmons College is recognition of the interest of UNESCO in activities or research of WHMNet because this project has the great potential to provide universal access to the World Heritage Sites in a way not possible before. The WHMNet project leverages on the innovative technology developed and utilized in our Global Memory Net, which has already reached citizens and scholars from over 3412 cities of 125 countries in the last 18 month. We expect that WHMNet will reach a much greater global audience with its much enhanced multimedia and multilingual capabilities. It has great potential to enhance the humanities for universal access and enrichment through World Heritage Sites by using cutting-edge information technologies, and thus contributes in the promotion and awareness-raising of the UNESCO’s 1972 Convention.

4. Acknowledgment
The WHMNet gratefully acknowledge the support from the US National Science Foundation’s International Digital Library Project under Grant No. CISE/IIS/0333036 (a part of Global Memory Net). Much of the multilingual work is supported by two US National Science Foundation’s Research for Excellence for Undergraduate (REU) grants in 2007-2008 and 2008-2009. The Simmons undergraduate work-study students have been supported with the Emily Hallowell Fund for Research of the GSLIS of Simmons College.
14th Congress of Southeast Asian Librarians

DIGITAL PRESERVATION AND
INFORMATION MANAGEMENT EDUCATION IN THE ASIAN CONTEXT

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Victoria University of Wellington

Digital information must be proactively managed and cared for. The benign neglect so often encountered in the paper world will have disastrous consequences for digital information.

- Archives New Zealand 2008, p. 3

Professor G E Gorman FCLIP FRSA AALIA is Professor of Information Management in the School of Information Management at Victoria University of Wellington in New Zealand. His special interest is in information services development and infrastructures in Asian countries, including the education of information professionals in Asia (especially in the Mekong countries, and Vietnam most particularly), and also information literacy and information literacy education. He is Editor of Online Information Review (Emerald) and Associate Editor, Reviews Editor and Board Member of 10 other journals.

He is also a frequent contributor to or organiser of training workshops in the Asian region, including the annual Workshop on Information Literacy and IT Development held in Wellington for information workers from the Asia-Oceania region. He is a member of three IFLA committees, including RSCAO for Asia-Oceania, as well as an IFLA-ALP Advisory Board member. He has written more than a dozen books in the field of library and information management, published more than 200 peer-reviewed papers, and presented at many conferences in Asia and globally. His current book, written together with the o-author of this paper, is Information Needs Analysis for Information Professionals (Facet Publishing).

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Abstract

This paper addresses key considerations in the practice of digital preservation with a view to understanding the extent to which professional education matches or addresses the realities of this field in terms of both principles and practice. The first part outlines the principal issues faced by digital preservationists, including access and use, content and selection, and systems design considerations. This includes discussion of social equity in terms of access and use, and significance as a key criterion in selection for digital preservation. The second part then offers a tentative comparison of these issues with digital preservation education. The paper should be treated as a ‘work in progress’, with more detailed data collection and analysis to follow in a future paper.
Introduction

Digitisation as a means of preserving print resources has long been common in the information world of libraries, archives and other memory institutions - just one of many evolving techniques that take advantage of current technologies. But as the digitisation of print resources has become a common solution to their preservation, digital preservation of the ‘born digital’ has remained a more problematic, and less carefully addressed, issue. Now, as born digital artefacts have become commonplace in all walks of life and in repositories of all kinds, information professionals are turning their attention to how this type of digital preservation can be developed and managed; and they have at their disposal increasingly sophisticated techniques to facilitate such preservation.

At the same time, however, the tendency has been for individual institutions or consortia to undertake digital preservation programmes without necessarily understanding the full implications of their actions, with potentially problematic results. It is necessary at this point to stand back and take stock of what has been happening, to see what might need to be done and how it might be done. Such reflection is the task of information professionals and educators working together, so that new graduates can come ‘on-stream’ with the best possible preparation for roles as digital preservationists.

The purpose of this paper is to look at digital preservation from the perspective of professional education, to understand the needs and expectations of professionals, and to seek to meet such needs cooperatively through quality professional education.

The Present Situation

Just over a decade ago Michael Griffin, in the context of digital library initiatives, characterised the information environment as follows:

Electronic access is increasing at a rapid pace through global efforts to increase network connectivity and bandwidth, new information management tools, and importantly, interoperability across systems and information content. The quantity of online digital information is increasing ten-fold each year in a relatively uncontrolled, open environment. This pace of information creation far surpasses that of the development of technologies to use the material effectively. The number of people accessing digital collections though the WWW also shows explosive rates of growth. Finally, internationalization is making a ‘global information environment’ a reality (Griffin 1998).

The situation in 1998 with respect to the digital library environment has, if anything, become even more pronounced as the digital environment continues to expand. We would all recognise that the quantity of online information continues to increase exponentially, to the extent that this is accepted as the norm by most individuals. Indeed, the creation of information now exceeds the ability of most technologies to keep up with such rapid increase; in past decades one might well have asked, ‘Why is the technology enabling us to do things that we don’t need to do?’ Now the question more like to be heard is ‘Why can’t the technology enable us to do X?’ As a consequence, in too many situations the effective use of materials continues to be seriously impeded.
At the same time as digital information is increasing, so too is electronic access to such information - in countries with the necessary infrastructures and with a financially-enabled citizenry. However, electronic access is not necessary very effective in the largely uncontrolled e-environment, with relatively few quality controls and safeguards. Cross-system interoperability has improved, as have network connectivity and bandwidth; but again this is more the case in those living on the right side of the Digital Divide.

**Defining Digital Preservation**

It is against this highly fluid background that we find ourselves of necessity forced to reconsider our priorities with regard to digital preservation. As intimated in this paper’s opening statement from Archives New Zealand (2008), proactive management is a necessity, and this means starting at the beginning with a definition that encompasses the essence of digital preservation in order to move forward with a common goal in mind. This is perhaps easier than it sounds.

Most would agree that ‘digital preservation’ refers to the full range of activities by which we ensure continuing access to digital materials, regardless of technological change. The materials for digital preservation may be ‘...records created during the day-to-day business of an organisation; “born digital” materials created for a specific purpose (e.g. teaching resources); or the products of digitisation projects’ (DPC 2008b, p. 24).

This being the case, how might we define digital preservation in a manner that encompasses all relevant components? Dorner, Liew and Crookston have defined digital preservation as ‘the managed activities necessary to ensure the maintenance of, and ongoing access to digital material over time, for as long as it is required...’ (Dorner, Liew & Crookston, 2006). More recently the Digital Preservation Coalition reiterated this definition in abbreviated form: digital preservation is ‘the series of managed activities necessary to ensure continued access to digital materials for as long as necessary’ (DPC, 2008b, p. 24). This now seems a generally accepted definition, with the 2006 version preferred because of its more detailed statement of the key components of digital preservation: Maintenance; Access; Temporality.

These components are worth recalling when turning to education for digital preservation.

Whilst we would submit that that digital preservation is different from both preservation and digitisation, we also recognise that they have much in common. Thus both preservation and digital preservation consider the longevity (condition) of an item and its value (significance). In addition both preservation and digital preservation are concerned with the storage medium, the staffing and qualifications of staff, appropriate policies and management planning. Further, the selection of materials for preservation is based on their intrinsic value as information resources, as well as the significance of the content to the context, and of course for both preservation and digitisation a significant problem is the impermanence of the storage medium.

That said, there are clear distinctions to be made here. With preservation, issues such as the condition of the...
Physical item and the value/rarity of the physical item are of prime concern. For example, if the item is a rare and valuable manuscript whose condition would deteriorate through handling and use, then a decision would be made to prevent access and use of the artefact. Preservation in the context of this physical item relates only to its maintenance, ensuring it is no longer used but rather stored in an appropriate environment in which the levels of light, humidity and temperature are all controlled.

Digital preservation would also ensure the maintenance of the digital resource, but in addition the activities of digital preservation would ensure the ongoing access to the digital resource as well. To provide access to the content of the physical item, one might decide to create a surrogate (for example, a microform copy or a digitised copy) to reduce the need to use the original copy. Nevertheless, preservation and access are separate activities which may involve separate groups of decision-makers such as the preservation staff and the reference staff, whereas maintenance and access are part and parcel of digital preservation, and any decisions relating to digital preservation will by necessity have to consider both aspects.

In digitisation the principal intention is to transform print and analogue objects into digital objects. To achieve this the digitisation process captures print and analogue information objects in a digital form through:
- Digital scanning/photography of printed text and images
- Digital recording of sound and video

In this process the integrity of objects is paramount, ensuring that objects are not compromised in any way when digitised.

In digital preservation, as distinct from digitisation, the principal intention is to ensure ongoing access to digital objects over time (as in the Dorner, Liew and Crookston definition). In particular, technology obsolescence requires planned migrations to new technology, with such migrations built into any digital preservation initiative from the outset. Because of this need for proactive engagement with likely migrations, all digital preservation activities must be adhere to strict standards, for example:
- For digital object integrity (emulation, for example)
- For metadata capture

**Key Considerations in Digital Preservation**

If, then, the key issues in digital preservation are maintenance, access and time, how do we address these in the reality of digital preservation planning and implementation? To address this question, we discuss issues under the headings of access and use, content, design (Gorman 2009).

**Access and Use**

Here we are referring to intellectual access over time, and there are two components to these key features underlying digital preservation. First, access from a library management perspective means linking digital preservation systems with online retrieval systems, so there is an obvious overlap with systems design, which has improved significantly in recent years in terms of user-friendly system interfaces.

Second, from the perspective of social responsibility or social inclusion, it should be remembered that, no matter...
how user-friendly the technology, many citizens in countries around the world simply to not have access to technologies to enable them to benefit from digital preservation. This is especially true in our region, and something that many of the highly developed countries tend to forget. Even in North America use statistics are not encouraging:

33% of urban residents do not use the internet

34% of suburban residents do not use the internet

48% of rural residents do not use the internet (Stefl-Mabry and Lynch 2006, p. 66)

But not that these figures address the matter of ‘not using’, which must be distinguished from ‘not being able to use’, and being unable to use may be a reflection of two realities: either access does not exist (as in many parts of countries in Asia), or digital illiteracy prevents potential users from utilising the technology. In view of these factors hampering access and use, we maintain that digital preservation responsibilities must include both the development of an inclusive, dispersed digital infrastructure, and also information literacy education programmes at all levels.

Without these developments, digital preservation remains the preserve of the educated urban elite in many countries - the digital divide remains a reality. As long as the digital divide, digital illiteracy and digital exclusion are with us, digital libraries and digital preservation will be that much less effective than their potential warrants. And this maintains the status quo: ‘Digital exclusion...is to remain incapable of thinking, or creating and organizing new more just and dynamic forms of production and distribution of symbolic and material wealth’ (Fantin and Girardello 2008, p. 312).

Content and Selecting for Digital Preservation

Content, or knowledge and meaning, in the digital preservation framework means that the integrity of the object is not lost and the relationships to its context is maintained - i.e. the object is in an unaltered form. Maintaining the integrity of the object requires policies that articulate what the preservation programme seeks to achieve, and how this will be done. Such policies must also have both institutional and social integrity; that is, they must fit the mission and role of the institution, whether a library or other type of repository, and they must also meet the requirements of the wider society (as in social inclusion).

Indeed, we might go so far as to state that the significance of informational content for the local context is a key component in digital preservation. This raises two further issues: needs analysis and significance assessment. The first of these, needs analysis, is not limited to digital preservation but in fact pervades information management as well as other sectors. But in terms of digital preservation needs analysis has not yet been perceived as a significant consideration.

Needs analysis in the context of digital preservation refers to the investigative process to identify and analyse the needs of a particular group or groups in a specific context and the use of that data to inform a decision. For example, a needs analysis might be undertaken to develop a policy for establishing priorities for digital preservation. Part of this analysis might focus on
determining the research needs of social historians which then could inform decisions about preserving specific types of digital information or specific areas of content. Another part of this needs analysis might be aimed at discovering the legal requirements imposed on administrators for ensuring ongoing access to specific types of business records. To make an informed decision about a policy for establishing digital preservation priorities, the decision-makers must identify and analyze the needs of the various groups served by the organization so that their needs are understood. Once understood the needs can be assessed with respect to the impending decision.

On the second point, ‘significance assessment is the process of studying and understanding the meanings and values of objects and collections’ (AMOL 2001, p. 11). Thus significance assessment is a practical and effective process that helps us clearly articulate the value and meaning of objects and collections and make appropriate judgements about conserving, interpreting and managing these objects and collections and into the future.

‘Significance means the historic, aesthetic, scientific and social values that an object or collection has for past, present and future generations’; it also ‘defines the meaning and values of an object through research, analysis and by assessing against a standard set of criteria’ (AMOL 2001, p. 11). It is important to understand that significance is not simply a matter of the physical entity, the information-bearing ‘package’ or its appearance, but it in fact incorporates all the elements that contribute to an object’s meaning. These elements include the object’s context, history, uses and social values.

Thus in significance analysis one analyses not only the object as an artefact, but also seeks to understand its context and its wider community value. When we consider this information we can draw informed conclusions about why an object is significant - and therefore a candidate for digital preservation. Here is where policy comes into play: with a consistent set of criteria, we can achieve more accurate analysis against agreed standards.

**System Design Considerations**

But of course once significance has been determined, and on the basis of this digital preservation either undertaken or not, without an adequate system to both preserve digitally and also manage what has been so preserved, we are again faced with issues of access and use. When we speak of system design, we refer to a design that permits content to be maintained (integrity of the object) and that facilitates access to the object (information retrieval systems).

In other words, an appropriately designed system for digital preservation management addresses several consideration:

- Integrity of digital objects
- Access and content in relation to the technology
- Information retrieval
- Metadata for access and preservation
- Archiving
- Migration across hardware and software for continuity of access

If each of these is addressed effectively, then we come close to having a robust system able to manage the various, and sometimes conflicting, requirements of digital preservation.
Examples of Digital Preservation Education in Asia-Oceania

If we accept that the above discussion addresses at least the key considerations when undertaking and managing digital preservation programmes and activities, how then do educators respond to this scenario? In this section we seek to answer this question by analysing a sample of digital preservation courses in Asia-Oceania (remembering that this region extends east-west from Japan to Lebanon, and north-south from Nepal to New Zealand).

We examined the descriptions of three courses, all within master’s programmes at universities in three developed countries to determine whether they appear to teach students the knowledge and competencies we believe are necessary to establish and manage a successful digital preservation programme. We mentioned earlier that the key components of digital preservation are (1) maintenance, (2) access and (3) temporality.

By maintenance we mean the proactive care required to ensure the ongoing functionality of the medium (e.g., magnetic tape, hard disk, flash drive) in which the digital objects are stored. When we refer to access, as discussed earlier, we refer to two components:

First, the linking of the digital preservation system within a library to its online retrieval system so that the content can be retrieved by the individuals for whom the digital resources have been preserved;

Second, the social responsibilities to support equitable access through the development of an inclusive, dispersed digital infrastructure, and through information literacy education programmes.

The temporality component reflects the impermanence of digital technology and thus the requirement to transfer the digital objects onto a newer technology prior to the older technology becoming obsolete.

We further addressed these components under three broader categories drawn from digital library initiatives: access and use, content and selection, system design. It may be helpful to visualise the relationships between categories and components as in Figure 1.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Components</th>
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<tr>
<td>Access and use</td>
<td>Access</td>
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<td>Content and selection</td>
<td>Access</td>
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<td></td>
<td>Maintenance</td>
</tr>
<tr>
<td>System design</td>
<td>Maintenance</td>
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<td></td>
<td>Temporality</td>
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</tbody>
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**Figure 1: Categories and Components of digital preservation**

Other key aspects of digital preservation programmes, and therefore important course content, include the following:

- integrity of preserved digital objects
- digital preservation policies and practices criteria for selecting digital objects to be preserved preservation metadata (both for discovering the preserved objects and for supporting their ongoing maintenance) resource requirements for digital preservation technical specifications for the digitisation of analogue objects to preserve them digitally.
Therefore, when examining these digital preservation courses we aimed to determine if and how these (1) categories, (2) components and (3) aspects are featured in the course content. At this point we have been able to analyse only the course outlines, but these in themselves can be insightful. The next phase is to access the detailed course materials for these and many other similar courses in the region.

The first two courses are titled ‘Digital Preservation’ and so might reasonably be expected to address many of the issues raised above, with allowances for their respective cultural and social contexts. The third course, titled ‘Preservation Management’, might be more peripheral to digital preservation; in that institution there is no course labeled ‘Digital Preservation.

Course 1 (Digital Preservation) purports to address ‘problems, issues, and decision-making for the preservation of digital information...’ and also ‘strategies and techniques for digital preservation’ These statements could well encompass some of the key criteria of digital preservation discussed in the foregoing sections, and it will be interesting to see how well the course content matches the description. However, the course description then goes on to speak of the ‘creation and maintenance of digital libraries and information on the web’ and the ‘digitisation of materials for preservation’. Preliminary assessment:

Two points must be made here. First, whilst digital preservation may well sit within the broader framework of digital libraries, this is not necessarily so, and digital preservation is certainly not limited to digital libraries but extends to records management in all spheres and to archives. Second, ‘digitisation of materials’, as noted above, is not ‘digital preservation’, so there appears to be some confusion in this courses about distinctions between the two.

Course 2 (Digital Preservation) The description of this course suggests that it arises from the same concern as that expressed by Archives New Zealand (2008) at the opening of this paper. And the key driver underlying this course is that ‘Digital preservation is about maintaining information’s usability’. This subject provides an overview of the discipline including its history, concepts, challenges, politics, ethics and strategies. This exhibits at least sensitivity to some of the issues we have raised, but beyond that we cannot comment at this point. Preliminary assessment: ★

Course 3 (Preservation Management) is ‘an introduction to the principles and practice of information preservation of both analogue and digital media’ in libraries and archives. Topics include preservation standards, policies and strategies for analogue and digital media; collection assessment and programme development. This exhibits at least sensitivity to some of the issues we have raised, but beyond that we cannot comment at this point. Preliminary assessment: ★

For the present we as educators seem not to be meeting what we perceive to be the need for digital preservation education in terms of either quality or quantity. It would be useful for colleagues to look at their own institution’s offerings in this area, particularly with regard to the categories, components and aspects discussed above, and at the same time to consider the need for education more
focused on digital preservation as a key part of professional education at the degree level. Either author would be pleased to receive comment or additional input as part of continuing research into this topic.

**Acknowledgement**

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"SETTING AN AGENDA FOR LIBRARY DEVELOPMENT: THE ROLE OF THE VIETNAMESE LIBRARY ASSOCIATION"

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Mr. Michael Robinson has been the Institute Librarian for The Hong Kong Institute of Education since July 2005. In this capacity he is responsible for the leadership and management of the two Institute libraries at the Tai Po and Kowloon West campuses, serving the staff and student communities of the key teacher education institution in the region. He is also the founding Director of The Hong Kong Museum of Education, and has led the development of the Museum and a range of educational heritage and research projects on behalf of the Institute.

Prior to this appointment Mr. Robinson was the Director of Library and Learning Resource Centre Projects at RMIT International University Vietnam, Ho Chi Minh City, where he was jointly responsible for the management of a project portfolio which included the construction and development of four academic libraries on behalf of the universities of Hue, Danang, Cantho and Thai Nguyen. In addition to these projects, Mr. Robinson was also actively involved in a range of library development programs in Vietnam, and initiated a number of projects and activities to promote the development of bibliographic and technical standards in Vietnamese libraries, the authorized Vietnamese translation of the Dewey Decimal Classification scheme with the National Library of Vietnam, the establishment of the Vietnamese Library Association, and the introduction of collaborative programs for the acquisition of electronic information resources. For his services to Vietnamese libraries, Mr. Robinson was awarded the “Medal for the Achievement of Culture, Sports and Tourism” by the Vietnamese Government Ministry of Culture, Sports and Tourism in 2008.

Mr. Robinson is the immediate past President of the Hong Kong Library Association and former Chair of JULAC - the Joint University Libraries Advisory Committee of Hong Kong. He is a serving member of the IFLA Regional Standing Committee on Asia and Oceania, as well as a member of the Australian Library and Information Association and a former President of VALA, the Victorian Association for Library Automation.

Abstract

The Vietnamese Library Association was established in 2006, and in the ensuing period has focused its efforts largely on the organizing of Committees and their operating procedures and regulations, in addition to taking part in organizing the CONSAL XIV conference. The Association is now becoming more outward looking, and is beginning to develop strategies and programs to enhance the role it plays in supporting libraries throughout the country. There are a number of factors, however, which combine to make genuine progress difficult to achieve. In this paper, discussion will focus on the efforts that the Vietnamese Library Association has made in the recent past to identify and overcome obstacles to full development. The paper will review the proposed development strategies of the Association - which arose from a recent planning workshop with the author - and will reflect on some of the issues which may be particular to the development and management of library associations in the region.
**Introduction**

Compared to most professional library associations in the South-East Asian region, the Vietnamese Library Association (VLA) is very much in its infancy. While, for example, the Thai, Malaysian, Singaporean and Indonesian library associations can all claim a history of at least fifty years each, and reflect this in the relative sophistication of their organizations and activities, the political and economic difficulties which have confronted Vietnam in the past have hindered the rate of development of all types of library service in the country, (Tran, 1999) and made the establishment of a broad professional association of librarians a difficult goal to attain.

While a professional library association existed in the former Republic of South Vietnam prior to the reunification of the country (Lam, 1999), in more recent times many of the roles ordinarily assumed by a national professional association - such as the conduct of workshops, training sessions, and representation overseas– have been undertaken in the absence of a formal national library association by other government agencies and libraries, and regional or special interest professional groups. Much of the representative role, for example, has fallen to the Library Department of the Ministry of Culture, Sports and Tourism, while many public library events (such as an annual conference) have been chiefly co-ordinated by the National Library of Vietnam in Hanoi and the General Sciences Library of Ho Chi Minh City. Many similar areas of activity, particularly in relation to scientific and technical libraries, have been undertaken by NACESTI (The National Centre for Scientific and Technological Information) an agency of the Vietnamese Government Ministry of Science and Technology, and offshoot interest groups such as VASTID (Vietnamese Association for Scientific and Technological Information and Documentation). NALA (The Northern Academic Library Association) and VILASAL (Vietnam Southern Academic Library Association) which mainly represent academic libraries, have been particularly active in organizing training programs, seminars, workshops and conferences in the north and south of the country respectively.

**Background to the Development of the Vietnamese Library Association**

With the above organizations in many ways competently filling the vacuum, it might not be surprising that until quite recently there has not been a stronger impetus towards the development of a national association in Vietnam. However, even the establishment of regional associations such as NALA and VILASAL have been relatively recent events, with - for example - VILASAL originating as the “Library Society” at the Graduate Library of the Vietnam National University Ho Chi Minh City in 1998 (Lam, 2001) before evolving into FESAL (Federation of Southern Academic Libraries) and then assuming its current title in 2006. In the arena of scientific and technical
information, VASTID was formed with government approval in 2000.

The origins of the Vietnamese Library Association, however, can be traced back as far as the 1990’s, when the then Ministry of Culture and Information first planned for the establishment of the Association through its Library Department. The Department commenced by forming regional sub-groups of library professionals throughout the country, with eventually nine such public library groups - and a further two with a focus on academic libraries - being established. Efforts were also made to promote the development of technical and reader services through these groups, as well as broader reading promotion programs. The groundwork for the formal establishment of the Association also effectively occurred with the promulgation of the “Library Ordinance” by the Vietnamese Government, under which the right of librarians to participate in professional associations was mandated under Article 15.

More recently, an initiative to improve organizational capacity in the libraries of Vietnam through several national information infrastructure programs also identified the establishment of a national association as one of the key priorities in the long-term development of the profession. Funded by The Atlantic Philanthropies - an international philanthropic organization with health and education programs operating in Vietnam - and managed by RMIT International University Vietnam, an Australian university licensed by the Vietnamese Government to establish its own campuses and programs in the country - a symposium on the possible establishment of a national library association for Vietnam was held in Hanoi on 25th September 2002 and brought together 250 librarians from across the country. (Robinson, 2002) Jointly hosted by the National Library of Vietnam, NACESTI and VASTID, the symposium consisted of a number of presentations by representatives of overseas library associations, such as the Australian Library and Information Association (ALIA) and the Librarians Association of Malaysia (Persatuan Pustakawan Malaysia, or PPM). In these presentations the benefits of establishing a library association were explored and various examples were provided of professional activities sponsored by library associations in the region. The audience endorsed the establishment of a national association, and representatives of the Vietnamese Government Ministry of Culture and Information undertook to pursue its formal establishment, albeit under the control of a Library Council consisting of representatives appointed from the different library sectors in the country, under the supervision of the Ministry.

The actual establishment of the Vietnam Library Association took some time longer to take place, with the Association being formally established by Government decree on 22nd November 2006. From that time effectively up until the present, the VLA has mainly focused on establishing its committee structure and appointing the membership of each of
the committees, and on issuing guidelines and regulations for committee activities. The Executive Committee consists of 31 members, drawn from the Directors of libraries and government information agencies from throughout the country. In addition, several functional committees - each led by members of the Executive - have responsibilities for key areas of activity such as membership, training, international relations and research.

VLA and LLA Strategic Planning Workshop

It was in this context that the Hong Kong Library Association was approached by Sida - the Swedish International Development Agency - to undertake a strategic planning exercise with the Vietnamese Library Association, together with its fellow organization the Lao Library Association. As both Associations had been established relatively, and had arrived at a similar level of development, it was considered to be an opportune time to review their current situation and to assist in developing plans for future programs, activities and management. In particular, the Executive Committees of both Associations had expressed some disappointment at their slow pace of growth, in areas such as membership and programs, and were confronted by a range of problems which were seen as obstacles to further development.

According to the brief from Sida, the key objective of the workshop was to enable representatives of the VLA and LLA to have an opportunity to raise their concerns about progress and to share experiences with another library association in the region. While this was a role which could have been fulfilled by several library associations regionally, the HKLA was approached for a number of practical reasons: - the relative proximity of Hong Kong to Hanoi enabled the project to keep costs within a limited project budget; the HKLA was a relatively small but nonetheless active and successful association, which had just celebrated its 50th anniversary with an international conference; and by coincidence the then President of the HKLA (and author of this paper) had had several years project experience with Vietnamese libraries, and was responsible for organizing the original symposium for a national Vietnamese library association in 2002. It was thus felt that the HKLA was ideally placed, in that it could not only assist in various matters of organization, but could do so with some understanding of the background to the establishment of the Vietnamese Library Association and the difficulties it had encountered until now. The objectives set out for the workshop were; To study HKLA programs and activities, and how these could be adapted by VLA/LLA.

To review the current progress of VLA and LLA.

To share experience and discuss issues of implementation in Vietnam and Laos.

To develop a strategic plan with one year and three year objectives.

To draft a plan for discussion with VLA and LLA members.
Workshop Format

The workshop program overall consisted of two legs: - one of three days duration in Hong Kong (17th - 20th November 2008), which combined workshop sessions with library visits and other activities, and the second leg of one and a half scheduled days in Hanoi two weeks later (5th and 6th December 2008). The break in the program was intended to provide both Associations with an opportunity to develop a draft strategic plan at their own pace outside of the workshop sessions, and to bring this draft to the Hanoi sessions for review. The detailed breakdown of session contents was as follows;

Hong Kong Planning Sessions

The Hong Kong leg of the workshop program consisted of the following sessions and activities;

A “sharing session” between the Associations on the role and activities of the Hong Kong Library Association. This included an overview of the HKLA, its history and current state of development, as well as detailed run-downs on Committee structure and function, constitution and procedure, programs, finance and membership. This presentation was accompanied by the provision to the delegates of a number of supporting documents, such as the HKLA constitution, meeting minutes and agendas, newsletters and HKLA Year Books to illustrate the range of activities involved.

An “issues raising” session each for the VLA and LLA to discuss matters of concern to the development of both Associations and to consider the experience of the HKLA in addressing these problems.

A session focusing on the strategic planning process and on identifying the factors affecting the current situation of both the VLA and the LLA, through undertaking a SWOT (Strengths, Weaknesses, Opportunities & Threats) analysis.

Visits to the libraries of the Hong Kong Institute of Education (where the workshop sessions were held) the Chinese University of Hong Kong, the Polytechnic University of Hong Kong and the Hong Kong Central Library.

A working lunch with Directors of JULAC (the Joint University Librarians Advisory Committee) and former Presidents of the HKLA to discuss issues in the development of professional library associations.

At the end of the Hong Kong sessions, representatives of the VLA and LLA were requested to draft a strategic (SWOT) analysis and to commence work on a draft strategic plan, for review at the Hanoi leg of the workshop.

Hanoi Review Sessions

The Hanoi leg of the workshop commenced with a review of the SWOT analyses and draft strategic plans of both Associations prior to the meeting, and this formed the basis for subsequent discussions in the workshop itself. In the workshop the draft strategic plan of the VLA was reviewed, including a discussion of the strategic analyses which had been undertaken by the Association, as well
as a review and discussion of the objectives outlined in their strategic plans. The main themes of this discussion were;

To identify what role the “national’ Library Association of Vietnam should play, and how this integrates with the activities of the regional associations.

To link the planned activities with coherent objectives, related in turn to an overall strategy for the development of the Association.

To work through issues of how these objectives might be achieved, what resources were required, and what strategies could be adopted to undertake these activities without involving the Association in high costs and an unduly heavy workload.

The Hanoi workshop was attended by a number of members of the Executive Committee of the VLA, in addition to original workshop participants, which was beneficial insofar as it enabled the discussion of the draft plan to take place in the context of how it would be promulgated amongst the larger Executive group and the membership in general.

**SWOT Analyses**

In the process of the workshop discussions with the HKLA, the representatives of Vietnamese Library Association identified what they perceived to be the main impediments to the further development of the Association. Chief among these was a lack of financial resources to implement programs, and it was noted that at this stage of its development, the VLA has no sustainable income stream through membership fees or income from professional activities such as workshops. The second major issue focused on the lack of status of the Association, as it struggled to be recognized as the national association both internationally and within Vietnam itself. As mentioned earlier, in the absence of a formal national association, many professional activities supporting librarians in Vietnam which are typically the responsibility of a national body have been successfully undertaken by other regional or special interest associations, or by institutions such as the NLV and NACESTI, and that this in turn has created some ambiguity about the role that the VLA can play in future. In attempting to establish its current situation and future prospects therefore, the Vietnamese Library Association focused on several main strengths, weaknesses and opportunities and threats, which are paraphrased below;

**Strengths**

The Vietnamese Library Association is the official national professional association for library and information professionals in Vietnam, and is accorded this status by the Vietnamese Government Ministry of Culture, Sports and Tourism. The Executive Committee consists of representatives from all types of library from throughout the country, and therefore has a genuine national representation. Almost all senior librarians in Vietnam are members of the Executive, representing considerable collective experience.
Weaknesses

There is not a great deal of awareness about the Vietnamese Library Association as the official association for the country both regionally and internationally. Aside from organizing its internal committee structure, the Association has yet to achieve much in terms of mounting programs to support Vietnamese librarians, and perhaps on account of this has not attracted many “registered” members. As a result, the Association is not yet in a position to charge membership fees from prospective members, which eliminates one of its key potential sources of income. While the VLA has a large Executive Board, its membership is spread throughout the country, making regular meetings very difficult to organize. This membership is voluntary and consequently time available to participate in the work of the Association is limited. As the VLA is a “new” Association, its Executive Board also lacks expertise in organizing and managing a national professional association.

Opportunities

As the accredited national professional association in Vietnam, the VLA is ideally positioned to develop strong international relationships - through IFLA and with library associations in the region - to assist in developing its own international profile.

As the national association also, VLA is well placed to offer programs (such as workshops and training courses) at a national level, and to advocate to government on behalf of libraries and librarians throughout the country through its close association with the Ministry.

Threats

Given its official status, the VLA perceived that its main threat was from within. Representatives of the VLA Executive believed that the Association could not improve its status, influence or acceptance in the profession in Vietnam unless it developed a range of relevant programs to actively engage members.

In similar circumstances to the VLA, the Lao Library Association also noted similar issues of finance and the absence of regular programs affecting membership as key issues for them, although the LLA has commenced the irregular publication of an Association Journal. One opportunity that the LLA also identified was that it could play a role in the implementation of bibliographic tools (such as DDC, MARC21) through training and support programs - a role already shared in Vietnam between the National Library of Vietnam and NACESTI, but still in need of further support across the country.

Issues and Responses

From a review of the above issues, the members of the Executive Committee of the Vietnamese Library Association began to identify and prioritize the objectives and activities which were not only necessary but also practicable given the restraints that the Association was working under. In the Hanoi leg of the workshop, the following
suggestions for the Association’s development were discussed; Profile and Visibility The VLA could improve its standing both regionally and internationally with relatively little effort, by first seeking to accredit the Association with IFLA, and by establishing closer ties and partnerships with neighbouring professional associations. The VLA could also establish a “presence” reasonably quickly through the development of a website (in Vietnamese as well as at least one or two foreign languages such as English or French) which could also act as vehicle for subsequent communications with both members and with the outside world. This also provides outsiders (such as funding bodies) who are seeking to learn more about Vietnamese libraries a convenient portal into, and point of contact with, the profession in the country, linking for example to many other library and library development websites in Vietnam. For inquiries of any sort, an easily identifiable and convenient point of contact for the VLA - both virtually and in person - is essential. The Association’s close relationship with the Library Department of the Ministry of Culture, Sports and Tourism could be regarded as a liability which restricts its scope of action. However, potentially, it also places the Association in an ideal position to advise and advocate on government policy and initiatives to support libraries and librarianship, and in so doing raise its own profile and influence in the consultative process, should the VLA wish to exploit this advantage. The VLA also has plans to promote its visibility through the adoption of a logo in the near future.

Mission and Vision

As a “national association” perhaps it is still not clear both outside the country and to prospective members what the mission and role of VLA is, and how this is different from other groups and institutions supporting libraries in the country. This mission and vision needs to be articulated not only in terms of what the Association aspires to at a nationwide level, but how this is different from the mission and programs of the smaller regional or sectoral associations and interest groups.

Programs & Activities

With a number of other organizations supporting professional activity, and in view of the significant logistical and cost issues associated with bringing librarians together from all over the country for conferences or workshops, the VLA needs to focus initially at least on programs of a national application and to distinguish its role from the activities of the regional and local sub-associations and groupings. To some extent this can be achieved by identifying the “gaps” in professional activity and exploiting these. Some
examples of “national” activities may include; the publication of a national Association newsletter or journal - preferably online to reduce distribution cost while increasing readership - the similar production of specific publications - such as a directory of Vietnamese libraries - of use to the profession and others; assistance in the implementation of technical and bibliographic standards such as DDC and MARC21; and conferences and seminars of a national and cross-sectoral appeal.

Organisational Structure

While the VLA has focused considerable time and effort on establishing and recruiting to its committee system, the Association appears to be aware already that this Committee arrangement may not be the most effective. Consequently, some review of the Committees may be desirable to firstly link Committee effort with the different professional sectors (such as academic, public and government libraries) but secondly to channel Committee resources where they are most needed. The logistical and cost difficulties of bringing together unpaid volunteers on a regular basis to participate in Committee meetings could also be circumvented by attempting to conduct Committee business online as much as possible, by reducing the number of meetings held, by attempting to coincide meetings with other events (such as conferences) where Committee members might be expected to be present, and in the final analysis to concentrate more of the administration and day to day decision making in the hands of the central Executive Committee. In addition, the Association - lacking in resources as it is - could begin to attain some of its practical objectives by co-opting librarians with expertise in particular fields (for example, website development), rather than relying on Committees and their membership to carry out all tasks.

Finance & Support

While clearly lack of financial resources is a significant problem for the VLA as it attempts to consolidate and grow, it is equally clear that the Association needs to establish some basic financial management in place as a first priority. Part of this involves understanding how much finance will be required to undertake a range of programs in addition to operational and administrative requirements. At least in its early development, the Association may need to think less about membership as the key income stream, and to cultivate instead other ongoing and one-off sources of income. In this regard, the Association views a key role for itself in the immediate future is in fund-raising, and is intending to establish a fund-raising committee to identify possible sources and to solicit funds for specific purposes. In addition, the VLA
will seek in-kind support from individuals and organizations (such as the use of Ministerial meeting rooms) in an effort to build up activities and operations at minimal cost.

Communications

As with any national library association, the VLA must deal with the issue of maintaining communications with a widely distributed membership and potential membership in the different library sectors and libraries throughout Vietnam. While one of the most effective ways to do this is by newsletter or professional journal, the costs of printing and distributing print versions suggest that at least in its early stages, the VLA should focus on electronic publishing - e-journals, email and web based communications - as a means of reaching its target audience in the short term future. It is suggested that at least part of these communications - such as an electronic journal - should also be in English or French to encourage foreign interest in the Association.

Membership

The VLA is committed to introducing membership fees and to that end intends to begin by levying a fee against institutions joining as members from next year. The Association recognizes that applying a fee for individual membership may be more problematic while programs and activities which would bind members to the Association are still under development. To counter that effect, the VLA is encouraged to segment their potential membership according (for example) to level of qualification, sector of origin, or ability to pay, and to apply fees commensurately. One possible activity is to encourage membership from librarianship students, at membership fees which are low enough not to be a disincentive to joining. Measures to develop affinity with existing and potential members, such as securing member discounts to library seminars or conferences, can provide compelling reasons for Vietnamese librarians to join and remain as members of the Association.

Draft Strategic Plans of VLA

At the end of the Hanoi session, the Vietnam Library Association had produced a draft strategic plan, and was committed to incorporating the further discussions from the day into a final draft of the strategic plan for review and ratification by the larger VLA Committee. While the presence of the Vice-Presidents of the VLA was not expected at the Hanoi session, this was beneficial insofar as this Executive group had an opportunity for an early review and discussion of the draft prior to it being circulated to the wider General Committee.

From these types of considerations, the VLA has begun to draft a strategic plan for the next triennium, for the ratification of the wider Executive Committee. This plan recognizes the specific restraints and difficulties that the VLA is working under, but begins to map out a future of gradual
development and a building up of both a membership and a resource base.

The VLA delegates present indicated that they had a clearer understanding of their role as a national professional association, which assisted them to focus on activities of a national character, and not to attempt to duplicate the role or work of the regional sub-associations. Improving the profile of the Association internationally (for example through membership of IFLA) and recognition of the Association within Vietnam (for example through the development of a website) were seen as priorities for the VLA at this stage. While the Association does not have substantial finance at its disposal, strategies were discussed - such as the co-opting of appropriate staff from within the member libraries - to achieve objectives with minimal resource implications. Strategies were also discussed for reducing administrative and cost overheads, for example by communicating with both Committee and the general membership electronically as much as possible, and by avoiding expensive face to face meetings. Developing a program of activities which encourage membership and demonstrate its benefit were urged as a means of building up the membership base, and making membership free as a means of establishing the national representation of the Association was suggested for the early stages of development of the VLA.

Conclusion

Both Associations have made some progress and commitment towards the development of strategic plans which contain coherent and practical objectives for their development. The next challenges before both the VLA and LLA are to obtain a wider acceptance of these plans and to implement them with their broader Committee systems, and within the constraints of the respective Government Ministries.

In addition to being a means of providing some assistance to two fledgling library associations in the region, the co-operation of the Hong Kong Library Association in this process is also a demonstration of how library associations in the South-East and East Asian regions, many of whom have dealt with similar issues to the VLA and LLA, can work together to encourage the development of strong and sustainable professional associations and support for libraries and librarians in developing nations.

Bibliography


LEVERAGING ON VOLUNTEERS FOR SUSTAINABLE LIBRARY SERVICES

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Dr Varaprasad is the Chief Executive of the National Library Board Singapore, overseeing the development and operations of the National Library Singapore, the network of public libraries as well as the operations of several special libraries in the country. In June 2005, he launched the Library2010 strategic plan, “Libraries for Life, Knowledge for Success”, aimed at bringing the libraries into the digital world and to promote a vibrant, creative and engaged society.

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Abstract

Library Services in CONSAL countries are usually manpower-intensive. They require proper planning and execution to achieve the intended outcomes. They are also difficult to scale up in size and scope due to the limits on staffing. Hence the growth of public library services can be stymied for this reason.

In many public libraries worldwide, volunteers are mobilised to complement the full-time staff. However, there may not be a clear strategy to ensure that volunteers are well-utilised.

In this paper, the authors will present a total volunteer management strategy, from recruitment, selection, training, deployment, monitoring, motivation and recognition of volunteers as a self-sustaining force for libraries. This strategy has been implemented at the Public Libraries of the NLB Singapore. Examples will be provided on how volunteers support different library services.
1. Introduction

It is an acknowledged truth that the provision of library services is labour intensive. Regardless of the size or nature of the library, many, if not all, library management would agree that it would be nice if there were more library staff available for their library services.

Traditionally, many have turned to automation as a means to get more done with less people. As such, at the libraries, this has lead to the automation of the library processes have little or no value, like the processing of checking out library materials and returning them. The use of self-check machines, automated book drops, smart shelves, and Radio-Frequency Identification Tagging (RFID) of library materials have enabled the check-out and return of library materials to be an easy process, even for the youngest child customer in the library to use. Despite the tremendous level of automation that has already taken place within the library, there still exists several non-value add services which require human intervention. This includes services like the shelving of new and returned materials to the library shelves and the packing or unpacking of library materials.

It is not just these non-value added services that require a tremendous staffing resource. There are instances where it does not become possible to resort to automation because the professional expertise of the library staff is required as a value-add to the customer. Library services, like the provision of reference services, selection of library materials, cataloguing, weeding, carrying out reading programmes, as well as performing reader advisory services, need the expertise of the professional librarians to carry them out.

Many national and public libraries under the CONSAL umbrella are constrained by the number of professional staff they have under their charge, and as such, would find it difficult to provide for a fuller range of library services. Some libraries are limited to only the basic provision of library services to their customers. One significant way to overcome this resource deficiency, and to allow libraries to scale up their range of services without adding costs is to use volunteers to complement staff.

In recent years, Singapore has seen a steady rise in the number of volunteers in areas as diverse as the arts, the environment and in humanistic services. A national survey on individual giving showed that 16.9% of those polled engaged in some for of volunteer work. [1] This shift of reliance from the public sector to the people sector is indicative that more people take pride and joy in carrying out meaningful and productive volunteer work. They survey results also showed that volunteering made people more attached to Singapore and more aware of their duties and responsibilities as citizens. In addition, being volunteers also helped people to nurture broad-based soft skills such as leadership, communication, creative thinking and people management.

Susan Ellis, a renowned practitioner in volunteerism, shared that "volunteerism" is a term that speaks to anything relevant to volunteers and volunteering. It refers to ‘volunteering regardless of setting’. This definition includes the volunteer activities, the management and the non-profit setting.
It also includes volunteering at government agencies and corporate employee volunteering. [2]

Volunteerism is for everyone, and represents a means for government, businesses, non-profit organizations and the public to come together for a common cause. So any individual with a desire to contribute towards the promotion of a common cause can become a volunteer who will champion these causes through their works. Often volunteers are not paid for their services, and are recognized through non-monetary benefits and rewards. Community services performed by volunteers can benefit either a specific audience or the people at large. It is generally recognized that the more important factor in volunteering is the emotive “feel-good” sense of being able to give back to society. It is largely this factor that propels people to want to participate as a volunteer in the first place.

Recognizing the importance of volunteers in affecting the community, the National Library Board Singapore (NLB) deliberately set out to include active citizenry as a key outcome to be realized under its Library 2010 (L2010) blueprint. [3] At the same time, it was quickly recognized that by leveraging on library volunteers, we could supplement the staff strength at the libraries. Library volunteers are actively engaged to work alongside the library staff in providing valuable library services to the community. So the librarians provide the value-add professional library services while volunteers take on the non-professional tasks, which still need to be done. Overall, the public still enjoys a level of library services that is the combined effort of both librarians and volunteers.

In order to discuss the importance of using volunteers, this paper will use NLB’s Friends of the Library programme as a case study to illustrate the salient points of a volunteer management programme suited for a library. To do this, this essay will first provide a background to the recruitment of the very first group of library volunteers in 2001 that subsequently led to the growth of the library volunteers’ programme. Benefits of having volunteers engaging in library services will be briefly discussed. Next this paper will discuss the holistic approach that was taken to the volunteer programme in reaching out to the people. This will cover the cycle of recruitment, selection of volunteer tasks, training and deployment, quality assessment and finally the retention of volunteers. The paper will conclude by highlighting some guiding principles that libraries can use to cultivate the growth of volunteers within their libraries.

2. Historical Overview

Recruiting volunteers for the libraries was a project of NLB’s The Advisory Friends Of the Library for the Older Persons. This advisory panel was first formed in 1999 to advise the NLB on the information needs and interests of senior citizens, and coincided with the International Year of Older Persons.

Some twenty-one senior citizens were selected to pilot NLB’s first volunteer programme at the Sengkang Public Library. The advisory panel felt that it was important to engage these retirees and senior citizens to be part of the library, as it would give them something meaningful to do. [4] The pilot project using at library quickly proved to be a success. Volunteers showed that they were able to integrate
well with the activities of the library. They contributed to the library by conducting storytelling for children as well as assisted the libraries by doing roving customer services. Thus, from an initial pool of just twenty-one volunteers, through an intense recruitment drive launched in 2000, some 200 senior volunteers, called Friends of the Library (FOL), were recruited, trained and mobilized, for the rest of the twenty-two public libraries in Singapore.

Once the L2010 blue prints emerged and it was clear that active citizenry was an outcome NLB needed to achieve, the FOL programme was quickly restructured in 2005 to become more robust. There was a strong need to revitalize the programme so that it could better meet the volunteering needs at the libraries. The restructuring enabled the programme to include youth and working adult volunteers in addition to the senior citizen volunteers. The “Friends of the Library” or FOL term was also adopted as a broad umbrella term to refer to any person providing voluntary services for NLB and its network of public libraries.

Today, the number of people registered to be volunteers with the public libraries number more than 16,000 people. Of this number, some 2000 FOLs are considered to be active volunteers who contribute at least once a month. While most of the volunteers are youths, it is the elderly volunteers of more than 60 years old who are the most active contributors towards the libraries. More women than men volunteer with us, and most are educated with a minimum of a GCE ‘O’ Levels qualification. There is a strong preference among the volunteers to work over the weekends than weekdays, doing turnkey or ad-hoc projects. Volunteers are not very keen to come in on a regular basis, e.g. weekly or bi-weekly.

Although initial reasons for recruiting volunteers focused more on occupying the time of the elderly and retirees, today’s reasons for engaging volunteers have now also taken a shift.

3. Benefits in having volunteers

“Volunteerism is a powerful means of engaging people in tackling development challenges, and it can transform the pace and nature of development. Volunteerism benefits both society at large and the individual volunteer by strengthening trust, solidarity and reciprocity among citizens, and by purposefully creating opportunities for participation.”

- UN Volunteers [5]

It is readily recognized that volunteers can do much for the community. This has led to many organizations and institutions resorting to the engagement of volunteers to achieve their outcomes. Many volunteer roles are designed to contribute substantially to improving the quality of life in a community. Furthermore, from an economic point of view, it was encouraging to learn that the value of volunteering across Singapore in 2002 alone was S$1.5 billion. [6]

Generally there are three main benefits for organizations to use volunteers. These are:

- Greater outreach to the community
- Having an extension of organizational resources

Gaining access to sources of expertise

3.1 Greater community outreach

Volunteer involvement offers the NLB public libraries an additional channel to
strengthen ties with the community at large, as volunteers usually have greater familiarity with local resources and networks. In the fiscal year 2008, volunteers were used to support some 1,800 activities and events across all public libraries.

3.2 Extending organizational resources

This reason relates to economics of running a library network as extensive as NLB in Singapore. By having volunteers, we are able to stretch the available human resources to offer a more varied library service to the public. Volunteers, depending on their skills, competencies and expertise, come in to provide support to the librarians. They are mainly used to handle the more mundane and routine duties within the library environment.

For example, NLB’s Project Deliver Me is a service where volunteers will deliver selected library materials to the physically challenged beneficiaries at their homes. Librarians focus on the value-add of selecting the reading materials based on the beneficiaries’ given reading profile. However the actual delivery of the items are given to the FOLs to undertaken. The participating FOLs for this project also include a group of taxi drivers who given up two hours of their time to drive the FOLs to the beneficiaries’ homes. [7]

Over the past three years alone, the FOLs have collectively contributed a total of 216,109 volunteer hours. In FY2008, the 85,809 hours given by the volunteers are equivalent to having an extra 41 full-time staff. These numbers are a tremendous boost to NLB’s resources.

3.3 Sources of Expertise

The value of having volunteers goes beyond financial gains. We recognize that to grow our library services, it will be important for us to tap into expertise of people with specialized skills and knowledge to better serve our public. These skills and know-how would be those that our present staff do not possessed but are needed to achieve our objectives. By tapping into the skills and talents of volunteers to reach out to the community, the scope and variety of library services, programmes and events can be expanded beyond its present boundaries.

Thus, many volunteer organizations and groups are actively sought after to contribute their talents, knowledge and skills through the public libraries’ programmes.

4. Outcomes Valued by Volunteers

In volunteering, it is not just the organizations who utilize volunteers who stand most to gain. The volunteers themselves also receive many intangible benefits. For instance, volunteers make friends through their volunteer work, and expand their social networks. They grow more compassionate and concern about the community in need, and get much satisfaction from being able to help others. With schools encouraging volunteerism and corporate businesses placing more value on corporate social responsibility, many people now see that volunteering is a useful “investment” towards enhancing the value of their resume. This is particularly for younger volunteers who need to do some form of community works before they are allowed to graduate from schools. Elderly volunteers on the other hand feel useful and less lonely when they are kept actively engaged. At our
libraries, it is realized that through their volunteer work, our volunteers have gained new insights and appreciation to the services we offer to the community. They in turn have become our libraries’ ambassadors to their peers and community groups.

5. A holistic volunteer management programme

In coming up with our volunteer management programme, the NLB has had to undertake a holistic approach that comprise of the following:

Having a recruitment strategy

Allowing for a flexible selection of volunteering opportunities

Using a train-and-deploy approach

Monitoring and assessing the quality outputs of volunteers

Having a good retention programme that rewards and recognizes volunteers

5.1 Having a recruitment strategy

In Singapore where some 76% of the population has Internet access within their homes, it made sense for NLB to use a dedicated online portal to recruit volunteers. [8] Called the Friends of the Library portal, this volunteer management system allows the libraries to advertise their volunteering opportunities. Interested people can register themselves to be our volunteers. Once their registrations have been approved, the FOLs can apply to do any of the advertised volunteering opportunities. The system keeps track of the service hours and the volunteering involvement of the volunteers online. Being a dynamic system, it also enables the FOLs to give their feedback or communicate with the libraries.

Aside having this system, NLB also actively partners up with the National Volunteer and Philanthropy Centre (NVPC) who is the de-facto institution in Singapore overseeing all volunteer interests, to participate in nationwide volunteer recruitment fairs.

Schools are seen as our major recruitment partner for young volunteers. These school channels are facilitated by the Education Ministry’s Community-involvement-projects (CIP) programme, which encourages the young people in Singapore to start volunteering in various community efforts while they are still schooling.

5.2 Allowing for a flexible selection of volunteering opportunities

When we first started using seniors as volunteers, the FOLs were confined to doing only storytelling and roving customer services. They were expected to come in weekly for every month to carry out their duties. However feedback from our volunteers showed that firstly they wanted a more flexible timetable for volunteering, and secondly they wanted variety in their volunteering tasks and fixed duties like shelving. This meant that we had to rethink how we matched our volunteers to the available tasks such that it fitted into their lifestyle expectations of volunteerism. Task matching, thus, became an integral part to the success of our volunteer programme. With the Friends of the Library portal, we adopted a more flexible approach to advertising volunteer opportunities. We started to advertise for both short and long-term volunteering opportunities. The degree of difficulty and the level of commitment expected were indicated for each volunteer task. Every task is
also accompanied by a fix set of deliverables.

5.3 Using a train-and-deploy approach

With people from different walks of life coming in as volunteers, it is necessary for the public libraries to give the FOLs the necessary training so that they can better serve the public. We use a train-and-deploy approach so that we can assure ourselves that our volunteers are properly trained to provide good library services.

Firstly, we have an orientation session which all new recruits attend. This training is orientates the newcomers to the corporate culture of NLB, its service standards and the expectations we have for our volunteers. This is particularly important for the long-term commitment of the volunteers to their respective tasks and projects.

Secondly, specific training programmes are given to improve the service quality of volunteers. For instance, FOLs for storytelling programmes often end up story reading straight out from the books. Through coaching, on-the-job guidance and structured courses, our trained volunteer storytellers now have a higher standard of storytelling than untrained storytellers.

However in providing training to the volunteers, we have also structured this provision such that the number of service hours given by the volunteers is at least equal to if not more than the number of training hours given. Thus the returns on investment remain in the NLB’s favour.

5.4 Monitoring and assessing the quality outputs of volunteers

When using volunteers, there is every possibility that there will be impact on our service quality when volunteers provide some of the services to the public. Thus it becomes necessary for library staff to engage in more quality checks into the products and services offered through the volunteers. At the same time, it is also important to offer volunteers regular coaching so that they too can learn and improve on their standards of service. As a public institution, no library should have to compromise on our service standards at the expense of utilizing volunteers, or else the reputation and public perceptions of that library may suffer a decline.

To check the quality of the outputs given by our FOLs, library staff do a quick performance assessment of each volunteer after every task. FOLs are given a rating out of five points, where a score of one indicates poor performance and a five point score indicates excellent services. These scores are used to guide the library staff on who are the better performing volunteers. FOLs who cannot perform to the quality expected of them would be either given coaching or encouraged to try other less demanding jobs. FOLs who prove themselves to be reliable are given larger job scopes, for example in being team leaders over other volunteers.

5.5 Retention, rewards and recognition programme

As part of a retention scheme, we have a specific rewards and recognition programme that tracks the contribution of the FOLs according to the number of hours they clock at the libraries.

As a formal recognition, the top FOLs are invited to a special award ceremony where they are accorded an award that commensurate with their voluntary
contributions. Volunteers with less contributions are issued with a certificate of appreciation.

There are four main awards given to the deserving FOLs, namely bronze, silver, gold and platinum. Having this award is seen to be a fair assessment of the contributions of the volunteers. It also allows the libraries to recognize and make distinct the individuals who have contributed beyond the basic levels of service.

<table>
<thead>
<tr>
<th>Award</th>
<th>Description</th>
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<tbody>
<tr>
<td>Bronze</td>
<td>Basic recognition given to volunteer</td>
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<tr>
<td>Silver</td>
<td>Second level recognition given to volunteer providing more than basic service</td>
</tr>
<tr>
<td>Gold</td>
<td>Third level recognition given to experienced volunteers who offer value-added services</td>
</tr>
<tr>
<td>Platinum</td>
<td>Highest level of recognition given to volunteer who gives a value of service comparable to paid employees</td>
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6. Guiding principles in establishing a good volunteer programme

In 2003, an American study identified three important management practices that are required to ensure a high retention rate of volunteers.[9]

These are:
- Matching the volunteers’ interest to suitable organizational tasks
- Providing volunteers with training and development opportunities
- Acknowledging volunteers for their contributions through a robust rewards and recognition programme.

The NLB experience with our FOLs identified with the American study results. We learnt over the years that the two most important guiding principles are having flexibility in the programme and having a good retention strategy.

We recognize quickly that there are no tasks, too big or small, simple or difficult, that cannot be done by volunteers. So variety was built into the volunteer jobs. FOLs were tasked to do a variety of jobs including:

- Being a roving customer service officer to assist users in the library
- Providing simple reading services like storytelling, buddy reading and other stories and craft programmes
- Writing simple book reviews and making peer-to-peer recommendations on good reads
- Assisting with administrative tasks like book repairs, putting up a display booth of recommended titles
- Helping out with the event management like being an usher or administering to the registration of invited guests
- Being involved in user education and publicity awareness efforts like outreach events to schools and other community places

Aside from this, FOLs were allowed the flexibility of choice in where and when they wanted to volunteer. This included indicating their availability of coming in either on a monthly, weekly or ad-hoc basis. There were no penalties for FOLs who chose to come only on a periodic basis.

The other important principal is to appreciate the volunteers’ efforts. To retain our volunteers to continue volunteering, library staffs are mindful to show their appreciation to the volunteers. This can be as informal as a
simple thank-you, or a pat on the back immediately after the job is done. The FOLs are invited to join the library staff for their staff get-togethers.

The FOLs are encouraged to give their best, to listen, explore, learn and share about their learning. Making them feel that their ideas and contributions are valued is one way to motivate volunteers to stay longer with the libraries.

7. Conclusion

In today’s context, more and more people are persuaded to be active citizens, either by their own yearnings or by external influence, to give back to the community and contribute to the quality of community life. Building a volunteer culture at the public libraries can only serve to enhance the value and importance of the public libraries in the eyes of the people the volunteers serve. When more volunteers are actively wooed to take a vested interest in the libraries they serve, they will better appreciate what the libraries want to do. These volunteers cease to become just an ordinary customer, and instead are transformed to become engaged citizens who have the interests of the library at heart. It will be these people who will champion for the libraries and want to work alongside the libraries to bring about library excellence for the people. It is when the people care enough about the libraries’ well-being to come forward as actively engaged library volunteers, that libraries are able to provide for long term sustainable library services. This works well because both parties will emerge the winner - for the volunteers, they know their contributions have made a difference in the lives of others, and for the libraries, they are able to provide for more services without further strain to their own resources. The conclusion of the happy partnership will be sustainable library services to meet the needs of the public.

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Abstract
When people speak of library preservation, many regard it as binding and repair work. Some might add microfilming or pest control to them. Theses are no doubt important measures to maintain library collection properly. However they are means of preservation but not preservation itself.

Preservation is not simply book binding or repair work. It should be understood as to ensure continual access to library resources. Preservation is indeed a core component of libraries. It includes not only above mentioned measures but also disaster planning, security, digitization, digital preservation, staff and user education, disposal, library cooperation, close relation with acquisition policy and access service policy etc. Preservation is a library-wide concern and because of this characteristic, it is managerial task rather than technical work.

In the international librarianship, the concept and the content of preservation have been developed since 1980ies. And at the same time how to carry out preservation or how to implement preservation management has grown together with providing various useful management tools.

In my presentation, I will describe first how preservation management has been developed and how it is understood at present. And then I will discuss how to implement preservation management in libraries. To facilitate the implementation of preservation management, I will explain several useful preservation tools such as condition survey and other needs assessment tools. Preservation need assessment is very important as it provides the basic information for preservation planning. Whichever the type of library it might be, preservation program promotes and promises its effective and responsive collection management and access services.

1. Changes in library preservation
William Blades, British printer and bibliographer who lived in the late 19th century, wrote a book titled “The Enemies of Books” which has been regarded as a bible for bibliophile. In the book he points out ten enemies namely, fire, water, insects, pest, ignorance of people etc. As you might notice these enemies of books are the enemies of library collections as well. We face these enemies and we should cope with these to assume our responsibility.

But since last a couple of decades, a new paradigm (a framework of ideas) of library preservation has been introduced and developed. We can point out two major momentums of this development. First momentum is book deterioration caused by acidity in paper which damages paper-based materials. Paper produced since latter half of 19th century contains acidic compound which degrade paper fibers slowly but steadily. This is known as “Slow fire” to library collection. Second momentum is the flood disaster of Florence in 1966 which damaged a huge amount of cultural heritage including rare books and historical manuscripts in Florence. This miserable incident shocked the world and conservation of cultural heritage has become to receive much deeper attention world-widely.

To review the development of new paradigm of library preservation, it would be useful to trace the IFLA principles on conservation and preservation.
After the flood of Florence in 1966, IFLA (International Federation of Library Associations), having recognized the international importance of library conservation, set up the Working Group on Preservation of Books and Documents which was promoted to the IFLA Section on Conservation in 1975.

One of essential task of the newly organized group was to establish international principles of conservation. Its draft titled “Rules of restoration works” was made and distributed in 1975 and, after considerable discussions I presume, the first IFLA conservation standard was formulated with the title “Principles on Conservation and Restoration in Libraries” in 1979. This document is well prepared and I believe it is still valuable today to, in particular, librarians who care for rare books and manuscripts. Nevertheless the 1979 Principles have received some critical comments when they were issued and the document was revised in 1986 with a new title “Principles for the Preservation and Conservation of Library Materials”. This revised document is very significant as it established a new paradigm for library preservation.

2. New concept of preservation

The 1986 IFLA principles clearly define the words preservation, conservation and restoration as follows.

Preservation: Includes all the managerial and financial considerations including storage and accommodation provisions, staffing levels, polices, techniques and methods involved in preserving library and archive materials and the information contained in them.

Conservation: Denotes those specific policies and practices involved in protecting library and archive materials from deterioration, damage and decay, including the methods and techniques devised by technical staff. Intervention techniques applied to prevent, arrest or delay deterioration

The 1986 Principles has well established that the broader spectrum is necessary for libraries to assume their role to maintain collections and to assure their use in long term and that therefore library preservation is a managerial issue.

Together with the development of IFLA principles, library preservation has grown in 1980s and 1990s and we see such changes as follows.

We pay attention to more on collection as a whole than on individual items.

Our priority goes more to prevention than to repair works.

We focus more to function of library than conservation of objects

Preservation is no more the task of one section of bookbinders but of everyone of libraries.

Preservation is understood as library-wide management issue and not as techniques and technologies of preservation.

We have arrived to define library preservation as “to assure continual access of our library collection”. I would like to add to say that that preservation is “to assure and promote continual access to library collection”

There are many publications available to learn broader spectrum of library preservation some of which are:


3. Assessment-based preservation planning

In order to promote library-wide preservation there are several important issues to be considered. Nevertheless I believe most important strategy would be planning or assessment-based planning.

In management of organization we often mention the importance of PLAN-DO-SEE cycle process. This is the same for library preservation but it would be more important for the promotion of preservation as it is an institution-wide task and as well as a long-term task. I would like to modify PLAN-DO-SEE cycle to ASSESS-PLAN-DO-SEE cycle. Planning is essential for library preservation but in order to establish proper planning, we should first assess preservation needs of our library.

Major areas of preservation needs assessment are:

- Building and environment
- Conditions and their conditions
- There are useful tools to survey preservation assessment. They are for example:

I would like to show a couple cases of preservation assessment surveys here which I was engaged recently. (Slides only)

Good preservation planning should be based on preservation assessment surveys such as above. But I would add one more important area to be included. That is what we actually do in our library for preservation and what kinds of preservation problems we encounters at present. As preservation is institution-wide concern, staff from various sections should participate for this review and examination. Staff from sections such as from acquisition, cataloging, collection book storage, rare books, user services, digital project, library cooperation, building maintenance, general administration (budget, personnel) etc. should participate for assessment and planning.

I would like to emphasize that not only the result of planning but also the process of planning is important to libraries as the assessment and planning process provides to staff better understanding, more knowledge, more coordination and higher motivation which are all essential to library preservation.

The mission of libraries is to provide information and resources access to its constituency. Access is what is essential for libraries. Preservation is to assure and, I would like to add, to promote continual access of information and resources to our client. Therefore preservation and its management is the key for library development. This is the reason of the title of my today’s presentation.
B1. LIBRARY SERVICES

CLIMATE CHANGE AND VIETNAM’S COASTS - THOUSANDS OF INFORMATION CHALLENGES AND OPPORTUNITIES

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Abstract

Vietnam has a coastline of over 3200 kms. with about 3000 islands and 4000 coastal communes. As many southeast Asian countries, most of Vietnam’s population, industry, services, investment, major cities and biodiversity are coastal. Development plans call for Vietnam’s coastal areas to contribute more than 50% of national GDP by 2020. Vietnam however is one of the countries most threatened by climate change, especially its coastal areas by sea level rise, storm surges, typhoons and ecosystem changes, and its marine areas by impacts on living resources. Coastal management is complex even without climate change, requiring extensive information and communication skills. Internationally, there is an exponential increase in climate change information in many languages, formats, as well as grey literature and raw data. Managing research information is increasingly time-consuming and costly. Climate change on the coast presents an unparalleled information demand across physical, biological, social and information sciences, involving many professional disciplines, but also opportunity for integrating these, and it forces institutional collaboration. Information professionals need to master concepts and terminologies of climate change and coastal management and develop new and effective forms of information gathering, packaging, delivery and collaboration. This paper outlines the socioeconomic importance of the coast, the climate pressures operating and the new integrated information demands needed to address these. It presents the situation of both expanding but also critically missing information. In the context of Vietnam it summarizes the challenges in terms of scientific information, institutional factors, and the situation of the media and educational institutions as partners towards overcoming climate change. Finally, it suggests roles for

Introduction - Vietnam’s Coast and its Islands in the Economy

Most of Vietnam’s population (55%) lives in its coastal zone, with the country being third globally in the percentage of total population being coastal (McGranahan et al., 2007). Administratively, over 40% of Vietnam’s provinces and land area are directly on the coast and 25% of the country’s population live in coastline districts (CBH, 2005; Nguyen Tac An and Phan Minh Thu, 2007; UNDP, 2007). There are also approximately 3,000 sparsely populated islands with 84% in Quang Ninh province and the Hai Phong area. Partial surveys indicate islands host about 20% of Vietnam’s bird, mammal and terrestrial plant species, despite being only 0.5% of the country’s land area (Dang Huy Huynh and Pham Trong Anh, 1991; Nguyen Khac Khoi and Vu Xuan Phuong, 1997). Marine lakes in Quang Ninh are described as “endangered and unique environments, natural laboratories that facilitate the study of evolution of marine organisms” (Cerrano et al., 2006). Coastal island systems are also important as leading tourism destinations, from Bai Tu Long, Ha Long Bay and Cat Ba in the north, Cu Lao Cham and Nha Trang Bay in the
center and Con Dao and Phu Quoc island chains in the south. Notably, Vietnam’s coast contains more than 70% of the country’s recreation and tourism infrastructure and is visited by 80% of tourists annually (Sekhar, 2005).

The country’s rapid economic development is concentrated and growing in the coastal zone, including urban centers and key sectors of manufacturing, coal and oil. The delta regions produce over 90% of rice exports and 60% of fishery exports by value. Fisheries earn significant foreign exchange (2006 exports were valued at US$3.5 Billion), contribute 40% of national protein intake and 25 million Vietnamese are directly or indirectly depend on coastal living resources and fisheries for livelihood security (Anon., 2005a; Dey et al., 2007; Nguyen Huu Ninh, 2007). The coastal zone, islands and waters of Vietnam are planned to play an even greater economic role by 2020, by contributing more than 50% of national GDP (CPV, 2007).

Vietnam’s coast and its ecosystems are under development stress from modification by habitat destruction, inadequate agricultural practices, infrastructure and waste disposal (Phong Tran and Shaw, 2007). Climate change stressors operate against this coastal development background and interact with these factors. Human actions will either reduce climate change by effective and equitable adaptation and mitigation or intensify impacts by continuing destructive practices that amplify climate change.

Climate Change and Vietnam’s Coast

Vietnam’s low-elevation coastal zone consists of 20% of its land area and is sandwiched between Pacific Ocean storms, typhoons, tides and waves, and rapid water flows from rising rivers and mountains in close coastal proximity. Recorded climate-related disasters in Vietnam from 1953-2006 indicate about 60% of persons affected and damage caused mainly by wind, storms and typhoons (REDAT, 2007). The trend appears to be increasing with an average 1.3 million affected persons a year from 1987-1996, and 3.2 million a year from 1997-2006 (IFRC, 2007).

<table>
<thead>
<tr>
<th>Event</th>
<th>Numbers of Persons Affected</th>
<th>Direct Damage Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drought</td>
<td>4.4 Million</td>
<td>US$ 407 Million</td>
</tr>
<tr>
<td>Flood</td>
<td>24.2 Million</td>
<td>US$ 1.4 Billion</td>
</tr>
<tr>
<td>Wind, Storms, Typhoons</td>
<td>41.3 Million</td>
<td>US$ 2.5 Billion</td>
</tr>
</tbody>
</table>

Table (1). Climate-related Socioeconomic Impacts in Vietnam (1953-2006)

A more complete cost accounting however should include indirect and social impacts after physical impacts of climate shocks and rehabilitation, including loss in property value, insurance premium increases, future investment disincentives, increased costs of food, materials and services, posttraumatic stress disorders and community tensions. Disaster relief may also cause re-budgeting government finances away from planned development to urgent local
Coastal areas are complex **Land-Water-Atmosphere** interfaces where tidal cycles and coastal currents interact with changing wind regimes and a diversity of habitats, from river deltas with mud flats and wetlands, to limestone cliffs and rocky shores, as well as low-lying sandy beaches. Coastal ecosystem complexity in Vietnam is illustrated by its wetlands, classified into 57 types and 69 sub-classes based on water chemistry, geomorphology and hydrology, (MARD 2004; VEPA, 2005). Coastal climate change concerns have focused mostly on visible physical impacts of sea level rise, salt water intrusion, increased storm and typhoon damage, rising river levels and tides. Vietnam is ranked among the most highly vulnerable countries to these physical forces (Dasgupta et al. 2007; Yang, 2006), and the cities of Ho Chi Minh and Hai Phong are projected to be among the ten most exposed cities globally by the 2070’s (Nicholls et al., 2008). A rapid assessment of a one metre sea level rise in Vietnam (Carew-Reid, 2008) identifies a range of possible physical, social and economic impacts. Included are inundation of large land areas, coastal infrastructure and roads, industrial enterprises and critical biodiversity and protected areas. Other coastal climate stressors are equally powerful, if not as visible. They include increases in air, water and sea surface temperature, precipitation, changed coastal and ocean currents, ultra-violet radiation, and carbon dioxide acidification of coastal and ocean water (Nicholls et al., 2007).

The magnitude of impacts is conditioned by frequency, duration, seasonal timing, intensity and location of stressors. Impacts also result from the degree to which stressors act in concert, including amplifying other stressors. Climate-induced changes in coastal ecosystems will have direct impacts through changes in ecosystem productivity, timing of life-cycles and species adaptive ability, leading to changes in species compositions, range shifts and ecosystem services. Combined with social impacts on health, business, infrastructure and vulnerability at household and community levels, severe pressures on coastal livelihood will emerge.

**The Need to Integrate Physical, Life and Social Science Information**

Climate change is an environmental, development and humanitarian challenge more complex and on a scale wider than global issues handled in the past. It is described as a unique externality-global, long-term, uncertain, potentially large and irreversible (Stern, 2007). New integrative approaches (“earth system science”, “global change science”) are proposed to reflect the scale, inter-dependencies and feed-backs characteristic of climate systems, as well as new forms of collaborative research. They combine traditional physical and life sciences across atmosphere/land/water and social sciences at a global scale (Chavez, 2004; Lehodey et al., 2006; NRC 2007). Institutions will be required to change their organization and
methods of work, prioritize and sequence activities to match these demands. The Intergovernmental Panel on Climate Change (IPCC) 4th Assessment in 2007, for example, identified over 200 priority areas for action. This unprecedented scale of challenges will be especially difficult for developing countries.

In life sciences, laboratory, field and modeling initiatives are needed to uncover local impacts of climate change. This requires collaboration of a wide range of scientists with atmospheric, terrestrial and aquatic focus, and cross-cutting expertise e.g. taxonomy, physiology, genetics and ecosystem modeling. Particularly challenging is the understanding of the impacts of multiple stressors interacting simultaneously or through lagged effects, and the abrupt, unexpected results that can occur (Halpern et al., 2008; NRC, 2007). Compared to life sciences, socioeconomic and livelihood research on climate change is minimal and inadequately integrated with natural sciences. There is a large and quickly growing literature on concepts of vulnerability, resilience and adaptation (Janssen, 2007) however practical applications for governance, including modeling that identifies most vulnerable areas, communities and welfare effects of climate impacts need to be more rigorous and clearly presented. Understanding community coping capacities, community relations and feedbacks that further change coastal ecosystems are the foundation of response campaigns and inputs into the design of their communication styles.

At the macroeconomic level, there is a declared urgency within national and international agencies to understand climate change effects on trade, capital flows, migration, investment, savings, structural changes, commodity prices, services and develop solutions through innovative market and insurance mechanisms (IMF, 2008). Such studies are however minimal in developing countries, and support from developed countries has not materialized as planned. Of the pledged climate change financial aid over seven years of US$ 18 Billion, only US$ 0.9 Billion (5 %) has been disbursed (Vidal, 2009).

**Coastal Climate Science Knowledge - Deluge and Drought**

The IPCC, through the United Nations Environment Program and World Meteorological Organization represents the international focal point for advanced scientific collaboration and synthesis of an enormous body of global research on climate science. In its 2007 Assessment, it reviewed over 18,300 scientific publications, described as “the most grueling literature review one can imagine” (Liverman, 2007). In addition, other international, regional, national institutions, including Non Governmental Organizations and individual scientists continue to produce an increasing number of publications and advisories of relevance to climate science. Over the period 1971-2003, Gattuso et al. (2005) reported 28,497 authors contributing to publications on biogeochemistry and perturbations of coastal ecosystems, but the authors still considered this number
an under-estimate. Climate-related new journals, conferences, internet web pages and blogs (weblogs) continue to mushroom, with 400,000 blogs discussing the environment and conservation reported by 2006 (Ashlin and Ladle, 2006). Since 1993, the published literature on climate change impacts on marine systems is reported to have increased exponentially (Harley et al., 2006).

Despite the extraordinary global growth of climate-related science, the under-representation of developing countries in scientific databases and internationally published research remain negative factors in providing the knowledge foundation to respond to climate change. Developing country representation in scientific publications is particularly revealing. A review of high impact conservation journals in 2001 showed only 28% of papers reflected research in low income countries and only 15% of papers had primary authors from these countries (Fazey et al., 2005). A survey of research in 48 least developed countries from 1999-2000, demonstrated that co-authorship with local research institutes did not occur in 70% of cases (Dahdouh-Guebas et al., 2003). For tropical Asia, an analysis of 4579 freshwater biology papers published from 1992-2001 in 9 international journals, showed only 1.6% were authored or co-authored by scientists based in Asia (Dudgeon, 2003).

There are very limited long-term (multi-decadal) ecological data series in southeast Asia valuable for identifying, monitoring and projecting climate impacts on ecosystems (Rosenzweig et al, 2008). Despite having most of the world’s mangrove area, South and Southeast Asia countries are under-represented in the mangrove research literature, though research coverage is reported to be increasing (Faunce and Serafy, 2006). For terrestrial systems, Richardson (2008) notes that the IPCC Assessment utilized 28,586 biological data series, with only 39 from areas outside of Europe and North America. He cites Perry et al. (2004) on zooplankton where only 4 out of 28 data series at least of 10 years duration are from tropical regions, and all of these are from upwelling areas. For the world’s rivers, less than 10% have been monitored for sediment delivery, and most of these had sediment-gauging activities terminated (Syvitsk et al., 2005).

Generally, aquatic systems are less well-studied than land-based ecosystems. Research on coral reefs, mangroves, salt marshes and sea grass meadows together total only about one third of the number of publications that cover tropical forests (Duarte et. al., 2008). While there is an increase in total number of aquatic publications, a study between 1984 and 2004 of the top 60% of ecology journals ranked by the Journal Citation Reports (Institute for Scientific Information) found no significant change in the proportion of conservation research devoted to either marine or freshwater systems (Lawler et al., 2006).

Understanding the effects of climate change on coastal and marine ecosystems is described as still being
“in its infancy” (Hoegh-Guldberg, 2005). For fisheries, the Food and Agriculture Organization of the United Nations (FAO, 2008) notes “In many cases, even basic data that would provide understanding of the vulnerability of fisheries and aquaculture to climate change are lacking and, therefore, bases for prioritizing adaptive strategies are constrained”, and the Stern Review concludes “For fisheries, information on the likely impacts of climate change is very limited - a major gap in knowledge” (Stern et al., 2006). Interpreting this information gap in the context of Vietnam’s needs, a national level study of capture fisheries of 132 countries (Allison et al., 2009) in terms of potential climate change impacts, identified Vietnam as the 27th most highly vulnerable economy and the most sensitive.

Promoting Scientific Information - Research, Publication and Access

Climate scientists in Vietnam have been urging research and responsive action on climate change for a number of years, but attention has peaked only recently with more extreme and frequent weather disturbances, more compelling research results including the 2007 IPCC Assessment and political change in some countries that now prioritize action on climate change internationally. Analyses and responsive action compete with immediate, short-term and visible national livelihood needs, and often administrative protocols do not place champions of climate change science in positions to influence action. This situation results from a number of factors: the uncertainties in climate change projection, the extended time horizons for climate change relative to governance cycles, the aptitude to assimilate complex technical content, the relatively low levels of awareness of the public, inconsistent and conflicting presentations from different sources, and limited comprehensive studies with Vietnamese content that can capture local attention.

Climate change response and knowledge acquisition tend to be institution-limited, sector-based, reactive, and do not reflect the many origins and interactions of climate change stressors. Institutional challenges are not unique to Vietnam. Climate projections have significant uncertainty and inconsistent results are sometimes presented. The inherent variability and complexity of climate systems, incomplete and variable data quality, limitations of models and methodologies for downscaling analyses, limited access to model development techniques and need for enhanced expertise in modeling, all contribute to this situation. This is made more difficult due to absence of rigorous guidelines in conducting analyses and presenting results (DANIDA, 2007; MoNRE, ICEM and IIED, 2007). Greater collaboration is needed to improve skills in interpreting and presenting results including clear statements on data used and methodologies. This will result in more consistent and convincing communications to policy makers, media and the public, improving institutional credibility and facilitate planning. The national climate change
response and programs already operational in sustainable development, Agenda 21, Millennium Development Goal activities, environmental education both formal and informal need to work more closely and deliver a consistent message (Wagner-Gamble and Elias, 2007).

Addressing information challenges, institutional integration, research collaboration and capacity-building are closely inter-related and best collectively addressed. An effective program will most effectively flourish in modern and permanent institutions with a long-term shared vision. Increasing information demands will place increasing responsibilities on scientists and planners, creating the need to work more closely and strengthen skills, facilities and enabling technologies to conduct rigorous and integrated assessments. Vietnamese Universities and Non Governmental Organizations are still on the margins of climate science and need to become fully engaged into the mainstream of climate education and research. While inter-institutional agreements will facilitate success, continuing high level government support and champions at senior levels are needed, with constructive collaboration from international scientific institutions and development agencies. Foreign technical cooperation should be expanded significantly and include a capacity building program for present and future generations of climate scientists and planners to develop skills in assessment techniques and modeling, from rapid assessments to policy development.

Accessing climate science information has multiple challenges in Vietnam. While public internet search engines as Google Scholar have proven to be increasingly useful to identify publications and competitive with commercial services (Pauly and Stergiou, 2005) - if the publications are online, getting full texts is still difficult. Foreign journals are increasingly expensive and in languages not usable by all local scientists, and while internet access and speed continue to increase this is mainly in the main cities. Open Access journals, Open Archive initiatives as the “Aquatic Commons” (Collins, 2007) and sponsored access to online journal information through AGORA, HINARI and OARE are a significant contribution for life science research. In 2007 Vietnam had 116 institutions registered for AGORA, mostly national-level institutions (J. Collins, pers. comm.), but the availability of these services is not widely known. Vietnam will also soon graduate out of free access, so institutions need to plan for this. In addition, physical science information is not fully represented in these sponsored databases.

Local initiatives as the National Center for Scientific & Technological Information - NACESTI (www.vista.gov.vn) which consolidate national scientific and technology research information are important, and can be developed further with a more comprehensive and climate science content, as are recent national

An area of special needed attention is to increase awareness of Vietnamese climate-related research. Research results are mostly presented in local journals of institutions and universities, workshop and conference proceedings and project reports. Historical scientific literature is in Vietnamese, Russian, French and English. Duong Long Tri (2007) listed 12 publishers for aquatic publications, and these are mostly printed in Vietnamese with English Abstracts in very limited quantities or occasionally in English, and institutionally retained not publicly advertised. They are usually not internationally peer reviewed or consistently covered by indexing services and so many are “lost” both to the national and international community, becoming “vanishing treasures” (Costello, 2007). Additionally local student theses and dissertations are difficult to identify or access. The value however of these local and “Grey Literature” sources is important, as shown by their contribution to global knowledge and understanding of the “El Niño Southern Oscillation” (ENSO) phenomenon (Thatje et. al, 2007), but often even a time-consuming combination of search tools will not identify many, and further follow-up is still needed to get full texts (Webster et al., 2007).

Data exchange, data sharing, amalgamation of data sources and associated assessments of data quality are sensitive issues but critically needed, including collaboration across national and provincial agencies (Anon., 2005b; Parr and Cummins, 2005). Benefits can also accrue through regional information-sharing of national data. For example, it is estimated that Vietnam has an average 40% of fish species (range of 18-60%) and 70% of coral species in common with neighboring countries (Fabres et al., 2004; Latypov, 1994). Sharing research information regionally can save significant costs for all countries, especially for region-scale physical phenomena and species, where it is financially prohibitive for any one country attempting to develop a complete data-set.

In southeast Asia the value of a “Climate Data Rescue” effort to identify and digitize historical data sets has been proposed (Lee Seng Tan, 2003; Page et al. 2004). Such baseline data, as well as non-traditional data series useful for climate monitoring tend to be increasingly forgotten, unused and lost as their age increases (Sagarin and Micheli, 2001; Zeller et al., 2005). Efforts should be focused not only on numerical data but also image (photographs and remote sensing) records. The benefits of rescue include more accurate climate projections, resulting from the strengthening of both national and international data series. The development of a shared information system that links socioeconomic information to ecosystem use, changes and climate variables are also part of the infrastructure needed for reliable climate planning and response (Beare et al., 2006). In these initiatives,
international data standards should be adopted to facilitate and structure the collection of data, ensuring quality climate observation systems (instrumentation, frequency, accuracy and precision), data processing and producing more credible reports (UNFCCC, 2006).

Vietnam’s National Target Program to Respond to Climate Change (MoNRE, 2008) recognizes and outlines a comprehensive range of actions and full set of targets, that equally need full support across government agencies, business, civil society and internationally if they are to be met in the time frames listed. Specific content still needs to be developed for targets, and the progress and achievements of the national program documented and communicated widely.

Lastly, given the costs, logistics and permanence of data collection needed, it is advisable to consider innovative approaches as the use of biotic indicators as part of an environmental monitoring system because of the sensitivity of living systems as “sentinels” of climate change, and demonstrating changes in flora or fauna is easier for the public to relate to, than physical statistics (Chambers, 2006). Additionally, developing a standardized network that includes citizens and students as data collectors (“Citizen Scientists”), adds the value of increasing technical awareness of climate change throughout Vietnam to grass-roots levels (Creilson et al., 2008; Lee et al., 2006).

Media and Educational Institutions as Partners

Success in overcoming climate change will depend a great deal on how effectively scientific analysis, uncertainty, vulnerability and responses can be communicated accurately and adopted. Stakeholders are geographically separated, culturally diverse, and with different educational backgrounds and socioeconomic status. In particular, impact will be linked to how information is packaged and used for action by leaders in government, media, business and civil society (Garnaut, 2008).

While there is increasing media coverage of climate change, there are also challenges of ensuring accuracy and adequate content. Ethical issues include reporting the opposite extremes of climate change denial or scare tactics, “balanced” reporting regardless of scientific conclusions, and attempted political and commercial influence on content (Boykoff and Mansfield, 2008; Hulme 2007; Revkin, 2007; Tolan, 2007). Realities are also that few media organizations especially in developing countries will have journalists with a rigorous science education, specialized training in climate science, or the opportunity to be dedicated solely to this reporting. Addressing these concerns will require building institutional and professional relationships of scientists with journalists and media managers to clarify technical content and better appreciate media and community needs in using scientific information, encouraging open dialogue on impacts of climate change and facilitating access to
accurate information. Scientists are also encouraged to increase their presence and profile in rapidly expanding internet-based sites to counteract inaccurate information (Ashlin and Ladle, 2006; Boykoff, 2008; Harbinson et al., 2006).

In Vietnam, there is a relatively low but increasing awareness of the need for action on climate change. Neilsen surveys from 2006-2007 showed an increase from 4% to 9% of persons identifying global warming as a major concern (Anon. 2007). Environmental reporting is now a regular activity in Vietnamese media and important to communicate climate change threats and impacts. The importance of the media is highlighted by a survey of Hanoi residents and policy makers, 100% of whom identified the media as their main source of information on climate change (Tran Mai Kien, 2008). There are however few studies in Vietnam of institutional capacities and effectiveness in delivering environmental information, especially for coastal and marine areas. A history of the national print, radio, and television coverage of environmental issues summarized by Nguyen Quang and Stewart (2005) shows a terrestrial focus - agriculture, pollution, wildlife trafficking and deforestation, but not climate change or coastal issues. In a 1997 baseline review of coverage of environmental issues in one widely circulated national paper - Nhan Dan, Le Thi Van Hue (1999) noted that 1.9% of total space coverage was given to resource and environment issues, with the most covered topics being environmental risk, agriculture and forestry (a total of 56% of space in the “Resources and Environment” section). The evaluation recommended more analysis, accurate reporting and external opinions, offering solutions to the public, and providing journalists with environmental education.

A two month survey of the “Vietnam News” newspaper in 2005 showed less than 5% of articles on global warming. (Nash and Bacon, 2006). During 2006 - 2007, a study on climate change coverage by Vietnamese media reported minimal coverage in print, radio and television with a newspaper survey in 2006 showed an average of 2-3 monthly articles per newspaper, and of 172 environment newspaper articles submitted by journalists for review, none were on climate change. Preliminary results of the 2007 survey also disclose minimal reporting both on the environment and especially on climate change. Its content was infrequent, superficial and produced more in reaction to events (Pham Huy Dung, 2007). Recommendations for improvement by the author include the development of formal policies and implementation guidelines for media organizations on environmental journalism, incentives to highlight the importance of climate change, and environmental science education for journalists. One year later, a more optimistic follow-up report (Pham Huy Dung, 2008) indicated that guidelines for climate change reporting had been issued by the Ministry of Environment and Natural Resources (MoNRE), journalists reported an improved understanding of climate change and were more
motivated to write about it, and that the quality of writing, editing and broadcast skills had improved. Problems still existed however with a low percentage of reports (51%) produced by local reporters, and competing attention to report on political and social issues. The major sources of information for reports were government officials (41%) with non-government scientists providing 16% of sources. More worrying was the decrease in print media of scientific explanations from 76% in 2006 to 3% in 2008, and a reported low level of the capacity to manage scientific information by reporters.

Television has considerable potential for climate change education, and understanding household use is valuable in improving its educational value. A community survey to identify viewer habits and concerns in accessing environmental information in Ba Ria Vung Tau province indicates a high percentage (62%) of family viewing and mostly at night, news programs being the most viewed (70%). However over 40% of respondents never viewed the Natural Resources and Environment program of the provincial station. Viewers cited greatest interest in pollution issues and recommended prioritizing reporting of topics of local environmental importance, use of theatre in conveying messages and more interactive programs for the public (SEMLA, 2007a).

In Vietnam environmental education programs in primary to high schools will be a main area of education on climate change. Early pilot programs identified challenges in administrative processes to introduce formal curriculum content and new teaching materials. Needs for teacher training and addressing stakeholder concerns (policy makers, educators, local communities, students) were also stressed. Practical constraints included poor logistical and communication links with local communities, irregular student attendance (especially young female students) due to household needs, distance from schools, language communication in ethnic minority areas, limited teacher training and physical conditions of class-rooms. Customizing environmental education for local target communities and their environments was also recommended (Le Xuan Hieu, 2001; Nguyen Hoang Tri 2004).

Teacher aptitudes and attitudes are critical factors for climate change education, but published research in Vietnam appears to be limited. A survey of secondary school teachers in the coastal vicinity of Nha Trang Bay Marine Protected Area in Khanh Hoa province, indicated 77% of teachers used newspapers as their main information source, the majority also reporting regular use of television and national radio, but only about 39% reported regularly reading nature or environmental science magazines (Tazi et al., 2005). A survey of primary school teachers in 10 provinces by Nguyen Thi Than (2004) concluded that teachers must increase environmental awareness and develop skills in environmental education and the capacity to link environmental theory with local issues. Interestingly, teachers with no declared
interest in environmental education identified more teaching difficulties e.g. lack of knowledge and educational materials, inadequate facilities or time to organize presentations. They also considered environmental education to be of lesser importance compared to other curriculum subjects.

Community surveys in coastal communes in Thu Thien Hue province showed a clear relationship between education level and perceptions of causes of flooding and capacity to respond. While 80% of respondents with high school education identified disasters as a combination of hazard and vulnerability that could be addressed, only about 50% of respondents with less or no formal schooling shared this view (Phong Tran et al., 2008).

A partial survey of some government agencies involved in developing an effective public awareness and communication strategy for the environment identified lack of adequately trained human resources especially at local levels, the need for improved negotiation skills, over-worked staff, and improved resources in information centers, libraries and offices (DANIDA, 2007; SEMLA, 2007b). These surveys of media, educational institutions and government are useful to understand practical and human challenges in introducing climate change concepts in school curricula and in the media, the use of media by the public and educators, stakeholder perceptions, as well as the need to “localize” content. A number of studies in Vietnam are about 10 years old and situations may have changed in terms of skills, needs and constraints. Updating surveys with a focus on climate change may better reflect current needs and issues for designing future programs.

Information Professionals and the Climate Change Campaign

The vast range of information and enabling services needed suggests that challenges will need to be met by a combined “hard” and “soft” approach - investments in equipment and technical skills development, application of rigorous and integrated sciences, but also enhancing partnerships, improving communication, and customizing content and style for users and situations. Monitoring the evolving communication tools and platforms currently represented by blogs, on-line social groups, audio- and video-conferencing, mobile technology and text messaging can provide new opportunities for stakeholder support, networking and coordination of information services. There is however need for constant content analysis. The complexity of climate change, its uncertainty, the rapidly increasing volumes of information, easy proliferation of technical inaccuracies and mis-interpretation or limited comprehension can make these powerful agents of information acquisition and communication also powerful agents of confusion.

Webster and Collins (2005) identify a number of strategies for libraries to support implementation of the 1995 FAO (United Nations) Code of Conduct for Responsible Fisheries. The strategies are also applicable in meeting the
challenges of climate change information. They recommend information professionals to: (1) train and educate users in the effective use of information technology, services and information acquisition; (2) use, expand and strengthen networks to identify and facilitate transfer of rigorous national and international science and legacy information; (3) seek opportunities for continuous learning and professional skills development; (4) customize delivery of information to target users and stakeholders; and (5) aim at cost-effective services. It also requires that for some information professionals, concepts and terminologies of climate science will also have to be learned, mastered and new forms of partnerships and networking developed. On a personal and institutional basis, the movement towards and demonstration by information professionals of carbon sensitive methods of work and management, and their push for corresponding design and climate-proofing of buildings where they work, are also positive leadership contributions in overcoming climate change.

The benefits at national levels are also international-progress anywhere in overcoming climate change can become progress everywhere. The campaign to overcome climate change involves all of society, but there are likely to be unequal impacts in terms of gender, socioeconomic status, age and disabilities (Kahn, 2005; Le Cong Thanh, 2008). In adaptation and mitigation programs, priority should be focused on the most vulnerable areas, communities and households, and their information and knowledge needs given special attention.

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Abstract
EnterpriseOne Business Information Services (EBIS) is a multi-agency initiative launched by Minister of State for Trade and Industry, Mr Lee Yi Shyan, in August 2007. Led by Singapore Business Federation (SBF) in partnership with National Library Board (NLB), SPRING Singapore and International Enterprise (IE), EBIS aims to equip Singapore-based enterprises with business information...
and knowledge to compete effectively in the global marketplace. In this collaboration, NLB is positioned as the key service provider offering a suite of business information services such as information consulting services; co-browsing; customised industry research reports and industry-related workshops and seminars.

Entering its second year of operations, EBIS has a membership of over 2000 SMEs (Small and Medium Enterprises) from various industries. In the domain of service delivery, EBIS has garnered positive feedbacks from members who described the services rendered as “excellent” “professional” and “comprehensive”. However, despite these achievements, challenges still abound for EBIS.

This paper discusses the impact of the new services on staff capability, particularly the framework of staff competency development and performance measurement. The paper proposes a dynamic competency development paradigm as against a resource based or core competency model.

Introduction

EnterpriseOne Business Information Services (EBIS) is a multi-agency initiative launched by Minister of State for Trade and Industry, Mr Lee Yi Shyan, in August 2007. Led by Singapore Business Federation (SBF) in partnership with National Library Board (NLB), SPRING Singapore and International Enterprise (IE), EBIS aims to equip Singapore-based enterprises with business information and knowledge to compete effectively in the global marketplace. In this collaboration, NLB is positioned as the key service provider offering a suite of business information services such as information consulting services; co-browsing; customised industry research reports and industry-related workshops and seminars.

Entering its second year of operations, EBIS has a membership of over 2726 registered SMEs (Small and Medium Enterprises) from various industries and has completed 3925 information consulting sessions and organised 58 seminars for them. (Please see Annex 1 for the EBIS Progress Report from August 2007 to February 2009). In the domain of service delivery, EBIS has garnered positive feedbacks from members who described the services rendered as “excellent”, “professional” and “comprehensive”. However, despite these achievements, challenges still abound for EBIS.

This paper discusses the impact of the new services on staff capability, particularly the framework of staff competency development. The paper proposes a dynamic competency development paradigm as against a resource based or core competency model.

Services Offered

EBIS offers information consulting services to local companies by helping them gain access to credible and affordable business information. The
primary role of EBIS information consultants (Info-consultants) is to help SMEs identify their information needs and assist in accessing online business databases via three service delivery channels:

(a) **Co-browsing**

Co-browsing is where an EBIS Info-consultant will personally guide and assist the EBIS member in locating the business information that they need. Access to over 50 online business databases is available through EBIS Info-consultants for use during the co-browsing sessions.

(b) **Information Needs Analysis (INA)**

Information Needs Analysis is a research exercise conducted to help enterprises analytically and systematically evaluate and understand their business information needs. The report that is generated from this analysis will form the basis for enterprises business information research. This is aimed at helping enterprises in Singapore become knowledge-enabled, innovative and information savvy so that they can compete effectively in the global marketplace.

(c) **Market research**

EBIS info-consultants extract information from print reports and more than 100 digital databases where over 20 of which carry updated and real-time business-relevant information. The culled information is then packaged into customised business intelligence reports. The scope of EBIS market research comprises of:

- Market information including trends and developments;
- Consumer profiles, such as income levels and per capita expenditure on goods and services;
- Market/industry statistics and profiles;
- Corporate background, including the nature of business and the key company executives;
- Political and economic information.

Providing Business Information Services - Challenges

In a competitive knowledge industry, subject expertise is regarded as an important contributing factor in determining the quality of products and services rendered. Business information professionals do much more than just finding information; they also “identify, select, evaluate, and organize business information [and] to meet the information needs of their local patrons” (Liu, 2000).

Without a sound knowledge on the basic principles of business administration, EBIS Info-consultants would encounter problems evaluating, analysing and packaging the customer’s information needs. Aply expressed by Shirley Echelman (1974), a business information professional must “learn to speak and understand the language of business [and] must do this not only to be able to serve his constituents, but also to function as an accepted member of the professional and managerial staff of a modern organization.” Likewise, in the context of EBIS, in-depth subject knowledge and professional expertise are pivotal to delivering the best possible service.
However, with launch of EBIS, one of the biggest challenges faced by Info-consultants was subject knowledge expertise. A majority of the Info-consultants were former Reference Librarians who lacked formal training in business or expertise with business information packaging. As such, they are inexperienced with market research and demonstrated a poor understanding on the basic frameworks of industry analysis (e.g. market forces analysis, value chain analysis and Porter’s Five Forces Analysis). From an operational perspective, poor subject knowledge affects the information research, retrieval and packaging process, further slowing down a customer’s request turnaround.

Furthermore, as EBIS enters its second year of operations, the needs of our members become increasingly sophisticated and diverse. The growing demands of customers for differentiated product offerings and value-added services at excellent service quality and superior level of efficiency became a key challenge. EBIS members began requesting for monthly, customised alerts on their industry sector(s) as well as comprehensive business plans to help them secure funding from various government financing schemes.

Thus, in the aim of becoming the preferred service provider of enterprise research, staff must be ready for challenges and be well equipped with varied competencies to take advantage of these opportunities that the new environment accords. Therefore, EBIS calls for a dynamic competency paradigm for its staff as it seeks to elevate the level of professionalism and competence among EBIS Info-consultants through appropriate training, coaching and review sessions. In the long run, this paradigm aims to sharpen staff competencies and enhances EBIS capabilities to meet future challenges.

Dynamic Competency Framework

The concept of ‘dynamic competency’ is congruent to the organizational development framework of “dynamic capability”. “Dynamic capability” was introduced by Teece & Pisano (1994) and Teece, Pisano, & Shuen (1997) who asserted that in a dynamic environment, a firm’s competitive advantage will rest on the firm’s internal processes and routines that enable the firm to renew and change its stock of organizational capabilities thereby making it possible to deliver a constant stream of new and innovative products and services to customers.

The increasing speed in the change of EBIS work demands has necessitated competency models that are more dynamic. Recognising “changing competency requirements and understanding that acquiring new performance behaviours is a challenge for staff”, management proposed a dynamic competency approach as a model for training staff as well as developing them to meet the demands of EBIS customers’ differentiated needs (Rothwell et al., 2005). Here, the concept of dynamic competency emphasizes that EBIS must continually renew its staff competencies in order to sustain a competitive advantage in
rapidly changing environments (Teece et al., 1997). A dynamic competency paradigm also ensures EBIS “consistently nurture, adapt, and regenerate” its staff’s knowledge base, skills and professionalism (Iansiti and Clark, 1994: 563).

To facilitate a smooth integration of this new paradigm, training and development activities for Info-consultants are structured into three main categories:
- Training,
- Coaching, and
- Review.

A. TRAINING

Courses and Workshops

Competence and skills development have always been an area of focus but it is even more important as we prepare our staff for a more challenging environment, one that is more competitive and more complex (Aziz, 2005). The crucial step is to build the knowledge capabilities of EBIS Info-consultants. In this respect, a compilation of both internal and external development programmes was specially designed and tailored to meet the complex and unique training needs of staff.

NLB’s Learning and Development team (L&D) plays a crucial role in training Info-consultants by coordinating a list of business-oriented courses and workshops on areas such as: database training; information retrieval and packaging skills; environmental scanning and publishing and writing skills. L&D also provides opportunities for staff to attend industry conferences free-of-charge. Industry-specific conferences educate staff on latest industry trends, business opportunities and forecasts.

These conferences are also an opportunity for staff to network with fellow industry community members. These networking events serve as socialization medium for Info-consultants and as a knowledge sharing forum where staff proactively reach out to SMEs, fostering closer interaction and dialogue.

B. COACHING

Internal Training Sessions

Internal training sessions are also carried out to complement courses and workshops that had been planned by the L&D team. These customised in-house training sessions primarily seek to overcome staff’s knowledge and skills deficiency in Business and market research analysis.

One example is the ‘QUICKBUILD’ session. This ‘crash course’ coaching session is specially designed to coach newly recruited staff on the essential frameworks of business research and basic concepts of business such as entrepreneurship, international marketing, value chain processes and Porter’s Five Forces Analysis. Guided sets of atypical business questions are given to new staff to help them learn the sources and their common uses, followed by practice sessions with department mentors acting as “typical” EBIS members. This helps new staff master the necessary procedures and guidelines involved when engaging in Co-browsing or Information Needs Analysis session with customers.
Another coaching initiative is the EBIS ‘PITSTOP’ session. This session is conducted once every quarter where staff reviews the range of EBIS products and feedbacks their experiences as service providers. The ‘PITSTOP’ session presents an opportunity for the EBIS team to make operational corrections, adjust inequities and identify potential improvements to EBIS products and services prior to the next operation year. To further facilitate knowledge transfer, industry experts were invited to share practical industry knowledge and professional experience with staff. Sessions of this nature open up a platform for stimulating discussions between staff and the industry expert, enabling the former to identify gaps between business theories and actual industry practice.

Through these rigorous internal sessions, the Info-consultants construct a better understanding on 1) the fundamentals of business, 2) industry value chain processes and 3) essentials of an “industry standard” market research report. Indeed, proficiency in these three areas is integral in the value proposition of EBIS services.

*External Mentor*

As industry-specific enquiries become more complex, fulfilling them requires new levels of skills. This was achieved by developing each Info-consultant as a specialist in specific domain industry sector(s). To better support the industry sector(s) specialisation process, Info-consultants are required to engage an industry expert as their external mentor. This helps to develop industry-specific information research expertise among staff. Consequently, each Info-consultant builds extensive knowledge of industries in the assigned sectors and provides higher quality services.

**C. REVIEW**

**Information Resource Competency Test**

In addition to learning and practice, competency measurement is equally important. An information resource competency test is conducted every year to ascertain staff’s level of knowledge and competency in retrieving and packaging business information. This test also serves as an excellent tool to both evaluate the success of EBIS capability development process and gauge staff’s exposure to a particular subject or resource. The test covers topics such as search methodologies, operational procedures and guidelines, and domain industry expertise. Results from the test will be recorded in staff’s performance management review. Overall, the competency test provides a platform for self-assessment, create awareness amongst staff of their knowledge gaps, and to encourage staff to engage in continuous learning so as to further their knowledge base and keep in tandem with the new service demands.

**Expert Review Panel**

Feedback has long been recognized as a learning tool in the classroom (Lowman, 1995; Ericksen, 1984) and it is also a key driver to service excellence in an organisation. Four local industry specialists were invited to form an external panel to review EBIS products.
In the review process, the panellists critically assess each Info-consultant’s written industry reports according to 1) accuracy of report, 2) clarity of information and 3) uniqueness of information. This guideline provides an external measure of the quality of EBIS market research reports and the Info consultant’s ability to package credible, relevant and unique information; thus addressing SMEs’ information needs. It also reveals whether the quality of products offered is aligned with industry standards.

**Conclusion**

The knowledge and skills requirements in EBIS will continue to evolve with the diversity and complexity of businesses in which our members are engaged. In these turbulent financial times, EBIS is likely to face growing differentiated customer needs, product innovation demands, and higher expectations for a cost-effective quality services. Thus, EBIS must actively analyse the essential competencies for current job functions and to anticipate future skills requirements, aligned with an evolving competency framework that remains relevant to the changing business landscape.

**REFERENCES**


MOBILE LIBRARY SERVICES PROGRAM BY A LIBRARY SCHOOL:
A CASE OF KHON KAEN UNIVERSITY, THAILAND

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Abstract
The Program of Information Management and Communication (Formerly is the Department of Library and Information Science- LIS), Faculty of Humanities and Social Sciences, Khon Kaen University, in accordance with one of University missions- the academic services to its communities started the Mobile Library Services Program in 1981. The Program aims at promoting reading habits, providing reading materials to rural children in the Northeastern Thailand and stimulating and supporting rural schools to set up libraries or book corners. The target group is primary school students and teachers within Primary Education Office of the Northeast. The Program started with the support of various agencies, such as UNICEF Thailand, Toyota Motors Company Ltd. in Japan, Japan Sotoshu Relief Committee (JSRC), and other charitable organizations. In 1986, the Program began to obtain financial support from the government. The Program was operated in a form of an organizing committee, which comprised lecturers of the Department of LIS. All of them participated in the Program as unpaid volunteers. In the earlier period, the 2-year operation Program for each batch brought library services to schoolchildren and teachers as well as to people in

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CONSLXIV 75
communities in the district areas of Khon Kaen Province. Since 2005, the Program has operated in a length of one year for the selected schools. For the past 27 years, the Program has given services to schools in Khon Kaen, Kalasin and Mahasarakam, totaling 15 batches in 122 schools. At present, the Program provides not only library services to schools but also organizes training sessions for schoolteachers to develop their library management skills, reading promotion skills, information searching skills, IT skills, etc. The Program will continue to fulfill its objective to upgrade the community’s education and to meet the academic services to the community which is one of the university’s missions.

1. Introduction

Facts about Khon Kaen University
Khon Kaen University (KKU) was one of the four regional universities established in 1964 as part of a decentralized development plan for higher education in Thailand. The campus is located in the northwest sector of Khon Kaen City, just a few kilometers from the center of the city. Currently, KKU has 2,110 staff in seventeen faculties, four academic support centers, two academic services centers, a hospital and many research institutes, centers of excellence, and specialist centers. KKU has 59 international faculty staff, and 255 visiting lecturers or researchers from other countries.

The student population of KKU is approximately 24,000 undergraduates, 9700 graduates, and 114 of these are international students (Khon Kaen University, 2008)

KKU Vision
Khon Kaen University is a leading university in the ASEAN and is a learning-based, research-based, quality-based, and community and national development-based university with good governance.

KKU Mission
In order to achieve the internationally recognized standards and strengthen the community and society, Khon Kaen University mission is as follows:
- To produce graduates with well-balanced knowledge, morals and wisdom
- To promote and expand the university research
- To provide academic services to the community through the university community outreach programs
- To preserve and promote the arts, culture and heritage (Khon Kaen University, 2008)

2. Mobile Library Service Program of KKU

History
The history of Mobile Library Service Program of Khon Kaen University can be traced back to the year 1981, when the Department of Library Science (the name at that time) had set up the Program in order to response to one of the University mission which is to provide academic services to its communities. Moreover, the problem of illiteracy among rural children in the Northeast, their lacking opportunities to read books of their own age and interest, their lacking of libraries in schools, all of these were taking into consideration. The Program aimed at promoting reading habits, providing reading materials to rural children in
the Northeastern Thailand and stimulating and supporting rural schools to set up libraries or book corners.

It started with the support of various agencies, such as Toyota Motors Company Ltd. in Japan, which donated a van through UNICEF Thailand for use in the Program operations. The van’s interior was equipped with bookshelves, directly sent from Japan. The supports in finance and materials were from agencies such as, Asia Foundation, Japan Sotoshu Relief Committee (JSRC), and other charitable organizations. In 1986, the Program began to obtain financial support of the government budget to provide services to the communities. (Department of Library and Information Science, n.d.)

The Program has operated in a form of an organizing committee, which comprises of lecturers of the Department of LIS. All of them has participated in the Program as unpaid volunteers.

The first period of the Program (1981-1982)

In the earlier period (1981-1982), the 2-year operation Program for each batch brought library services to schoolchildren as well as to adults in six villages of Khon Kaen Province. A Mobile van visited each village once a month during 01.00-04.00 p.m. on agreed schedule. Schools or village pavilions were used as service centers. The Program not only provided books to children but it also arranged various activities such as story telling, reading aloud, drawing and painting, rhythmic activity, etc. The Program’s committee members and the office worker, in cooperation with school teachers provided these activities.

The second period of the Program (1983-2004)

An evaluation of the Program revealed that during the day time, adults worked in the rice fields and had no opportunity to join the Program; thus in the second period (1983-2004), the Program was emphasized primary school children and teachers. Since then only schools have been used as service centers. In this period, the Program organized rotating book-boxes to schools during summer holidays (March-May) so that children can accede to the reading all time with the responsibilities of teachers and school children volunteers.

Moreover, during the second period, the Program with the financial support of NGOs held numbers of reading and library activities for special groups other than those selected schools. Some of the special activities were as follows: (Sritchote, 2007)

12-15 July 1984, with the support of JSRC, the Program held a workshop on “Organizing Reading Promotion” to 84 Cambodian teachers in refugee camp, Aranya Prateth Sub-district, Prachin Buri Province.

September 1984, with financial support of Asia Foundation, the Program held a workshop on “Organizing Library” to 2 groups of school teachers of Khon Kaen Province.

15-18 December 1985, the Program held a seminar on “Important of Library and Library work” for 61 Buddhist monks in Khon Kaen Province in anticipating that they understand and could support schools in communities.
2-3 January 1986, the Program hosted a workshop on “Using Puppets as Educational Tool” operated by Ohanashi Caravan Center, Japan. The workshop took place at Khon Kaen University and in Chiang Mai.

31 August-1 September 1986, the Program and JSRC held a workshop on “Organizing Reading Promotion” for Mong, the hill-tribe group in refugee camp, Pak Chom Sub-district, Loei Province.

During March-June 1993, the Program provided 5 trainings to school librarians in the Northeast Provinces, such as Nakhon Panom, Srisaket, Mukdahan, Nong Kai and Ubon Rajathani.

The Program with financial support of JSRC, Buddhist Aid Center (BAC), Japan, Japan Association in Bangkok, and other charitable people had set up 78 school libraries and 12 book corners in some schools.

During this period, the Program had 3 full time office workers and 1 driver. This employment was financially supported by Ohanashi Caravan Center (Japan), BAC (Japan) and the Postal Ministry of Japan, on the yearly basis. Thus, the Program can expand services to villages in the nearby provinces such as Mahasarakam and Kalasin.

The third period of the Program (2005-present)

As the Japanese NGOs’ Policy had turned to focus on providing the educational support to the countries in Mekong Region such as Laos and Cambodia since the last few years of the second period, the Program has financially been supported only by the Thai Government. Besides, it has operated in the 1-year operational Program in stead of the 2-year operational for each batch in the selected schools.

In this period, the Program has no full time office worker but hires LIS students to do some jobs such as book technical process, delivering book-boxes to schools, providing some special activities, such as reading promotion activities by LIS students on Children’s Day, etc.

At present, in selecting areas or schools to obtain the Mobile Library Service Program, the Program has to follow the Government Strategic plan or University strategic plan, such as in 2006 the Government gave financial support to provide academic services to small and poor communities in Khon Kaen Province in the SML community list defined by the Government. (Program of Information Management and Communication, 2007).

Each year, in writing the proposal to propose to the University Academic Services Center (UAC) of KKU, the organizing committee has to plan and discuss the target area, do the area and school survey, meet with target groups to do need assessment. Since 2007, the survey on need assessment shows that school teachers need more training courses. Consequently, at present, the Program provides not only library services to schools but also organizes training sessions for school teachers to develop their library technical skills, information searching skills, IT skills, etc.

For the past 27 years, the Program has given services to schools in Khon Kaen, Kalasin and Mahasarakam, totaling 15 batches in 122 schools. In order to keep the Program meeting with the needs of the target group, each year the
organizing committee evaluates the plan and activities of the Program.

**Mobile Library Service Program of KKU at present**

**Objectives**
To promote and implant the reading habit to children in the Northeastern rural area
To introduce information literacy skills to school teachers in order that they can promote life long learning to school children
To develop IT skills to schoolteachers
To develop and strengthen abilities of school teachers in organizing effective library
To give opportunities to school teachers in exchanging experiences with other librarians or gaining information from other learning sources. (Program of Information Management and Communication, 2008)

**Organization of Services**

**Finances**
At present, the Program has financially supported by the Government through the University. KKU has established the University Academic Services Center (UAC) in 1989 to manage academic services of KKU through the community outreach programs.

KKU outreach programs are divided into 4 groups:
- KKU outreach programs to support KKU’s strategic plan
- KKU outreach programs on prototype community on sustainable development
- KKU outreach programs based on individual Faculty’s mission
- KKU outreach programs to support the Royal Projects

The Mobile Library Service Program of KKU is classified as the program based on Faculty’s mission. (University Academic Services Center, 2008)

The Mobile Library Service Program of KKU operates in a form of an organizing committee which comprises lecturers of the Department of LIS. Each fiscal year the organizing committee has to submit a proposal of the Program for approval from the Board of the Faculty of Humanities and Social Sciences and then from the Board of UAC. The amount of budget allocated to the Program each fiscal year is also approved by the Board of UAC.

The budget includes allocation of funds to cover books and other reading materials, stationary, training course and study visit for schoolteachers, and petrol for the Mobile van, etc.

**Personnel**
The Mobile Library Service Program operates in a form of organizing committee, which comprises all 16 lecturers of the Program of Information Management and Communication (PIMC). The chairman of PIMC is also the chairman of the Mobile Library Service Program. The driver is a staff of the Faculty of Humanities and Social Sciences.

**Infrastructure/Facilities**
The Program has a small office building where equipment, facilities such as computers and copying machine are provided. Books and other reading materials as well as book-boxes are kept in this office. The first van was donated by Toyota Motor Company Ltd, Japan in 1981 and at present was out of order. The two vans used now were donated, one by BAC of Japan in 1991 and the other by the Embassy of...
Japan in Bangkok in 1995.

Collections

Collections provided for the Program include picture books, juvenile books, reference books, books for teachers (Non-Fiction, Handbooks, etc), as well as others media, such as puppets, educational media, and toys.

3. The 15th Batch of Mobile Library Service Program of KKU

Procedure

Before writing a proposal, the organizing committee held a meeting to discuss the target areas and schools. Then two or three committee members went out to conduct a survey in order to get information on location, routes, the number of teachers and school children and to talk with school administrators and teachers, assess of their needs for mobile library services, etc. Then the organizing committee discussed and selected appropriate schools based on the information from the survey. Schools to be selected must have certain qualifications such as being located in small and poor communities in Khon Kaen Province, having willingness and eagerness schools administrators and teachers, intending to set up their libraries or improve the exist libraries, etc.

The completed proposal has to be approved by the Board of the Faculty and then by the Board of UAC. All the submitted proposals from each Faculty have to be approved by the Government. This procedure has been planned about 10 months before a new fiscal year. Thus, it takes quite a long time from a survey to the beginning of the Program at those schools.

The 15th batch of the Program of 2008 composes of nine selected primary schools in Samsung Sub-district, a small sub-district in Khon Kaen Province. It takes about 45-60 minutes by car from KKU to those schools. The total number of teachers is 83 and number of school children is 1,100. The nine selected schools, the number of teachers and school children are as follows: (Program of Information Management and Communication, 2008)

* Schools have participated in the Program since the 14th batch of 2007.

<table>
<thead>
<tr>
<th>Name of schools</th>
<th>Number of teachers</th>
<th>Number of school children</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.* Ban Koak Mai Nayom school at Ban Koak Mai</td>
<td>9</td>
<td>120</td>
</tr>
<tr>
<td>Ban Koak Mai Nayom school at Ban Dong Sum</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>2.* Ban Noan school</td>
<td>14</td>
<td>260</td>
</tr>
<tr>
<td>3.* Ban Bore Yai school</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>4.* Ban Nong Bua Kam Mun school</td>
<td>7</td>
<td>80</td>
</tr>
<tr>
<td>(Has a small school library)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.* Ban Maw school (Has a small school library)</td>
<td>6</td>
<td>70</td>
</tr>
<tr>
<td>6. Ban Nong Kung Ding school</td>
<td>13</td>
<td>150</td>
</tr>
<tr>
<td>7. Ban Huai Toei school</td>
<td>11</td>
<td>120</td>
</tr>
<tr>
<td>8. Ban Lub Lao school</td>
<td>6</td>
<td>80</td>
</tr>
<tr>
<td>9. Ban Sawang school</td>
<td>7</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
<td>1,100</td>
</tr>
</tbody>
</table>
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Collections

Collections provided for the 15th batch of the Program composes of picture books, juvenile books, reference books, and books for teachers (Non-Fiction, Handbooks, Reference books, etc.) is approximately 5,000 items. After the 1-year Program ended these reading materials were equally distributed to those nine schools.

Activities (Program of Information Management and Communication, 2008)

4. Conclusions

Currently the Program provides three kinds of service:

Reading service: The Program leaves book-boxes at each participating school; then, rotates them among those schools every 1 1/2 or 2 months. School teachers are trained by the Program to provide reading services and reading-promoted activities to children, such as story-telling, giving assignments that children have to search from reference books, etc. Leaving books at school gives opportunity to children to read as their own interest. Reading comprehension for the Program on the winner of reading promotion is also provided.

Training courses for school teachers: In 2008, three training courses were arranged according to school teachers’ needs including: making E-books, information searching by using IT, and organizing a living library.

Library visit to public library and well-organize school library in Khon Kaen and nearby Province were also arranged for school teachers of the 14th batch of 2007.

For the past 27 years, the Program has given services to schools in Khon Kaen, Kalasin and Mahasarakam, totaling 15 batches in 122 schools. At present, the Program not only provides library services to schools but also organize training sessions for school teachers to develop their library technical skills, reading promotion skills, information searching skills, as well as IT skills. The Program should be continued in order to fulfill its objectives to upgrade the education of community and to meet the academic services to its community which is one of the University’s missions.

References

Department of Library and Information Science. Faculty of Humanities and Social Sciences. Khon Kaen University. (n.d.) Book Mobile Program. (Brochure).


## Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Output</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meeting with school administrators and teachers to confirm their participation in the Program</td>
<td>9 schools were visited by 2-3 the committee members.</td>
<td>January 2008</td>
</tr>
<tr>
<td>2. Technical process for books: select, order, key in bibliographies into database, prepare books and bibliographic list of books in each book-box totally 36 boxes.</td>
<td>36 book-boxes were ready to be delivered and rotated to schools.</td>
<td>January-March, 2008</td>
</tr>
<tr>
<td>3. Arranging an orientation at KKU to school administrators and teachers on participating the Program, some agreements on schedules, school responsibilities, assistance of the Program, etc</td>
<td>95% of school administrators and teachers attended the orientation.</td>
<td>January 2008</td>
</tr>
<tr>
<td>4. Delivering 4 book-boxes to each school at a time and rotating them among those schools every 1 ½ - 2 months. (One book-box was for each different Grade: Grade1-2, Grade 3-4, and Grade 5-6, and the 4th one for teachers, approximately there were 475-520 books delivered to each school at a time.)</td>
<td>Each school had books for reading during term time and summer vacation.</td>
<td>March-August 2008</td>
</tr>
<tr>
<td>5. Arranging a workshop on making E-books</td>
<td>36 teachers attended the workshop.</td>
<td>26-27 May 2008</td>
</tr>
<tr>
<td>6. Arranging a workshop on information searching by using IT</td>
<td>50 teachers attended the workshop.</td>
<td>15 July 2008</td>
</tr>
<tr>
<td>7. Arranging a workshop on organizing a living library</td>
<td>44 teachers attend the workshop</td>
<td>28-29 July,2008</td>
</tr>
<tr>
<td>8. Program on the winner of reading promotion</td>
<td>The number of books read and book annotation written by children of each school were evaluated by school teachers. The winners got gifts, such as dictionary, books, book-bags, stationary, etc. from the Program.</td>
<td>September 2008</td>
</tr>
<tr>
<td>9. Evaluating and reporting to KKU through the Faculty and the UAC</td>
<td>A report on the Program activities was submitted to UAC.</td>
<td>September 2008</td>
</tr>
</tbody>
</table>
Wiratna Tritawirasta was born in Jakarta, on 27th April 1973. With daily activity as a lecture of Academy of Informatics Management and Computer (AMIK) Bina Sarana Informatika Jakarta, staff of National Library of Indonesia and a student of Library Information Technology Post Graduate Program at Bogor Institute of Agriculture (IPB), He believed that the growth of library as an information agent cannot be separated from information technology implementation. Nowadays library development should not seen from the size of its building, but more to how library could be interconnected with other library (interlibrary) so the “weakness” within a library could be “covered” by others.

Co-author: Joko Santoso, born in 13 June 1967 in Magetan, East Java. Before join with National Library of Indonesia in 1993, he is freelance from a number of printed medias in Central Java. Since 2001 have duty as the head of Library Automation Sub Division, National Library of Indonesia. Joko Santoso sure that library now has experienced of paradigm change from entropic to access. For that him continues key up digital library development in Indonesia that core is cooperation among libraries. Joko Santoso go throughs formal education master in area of comunication science. In accordance with area that is being wrested now, graduate education at library science. Now middle of go through doctoral program in area of human resource management in Jakarta.

Abstract

National Library of Indonesia has developed some kinds of mobile library using various transportation mode, like motorcycle, four wheeled vehicle and motor boat. One of the purpose of mobile library is to enhance the reach of library service to the people who live in various land profile.

Seeing at the big number of library user and the natural profile of Indonesia with big and small islands, river and villages, have made mobile library has high potentiality to be developed in many aspects. One of the goal in developing mobile library is to grow reading interest and library utilisation by the community. National Library of Indonesia has developed innovation in mobile library service by building a prototype of electronic mobile library.

Before electronic mobile library was developed, Indonesia does not have such facility to serve suburban area where internet penetration is very low. Indonesia’s natural profile as a country with many big islands, unstandard and inequitable education level, lack of telecommunication facility, the low level of people’s electronic information literacy have made IT based information utilization low, and economic factor also causing electronic information service being hindered.
Introduction

The topography of Indonesian territory with many islands and separated by sea and river, has forced the National Library of Indonesia and public libraries to create an innovation to cover the user in getting a library service, one of those is mobile library. Since 2000 National Library of Indonesia has given mobile library car (MPK) to some provincial libraries and city or regency library. Before 2000 the aid was given in modified bus or truck for mobile library, boat library in Kalimantan countryside, bicycle and motorcycle to reach narrow area that generally found in a big city like Java island.

The growth of Information Technology with all of its aspects demanding diversity of the collection in the library. Library is demanded to have convergence of its collection either printed or electronically to help library user gain an information literacy skill, so in the end everyone have a basic skill to develop their information literacy. Some experts said to have a literacy skill if he knows how to fulfill his need of information and get the right information in any format to use it. These activities could be done by the skill or get used with information technology. This kind of people who has the skill, could learn for a life time on his own.

The process of developing those activities, could be started from school to adult age, and could be concluded that the ability to understand and getting the information started at school age and one of the information storage is school library. Manifesto of School library issued by IFLA/UNESCO state that:

“The school library offers learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information in all formats and media. School Libraries link to the wider library and information network in accord with the principles in the UNESCO Public Library Manifesto .......

It has been demonstrated that, when librarians and teachers work together, students achieve higher levels of literacy, reading, learning, problem-solving and information and communication technology skills”.

School library as the gate of science and base for student to develop literacy skill not only provide reading material, but also need to provide other information resource, such as audio-visual material and multimedia, and also access information on the internet. The access to internet is needed to add and complement kids knowledge from other sources that not provided by school library. Based on this school librarian and teacher need to teach the student to identify any kind of information needed and track it through the information resources. So a program on knowledge of information literacy is needed at school. By following such program, student will guided to have a skill in troubleshooting problem from the information gathered. This skill in the future will be useful for their career.

In line with the dream of building a library that could fulfill all aspect of collection and its facility as mentioned above, it need a cooperation and synergy, appreciation to library between school librarian, teacher, principal and school committee to make it into reality, but unfortunately almost most
school library in Indonesia still lack of other information resource, such as electronic and multimedia collection and internet.

Based on that National Library of Indonesia developed a mobile electronic library to be used by students in learning information and communication technology and improving the skill in information literacy.

The Aims of Electronic Mobile Library (PUSTELING) Development

Launched at 30 May 2007 in a series of National Library of Indonesia 27th anniversary celebration by Vice President Jusuf Kalla, PUSTELING was Indonesia’s first electronic mobile library. During the first launching, Pusteling was aimed to introduce as well as stimulating the utilisation of information and communication technology (ICT) to the community especially students.

The aim of Pusteling development are:
1. Developing a prototype for electronic library service;
2. Inviting library user to use and utilize electronic collection in multimedia format;
3. A workshop of searching and using electronic collection as a model of electronic information literacy especially for students from elementary to senior high school;
4. ICT workshop for public to know and utilize computer technology and internet;

Building mutualism relationship between library institution and schools to develop community education.

Design and Development Process of Pusteling

Pusteling was designed to get through small cities especially in order to get into a school yard. Considering the number of roads with small size in Indonesia, the design was adapted with the size of the road that could be passed through by this e-mobile library. The chosen of middle size truck in early development was meant to accommodate all available electronic equipment like notebook, server, LCD projector and a generator set so that the bus could move freely.

The development was initiated by sending 3 staffs of National Library of Indonesia to conduct a benchmarking to the National Library of Malaysia which implemented this model more early. The benchmarking was done by visiting and surveying Kuala Lumpur and Malaka where e-Mobile Pustaka was operated. The report of the benchmark and requirement assessment were done together by National Library of Indonesia and car producer, PT. New Armada that located at Magelang, Central Java, who was appointed to carried out the project. Several long discussions were done since the beginning to review proposals from pusteling team. The assessment then translated into drawings. The process was take 3 months, where the longest part was to defined the artistic functionality of each devices and the placement on the minibus. The small interior of the bus is one of the challenge provide user comfort.

Based on experience and survey of National Library of Malaysia in operating e-mobile library, it was considered to make some adjustment in accordance with Jakarta territory and surrounding area, the adjustments are:

Pusteling aimed to introduce ICT to students, and also to enhance the skill in operating computer and using...
internet. So National Library of Indonesia required to compiled a number of learning module for students such as word processing with Microsoft Word, spreadsheet with Microsoft Excel, presentation with Microsoft Power Point and internet access with introduction to internet and search engine usage module. Therefore there are LCD projector and electric screen provided on Pusteling;

Pusteling designed to develop electronic information literacy for students by providing multimedia collection in a CD or DVD, and to provide a guidance in using electronic information resources in the internet. So in pusteling there are 2 racks at right and left side to store multimedia collection and a server for communication and multimedia material repository; Pusteling uses 3G technology for internet connection provided by PT Indosat and PT. Excelcom as Indonesian Internet Service Provider. For near Jakarta area the connection is in good condition but outside Jakarta the quality is decreased;

If necessary Pusteling could also use dial up connection available at school which is generally provided by PT. Telkom;

For electricity, Pusteling has its own portable power generator;

For comfort, beside build in air conditioner, Pusteling also has additional Air Conditioners;

The vehicle operated when parked at school yard. The service available for primary, junior and senior high school at Jakarta, Depok, Tangerang and Bekasi which are located at West Java Province with a regular schedule. Each school allocated 2 hours service.

Below is the specification of e-mobile brary (Pusteling)

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Type and Specification</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pusteling</td>
<td>Semi Truck</td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diesel Fuel</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1-Phase 5000 Watt</td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gasoline Type</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vehicle-AC</td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comfort-AC</td>
<td>2 units</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rackmount Type with spec</td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Processor : Intel Xeon 2.6 Ghz</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Memory : 2 GB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HDD : 185 GB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Display : CRT</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ethernet Slot : 10/100 Mbps</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CD-RW</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Notebook</td>
<td>Processor : Intel Core Duo 2 Ghz</td>
<td>10 units</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Memory : 2 GB SODIMM</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HDD : 80 GB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Display : 15.4 Inch</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ethernet Slot : 10/100 Mbps</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DVD/CD-RW Combo</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>IEEE 1394 Port (Firewire) &amp; USB</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7-Memory Card Reader</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 Switch : Manageable</td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 UPS : 2500 Watt</td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Internet Connection : Huawei-3G Modem</td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Shareable)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LCD Projector</td>
<td>Roof Mounting</td>
<td>1 unit</td>
</tr>
<tr>
<td></td>
<td>Electric Screen</td>
<td>1 unit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Printer</td>
<td>Inkjet</td>
<td>1 unit</td>
</tr>
</tbody>
</table>

**Material (Collection Type):**

CD, DVD, E-Book, e-Tutorials
Services Provided by Pusteling

At the moment Pusteling only operating at Jakarta, Bogor, Depok, Tangerang and Bekasi or some regions part of West Java province only. Below is the current schedule of Pusteling for January until May 2009.

**Pusteling Service Schedule - January to May 2009**

<table>
<thead>
<tr>
<th>No</th>
<th>School</th>
<th>Address</th>
<th>Month - Date</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SMKN 16</td>
<td>Jl. Taman Amir Hamzah, Jakarta Pusat</td>
<td>Jan: 13, 27</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feb: 10, 24</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mar: 3, 17</td>
<td></td>
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<td></td>
<td></td>
<td>Apr: 7, 21</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>May: 5, 19</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>SMPN 207 Slipi</td>
<td>Jl. Raya Meruya Utara, Jakarta Barat</td>
<td>Jan: 15, 12</td>
<td>In cooperation with JakBar Public Library</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feb: 29, 26</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mar: 12, 24</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Apr: 9, 23</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>May: 14, 27</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SD Al-Ittihaad</td>
<td>Jl. Tebet Barat, Jakarta Selatan</td>
<td>Jan: 12, 2</td>
<td>Included in curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feb: 2, 6</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Mar: 6, 21</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Apr: 4, 23</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>May: 13, 20</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>SMK 58</td>
<td>Jl. Swadaya II Bambu Apus Cipayung</td>
<td>Jan: 14, 21</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feb: 4, 18</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Mar: 11, 25</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Apr: 15, 29</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>May: 13, 27</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>SMAN 135</td>
<td>Jl. Raya Kemanggisan, Jakarta Barat</td>
<td>Jan: 19, 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feb: 30, 25</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Mar: 4, 18</td>
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<td></td>
<td>Apr: 8, 22</td>
<td></td>
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<td></td>
<td></td>
<td>May: 6, 20</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>SMAK Islam Grogol</td>
<td>Gedung Olahraga (GOR)</td>
<td>Jan: 20, 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jakarta Barat</td>
<td>Feb: 16, 23</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mar: 10, 27</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Apr: 13, 27</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>May: 11, 25</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>SMKN 31</td>
<td>Jl. Johar Baru, Jakarta Pusat</td>
<td>Jan: 29, 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feb: 16, 19</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Mar: 16, 24</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Apr: 14, 12</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>SMPN 1 Cikini</td>
<td>Jl. Cikini Raya, Jakarta Pusat</td>
<td>Jan: 22, 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feb: 5, 19</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Mar: 19, 19</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Apr: 2, 16</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>May: 7, 28</td>
<td></td>
</tr>
</tbody>
</table>

The tabel shows that Pusteling operating 3 times a week, to preserve the vehicle condition and its equipments from the travel a day before. In a day sometimes Pusteling serve 2 visits. Below is an example of staff assignment between January to May 2009.
During its operation, based on the experience for more than a year, the hindrance are as follows:

High operational cost for gasoline of the vehicle and power generator, vehicle maintenance, equipment and staff;

Electronic devices damage frequently happens during operation due to unmanage routine maintenance;

Schedule is not arranged well due to less coordination with school and adjustment to the lesson hour and school holidays; The staff available are only librarian and driver, IT and vehicle technician are not available. In fact librarian could not overlapped tasks;

The quality of internet connection differ from place to place, Jakarta is good compared to other area;

The usage of Pusteling by student and school in the activities and common program in learning ICT is still only initiated by National Library of Indonesia;

The number of Pusteling available only 1 unit, whereas the demand is very high, in 2009 it is planned to add minimum 2 more units;

The unit is only prototype, to fulfill the demand in other area the interest is strong but hindered by the high cost to build one;

Lack of multimedia collection, need to add more current ones.
Development Plan

There are no perfect system at early stage. Likewise Pusteling, by the time, problem and hindrance appeared during its operation. The problem could concluded for further development:

Internet connection enhancement. Since 3G is only available in big cities, the internet connection availability is depend on the size of the cities visited, and the range of 3G services in the city. The characteristic in Indonesia shows that 3G utilisation depends on cellular phone density in a city. The more users available the stronger 3G signal could be received. This is a benefit for Pusteling which use 3G for its connection. This condition is not valid if Pusteling operating at small city which far away from the crowd, so it is better to build an e-mobile library with VSAT (very small aperture terminal) internet connection, although the device is still very expensive for its connection cost. Currently National Library of Indonesia tries to work together with Internet Service Provider (ISP) to provide Pusteling’s internet connection;

Electronic collection Improvement. Access to electronic collection like multimedia learning books has been done but still the quantity of the collection still rare. Currently National Library of Indonesia tries to complement its electronic collection for Pusteling from the budget every year. Now the National Library of Indonesia have subscribed 3 e-resources are Proquest, Gale and Westlaw.

Database repository in Pusteling server. So many demands from visitors especially teacher and student to provide textbook in electronic form and electronic magazine for teaching material at school that could not be fulfilled by Pusteling, so next they hoped those textbook could be accessed by student and teacher who need it. National Library of Indonesia tries and observes the development of reproducing learning material in electronic form to be stored as an electronic book on a server. The e-book will contain multimedia material which generally prefered by the student;

Proactive system. Inspired by the pedlar who offered his product to the consumer without the consumer approaching him, Pusteling could also do the same thing since the requests of Pusteling to provide some specific collection for the next visit, the concept is very good to implement. If possible the unit could be added to fulfill the visitor demand.

Conclusion

The existence of e-mobile library (Pusteling) in Indonesia received a good appreciation from the people. the low level of penetration of the community of accessing and electronic information literacy also triggered the hope of such services. This could be proven by the high demand of visit especially outside the capital city, so e-mobile library said to be suited for outreach area where electronic information literacy level is low beside the curiosity of the people for the existence of electronic library. The high cost of operational and physical damage could be minimalized based on a well prepared plan.

References

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LISC Guidelines - second edition forthcoming. [www.liscni.co.uk]

EXPANDING LIBRARY SERVICES AND INFORMATION PRODUCTIONS FOR VISUALLY IMPAIRED PEOPLE (VIP) IN GENERAL SCIENCES
LIBRARY AND PUBLIC LIBRARIES OF VIETNAM

Vinh Quóc Bào
Head of Public services
General Sciences Library HoChiMinh City - Vietnam

Vinh Quóc Bào:
Date of birth: 09/4/1966. Head of Public Services in General Sciences Library (GSL), HoChiMinh City, VietNam


Work Experiences
- Head of IT Department in GSL.
- Head of Public Services in GSL.
- Consultant of FORCE Foundation - Netherland (on services for the Visually Impaired People).
- Experiences in establishing and implementing the services for communities: Mobile Digital Library; Mobile Library for VIP.
- Training on ICT in library for staff in GSL, District Libraries.
- Training on ICT in library for students at Faculty of Library Sciences.

Abstract: This paper mentioned to the expanding the services and information productions for VIP in GSL and public library system in Vietnam. In the world as well as Vietnam, VIPs are groups of people who are lack of access information for their life and study.

According to statistics issued by the Vietnamese Government Ministry of Labour, Invalids and Social Welfare, approximately 900,000 people (or 1.2% of the population) have several form of visual impairment, including 60,000 people who are totally blind. Only 40,000 of all visually impaired people in the country take advantage of support services by registering with the Vietnamese Blind Association. (1)

Many reasons for this situation, however, there are 02 things which public library can help them to increase the accessible to information. Those are:
- To make the available materials in library easily to access for everyone.
- Training and suppying the special tools for VIP in access information by themselves.

Author also mentioned to: Why is expanding the services for the blind in public libraries necessary? Some interesting evidences of information productions for VIP in GSL: Braille book, Tactile graphic, Tactile Book, Talking Book.

What kinds of services for VIPs are in GSL and how to expand the services for all public libraries. A new service model will be introduced, Mobile Library for VIP in GSL. This is good service for training and serving VIPs in rural communities where they are difficult to move, and also for training the librarians in Provincial Libraries how to server the VIPs.
1. Introduction

The Manifesto proclaims two significant things: "The Public Library, the local gateway to knowledge, provides a basic condition for lifelong learning, independent decision-making and cultural development of the individual and social groups. These statements confirm UNESCO’s beliefs in the public libraries’ role as a living force for forstering society’s education, culture and information development. The public library services are provided on the basis of equal accessibility for all. That’s means each of specific services and materials in libraries must be provided for those users who cannot use the regular ones for whatever reason like example linguistic minorities, people with disabilities or people in hospital of prison.

In the early years of 1990s, Information Communication and Technologies was developed fast in many areas in Vietnam. At that time, there was rising the blind people’s need, especially special school or philanthropic organizations for blinds. Some ICT support groups started to design and implement some special softwares to bring computers into blinds’s life. While there was not any service for the blind people in the libraries. To realize that it is very important to make the information resources more accessible to blind people, Ministry of Culture and Information (current name Ministry of Culture, Sports and Tourist) invested 02 reading rooms for visually impaired people for pilot project at HaNoi Public Library (in the North) and General Sciences Library (in the South) via the Cultural Target Program of Vietnam. These are the first models for initiative library services for the blinds in public library system of Vietnam.

GSL is the first library in the public system which applied ICTs in the services for improving the number and quality of production for VIP. For 8 years, through the support of FORCE Foundation (Netherlands) the services for the blind in GSL have been developed very fast. In addition, working in collaboration with the Department of Library (Ministry of Cultural and Information) and FORCE Foundation, the services for VIP have been expanded to 64 public libraries in whole country.

2. The VIP’s information need

According to statistics issued by Ministry of Labour, Invalids and Social Welfare, there are approximately 900,000 people (or 1.2% of the population) are visually impaired, including 600,000 people who are totally blind. But there are only 40,000 of all visually impaired people in the country who register the Vietnamese Blind Association’s membership (1) can take advantage of support services. Most old VIPs in Vietnam live with their families, or register a member of Blind Association of Province where they live; while many young VIP people live together in the charity houses (named warm houses), or in the special school for blind children. The warm houses got money from many charity organizations for helping children living, studying, working together.

Most everything in life are not for them, and library materials and services are in the same sad situations. There are only about 2-5% printed materials which are transferred to suit VIPs’ need. In the developed countries, many organizations which transfer the alternative materials were established such the library for the VIP, libraries and publishers, but in Vietnam there is nearly none.

There are serious lack of information
resources for VIP. Although there is not a statistic about the material tranfering for VIPs in Vietnam, the number of materials for VIPs is not worth considering. Many reasons for this can be listed like there is no specialized library for VIP in Vietnam, the Vietnam publishers are not interested in materials for VIPs. Most of information blinds get are braille book produced by Association for the Blind and radio channels. After that, the other advanced materials were distributed like analog talking books on cassette tapes. There are some organizations like Specialized School system for VIP students in Vietnam-Nguyen Dinh Chieu produced braille book on primary and secondary school subjects. Other charity organizations produce analog talking books like Women’s Charity Association of HCM City and Sao Mai Center for the Blind. Recently talking books on DAISY format were produced by the project donated by FORCE Foundation (Netherlands). Since 2003, General Sciences Library of HCMC has become the first Vietnam library producing talking books on DAISY format, with two studios and delivered productions for the whole public library system in Vietnam and some other organizations. In addition, GSL started producing others kinds of materials such as tactile graphics, books illustrated by tactile items. At the end of 2008, a studio for talking book of the HaNoi Public Library was also donated by FORCE Foundation to expand the talking book production and distribution in whole of Vietnam.

3. Expanding the services for the VIP to Public library system in Vietnam

On the Chapter II, Article 6 of Ordinance of Library (No 31/2000/PL-UBTVQH 10 of December 28, 2000) wrote:” 4.Blind people, shall be given conditions to use library documents in Braille or special information carriers”

Prior to 1998 the paucity of information resources was also reflected by the lack of public library services specifically addressing the needs of visually impaired people. Library managers and staff had little awareness or understanding of the needs of client with any form of visual impairment, and had no access to adaptive technologies, training or materials in alternative formats to be able to offer a meaningful service.

In 1999, two reading rooms for the blind at the General Sciences Library of Ho Chi Minh City and the Hanoi Public Library were opened. These projects were funded by the People’s Committee of Ho Chi Minh City and the Ministry of Culture and Information in order to providing first basis services.

Then, the important workshop was organized on “Expanding servies for VIP in the public library” held at GSL in 2004. The participants who are directors of public libraries from 64 public provincial library of Vietnam. This is the first time they were learned and shared very valuable experiences by professors and experts from developing countries. They have also been conducted to raise wareness among public libraries about the particular needs of the visually impaired and how best to improve accessibility of services to them. A short time after workshop, many public libraries in the Middle and North of Vietnam have started servies for the blind.

From 2004-2005, Department of Library and GSL distributed equipments which donated by FORCE foundation to 64 public libraries for first step support (CCTV, Victor Reader
machine) and also co-ordinated closely in training librarians in provincial libraries in using these equipments to serve the blind readers. Report by Department of Library on the last workshop in Ha Noi (12/2009) showed that after 10 years from beginning, now more than 32/ 64 provical public libraries in Vietnam have ebstablished the services for the VIP such: Hai Phong, Da Nang, Ha Tay, Phu Tho, Quang Ngai, Hai Duong, Thanh Hoa,... they also serve in spot and rotate the materials to Association of Blind for loan.

Department of Library suggested that provincial libraries should remember the materials for the blind to be included in their acquisition policy. Further, GSL got grant from Department of Library and via the Cultural Target Program to produce talking books and delivery for whole the library system. This grant is about 3000 USD/year. The last workshop in December last year organized by Department of Library focus on to evaluate services for the blind in the provincial libraries and share experiences each others to improve these service in the future.

5. Introduction to the services for Visually Impaired people in GSL

4. Philanthropic Support

FORCE foundation is the most vital partner Department of Library and GSL, the successful partnership does the library system a power of good in improving the the services for the blind. Since 2000, GSL has received supports from Force Foundation. It is the most significant helps not only for GSL but also for whole the Vietnam public library system. The supports focus on three things: training like workshop training on computerized Braille, Braille Music, Tactile graphic, Tactile book; providing equipments like supplying the equipments, about 70 CCTVs and 110 Victor Readers were delivered for 64 provincial public libraries. FORCE also donated 04 studios for talking book in Vietnam: 02 in GSL (2003/ 2005); 01 in Association Blind of Vietnam (2006); and 01 in HaNoi Public Library (2008); and funding for production and distribution for libraries including digital talking books and tactile books. In addition to support from the Vietnamese Government and the Force Foundation for the visually impaired, a number of projects have been sponsored by other philanthropic foundations and charities in Vietnam such as: KAF Private Company, Starnard Chartered Bank, ect...

5. Introduction to the services for Visually Impaired people in GSL

Resources

Talking book: 400 titles
Braille books and Journals: 343 volumes
Braille Music: 02 titles
Tactile graphic: 40 files
Accessibility database on GSL’s LAN

Current Services

Digitalization the documents to text for users
Internet access, distance learning in Harley school
Print the braille
Tactile graphic, tactile book
Access database of GSL
CCTV for low vision people
In spot: a reading room with 10 seats in GSL, with all kinds of materials for users. Guiding the users work with computers and special software’s for their studying and other purposes: database on LAN network, Internet access, Games, Chat, email, ...
Loan services: materials in library can be borrowed to personal or group of VIP.
Mobile library service: The service was inaugurated in October 2007, the service will bring blind people the useful materials, the car goes to everywhere they need (warm house, association of blind, Disabled Center, School for Disable Children) in side and out side of HCMC.
Sharing the experiences and training the librarians in Provincials Public Libraries how to serve the blind people
Sharing information productions to public libraries, School for the Blind, Warm house, Association of Blind in the country.
Training and sharing experiences to other organizations in home and foreign countries, such as: Association Blind of Vietnam, Hanoi Library, National Library of Laos, Association Blind of Cambodia, African Braille Center, Library for VIP in Kazakhstan.

**Information production for the VIP by GSL**

**Braille books:** computerized printing braille books by Index Pro, Juliet- Embosser, however this type of material GSL limited to produce.

**Braille music** computerized the music produced by computer with a special keyboard and Allegro Braille software, however this type more difficult to produce because people who make production should be know principles of music.

**Digital Talking Books** in DAISY format (Digital Accessible Information System), this technology is highly appreciated because of conveniences in producing and duplication for users. In addition, strong advantage is that the users can navigate easily to any paragraph or term they want to listen to. With 02 studios donated by FORCE foundation, this type is main production of GSL, and distribution DAISY book to all public libraries, Association Blinds, Nguyen Dinh Chieu School, ...

**Analog Talking book (Cassette tapes)** the system can be transferred 02 ways in the same time analog or digital, for some places Cassette player still is popular, according to requirement of users it will be produced.

**Tactile Graphics:** pictures are printed on a special paper by Heater machine, graphics will be inflated, so users can feel the graphic by tough. GSL is implemented the collections for tactile graphic, then share to others via internet in the very near future.

**Tactile Books** to enrich VIP with types of material. Children will be absorbed in the reading because it is more interesting than Braille only. GSL also attach special importance to this type of material in production planning.

**Human resources for production**
Supported by FORCE foundation from 2000, not only funding and equipments but also training courses, GSL’ staff were trained many courses on the subjects:
- Computerized in Braille/ Braille Music
- Digital Talking books (DAISY
format)
- Tactile graphic
- Tactile books.

The most important force is volunteer who comes from many different areas like GSL’s staff, lawyers, students, teachers, retired, speaker, TV editor, … Currently, we have built some group of volunteers such as for one talking book, one for tactile book, and one for mobile library service.

**New service: Brief of Introduction to Project of Mobile Library for the VIP**

**Objects:**
- Learn the needs of VIP in different locations
- Provide library resources/services for VIP who are not able to go to the library
- Introduce new information technology to the users
- Train the staff of the local libraries to implement library services for VIP

**Project Description and Activities:**

1) Description

A van constructed as a special mobile library for the blind with 2 online computers, application software, Braille Printer, 1 CCTV, 18 Victor Reader machines; 10 Victor Reader/stream machines; alternative materials such as Braille, CDs, tactile graphics, tactile books for children.

Project funded by Force Foundation (Netherlands) and the Standard Chartered Bank for a total of 66,000 USD, including 47,500 USD from Force Foundation and 18,500 USD from Standard Chartered Bank.

In addition, Force Foundation supports the operation cost for two years up to 10,000 USD.

2) Activities

- Conduct needs assessment by in-person interviews, simple survey forms and learning about the local situations.
- Market library resources/services for VIP
- Train VIP to use the facility
- On-spot reading/using computers; CCTVs, Victor Reader machines of different types
- Lend Victor Reader machines and alternative materials including Braille, CDs, cassette tapes, tactile graphics, tactile books for children.
- Network institutions all over the country for training skills and sharing experiences on library services for VIP
- Project Advocacy
- Conduct evaluation and make any adaptations needed for work improvement

**Implementation in 2008**

**Mobile Service:** In 2008, The Mobile Library for VIP visited 21 times, includes Warm Horses, Center of Disable Children, Association of District in Ho Chi Minh City, Association of Provinces, provincials libraries.

**Mobile Training:** training program designed by Department of Library, cooperation with Force Foundation and General Sciences Library.

**Participants:** librarians in the 64 provincial libraries who are responsible for serve VIP in the library. The training organized at 5 places where represented libraries of a consortium: Cần Thơ Library, Lâm Đồng Library, Hà Nội Public Library, Bắc Giang
Library và Huế Library.

Program for training:
- Introduct to participants all the services for VIP
- Provide participants for general knowledge about the services for VIP
- Practice on using softwares for the blind: Jaws for Windows, AMIS, NDC, Browser for Internet access.
- Practice on using special equipments: Victor Reader, Heater machine, …
- One-day practice on serving the blind people in the association or school.

Evaluation the services for VIP in GSL
Expanding the services for VIP in GSL has been a successful project because there are some important reasons:
- Get a special concern from Government by help the library in the plan and implementing
- Get funding and supports from sponsors.
- Increasing good quality production because of enthusiastic volunteers.
- Be good co-operation between GSL and other organization in same area.

Orientation of implementation and development the services
- Improve for the services in-spot, loan and mobile library.
- Increase the production for VIP, making the resorces of library easier access for everyone.
- Build a database of tactile graphic for sharing vie internet.
- Transfer materials how to meet users needs.
- Apply new technology to produce new materials for VIP.
- In co-operation with other organizations in sharing products.
- Training, sharing experiences between organization in same area.

6. Summary
According to assess by Association of Blind Vietnam, the services for VIP have been established and being developed in the public library system that brings many benefits to VIP in Vietnam. In there, the vital role of Department of Library which has the responsibilities of leadership for the provincial libraries in expanding the services for whole system.

General Sciences Library is also an important library in training, sharing experiences and distribution the production for the other organizations.

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**Abstract**

Reference services have changed dramatically in the past few decades. The development of computing technology and the rise of Internet have changed the work of library and information science professionals especially in providing reference and information services delivery. This paper discusses on the difference between traditional reference and digital reference. Some formats of delivering the reference and information services is being highlighted with their advantages and disadvantages described. The roles of the librarians in ensuring that the implementation of these services is successful are also discussed. Issues of sustainability of digital reference services are of paramount concern due to the rapid growth of technology. The authors also focus on the issues and try to unearth the possible reasons for the service to remain sustainable. These may include librarians and the acculturation process, maintenance of collaborative efforts among information professionals and organizations, legislative issues and proprietorship, issues of telecommunication and infrastructures among others. This paper conclude with some views and suggestions of what library and information science professionals can do to ensure that the profession will remain relevant in the exponential growth of the technological sphere and thus contributing towards a profound knowledge society.

**Keywords:** Reference services, Digital reference services, Library education, Reference librarian, Information professionals, Digital libraries.
INTRODUCTION

Academic libraries were the first to provide digital reference service which began in early 1980’s. Reference and information services are a vital part of the function and mission of the institution in libraries of all types and sizes. The essential reference services remains central, although the advent of electronic resources and digitized materials has changed the nature of reference. The rise of the Internet and other like innovation of the past few decades have makes this element of the library become more crucial. Many people feel as though they are drowning in a sea of information. New media and technologies are like tributaries leading to this great new body of knowledge, and each stream makes the water deeper and more perilous. It is true as have been stated by Cassell and Hiremath (2006) that reference services are at once like raft, map and compass to those who have been left adrift. In providing them with care, thoughtfulness, and enthusiasm, libraries reaffirm their centrality as twenty-first-century public institutions par excellence.

The development of computing technology and the rise of the Internet have led to irrevocable paradigm shifts in the work of library and information science professionals. Crucially, such developments are not static, and the growth of the technological sphere is ongoing. By consequence, librarians must now focus on what technology their users have adopted and how they can use that same technology in the library to better support patron needs. There are a lot of views of the future of reference. David Tyckoson (2003) identified features of libraries that will remain constant and those that will change. He stated that the constants were the service the libraries provide to their community - the four basic function outlined by Samuel Green in 1876 (instructing patron in how to use the library, answering patrons’ queries, aiding the patrons in selecting resources and promoting the library within the community) and the personal service that librarian provide. As a result of technology, Tyckoson, foresaw that there will be an increase in demand for instruction, a decrease in demand for ready reference and a role for librarians in the creation of information as well as in the conservation.

Joseph Janes (2003), envisioned that future reference will focuses less on the answers to specific questions and more on providing assistance and support to people with more detailed, more demanding, more comprehensive information needs of all kinds.

James Rettig (2003) notes that reference service will remain place based, but he predicts it will no longer be place bound. Reference desk staffed by a reference librarian no longer will be the place, instead it will be replace with an information consultation room in which librarian can work face-to-face with a user and from which a librarian can work screen-to-screen with remote users.

This paper will discuss on the difference between traditional reference and digital reference. Some formats of delivering the reference and information services is being highlighted with their advantages and disadvantages described. The roles of the librarians in
ensuring that the implementation of these services is successful are also discussed. Issues of sustainability of digital reference services are of paramount concern due to the rapid growth of technology. The authors will also focus on the issues and try to unearth the possible reasons for the service to remain sustainable. They also will provide some views and suggestions of what library and information science professionals can do to ensure that the profession will remain relevant in the exponential growth of the technological sphere and thus contributing towards a profound knowledge society.

DIFFERENCE BETWEEN TRADITIONAL REFERENCE AND DIGITAL REFERENCE

Reference services are defined as personal assistance given by the library staff to users. Library users will consult the staff at the reference desk for seeking information. The models of reference service grown with reference service itself (Cassell & Hiremath, 2006). The traditional reference is as “answering question posed by users”, whereby this model emphasizes human attention and interaction (Ferguson & Bungee, 1997). Ford (1988) stated “as long as the reference desk model is uncritically accepted, librarian are not challenged to respond creatively to changes in materials, formats, and research opportunities for our users, and users are not challenged to use any of the variety of printed or computerized sources or aids”. The need of new model is evident because it has long known that not everyone needing help approaches reference desk.

Therefore, Virginia Massey-Burzio at Brandeis University developed ‘reference consultation model’. In this model, reference service was staffed by graduate students who answered general and directional questions, and more complex questions were referred to librarians who worked with users in office or cubicle away from reference desk (Cassell & Hiremath, 2006). In tiered reference service model, a library might have three level of service - an information desk at the entrance to the library, a desk staff by paraprofessionals to answer general, ready reference, and directional questions, and a consultations service for more complicated questions. There were pros and cons for this model. The positive side of the service is using the librarians for more complex questions and the negative sides is that sometimes the staff at the reference desk do not ask enough questions to find out exactly what the user wants., or the user must wait to get access to the librarian, thus slowing down their ability to get assistance (Tyckoson, 1999). ‘Team staffing’ is the model that pairs librarians and paraprofessionals or students at the same desk. The success of this model depends on the collaboration between staff member and the librarian. It will not work well if librarian interferes with the work of the staff member unnecessarily (Cassell & Hiremath, 2006).

Typically, in reference service the librarian used the structured reference interview to works with the library user to clarify their information need and determine what information sources will fill it. The help provided may consists of reading material such as
book and journal article, the used of online catalogue, bibliographic databases or online reference collection. According to Ward (2003), the reference desk behavioral skills, where the study seemed to have the most positive impact, were in the areas of asking open questions, identifying appropriate questions for using a full reference interview, conducting appropriate referrals and finally delivering the appropriate amount of bibliographic instruction to the user. A reference desk can be consulted either in person, by telephone, through email or online chat.

According to Duckett (2004), there are six elements that are still significant in reference services which are stock and location, access and availability, a sense of place, staff assistant and knowledge workers. As Erinle (2001) suggested that, before the library can perform the reference function effectively and efficiently there should be considerable resource, especially reference book and staff. The stock should include the best and latest encyclopedia, dictionaries and other quick –reference books, bibliographical indexes, catalogues and guides, standard history and gazetteers, and the editions of classic works of literature. (Duckett, 2004). Rettig (2003) highlighted that librarians have a role, has powerfully argued in influencing the design and functionality of information system. Butler (2008) state that the reference librarians “assist, advice and instruct users in accessing all forms of recorded knowledge”. Therefore the reference staff must prepare to commit enormous amount of time energy to obtain a good level of reference service. (Erinle, 2001).

There is growing need for libraries today to explore new tools and ideas for delivering reference and information services. By the end of the nineteenth century, the role of the librarian had expanded to include reference service, and it has been part of the profession since then. Today, librarians not only help patrons at the reference desk but also in cyberspace. Digital or virtual reference is quite new, but has quickly become popular because of demands by patrons to access information anytime, anywhere (Zanine- Yost, 2004).

The earliest digital reference were launched in the mid-1980s, primarily by academic and medical libraries and provided by e-mail. (Wikipedia, 2009). This new type of service called digital reference has emerged as the result of various factors, including the advent and wide use of the internet and the development of software capable of providing synchronous and asynchronous service (Zanine - Yost, 2004). In Merriam-Webster Dictionary, ‘digital’ involves the use of computer technology in capturing, storing and providing information. Digital reference is a service by which library reference service is conducted online, and the reference transaction is a computer- mediated communication. This form of reference work expands reference services from physical reference desk to a virtual reference desk where a patron could be writing from home, work or a variety of other locations. (Wikipedia, 2009). Digital reference uses the internet to connect user with a librarian. Next section discusses the formats of digital reference services plus their advantages and disadvantages of each format.
FORMATS OF REFERENCE AND INFORMATION SERVICES

Nowadays, due to the technology that are available, there are a lot of options for providing the reference and information services. Although, traditional reference desk, reference consultation model, tiered reference service, team staffing and other models are still available, this paper will only discussed some formats that involve technology, providing their advantages and disadvantages.

E-mail

This is the first (mid 1980s) and simplest and the most common vehicle for providing digital reference service. This works best for ready reference or simple factual questions that require sources and can be stated in an unambiguous way. Advantages: offers patron the convenience of asking for information or reference assistant whenever and wherever they are, providing more complete answers than what could be possibly be given at a busy reference desk, more time for librarian to think about question, patron’s information needs, consult with other reference librarians who are more expert or knowledgeable.

Disadvantages: User can’t provide better formulated questions, the process of question negotiation via e-mail is rather bulky and time consuming, difficult to conduct reference interview, all responses will become written records once sent out and one important thing, if people are going to use e-mail, they have to be able to type, have access to a computer, be able to write and read- all of which may be obstacles to some potential users.

Web Forms

This is the second standard of service after e-mail. It is used to solicit specific information about questions from users using a Web form and e-mail to respond. It shares most of the advantages and disadvantages of e-mail-based services. It extends the reach of the service, meaning that more people can find it. It require access to a Web server, of course, which is more difficult and costly than simply using free e-mail accounts and also means somebody’s got to run the Web server, maintain it, keep the pages fresh, check for broken links, and all the other required and necessary technical stuff.

Chat and Instant Messaging

Libraries in increasing numbers are adopting to chat and instant messaging reference. This is a supplement to Web form reference. Advantages: Relatively simple to use and have a large installed base, quick to learn, allows patron to continue staying online while getting reference assistance. Disadvantages: more demanding to provide, needs to be performed in a space away from the physical reference desk, therefore may be need to hire additional personnel, lack the physical clues of expression and body language, because of its real-time nature, librarians are worry about being able to respond quickly and concisely enough in type and about being away from a user too long as they research a question, users getting bumped off or leaving before the session is completed, incompatible between the software and proprietary databases, high need for multitasking skills to handle multiple question and resources at a time, and low speed modem connection.
Videoconferencing

This would enable one - or two-way direct visual communication, either allowing the inquirer to see the librarian or, with the right kind of hardware, allowing the two to see each other. Advantages: able to see those nonverbal things that are missed in textual interchange (e-mail, chat, web form) and allows for interaction to support the clarification of the inquiry, help both librarians and users to feel that they’re in a bit more personalized setting. Disadvantages: low level of utilization by users, because most users and libraries do not own the equipments and software necessary to support this service and show little inclination to acquire it because of the large expense needed, problem with bandwidth when video conferencing is available, and self-consciousness on the part of the users to being visible on screen.

**DIGITAL REFERENCE: ISSUES AND CHALLENGES**

Much has been written about the various tools for digital reference, technical issues with their implementation and how to reach their patrons. In today’s reference environment the information professionals are required to demonstrate the importance and effect of understanding audiences, using new emerging tools and to work cooperatively. The web provides new interactive technologies such as e-mail, chat and instant messaging to the reference desk. Effort to keep current with the pace of technology and tools can redirect focus from services and patrons to tools and make the process of gathering information and assessing tools to arrive at an informed decision more difficult. Libraries are thus faced with challenges in establishing and supporting an efficient, patron-focused digital reference, based on library values. Gorman listed eight (8) core values of librarianship which include stewardship, service, intellectual freedom, rationalism, literacy and learning, equity of access to recorded knowledge and information, privacy and democracy. (Penka, 2003) Librarians have to succumb to these challenges in the digital environment as what Jane (2003) sums up: “All professions and sectors must pay greater attention to however rising connectivity and the digitization of resources are affecting their work, their professions, and the communities they serve”. Librarians in this era, face several issues and challenges.

a. **Technology**

As libraries grow these patron - oriented services will faced with issues of workload, efficiency, interoperability and service quality. Technical and quality standards play an important role in defining systems that supports library needs. Issues of how to build technology that supports the workflow of the digital reference - enquiry, fulfillment of queries, routing, question management, archiving, retrieval, assessment, evaluation and reporting is of concerned to librarians. User response, librarian response and other related technical issues is worth to think about. With the tremendous growth and rapid changes in technology, librarians and information professionals will need to seek for more training in the use of this technology in the automated environment.
b. Technical Standards
As libraries become more automated, they are faced with the challenge of maintaining the systems with a focus on assessing and providing their services to a measurable level of quality. This resulted to the need for technical standards for operations and service delivery standards and best practices. Coffman noted that virtual reference software must be compatible with thousands of other resources. Such system interoperability requires open system architectures and established technical standards for exchanges between software packages and services. As digital reference moves forward, standards and open systems will become increasingly important thus require attention to standards such as record retrieval from knowledge bases, patron authentication, statistics, fulfillment, document delivery etc. (Penka, 2003)

c. Quality Standards and Best Practices
The work involved in the digital reference environment requires trust - a critical role when apply to human communication and interaction or assessment of service quality. Collaborative digital reference services must develop best practices and shared professional standards for quality of service delivery. McClure, Lankes, & Gross, propose a series of quality standards that can be used to evaluate the quality of digital reference services: 1) courtesy of library staff; 2) accuracy of answer; 3) user satisfaction with the service; 4) rate of repeated users; 5) awareness that the service exists; 6) cost per digital reference transaction; 7) completion time; and 8) accessibility. (Penka, 2003)

d. Question Negotiation
There has been a great deal of discussion in the professional literature about the reference interview and question negotiation. People seeking answers or providing them now have more options. Consulting an information professional continues to be one of those options and professionals can now be much more accessible via these new technologies. However, one of the difficulties in studying the reference interview has been the ephemeral nature of the interview. In the digital environment, records – such as transcripts and email archives exist and can be used in studying the reference interview. From a study done, the number of libraries offering real-time services (chat, instant messaging, call center software based) now exceeds 20%. Some libraries offers the use of web forms in their digital reference services. It is interesting to note that the reference interview yielded queries on factual, sources, etc., amount of information desired, most frequently asked questions- functional and personal (name, email address etc.), these questions are more as a profiling activity rather than refining the nature of the query. (Janes, 2003)

Issues of recent concern to reference librarians is about the nature of reference interview and how it is changing. Sloan’s studies discovered two (2) characteristics - asynchronous (email, web form based) interviewing is more concern about the structure of the inquiry, take more time to complete and perhaps more thought to formulate and submit a query. Time may elapse before the query is read and responded
to. Synchronous world of digital reference (chat, call center software) interviewing attempt to make more like traditional services in the use of real-time interview and response process. The services provide hours of service and give fuller descriptions of what the service entails within its parameters. The issue here is how best to develop and deploy reference services in an emerging technological and information environment. Information professionals have to find better understanding of the development of techniques that efficiently and effectively identify and refine users’ information needs and how to offer those services in a professional and high-quality manner, how technology can be adapted to and support librarians’ needs, rather than have the technology dictate how librarians are to meet those needs. (Janes, 2003)

e. User Authentication
An increasingly serious concern is the question of authentication of users, especially with the use of licensed proprietary digital resources. Many resources are now purchased through consortium arrangements, some of which cross library types and provide a kind of web of permissions and authority and thus create a mess.
f. 24/7 Expectations
The push for services that are always open 24/7 raises concern on the real-time live services be able to back up those services. The expectation on the part of the users would be an immediate reply or a response to a query in a little while. Experience showed that there are cases of not getting immediate response and hence the promise of real-time response 24/7 is worth to give a thought to.
g. Staff Development and Training
The challenge of serving ‘various’ patrons in a time of constant change require training over and again especially in managing internet-based reference, restructuring of knowledge and discovery and to match the question with the best library to answer it. The use of experts can help library work the difficult or detailed queries (Ask-an expert, Virtual Reference Desk, Virtual Reference Facilitator) websites and services to name a few, but even then librarians need to have online communication skills, collaborative browsing, multi-tasking and managing multiple windows, keyboarding skills, ability to apply reference transaction policies in an online environment (eg., time limits, obscene callers, harassment).
h. Privacy and Confidentiality in Digital Reference
Types of reference records and privacy features need to be addressed. Privacy features of chat software products may include encryption level, user anonymity, record storage and some other legal challenges such as ethical and legal underpinnings of privacy of patrons. Librarians must take numerous actions to protect library patrons and their rights to access library materials.

**RULES OF LIBRARIANS**

It is easy for the user in seeking for information using all the technologies on the Net such as Google and question-answering systems such as Answers.com. Although all this technologies help the user in getting the needed information, it is hard for users...
to understand that all information are not the same and that search engines and question-answering systems do not always supply accurate or complete information. Librarians must play an active role in information literacy to try to help users understand how to evaluate and handle the information they find. Technology and easy access to information are all part of the challenge facing librarians as they reassess their role in reference service. Librarians must make their resources and services as easy to use as these simplified online portals.

Joseph Janes (2003) suggested that librarians should continue to work in areas where their strengths lie, such as evaluation and quality of information sources, sophisticated tools and techniques for searching, understanding the nature of users, their communities, their needs and situation, computing and organizing and packaging information resources for their use, helping them to understand how to help themselves and how to use and evaluate information.

Reference librarians must be proactive, not only should they offer changes, but they should welcome and promote them in ways that shape users’ ideas about what “library” can mean in the near future.

A lot of authors predict that the demand for ready reference assistance would continue to diminish as users are able to find the answers themselves using the Internet. Skills of the librarian would be needed to assist with more complex information needs. They should use their skills to generate information and design information systems. Tyckoson (2003) suggests that librarians should become information generators rather than information conservators.

The greater availability of information via developments in technology suggests the need for reference services is even greater than ever before. While the new generations of university student may be comfortable with the Internet, iPods, mobile phones, instant messaging and multitasking, research demonstrates they are not knowledgeable about using library databases and find them difficult to search (Zabel, 2005). Clearly, there is a continuing role for reference librarians in the development and delivery of appropriate information literacy training.

A strong foundation in pedagogical skills in addition to the basic skills of reference work is needed for staff recruited to work in reference services. They will need to be lifelong learners themselves, willing to develop new skills and abilities as needed. They will need to possess communication and interpersonal skills of the highest order including verbal, written, listening and non-verbal skills. They will need to be flexible and comfortable with rapid change and able to let go of existing services in order to respond to new technological capabilities and client demands. Finally, they will need to have the skills and curiosity to seek feedback from their user population to help developed client-focused services and resources.

Reference librarian must be someone who is readily accessible to everyone in the community and can provide individual information services using whatever technology that is available. By concentrating on the needs of the users, providing personal service, and
providing leadership in the information society, the reference librarian will continue to perform an essential function for the community.

**CONCLUSION**

Librarianship in the twenty-first century is evolving at a rate that would have been unimaginable to Samuel Green when he first proposed the notion of a reference department well over a century ago. Should we fail to take the mutation of our environment into account, we will relegate our libraries to obsolescence. It is important that we learn to recognize the direction in which we are traveling, anticipating not just particular changes, but also the fact of change itself. If we hope to stay vital, we are called upon to change with our discipline. Growing as it does. We must deal with change as it happen by adopting new procedures, new working group, and new lines of communication. Change is rapid, planning process might be slow and events may outrun planning. Change may come from unexpected direction. Change cannot be denied or its consequences avoided. To handle changes, involve flexibility. New procedures and new working group can reconcile decision making with new condition. New lines of communication can include everyone with a stake in the issue. In maintaining librarians' awareness of trends and solutions, cross-divisional committee can be set up, reports can be distributed by e-mail and support should be given for professional developments.

In the digital environment issues of user and librarian responses, both technical and training requires continuous support to provide good service delivery. Challenges of the librarian is to elevate the new role and to address fears such as questions cannot be answered by non-specialist, fear of learning new skills and providing ‘real-time’ response. Librarians must possess keyboarding skills, able to multi-task, provide high - end searching skills - chat reference is stressful, the work is fast-paced, librarian need to be able to locate responses quickly, writing concise messages, ability to deal with stress-medium instantaneously and to alert on the turnaround time of responding to patrons. They must be able to type queries-ready- reference etc., handling volume of queries and provide accurate answers and timely that give users satisfaction. Librarians must continuously identify evaluation techniques of digital reference services and delivery to increase performance and active learning and to deliver services effectively to their library patrons if they are to sustain the mode of delivery in the digital environment.

The future of libraries in general hangs on what we do in the next few years. We could become a vital and energetic part of the information lives of our communities. We could be the first thing community members think of when they have a question or an information need. Our services could be vibrant, making the best use of new technologies and the collective wisdom and expertise of skilled librarians around the world, providing high-quality services, educating people about information and its evaluation and use and how to help themselves be more effective. We could do all these things and more, and we should. We must. When we do, that is when will we truly succeed. (Janes, 2003)
REFERENCES


B2. Dynamic Libraries and Information

The Role of Scientific and Technological Information Centers in Vietnam's Technology Market Development

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Abstract

Standardization is one of the factors playing an important role in ensuring effectiveness of information and library activities. Recognizing the role of standardization in information and documentation system, Vietnam paid a great attention to carrying out the standardization activities.

The status of standardization in information and documentation fields is analyzed in three aspects: organizational aspect, standards preparation and approval and standards application. It was revealed that before 2004, the standardization activities in information and documentation were not well coordinated. The establishment of the Vietnam’s Technical Committee of National Standards - Information and Documentation (TCVN/TC 46) was seen as a turning point in standardization in information and documentation field. The standardization activities in information and documentation fields were enhanced. So far, the General Directorate of Metrology, Standardization and Quality (STAMEQ) which is under the umbrella of Ministry of Science and Technology prepared and approved various national standards (TCVN). It is found that the number of approved standards is still small. There is a need of more standards. It is revealed that the application of standards in national information and documentation system is still limited.

The role of National Center for Scientific and Technological Information (NACESTI) as a key player in standardization and standards application is also discussed. It is showed that NACESTI plays an important role in information and documentation standardization by drafting and promoting national standards in information and documentation, translating and adopting international standards. It organized various training courses on application of standards.

The authors suggest some directions and measure to improve and strengthen the standardization activities in information and documentation. It is suggested some basic principles in carrying out standardization activities. Measures to improve the standardization may include the raising awareness, strengthening the role of technical committee TCVN/TC 46, improving research on standards.

Development of science and technology (S&T) in general and of technology market in particular is considered a important factor for the socio-economic development of Vietnam. The establishment and development of technology market has been determined as one of major measures for advancement of S&T in Vietnam, creating favorable environment for the S&T activities to closely link with business and production [7]. It is also considered as one of the most important tasks of S&T activities to be implemented for the period up to 2010 [8]. The Government’s Action Plan for S&T Development determined that establishment and development of technology market is one of the four key S&T tasks [2]. The Government of Vietnam approved the Project on Technology Market Development [3] which has settled up various measures for this type of market. Organizing Techmarts, establishing technology intermediary organizations, technology transaction centers were considered important solutions for technology market development.
It is recognized that scientific and technological information (STI) centers could play an important role in implementing the above mentioned solutions. The contributions of STI centers in development of the Country’s technology market could be made through the organization of Techmarts, establishment of technology transaction centers and carrying out other technology market promotion activities.

In this paper, we present the role of some STI centers in Vietnam’s technology market development.

1. Technology market: its definition and main components

Development of socialism-oriented market-driven economy is a very priority policy of Vietnam. In its documents, the Government clearly stated that it will consistently and long-lastingly implement the policy on establishment of multi-component economy operating on the basis of market driven mechanism [16]. This market-driven economy consists of several component markets including technology market. The Government of Vietnam urges rapid establishment of technology market, better implementation of intellectual property protection legislation, enhancement and development of S&T information and technology transfer services.

1.1. What is Technology market?

At present, in various research papers, we could find two different terms relating to the concept of technology market: "Technology market" and "Science and technology market". Some papers use the phrase "Science and Technology Market" while some other use the term "Technology Market". The Prime Minister’s Decision No. 214/2005/QD-TTg on the approval of the Project on Technology Market Development used the term "Technology Market". Some researchers expressed the point of view that the term "science and technology market" should not be used because, according to them, "science market" does not exist [13, 15]. It is generally accepted that "technology market" could be defined as a set of institutional instruments ensuring the technology trade on the basis of the participating parties [13, 15]. Some authors express the opinion that, in narrow sense, the technology market is a place where the transaction of the so-called technology goods could be carried out, while in a broader sense, it consists of all types of relationships in technology transaction, brokerage, assessment, evaluation and appraisal, etc. [7]. We could consider that in the technology market, there are not only tangible technological goods circulating in market, but also intangible goods such as knowledge and STI, which could be seen as a special type of technology goods for circulation. From the above point of view, we think that the term "technology market" covers a broader meaning. It covers not only the trade of technology goods but also the S&T information, knowledge and labor resources services. From this point of view, technology market could be understood as the set of institutional instruments ensuring the trade of S&T goods, products, information, knowledge and services on the basis of the benefits of participating parties.

1.2. Components of Technology Market

Various studies on technology market suggested that in order for this market to operate normally, there must be at least four basic components: (1) Technology goods, (2) Suppliers and demanders (or in other words Sellers and Buyers), (3) Intermediary, brokers, services and financing institutions, and (4) Legislation framework [4, 5, 10].

It is shown that in technology market,
there are various types of technology goods such as: patents and industrial utilities solutions, equipments with embedded technology, unembedded technologies (such as technological processes, know-how, technological drawings and descriptions, etc.), technological services, research and development (R&D) services, STI services and other technological goods [3, 10, 11, 13, 21].

Technology goods in technology market are considered as a special type of goods with specific features as follows [10, 11]:

- Technology goods are intended to meet the planning for future and long-term needs. They are expected to exercise impact in future time while conventional goods are expected to meet concrete and recent needs.

- The reliability of technology goods may not be confirmed; The value of technology goods will only unveiled in the process of usage or application for services or production;

- There is an information inequitableness among supplying and demanding parties. While the suppliers posses more information on the technology offers, the demanding parties have little of it.

- Technology goods are more vulnerable to intellectual property violation than ordinary commercial goods. When information or knowledge is used, it is not consummated, but in reverse, it could be unveiled and could be used by the other parties.

- It is more difficult to determine prices in technology trade. The price of technology is determined by usage value, not by production value.

Because of the above mentioned specific characteristics, goods in technology market are not circulated as similarly as commercial goods on conventional market. In order for goods in technology markets to be well circulated, there must be active participation of all involved parties including suppliers, demanders, intermediaries, brokers, information services, etc..

The second important component of the technology market are technology goods suppliers and demanders. The technology goods suppliers could be the Government, business enterprises, S&T organizations (including R&D institutes, higher education institutions, S&T service organizations), independent technology developers, etc... Some technology suppliers created or developed technology for their own developmental needs and sell the created technology as a by-product of their activities. Some other organizations conduct R&D activities to create technology for the market. The parties having needs on technology goods could also be the Government, business enterprises, universities, private companies, farmers, and many other. The industrial enterprises have high demands for new technologies to increase their productivity, effectiveness and competitiveness strength. The Government needs technology to better perform its state managerial functions, ensure provision of better public services, meet the needs of the society, ensure national security and defense, protect the environment, etc. The higher institutions look for S&T goods to meet their educational, training and learning needs. Private companies, farmers also need technology goods to improve their business, productivity, effectiveness, start new business or production.

Other important component of technology market includes intermediary and brokerage organizations. The technology trade
activities could take place directly between technology suppliers and demanders (without intermediary) or indirectly (through an intermediary or brokerage organizations, physically (face to face) or virtually or remotely (through communication systems). The intermediary or brokerage organizations play an important role in ensuring provision of information, linking the participating parties, supporting other technology transaction activities.

In order for technology market to be well operated, there must be appropriate legislation system. Laws that are fundamental for regulating this market could include laws on intellectual property and technology transfer, regulations on consultancy, technology appraisal, evaluation, assessment, S&T labor, etc.

2. Role of STI centers in Vietnam’s technology market development

As presented above, technology market is a special type market. In this market, there is an information inequity between technology providers and buyers [10, 11]. It is obvious that the suppliers (including R&D institutions, universities, enterprises, private companies, etc.) of technology goods have more knowledge on technology they sell than that on their clients’ technology needs. From other side, the technology demanders have little information on the source of technology supply. In this situation, STI centers could play a vital role in supporting the smooth operation of technology market through specific information activities. The STI centers could participate in technology market development by providing technology information, organizing Techmarts, establishing technology transaction centers, online (or virtual) technology transaction centers, etc. Such activities are quite specific and go beyond traditional STI activities. Some major activities related to technology market development are presented as follows:

2.1 Organization of Techmarts

Organizing Techmart is considered a breakthrough measure in technology market establishment and development. Techmart could be defined as special transaction activities carried out at a certain place and dates, displaying and presenting R&D results, matching appropriate participating partners for negotiations and signing technology transfer contracts, agreements or memorandum of understanding (MOU) [12, 14]. Transaction activities could include: Displaying and presenting technology results; offering technology projects; proving technology information; offering the new products resulted from R&D activities; negotiating; signing contracts, agreements or MOU on technology transfer and other technology market related activates.

In Vietnam, STI centers are considered important institutions in organization of Techmart. The activities of STI centers will support the participations of parties in Techmarts by:

- For technology goods suppliers: Creating more opportunities to recognize the needs of technology demanders and potential clients, establish more appropriate strategies, orientate future technology production that is appropriate to new market situation, actively meet technology needs of clients;

- For technology buyers: Creating opportunities to more correctly evaluate and assess the technology capabilities of suppliers, more appropriately make technology development orders to the suppliers, establish strategic relationship between technology buyers and suppliers, select
appropriate cooperation form to improve technology buyer’s competitiveness;

- For intermediary, brokerage and services organizations: Creating opportunities to better know technology needs of buyers as well as technology offers of suppliers, participate in technology transaction, improve consultation and negotiation skills of intermediary and brokerage organizations;

- For funding and financing institutions (investment funds, banks, credit organizations): Providing opportunities to know useful information on new promising investment projects, better understand potential clients in order to improve and secure the future financing transactions;

- For State managerial bodies: Providing new information channels to better understand actual technology needs, adjust priorities, unveil the challenges and difficulties in technology transaction, recognize new technology trends, strengthen commercialization of technology products, more correctly assess efficiency and productivity of S&T activities.

- For general public: Providing opportunities to increase public awareness of the role of S&T, contributing to the formation of social support on distribution, application and utilization of S&T achievements in the real life.

Techmart as a measure to develop technology market was first implemented by the National Center for Scientific and Technological Information (NACESTI) in cooperation with the United Nations Industrial Development Organization (UNIDO) in 1994 [20]. From that time, NACESTI determined that participation in the development of technology market are one of the priority directions of its activities [1]. At present, major STI centers of Vietnam including NACESTI, Center of Scientific and Technological Information of Ho Chi Minh City (CESTI), Center of Scientific and Technological Information of Hanoi, Center of Scientific and Technological Information of Hai Phong, etc. play the role of major Techmart organizers.

In order for a Techmart to be carried out, STI centers must carry out various specific information activities such as:
- Collecting information on the technology supply sources from providers including R&D institutions, universities, business enterprises and other providers;
- Collecting information on the technology demand from the Government, business enterprises, universities, individuals, etc.;
- Matching technology offers and technology needs by sending information on technology and equipments offers to potential customers who express their needs on similar type of technology and equipments;
- Carrying out Techmart in order for parties to meet, negotiate, come to agreement and sign contracts or MOU;
- Organizing consultation activities during the Techmart time to facilitate and support technology transfer processes;
- Organizing conferences, seminars for the technology suppliers to introduce their offered technologies or equipments to potential customers, provide more detail information on technologies or equipments offered to audience and other parties;
- Carrying out post-Techmart activities to follow up, support the implementation of signed agreements, contracts or MOU; Proving
consultations on the funding or investment sources.

In the period 2006-2008, technology transaction activities were mainly and actively carried out mainly and actively through Techmarts. Main organizers of these Techmarts were major STI centers. In this period, 18 Techmarts were organized, of them two (02) Techmarts were of national scale (Techmart Vietnam), 9 were of regional scale and 7 were of provincial scale (see Table 1). The large STI centers such as NACESTI, CESTI, Centers of STI of Ha Noi, Hai Phong and Da Nang cities played the role of main organizers. The STI centers successfully mobilized more than 3,000 institutions and organizations to participate Techmarts, offering 14,725 technologies, equipments, software solutions, etc. Thanks to Techmarts, 4,145 contracts, agreements or MOUs between participating organizations were signed. The total stated value in these signed agreements, contracts or MOUs were estimated about VND 2,586.05 billion (see Table 1).

<table>
<thead>
<tr>
<th>Table 1. Results of Techmarts organized by STI centers in the period 2006-2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Techmarts</td>
</tr>
<tr>
<td>Techmart Vietnam (National scale)</td>
</tr>
<tr>
<td>Regional Scale Techmart</td>
</tr>
<tr>
<td>Local Techmarts</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

(From the organized Techmarts, it is recognized that they played an important role in technology market development. It is acknowledged that STI centers played key role in those events in particular an in technology market development in general. Only in the year 2008, major STI centers (such as NACESTI, CESTI, Centers of STI of Ha Noi, Hai Phong, Da Nang, etc.) organized five (05) Techmarts of regional scale. These STI centers have mobilized 1,161 national and foreign participating organizations to join Techmarts offering and presenting about 4,900 technologies, equipments. About 1,200 booths were built for participating organizations. During 2008’s Techmarts, 939 agreements, contracts and MOU were signed with total value of VND 1,237.2 billion (see Table 2). It is estimated that each one billion VND from the State S&T budget spent for Techmarts organization will bring out VND 124 billion value in technology transaction. It is estimated that the value of technology transaction carried out during Techmarts in 2008 were 26 percent higher than those in 2007 (See Table 2).

STI centers closely cooperated with each other in process of organization of Techmart. It is often that Techmart...
Vietnam is organized with the cooperation of three major STI centers of Vietnam: NACESTI, CESTI and Center of STI of Ha Noi. These three STI centers are normally co-organizers of Techmart Vietnam. In case of Techmart Vietnam being taken place in a location other than Ha Noi or Ho Chi Minh City, there will be also the participation of STI center of that province as co-organizer.

In case of Techmarts of regional scale, normally Center of STI of the hosting province will cooperate with NACESTI and either CESTI (if Techmart is organized in Southern region) or Center of STI of Ha Noi (if the Techmart is organized in Northern region).

### 2.2. Establishment of Technology Transaction Centers

Establishment of technology transaction centers is one of measures for development of technology market. The technology transaction center is considered as base that:

- Provides technology sale supporting services to technology suppliers;
- Creates favorable transaction environment for technology market participating parties;
- Acts as a place for conducting negotiation on technology purchase or sale;
- Organizes technology transaction events, technology presentations;
- Develops databases on technology, technology offers and demands to serve the operation of technology transaction center itself as well as remote electronic transactions.

Since 2006 up to now, at least three (03) such technology transaction centers have been established and put into operation by STI centers: one in Ha Noi by NACESTI, one in Ho Chi Minh City by CESTI and one in Hai Phong by Center of STI of Hai Phong.

### Table 2. Statistics from the regional Techmarts in 2008

<table>
<thead>
<tr>
<th>Name of Techmart</th>
<th>No. of Participating organizations</th>
<th>Num. of technology offers</th>
<th>Num. of signed contracts, agreements MOUs</th>
<th>Values of signed agreements contracts MOUs (VND billions)</th>
<th>Money spent for Techmart organization (VND billion)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Techmart Tay Nguyen</td>
<td>180</td>
<td>1000</td>
<td>157</td>
<td>234.5</td>
<td>1.610</td>
</tr>
<tr>
<td>Techmart Ha Nam</td>
<td>218</td>
<td>900</td>
<td>32</td>
<td>50.4</td>
<td>1.700</td>
</tr>
<tr>
<td>Techmart Lang Son</td>
<td>300</td>
<td>1000</td>
<td>50</td>
<td>68.3</td>
<td>1.320</td>
</tr>
<tr>
<td>Techmart Ha Noi</td>
<td>285</td>
<td>1200</td>
<td>100</td>
<td>500.0</td>
<td>3.200</td>
</tr>
<tr>
<td>Techmart Can Tho</td>
<td>175</td>
<td>800</td>
<td>600</td>
<td>395.0</td>
<td>2.142</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,161</strong></td>
<td><strong>4,900</strong></td>
<td><strong>939</strong></td>
<td><strong>1,237.2</strong></td>
<td><strong>9.972</strong></td>
</tr>
</tbody>
</table>

(Source: NACESTI)
The Technology Transaction Center of NACESTI, established in 2006, organized about 1,500 face-to-face technology transactions in the period 2006-2008. From the records, it was shown that value of transactions from only 50 contracts were about VND 20 billion. Beside that, hundred of technologies and equipments purchase requests were sent by mail or email to the NACESTI's Technology Transaction Center.

CESTI of Ho Chi Minh City, in cooperation with Vinh Nam Technology and Trade Joint Stock Company, established in October 2006 a Technology Transaction Center which operates in manner of a permanent Techmart of Techmart Daily. At this permanent Techmart or Techmart Daily, there were more than 70 organizations displaying and presenting more than 150 technologies and equipments. Thank to this Center, dozens of technology transfer contracts or agreements were signed with total value of more than VND 4 billion.

Center of STI of Hai Phong established its Hai Phong Technology Transaction Center in middle of 2008. The Center creates favorable environment for dozen companies, R&D institutions, Universities to regularly display of present their technologies and equipments.

These technology transaction centers organize technology transactions events (conferences, seminars). NACESTT's Technology Transaction Center in 2008 only organized or co-organized 18 conferences, seminars, forums on technology. Some of those conferences are listed bellow:
- Seminar on Meat and Fish Processing and Seminar on Vegetable and Fruit Processing, organized in cooperation with Ha Noi Business Incubator (an organization formed under the support of EU);
- Forums on Strengthening S&T cooperation in Agricultural Products Processing (in Hung Yen province, October 2008 and in Tay Ninh province, November 2008), organized in cooperation with Vietnam Chamber of Commerce and Industry (VCCI);
- Seminars on Husbandry and Animal Foods Processing; on Safe Foods; on Handicraft Art Production, organized in cooperation with Vietnam Chamber of Commerce and Industry (VCCI);
- Small and Medium Enterprises Week, organized in cooperation with Vietnam Chamber of Commerce and Industry (VCCI);
- Two Forum-Exhibitions on Technology Transfer, in cooperation with HanTech Company (Korea);
- Teleconference on Water Resources Management and Wastewater Treatment with participation of Israeli experts in Tel Aviv, Israel, and Vietnamese experts in Ha Noi, Vietnam, organized in cooperation with the Embassy of Israel;

These technology transaction Centers also organize various training courses on technology transaction and transfer skills as well as online technology information searching.

2.3. Establishment of Online Techmart

Along with the above mentioned activities, STI centers also play role in creating networked information systems to provide online technology information. The ordinary Techmarts are to be organized at certain times and places. Out of Techmart times, technology suppliers and demanders may have no place to show their offers or requests. The online Techmart will be a measure to solve the problem. The online Techmarts (some time called
Virtual Techmarts will be a measure to provide technology information at any time, and users can access it from any place.

At present, several online Techmarts are developed including:
- Techmart Vietnam Online, created and maintained by NACESTI (http://www.techmartvietnam.vn) [18];
- Online Techmart of Ho Chi Minh City, created and maintained by CESTI (http://www.techmart.cesti.gov.vn) [17];
- The Website of Technology Transaction Center of Hai Phong, created and maintained by Center of STI of Hai Phong (http://www.techmartHaiPhong.com.vn/) [20].

Techmart Vietnam Online, created and maintained by NACESTI, contains information on more than 7,000 technologies and equipments offers, a thousand of S&T services offers, a thousand of software solutions offered by various S&T institutions, universities and business enterprises; profiles of about 2,000 Online Techmart Vietnam members; about 1,200 full text regulation documents related to technology market, technology transfer, etc. It also contain information on technology experts. Techmart Vietnam Online can also publish information on technology demands from users. In 2008 alone, Techmart Vietnam Online was visited more 460,000 times. This figure is three times higher than that of the year 2007 (145,696 hits). It is estimated that about 1,500 technology transactions were taken places with the help of Techmart Vietnam Online (three times higher in comparison with that of 2007).

The Online Techmart of Ho Chi Minh City, created and maintained by CESTI (http://www.techmart.cesti.gov.vn) contains information on more than 5,300 technologies and equipments, 1,400 software products and solutions, 342 technology services introductions. The website is updated frequently.

3. Conclusion
The establishment and development of technology market is one of important directions of socio-economic development of Vietnam. It is recognized that Vietnam’s technology market was established and is being step by step expanded in scale, scope and forms of activities. In this development process, STI centers could play an important role.

Techmart is considered an important measure to establish technology market. Major STI centers, including leading STI organization such as NACESTI, CESTI, Center of STI of Ha Noi, Center of STI of Hai Phong, etc. play key role in organization of Techmarts. Through Techmarts, information on technology demands of the market is conveyed to the R&D institutions, universities and managerial bodies, helping those organizations determine and orientate their R&D as well as managerial activities. At the same time, information on the source of technology supply could be more easily accessed by and spread to users.

STI centers also participate in technology market development by establishment of the so called technology transaction centers. Three Technology Transaction Centers that were established and operated by NACESTI, CESTI and Center of STI of Hai Phong created more opportunities for users to publish their technology offer information as well as technology demands one. It is shown that technology transaction centers are important channels of technology market information.

In the Internet era, online information channels are indispensable. STI centers of Vietnam play an important role in
creating various online Techmarts. They actively support various technology market parties by providing online technology information timely and place-independently. This information is available even in case that ordinary Techmarts are not carried out. At present, some such Techmarts online were created and effectively operated by STI centers.

It is recommended that STI centers should create new forms of activities to more deeply participate in technology market development and operation. Some of new activities such as technology intermediary services, technology brokers, competitive intelligence services, technology consultation services should be studied and developed. It requires that STI centers must be more dynamic and creative to cope with the economic globalization and integration.

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14th Congress of Southeast Asian Librarians

THREE YEARS OF ACTION: EXCITING DEVELOPMENTS IN SOUTHEAST ASIAN LIBRARIES SINCE CONSAL XIII

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Abstract: In 2005, John Hickok-a faculty member of the California State University (USA) system-received a year-long research grant to visit all 15 countries of East and Southeast Asia and document library development. By April 2006-the time of CONSAL XIII in Manila, Philippines-he had already made visits to over 110 libraries throughout Southeast Asia. At the CONSAL XIII conference, he spoke on his findings: strengths, challenges, and opportunities of libraries in Southeast Asia. And in the following years, he continued the research with ongoing visits and communication, documenting libraries’ efforts, innovations, and improvements. Now, at CONSAL XIV, John is pleased to present an exciting report of the 3-year progress of library development in Southeast Asia. This presentation will address all six of this conference’s themes. (1) Library Education-noting the changes library schools are making, and can still make, to better unleash the talent pool of new librarians. (2) Library Services-noting progress made in not only technology, but in human services, such as Information Literacy training. (3) Emerging Technologies-noting challenges, yet successes, in this area of development. (4) Library Management & Marketing-noting how innovative managers and proactive marketing/publicity are creating incredible changes, despite obstacles. (5) Library Associations/Professions-noting how library associations can, despite limitations, network to be proactive catalysts for improvement. And (6) The dynamic of Libraries & Information Services-noting how libraries are making amazing impacts in the populations they serve. Three years is only the just the beginning; notwithstanding challenges, there are exciting opportunities for more library development in Southeast Asia!

INTRODUCTION

In 2005, a grant from the California State University System authorized a year-long research study of library conditions and services in East and Southeast Asia. In 2006, preliminary findings of this study were presented at CONSAL XIII in Manila, Philippines, noting strengths, challenges, and opportunities of libraries in Southeast Asia. This paper represents the ongoing research and assessment of Southeast Asian libraries since 2006-now 3 years later. It will address the continued challenges, yet new successes, of libraries in 6 areas: (1)
Library Education; (2) Library Services; (3) Emerging Technologies; (4) Library Management & Marketing; (5) Library Associations/Professions; (6) Library Dynamics.

(1) LIBRARY EDUCATION

Challenges

During the 2005-6 study, challenges in Library Education were identified. These included:

*Limited professional LIS education in some countries*

In some SEA countries, there was limited or no LIS degree programs available. This meant that staff working in many libraries had not received sufficient professional LIS training. This challenge was echoed by others in library literature: Cambodia: Barber (2006); Indonesia: Farida & Purnomo (2006); Brunei: Shariff (2003); Thailand’s remote provinces: Saechan (2005); others: Johnson (2007). Although there were instances of helpful outreach from LIS schools in neighboring countries (example: Khon Khaen University in Thailand to Laos) these were not enough for widespread training.

*LIS school challenges*

In those countries with LIS schools, there were sometimes challenges present. One: some LIS curriculum focused too much on traditional elements (cataloging, etc.) and not enough on newer needs—e.g., online reference, user education, etc. Two: in several countries, requirements of BLIS degrees for MLIS degrees prevented subject specialization of librarians (for example, in Vietnam—noted also by Baudoin & O’Conner, 2008). Three: LIS degree programs tended to supply graduates for academic/national/corporate libraries, but less for school/public libraries (for example, in Malaysia—noted also by Jamaludin & Mokhtar, 2006).

*Limited user instruction (Information Literacy instruction)*

This was a common challenge throughout SEA. Many academic libraries provided basic orientations for new students, but little ongoing or in-depth subject-based instruction (e.g., biology research sessions for senior thesis students). Public and school libraries offered even less user instruction (exception: Singapore-public library neighborhood workshops).

*Successes*

Since the 2005-6 study, there have been many examples of successes in addressing the above challenges in Library Education. A sampling:

*Increased/updated professional LIS training*

LIS programs have grown, as evidenced by the Directory of LIS Programs in Asia (Khoo, 2009). In some countries, partnerships with foreign LIS trainers have occurred, such as Simmons College (USA) LIS faculty teaching at 4 universities in Vietnam (Baudoin & O’Conner, 2008), plus other foreign LIS faculty at Cantho University, Vietnam (Trang, 2009). Likewise, the curriculum in many LIS
programs has been updated to reflect new innovations and technologies; for example, at the University of Philippines’s LIS program, courses in Library Marketing and Telecommunication Networking (UP, 2009a). Similarly, at the LIS program of the International Islamic University Malaysia, there are efforts underway to internationalize the curriculum (Mansor & Ismail, 2009). This is a timely endeavor, given that Islamic libraries span so many countries. In Thailand, UNESCO successfully launched a training program-via CD or online-on updating Information Technology skills for librarians and information professionals (Ornager & Matsumura, 2009).

**Ongoing library user education**

Many libraries are adopting more assertive library user education. Singapore’s Nanyang Technological University library has continually increased its library user education (Haji Harun & Koh, 2006). Librarians at the University of Malaya continue their role as instructors for credit-bearing Information Literacy courses, required of all students (Edzan, 2008). In Thailand’s Srinakharinwirot University, a model of course-specific library education (a Web Information Literacy tutorial, jointly collaborated by librarians and faculty) is being implemented (Techataweewan, Woraratpanya, & Sanrach, 2009). At least a dozen other libraries have likewise reported making efforts at greater user education.

(2) **LIBRARY SERVICES**

**Challenges**

During the 2005-6 study, challenges in Library Services were identified. These included:

*Limited resources & staffing in school libraries*

This was a common challenge throughout SEA. Public school budgets often only had funds for essentials—teachers and textbooks—leaving little or nothing for the maintenance of a school library. Several other reports reaffirmed this. For example, an Indonesian report noted only about 10% of schools in Central Java having dedicated space for a school library (Brotosedjati 2002). A UNESCO report-looking at funding of school libraries in SEA-noted that “in many cases, only a fraction of school budget goes towards the development of the school library/resource centre” (UNESCO 2006a). In more developed countries or in the largest urban centers, school libraries could be found, but not always consistently, and greatly varying in quality. Even Singapore-though having a robust public library system-faced the challenge of underdeveloped libraries in schools, such that it contracted out the development of libraries to a private service in 2006 (Civica 2006). Likewise, limited staffing existed. Separately hired librarians for school libraries were not widespread-usually only in large urban areas. Much more common were “teacher-librarians” (teachers as librarians) with
limited time. Although many teacher-librarians were willing to assist, the lack of any formal library training added to minimal-development conditions. In Malaysia, for example, a 2002 report found nearly two-thirds of its teacher-librarians had no formal library training (Fatimah, 2002); this situation was confirmed again the following year (Yaacob & Samsuri, 2003). One researcher-evaluating Philippine school libraries-noted inequalities in school library quality given similar limited budgets. This was because some were fortunate to have a teacher-librarian with formal librarian training (Totanes, 2006).

Limited resources & staffing in (smaller and rural) public libraries

While many capital and large-city public libraries were well developed and staffed, in the smaller town and rural areas, libraries faced the typical challenges of limited resources and staffing. For example, at one Indonesian town public library visited, the library director was a political appointee of the mayor, not a professional librarian, and the budget only maintained existing materials; no new materials or services were possible. A 2006 study conducted on Thai public libraries found that most did not meet ideal standards due to insufficient funding and staffing (Chutima, Boonsri, & Siriporn, 2006).

Passive (less proactive) reference service

While reference service was common, its presence varied. In some libraries, reference desks were in inconspicuous locations or librarians were in back offices and only came out when non-librarian assistants (handling all queries) received difficult questions. This arrangement posed problems: it kept reference passive (less outreach, less proactive), limited reference librarians’ interaction with user needs, and prevented promoting the image of librarians as welcoming information experts.

Successes

Since the 2005-6 study, there have been many examples of successes in addressing the above challenges in Library Education. A sampling:

School and Public libraries

School and public libraries in developing areas that have creatively overcome limited budgets or staffing are inspirations. They represent a commitment by librarians and advocates to finding funding or staffing by various means. The Vientiane Laos public library, opened in 2006, was a long-awaited dream by many, realized by partnering with outside NGOs (UNESCO, 2006b). A primary school library in Cambodia-matched with an NGO through outreach efforts-brought facilities and materials in 2008 (CEEF, 2008). The opening of a high school library in a province of the Philippines in 2008 (reported by the local government: Bislig, 2008), reflected the efforts of many to make this happen. A collaboration of library advocates in Myanmar have enlisted NGOs in the rebuilding of community libraries and providing them books (Myanmar Book...
Aid, 2009). Numerous other examples exist, as well, of librarians and leaders being proactive in lobbying governments or benefactors for development.

Proactive reference service

Many libraries have excitedly caught the enthusiasm of proactive reference outreach. Several university libraries such as the library at Chulalongkorn University in Thailand or the University of Brunei Darussalam have begun Instant Messaging Chat reference, as a way to reach out to students. (Chulalongkorn, 2009; UBD, 2009). The library (Learning Resource Center) of Hue University, Vietnam, markets itself as “different” than the past stereotypes of libraries. Its new facilities were built on the condition that librarians would actively interact with and teach students and they do (Hue LRC, 2009). The library at Centro Escolar University in Manila, Philippines has expanded its Reference outreach to a whole suite of services, in multiple formats (Centro Escolar, 2009).

3) EMERGING TECHNOLOGIES

Challenges

During the 2005-6 study, challenges in Emerging Technologies were identified. These included:

Some libraries still developing electronically (software and equipment)

Large and urban academic libraries throughout most of SEA were very developed electronically-online catalogs, circulation, and databases. In fact, most of the larger SEA academic libraries had the same electronic resources found in academic libraries of the U.S., Australia, UK, etc. (i.e., subscription databases, full-service catalog software, etc.). However, in smaller, rural, or still-developing areas, libraries were still developing electronically. Some were still using manual catalogs (paper/card) and circulation (check-out slips). Some were using the free UNESCO ISIS software. Most could not afford databases due to subscription costs. Likewise, the quantity and quality of computer equipment varied.

Unconnected or Incompatible software among libraries

Although most universities had main and branch libraries connected by a common catalog or software, this was not always the case. At some universities, the libraries at the different faculties were independent of each other, and not connected electronically. Students would have to physically go to each library to learn of their contents. Likewise with public libraries—a central library might have an online catalog, but branches often would not. Similarly, while interlibrary connect-ability was present among some libraries in large, urban, or developed areas, it was rare in smaller, rural, or still-developing areas.

In libraries already heavily electronic, an over-reliance on technology

An interesting challenge observed among many developed academic libraries was a frequent over-reliance on technology—i.e., just having the
technology “there”, but without any human component-no tutorials or training on how to use them. Given that most students likely had no previous experience with such resources, the lack of tutorials/training was problematic. The importance of tutorials/training to accompany technology has been a longstanding topic in professional library literature, including the recent assessment by Brumfield, 2008.

Successes

Since the 2005-6 study, there have been many examples of successes in addressing the above challenges in Emerging Technologies. A sampling:

Electronic achievements

The National University of Laos library reported adopting new open source library software, allowing remote catalog access that it did not have in 2005-6. The National University of Malaysia (UKM) library reported adopting a library proxy server and e-journal portal (both previously unavailable) allowing students to now access e-resources remotely. Vietnam National University-Hanoi reported subscribing to major scholarly databases (Springer Link, Science Direct, IEEE, Proquest, etc.) that it previously did not have. Several university libraries in Indonesia-Airlangga, Brawijaya, etc.-which had separately cataloged (unconnected) faculty libraries in 2005-6, reported now having them connected via a single, common catalog. Pannasastra University in Cambodia and the University of the City of Manila in the Philippines both reported increasing the numbers of computers in their libraries. And since 2005-6, dozens of libraries have added wifi (wireless) signals. The list of other achievements could go on & on.

User-guidance with technology

Several libraries have made valuable efforts to include user-guidance with the technology. The library of De La Salle University-Manila, Philippines—created an online tutorial with animation and narration on the online renewal process (De La Salle, 2008). The library at International Islamic University Malaysia likewise posted an animated tutorial for online catalog explanations (IIUM, 2008). And the library at the National University of Singapore created screen-capture tutorials on various topics, in both English and Chinese (NUS, 2008).

(4) MANAGEMENT AND MARKETING

Challenges

During the 2005-6 study, challenges in Management and Marketing were identified. These included:

Limited budgets

In interviews with nearly 100 library directors, a limited budget was the most common challenge. Certainly, in top universities of developed areas, library budgets-in the hundreds of thousands of dollars or more-were more set or stable. But in smaller, rural, and still-developing areas, budgets were a major challenge. In some cases, budgets from official
governmental allotments were negligible or even zero, and outside funding had to be sought (e.g., NGO’s). Interviews with directors at several libraries in Myanmar, Laos, and Cambodia confirmed no funding at all.

An under-utilization of librarians’ skills (human resource management)

This scenario was found at many libraries. Librarians were frequently found in behind-the-scenes roles (cataloging/acquisitions/etc.) or administrative roles (supervising staff/heading divisions), but less frequently in roles with the greatest user impact: preparing subject guides, liaising with subject faculty, and conducting instruction sessions. In many cases, the ratio of librarians in behind-the-scenes and administrative roles, compared to public service roles (Reference/Instruction) was unevenly lopsided—just one or a few librarians conducting ALL Reference and Instruction for the entire university. This lack of librarian outreach appeared to perpetuate the view of the library as more of a “material repository” than an instructional learning center. Similarly, new LIS graduates, fresh from LIS schools with new skills, ideas, and innovations, would sometimes be assigned to back offices for behind-the-scenes positions (material processing, etc.) with less opportunity to apply their LIS innovations.

In some libraries, a “maintenance”, rather than proactive, leadership

Drawing on nearly 100 site visits and interviews in the 2005-2006 study, a key variable determining a libraries’ innovation and growth—or merely maintaining the status quo—was its leadership (library director/chief librarian). Some libraries, even when limited in resources, were alive with activity and user outreach due to the directors. Yet other libraries seemed to only maintain the status quo—little difference from past years. The difference? The library director. Those directors embracing new ideas, encouraging creative input from their staff, and forming outside/outreach partnerships, could be seen heading libraries with dynamic services. In some countries, academic libraries were mandated to be headed by non-librarian faculty members, on a 2 or 3 year term appointment. While sometimes this worked—if the faculty member happened to be a strong library advocate—in other cases the faculty member was there symbolically only, busy with teaching and research. In such scenarios, the library seemed to lack long-term vision and leadership that a professional librarian director could offer.

Successes

Since the 2005-6 study, there have been many examples of successes in addressing the above challenges in Management and Marketing. A sampling:

Overcoming limited budgets

There was no “single solution” for limited budgets, and one library’s efforts would not necessarily be applicable for another. Therefore, any
and all endeavors should be applauded. The library of Pannasastra University in Cambodia increased its book collection many times over (27,000 titles to date!) by partnering with the U.S. embassy’s “American Corner” program. Similarly, the library of Cambodian Mekong University supplemented its book collection by partnerships with universities in neighboring countries (Thailand, Malaysia, etc.) to receive duplicate or older-edition books. The National Library of Laos has continued to work with Lao volunteer groups and outside donors to perpetuate its “portable library” book-box program, receiving to thousands of books and dollars (Lao Voices, 2009). Libraries in Indonesia (and all of SEA, in fact) receive book supplementation from the Asia Foundation’s ongoing Books for Asia program (Asia Foundation, 2006)

Proactive directors and maximizing human resources

This paper cannot possibly list all the outstanding, proactive library directors followed since the 2005-6 study—there are simply too many. And when mentioning one, he/she represents many more—all equally pursuing excellence for their libraries. Choy Fatt Cheong, library director of Nanyang Technological University library in Singapore, is one example, for his commitment to maximizing the subject talents of Librarians by having them serve “in the front lines” of user interaction. (echoed by Chew, 2008). Aida Cruz, library director of Feati University in Manila, Philippines, likewise reflects proactivity, in taking a director position at a library that had been essentially stripped of resources (during a university restructuring) and building it back from scratch. Since the 2005-6 study, she has launched the library’s online catalog, e-resources, library orientation training, fundraisers for equipment, and more. Likewise, two library directors in Indonesia-Ida Priyanto at Gadjah Mada University and Liauw Toong Tjiek (Aditya Nugraha) at Petra Christian University—have not let limited budgets deter them, but have been active (with a core of other directors) in publishing, obtaining grants, and establishing collaboration. And in Vietnam, many directors—like those of the Simmons College LIS program—have embraced “bold thinking” and innovation in this, Vietnam’s exciting time of library development.

5) LIBRARY ASSOCIATIONS/PROFESSIONS

Challenges

During the 2005-6 study, challenges of Library Associations/Professions were identified. These included:

A low perception (image) of librarians

Unfortunately, this was a common problem throughout SEA—a frequent perception of librarians as simply clerks or “workers”, rather than information experts or professionals. Different SEA researchers likewise acknowledged this, such as Liauw (2008), Majid & Haider (2008), and De Guzman, Custodio, & Garcia (2007). Mokhtar & Majid (2006) even found a high percent
Our Associations dispel professionally introduce lesser users are truth assistants in not equated the of Others lobbying development. Associations are mistaken to influence/reach of Library Associations.

In each country of SEA, Library Associations are in different stages of development. Some have been in place for decades, and made impressive achievements-such as the legislative lobbying of PLAI in the Philippines. Others are much newer in their development. For these associations that are newer and smaller, their influence and reach is limited. In the 2005-6 study, interviews with library association officers or members were conducted, and limits were identified. For example, one librarian admitted “Our membership base is small, voluntary, and without the political influence to make big library improvements nationwide.”

Limited networking/partnering

During the study there were some exciting examples of networks (consortiums) of libraries noted. These networks partnered to create shared (union) catalogs, reciprocal facility use, and interlibrary loan agreements. Yet for each of these examples, there were many other examples of areas where libraries could be networking (for better cost-sharing) but were not. Barriers included fears of over-lending, territoriality, and unequal capability (i.e., online catalogs not complete or compatible).

Successes

Since the 2005-6 study, there have been many examples of successes in addressing the above challenges in Library Associations/Professions. A sampling:

Championing the image of librarians

Although there is still much progress to make, great appreciation is due to the pioneer librarians of the Philippines for licensing (professionalizing) the status of librarians-and likewise in Singapore, Malaysia, Brunei, & Thailand for requiring minimum degrees for specific types of librarianship. Singapore’s extensive use of high-caliber professionals in public libraries is a benefit as well. All of these are helping. But individual librarians-and library directors especially-can make a strong impact as well. The librarians at Nanyang
Technological University-as requested by director Choy Fatt Cheong -are doing so by being visibly present and involved with students. Likewise, librarians at De La Salle University-as requested by director Ana Maria B. Fresnido-are doing so by adopting subject specialization areas for online guides (webliographies/Pathfinders) and departmental liaison work. (De La Salle, 2009a). This type of subject expertise promotes respect from students and faculty alike (even if a librarian only has LIS degrees and no outside specialization, an adoption and immersion of a subject specialization commands appreciation). And librarians at the University of Malaya, Centro Escolar, Srinakharinwirot, and other locations are doing so by actually being instructors-i.e., teaching required Information Literacy components in classes. Teaching classes and demonstrating specialized knowledge is a powerful image booster.

Proactive Library Associations and networking

In recent years, established SEA library associations have been increasing in activity, as reflected on their Websites. Singapore’s library association recently launched a professional development plan, creating the title of “Practicing Professional,” fully explained on their website: http://www.las.org.sg/. Likewise, new & exciting posts are appearing at the Thai, Malaysian, Philippine, and Brunei association Websites:


In 2006 Vietnam and Indonesia formally met as library associations, though they are still in-progress for creating their Web sites (the formation delays, for Indonesia, are noted by Liauw, 2008). In addition to increased association activity, networks, or consortia, have formed, or stood firm, as well. For example, in Manila, several university library consortiums-for interlibrary loaning, shared catalog searching, and resource sharing-exist, such as the South Manila Consortium, with De La Salle University and others as members (De La Salle, 2009b). In Laos and Cambodia, a shared e-resources consortium was formed, under the direction of the eIFL NGO. Though the consortium in both countries has not been heavily used, there is nonetheless interest in renewing and revitalizing it (eIFL, 2009).

(6) DYNAMICS OF LIBRARIES

Challenges

During the 2005-6 study, a common challenge for libraries throughout SEA was establishing themselves as dynamic centers of self-empowerment, to promote reading and researching cultures among their user populations. This was a challenge because (a) libraries often were perceived as merely “quiet archives”, rather than active learning centers; (b) the newer/relevant resources libraries offered were not
always known or promoted; (c) the nature of education in many SEA countries (heavily memorization for standardized exams) proved to be a disincentive to library use.

Successes
Since the 2005-6 study, there have been many examples of libraries successfully establishing themselves as dynamic centers. A sampling:

The National University of Singapore’s library wonderfully dispels the stereotype of a library being a “quiet archive”; its “Information Commons” (NUS, 2009) stands as a good model for other libraries. This is an e-learning area, where computing, discussion, group work, multimedia, and more are all encouraged. Most all major university library websites now have links to e-resources-from subscription databases, to links to open-source (free) e-sources. The University of the Philippines’ library page, as an example, prominently lists such open-source (free) e-sources (UP, 2009b). As libraries make their websites easier to navigate and market these resources, students will become empowered. Finally, many libraries are indeed rising to the challenge to market themselves as more than just “study halls.” Library programs for pleasure reading, club gatherings, or lecture events bring the library to extracurricular life. For example, the library at the University of Technology Malaysia in Johor Bahru has an entertainment area inside: a TV, sofa, games, snack room, etc. Similarly, libraries that host U.S. embassy

“American Corners” gain extracurricular programming: movie viewings, guest lectures, English discussion groups, and more. The library at Chiang Mai University, in Thailand, hosts just such events (CMU, 2009).

These, then, are the challenges and successes of SEA libraries during the past 3 years. In all, while there are still serious challenges facing libraries in SEA, there are also exciting developments. Developing SEA libraries are looking to developed SEA libraries as examples. As SEA becomes even more closely connected as a region, the growth and development of libraries will be quite likely-amazing!

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Deborah Jacobs has been deputy director of Global Libraries since August 2008 and continually feels honored and inspired working in the foundation and with staff and grantees. When Deborah was 20 she realized that in order to meet her life goals of making the world a better place, there was no more noble way to do it than as a librarian. She started as a children’s librarian in a rural library 33 years ago. Since that time she’s been a bookmobile, outreach, teen, and reference librarian, and has managed rural and urban branch libraries. She became a library director 21 years ago in Corvallis, Oregon and spent the next 11 years at The Seattle Public Library, leading a capital program that resulted in a new Central Library and 26 renovated, new, or expanded branch libraries. Her strong belief in mentoring staff and the upcoming generation of librarians led her to teach a class for seven years on public library politics and advocacy at the University of Washington. She believes her entire career became richer when she was fortunate to serve as a member of the Bertelsmann Foundation’s International Network of Public Libraries and was a founding member of the Public Libraries International Network (PLIN). Prior to coming to the foundation she gave talks regularly around the world on keeping libraries relevant, collaboration, advocacy, and building community. She graduated with a BA in Government from Mills College and an MLS from the University of Oregon.

Abstract
Libraries, with their core mission to support user access and their commitment to knowledge transfer, are vital and yet often underutilized resources. As champions of access-collecting, assessing, and distributing information—they promote information equity and literacy both as individual entities and as a force within cultures. Libraries are often the only information access point in a community that assists users free of charge and at any education or skill level. Because librarians actively work to make information available and facilitate the information seeking process, libraries can be strong drivers of economic and social progress.

Technology has had a revolutionary impact on how libraries throughout the world provide information resources for their users. In many cases, libraries with computers and Internet access can transform dusty reading rooms into vibrant community access points. However, for access and services to truly make a difference in people’s lives, librarians and libraries must move beyond simply providing basic access to ensuring that information offered is both useful and used by individuals and communities. To this end, successful and sustainable libraries offer useful, relevant content and services; engage and train librarians as ‘knowledge workers’; create inviting public spaces; advocate for public support needed to deliver strong, relevant programs over the long term; and maintain strong library systems and supporting institutions.
All of us attending the XIV Congress of the Southeast Asian Librarians, as well as those not able to attend but reading the papers, can agree that libraries are one of the most important institutions in our communities, on our campuses, in our schools, in industry. Libraries bring people and ideas together. Libraries are somewhat like the living room of our communities. And importantly, libraries don’t just offer the hardware, but also offer the expertise of librarians in helping teach people how to use the Internet and find the information they need quickly. While Google gives 50,000 responses to inquiries, we are the ones who can help find the one answer that is needed. We know how critically important libraries are to meeting this need in our communities—but all too often this essential role is not recognized by others.

I recently posted the following question on my Facebook page: “What makes a great library?” Most of my Facebook friends are librarians and they gave great answers: Passion, money, excellent management, good librarian skills, adequate resources, and love, love, love for human beings in need of knowledge...

My non-librarian friends spoke with different passion. They talked about:

A wide range of materials and an accessible system for finding them.

Knowledgeable librarians who can give me advice about books and searching the Internet.

Activities that bring a community into being.

A safe place for my children.

Friendly staff.

Having information and resources for me to be successful in my craft business.

A fun place to be. It is free!

I also asked the staff at Global Libraries. Here is a blend of their remarkable answers:

A great library is filled with the quiet buzz of people engaged in learning. People are reading, writing, browsing bookshelves, looking at displays, asking for help at a reference desk, working collaboratively in small groups. People are searching for resources in the public catalog or looking more broadly for information online. The library’s staff is visibly present and clearly available to help if someone has question. Librarians and volunteers offer a range of classes and services such as story reading for children, book clubs, homework help, support for entrepreneurs and assistance with government forms.

When you walk in the door of a great library, you can see the community is welcome and reflected in the space. This means that the people inside the building look like the people outside the building in the community, all generations are included. The library staff is approachable, knowledgeable, friendly and helpful. They are your navigators and guides through the sea of information, technology and resources available to you. While having lots of materials (DVDs, books, magazines, computers) to choose from is important, equally important is the level of service you receive from the staff and the relationship and rapport you’re able to build.

The space is safe. It needs to be a place kids and teenagers feel comfortable spending time in—doing homework, working on computers, reading magazines. It has given them a place to go.

Successful libraries anchor a community. They also serve as a hub for civic engagement and reinforce a culture’s commitment to education and learning. They serve as a reminder that a government is committed to the development of its
citizens and the sharing of information and knowledge. They represent an investment in both the future and current generation. In a world where knowledge is power, libraries make everyone more powerful.

I’m so glad I asked this question. It made all of us think more about why we have so passionately dedicated our lives to this work; why we are librarians and information professionals and why we are citizen advocates. We are at a moment when the world is changing rapidly and libraries are more important than ever. Technology is critical to our success, bridging the digital divide for our population – but it’s interesting – in the summary above, there is little mention of technology.

Access to information, through technology is not only important to us in Global Libraries at The Bill & Melinda Gates Foundation, but I personally believe it is mandatory to the health of our communities and to the strength and survival of libraries. But note – what is important to my friends and colleagues reflects one of my strongest beliefs: our mission hasn’t changed. The only change is the different tools we use, holding onto the best of the past as we reach for the future. Libraries are about people accessing information and education, but they are also so much more. And it is all of this that inspires our future.

I strongly believe there is NO TIME better than NOW to be a librarian. We are, if committed, able not just to radically transform, but to reinvent libraries. Right now, people desperately need information and technology and there is NO institution better suited to do this work than libraries. This is the moment to renew, revitalize, and transform ourselves and our libraries. And through that revitalization, people will understand that libraries are indispensable.

We also have the opportunity to change the image of libraries, and raise respect for our work, which will lead to better sustainable funding and eventually to serving more people in deeper ways. Imagine for a moment what life will be like when we unlock and unleash the potential of libraries.

For me, at some point when I was in college, I knew that in order to achieve my lifetime goal to make the world a better place, to bring about social change, and to help achieve a more civil society, there was no place better than libraries. How did I know this at 20? Where did the idea come from? Maybe somewhere inside I remembered the way my mother became educated through regularly coming out of the library with me, both of us with tall stacks of books, first from our bookmobile and then from going to the library that finally opened. Of course, I will never know what it was but it was magic and a miracle that changed my life in a way that continues to inspire me.

**WHAT WE AT THE BILL & MELINDA GATES FOUNDATION BELIEVE MAKES A STRONG LIBRARY**

It is important to understand a bit about our foundation’s work because it helps explain, in part, why Bill and Melinda Gates believe deeply that libraries are essential to building strong, healthy communities. At the foundation we believe access to information and knowledge helps people transform their lives. The work of the entire foundation is based on a fundamental belief that all lives have equal value, and that every person deserves the right to live a healthy, productive life.

Bill and Melinda Gates have a deep
personal belief in public libraries. Not only did Bill Gates grow up as a heavy user of his Seattle Public Library, but Melinda tells stories of her use of the library as a child. The very first philanthropic work they did was in public libraries – and they are still very committed to libraries as the foundation grows.

Today, as never before, we have the most powerful tools to help people access information. These tools, computers and the Internet, are strong drivers of economic and social progress. Yet too few people around the world, including here in Southeast Asia, get to use these tools regularly, if ever. The result is a severe digital divide – where people with access stand to benefit and lead better lives, and those without are simply being left behind.

People have always known they could go to libraries for books, or for a quiet, safe place after school to do homework or read. At the foundation we certainly believe in reading and books but we realize public libraries are ideal partners in efforts to make sure more people can find life-changing opportunities by accessing computers and the Internet. People are beginning to expect their public library is the place they can go to learn how to use a computer, conduct online research for school, build their business, find health information, or look for a job and learn new professional skills.

Libraries, with their core mission to support user access and their commitment to knowledge transfer, are vital and yet often underutilized resources. As champions of access -- collecting, assessing, and distributing information -- they promote information equity and literacy both as individual entities and as a force within cultures. Libraries are often the only information access point in a community that assists users free of charge and at any education or skill level. Because librarians actively work to make information available and facilitate the information seeking process, libraries are strong drivers of economic and social progress.

Technology has had a revolutionary impact on the ability of libraries throughout the world to provide information resource for their users. Computers with Internet access have literally transformed libraries from musky reading rooms to vibrant community access points. At the foundation our vision is to bring about effective, sustainable public access to information and communications technology in libraries for people in developing and transitioning countries who would not otherwise have access, and to ensure it is useful and used in ways that improve people’s lives and spread the benefits.

Libraries may look and feel different in different countries, but they share a common ability to respond to their communities’ needs by providing information and services which correspond to local realities and practices. Library users may have different information needs and uses in different countries, but they share a desire to improve their lives through access to learning and knowledge. It will require a long-term commitment to change the perception of libraries, and stamina to change public policies to support these institutions. For all of us to be as effective as possible, we must be willing to promote the value and ability of libraries to benefit individuals and communities.
However, for access and services to truly make a difference in people’s lives, librarians and libraries must move beyond simply providing basic access to ensuring that information offered is both useful and used by individuals and communities. To this end, successful and sustainable libraries offer useful, relevant content and services; engage and train librarians as ‘knowledge workers’; create inviting public spaces; advocate for public support needed to deliver strong, relevant programs over the long term; and maintain strong library systems and supporting institutions.

At the foundation we believe that for libraries to be as effective as possible, we and our partners must be bold. We must learn to use our voice loudly and more effectively to strengthen and champion a resource that has remained unseen and underappreciated for far too long. We have seen the power of libraries to provide users with information, with opportunity, with hope.

The Global Libraries program spent a lot of time during the past year analyzing our previous work and doing the hard job we all must do to stay relevant – see what’s working well and what isn’t and make the changes necessary. Through this analysis, evaluation, talking with our grantees and partners, going to libraries and conferences and seeing best practices, we have come to believe that successful libraries, whether they are in the U.S., Vietnam, Romania, Botswana or Chile must:

Meet user needs,
Provide training for library staff, and
Build public support

Successful libraries do it in some or all of these ways:

They offer inviting public spaces where people feel safe and welcome.
They have skilled librarians who can assist users find and utilize information and tools.
They build public support for access through evaluation and advocacy.
They have cultural and literary programming to meet each community’s needs.

And more than anything else great libraries meet users’ needs. They know that computers and Internet access are not enough. They meet user needs by providing the appropriate books, resources, and training. They understand they must offer services and information that is relevant to their communities and helps them and their children.

They work to make sure community members are well trained, are computer literate, and have access to a full range of authoritative Internet resources.
For this to happen – we need strong libraries, librarians, and supporters.

SUCCESS, SUSTAINABILITY, BETTER FUNDING
Having spent 33 years as a public librarian, I have many stories about libraries. But I’ve come to believe that success comes from hard work, passion, and commitment. Commitment of the staff to excellent customer service. Commitment to engaging and involving people in how we developed library service – asking them for suggestions, LISTENING to their answers, and improving the way we did business. Commitment to continually advocating – and not just me but hundreds and thousands of people speaking up for libraries and the importance of having strong libraries. And the commitment to change - to change from being storehouses of old
books to a thriving, bustling organization with services that are relevant local needs, with programming that serves people of all ages and languages, with well trained and respected staff, with public officials who, even in bad economic times, realize the library needs funding, with computers connected to the Internet in every library, and yes - with books - books and media that you want and need to read yourself and that you are eager to put in the hands of our children.

I can bear witness to the belief that libraries change lives and communities. I have seen it happen again and again – young children learning to read, people starting businesses based on the information they found at the library, grandmothers communicating across the world with their families on library computers. And having lived through bad economic times, though none as bad as this, I have seen the impact libraries have.

We know that libraries are part of the solution when people are struggling economically. As more and more people look for employment, libraries are helping the unemployed apply for services and helping job seekers use library computers and Internet access to find work, apply for jobs online, type resumes, and open email accounts.

We know that when the economy is down, library use is up. Unfortunately, at the same time, tight budgets are sometimes reducing access when it’s needed most. As a life-long advocate, I want to stress that this is a great moment to make sure library funders understand that investing in libraries right now is an investment in not only education and lifelong learning, but in people’s lives and the future strength of communities. In order to convince politicians, and private donors, you need to make a strong case that public libraries provide valuable community access points as well as contribute to local economic development.

Eventually we know the economy will improve, but even then, it isn’t enough to simply be a great library. It is also vitally important we show our partners, our supporters, and even our detractors, that public libraries have an ongoing and important positive social and economic impact in every community.

Among other factors, this means understanding national and local priorities and working to align our services to help meet identified needs. For all of us, it is important to show it’s a good and wise investment—by showing libraries provide quality services for individuals and communities that have a strong impact far beyond the library of the old days.

But it doesn’t happen without our hard work!

We must use every opportunity possible to talk about the important role libraries play in developing our communities and helping make our users better able to succeed in the rapidly changing world.

It’s easy to get tired of the constant battle for proper library funding and recognition. I sometimes get tired and frustrated and feel like I’m fighting an eternal battle to gain respect for libraries and the excellence they provide. But then, all I have to do is think about libraries and all the people whose lives have changed. Of the children who have learned to read at the library, of my mother. And all I need to do is walk through any library and watch what’s happening - and at
that moment, I become re-energized and ready to go back out and speak up for libraries.

Sometimes it’s hard for librarians to do this - we didn’t become librarians to be politicians. But it’s important that each of us finds a way to talk passionately about libraries, finds a story to tell, and finds an audience to talk to. All of us aren’t comfortable speaking to politicians – but all of us can talk to friends about the importance and value of libraries. And as you talk to them, ask them to speak up – because this mission we’re on won’t happen if we don’t speak up and talk about the importance of our work!

Find a message that’s right for you and that resonates with your community, be it the economy or the digital divide – this gives you something to tie your advocacy to – both the vision and the potential to achieve it through strong libraries.

This is our time. This is our oppor-tun-ity. It shouldn’t be hard to do this work when we recognize that doing it, means a better life for millions of more users around the world.

This is our time if we learn how to advocate, reach out, and market who we are! I maintain we have a moral obligation to fulfill our mission while advancing with the world of information – or as I like to put it: “going where the information is going.”

To assist, I recommend reaching out to four key groups:

First we must advocate with library staff

In order to be successful we need great staff. Success will never happen if staff is not friendly and people-oriented. Also, staff should be respected, listened to and involved in a substantive manner. Work environments must be positive, respectful, and also challenging. And we should make sure staff has the tools, training, and voice to do their jobs. When I ran libraries I always knew in the end it was my job to make the decision – but I knew that my decision would be better if the staff who did the work gave me their thoughts and their recommendations.

Second, we must advocate with our library users

I strongly believe that communities must feel a sense of ownership and feel honestly listened to and collaborated with. As I often tell my colleagues… if you’re going to pretend to listen to just check that off a list - don’t bother! People will often disagree with the direction you eventually take the library - but that’s ok - there are germs of truth in everyone’s ideas. The job of a leader is to take those disparate ideas and be willing to make quick, bold and intelligent decisions, be flexible and be willing to change when a better idea comes along and NOT be afraid to make a decision that will make some people angry. I’ve seen time and time again that if people believe they were listened to and their ideas seriously considered they accept the final decision with more openness. Remember to thank people and let them know what you eventually did.

Third, we need to advocate with our community partners.

You and staff should participate in the community, attend meetings, tell people about the great services of the library, work to get media coverage of basic services and new projects, and ask for input. To really succeed, it’s important to develop partnerships and relationships with other community organizations. It’s important to pay attention to what’s going on with other businesses, organizations or
government services and then figure out a way the library can help or participate.

Here are some examples: When the town leader is working on a new project – librarians should contact his office and offer help on doing research! When you hear the school system is applying for grants to help students – contact them and see if there’s room for the library in that grant funding since you likely see their students after-school and on weekends! These are two simple examples…. But what I’m saying is: everyone benefits when the library is involved – but initially you have to force your way in the door.

I can’t believe how often people don’t think of making a place at the table for libraries in community discussions and decision-making. As librarians you must first work on making sure you have a place at these tables and THEN, through your value, create a situation where it’s clear to the community that NO community decision-making is complete without the library’s involvement..

Finally, we need to advocate with our funders.

If libraries and their supporters are successful with numbers one, two and three above (your staff, your users, your community partners) – we will be successful with the funders – including government funders and the private sector. Funders need to know the library is indispensable. By doing these four things – I believe libraries can succeed; I’ve seen it happen!

I know the work I did made a difference, and I know that the work you are doing can make an even bigger difference! In fact, I will go so far as to say that everyone of you has a responsibility to be bold, to be advocates, to recognize that if you are willing - you can change a whole village - and thus a world - by being willing to lead with boldness, with passion, and with commitment.

Never has the world been so complex. As librarians we have the opportunity RIGHT NOW if we are willing to be bold enough and take the risks necessary to really look at what’s happening in public libraries and make the changes necessary to respond to the need and demands of our community and stay relevant.

To quote from a report: “Libraries should be at the heart of the ‘democratization of information’ - helping bring down the walls and enabling greater participation. Plugging the library back into the heart of the information business, delivering timely and authoritative content and services at the point of need…”

My challenge to YOU is – keep doing the great work you already do and then push a little harder. Don’t ever become complacent about your potential to change your library, your community or your world.

Remember:

**STRONG LIBRARIES BUILD STRONG COMMUNITIES**

**STRONG LIBRARIES BUILD STRONG BUSINESS**

**STRONG LIBRARIES BUILD STRONG EDUCATORS AND STUDENTS**

**STRONG LIBRARIES BUILD STRONG COMMUNICATION**

**STRONG LIBRARIES BUILD A STRONG FUTURE**

**STRONG LIBRARIES BUILD STRONG COMMUNITIES**
14th Congress of Southeast Asian Librarians

**DYNAMIC – DRIVING FORCE FOR LIBRARY DEVELOPMENT**

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Abstract

With the perception that libraries’ activities has not attracted society as governments much recently; therefore, the author wants to demonstrate that the library should be dynamic for development, to serve society properly more direction, more efficient. Since then the society will pay more attention to the library as invest on libraries.

Jaw explanation for the concept of dynamic, presented on the basis of theory and demonstrate in practical library activities in the world and Vietnam.

The basic contents of the dynamic library on 4 main aspects:

1. Dynamic is development which reflects increase in capital materials, turnover users, infrastructure and number of librarians.

2. Dynamic is the change following up with the development of society, science and technology. The changes that takes place in the organizational model, the mode of operation, technical expertise, the selection in application of achievements in science and technology to libraries and applications that have made the library change.
3. Dynamic is the searching for new ways to serve better to readers. Author analyzes the process of developing forms of serving library users
4. From the method of serving readers with books at library to lending readers books, inter-loan library, serve readers outside libraries and modern services.
   Dynamic is the result of libraries’ activities which contribute to improve humanity and social transformation.
   Since then, the author has made 2 important conclusions: in order to achieve dynamic libraries, each library, each person working on the library must dare to think, dare to do. They also must be innovation, creativity in the way to think, the way to do. Dynamic libraries will lead to libraries’ development.

1. Definition of dynamic
   To fully understand the content of dynamic in libraries, we need to clarify the meanings of dynamic. In a Vietnamese dictionary edited by Hoang Phe, it is defined as “being able to influence positively, to create changes in the environment”
   According to “Vietnamese dictionary of words and phrases” by Nguyen Lan, dynamic means “being able to operate actively”
   Therefore, dynamic is driving force, the ability to operate actively of an individual, a group in order to have a positive influence and on purpose to change the environment.
   So what is the content of dynamic in the library? This article provides initial explanations from the author’s point of view on basic contents of dynamic in the library.

2. Basic points of “dynamic”
   2.1 Dynamic is growth
   The fifth item in Raganathan’s library laws proposed “Library is a growing organism”. Growing is initial objective as well as outcome of the dynamic in a library. Dynamic must be directed toward the development of a library. If a library is considered dynamic but does not show its growth, that dynamic is useless. In terms of growth, a hundred-long history library can still be considered fresh. Without growth, a newly-established library will be out of date shortly and cease its operation. A growing library can be seen in the following aspects:
   ♦ Growth of the library collection
   The library collection is resources for serving library clients and the whole society. Volume and diversity of the collection would help the library play more important role in the society. In more developed countries such as United States and former Soviet Union, number of books per capital in public libraries was 4 volumes. Many countries spend billions of dollar for library collections for a reason. Library collection is considered a national resource and power, a competition tool with other countries. However, library collection must be up to date with current materials in order to meet the growing and diversified information needs of its citizens, organizations and the whole community. Information needs are changing all the time depending on the learning and working circumstances of individual persons or organizations.
   It showed, through Vietnam’s experiences in the 1980, with very difficult economic circumstances, that in libraries with new materials obtained frequently, there were more clients. In contrast, if libraries acquired less new materials, the number of clients will be
reduced continuously, if this situation remains, there would be no more clients. This circumstance speeded out in commune and district libraries in Vietnam in this period. This is understandable and under the rules: people always want new knowledge and information. It must also be understood that the acquisition of new materials must be done in parallel with the withdrawal of out of dated and broken materials. Naturally, the number of withdrawal must be less than those of acquisition, otherwise, library collection will slowly become zero.

**Library infrastructure and facilities**

When library collection increases, its infrastructure, such as building, storage, shelving, and facilities, must follows. If library shelving is not expanded, newly collected materials will be stored in any spare space in the library, even on the floor, and with this poor condition, the library materials will be destroyed, and it is very difficult to find the right materials in this heap. There are two solutions for this: stop acquiring new materials and premature withdrawal of old materials. Both of these solutions are not relevant to libraries. If libraries stop acquiring new materials, there will be no updates to the collection and the new materials might soon disappear on the book market. If the suspension of new material acquisition is long term, the result is mentioned above. If the library try to fit the library collection to the existing space and withdraw old but still relevant materials, quality of the collection will be reduced. In recent years, library clients, especially those who are experts, scientists, and students read less printed materials and pay more attention to online and digital materials. Many big libraries focus on digital materials, resulting in the less requirements for space for physical collection and invest more on equipments for storing digital materials.

**Library clients**

The library collection increase leads to the increasing number of library clients and library visits. When library collection and infrastructure are improved, there might be more space for reading areas. More library materials helps improve the regular rotation program between public libraries in the system. Digital materials help improve the number of accession to library collection. Therefore, number of physical visits to libraries can remain but number of virtual clients can be improved.

**Library professionals**

To ensure the normal operations of an increasing collection, facilities and clients, libraries must have more staff. However, an increase in library staff is not an easy task for managers. Many provincial libraries in Vietnam could not asked for more staff in the recent decades, therefore the overload of work for library staff is unavoidable and the libraries can not provide new services. However, in recent years, some provincial library directors have been successful in persuading supervising agencies for more library staffing such as those in Phu Tho, Hai Phong, Ha Noi, Binh Duong. It must be emphasized that standards on library staffing level has been existing in some countries but not in Vietnam. In fact, there is some relating policies for district libraries, for example, in the Regulations for organization and operation of district libraries, promulgated by the Ministry of Culture.
and Information in 1979 have an article which said: district libraries with collection of between 5,000 and 10,000 volumes must have 2 staff and an other staff for every extra 10,000 volumes, in addition, if a district library supervises commune libraries, it will have one staff for every ten commune libraries supervised. However, those standards on staffing level only apply to district libraries. If such standards were studied more carefully and included in more powerful legal documents, such as Library Ordinance or Library Code, it would be much more effective.

In conclusion, without development and growth, libraries can not meet information needs of the citizens, and the whole society, and therefore, can not perform its social roles.

2.2. Dynamic is to create changes in parallel with the development of society and technology

- Changes in attitude and attention of higher authorities and community on libraries and book reading activities

We have a conception that the library is a social institution created by the society and serving the community. A conclusion has been summed up that libraries would developed more at places where the government and community pay more attention and capital investment on them. There are some ways to achieve more attention and investment:

+ Institutionalize attention of the higher authorities by legal documents and there must be sanctions to force the local government to implement those regulations.

+ Persuade by the effectiveness and usefulness of the library services to the community.

In the first method, it can be difficult to have comprehensive and on-time legal regulations. On the other hand, legal documents usually have long life time, and can be valid for decades, therefore they can not be relevant to the recent circumstance. For example, regulations on quantity of title and volume acquired for libraries at different levels, included in the inter-ministerial circular no. 97 of the Vietnam’s Ministry of Culture, Sports and Tourism and Ministry of Finance promulgated on 15 June 1990 had a great impact on library collection for some years after its validation, however, it became irrelevant afterwards. Therefore, these two ministries had amended this circular. Another example is the Library Ordinance of Vietnam which was promulgated in 2000 has shown some obstacles and there are some suggestions on replacement of that ordinance by a Library Code.

+ Convince the higher authorities and the community with its effective activities. This is a hard work because the library activities are still almost invisible for the society. Therefore, to promote library to the society and authorities, the library must:

++ Timely and quickly react upon problems relating to essential and potential clients/audiences, providing relevant library support for the successful solutions. In fact, many provincial and district libraries in Vietnam enjoy great capital investment due to their big contribution to the development of the province or district such as Vinh Phuc, Hai Phong, Hai Duong, Ha Noi, Binh Din, Binh Duong...

++ Promote to the public about the capacity and achievements of the library and information services for clients, inform community and
authority about its strategic plan of the library. This can be promoted via information products, announcements, mass media such as radio, television, meetings and discussions with library clients, library tours for media, entrepreneurs, authorities at different levels, leaders of the civil and religious societies.

- **Changes on strategic management of the library sector**

Changes on political, economic and social conditions lead to changes in the approaches in organization of the library in a country. In the former Soviet Union, after the establishment of a large library network, to maximize the effectiveness in library activities, there were a process of centralization in libraries which created centralized system of libraries at district level, including a central district library and branches in communes. In Singapore, in the last years of the 20th century, an unified library system from the central level to the commune level. The application of information technologies at libraries has wiped out the managerial barriers across ministries and localities to create a nationwide unified library network with principles of collaboration, cooperation in organization and operation. These structural changes help libraries operate more effectively, economically and therefore, improve its position in the society.

- **Applications of science and technological advances to make changes in the library**

During their establishment and development, libraries always struggle for applications of science and technological in its operation and activities. This can be the application of chemical and physical advancement in collection conservation and preservation; mathematics which maximizes collection development, library network allocation and library integrated systems; audio-visual technologies for media room; microfilm, Xerox, information and telecommunication technologies. These applications have created breakthroughs in the automation of library services and created more information and library products and services in order to meet the increasing information needs of the library clientele.

Furthermore, libraries have also applied new social sciences knowledge in the activities. Achievements in psychology, pedagogy, sociology, etc. help researchers conduct studies in library users and find relevant ways to provide library services. New knowledge in management sciences, economics, communications etc. also have contributions in library operations.

- **Changes in technical standards**

Along with changes in structure, libraries in many countries have increased their awareness in the important roles of the unification in library and information standards. However, each country has its own solution for this issue: some countries create their own domestic standards, other countries might prefer applying existing international standards created by international organizations, or some countries use standards originated from other countries. However, the process towards worldwide standards for library sector will take a long time since many countries still want to keep their characteristics or they have not got enough budget and/or human resources to convert to the new standards.
The adaptation with changes in the society, sciences and technology has created the new position and resources for library sector.

2.3 Dynamic is to find new methods to better serve the society

During the long period from the foundation of the first library to the 14th century, libraries only provide services within their reading rooms. From the middle of the 14 century when the printing work appeared, libraries, with the multiple copies of a title, had provided new services: books for loan. From the middle of the 19th century, libraries in Europe and the United States started to provide interlibrary loan services. Library services could be provided in various ways such as using trains, cars, motorbikes, bicycles or even on shoulders to bring books to battle fields and mountainous areas to meet the reading needs of citizens. The digitalization of library materials and uploading them on the Internet provide great opportunities for audiences all over the world to make use of resources from any libraries.

Library clientele has always been extended. If originally library services were only for royal members, officials, scholars and upper strata, from the 18th century labor class and even alliterated people could use libraries. From the beginning of the 20th century, public libraries in many developed countries extended services to people with disabilities libraries, with prevailing proportion of visually impaired people. From the middle of the 20th century, libraries started to introduce services for preschool children and special clientele such as patients, prisoners, etc.

Libraries also always create and provides information products and services, and at the same time, continuously look for relevant modes of services for every user groups. In the past, library users could only view the closed stacks. But from the second half of the 19th century, open libraries became more popular so that library users can browse the bookshelves to select those books of their interest. For those who were alliterated, public library staff read aloud the most popular and useful books or articles. For preschool children, libraries organize offer story time, book talk, or drawing to stimulate their book reading habit. In Vietnam, during the decades from 1960 to 1980, farmers were encouraged to join reading contests on books on planting, breeding. Contestants not only present their knowledge on planting and breeding but also show how they applied and what they had achieved. The contests were organized at national, provincial and district levels and they have raised the reading demands of the farmers and resulted in practical achievements.

With the application of science and technological advancements in library operations and activities, libraries had found new ways of organizing and providing library and information products and services, which have great impact on meeting the information needs more quickly and at higher quality.

2.4. Dynamic is results of the library services, which contributes to the positive changes of society and citizens

Using libraries and reading books result in a lot of benefits for human such as improving knowledge level and professional skills. These benefits are self-evidences. There are a number of examples in history, that some people did not enjoy good education but with their efforts and via reading books, they
became leading scholars and authors. In contrast, many other people, who had good education but self-satisfied and did not make efforts in self-continuing education through reading, became those who had high educational background but low updated knowledge.

- Improve the social and citizen attitude of every member in the society, which help develop a more fair and friendly society.

Those who usually read books know more about their responsibilities and rights and therefore they will fight for those rights. In the 1994 Public Library Manifesto, UNESCO confirmed that “Freedom, prosperity and the development of society and of individuals are fundamental human values. They will only be attained through the ability of well-informed citizens to exercise their democratic rights and to play an active role in society. Constructive participation and the development of democracy depend on satisfactory education as well as on free and unlimited access to knowledge, thought, culture and information.”.

- Using library and reading books are powerful tools to keep peace. By reading, among other activities, one peoples have better understandings about other communities and found common voices and adequate political and non-violent solutions for controversial issues. This mission of the libraries, especially public libraries, has been stated in the 1994 Public Library Manifesto “fostering inter-cultural dialogue and favouring cultural diversity”.

- Have right decisions in work, life, and study of individuals, organisations and the whole society.

Information and knowledge have essential roles. Having accurate and relevant information, each person, each organisation and the whole society will have chances to make the right decision when solving problems in manufacture, battle, research, study and business sectors.

3. Conclusion

Global library sector has not got adequate attention, therefore, the dynamic of the libraries will help the community pay more attention and interest and investment to their activities, so that the libraries can serve community more effectively.

- In order to be dynamic, each library and each library staff must have venturesome spirit, always put effort in finding innovative ways.

- Libraries can development only if they are dynamic, therefore we consider dynamic is driving force of the library development.

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THE DEMOCRATIZING READING AMONG MINDANAOAN (DREAM) CHILDREN PROJECT: PARTICIPATORY APPROACHES TO CREATING SOCIALLY-INCLUSIVE LEARNING SPACES

Oclarit, F.A. - Library and Information Science from the University of the Philippines in Diliman, Quezon City

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Introduction

It is almost like a foregone conclusion how immensely powerful the written word is; and how those who are able to gain access to it, demystify it, and use it for their own purposes are automatically lodged in an advantaged position. Information literacy is, indeed, one of the fundamental instruments of human development and freedom (Archer 2003).

The global landscape has become more information-intensive and has given birth to a host of new and other emerging literacies that now become additional prerequisites in order for today’s children to navigate confidently their information environment. This new landscape, however, has contributed to an increasingly
fragmented information base, marking a frontier so clearly defined it has divided humanity into two different groups. On the one side of the divide are the information haves while on the other is a huge mass of underprivileged individuals with very limited access to information. This is particularly true for remote communities of countries like the Philippines where stories of the lack of basic resources and infrastructures for learning continue to be the same old lines heard across generations while the other parts of the world metamorphose without restraint into learning and knowledge societies.

This paper traces the history and achievements of the Democratizing Reading Among Mindanaoan (DReAM) Children Project, a project that attempts to narrow this divide and address the concerns of a traditionally-marginalized segment of Philippine society. DReAM Children is a library-based reader development advocacy that officially took off in September of 2006 in Tampakan, South Cotabato, Philippines. In this paper, DReAM Children is presented as a case study on how a local community, bound by a common vision to see more of its children reading, coalesced in order to create socially-inclusive learning spaces within its small community. DReAM Children proponents explored the concepts of multi-stakeholder partnership, library-based literacy and reader development programs, and community or public-libraries-as-learning-spaces as viable approaches that may be taken by communities coming from weak economic backgrounds who also seek to provide children with better opportunities for learning. The grand vision is to see more children reading and to bring the public library system, touted as the community’s intellectual lifeline, back to the consciousness of the Filipino community. It hopes inspire others faced with similar circumstances find ways to respond creatively and enthusiastically to the emerging information challenges.

**Definition of Terms**

Throughout the succeeding pages of this paper, the following terms are used: library-based reader development programs, socially-inclusive learning spaces, and partnership.

*Library-based reader development programs* are programs initiated under the auspices of a public or a school library which foster reading and learning. These programs market the reading experience to children and underscore the benefits that can be gained from a personal desire to read and learn versus the need to learn how to read, and the need to read and learn in order to earn grade points, which are clearly the turf of the formal school system. These programs are active interventions by volunteer library professionals, para-professionals and academics to increase children’s confidence and enjoyment of reading, open up reading choices, offer opportunities for children to share their reading experience and more importantly, to raise the status of reading as a creative and pleasurable activity.

*Socially-inclusive learning spaces* are
neutral, barrier-free formal or informal settings where children can gain knowledge and obtain skills to use that knowledge in their daily lives (UNESCO 2004). Knowledge may be gained through a host of library services, through voluntary or guided reading, or through other collaborative activities involving children in the community. In the context of DReAM Children, these learning spaces can take place in physical infrastructures such as the public or school libraries, barangay (village) reading centers or any other venue where children with different reading preferences can converge and talk to each other on a common ground and where they can be encouraged to learn at their own pace and based on their own felt needs.

**Partnership** is a recognized relationship between parties who share a common vision and commit to contributing to the fulfillment of that vision. In the case of DReAM Children, the partnership cuts across several stakeholder types: local government units and agencies, private individuals and institutions, the business sector, academics, and the members of the community.

**The Philippine Context**

For a country like the Philippines faced with a chronic lack of finance, the greatest obstacle to addressing information challenges is resource competition. Public libraries remain at the bottom, if at all present, amongst a hierarchy of government priorities. This, despite a fifteen year old mandate, Republic Act 7743, enacted on June 17, 1994, that stipulates for the “establishment of public libraries to serve all congressional districts, cities and municipalities in the Philippines and reading centers in every barangay (village).” Local government units and agencies simply cannot prioritize these infrastructures amidst limited resources and capacities.

The same can be said about the state of public school libraries. Most of the publicly-funded institutions providing basic education in the country remain without libraries. It is, therefore, no longer surprising to see generation after generation of Filipino public schoolchildren graduating from elementary education with very limited and, at the worst case, nil experience with libraries and later find themselves navigating less-equipped the increasingly information-driven mainstream. With a 1:3 to 1:7 textbook ratio in public elementary schools, it is no longer surprising why Filipino schoolchildren score rather poorly in both national and international achievement tests. In a recent speech before Philippine educators by former Education Secretary Florentino Abad (2007), he lamented that of the 638 elementary graduates, only seven (7) have mastered all minimum competencies for elementary level, and only 23% of Grade 6 pupils are independent readers of English. There are other dismal figures but the more urgent concern is that given all these realities, which step do we take? How much are we willing to contribute to addressing these concerns on an individual level, or collectively?

This spawned the birth of the DReAM
Children Project, a community-led initiative to coalesce and mine expertise and resources of the various stakeholders in order to create learning spaces for children. For the proponents, “a child from a home which cannot compensate for what is lacking in school will inevitably fall behind. They may not necessarily lapse into illiteracy but they may never possess self-sustaining skills.” (Limage 1990). Charting the future of children has become a common agenda, a collective moral and social responsibility.

The Local Scene – Tampakan

Tampakan is one of the most culturally-rich and culturally-diverse municipalities of South Cotabato and the pilot implementation site of the DReAM Children Project. Tampakan is home to a mix of Christian settlers and the indigenous tribal group called the Blaans, who comprise 15% of the total population. It is situated at the northeastern portion of the Province of South Cotabato. On its north is the Municipality of Columbio and on the east is the Province of Davao del Sur. It is strategically located between the two fast-developing urban centers of General Santos City, 52 kilometers away. Koronadal City, the capital of South Cotabato is 16 kilometers away. Tampakan occupies 7.77 per cent of the total land area of South Cotabato.

The total population as of 2007 is 34,245 (National Statistics Office 2007). More than two-thirds of the 6,955 households live below the poverty line. This figure is based on the national standard on poverty threshold of PhP12,500 (US$305) per person per year and an average of five (5) household members. Only 36.11% of the total households have access to electricity.

State of Tampakan’s Public and School Libraries

Tampakan is one of only five of South Cotabato’s eleven (11) municipalities who have a functional municipal library and the only one manned by a professional librarian. Of the five municipalities, only Tampakan has complied almost fully with the mandate of R.A. 7743 and can be cited as one with the strongest public library system in South Cotabato. The municipal library located at the heart of the town has a clear annual budgetary support from its local government unit. As of this writing, twelve of its fourteen barangays (villages), or 85.71%, have reading centers serving local constituents across all ages, gender, religious affiliation and cultural background.

Tampakan’s public library system began as far back as the early nineties with the initiative of two non-librarians who are now staunch supporters of the DReAM Children Project -- its incumbent Municipal Administrator Roberto Barroso, Jr. and Community Development Information Officer Efren Villarina. Being readers themselves, both were driven by a common belief on the power of the written word to transform individuals and build sustainable communities. In the 90s, they embarked on an aggressive campaign to “raise books” instead of the usual “raise funds”, through a Search for Mutya ng Aklatan (Search for a Miss Library). Through this initiative,
Tampakan got its first sacks of books which formed the initial collection of the municipal library when it was formally set up in the early nineties. Since then, support to the Tampakan library has been the communities’ common and continuing agenda. (Oclarit 2008).

**Tampakan’s DReAM Children**

The coming of the DReAM Children Project in 2006, therefore, provided an even stronger backbone to an infrastructure that was already in place. Bound by a common vision to create socially-inclusive learning spaces at the level of the grassroots, DReAM Children proponents embarked on a rather ambitious journey towards reader development never before explored for the sheer magnitude of work entailed, and the amount of voluntary input required.

All of the DReAM Children partners recognize that the success in the implementation of any reader development project, especially in developing countries, requires a set of complementary resources and complex interventions by all the major stakeholders within a given community. It is extremely important at the onset that partners who are bound by a common vision not only propel the project to motion but also commit to sustaining initiatives towards the fulfillment of such vision.

For DReAM Children, the advocacy is towards both public libraries and library-based reader development programs. Specifically for Tampakan, the project has brought together local government units and agencies; academic, socio-civic and business organizations as well as professional organizations and individuals for a partnership that intends to make readers of the children of Tampakan and mainstream public libraries.

**DReAM Children** partners believe in the importance of providing access to a wide range and a wide format of information resources, and share the same philosophy captured in a landmark publication written two decades back:

*Today’s children will one day be responsible for creating the nation’s wealth and organizing its society...It is widely acknowledged that they must know how to learn. A central feature of the learning process is learning to deal with information...[which] exists in increasing quantity and comes from a variety of sources through an ever-increasing range of media. An ability to cope with these changed circumstances is not innate. It must be acquired. (Office of Arts and Libraries, 1984, p. 1)*

For DReAM Children, public libraries, more than physical and logical infrastructures, have metamorphosed into learning spaces, and as such, are among a community’s most important social institutions.

**Libraries as Learning Spaces**

The 21st century kicked off with the noble vision for individuals to have acquired the necessary aptitudes for both qualitative and quantitative reading, incorporated skills to find, evaluate, and use information effectively, and improved their knowledge management expertise (Ramirez 2002). Those concerned with
the welfare of children growing in an increasingly information-driven environment acknowledge that a library is a significant point of access to information playing a key role in preparing children for the demands of the times. If it exists within a school setting or within a community, children coming from weak economic backgrounds are given an equal chance as their more privileged counterparts to reach their full potential and discover a road to learning for life. The stance adopted here is that a wide access to books and other learning resources translates to empowerment of children, and can equip them with better chances at competing.

Traditionally, the libraries have been widely acknowledged for its contribution to the development of literacy. Through their collection, which are objective sources of information, and ultimately through reading which it fosters, libraries can contribute to the children’s leisure needs as well as their intellectual, emotional, social and educational development. (Elkin, J.C., 1995). It is, inarguably, where most of love for learning is given birth to. Those one in the belief that libraries exist “to give meaning to the continuing human attempt to transcend time and space in the advancement of knowledge and the preservation of culture” are the ones who rise above current situations and build libraries, motivated primarily by the philosophy that everyone should have a continuing access to the information resources necessary for coping with the complexity of the ever-changing environment. (Crawford W. & Gorman, M., 1995, p. 3)

Libraries are vital infrastructures in the education of children, a very valuable resource, a place to learn and socialize and provide the most promising context for the true collaboration between and among the various professional providers to come to fruition. (Klein 1994).

Libraries are a mix of a materials and technology center, an information resource with an information intermediary; and a teaching and learning environment. Therefore, institutions charged with the development and welfare of children should guarantee that these basic provisions exist within the school setting for the benefit of the schoolchildren, and public libraries have to be a priority as well so that the underprivileged children who are not in school may be given an equal opportunity to improve their lots.

In essence, libraries are more than just a physical place or even logical space with a collection. They are learning spaces. Public libraries, in particular, are where children members come on equal footing, and are thus, safe and neutral places. In a public library, social relationships are built as early as childhood, and individual agenda are balanced and respected. (Graham, J. & Guieb, R. 2006).

It is sad that despite all that has been written about the importance of access to information resources through libraries, not much have been done to improve current conditions primarily because the fiscal constraint itself has crippled the desire to build libraries,
and librarians who should be the first to take up the cudgels for libraries, are also discouraged to pursue what seems like an impossible dream.

This culture of resignation is not only crippling but is also mediocrity-friendly, as the earlier figures on academic performance and the dismal state of public and public elementary school libraries in the Philippines can attest. Poor fiscal allocation is a reality to contend with but it should never rationalize acquiescing to the status quo (Oclarit 2005).

**DReAM Children’s Vision**

*DReAM Children* hopes to rise above limitations. Its primary motivation is its grand vision to see more partnerships forged to advance the cause of public libraries and more minds pooled in order to craft strong library-based literacy and reader development programs. Specifically, it envisions to (a) showcase the municipal library of Tampakan, as model community learning space in the SOCSKSARGEN region by collaborating closely with partners in the local government, the academe professionals and local socio-civic organizations, in refurbishing the facilities of the library, and in helping build up its collections; and to (b) strengthen barangay (village) reading centers and public elementary school libraries or school learning resource centers (SLRCs) through the extension of support to their collection-building and capability-building activities.

**Where DReAM Children Is**

Since its inception, the project has sourced and delivered roughly 11,500 volumes of books and reading materials to the following: all of Tampakan’s seventeen (17) public elementary schools, seven (7) Tampakan high schools, fourteen (14) barangay reading centers and recently, in all the thirty (30) public elementary schools of neighboring municipality of Kiblawan, Davao del Sur, where the project hopes to expand in 2009. It has likewise facilitated reading-mentoring activities and library skills and management trainings and has built strong network support from relevant agencies and professionals.

**Partnership Formation**

For Tampakan, the past years were characterized by strengthened partnerships, especially with the municipality’s Community Development Information Council (CDIC) joining the roster of partners. The CDIC is the main organizing arm of the fourteen (14) *Barangay* Development Information Councils (BDICs) in Tampakan. There is also a plan to include the high schools and even the pre-schools in this initiative.

**Accessing Educational Materials**

DReAM Children sources out, acquires and distributes educational books both for the public library and barangay (village) reading centers. These books are processed and reviewed prior to distribution by the partners from the District Department of Education. Book allocations are pro-rated depending on number of enrollees and the readiness of schools to receive and maximize the use of these resources.
Building Local Capacities

*DReAM Children* does more than distribute educational materials. An equally important component of the project is capacity-building. These are well-thought out, needs-based activities for those assigned to man the *barangay* (village) reading centers and the public elementary school learning resource centers. These capacity-building activities are carried out by a pool of volunteer local, professional librarians and academics who have similar heart and passion for community development work. Partners contribute to all activities, either in terms of logistic or fiscal support and these pooled capacities and resources all factor in the success of these undertakings.

The most recent of these capacity-building activities is a Seminar-Workshop on Basic Library Skills and Management attended to by some 37 individuals - all Barangay officials and personnel of Barangay Development Information Centers (BDICs) which directly oversee the *barangay* (village) reading centers all throughout Tampakan. The two-day training was first of a two-part endeavor which aims to equip BDIC officials and teachers with knowledge on the basic concepts on library and reading center management, on classification and cataloguing of resources, and on developing libraries as learning spaces for children. *DReAM Children* is currently coordinating with the Department of Education-Tampakan District Office for the second conduct of the said training which targets all SLRCs-in-charge of elementary and high schools in Tampakan.

Seminars on Mentoring Reading are also periodically conducted for the men and women of Tampakan. The rationale is that children’s interest in reading is given birth to at home, and parents play a great role in influencing children to love reading. However, most of the parents are not readers themselves, and therefore lack skills in mentoring reading to children. Growth sessions involving parent-participants from the communities are periodically conducted with a wide array of topics that include mentoring reading, storytelling and story write shops. The benefit of this undertaking is dual. As parents gain the necessary skills in breeding readers, they are likewise improving their own reading abilities.

Forging Partnerships, Building and Expanding Networks

*DReAM Children* has explored prospects of a more strategic partnership among public and private entities such as the Makati Rotary Club Foundation (MRCFI). Following a recent networking activity during the 29th Manila International Book Fair, a new partnership had been forged, albeit informally with the National Book Development Board’s *Booklatan sa Bayan*. Initial discussions with its Executive Director Atty. Andrea Pasion-Flores gained *DReAM Children* a new partner in NBDB. The NBDB has committed to fund transportation costs and honorarium for trainers, speakers whom the *DReAM Children* Project will invite for any of the following capacity-building activities: Readership
Enhancement and Advancement (READ) Program for Trainors, Storytelling Trainings & Workshops, Seminars on the Setting-Up of Barangay Reading Centers, Library Administration, and other related subjects. The other counterpart (food, venue, participants) will have to be taken care of by the other DReAM Children partners.

These recent development has increased the potential of the project by adding to its existing pool of local talents and professionals who have given commitment to transfer technology and knowhow in managing public libraries, school libraries and crafting library-based reader development programs for children.

DReAM Children has a continuing partnership with the other donor agencies such as The Asia Foundation, has tapped the National Library Board of Singapore, and is continuously exploring partnerships with other relevant donor agencies to ensure a steady supply of books and materials.

Monitoring and Evaluating Progress

Yearly, through the initiative of the Community Development Information Council and the Tampakan Local Government Unit, the reading centers are evaluated by professional librarians and academics in terms of both quality and quantity of collection, usage, types of services rendered and impact of reading center services to the community. There are annual competitions among the fourteen (14) barangay reading centers where awards and tokens of recognition acknowledging community investment in keeping alive and sustaining the reading centers are given.

Continuing Work and New Initiatives

A Summer Reading Festival is in the works for 2009. The objectives are to create venues for the children and young adults of Tampakan to participate in community-driven reading programs and to facilitate venues that impart knowledge in generating homegrown stories that promote local culture thru story-writing and illustration sessions. Groundwork for this activity is being undertaken by each of the partners. All of Tampakan’s fourteen barangays (villages) are expected to participate.

DReAM Children will also continue to respond to proposals for assistance for the improvement of public libraries, reading centers, SLRCs and render assistance in the crafting and enhancing reader development programs. DReAM Children partners aggressively will continue to build a strong network of volunteer professionals, librarians and academics.

In order to drumbeat the importance of this advocacy, DReAM Children intends to aggressively influence policy and actively engage in the province-wide (i.e. South Cotabato) and academe-led celebration aimed at promoting books and reading; by providing logistical support to the National Book Week activities.

Lessons Learned

Just how much of the pie are we willing to take? It has been two and half years since the birth of the DReAM Children Project. There had been as much glory as there were tremendous birth pains propelling the project to motion. For the DReAM Children partners, it is one thing to have funds
and another to participate actively in the pursuit of a dream.

Selling libraries and reading is almost old-fashioned and a number of individuals in the community are hard to convince. Advocating for public libraries in a country hard at prioritizing the community’s basic needs is even harder. But for DReAM Children, these are never hopeless pursuits but urgent challenges. While it is still much of a struggle to achieve what other neighboring countries have achieved, DReAM Children has taken slow, bold steps. What is more important is that these steps are moving towards that same direction. It is fulfilling to know that there are tremendous possibilities to contributing to the challenge of literacy, empowerment and human freedom. And even more fulfilling to know is that this can be all be done while remaining respectful of the local culture and capacities, and attuned with the local situation and realities.

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Abstract

Client Services, NLB provides innovative fee-based information and library services to corporate clients, one of which is the Library Delivery Service (LDS).

LDS is an innovative means of providing organizations with convenient access to information resources via a dedicated portal where the customer can login, browse, borrow and return books that are delivered to and collected from their offices. The weekly recommendations of interesting titles via the portal provide advisory service to the users in selecting quality books.

The LDS provides organizations privileged access to the NLB’s (Repository New) Collection of more than 500,000 materials, and also collections owned by them that are warehoused at the Library Supply Centre (LSC), NLB. LDS is a viable business channel that enables greater usage of materials in this collection.

Organizations enjoy significant benefits when they subscribe to LDS, such as cost savings, efficiency and organizational effectiveness through outsourcing the library collection that allows for greater efficiency in better utilization of staff and floor space, etc. Other benefits include maximizing the usage of information; quick and convenient access to information resources; and leveraging the NLB’s comprehensive collection.

Some popular subjects available in the NLB’s Collection include Business & Economics, communication, Computer/IT, Finance & Investment, Innovation & Entrepreneurship, Leadership & Managing People, Management & Strategy, Personal Effectiveness, Sports & Recreation.
1. Introduction

The Library Delivery Service is one of the innovative consultancy & library services offered to clients by Client Services, Library & Professional Services Group of the National Library Board. This paper discusses the delivering of the innovative Library Delivery Service (LDS) to corporate clients in satisfying their research & information needs, who find the service useful and relevant.

2. The Library Delivery Service

The National Library Board, Singapore (NLB) oversees the Lee Kong Chian Reference Library, three Regional Libraries, twenty Public Libraries and one Community Children’s Library. Besides having library materials in the libraries for users to browse and borrow, the NLB has a ready repository of collection that serves to replenish library materials in the Regional and Public Libraries so as to satisfy the varying demands of the libraries.

As such a viable opportunity arises to leverage the NLB’s repository collection by designing and offering an innovative LDS to corporate clients so as to meet their unique information needs. The collection types are wide ranging and of great varieties including Business, the Arts, Social Sciences, Humanities, Sciences, & Technology (that are usually available in reference and public libraries). Some subject categories relevant to corporate needs include Business, Management, Finance, Entrepreneurship, Leadership, Computers & IT, Personal Effectiveness, and Communications. Literature and fiction titles are aplenty and whose genres include Action-adventure, Crime, Fantasy, Horror, Mystery, Romance, Science fiction & Literary fiction. Besides meeting corporate needs (such as the latest management & innovation titles), the LDS collections also meet the personal development & recreational needs of the customer.

3. Innovativeness of the Library Delivery Service

LDS enables clients to innovatively leverage NLB’s comprehensive and updated collections and the advisory service in terms of regular quality title recommendations with synopses based on the clients’ competencies, via the online LDS portal, which are very popular with users who can easily browse and borrow them by a button click and the books are promptly delivered to their doorstep on the same day.

The individual corporate libraries would most likely not stock with a large collection that covers a great breadth and variety. The LDS effectively is a virtual library with hardcopies of library resources delivered to the users at their doorstep at a button click.

Other benefits accrue to organizations and corporations subscribing to the LDS include cost savings in terms of administrative, processing and item costs. Outsourcing the library collection for organizations with an in-house library allows for greater efficiency and effectiveness such as better utilization of staff resources and the premium office space. The clients could maximize the usage of information resources delivered to their employees at various locations, thus having quick and convenient access to information.

The Administration management

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module of the online LDS portal allows for mass LDS membership registration. Upon receiving the email notification of the new patrons from the client’s Human Resource (HR) department such as staff names, identify card numbers, email and office addresses, the NLB Account Manager will upload them in batches in the LDS online portal, and thereafter the users can have access to the LDS. Similarly for staff members who resign from the organization, the client’s HR will notify the NLB Account Manager who will remove the membership from the LDS portal after ensuring that there are no outstanding loans or fees.

4. LDS Operations

The individual staff member of the client can conveniently login to the customized online LDS portal 24/7 accessible via the client’s Intranet to browse, search, reserve, recommend, borrow & return library items. An online shopping cart is available for the users to deposit books selected before deciding to borrow. Each user is allowed to borrow up to four items for 21 days, & renew the items online once. A helpdesk/feedback email and help documentation are available online for users to refer and contact should they need any clarification or enquiry. The intuitive and user-friendly GUI of the LDS portal enables users to navigate and use easily.

When NLB receives online loan requests before nine in the morning, the items will be delivered by courier to users at their respective offices on the same working day, otherwise the items will be delivered the next day. Similarly items returned by users are collected from their offices. In the case for urgent delivery, books are delivered on the same day when requests are received before noon. A special LDS sticker is affixed on the cover page of NLB materials delivered to the users so as to differentiate these LDS items from those in Public Libraries. NLB provides the client with monthly loan reports and statistics for their decision making process.

In addition to leveraging NLB’s comprehensive collections for the Library Delivery Service, the client enjoys the remote storage service as well as collection services from NLB. The client’s owned collections are managed and stored with NLB. NLB provides the client with collection services where library items are purchased, processed, catalogued and inventoried on behalf of the client; and made available for borrowing to the client’s staff via the LDS portal, some of which are on a permanent loan basis. As such the client effectively can engage NLB to acquire and catalogue their collections, which are stored with NLB, on their behalf, (especially for more specialized titles), while at the same time to leverage the NLB’s extensive collections for the Library Delivery Service, enjoying the best of both worlds.

5. Information Needs of the Client

In order to make the NLB resources useful and relevant to the clients, we need to have an intimate understanding of the client’s corporate and information needs, such as the strategic intent and competencies of the client’s organization. Focus group discussions, interviews, surveys are some means to understand more about the client’s information needs. The analysis of loan
data provides rich information of the client’s reading patterns.

The client is a large organization whose staff members are seconded to numerous (47) different locations. Therefore one centralized, physical library is not really adequate to serve the information needs of its staff members. Furthermore the office space is a premium for the organization. The client would like to have convenient, prompt access to a wide range of quality, updated collection that serves the professional, research and information needs of the staff, while not having to employ full time librarians to manage a physical library and its resources.

6. Customer Relationship Management

In order to intimately understand the customer, we provide a dedicated Account Manager who is a single contact point to the client. The Account Manager builds a good relationship with the client through regular communication and feedback sessions, and has a good understanding of the client needs. During the contract renewal process, the Account Manager visited the client to listen and discuss any new requirements, and prepare the contracts accordingly. Any enquiries or clarification received via the LDS Helpdesk email or telephone calls are attended to within hours.

NLB actively seeks feedback from the client so as to improve customer satisfaction. The feedback from customers is that they are very satisfied with the LDS that enables them to have timely, convenient access to quality, updated collections, and the title recommendations provided on the online LDS portal are very useful as evidenced by the increasing loans.

The client is also very satisfied with the customer service provided by NLB.

NLB stays connected with and enable the client to leverage the NLB’s extensive resources and services, including interlibrary loans, online databases, e-books, library programmes, and invites to previews of annual NLB Book Sales. With a good working relationship with NLB, the client has access to NLB librarians for enquiries pertaining to NLB resources, and frequently receives NLB programming updates. The client has implicit trust and confidence that NLB will understand and satisfy their information needs. The client has been subscribing to the LDS since January 2004 up to the present, and is very satisfied with LDS that meets their needs well.

7. LDS Loan Statistics & Profiles

In order to understand the needs of the client as revealed by the actual loans so as to provide more relevant collections available for the client via LDS, analyses of LDS loans are carried out. A recent loan analysis by the Dewey Decimal Classification (DDC) Classes profiled is as shown below. The three most popular DDC Classes on loan were Technology (600’s), Social Sciences (300’s), and Philosophy & Psychology (100’s). The fiction titles were popular as well.

DCC 000’s
Web database applications with PHP and MySQL (Williams, Hugh E.)
DCC 100’s
Ask yourself questions and change your life (Harder, Arlene), A whole new mind (Pink, Daniel H.)
**14th Congress of Southeast Asian Librarians**

**Percentage of English Books on Loan by DDC Ten Main Classes**

<table>
<thead>
<tr>
<th>DDC Classes</th>
<th>Percent of Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td>000</td>
<td>7</td>
</tr>
<tr>
<td>100</td>
<td>8</td>
</tr>
<tr>
<td>200</td>
<td>19</td>
</tr>
<tr>
<td>300</td>
<td>37</td>
</tr>
<tr>
<td>400</td>
<td>0</td>
</tr>
<tr>
<td>500</td>
<td>3</td>
</tr>
<tr>
<td>600</td>
<td>5</td>
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<tr>
<td>700</td>
<td>1</td>
</tr>
<tr>
<td>800</td>
<td>3</td>
</tr>
<tr>
<td>900</td>
<td>17</td>
</tr>
<tr>
<td>Fiction</td>
<td>22</td>
</tr>
</tbody>
</table>

**Percentage of English Books on Loan within DDC 600**

<table>
<thead>
<tr>
<th>DDC Classes</th>
<th>Percent of Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td>613</td>
<td>14</td>
</tr>
<tr>
<td>621</td>
<td>2</td>
</tr>
<tr>
<td>635</td>
<td>2</td>
</tr>
<tr>
<td>649</td>
<td>14</td>
</tr>
<tr>
<td>650</td>
<td>12</td>
</tr>
<tr>
<td>651</td>
<td>2</td>
</tr>
<tr>
<td>658</td>
<td>52</td>
</tr>
<tr>
<td>Fiction</td>
<td>17</td>
</tr>
</tbody>
</table>

**DDC 200’s**
Little miracles (Lim, Peter)

**DCC 300’s**
Critical mass (Ball, Philip), Outliers ( Gladwell, Malcolm), Mastering self-leadership (Manz, Charles C.), Rich dad’s guide to investing (Kiyosaki, Robert T.), Fibonacci applications and strategies for trader (Fischer, Robert), The Google story (Vise, David A.), Dynamic governance (Neo, Boon Siong), Basic principles of Singapore business law (Andrew Phang)

**DCC 500’s**
Games, strategies, and managers ( McMillan, John), The essential John Nash (Harold W. Kuhn and Sylvia Nasar)

**DCC 600’s**
7 secrets of great entrepreneurial masters (Fishman, Allen E.), Idea mapping (Nast, Jamie), Presentations that change minds (Gordon, Josh), Project risk management (Chapman, C. B.),
Crowd sourcing (Howe, Jeff), Harvard business review on change, Coaching that counts (Anderson, Dianna L.), Blue ocean strategy (Kim, W. Chan), The winner’s attitude (Gee, Jeff), The world according to Peter Drucker (Beatty, Jack), Meeting excellence (Glenn Parker)

**DCC 700’s**
The Sense and sensibility screenplay & diaries (Thompson, Emma), The curious case of Benjamin Button (Scott Fitzgerald)

**DCC 900’s**
Dreams from my father: a story of race and inheritance (Obama, Barack)

**Fiction Titles**
The hitch hiker’s guide to the galaxy (Adams, Douglas), The cardinal of the Kremlin (Clancy, Tom), The kite runner (Hosseini, Khaled), Shopaholic & sister (Kinsella, Sophie), The Joy Luck Club (Tan, Amy), Waiting for Nick & Considering Kate (Nora Roberts)

The total numbers of loans in 2007 and 2008 were 1,989 and 2,320, respectively. The monthly loan statistics for 2007 and 2008 are shown in the graph below. The month with the highest number of loans in 2007 and 2008 was July, while the lowest were November and December when most users were away for holidays. However there is a loan quota of four books for each staff, some of whom may wish to borrow more than 4 books at one time. The client has agreed to markedly increase the number of loans per annum that their

---

### Monthly Loan Statistics in 2007 & 2008

<table>
<thead>
<tr>
<th>Month</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan</td>
<td>120</td>
<td>180</td>
</tr>
<tr>
<td>Feb</td>
<td>150</td>
<td>200</td>
</tr>
<tr>
<td>Mar</td>
<td>120</td>
<td>150</td>
</tr>
<tr>
<td>Apr</td>
<td>180</td>
<td>220</td>
</tr>
<tr>
<td>May</td>
<td>200</td>
<td>230</td>
</tr>
<tr>
<td>Jun</td>
<td>210</td>
<td>250</td>
</tr>
<tr>
<td>Jul</td>
<td>220</td>
<td>240</td>
</tr>
<tr>
<td>Aug</td>
<td>230</td>
<td>260</td>
</tr>
<tr>
<td>Sep</td>
<td>220</td>
<td>250</td>
</tr>
<tr>
<td>Oct</td>
<td>210</td>
<td>240</td>
</tr>
<tr>
<td>Nov</td>
<td>180</td>
<td>220</td>
</tr>
<tr>
<td>Dec</td>
<td>150</td>
<td>190</td>
</tr>
</tbody>
</table>

---

8. **Critical Success Factors of LDS**
The following are critical success factors of the Library Delivery Service.
<table>
<thead>
<tr>
<th>Critical Success Factor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost effectiveness</td>
<td>The costs involved in delivering value to the customer. One major advantage of LDS is that clients don’t have to own but have access to updated collections. (The value of books depreciates over time when contents are outdated; and recurrent cost is incurred to update to newer editions.)</td>
</tr>
<tr>
<td>Convenience</td>
<td>The convenience in obtaining book resources. Books requested by the client are delivered to their offices by courier on the same or next day. Books returned are also picked up by courier from their offices.</td>
</tr>
<tr>
<td>Variety of books</td>
<td>The variety of books in terms of breadth &amp; depth. A corporate library does not normally stock up a comprehensive collection.</td>
</tr>
<tr>
<td>Ease of use &amp; searchability</td>
<td>Ease of use to browse and borrow books from the system. LDS does not have detailed descriptions or reviews of books, unlike online bookstores such as Amazon.com that come with synopses &amp; reviews to help users in judging suitability.</td>
</tr>
<tr>
<td>Availability of new titles</td>
<td>The availability of new titles. A corporate library may not house many new titles due to the shelve space and costs. LDS is up to date with new titles.</td>
</tr>
<tr>
<td>Availability of quality books</td>
<td>The availability of quality, popular &amp; classic books.</td>
</tr>
<tr>
<td>Instant fulfillment /gratification</td>
<td>Instant fulfillment refers to the time taken to have the desired book on hand to meet the information needs. LDS is able to provide same day delivery of books selected by users.</td>
</tr>
<tr>
<td>Organizational perceived value</td>
<td>The overall perceived value provided to the organization. There’s limited tracking or accountability of books purchased from online bookstores; whereas books borrowed from LDS is tracked to the individual staff’s account.</td>
</tr>
</tbody>
</table>

9. Continuous Improvements

Currently the LDS portal is relatively passive using pull technologies and only basic tools are available to users for their searching process. The users do not have online interaction with other users, librarians or access to user-generated contents. NLB will be making enhancements to improve the LDS portal so as to incorporate some of the Library or Web 2.0 technologies and features such as blogs, tagging, RSS and other social network services.

Amazon.com is a good example that successfully leverages Web 2.0 techniques to enhance the customer’s experience and the information search process, including providing customer & editorial reviews and ranking.
tagging, recommendations of similar books, videos featuring the authors, customer discussions & online communities, etc. The LDS portal may provide relevant links to Amazon.com or Google Book that provide useful information about books including digitized table of contents and sample chapters for preview. Besides providing books and AV materials, the LDS portal could also be a gateway to online databases and relevant websites thus becoming a one-stop research and information portal. The following are some areas to explore for the continuous improvements of our Library Delivery Service.

Cost - An expanded customer base with scale economies will benefit (smaller) organizations with limited budgets.

Book recommendations based on profile - Recommendations/new arrivals based on individual’s profile & organization’s competencies on the LDS portal to aid the user’s book selection process.

Availability of book reviews - The availability of book reviews from other users or quality sources.

Resource hub - One stop resource hub integrated with online databases & e-books (“my library” folder).

Alerts via email, mobile - New titles alert via email or mobile phones.

Availability of new titles - Increase the availability of new titles for borrowing.

Library 2.0 features - The use of web 2.0 techniques such as blogs, RSS feeds of new arrivals & user-generated contents so as to enhance the user’s experience and aid in the user’s information seeking process.

10. Conclusion

In view of the increasing trend in outsourcing library functions (including the premium library space and library professional services) and the desire for organizations to embark the life-long learning programme for their staff members having access to comprehensive and updated collections, the Library Delivery Service is be a viable information resource for organizations.

NLB has the advantage of having an extensive collection of books that are regularly updated with newer titles that clients could leverage via the LDS. Individual organizations might not have the wherewithal to build such a comprehensive collection. The NLB collection covers a wide breadth and reasonable depth that most organizations find useful for lifelong learning for their staff or strategic planning activities. Customers value the ease of searching books online and the convenience of borrowing them as provided by LDS. In additional, customers value alerts on book recommendations (based on individual & organizational profiles) that can be easily accessed via email, mobile phones, and on the LDS portal.

BIOGRAPHIES

ACKNOWLEDGEMENTS

The authors are grateful to Mr Beh Chew Leng and colleagues at Client Services for their invaluable guidance and comments for this paper.
C. LIBRARY EDUCATION AND EMERGING TECHNOLOGIES

C1. LIBRARY EDUCATION

DEVELOPING STRATEGIES TO ENCOURAGE INFORMATION LITERACY AND IMPLEMENT DYNAMIC LIBRARY SERVICES:
SUGGESTIONS FOR LAO PDR

Nicole Gaston

received her MLIS degree from McGill University, Montreal, Canada, in April, 2008, where she was Chair of McGill’s “Librarians without Borders” student committee. After completing her BA in French from the University of Illinois in 2003, she worked for two and a half years as a volunteer in rural West Africa, where she received a grant to develop an information literacy program for primary school children. Ms. Gaston has worked with libraries in the United States, Canada, France, Benin, and Laos. She is currently working on a project in capacity building for library staff at the Central Library of the National University of Laos that began in June, 2008. The primary goal of this project is to encourage information literacy among university staff and students. She hopes to either find gainful employment in North America or pursue a PhD degree upon completion of her current project.

Affiliations: IL Project Volunteer, Central Library, National University of Laos Member of ALA, SAA

Qualifications:

Abstract

Due to a variety of factors, such as a lack of financial resources or governmental prioritization; the structure, mission, and functions of many libraries in some South East Asian nations have been left largely in similar conditions to those of the end of the colonial period. This has resulted in a lack of library services considered “modern” by western standards; and essentially out-dated institutions that cannot respond to the needs of the users in the 21st century. Several potential strategies exist that can help modernize the functioning of libraries in countries such as the Lao...
PDR. This paper outlines some of the key elements in developing effective strategies to create dynamic, user-friendly libraries that encourage educational development and information literacy. The majority of these strategies are aimed at training not only the library staff in more responsive and contemporary methods of providing library services, but also educating the end-users as to becoming information literate individuals. As the largest library in the country, the University Central Library (UCL) of the National University of Laos (NUOL) plays an extremely important role in creating a more information literate, educated population that can effectively pursue sustainable development. The development of new strategies aimed at encouraging information literacy and dynamic library services will result in a more knowledgeable, better informed public, capable of not only critical thinking, but also of participating and contributing to a greater extent in the global information society.

Introduction

In the current post-colonial environment, many countries are implementing educational reforms and restructuring the educational systems that are largely the legacy of foreign regimes. The process of developing a successful and culturally appropriate educational policy takes time and is the result of trial and error. Since the 1990’s, huge national resources have been invested into education and related initiatives in nearly every country in Asia to bring about substantial improvement and development in many different aspects of society (Cheng & Townshead, 2000). Not all of these educational reforms have met with success, and many people must receive training abroad to meet the demand for well-educated professionals in their home country. Many countries’ university systems lack adequate programs in certain disciplines to meet the need for trained professionals. The lack of a Library and Information Science university program in Laos is one example of this.

The library is of course very closely tied to education, both formal and informal. There exists a great opportunity for libraries to supplement traditional and western-based educational methods, and improve not only the general knowledge and literacy of a country, but also to encourage critical thinking skills and encourage educational development during these times of transitions. As the central library for the only university in Laos, and the largest teacher-training college in the country, the University Central Library (UCL) has great potential to have a significant impact on the knowledge of a large part of Lao society. However, despite this potential, and the trends to modernize education systems, many countries’ governments have neglected to consider the need to update their library facilities as well. In many western countries, such as the United States, libraries and information professionals are taking a much more pro-active, progressive approaches to librarianship. This includes a shift away from the traditional library
model, to a new, more dynamic one that aims to encourage information literacy (IL) and learning in new, unconventional ways.

While these trends have affected certain Asian countries, there remains a great deal of progress to be made in others. While many libraries may lack sufficient resources, including physical, electronic, and human resources, they still represent valuable community assets in many places. The library has the potential to play an extremely important role in many people’s lives if a more dynamic model were adopted.

**What is a dynamic library?**

Essentially, dynamic refers to a library that is not static; meaning one that changes as needed. The dynamic library should change as a variety of cultural, social, economic, educational, and technological changes are also taking place. Culture, society, and the other aforementioned factors are not fixed influences, but rather change and transform over time; sometimes moving progressively towards the future, other times reacting to outside influence by implementing tradition-orientated policies. Thus, the library must also be prepared to respond to cultural and societal factors. A library that adapts to the current needs of its users is the one that is ultimately the most indispensable and successful. Research has shown that libraries that implement policies based on user suggestions or user-needs surveys are more successful than those that act without consulting their users. According to a study conducted by the US governmental organization, the Institute of Museum and Library Services, although a number of projects participating in the study pointed out how difficult it can be to gather information about current and potential users and their needs, the level of success of the projects with responsive users show that the results are worth the effort (4). Periodic self-evaluations of library use and user satisfaction provide excellent ideas and models for necessary modifications to ineffective or obsolete practices that must be altered. The needs of library users change as their living conditions change; it is the alteration of such practices in response to user-needs that creates the dynamic library.

**What is Information Literacy?**

If a dynamic library is one that adapts to changing user needs, then information literacy could be described as the processes through which the user defines his or her information needs, and then tries to fulfill these information needs. Most western-orientated models describe information literacy as a set of skills, many of which are related to information and communication technologies (ICT), that imply that a person is able to effectively define their information need, locate, evaluate, and use the information as needed. However, this standard definition is not contextually relevant in many developing countries. Therefore, this definition has been modified to more accurately describe the processes required to become an information literate person by Drs. Gorman &
Dorner. The have arrived at the following operational definition, more appropriate to the South East Asian context:

The ability of individuals or groups
• to be aware of why, how and by whom information is created, communicated and controlled, and how it contributes to the construction of knowledge
• to understand when information can be used to improve their daily living or to contribute to the resolution of needs related to specific situations, such as at work or school
• to know how to locate information and to critique its relevance and appropriateness to their context of knowledge (Dorner & Gorman 284).

The link between information literacy and critical thinking is clearly made in the above definition. We define critical thinking as the ability to make judgments and process ideas critically, that is; with a critical thought method that requires the synthesis of information, as well as introspection and rational evaluation (Moore & Parker 3). The obvious relationship between IL and critical thinking is that they both encourage individual thought processes aimed at not only understanding information, but also being able to evaluate it and form new knowledge and new ideas. Critical thinking is an integral part of learning and education, and IL has the potential to encourage deep, rather than surface learning, and to transform dependent learners into independent, self-directed, lifelong learners suggests Christine Bruce (np).

Why are these skills valuable?

According to UNESCO “Education is the primary agent of transformation towards sustainable development, increasing people’s capacities to transform their visions for society into reality. Education for sustainable development teaches individuals how to make decisions that consider the long-term future of the economy, ecology and equity of all communities” (UNESCO). Thus, one can argue that education is the most important tool that increases a country’s social and economic development. An information literate population not only seeks out new knowledge, but also creates new information and is engaged in the educational process. According to a 2001 report by K. Sisavanh, the Lao government has officially adopted the learner-centered approach in public schools and revised its teacher training curricula to reflect these new teaching/learning strategies (265). However, many schools are finding it difficult to integrate learner-centered approaches into their day-to-day teaching in public schools. Despite being trained in the new methods, sometimes resources or supplemental materials are not available. Also, the tendency for Asian cultures, such as Laos, to be collectivist rather than individualist according to Geert Hofstede’s dimensions of culture, may also be a hindrance to developing effective information literacy education (ILE) programs in Laos (Dorner & Gorman 288). Therefore one must consider the following question: In encouraging independent, individual
thought, are we discouraging traditional values and societal norms? Perhaps information literacy and critical thinking skills are values that are held with higher regard in western, individualist cultures, and these values cannot be imposed on non-western or collectivist cultures. However, one can argue that even in developing countries, regardless of their traditional values, most individuals will encounter western influences, multi-national organizations, and participate to some degree in the global economy of the 21st century. Thus, it can be assumed that even in developing countries capacities such as critical thinking are essential.

**How can Laos’s libraries adopt a more dynamic model that integrates information literacy education (ILE)?**

Bruce suggests that education centers all over the world need to pursue the pathways of information literacy education, in order to support, and bring to maturity, the embryonic educational systems that are emerging in response to the lifelong learning vision (np). This statement makes evident the extremely important role of the Central Library of the National University of Laos, in creating a more information literate, educated population that can effectively pursue sustainable development.

*In my experiences as a volunteer at the Central Library of the National University of Laos, I have had the opportunity to witness first hand the challenges faced by libraries in developing countries in South East Asia. Due to many historical factors as well as present conditions, Lao libraries fall behind the modern standards for libraries in many western countries. This is of course, to be expected considering the developing state of the country; and it is important to mention that many improvements have been made, and are continuing to be made to the present situation of libraries in Laos. Despite the limited support, limited training, and limited resources available to libraries in Laos, there are ways in which Lao libraries are modifying their services and collections to respond to the needs of their users. Recently the UCL implemented a variety of new procedures and practices to aimed at offering improved library services and promoting information literacy. This includes changing from a print-based card catalogue to an electronic one, the adoption of new ILS software, as well as the development of an OPAC, accessible from anywhere in the world, and more. According to research done in other developing countries under going similar times of transition, the non-dynamic library risks becoming irrelevant as the emerging new educational system is redefined, reshaped and refocused (Oladokun 104). This study argues that the least the library can do is to be proactive, swift and responsive, and to adapt and transform to meet the new demands (ibid).*

Therefore, through developing strategies to encourage information literacy and provide more dynamic library services, the Lao library will be able to more effectively provide educational resources to the Lao people. This can be done in a number of ways, primarily through knowledge sharing. Knowledge sharing is a systematic process for creating,
acquiring, synthesizing, learning, sharing and using knowledge and experience to achieve organizational goal (Sethumadhanav 1). Currently, library staff in Laos tends to guard their unique knowledge and skills as professional secrets. However, according to research published by Statistics Canada, a knowledge-sharing culture is extremely important for business success (Earl 10). A knowledge sharing culture includes having a "value system or culture promoting knowledge sharing"; "encouraging experienced workers to transfer their knowledge to new or less experienced workers"; and "using teams which bring together people with different skills" (ibid). One of the biggest challenges changing the mindset of people from believing that "knowledge is power" to believing that "knowledge sharing is power", and that an open exchange of information will in the end produce the best results for the entire organization (Sethumadhanav 3). According to Statistics Canada, for the past 10 years many organizations have begun implementing knowledge-management programs aimed at increasing the amount of knowledge sharing among their staff, the majority of which have been very successful (Earl 10). If an exchange of knowledge were to take place between library staff throughout the country, as well as external consultants or experts, this would facilitate the development of effective strategies for improving library services. The development of such strategies must be an iterative process, and involve input from all parties, based on factual data about available resources and user needs.

I am of the opinion that there are two main areas in which new strategies could be developed based on my observations. The first area is the administrative and procedural functioning of libraries, in particular the NUOL Central Library, due to my personal experiences there. The second area is professional development and end-user training. All of the strategies I suggest are merely based on my own experiences, and I am well aware of the fact that it would only be in a close partnership with my Lao colleagues that effective strategies could be developed. My aim is not to criticize Lao libraries, but to be realistic. I have kept in mind the realities of the extremely limited financial resources available to the UCL while drafting this paper, and I realize that many of these strategies might be difficult to implement at the present time, so I offer them only as suggestions based on my opinions. Also, I find it important to mention that many of the suggestions below are already part of the library’s strategic plan and will be implemented in the near future.

Adapt Policies and Procedures to Respond to User Needs More Effectively

Strategies aimed at improving library services will only be effective if they respond to actual user needs, and should be developed and prioritized accordingly. By responding to its users suggestions and critiques, the dynamic library will ensure user satisfaction and promote life-long learning.

Conduct informal user needs surveys
As previously mentioned, research
has shown that user needs surveys are among the best tools in developing effective library services. The University Central Library collects data regarding user satisfaction once a year. If the users were encouraged to provide informal data about their perceptions of the library, this might offer staff a more candid, realistic view of the user’s satisfaction with the services provided. The library has already implemented several important new services to respond to user needs, and have recently had success with a variety of new practices, including offering internet access and an OPAC of all the library materials available on any computer with internet access, in Lao and English.

**Encourage staff and user interaction**

Many library users are quite reluctant to approach library staff. This can be the result of a number of factors, including cultural barriers. If the users were encouraged to interact with the staff more, and not be shy about asking questions or for assistance, not only would the valuable knowledge of the staff be transferred, but the user’s overall satisfaction of the library would also improve. By interacting more with the users, the staff could also develop a clearer idea of user needs, and respond to them in a dynamic fashion.

**Improve hours of service**

Academic libraries in North America have been successful at providing high levels of user satisfaction by responding to user needs, with particular regards to opening hours. Many academic libraries even offer 24-hour access to the library during examination periods. Due to limited support, the UCL’s hours of operations are roughly 50 hours per week, and this may make it difficult for some end-users to access the library’s resources.

**Relax borrowing/membership regulations**

Intimidating membership regulations may discourage library use. Currently, students must re-register for library membership each academic year. The current registration and borrowing procedures at UCL are remnants of the bureaucratic and excessively complex systems employed by many governmental organizations in developing countries. The simplification of such practices would encourage use of the library, and save time for library staff.

**Reorganize library / Create an “Information Commons”**

The “Information Commons” is an area in which discussion and interaction is encouraged, and computers and electronic resources as well as library printed materials are used in a more relaxed environment. A room designed for such purposes has already been suggested by the library director in the design of a new library building, pending funding. This would encourage knowledge sharing and user interaction.

**Provide wireless internet**

Many libraries in Thailand and other neighboring countries have successfully integrated wireless internet access into their services offered. This allows for
greater access to e-resources and will encourage students to use the library more often. The library already offers internet access from a computer lab in the building, and if wireless internet were offered, this vital aspect of modern libraries could be expanded upon.

**Unify fragmented library system**

At NUOL, several branch libraries exist, yet the system is quite fragmented and generally, the branch libraries also require individual membership, separate from student enrollment fees or membership fees for the UCL. Not only could some tasks be centralized, such as cataloguing, but it would also eliminate duplication of certain materials or tasks, and therefore be more efficient than the current system. The creation of such a unified system is part of the UCL’s strategic plan, and the administrative nature of the current system is a result of the previous structure of the university system prior to the creation of the NUOL. Libraries in North America have been successful in increasing efficiency and offering more user services through cooperative working partnerships with other libraries.

**Encourage Staff and User Development**

Staff development is an essential component of providing dynamic library services and encouraging information literacy. The low level of professional education of public library staff was found to impede innovation in library programming in South Africa (Hart 48). The same is most likely true for academic library staff. Improving professional education in librarianship for staff and training for end-users will also encourage information literacy and result in a more dynamic library environment. However, most research has shown that the most effective way to increase information literacy among learners is by curriculum integration. Therefore the suggestions for the UCL library are as follows:

**Provide more adequate training to library staff in information literacy and librarianship.**

Staff development, in the Lao language, and in the area of librarianship, could be greatly expanded. Certain staff could be provided with additional training in the English language, which is particularly important for effective use of e-resources and to take advantage of potential training opportunities abroad.

**Encourage knowledge sharing among library staff**

As mentioned previously, knowledge sharing is an essential component of effective organizational management. Many library staff members are extremely knowledgeable, and with some motivation, could easily be encouraged to share this knowledge with other staff. This would improve over-all functioning of the library, and offer better service to end-users.

**Focus on customer-service/reference skills**

Dynamic libraries in many parts of the world are taking proactive, progressive approaches to customer services. This includes changing some library staff’s
perceptions of the end-users, and emphasizing user satisfaction. Some Lao library staff may also require their perceptions of end-users to be altered to fit the 21st century model of a dynamic library.

Advocacy for librarianship

While several professional associations exist (LLA, LALIC), librarianship is still a relatively unknown profession in Laos. In fact, in the Lao language, many people are not familiar with the term “librarian”. While a Lao word does exist, many people do not know what it means, and instead “I work in a library” is the most widely understood way of describing librarianship in the Lao language. The distinction between library staff and a librarian is not understood by some Lao people, just as in many developed countries. This is due to the still under-developed nature of libraries in Laos. Library staff could work towards promoting libraries and advocating for their profession.

Encourage faculty or community collaboration

Oladokun and other researchers on ILE in developing countries suggest that Faculty-Library collaboration is an essential tool in creating information literate students (104). He also suggests that collaboration among libraries is crucial to successful information literacy education program implementation (ibid). Collaboration between library staff trained in ILE and university faculty to develop curriculum-integrated information literacy programs can take advantage of the library’s human and material resources. This will result in the library adapting to user needs, thus becoming more dynamic, sharing knowledge with faculty members, and fostering an information literate student body.

Training for end-users

It would benefit the entire academic community of Laos if the library increased training opportunities for end-users beyond the simple “library orientation”. Workshops on a variety of different library-related topics, as well as information literacy could easily be offered to end-users. Short workshops, or “Info sessions” could easily be held regularly in the library, with different staff taking turns teaching different skills or knowledge. Many important academic skills, such as citation, are often not taught by the faculty due to time constraints, and therefore the students are not familiar with some basic academic skills.

Advocate for Information Literacy Education in schools and libraries

As of yet, ILE is a relatively unknown term in Laos. By advocating for ILE in schools and libraries around the country, introducing ILE-integrated curricula into existing primary, secondary, and post-secondary teaching will be made much easier. Once library staff are sufficiently trained in ILE, they can act as champions for IL throughout the country.

Conclusion

Western countries have had a lot of success and seen massive increases in the number of library users due to the
simple adoption of new, more user-friendly policies. The adoption of these policies was a response to user needs, and has been effective in promoting information literacy and increasing knowledge among the population of these countries. In order to effectively develop an information literate, well-educated population, South East Asian nations must also adopt innovative approaches to library services. This means a variety of steps need to be taken, from staff training and human resources development, to more flexible registration procedures, and providing materials and services that are relevant to today’s library user. The suggestions and considerations mentioned in this paper are written from the perspective of an American, trained in information science in Canada, with first hand experience working in an academic library in the Lao PDR. All of these combined experiences have resulted in a unique perspective on information science, and the challenges and opportunities to developing a dynamic, effective library in South East Asia.

References


THE ROLE OF LIBRARY AND INFORMATION SCIENCE EDUCATION TO ADDS COMPETITIVE VALUE IN GLOBAL ECONOMIC

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EDUCATION BACKGROUND

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EXPERIENCES

2. Trainer for school Library Management at Surabaya 2005

RESEARCH EXPERIENCES

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14th Congress of Southeast Asian Librarians

CURRENT RESPONSIBILITY
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Abstract
In the global economic situation indicated by borderless and timeless human interaction, people may conduct business globally. There is no significant problem with language, geographical barriers, and different time zone. With the information technology development, those problems are easily to be solved. Information technology helps people to eradicate time, space, and language problem. People now compete across borders. The competition is not only in business and economic age, but also in information field that involves librarian, information specialist, and others which are too many to mention.

Library and information science field of study is one of science that is available in order to create professional librarian or information specialist. Therefore, the institution that conducts this course should be aware of the global competition by providing good and comprehensive unit courses for students.

This paper will assess the universities in Indonesia that conduct Library and Information Science (LIS) education program. There are more than 20 institutions that have Library and Information Science course. There will be an analysis of the units that has been offered to students. The questions will be as following: are the units in the LIS course has international standard? Does each university have a specialty? How do those institutions add value to their LIS course to sustain in global economic competition?

Keywords: LIS Education, competencies, Indonesia, Curriculum

Library and Information Science (LIS) Education in Indonesia
The twenty first century had been predicted as the period where there would be vast changes of human civilization. The period later known as an era of globalization brings various innovations in nearly all aspects of human life. This era seems to offer a new concept of human interaction, the one which is not limited by the country borders, and thus make the exchange of ideas may occur in any possible forms. The technology advancement has developed the possibility to exchange information.

The enhancement of technology has made information, as the important feature of post-modern society, as a commodity which is easy to disseminate, reformulate, and commercialize for certain purposes. This reality encourages those in academic setting to think of redirecting the orientation of the library and information science education
to face those mentioned global changes. This library and information science education is not merely oriented to the capability to gather and process information, but also to the capacity of designing the information, knowledge management, as well as information dissemination supported with appropriate marketing strategy and advanced information technology. With those new future and global orientation, it is expected that the library and information science education is capable to compete in a more shared and extensive global market. Sulistyo-Basuki (1991: 234) argues that the longer the existence of an information unit, the more progress it possibly would make. The advancement of those technology should be followed by the development of the quality of human resource. Although the fact shows that the technology advancement is much more faster than the one of human resource and thus there is an urgent need to review the education systems of most Indonesian educational institutions.

Realizing the importance of the library and information science education to develop Indonesian human resource, the Indonesian government, particularly those from educational sides, should include this education as a crucial part in developing better skilled and capable human resource. For this reason, there should be a kind of integrated improvement of library of any kind including the hardware, the software, and the brainware to prepare to respond and to adjust to the changes.

Historically, there had been a special education for librarian and library professional since the beginning of Indonesian independence in 1945. This indicated that the government put a high stake on the importance of this education to the development of knowledge and science in general. In the last decade, there has been significant growth of the number of higher educational institutions providing library and information science education. Based on the report from a university visit program conducted by Labibah Zein and funded by Indonesia-Canada Higher Education project, in 2007, there are 27 higher educational institutions providing librar and information science across Indonesia and these cover several different levels including diploma certificate, bachelor degree and post graduate studies.

The library and information science education in Indonesia appears in different names and organized by different departments. These varieties are based on the core competencies adopted in the curriculum applied by the institutions (Rusmana, 2004). The local content, in addition, also contributes to the differences of the establishment of this LIS education. A survey by Departemen Ilmu Informasi dan Perpustakaan in 2006 showed that the LIS education graduates have short waiting period after graduation that those graduated were well employed.

There is an obvious contrasting facts about LIS education. In one hand, this education is highly demanded by the society, and on the other hand, this LIS education is not well recognized by the majority of the society. This can be seen from the small number of high school graduates who are going to apply to study in this program. Quite frequently, the university accepted those who are not qualified to meet the seats allocated for this program. As a result, the LIS graduates get difficulties to achieve the standard competencies.
offered in this program. Besides, librarian and library professional are not socially recognized by most Indonesians and this results in the low payment of this profession in the work place.

There are several other issues challenging this LIS education in Indonesia including the issues of professionalism, accountability and credibility, funding and standardisation, as well as the usage of information technology.

LIS and Competencies (Pendidikan Ilmu Perpustakaan dan Kompetensi)

Through the librarianship program, it is expected that this program takers are to achieve competencies in managing information, documentation, and library management. These competencies will equip the librarians with a capacity to better organize and manage library available in the society.

Competencies of LIS education graduates become inseparable parts of competencies that should be possessed by a professional librarian in general. LIS educational institutions are responsible to provide education that deals not only with hard skills but also with soft skills. In line with what Prof. Dr. Laili bin Hashim & Ms. Wan Nor Haliza Wan Mokhtar (from Faculty of Information Management Universiti Teknologi MARA (UiTM)/ MARA University of Technology, Malaysia in her writing entitled *Trends and issues in preparing new era librarians and information professionals*) suggests that LIS education equip its graduates with soft and hard skills to develop their professionalism.

Professional Competencies

• has expert knowledge of the content of information resources, including the ability to critically evaluate and filter them.

In practice, with the technology advancement nowadays, a professional librarian is expected to have a capacity to access and evaluate the information sources in terms of accuracy, relevance and effectiveness.

• has specialized subject knowledge appropriate to the business of the organization or client.

A specialized subject is one of the criteria should be owned by a professional librarian particularly those who work in distinguished area. This specialization equips the librarians with the capacity to perform certain tasks and to better provide services for public.

• develops and manages convenient, accessible and cost-effective information services that are aligned with the strategic directions of the organization.

• provides excellent instruction and support for library and information service users.

• There is a fact that most libraries and other similar service for information source require uniformity, regularity and consistent. This includes the availability of manuals and supporting facilities to perform better services for public.

• assesses information needs and designs and markets value-added information services and products to meet identified needs.

Information need assessment is conducted by the librarian to meet the needs of library users. This assessment process covers strategies to conduct the assessment process, to design
information products with additional values as well as to market those products.
• uses appropriate information technology to acquire, organize and disseminate information.

Information technology has recently been an inseparable part of human life. Especially those in IT related professions such as librarian and library professionals. For this reason, the knowledge and skills in using information technology is urgently required to gain, manage and disseminate information for public.
• uses appropriate business and management approaches to communicate the importance of information services to senior management.
• develops specialized information products for use inside or outside the organization or by individual clients.
• evaluates the outcomes of information use and conducts research related to the solution of information management problems.
• Continually improves information services in response to the changing needs.

The information technology has influenced the people’s needs for information. The facilities and media used to access the information contribute to the complexities of the users’ information needs. Librarians as a medium between users and information should be able to develop their capacity to provide better service for users in accessing information.
• is an effective member of the senior management team and a consultant to the organization on information issues

Personal Competencies
• committed to service excellence
• seeks out challenges and sees new opportunities both inside and outside the library
• sees the big picture
• creates an environment of mutual respect and trust
• has effective communications skills
• Works well with others in a team
• provides leadership
• plans, prioritizes and focuses on what is critical
• committed to lifelong learning and personal career planning
• have personal business skills and creates new opportunities
• recognizes the value of professional networking and solidarity
• is flexible and positive in a time of continuing change

From the preceding section it would seem that there is an abundance of potential roles for the librarian. To take up these roles will require careful and timely preparation. Preparedness is a key issue in repositioning ourselves for new roles. Preparedness includes content knowledge and related skills but, more importantly, it includes survival skills. The following are a few suggestions that could also shape the teaching approach, assessment methods, etc. Survival skills could include the ability to:
• carry out environmental scanning and rapid decision-making
• critically analyze the professional domain and where it is heading
• employ time management to keep librarians from putting off preparing for new roles
• manage change
• work collaboratively (it is impossible to monitor new
developments alone)
• study independently
• think creatively
• assess one’s strengths, weaknesses and progress in continuing learning

When considering the roles that have been discussed and their requirements, it seems that, apart from survival skills, new era librarians should focus more on affective skills and characteristics such as:
enthusiasm for life-long learning and new roles
will-power (because nothing will come easily)
assertiveness
creative thinking
self-confidence
innovativeness
Professional ethical standards and social responsibility;
project management skills;
critical, reflective, and creative thinking;
problem-solving skills;
ability to build partnerships and alliances; (Public Private Partnership)
effective team relationship skills;
self management skills;
a commitment to life-long learning;
relevan t information and communications technology and technology application skills;

CORE COMPETENCIES
• Demonstrates a strong commitment to excellent customer service.
• Recognizes and addresses the diverse nature of the library’s patrons and community.
• Understands and supports the culture and context of the library and, if applicable, its parent institution.
• Demonstrates knowledge of the library system and the library profession.
• Understands the social, political, and economic context in which the library exists.
• Demonstrates knowledge of library and information science theory, information creation, organization, and delivery.
• Adheres to the Code of Ethics of the American Library Association.
• Exhibits leadership skills including critical thinking, risk taking, and creativity, regardless of position within the management structure.
• Demonstrates commitment to working with others to achieve common goals.
• Acts within the organization to implement the principles of knowledge management.
• Exhibits an understanding of the importance of a multidisciplinary and cross-functional approach to programs and projects within the organization.
• Monitors and implements changes in technology and information systems.
• Shares knowledge and expertise with users and colleagues.
• Displays excellent communication skills and is able to promote the library and advocate for its needs.
• Communicates effectively with publishers and other information providers to advance the interests of the library.
• Recognizes the value of professional networking and actively participates in professional associations.
Actively pursues personal and professional growth through continuing education.

Adapted from the American Association of Law Libraries’
Competencies for Law Librarianship Approved by NJLA Professional Development Committee February 28, 2006;
Approved by the NJLA Executive Board March 14, 2006
There is an urgent need to review and to some extent revise and redesign the curriculum for LIS education to achieve those mentioned professional, personal and core competencies.

LIS CURRICULUM
The curriculum should be developed based on the new paradigm that consists of several course units to equip the LIS students with the capacity to manage and design information supported with technology advancement to meet the expectation of the society and the changes in the society. At this moment, the curriculum applied in higher education providing LIS education focuses on four main competencies covering collecting, processing, disseminating, and preserving, of which those all involved information technology (IT).

Using international standard as the basis to redesign the curriculum indicates that LIS education prepares its graduates for global competition. Global economic and trade require all countries across this globe to realize the existence of global competition. It is suggested that the curriculum can accommodate all aspects needed by professional librarians.

All the LIS education providers in Indonesia need to sit together to discuss curriculum to be applied nationally by reviewing the curriculum of LIS education used in other countries. For example, the Queensland University of Technology Australia establishes a cooperative scheme with such various institutions as industry, national library, and other universities as well as other related institution including book suppliers and journal publishers.

Such core course units as information seeking, information infrastructure, information organization, information access, information services, sources and products and information literacy are units necessarily included in the new curriculum design. University of Indonesia has adopted some of those units and in Monash University, QUT and UNISA those units are compulsory to students doing LIS education.

Developing the curriculum can be one of the ways to develop the quality of education. The other way that can be done to improve the education in Indonesia is to improve the teaching methods and teaching skills of the lecturers. The lecturers are expected to develop their teaching skills to inspire their students. There are ways to improve the lecturers’ skills including active participation in international events. This participation is very important to upgrade the knowledge. The ability to communicate in foreign language is also crucial for the LIS graduates to compete in the global arena. Involving students in the research is also one way to improve the quality of LIS education graduates.

The Constraints of LIS Education in Indonesia
There are several constraints encountered by LIS education in Indonesia other than just financial constraints. Generally, there are no defined standard for LIS education in
Indonesia due to the absence of communication among LIS education providers in Indonesia. The Indonesian Librarian Association, as an organization for librarians, has no authority to assess the quality of LIS education in Indonesia (Sulistyo-Basuki, 1993, 44). Furthermore, the applied curriculum in LIS education in Indonesia has a flaw that it has not yet accommodating the IT requirement in LIS education (Zain, 2001). For this reason, the curriculum should be reviewed to gain such success in LIS education as other countries. This problem should be firstly solved in order to provide solutions for other problems. If the curriculum is well developed then the department can decide the ther aspects like the number of teaching staff and the facilities to support the application of that revised curriculum. A depth thought planning stage is necessary to design the curriculum with a global orientation. The curriculum should answer the problem how the LIS education graduate in applying their knowledge in their workplace. This competence is indicated by the ability of the LIS education graduate to perform tasks required by certain types of library. There should be a research in order to design standardized competencies to be applied across the nation.

Indonesian Librarian Association (Ikatan Pustakawan Indonesia, IPI), unfortunately, has a very limited roles in assessing the quality of LIS education in Indonesia. This is in opposite situation from American Library association (ALA) which plays important roles in assessing the LIS education particularly in Northern America. To develop the LIS education in Indonesia, there should be a clear definition of vision, mission, objectives and goals of LIS education.

Another constraints in LIS education in Indonesia is that it focuses more on teaching technical skills. This contribute to the misleading understanding of librarian as a profession among the society in general. There is a common held assumptions that librarian is not a prestigious profession. In other countries, in contrast, the LIS education occupies prestigious position among other social sciences. In addition, there is a very lack appreciation towards this profession among those in academic and government institution.

LIS education oriented to the mastery of library and information science is believed to support the appropriate and effective implementation of technology to make the IT based society come true. The underestimation of LIS education contribute to the inefficiency of IT usage in LIS education.

The LIS education is also believed to be the balancing factor of the domination of IT use solely for commercial and industrial purposes. Through the comprehensive and thorough understanding of philosophy, knowledge and methodology of LIS education, the librarian and library professional might play role as facilitators to use IT to develop Indonesian qualified human resource. The underestimated position of LIS education causes the minor roles might be played by the librarians and thus most of the librarians merely become the users of technology and lack of opportunities to develop the society.
There should be an integrated development, including the curriculum and LIS educational process, to produce qualified LIS education graduates. In addition, the LIS education provider should consider the real requirements of Indonesian to provide a specialized subject in LIS education.

Conclusion
There is a shared responsibility to better develop LIS education among the government, educational institutions that provide LIS program, professional association, national library, book publishers and any company that employ LIS education graduate. LIS graduates have to possess broad range of capabilities to meet the highest demand in the information sectors (academic, corporate, government) to meet the global challenges in new millennium. The government should establish a formal board such as National Accreditation Agency for Quality Assurance and Achieve Standards of Excellence that has a concern to develop and improve the LIS education in Indonesia.

It is further suggested for LIS education providers to make a radical Change in LIS Curriculum and syllabus keeping in view the need of Information Workforce in the National/Global Market, LIS Schools and Educators must be committed to act as qualitative Problem Solvers and Effective Information Managers, Creativity, innovations in Teaching, Learning and Research lie with Educators in the Transfer of Knowledge, Academic-Need based Curriculum and Syllabus Enriching Professional Knowledge, some refresher course and more orientation course, short and long term programs such as seminars, conferences and workshops be organized at regular intervals by library schools and library associations and to improve quality of research, talented scholars should be provided financial assistance by research organizations.

REFERENCES


**Providing Information Literacy Skills Training at Tertiary Education as Mean to Advocate the Value and Services of Library in Cambodia**

**Wanna Net & Khiev Sopheaktra**
Hun Sen Library of the Royal University of Phnom Penh

**Wanna Net** is a Senior Librarian at the Hun Sen Library of the Royal University of Phnom Penh. He holds a Bachelor degree in Business Administration (Management) from the National University of Management (Cambodia), a Master of Library and Information Sciences (MLIS) and a Graduate Certificate in International Development and Policy Management from the University of Washington (USA). He joined the Hun Sen Library in October last year but he had spent six months in this library before leaving for his studies in 2006. His area of interests is information literacy and one of his goals is to establish a library school in Cambodia. (net.wanna@rupp.edu.kh)

**Mr. Khiev Sopheaktra** had been selected to be system administrator assistant in the library since 2001, and in August 2007, he has been appointed to be system librarian. His main responsibility in the library is manager of library IT unit which is working on managing, customizing and developing library automation system and Web master for the local library website. Khiev Sopheaktra received a Master of Information Management from Curtin University of Technology, Australia, and B. Sc in Computer Science from Royal University of Phnom Penh, in 2007 and 2000, respectively. Since he was selected as system administrator assistant in the library, what he has significantly achieved is migrating library automation system (ALEPH 500) to the library within installing Internet service for library staff and users. (k.sopheaktra@rupp.edu.kh)

**Abstract**

Even though the current library and information science sub-sector has begun to grow in Cambodia, its conditions are still underdeveloped comparing to other countries in the region and in the globe. The concept, roles, and value of the library are not yet well-recognized in Cambodia. Because there is no functioning library system operating at both primary and secondary level of education, almost all freshmen has no experience in accessing and using library and its available resources. In order to ensure and enable those students to achieve their academic goals and professional career, the Royal University of Phnom Penh, through the Hun Sen Library, is the only university in Cambodia that successfully provides such information literacy program to the foundation year students. An overview of the current state of library conditions in Cambodia will be briefed following by a discussion about the needs of the information literacy skills training in Cambodia. The paper will also further discuss about how this information literacy training program can serve as mean to advocate the library values and services in Cambodia and its impacts.
Introduction

Library is widely and highly recognized as the life-long learning center that provides life-long education for all. Through its available resources and information, the library can successfully influence people’s life and enable them to accomplish their personal goals.

Unfortunately, this invaluable role of the library is being hidden and not yet highly recognized among Cambodians. Not many people in Cambodia see and understand this powerful role of the library. The library conditions are very much underdeveloped. There is no library school or a proper functioning library system operating at any level of education.

Royal University of Phnom Penh (RUPP), the leading higher education institution in Cambodia, and the Hun Sen Library of RUPP is also the leading library in Cambodia, believe that providing literacy skills training to students at tertiary education level is a must because it is one of the key factors that can enable and empower them to achieve their educational goals as well as their career goals. Further, it also provides students the encouragement and motivation to come to the library while at the same time contributing to raising and promoting the awareness of the library’s roles, services and its value in Cambodia. For this reason, RUPP has initiated the information literacy skills training program to teach the foundation year students at RUPP since early 2000s.

Rationale for the Program

History overview

Cambodian is well-recognized as one of the oldest nations in Asia while the library concept and work in this country are believed to take place in a comparable time frame to this nation. The undeniable evidence to this can be testified by most historical archeology sites. For instance, the complex of Angkor Wat that was built in the 12th century was included two main library buildings - one on the north and another one was on the south sides of the complex. A century older than Angkor Wat complex is Wat Ek and Phnom Chisor sanctuary that were built in the 11th century also comprised of the library buildings (Jacques & Lafond, 2007). We strongly believe that the library history work must be dated back much older than this if we have enough time to further explore.

During the French colonial administration (1863-1954), when Khmer language was at risk as a French colony forcefully introduced French language at every level of education in Cambodia, Buddhist pagodas played very critical roles in preserving and protecting the native language of this old nation. In 1924 the National Library was opened to serve as Directorate of Archives and Libraries of Indochina (Bywater, 1997). Then in 1930, the Buddhist Institute, formally known as the Royal Library that served as a study and research place for Theravada Buddhism in 1925, was established (Bywater, 1997).

Unfortunately, the wonderful history of library development work in Cambodia was disrupted and destroyed during the Khmer Rough Regime (1975-1979), which marked the worst period
in Cambodian history as everything in this country turned upside down. For example, the national infrastructure was destroyed, the country’s economy down to zero, and over one million people including the intellectuals and scholars were died of starvation and execution (Chandler, 1991). An example to this was that only six out of 46 staff of the National Library could survive through this cruel Regime (Bywater, 1997).

The current state of the library conditions

Even though library and information has now begun to grow, the library conditions in general are considerably poor comparing to other countries in the region. Even though in general library exists at most schools, they are not properly functioning due to several problems including lack of appropriate resources, shortage of skilled staff, low salary for staff, and the lack of funding (Eastman & Read, 1992).

Libraries are often seen as storage to old and outdated books and materials that are no use to the users. Some libraries are operated as closed rooms and locked and allowed to use upon request by staff or students. Some others mainly hold textbooks for students to borrow annually for their class while reading space is very limited (Buchan, 1992).

Currently there is no library school in order to train people this important expertise to meet the desperate demand in the field. There are very few current librarians got trained in western and industrialized countries while the majority of them have never received any type of formal education in the field besides on-the-job training. It is very true that most of those librarians were formerly teachers (Buchan, 1992). Furthermore, due to the low salary of average around $35 a month from the government and in order to survive in a high inflation of economy, these librarians have no choice but to accept a moonlight job.

Consequently, the information literacy skills among most students who come to tertiary education level are next to none. These students do not know how to use and benefit from the library and its important resources that in fact that help them to accomplish their educational goals as well as their professional career goals.

According to the National Policy on Non-formal Education (2003-2015) of the Ministry of Education, Youth and Sport of Cambodia, there are around 20 community learning centers and about 4,000 temples, mosques, and other type of community centers around the country that provide support to non-formal education sector with a hope to reduce the high illiteracy in this country that comprises 64% of the population with age 15 years old and above (MoEYS, 2009). However, the scarcity of the resources, lack of skillful staff, and lack of participation the community, these centers are not properly and regularly functioning.

There are a few libraries playing actively roles in Cambodia including the Hun Sen Library of the Royal University, the National Library of Cambodia, National Assembly Library, the Senate Library, the Buddhist ... Institute, and the Cambodian...
Development Research Institute (CDRI). However, these libraries are located in Phnom Penh only.

**The Hun Sen Library (HSL) of the Royal University of Phnom Penh (RUPP)**

Hun Sen Library of the Royal University of Phnom Penh is one of the largest libraries in Cambodia. Upon completion of the library extension project that will add a new building with double size of the existing building, Hun Sen Library will become the largest library in Cambodia. Currently the library holds over 60,000 items excluding periodical and audio visual items. The library is operated by over 30 staff including part-time staff and volunteers. Three library staff received formal training from industrialized countries – two with a Master degree and one with a Post Graduate Certificate. Each day, the library serves over 700 users including faculty members, students, researchers, NGOs staff, government employee, and the general public. RUPP is the leading higher education institution in Cambodia and the only university that provides information literacy skills program to foundation year students through its business arm – HSL.

**Prospects for the Program**

There are three main reasons that brought about the establishment of this information literacy skills program. First, due to the fact that most freshmen come to the university with poor understanding and knowledge of information literacy skills and we believe that this program will enable and empower them to achieve their educational goals through accessing and using information available at the library effectively and efficiently.

Second, we believe that the skills learned in this program will enable them to be more competitive at the workplace and most importantly to help them to further accomplish their professional goals because we are now living in an information and technology age.

Third, we also believe that this information literacy skills training program is playing a very crucial role in promoting and raising the profile of the library degree program that RUPP is planning to launch in the next academic year. We can also say that this training program is a feeder to the degree program.

Finally, it is undeniable that this program strongly contributes to the promotion of the library value and services as a whole in Cambodia because not only the increased number of those who received direct training from the library, but also the number of those are influenced by these students. In the long-run we view this program a pathway toward library advocacy in Cambodia in general because more and more people in this country will get to know and acknowledge the roles and function of the library as a life-long learning center. Then it is a glory time for the library work as well as the education in this country.

**Current State of the Program**

As mentioned above, the main objective of this course is to provide an opportunity to the first year students of RUPP to get to know and learn about
the library and its available resources and services. Students can take this class either during the first or second semester of their undergraduate program.

The content of the training program focuses on the following three main areas that we believe are important to the students:

**Part 1:** the orientation week with library tour, teaching staff shows and guide students to various library collections and services. It is intended to provide students basic understanding on library operation, services, and its available resources.

**Part 2:** this part of the program intends to get students to understand the key concept and the roles of the library, and the differences between each type of the library including the national library, public library, academic library and special library. Most importantly, this part of the program aims at providing students with a basic understanding of how to look for information on printed materials in the library. For example, students learn how to identify, find, and use the key reference sources in the library such as dictionary, encyclopedia, atlas, world book, and other key reference items in each subject area.

**Part 3:** this is the last part of the program that intends to give students basic instructions on how to look for information on Internet and online databases. Basically, students get to know the different types of search engines including Google, Google scholar, library OPAC and so on.

**Impact & Sustainability of the Program**

**Institutional level**

Library orientation program is commonly used at tertiary level of education in order to introduce student to the library including its available resources and services. The library as well as the university has promoted the library orientation program that include information literacy skills in order to enable students to achieve their academic goals and professional careers. As a result, since the launch of our program in early 2000s more and more students are coming to use the library. For instance, each day the library serves over 700 users including students, faculty members, NGOs staff, government employees, and the general public. Because of this high demand and an increase of users, the Hun Sen Library and RUPP with the financial support from World Bank through the Ministry of Education, Youth and Sport has initiated the library extension project that will build a new library building next to the existing building. This new building will be almost in double size of the current building and the construction is scheduled to start in July this year and finish by the end of 2010.

**National level**

Besides acknowledging the importance and the necessity of the program from the students, this information literacy skills training program has also been endorsed by the Accreditation Committee of Cambodia (ACC) as one of the subject including in the foundation year program at RUPP.
In a broader sense, as more and more students have been trained through this program, we believe that it strongly contribute to the development in the field of library and information science in terms of promoting the roles, services, and value of library in Cambodia.

**Sustainability**

It is undeniable that the sustainability of the quality of education cannot be sustained without continuous innovation. Therefore, the curriculum of this information literacy program has to be continuously modified and updated to reflect the current situation and needs of the skills requirement of the students. If possible, the library should collaboratively work with local and overseas professional bodies to innovate and improve this important course.

However, in order to accomplish this goal, it requires the library to have three main support. First, the library needs to have a sustainable budget for library acquisitions and staff development. Furthermore, the collaborative work between library staff and faculty members need to be motivated in order to build a strong and good relation to ensure that the information can be smoothly shared and exchanged between the two parties in order to improve the teaching and learning environment to reflect the needs of the students. All this can not be accomplished without strong support from the leadership and management of RUPP and Moneys.

**Conclusion**

We are now living in the information and technology age while the library is playing a very critical role as a life-long learning center. Due to the poor conditions of the library system in Cambodia especially at primary and secondary level of education, RUPP believes that providing information literacy skills training at tertiary education is a must because in can enable students to accomplish both their educational goals and professional career goals. Further, we believe this program has strongly contributed to promoting the awareness of the library value and services in Cambodia. However, to maintain the cutting edge of the program it needs to be continuously innovated and updated to reflect the changing needs of students. To accomplish this it requires strong support the management of the university financially and spiritually.

**References**


ENSURING A CONTINUING PROFESSIONAL EDUCATION (CPE) AMONG REGISTERED LIBRARIANS IN THE PHILIPPINES

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Abstract
Continuing Professional Education (CPE) programs have proliferated in the Philippines after the establishment of various library associations. However, it was only in the mid-90’s when they were institutionalized, mandated, and monitored by the Board for Librarians (BFL), a professional regulatory body under the Professional Regulation Commission (PRC). This paper will trace the development of CPEs, from being voluntary to mandatory and then to what is now considered as a “moral obligation” of library professionals. It will also discuss the guidelines and procedures that were formulated, together with some of the problems and concerns that have cropped up in the implementation of said guidelines. Finally, it will recommend specific programs or activities which can be pursued by various stakeholders in order to ensure a continuing professional development among registered librarians.

I. INTRODUCTION
In this age of information technology and era of globalization, the role of libraries and librarians are becoming more pronounced and important than ever before. As sophisticated technologies continue to emerge, libraries need qualified and competent professional librarians who can manage them and incorporate them into their existing world. Unfortunately, this world is changing so fast and becoming increasingly globalized that the professional librarians find themselves struggling to keep control of themselves, their surroundings, and
their territory. In order for them to gain control of their information world, there should be a conscious updating of knowledge and the improvement of professional competence throughout their working life. This commitment to being professional, keeping up to date and continuously seeking to improve is known as continuing professional education (CPE).

In the Philippines, various CPE initiatives have been conducted by library organizations, vendors, and educational institutions to keep our librarians up to date with the latest trends and practices in the profession. But prior to the professionalization of librarianship in our country, most of these initiatives were invitational and voluntary in nature. For a majority of our librarians, professional education could have easily ended with a diploma because there was no legal obligation to attend any form of CPE program. It was only in the mid-nineties, right after librarianship was officially declared as a profession, when CPE was institutionalized and that standardized guidelines and procedures were put in place.

This paper will attempt to present the development of CPE in the Philippines – from being a mandatory to voluntary undertaking, from being a legal to moral obligation – among our registered librarians (those who passed the examination given by the Professional Regulation Commission through the professional regulatory Board for Librarians and were issued a license to practice the profession). It will also share some ideas on how the CPE has been implemented, monitored, and controlled. In the implementation of CPE programs, several issues and concerns were encountered by the various professional regulatory boards and this author thought it would be a good idea to share them with the participants. And finally, it will recommend several programs and activities which are not covered by the present guidelines that various stakeholders can pursue in order to ensure a continuing professional development among professional librarians.

II. DEVELOPMENT OF CPE

In June 1973, by virtue of Presidential Decree 223, the Professional Regulation Commission (PRC) was created to administer, implement, and enforce the policies of the national government with respect to the regulation and licensing of the various professions and occupations in the Philippines. This regulatory power includes the enhancement and maintenance of professional and occupational standards and ethics as well as the enforcement of the rules and regulations relative to them. Unfortunately, it was the licensing of the professionals that the Commission focused on during the first twenty (20) years of its existence. But because the confidence and patronage of the public in a professional depend upon his competence and the quality of service rendered resulting from his acquisition of updated technical knowledge and skill, the Commission eventually realized the importance of imposing upon the registered professional the completion of CPE programs. At present, there are forty three (43) professions and forty two (42) accredited professional organizations which are being regulated by PRC.

And so, in July of 1995, the
Commission institutionalized the standardized guidelines and procedures for the implementation of the continuing professional education programs for all professions. In these said guidelines and procedures, continuing professional education (CPE) came to mean as “the inculcation, assimilation, and acquisition of knowledge, skills, proficiency and ethical and moral values, after the initial registration of a professional that raises and enhances the professional’s technical skills and competence.” It was during this time that the CPE became mandatory and was made a pre-requisite for the renewal of license to practice the profession. Unfortunately, this particular provision was subjected to abuse by many CPE providers.

Thus, when the law governing the PRC was amended in December of 2000, the mandatory provision of requiring professionals to take CPE became voluntary. As such, in the revised standardized CPE guidelines of 2004, the rationale was also revised and stated as follows: “The voluntary compliance with the CPE program is an effective and credible means of ensuring competence, integrity and global competitiveness of professionals in order to allow him/her to continue the practice of his/her professions”. And because it was voluntary and there was no sanction for not taking it, many registered professionals did not find the need to attend CPE initiatives. There is now the challenge among CPE providers to attract professionals not necessarily for the renewal of license but more for self-improvement.

During the early part of the new millennium, a significant activity brought about by economic globalization developed and this affected the way professional services are being acquired and provided worldwide. As one of the members of the World Trade Organization (WTO), the Philippines has to deal with and prepare itself for the implementation of the 4th Protocol under the General Agreement for Trade in Services (GATS), an agreement that governs trade among member nations in twelve (12) classifications of services, among others: Health and Education, Information Technology, as well as Engineering and other Construction Services. In this protocol, the Philippines has to ensure that it can offer professional services competitively to other WTO members, and this means that our professionals are globally competitive, technically competent, and at par with the professionals of other countries. Incidentally, librarianship in the Philippines belongs to the cluster of Education and, as such, covered by this protocol.

Moreover, as a member state of the Association of Southeast Asian Nations (ASEAN), the Philippines has to ensure that the Filipino professional is compliant with established requirements in the various Mutual Recognition Agreements (MRAs) entered into under the ASEAN Framework Agreement on Services (AFAS). These MRAs on services prescribe line requirements prior to recognition of competencies or qualifications for the practice of the professions within the territories of other member states. And one of the requirements common to all MRAs is the compliance with satisfactory
continuing professional development or CPD.

As a result of these developments, the PRC came up with a resolution making attendance to PRC-accredited CPE courses compulsory if our registered professionals want to maintain their status in good standing and to be globally competitive. However, it just created a confusion since the law governing the PRC says that it should not make CPE compulsory nor should attendance to CPE be made a requirement for renewal of license. Moreover, this resolution does not have any teeth since there is no sanction for anyone who does not follow this particular provision. Finally, what the PRC did was to make the professionals comply with their ethical requirement, that is, to participate in planned and structured activities in order to meet a requirement of their Code of Ethics - that of improving, enhancing, and upgrading their professional knowledge, skills, and competencies through formal and informal means. A violation of any of the provisions of our Code of Ethics, after due hearing in an administrative case, could mean a revocation of the professional’s certificate of registration or suspension. Therefore, in the revised standardized guidelines of 2008, the rationale of the CPE now states: “Compliance with the CPE program is deemed a moral obligation of each professional and within the context of the concerned profession’s Code of Ethics.”

As far as librarians are concerned, the Professional Regulatory Board for Librarians (or BFL for short) is the body that is tasked to monitor the conditions affecting the practice of librarianship and the continued growth and development of librarians, libraries, and library education in the Philippines. It is also empowered to adopt certain measures as may be deemed proper for the enhancement and maintenance of high ethical, moral, and professional standards of librarianship. In coordination with the accredited and integrated association of professional librarians, the BFL has the function to prescribe guidelines in the continuing professional education. As such, one of its responsibilities is the promotion of life-long learning by facilitating access to CPE opportunities that are acceptable and relevant. Furthermore, by conducting licensure examinations among graduates of the baccalaureate and masteral degree in Library and Information Science, it also helps to identify learning gaps and look for specific opportunities that would address these gaps.

III. GUIDELINES AND PROCEDURES

At this point, allow me to share some ideas on how we implement, monitor, and control CPE programs in our country. First, let me show you the outline of the standardized guidelines and procedures for the CPE programs that have been formulated by our Professional Regulation Commission and prescribed to all its professional regulatory boards. These are as follows:

A. CPE Definition, Objectives, Nature, and Rationale
B. CPE Council - Creation, Composition, Terms of Office, Functions and Meetings
C. Matrix for CPE Programs, Activities or Sources Matrix for CPE Programs, Activities, or Sources

2. Academic Preparation - master’s degree, doctoral degree, fellowship
3. **Self-Directed Learning Package** - learning module, technical paper, library automation software

4. **Authorship** – research, creative project, innovative program, book, journal article

5. **Inventions**

6. **Post-Graduate / In-service Training**

7. **Study / Observation Tour**

8. **Professorial Chair**

9. **Other Activities/Programs/Sources**

   - Recommended by the CPE Council and Approved by the Commission
   - D. Criteria for Accreditation
     1. for CPE Providers
     2. for CPE Programs, Activities, or Sources
   - E. Procedures for Accreditation
     1. of CPE Providers
     2. of CPE Programs, Activities, or Sources
   - F. Post Accreditation Requirements
   - G. Sanctions
     1. Accredited CPE Providers
     2. Commission Employees
   - H. CPE Forms
     1. Information Sheet - Registered Professional
     2. Application for Accreditation - CPE Provider
     3. Certificate of Accreditation - CPE Provider
     4. Accreditation Application Form - Program, Activity, or Source

5. Certificate of Accreditation - CPE Program

6. Completion Report - CPE Program, Activity, or Source

7. Attendance Sheet - CPE Program, Activity, or Source

8. Request for Certificate of Units Earned

9. Certification of Credit Units Earned

### IV. ISSUES AND CONCERNS

In the process of implementation, the various professional regulatory boards encountered several issues and concerns and these are the following:

#### A. Nature of Compliance

In my sharing of the development of CPE in our country, you have seen that there are two schools of thought. Some would want it to be compulsory while others would want voluntary compliance. Those who do not want it to be compulsory are saying that continuing education is a concern and responsibility of the individual. Prescribing guidelines for its implementation is very restrictive and might become inflexible in the long run; it also stifles creativity. It can also be subjected to the abuses of CPE providers. But on the other hand, other than the noble objectives and rationale of the program, those who are in favor...
of making it compulsory are saying that it will be easier for them to take a leave from their work, funding can be allocated for it in the library budget, and most importantly, it can be related to their promotion in the organization.

B. Rationale for CPE
Since the law says voluntary compliance, the PRC has to look for all possible basis, legal and otherwise, to be able to require and/or motivate all our registered professionals to attend an accredited CPE program. It appears that there is a conflict between the power of the state to sustain the development of professionals as against the freedom of association. And so, the PRC has to cite certain provisions from our Constitution, from various republic acts, presidential decrees, executive orders, PRC and BFL resolutions and, finally, even from the original intention of the framers of the law.

C. Fees
There are several fees that the CPE providers and the registered professionals are concerned about. The accredited CPE provider has to pay quite a substantial amount for its initial accreditation and for every approved CPE program (with a validity of three years). There was also the issue of how an educational institution with several colleges under it be treated, same thing with a professional organization with several chapters under it. On the part of the registered professionals, they have to pay a registration fee every time they attend a CPE program and another fee when they ask for a certification from the PRC with regard to the number of credit units they have earned for whatever purpose it may serve.

D. Credit Units
One credit hour of CPE program or activity is equivalent to one credit unit and the total CPE credit units required for registered and licensed librarians is sixty (60) for three years. Any excess number should not be carried over to the next three-year period except units earned for masteral and doctoral degrees. However, there are those who find this requirement rather stiff. Practicing librarians, especially those from the public or government sector, may have a problem complying with this requirement due to lack of support from public officials and the low premium being placed on libraries. Moreover, the low salary being received by the librarians from this sector cannot subsidize such activity.

E. Exemption
Some professionals, especially those who are nearing retirement or are already retired but are still practicing are suggesting that those registered professionals who have already reached the age of sixty (60) be given permanent exemption while those who are working or studying abroad be given temporary exemption. However, it is the contention of many that for those who are still practicing even after reaching the retirement age should be required because what they have learned during their time are not anymore relevant especially in this age of information technology.

V. RECOMMENDED PROGRAMS AND ACTIVITIES
The pace of new knowledge generation and change calls for today’s graduates to be more than educated. They must be learners as well, learners who possess knowledge, skills, and dispositions that will facilitate continued independent learning beyond graduation. Staying current on new trends and their applications in libraries requires continuous access to
information, training, and opportunities to practice what has been learned. Library schools and library organizations may be able to offer librarians some amount of professional development, but likely not enough to give most librarians the confidence needed to integrate what they have learned into practice effectively. Thanks to opportunities offered on- and offline, librarians can now avail or enhance their own professional growth. And so, allow me to suggest other programs and activities that are not covered in the standardized PRC guidelines which various stakeholders can pursue in order to ensure a continuing professional development among librarians.

A. Personal Current Awareness Program

Professional librarians can develop their own personal current awareness program by drawing from other disciplines such as information and communication technologies, computers, communications, and the like. As technology advances, new possibilities for pursuing professional development activities at times and places convenient to the librarian emerge. E-newsletters which are characterized by e-mail delivery and hypertext deliver concise and targeted information on a wide range of technologies and skill development while Web-based resources provide full text articles and news about the profession, both new and periodically updated information. Even free virtual conferences can be availed of which offer all the elements of a traditional conference, including a virtual exhibit hall and giveaways.

To avoid getting overwhelmed:
Be a browser – Don’t attempt to read everything in detail. Concentrate on one or two items/topics at a time.
Use your e-mail client to get organized – Create a “keeping-up folder”
Print or capture and review or study later
Share a load / topic and tackle it as a team [share our own SMS experiences]

B. Service to Library Organizations

For librarians and information professionals, service through active participation in professional associations at the local, regional, national, and even international levels allows them to have an impact on the profession, increases their visibility and status as a professional, and provides professional linkages. They can also volunteer their services in committee works and other educational activities or contribute to publications such as newsletters electronically. In addition, librarians can maintain membership in special interest groups or international organizations and participate in e-mail listservs.

C. Teaching

Teaching is a serious commitment in time and energy (preparing lesson plans, lectures, class discussions, and assignments, being available to students via e-mail/phone, grading homework) but the rewards are tremendous. Almost every class period provides an opportunity to rethink the ways in which librarians do their full-time job or is a reminder of what needs to be focused on in those jobs. Librarians must stay current with literature and key resources in the field so that assigned readings and lessons are up-to-date.

D. Reference Work and Interactive CPD
The dynamic environment of reference work demands that reference staff engage in ongoing CPD activities. Informal, flexible, and highly interactive professional development for the professionals and para-professionals at the reference desk can include the following:

- Search camp - Training can focus on a different database each week and organizers can send out sample searches for the participants to try. Then search strategies and results are discussed and rewards can be given.
  - Hand-on search contests - Background information and sample searches can be given in advance and then a contest is held. Searches increase in difficulty and awards can be provided as incentives.
- “E-sessions” - A staff can be asked to introduce new electronic tool or resource in the field and can prepare an informal presentation and demonstration showing strengths, weaknesses, search capabilities, and other features of the resource.

Staff can create a Web site that includes links to important and frequently used resources or frequently asked questions.

F. Distance Learnings

Organizations such as professional associations, vendors, and educational institutions can engage in delivery of professional development activities through some combination of distance learning technologies. Collaborative learning opportunities can incorporate elements of both synchronous (real time activities such as video/audio streaming, text chat, coordinated navigation of Web resources) and asynchronous interaction (e.g. wikis, blogs, e-mail) with course facilitators. Learning may be either self-directed or pursued as part of a group. Self-paced instructional modules can be designed to meet the needs of learners who want to work entirely at their own pace. The course Website can provide the means to post assignments, do readings, and discuss the topics with other students and with the facilitator.

G. Certification of Specialization

Patterned from the National Board Certification for Library Media Specialists of the United States, this certification of specialization is for those librarians who can demonstrate knowledge and skills associated with best programs and practices in various types of libraries. This program can be undertaken by the Board for Librarians or other non-governmental organizations which will set the standards, specify the assessment criteria that will measure the accomplishments of librarians, and score the applicant’s materials. A portfolio can be required of each applicant that will demonstrate an accomplished level of practice through videotapes and written commentaries of programs, services, and instructional materials produced.

VI. CONCLUSION

A continuing professional education or development is a responsibility that an individual professional librarian should own and manage. He or she should take more responsibility for ensuring that his/her own needs are met and not just attend any program that is offered for the sake of the credit units to be earned. On the other hand, the government agency that is tasked to regulate and control these CPEs/CPDs should ensure that the fees are reasonable and should see to it that the necessary skills are learned by the participants. Organizations should also have a greater strategic focus on CPDs among their staff to ensure that budgets...
are spent well, staff are appropriately skilled, and the impact of both the professional and the organization is tangible.

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INVESTIGATING INFORMATION CULTURE IN
THAI PUBLIC UNIVERSITIES *

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Abstract
It is a major challenge for achieving in improve the quality of information in a university lies in promoting cultural change in the organization. Information culture defined as a system of shared meaning and perception of information that is recognized and held on to people in organizations. These cover values and norms that are enacted through behavior concerning information use, information management and measurement of performance. This paper has its aims to investigate the information culture of Thai public universities. The paper presents part of the findings from a research “Development of Information Culture in the Higher Educational Institutes in Thailand”. A quantitative study is used to explore the existing information culture of universities as valued and practiced by their personnel. The data are collected via questionnaires from 91 administrative staff, 276 faculties and 296 supporting personnel in 8 universities located in the regions of Thailand. The study identifies information culture as composed of values, norms, information use.
behavior, information management and measurement of performance concerning information. This paper will describe the nature of information culture in three types of universities, the old, the middle aged, and the new universities. A significant finding is that the personnel of the new universities show higher level of information culture than those in the old and the middle aged universities.

*This article is based on finding from a dissertation on Development of Information Culture in the Higher Educational Institutes in Thailand.*

1. INTRODUCTION

1.1 Information and Information Culture

Information is crucial for organizational effectiveness and key to the ability of the organization to respond to change. It is the glue that holds together the structure of organization and is considered a valuable asset in modern organizational management (Khan & Azmi, 2005). The process of organizational management therefore uses information to contribute to the effective decision-making at all level of an organization (Curry & Moore, 2003). As access to, and use of information is becoming more and more important for the development of countries, organizations and individuals, it will be important to look at all the factors including culture that might influence information behavior and consequently the successful use of information (Steinwachs, 1999). Khan & Azmi (2005) explain that Information culture is a culture where information is the essence of all activities in organization. There is a need to cultivate an information culture that can not only recognize and respond to unexpected warning signals but also enable it to contain or recover from incipient errors (Choo, 2005). Effective information culture will create and stimulate positive conditions for imaginative and creative thinking, innovation, and, in particular, promote the sharing of experiences for political, economic and social development at all levels and in all sectors (Ponjuan, 2002). Information culture therefore is an important factor that must be stimulated in all type of modern organization management.

1.2 The Concept of Information Culture

From reviewing the literature, there is not clear definition of information culture. Davenport & Prusak (1997) define information culture as the pattern of behaviors and attitudes that express an organization’s orientation toward information. Travica (2005) explains information culture in term of stable beliefs (assumptions, values, norms, attitudes) and behaviors (work practices, rituals, social dramas, and communication) that refer to organizational information and IT. Information culture is the part of organizational culture that evolves around information and IT. Curry & Moore (2003) define information culture as a culture in which the value and utility of information in achieving operational and strategic success is recognised, where information forms the basis of organizational decision making and information technology is readily exploited to enable effective information systems. Widen-Wulff (2000) defines information culture as
about formal information systems (technology), common knowledge, individual information systems (attitudes) and information ethics.

According to Scholz (1990) information culture is the implicit consciousness of the organization’s members that directs information processing activities in the organization. It is derived from accepted value and from dominant and successful behavior of individuals. The information culture originates from individual and organizational behavior related to information processing activities and leads to an implicit standardizing device for dealing with information. Ginman (1988) defines information culture as the culture in which the transformation of material resources. Chepailtis (1997) also explains that information culture consist of the values, beliefs and behavior relating to information ownership and management. Similarity, Zheng (2005) defines as the general capability, views, norms and rules of behavior, with regard to accessing understanding and using information in a social collectivity. This paper draws together all these approaches and uses a definition of Information culture as a system of shared meaning and perception of information that is recognized and held on to people in organizations. These cover values, beliefs and norms that are enacted through behaviors concerning information use, information management and measurement of performance.

1.3 Review of the Literature

In the literature of information culture in organization, several studies found that a highly developed information culture is positively associated with organizational practices and activities that lead to successful business performance (Ginman, 1988; Owen et al., 1995; Koening, 1992; Vaughan, 1999; Widen-Wulff, 2005). The study of Martin et al. (2003) pointed out the mismatches between business and the IT organization; that is, beliefs, understandings, meanings, activities and behaviors, processes and technology-based systems were not always compatible with each other. Scholz (1990) studied the information culture that related to the computerized Information system (CIS) by using 12 variables and found that these variables consist of achievement of group, achievement of organization, avoidance of individual, power of individual, affiliation of group, safety, frankness, order, centralism, technology orientation, flexibility and standardization. The results of the study showed the information culture of a whole organization that the affiliation to the group was high, the achievement of the group and organization was high but the need for individual power was low, the centralism and standardization were low.

A rapid changing environment for higher education and recent developments in harnessing the potential of information and communications technology has brought the role of knowledge and information more sharply into the arena of strategic decision-making (Dhillon, 2001). Information in terms of its collection, relevance, dissemination, and retrieval supports a university’
primary activities, teaching, learning and research (Marcella & Knox, 2004). Green and Loughridge (1996) concluded that there was a need for universities to clarify the amount and nature of information that must be assembled and permits an organization to concentrate its efforts on meeting its needs. Universities need to structure their information provision, emphasizing the importance of the technology supporting information services rather than allowing the technology to determine the information services provided.

Although the universities in Thailand have been putting much investment into information and communication technology (National Information Technology Secretariat Office, 2002), Cullen et al. (2003) have pointed out that they suffered from typical strategies in old universities that had been IT-oriented and procurement driven, with the corollary that they had failed to meet the needs of users. Besides, since information and knowledge are becoming more and more important for the development of countries, organizations and individuals, it will be important to look at all the factors, including culture that might influence information behavior and consequently the successful use of information (Steinwachs, 1999). In addition, Dhillon (2001) concluded that the results of research had revealed that a major challenge for achieving in improve the quality of information in a university lies in promoting cultural change in the organization. The process of cultural change is crucial to developing positive attitudes to information generation and communication and must focus on the people in the organization.

Therefore, information culture is one of the greatest challenges of the knowledge base economy society to develop to all individual especially in the universities that have a mission concerning information and knowledge by training the individuals to use and exploit to the fullest extent information resources for their personal and for broader social benefits. There is a strong need to share information and knowledge in a way that makes it easier for individuals and organization to work together to effectively contribute to an organization’s success. Universities of different type may have different levels of information culture.

1.4 Research Questions
The aims of this study are to examine and compare information culture levels between Thai public universities of different type. A comparison of the results from the study also made in this paper to reveal similarities and differences between the old, the middle aged and the new universities in information culture. To investigate information culture of universities, the following research questions are addressed by the research:

1) What are the characteristics of information culture in Thai public universities?
2) What are the differences and similarities of information culture in three types of public universities in Thailand?

2. THEORETICAL AND CONCEPTUAL FRAMEWORK
2.1. Structuration Theory
This research applies structuration theory of Anthony Giddens as a
framework to analyze the information culture in universities. Structuration theory is concerned with how and in what ways the actions of individuals are related to the structural features of the societies of which they are part (Giddens, 1976, 1984; Turner, 2003; Thompson, 1989). From reviewing the literature, structuration theory has been applied in various areas for various purposes, and various interpretations. Stillman & Stoecker (2004), researchers in the area of information system, applied structuration theory and other theories to develop information and knowledge management plans for an electronic community network. In addition, Rose & Hackney (2004) applied structuration theory to study computer systems and associated information management processes at three different sites within a Regional Train Operating Company (RTOC). Shanks (1997) applied the three modalities of structuration theory to study the strategic data planning process in an Australian bank.

A second area where structuration theory has been applied is information studies. Allen (1995) studied information system strategy formation in higher education institutions. The concept of this research posited technology as an external force having impacts which were moderated by human actors and organizational contexts. Meanwhile Zheng (2005) a researcher in management science area, conducted a qualitative study of information culture of Healthcare Information Systems. The researcher adapted the three modalities of structuration in three aspects: firstly, the interpretation of information as information literacy. Secondly, forms of domination regarding the sharing and use of information as information freedom. Finally, sets of norms concerning the collection, dissemination and utilization of information resources as information norms. The researcher labeled the three modalities as information literacy, namely the capability of accessing, interpreting and using information; information freedom, which refers to the availability and transparency of information in an organization or society; and information norms, namely formal and informal concepts and rules of behavior with regard to information activities.

2.2. Conceptual Framework

For this study, the researcher argues that besides three modalities of structuration theory that provides framework to analyze the information culture in universities, the interaction between structure factors and agency factors in organization of universities will also provide framework of factors that influence behavior and consequently the successful use of information. The dimension or modalities of structure in structuration theory provide a framework to view the information culture as embodied firstly in signification of information concerning systems of shared meaning and perception of information (information values), secondly in the forms of legitimation or set of norms concerning the collection, dissemination and utilization of information (information norms) and thirdly in domination concerning power in management and use of information (practices of information). Identification
of these dimensions in universities will provide considerable information about what are the factors of developing information culture.

The variables of the research can be labeled as information values, namely the recognition of agency in assessing the importance of information and its contribution to effective decision making; information norms, the rules on socially accepted standards in management and use of information of universities; and the practices of information, namely information use, information management and measurement of performance.

3. RESEARCH DESIGN
The research design is a cross-sectional study incorporating a large-scale survey. Survey research is probably the best method available to the social researcher who is interested in collecting original data for describing a large population and is an excellent vehicle for measuring attitudes and orientations in a large population (Babbie, 2007). The base of the empirical study is questionnaires and in-depth interviews in public universities in Thailand. Public universities are divided in the old universities, the middle aged, and the new universities by using the year of established as the criterion to define university type. The new universities are defined as the universities established no more than 20 years. While the middle aged universities were established between 21 and 40 years, and the old universities were established more than 40 years.

A questionnaire was designed to assess the information culture. It was distributed to faculties, supporting personnel and administrative staff in 8 public universities located in the 4 regions of Thailand. The number of questionnaires distributed in each university was approximately proportion to the number of personnel. A total of 783 personnel were sent the questionnaires and 663 of them responded, a return rate of 84.7 percent. Data collected from the survey was analyzed using SPSS statistical software. As a questionnaire was not sufficient to gain all the information required, in-depth interviews will be undertaken with administrative staff and personnel to fill in the gaps and provide overall picture of universities with information culture. The qualitative data will give a much deeper understanding of the culture of organization (Dhillon, 2001).

4. RESEARCH FINDINGS
The research findings described in this paper draw from a recent comprehensive survey conducted in first phase concerning characteristics of information culture in public universities.

4.1 Background Characteristics of Personnel
The survey gathered background information about the personnel, including sex, age, status, educational background and time with university. Of the 663 personnel responses, 63.8 percent were female and 36.2 percent were male. The highest percentage (39.1 percent) of personnel was between 31-40 years old. With status of personnel, 44.6 percent were supporting personnel, 41.6 percent were faculties and 13.8 percent were administrative staffs. The majority of personnel (43.1 percent) had Master degree. Of the personnel surveyed, 62.1 percent...
percent had been working > 5 years, 16.5 percent between 2-3 years, 13.3 percent between 4-5 years and 8 percent had been working for 1 year.

4.2 Information Values
Finding from the research indicated that the vast majority of universities’ personnel (81.1 percent) recognized the importance of information and its contribution to effective decision making in high level (Table 1). The majority of personnel (81.3 percent) agreed with information was the basis for effective decision-making, followed by 75.9 percent of personnel believed in evidence-base working.

<table>
<thead>
<tr>
<th>Issues</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belief in evidence-base working</td>
<td>75.9</td>
<td>18.4</td>
<td>5.7</td>
</tr>
<tr>
<td>Information is the basis for decision-making</td>
<td>81.3</td>
<td>16.0</td>
<td>2.7</td>
</tr>
<tr>
<td>Total</td>
<td>81.0 (537)</td>
<td>16.6 (110)</td>
<td>2.4 (16)</td>
</tr>
</tbody>
</table>

*Table 1 Information values (N=663)*

4.3 Information Norms
The majority of personnel (67.9 percent) did indicate rules or standards of working concerning information in high level (Table 2). Of the personnel who indicated rules or standards in high level, 72.2 percent indicated that their organizations had rules in information management obviously, followed by organizations had rules in information use and information sharing (64.7 and 64.1 percent respectively). However, rules in regular checks on accuracy of information were the least score (60.6 percent).

<table>
<thead>
<tr>
<th>Issues</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules in information management</td>
<td>72.2</td>
<td>21.9</td>
<td>4.5</td>
<td>1.4</td>
</tr>
<tr>
<td>Rules in information sharing of practices</td>
<td>64.1</td>
<td>25.9</td>
<td>6.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Rules in conduct of regular checks on accuracy of information</td>
<td>60.6</td>
<td>26.7</td>
<td>7.1</td>
<td>5.6</td>
</tr>
<tr>
<td>Rules in information use of practices</td>
<td>64.7</td>
<td>24.9</td>
<td>6.2</td>
<td>4.2</td>
</tr>
<tr>
<td>Total</td>
<td>67.9 (450)</td>
<td>24.0 (159)</td>
<td>7.4 (49)</td>
<td>0.8 (5)</td>
</tr>
</tbody>
</table>

*Table 2 Information norms (N=663)*

4.4 Information Management
The aggregate score of information management of personnel in the universities was high to moderate level (45.9 and 44.6 percent) while only 9.4 percent had a low level of information management (Table 3). The majority of personnel (68.5 percent) had information management in order to share information in practices among departments or organizations inside the universities. Slightly less than a majority (66.7 percent) reported that personnel conducted with information management policy of organizations, and 62.4 percent had assessed information management process in a
systematic manner and improvements undertaken. However, less than half of personnel (41.8 percent) had a report on information management problems.

<table>
<thead>
<tr>
<th>Issues</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct with information management policy of organization</td>
<td>66.7</td>
<td>26.4</td>
<td>5.4</td>
<td>1.5</td>
</tr>
<tr>
<td>Clearly established standard and document of form or format of information storage</td>
<td>61.8</td>
<td>26.4</td>
<td>7.5</td>
<td>4.2</td>
</tr>
<tr>
<td>Improve information management process regularly</td>
<td>62.4</td>
<td>27.3</td>
<td>7.8</td>
<td>2.4</td>
</tr>
<tr>
<td>Have information management in order to share information in practices among department in organization</td>
<td>68.5</td>
<td>24.1</td>
<td>5.9</td>
<td>1.5</td>
</tr>
<tr>
<td>Manage information in order to share information in practices among department outside organization</td>
<td>58.1</td>
<td>30.6</td>
<td>7.2</td>
<td>4.1</td>
</tr>
<tr>
<td>Suggest an improvement of information management process</td>
<td>56.6</td>
<td>29.3</td>
<td>7.4</td>
<td>6.8</td>
</tr>
<tr>
<td>Check the validity of internal created and maintained data</td>
<td>51.0</td>
<td>34.5</td>
<td>9.4</td>
<td>5.1</td>
</tr>
<tr>
<td>Have documents of procedures for information system</td>
<td>43.6</td>
<td>32.1</td>
<td>12.1</td>
<td>12.2</td>
</tr>
<tr>
<td>Be aware of the information sources in organization</td>
<td>44.9</td>
<td>30.5</td>
<td>13.6</td>
<td>11.0</td>
</tr>
<tr>
<td>Have a report on information management problems</td>
<td>41.8</td>
<td>31.1</td>
<td>13.9</td>
<td>13.3</td>
</tr>
<tr>
<td>Total</td>
<td>45.9 (304)</td>
<td>44.6 (296)</td>
<td>9.4 (62)</td>
<td>0.1 (4)</td>
</tr>
</tbody>
</table>

Table 3 Information management (N=663)

4.5 Information Use

The aggregate score of information use of personnel was high to moderate level (50.5 and 47.8 percent), while only 1.7 percent had a low level of information use. The vast majority of personnel (84.6 percent) used information and knowledge on a regular basis. Of those personnel who use information and knowledge, 85.8 percent reported the objective of information use was to acquired information and gain knowledge, 80.4 percent were to do a routine work and 74.8 were to meet the personnel needs. The type of information use was found
that personnel used information related studying and teaching, information related academic work and research (70.7, 69.1 and 68.3 percent). Information used was mostly from textbook, journals, documents and reports (72.1, 67.7 and 63.7 percent). In addition, of those personnel who used information in electronic format, 89 percent used electronic information on the Internet, while 81.1 percent used electronic information from databases and websites inside universities, and 65.6 percent used electronic information from commercial databases that was acquired inside the universities. According to sources of information use, majority of personnel (77.2 percent) used information from databases and websites inside the universities, 75.1 percent used information from databases and websites outside the university, and 68.9 percent used information from libraries, information centers inside universities. Of those personnel who used information, 91.9 percent searched information by themselves.

4.6 Measurement of Performance

The score of measuring a performance of personnel was high to moderate level (56.6 and 27.6 percent), and 10.3 percent had a low level (Table ). Of those personnel who reported high level of performance evaluation, (64.3 percent) indicated that information use in decision-making and practices was taken into consideration of performance evaluation, 58.5 and 51.9 percent reported that organizations measured the performance of personnel in information management and information sharing. Organizations rewarded the personnel on the basis of particular information behavior, were the least score (50.8 percent).

<table>
<thead>
<tr>
<th>Issues</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measures a performance of personnel on the basis of information management in</td>
<td>58.5</td>
<td>23.4</td>
<td>6.6</td>
<td>11.5</td>
</tr>
<tr>
<td>Measures a performance of personnel on the basis of information use in practices</td>
<td>64.3</td>
<td>19.9</td>
<td>5.0</td>
<td>10.9</td>
</tr>
<tr>
<td>Measures a performance of personnel on the basis of information sharing in prac-</td>
<td>51.9</td>
<td>26.4</td>
<td>7.7</td>
<td>14.0</td>
</tr>
<tr>
<td>Be rewarded on the basis of particular information behavior</td>
<td>50.8</td>
<td>23.4</td>
<td>7.2</td>
<td>14.0</td>
</tr>
<tr>
<td>Total</td>
<td>56.6</td>
<td>27.6</td>
<td>10.3</td>
<td>5.6</td>
</tr>
</tbody>
</table>

Table 4 Measurement of performance (N=663)

4.7 Comparison between Three Types of the Universities

The comparison of information culture between three types of the universities, including the old, the middle-aged and the new universities is display in table . The results from cross-tabulated data of information culture with three types of universities showed that most respondents in the new universities (67.1 percent) showed higher level of information culture than
those in the old and the middle-aged universities, while majority of personnel in the middle-aged university showed lowest level of information culture. Moreover, the majority of personnel in new universities showed higher level of information values, rules or standards of working concerning information, measurement of performance, information use and information management than those in the old and middle-aged universities (84.9, 75.7, 59.2, 55.9 and 55.3 percent respectively). Of those personnel who were in the middle-aged universities, 47.1 percent showed high level of information use behavior, and only 41.3 percent showed high level of information management, meanwhile less than half of personnel (44.4 percent) in the old universities showed high level of information management.

<table>
<thead>
<tr>
<th>Universities</th>
<th>No. of responses</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>New universities</td>
<td>152</td>
<td>67.1</td>
<td>32.2</td>
<td>0.7</td>
</tr>
<tr>
<td>Middle aged universities</td>
<td>225</td>
<td>53.8</td>
<td>40.9</td>
<td>5.3</td>
</tr>
<tr>
<td>Old universities</td>
<td>286</td>
<td>59.1</td>
<td>38.5</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>663</td>
<td>59.1</td>
<td>37.9</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Table 5 Information culture between three types of the universities

Anova was used to compare information culture between three types of the universities (Table 6). The results showed that the information culture of personnel between three types of the universities did significantly differ (F=4.129), df=2, p<0.05) where alpha equals 0.05.

<table>
<thead>
<tr>
<th></th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>1948.115</td>
<td>2</td>
<td>974.058</td>
<td>4.129</td>
<td>.017</td>
</tr>
<tr>
<td>Within groups</td>
<td>155685</td>
<td>660</td>
<td>235.886</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>157633</td>
<td>662</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 6 Anova result of information culture between three types of the universities

5. DISCUSSION AND CONCLUSION

In terms of measurement of performance, 68.5 percent of personnel showed high level of information management in order to share information among departments or organizations inside university, but only 51.9 percent showed high level of performance evaluation in information sharing by organization. According to Davenport & Prusak (1997) who suggested that personnel should be evaluated and rewarded on the basis of particular information behaviors, therefore it can suggest that organizations should emphasize
evaluation and rewards for effective information use and management behavior of personnel.

In aspect of information management, less than half of personnel (45.9 percent) showed high level of information management, the results showed low percentage of information management process including documents of procedures for information system, documents of working, documents of information sources inside university and a report of problems with information management. These results were dissimilar from the results of research that of Curry & Moore (2003) and Javenpaa & Staples (2001), who emphasized that there needed to be clear guidelines or documentations in the form of policies and procedures for information system, that was accessible, helpful and user friendly. Moreover, Oliver (2006) revealed the results of research that attitudes and values had an impact most on information management and the results of research in universities of Marcella & Knox (2004) suggested that quality, accuracy and reliability of data were clearly concern to users. Improved systems for accuracy checking should be a high priority. Therefore, it could suggest that the universities should emphasize attitudes and values of personnel in information management including the validity of data, as the results, of only 51 percent of personnel showed high level of regular check the validity of internal created and maintained data.

In terms of information use, only 50.5 percent of personnel used information in practices at high level. However, the vast majority of employee used information and knowledge on a regular basis and had an evidence-based working. Although most universities had policies and goals in becoming a research university, it was found that most of personnel used information related studying and teaching. These results were similar to the result of research that of Putwattana (2002) who had revealed that faculties in public universities paid more attention to teaching than conducting research. Therefore, it could suggest that personnel in public universities need to be stimulated in research activities in order to becoming a research university. Furthermore, personnel in the middle-aged universities need to improve in information management and use, while personnel in the old universities need to be increase in information management behavior.

To conclude, the purpose of the survey was to identify information value, information norm and the practices of information, namely information use, information management and measurement of performance that can characterize the information culture of personnel in public universities in Thailand. Although a results showed high level of the information culture in Thai public universities, the fact of percentage showed slightly over half. Moreover, the majority of personnel in the old, the middle-aged and the new universities
showed the characteristics of information culture quite strong, while the behavior in information management and use of personnel in middle-aged universities less than half, similar to the old universities that showed high level of information culture, but the percentage of information management quite low. As information culture is the foundation of an information society (Gilyarevskii, 2007) and significantly affects information use outcomes (Choo et al., 2008), it can suggest that the data gathered from this study has provided valuable information to improve information culture of personnel in universities. This includes information management and information use of personnel especially those in middle-aged universities. The survey responses can also provide guidance for other universities. More generally, it illustrates the importance of emphasizing information culture in order to support the goals of universities.

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SOME REFLECTIONS ON MODELS AND SOLUTIONS FOR LIBRARY AND INFORMATION SCIENCE (LIS) EDUCATION IN VIETNAM

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Hanoi University of Culture

Research work on Library and Information Science Education in Vietnam: Real situation and Solution, Solution for standardization in using Library & Information Science terminology in Vietnam

4 textbooks: Library Science, Classification, Subject Indexing, Information storage and Reference tools

30 articles printed in Journal “Thong tin & Tu lieu” (Information & Documentation), “Thu vien” (Library), “Van hoa nghe thuat” (Cultural & Arts)... with main subjects on Library science education, Library policies, Library activities and Vietnam Revolution, Information processing, standardization...

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Research interests
• Online information retrieval
• Information/knowledge management
• Electronic/digital libraries
• Web2.0/Library 2.0
• LIS education
Research methods in LIS environment


Abstract

Analyzing trends in librarianship and practical requirements towards LIS education in the world at present and in the future. Discussing requirements on theory and practical skills that need to be improved in LIS education and training. Presenting characteristics of librarianship and requirements with regard to LIS education and training in Vietnam. Summarizing current status of LIS education. Suggesting models and solutions to improve LIS education and training in Vietnam.

Keywords: training, education, LIS, model, solution, Vietnam

In recent decades, the development of technical sciences and information technology has impacted on all social sectors, including library information profession. The strong application of information technology in the library has increased the number of electronic and digital resources, and especially, has emerged new library models such as electronic libraries, digital libraries and virtual libraries.

The use of modern information technology has significantly changed the library profession. In a modern library environment, the mission of library staff is not only to lend books, newspapers and traditional materials, but more important, is to help the user access electronic information sources and materials. Therefore, the role and the requirements with regard to the library staff have changed. From the book keepers and book lenders in the past, librarians have become information experts. They must have good knowledge of information resources; know how to evaluate information products as well as ways to access them.

Librarians have become multifunctional staff. It is essential for them to know not only how to organize, process and preserve information resources, but also to undertake the role of information and information technology literacy trainers (including training on-site and distance training). Besides, they should also play the role of managers (management of information systems, packaging management, document management, and management of information resources).

To accomplish such substantial missions in the constant changing environment, besides undertaking traditional library tasks, library and information professionals should have the following new capacities and qualifications:

- Good understanding of information technology and know how to apply it in the library.

- Ability to access and use information resources, including online information resources and documents on the areas that readers and users interested in.

- Ability to evaluate software and equipment.

- Ability to build databases and to apply professional standards in the library.

- Ability to use computer proficiently to exploit information, especially to manage and maintain data, and to disseminate electronic information via networks or the Internet.

- Ability to disseminate knowledge and skills to colleagues and information users.

- Competency in foreign languages, especially English.

Development trends of the librarianship have caused new challenges and tasks for the LIS training. To deal with the risk of lagging behind and to keep...
up with changes of the profession, LIS schools have been innovating training programs and teaching methods to equip learners with theoretical and practical skills that connect closely with the modern library environment.

Vietnam is a developing country,

library activities have been attracted attention of the government and industry at all levels. The application of information technology has been gradually strengthening since the 1980s. Some digital libraries and electronic library has been developed. However, such innovations have just emerged at some large libraries and the application of new information technology has not been consistent among libraries. A majority of Vietnamese libraries have been still operating under traditional methods and the modernization of libraries is still the goal of Vietnamese libraries.

In order to provide professional library and information human resources for the country, the LIS training in Vietnam has been interested in. Many LIS training institutions have been setup such as the Library and Information Faculty - Hanoi University of Culture, Faculty of Information and Library - University of Social Sciences & Humanities under Hanoi National University, Library and Information Science Faculty - University of Social Science & Humanities under National University of Ho Chi Minh City, Library and Information Faculty - Ho Chi Minh City University of Culture, etc. Additionally, a wide range of institutions also provide LIS training programs such as schools of arts and culture, pedagogic schools of provinces throughout the country, and private institutions (The Faculty of Information Sciences and Information Management - Dong Do university).

Some sectors also setup their own LIS schools such as the Faculty of Library Sciences - Military College of Arts and Culture that provides librarians for the Vietnamese People’s Army. Until 2008-2009, there are 54 schools participating in LIS training at college level and above, in which 9 of them offer undergraduate programs and 3 offer postgraduate programs at master level. Currently, Hanoi University of Culture is the only one that offers all above level including doctorate (Bui, 2009).

The LIS training in Vietnam is conducted in two ways: professional training and strengthened training. Professional training consists of five levels that offer learners degrees after completing their courses such as intermediate degree, college bachelor degree, university bachelor degree, master’s degree and doctorate degree. Strengthened training equips beginning learners with basic professional skills and helps trained learners update their professional knowledge. This training method is usually implemented in universities and large libraries and information centers such as National Library of Vietnam, National Centre for Scientific and Technological Information, Military Library, Institute of Medicine Information Centre, etc. Upon completion of the courses, learners are awarded certificates.

Overall, LIS education and training in Vietnam has the following notable characteristics:

Achievements
- Most of the LIS institutions in Vietnam have experience in training and are interested in updating curriculum and teaching methods. During the process of development of the curriculums, LIS institutions have studied that of the developed countries and consulted foreign experts in order to create LIS training programs meeting the needs of the society. A typical example is the Faculty of Library and Information Science, Hanoi University of Culture that has innovated training programs at least 3 times as it has made significant changes in training program in the years of 1992, 1997 and 2003. In
order to keep up with the current trends of LIS education in the world as well as to meet the changing needs of the society, once again, in 2008, the Faculty updated its curriculum by adding some new subjects such as digital libraries, electronic publishing, web design and management, system analysis, and public relations. In addition, the Faculty has also updated the library and information services subject on a basis of the previous subject named professional work with readers.

- LIS institutions in Vietnam have updated their training programs by adding subjects relating to information sciences and information technology as well as their application in the library. Together with such a trend, they have also renamed their faculties by adding the word “information” to the names of the faculties instead of just library as previously.

- Some LIS institutions have developed their learning resources such as textbooks reference books to effectively serve teaching and learning purposes. Hanoi University of Culture is one of the institutions that has paid much attention to building learning resources.

- LIS institutions consistently follow the training method of “theory must go together with practice”. Apart from integrating practical knowledge into each subject, all students are required to take part in practicum programs at a library or information center.

Weaknesses

- There are a great number of institutions participating in the LIS training in Vietnam. Besides experienced LIS faculties with qualified staff, well-equipped infrastructure, practical libraries, and computer lab with software for special purposes, many institutions without such conditions still implement their training programs.

- There is a lack of an appropriate authority to control the quality of LIS education and training Vietnam

- Continuous training in LIS has not been paid enough attention

- Current LIS programs in Vietnam have just mainly focused on providing learners with general knowledge and skills relating to the profession. They have not concentrated on training human resources for special libraries and information centers.

- As for postgraduate training, including master and doctorate levels, the learners must be previously trained in LIS. LIS institutions have not recruited students for postgraduate courses without LIS background.

Proposal of new models

From the above discussion, we propose some models for LIS education and training that may meet the requirements of the occupation such as training on request, training for special purposes, and recruiting postgraduate students from other disciplines.

In practice, there is a large number of staff who is working in special and school libraries but has not been trained in LIS. Additionally, many people were trained in LIS but do not have opportunities to update new knowledge. This is because of many reasons such as their working places are too far from centers where LIS institutions located while e-learning or distance learning methods are not common in Vietnam. Therefore, training on request model enables library staff to access training programs at their convenience.

Furthermore, LIS institutions should also include subjects or programs for learners who work in special libraries. If library staff has only knowledge on LIS, they may cope with challenges as they work in special libraries with deeply characterized requirements of special libraries such as medical libraries, agricultural libraries, and philosophy library, etc.

To deal with this problem, we may apply the model that is offering LIS tertiary programs on the basis of other
disciplines. In the other words, LIS institutions may recruit students who already graduated from other disciplines. This model is commonly adopted in many countries all over the world and was previously applied at Hanoi University of Culture.

Those who have graduated from other disciplines can also participate in a LIS program at undergraduate or post-graduate levels after completing some supplementary subjects. By applying this model, LIS institutions may provide high quality human resources for libraries and information centers to meet specialized needs of special libraries.

Solutions

Apart from the models proposed above, we would also like to suggest some solutions to improve the quality of LIS human resources in Vietnam. Those solutions are: enhancing continuous education in LIS, deploying distance learning, controlling quality assurance in LIS education and learning resources, and constantly improving capacities of LIS lecturers.

Firstly, to improve capacities of library and information professionals, it is necessary to enable them to access continuous education opportunities. Together with the development of a knowledge economy and the constant changes of the library and information profession, the life-long learning of library and information professionals is very important. Improving LIS skill classes should focus on emerging issues in LIS. These classes should be delivered in various modes such as on-site training (inviting experts or lecturers to teach at libraries and information centers), training by topics and distance training.

Secondly, it is essential to establish a committee or the like that will be in charge of quality assurance in LIS education, including LIS curriculums, learning resources, and to standardize LIS education in Vietnam. It is extremely important to setup compulsory requirements or criteria for LIS institutions. To do so, the Library Association of Vietnam should propose a plan to setup a committee for monitoring and controlling these issues.

Thirdly, in order to have high quality LIS staff, it is crucial to have qualified lecturers who directly participate in the training process. They must have deep and wide knowledge of the discipline as well as can master teaching tools and methods. Hence, teaching staff must continually improve their professional knowledge as well as teaching methods. Besides, LIS institutions need also to offer teaching staff opportunities to empower their capacities by joining advanced classes, attending domestic and international professional conferences, etc.

Bibliographies and references


C2. EMMEGING TECHNOLOGIES

THE JOURNEY TO THE NEXT GENERATION LIBRARY

Somkiat Chatchuenyot & Sompong Missita

Name: Mr. Somkiat Chatchuenyot
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Experiences: Worked as a Programmer at Seimens-Nixdrof Thailand 3 years by programing basics code on Client-Server platform and modifying Oil Trading System of Petroleum of Thailand for around three years from 2534 - 2537 (1991 - 1994) Have been working at Computer Centre, Silpakorn University since 2537(1994)-present Networking administration with Unix and Linux administration. Java Programming, - Java Applications project manager and consultant A little bit of writing web programming such as jsp and php. Modeling the web portal for e-culture and e-researches. Teaching Software Engineering for Computer Sciences. XML and Web Service Application using java, php, ruby (start as new experience) Clusters and Grid technical contact, administration Research on Grid Applications in graphic rendering, medical grid and getting to start e-science grid and e-culture grid. Learning, Testing and Training Multi-Core Programming with parallel programing IT and Social Networking Consultant.

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Education: B.A. (Library Science), Prince of Songkla University, Thailand
M.S. (Library and Information Sciences), Ramkhamhaeng University, Bangkok, Thailand.
1987-present: Librarian at Sanamchandra Palace Library, Central Library, Silpakorn University, Have been working many duties as below:-
Abstract

The growth of information technology has been developing, changing and moving forward very rapidly and continually, till we are surfing in the age of the “Web 2.0”, which is the term used to explain the characteristics of Web Technology and design of web sites that recently empower people to build the interactive between presenter and surfer then to create social networking – online community. This will give anyone the openly and freely spaces and chances to present their ideas, the ability to build and own their information system, and encouraging people to be sharing and exchanging information between each other in social networking through Internet. The forward changing in concept and design, include building the corporated information on Internet has been leading to develop and revolution of the new technology model based on using as many types of web services such as Blog, Wikis, etc. From this referred concept, Sanamchandra Campus Library - Central Library, at Silpakorn University, however, has strongly awareness especially in the issue of building this department as the learning organization and the center of the information resource services for the university and heading to creating knowledge management called LIBKM, altogether with the adapting and improving services to the library’s user so that they are able to access into the library resources more closely and rapidly and to join with the corporation of the entire Silpakorn’s community in creating and flowing lively contents in order to be longly, continually and sustainably released and shared to neighboring communities and world wide.

In 1968 Sanamchandra Library, Central Library, Silpakorn University, was the small room with area of 200 square meters serviced to 100 students. The features to help student for book findings were item cards of the size 3 x 5 inches in the cabinet as the symbol of the library in the old period. In 1985, the library has the first computer and began to create the video and tape record databases included book and English multimedia databases, and journal holding database developing and programming by DBase, the old language with simple embedded database.

In 1993, the development in database and web site on Mini Micro CDS/ISIS with 4-5 computers was started. In 1997, the library was received the budget for purchasing library automatic system called INNOPAC, which was able to give service in searching information and borrowing and returning resources started from November, 1998 and was changed to MILLENIUM till now. Also the first web site of the library was created. In 1999-2000, Thai Journal Indexing Database was developed included the Information of Thai Western region database using Mini Micro CDS/ISIS and WEBVIS on Linux Operating System has been using for information searching service through networking system. The next year, there was the important beginning in trying to develop the live library with the various activities in order to create more relationship between customer and the library, for instance, Amazing Library Camp for children to know and love library, held in summer period.
when schools were closed. The 24 hours opening, before the final examination period of every semester, has been offering since 2002 in order to service students. This service is still available at present.

In 2006, The research with title of “The findings and using information technology of undergraduate student, Silpakorn University”, by Ek-anong Duangjak, found that most of students had the objectives in using library for study and assignments by self searching of information from books, referenced books and web sites, asking from senior students and following the library usage instruction. Between the year 2006 to 2007, The library was renovated to be modern style and inspired customer to utilize library services altogether with open the chance to students and else to create activities around the library, for instance, “I love library project”, which gave chances to students to create their activities in any various style and their methods such as “Book Boutique Available Fashionable”. Those group of students held the fashion on stage introducing the first 10 most popular books and motivate people to use library and read books. In addition, they helped to do pre-catalog of the Korean language books. As the students are of very energetic that use very much power so that they consume huge energy and not specific time, they also needed the open zone that is able to take a break with coffee and cake and release their stress and become relaxing before going back to keep on their study. Then the library provided the area for “Jack’s Cafe”, which people can be relaxed and have coffee, and be able to read book. Reading book area is also expanded to surrounding area outside the library building with the facilities such as light system and allow the students of the University to do any activities. This area is named “Knowledge Park@Library”. Some activities have been done, such as the show of Music Club, Literature Club, Cartoon Club made the activity of meeting the popular writer. Since 2007, Many more offering services have been offering to the customer, especially the students, the activities to support these services have the aim to invite and motivate students to borrow much more books. The library set some campaigns like:

Be my friends - Give number of coupons to students who use library in the very late night time. If they can collect 5 coupon so that they can borrow one more book.

Champ of the Year - this Campaign is for giving prize to students who borrow the highest number of books in each year.

Unlimited - Allow customers to borrow unlimited number of books in the semester period.

You got it! - Add more rights in borrowing the book depend on the request of customers

Shopping Book Tour - Inviting the students to help the library to choose and purchase books for library. These services is the try of the library to provide students in utilizing the services of library, using the publishing media in specific.
The growth of information technology has been developing and getting change rapidly and continuously. From monitoring the behavior of the students in using Internet through the Self Access Center, we found that most of students use Google, as a very main tool, in searching information for doing their assignments. The referenced web site they used the most is Wikipedia. Besides using search engine and Wikipedia, they use social networking, such as Hi5, Storythai, as communication tools to connect to their friends. These happening notify the library to look more and more seriously on the Information Technology by heading and putting a lot of resources to developing the library web site. The study of comparative, such as, in supporting activities of giving students to borrowing and reading more books. The study of web site of business services, especially the web site of Mobile Services Company, bank, hotel , restaurant including the Thai teenager most popular web sites, which built on the concept of Web 2.0 technology. We believes in the sense of creative web site to give services to the customers so that they will be able to utilize more on the library information resources in the form of online databases, e-books, e-journals, digital collection and else in different type and format and reduce the cost and gap of communication and between generation, students and librarians. Web 2.0 is the web technology that aims to supporting the two ways communication between presenter and another on the internet world. It opens many channels to people to show their view, thought, and create their own information to be shared with another, exchange knowledge in social networking using the internet as media to developing the thought and design and creating information on the internet. These lead to the development and revolution of quite number of technologies in the form of “Web Service”, such as Blog and Feed, and Wiki, etc.

The next generation library

Then this information will be will be spreading up like the business advertisement, which will be like the molecule or maybe more tiny part of every life because of the impact of nano and quantum technology in the coming future. This is to be hoped that these methods will be able to born information literacy naturally to be the learning university and supports the life long and live long learning in the University.

The concept of Web 2.0 is the issue that the library must be notified especially in the point of building learning organization and being the center of information resources services of the University and to be utilized in the library knowledge management (LIBKM) including the library services adaptation and improvement so that the customer can access smoothly and rapidly to the provided resources. In the same time, the born of communities in the University with their content, has been continuously and sustainable spreading information to world wide. The relationship between the library and customer related to the timing and
use the timing that is suitable to activities created and lifestyle of both and to be adapted and pushed those activities. The library then collect the activities of students, facilities and departments in the University each month and to be arranged yearly schedule to show the whole image of activities those would be happened in the University. The collaboration of every sector of the University, clubs, alumni and surrounding communities will help to enforce the thought or idea of creating activities that related content to those activities in form of paper and the use of the tools of web 2.0 technology in creating content on the web sites. The information will be spreading up like the business advertisement, which will be like the molecule and maybe more tiny part of every life because of the impact of nano and quantum technology in the coming future. This is to be hoped that these methods will be able to born information literacy naturally to be the learning university and supports the life long and live long learning in the University.

1.1 Technology 2.0

The library then observed that the staffs in knowledge and skill of information technology must be improved and helped them to release their world of IT started from making them to be notified and known some open source software those will be able to replace the existing copyright software or be the alternative in the case of budget in purchasing software, which is familiar to the staffs, is cut down. The more importantly issue is to circumvent to be pirate forever. In addition, the library needs every staff to have the understanding the concept of open source in the sense of helping in development that makes the people to give and to get at the same time. This is the hidden agenda but in the good way that to make the staffs open their mind and adapted into the newer and fresher technologies coming like fast waves, which not just third or fourth wave but it is continuously. This will bring the staffs to looking for and creating innovation this will be come along with the open heart to the critics of surrounding people and to must accept and has ability in considering, distinguishing, categorizing and resolving the problems from cyber people, which we might never face to face before. The library was first laying the foundation to the staffs on the end of August to October 2008. This activity called “Open Mind, Open Source and Open Library”. This is the first start of our journey.

While the Web 2.0 has been dramatically growing but the librarians of the library still have the different level of understanding in the technology including their background such as age and experiences in computer use. Technology Web 2.0, however, is design to be easy use and customized as user need and for their privacy, so the library come to the second step in the journey is to remove fears from the staffs and free them from their concerns to face open information wave by encouraging them with the activity that help them to be able to manage their web site and connect
them to their child or young generation, who is the generation X or Y, that can help them something they do not understand. This activity is called “IT Update”, which will be held every month at the last week of the month. Meanwhile, every librarians can say that they know and can arrange well the face of iGoogle and their gadgets by themselves. They also use Google Doc in document sharing while they have the brainstorming and discussing and making the summary for everyone. Google Calendar is the other tool they utilize for checking, updating and sharing the schedule of activities for the University, the Library, the librarians, and their private stories. They have been giving advised from IT consultant a small further to the issue of using the open library services in the foreign country, for instance, they been trying in using library lab service called “LibX”, through the plug-in downloaded from Michigan University and be installed on Firefox browser. They also many services like this that allow people to use it and the staffs have been interested in them and getting to use them more and more. This activity will be expanded to the other staffs except librarians in the future.

1.2 People 2.0

The 15 librarians of Sanamchandra Library have the difference in span of ages: 50 up, 40 to 50, 30 to 40 and 20 with the number of 4, 5, 4 and 2 people, respectively. In the mean while, the library has to service the customer started from 3 year old to retirees including the University’s staff family this push the librarians of Sanamchandra Library must be well prepared to face to any situations. For instance, being story teller for and activists for the children, understanding the difference of need between high school student, undergraduate student and master student that also be different to doctoral candidate student. The variety need of lecturers and professors in each department and in difference age and status of membership. In which, the library has to give the professional services under the concept of service mind and yet must be thinking of pro-active services all the time. According to the students who are the most number of customers, the library then has the youngest librarian to be response to have a talk with attitude to the library in every issues by focus group. For lecturers and researchers, the active called “Liaison Librarians” is used and the result of working these will bring to held the activity under the project called “Customer Delight”. The announcement of the library’s activities has been planned to use technology Web 2.0 to help in online meeting and working.

1.3 Service 2.0

a) Blogs

The library has the process of knowledge management using Blog as a tools in recording stories and experiences of work and to be shared with coworkers those are in other departments in every campuses of the Silpakorn University.

b) Wikipedia

Wiki is the other tool that was set for
the member of Silpakorn University to help in writing the open encyclopedia of Silpakorn stories. Because some stories might be difficult to understand and getting the feeling if written in Wikipedia by another people that is not the insider so that it can be fulfill the sense by written our own feeling and happening content inside out. For instance, Silpa Bhirasri, the father of modern arts in Thailand, was an Italian sculptor invited to Thailand to teach Western sculpture at the Fine Arts Department of the Ministry of Palace Affairs in 1923, founding what would become Silpakorn University or Mom Luang Pin Malakul, the first director of Silpakorn University and was a Thai educator and writer. His contributions to education in Thailand, and the 100th anniversary of his birth was celebrated by the UNESCO in 2003 as recognition of his contribution to the advancement of education in Thailand and Southeast Asia.

c) Messaging (IM):

Used for increasing the efficiency in interactive services such as Answering Services, which will help librarians to open real time channel for customers to ask questions and the librarians will find the answers and response to the problem rapidly.

d) Open source softwares: Mozilla Firefox, 7-Zip, doPDF, Foxit ReadeeEvery open source software will be collected and instructions and usability's will be provided for each open source software including the collection of links concerned the software use and experiences in using those open source software that written in the blog of the library by library’s member.

e) RSS feed:

We used for creating the web site of the library to be the center of news and information by the librarians who will be surveying around on another departments' or organizations' websites and then put the URL of those feeds to display on the library web site. The feed technology will be design to work with IM in some case of information that are necessary to users

f) Reference Library:

Sanamchandra Library has the content that is unique differ to other Thai libraries is the local history information center called Western Regional Thailand Information Center. This Center has functions to collect books, thesis, researches, reports, journal and articles, clippings, pamphlets and audiovisual that concerned to the 8 provinces around Silpakorn University. By the old services was to collect these resources and services to customers, who had only to do was to use it. The policy of the library in the age of web 2.0, besides the existing services, the new and interesting issues and information that should be sharing and presenting to each user will be the new role, which the library will be collaborated and provided facilities with conveniences to find many channel of connection and presentation such as blog, wiki, video, audio and picture for alternative choices to users. In the same time, the library have a duty collaborate with the researchers of
the University and local researchers in order to bringing and collecting the intellectual from local people and checking and validating the information for the best and most correction before releasing and being references by customers or others world wide. This include the adding and opening chances by giving more roles to local people those are the owner of information and user of information to arrange the information.

**Conclusion:**

The journey of Sanamchandra Library to the next generation library has just been starting while the technology Web 2.0 has been developing and using around world wide. The impact of Web 2.0 has forced the library to have an huge change in developing services to serve world wide. It seems to be like Tsunami wave of new information age that will blow everything away and the library will be standing on the die and static information with the huge of printed books, journals or else, and let the moving information passed by without capturing even a bit of them to be use and serve the communities around. Besides this, the chance to join and participate in live information and technology such as Library 2.0 to Open Library, will be lost and we will in very mush risky to be left behind somewhere like the old library systems that has the building and books but has no life because they are not alerting, preparing and connecting to Internet especially social networking. However, the surrounding communities in the real world are the most important resources that we could not forget and have to think to connect them in any ways and Web 2.0 and communication technologies can bring them to connect to each other easily and also creating some engines or some small bunched of application to serve customers. Along the journey, everyone will help each other to swap playing the roles of each but building the communities both online and real world at the same time without leaving each away. The information flow from real world will go to online and the online communication will be as a tool to collect, combine and make a long tail information to serve people in the communities and world wide. Then while we are on journey, we will have a very heavy duty to help analyzing information, inserting and making good and quality information through the tools we built and share along the circle of information technology development. Then the library will be the one small member of the internet communities can refer to as trustworthy community. References Ek-anong Duangjak. Information seeking and use by undergraduate study Silpakorn University. Masters Thesis, Department of Library Sciences, Graduate School, Chulalongkorn University, 2006.

**Abstract**

This paper shall examine the opportunities and challenges in marketing library programmes via the Internet. We will first start by investigating the need for programmes while differentiating these programmes from regular storytelling sessions, a staple in the public libraries’ programming calendar. One of the many challenges of marketing library programmes is the attention span of a big chunk of its targetted audience. This paper will detail the breakdown of its target audience and demographic groups in a “channel” concept and describe the various methods of reaching out to them. This paper will focus in particular on the Internet and its Web 2.0 technologies as a platform to engage readers in this Internet age. The proliferation of the many Internet tools means that a concerted effort has to be made to integrate the various marketing methods into a holistic approach. This paper shall detail the various ways in which library programmes are marketed online and provide the big picture of marketing library programmes in the Internet age. It will also account for the several difficulties faced and outline plans for the future.

**Thesis Statement:**

There are numerous challenges to overcome when using the Internet as a platform to market library programmes. It’s understanding the pros and cons of marketing library programmes online that turns challenges into opportunities.
Introduction:

As we get increasingly connected and “plugged-in”, libraries have to compete with other information providers, especially online search giants like Google and Yahoo. One of the major objectives of any library is to highlight its resources and collections to the most number of people. A way to do this is through library programmes such as book discussion clubs and storytelling sessions. While storytelling sessions traditionally target younger readers to inculcate a love of reading, book discussion clubs appeal to working adults. While most people would accept these programmes and even regard these as staples, there is more that can be done to entice and engage library-goers.

Marketing Programmes in the Past

Programmes in the past are marketed through a bimonthly brochure, which is effectively a foldable pamphlet of listings that are scheduled to take place across the 22 libraries in the upcoming two months. Both adults and kids programmes are collated together with minimum categorization. For example, all “Health” programmes are lumped together in the same section, be it for youths, seniors or children.

Marketing programmes in the past also utilizes posters placed in the libraries that advertise the upcoming programmes. However, most of these posters do not take into account the targeted groups of the programme in question and hence may not be designed appropriately to attract these eyeballs. Further, with the number of programmes that take place in the library network (3,714 programmes from April - December, 2008 for example), these posters often get lost among one another.

Marketing Programmes Now

From the middle of 2007, the programming team sat down and decided that an overhaul in the way programmes are conducted is long overdue. Much thought has gone into categorising library programmes into “Channels” so that they would appeal to the following demographics (Figure 1):

- **scene**: for lovers of music, film and literature
- **Vibes!**: for hip and trendy youths
- **Business**: for PMEBs to provide networking opportunities
- **Life**: for seniors with focus on health-wellness, grandparenting and lifeskills
- **Simply**: for DIY enthusiasts
- **Paarvai, Arena and Chinese**: our language belt for quality Indian, Malay and Chinese programmes
- **Heritage**: for all who appreciate the rich literary heritage of Singapore
- **Bounce**: for the little ones with focus on fun and discovery

The basic rationale for the categorization is simple: identifying demographics and/or age and language groups focuses limited resources and also amplifies results. From April 2008, there have been a total of 3,714 programmes conducted across the 22 libraries. Out of the 3,714 total, 235 were curated and organised by Programmes and Exhibitions (Px for short) and these attracted a healthy 17,063 attendees and enjoyed a feedback rating of at least 4.00 (out of a
These programmes go beyond the usual book discussion clubs by curating specific programmes that would appeal to targeted demographics and interest groups. For example, the channel “scene” has staged performances by not only local musicians but also internationally-renowned directors like Jacky Chan and John Woo in massively popular programmes. They not only renew interest in library resources and collections but also bring much life to the library, thereby projecting an image that the library is the place to be.

We also put up engaging exhibitions that sprawl entire floors of the library incorporating audio-visual enhancements to bring about a more complete experience. For example, the exhibition “Tan Kah Kee and Lee Kong Chian” boasts audio-visual displays that serve to bring the experience of these founding fathers to life. It proved to be so popular that the exhibition is currently being roved to different Public Libraries.

The Programmes and Exhibitions department devotes its resources to curating programmes with heart and the wish to make a difference in people’s lives. AllPx programmes are conceptualised with that in mind.

The new programme guides have also undergone a complete overhaul in both design and layout. From September 2007, Go Library and Go Kids are now published once a month (Figure 2). While the primary aim of the physical guides is to publicize library programmes across the 22 libraries in Singapore (21 Public Libraries and the National Library), they also serve to highlight whenever possible the rich and varied resources in the libraries. Programmes are marketed under the above-mentioned channel concept with each channel taking up two or more pages in the physical guides. They not only list the programmes exclusive to
the channel for that month but also engage readers and patrons with carefully selected book reviews and discussions.

Further, the team also designs 10 highly customisable posters into which programme information (such as date/time and synopsis) can be included to be distributed to all libraries at least three weeks before the programme commences so that optimal awareness can be reached. The design of each of the 10 posters has been specially considered to coincide with the target market of each channel. These designs have also been adapted to email headers to be used in email blasts to further reinforce awareness and recognition. The team sends these email blasts monthly to remind their patron base of upcoming programmes.

**Figure 2. Go Library and Go Kids physical programme guides**

**Marketing Programmes Online – Rationale**

The Go Library and Go Kids programme guides are published and distributed monthly across the 22 libraries. We publish about 21,000 Go Library and 31,000 Go Kids monthly. Distributed according to the catchment numbers of its location, each individual library receives about 500 to 1,500 of each Go Library and Go Kids. Further, we have also negotiated with external locations to place our Go Library in their premises so as to further the reach. These include a youth-centric retail store (77th Street), a niche bookshop (Books Actually), an up-and-coming pub (Timbre) and a production house/
cinema (Sinema).

While the publication of the guides consolidates the number of programmes available each month, there’s a sense of “preaching to the converted” as the bulk of the guides are placed already in the library locations. It has to be assumed that the people picking up the guides are already library visitors. Even with the external locations, these but encompass very limited niche audience.

The team is well aware of the limits of the physical guides. The Go Library Virtual (http://golibrary.nlb.gov.sg) and Go Media (http://gomedia.nlb.gov.sg) were launched in April 2008 to not only extend our reach but also to help patrons register for popular programmes with limited availabilities.

Marketing Programmes Online - – Home and Away

We employ two major approaches when it comes to marketing programmes online—the home and away. In brief, while marketing programmes to library patrons is of course important, it is also a good idea to market programmes outside of the library network so as to entice first-time visitors to the library.

The mainstay of our marketing tools, the Go Guides, are converted into a soft edition that patrons can either browse online or download from our website (http://golibrary.nlb.gov.sg). By using the Go Guides as a link between the physical and virtual medium, we aim to tap into the increasingly “plugged in” mentalities of visitors.

The team is well aware of the limits of the physical guides. The Go Library Virtual (Figure 3) provides functionality and service to patrons who wish to register for programmes online. Utilising the popular Amazon concept, in which a customer “checks out” the items placed into his or her “shopping cart”, GLV taps into the habits of internet-savvy library patrons and makes their experience on the website seamlessly intuitive. Of course, a search engine is also built into the Virtual site to help patrons search for where up-and-coming movies are showcased aggressively and ease of booking tickets online is top priority. Similarly, Go Library Virtual (Figure 3) provides functionality and service to patrons who wish to register for programmes online. Utilising the popular Amazon concept, in which a customer “checks out” the items placed into his or her “shopping cart”, GLV taps into the habits of internet-savvy library patrons and makes their experience on the website seamlessly intuitive. Of course, a search engine is also built into the Virtual site to help patrons search for
The team elects to record quality programmes and put them up on a separate media-centric website (Go Media) mainly to tap into the growing trend of how learning has become more interactive. Learning has evolved from being a book-based, one-way learning path to a multi-nodal, multi-platform experience. Figure 5 illustrates how the technologically-inclined student of the 21st century learns. From watching videos of experiments to sharing pictures of an actual dissection to logging into Facebook to share learning tips with her classmates, the 21st century student employs multiple ways to enhance the learning experience.

Our two websites (Go Library Virtual and Go Media) constitutes our Home approach to marketing programmes online. Though the team has made significant efforts to make it easier to search for programmes online on Go Library Virtual and extend the afterlife of programmes on Go Media, the team recognises the need to proliferate marketing strategies externally, by literally, going to people.

Our Away Strategy, in essence, aims to populate our programmes on external platforms and via different
Recognizing the new audience profile, the team has strategies to maximize publicity for programmes along the following lines:

**Mailers**

By adapting our new customized posters (Figure 6) and transforming them to emailers (Figure 7) with eye-catching headers, we build on our channel brand awareness while sending upcoming programmes to specific targeted patron database.

**Classifieds**

While sending emailers to specific targeted audience would make sure that information gets sent to interested parties, there is still a need to hit the major events classifieds online so as to entice first-time visitors to the library to check out our programmes. We send out programme synopsis to event listings websites like www.gumtree.sg, www.sgfreeclassifieds.com and www.farm.sg monthly (Figure 8).

**External websites**

Besides populating our events on external classifieds, we also try to, whenever possible, package our branding in the form of a header (Figure 9). This is not only to strengthen channel awareness but also to differentiate among other events that are out there.

**Facebook**

Leveraging on the popular Facebook platform, we have also created a page each for all our channels (Figure 10). We hope that by doing so, we not only entice people to attend our programmes but more importantly, build a community of interested participants.

**Alternative Reality Game**

An up-and-coming platform, an Alternative Reality Game engages people in a totally new way. Participants make use of clues scattered both online and off to work towards a goal or a prize. In brief, an Alternative Reality Game is a game that plays you. Coming up with an alternative reality game not only highlights the rich

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**Figure 6. Example of customised poster for Vibes**

**Figure 7: Example of emailer adapted**
14\textsuperscript{th} Congress of Southeast Asian Librarians

Figure 8. Example of a programme listing on a event listing website

Figure 9. Example of a programme listing on a event listing website with branding
resources available in the library, it also showcases the online platforms on which Go Library Virtual and Go Media are based.

**YouTube and other Video Platforms**

The videos of recorded programmes are tagged and uploaded onto YouTube before they are embedded into Go Media. These videos are originally put up on the popular YouTube platform example, Dailymotion.com, we are able to match our videos to the platforms’ targeted base.

The various ways detailed above serve to go out to people to publicise

Figure 10. Example of Facebook page

(Figure 11) so that linking to our Go Media website would be easier. Further, by populating YouTube with our videos, we could also entice YouTube viewers to our Go Media.

To further proliferate our videos online, we upload them onto different video platforms as well. By first understanding the audience base of, for

Figure 11. Snapshot of NLB’s video channel on YouTube
programmes targeted at them via different media platforms and mediums. In 2009, we will also be exploring other ways to engage people. We are currently working out the merits of a podcast and a dedicated video channel. Podcasts are useful as they can be easily downloaded and enjoyed at the leisure of listeners via their MP3 players. A dedicated video channel, perhaps in the form of a “talk show” infotainment, could also highlight interesting programmes coming up. It is hoped that with a voice/face with whom listeners/viewers can identify, it would be more personable and by extension, so would be the programmes discussed.

Difficulties and Plans for the Future

Difficulty in upkeeping contact base

Workflow and timelines

Competition

Difficulty in upkeeping contact base and matching them with our programme channels

While the biggest effort has been put into laying the groundwork for marketing programmes online, there is much substantial maintenance required to update it. We have done much to optimally match our physical resources with our online platforms but maintaining them from month to month has been a constant struggle.

The biggest hurdle to a smooth process has been the procurement of good programmes. While the team plans ahead, sometimes as far ahead as the next half year, there are sometimes programmes that are tied up too close to the date to be marketed properly. For these programmes, we rely heavily on email blasts to past attendees as well.

Workflow and timelines

Because of the fluid nature of marketing online, there is a need to balance optimal publicity with up and coming programmes. While the marketing instinct is to market all programmes for as long as possible, it is not always efficient as they may not seem as fresh nor new to readers who visit the site regularly. As a general rule, programmes are put up online before the first of each month and those take place earlier in the month are publicized as early as when the information (i.e. synopsis, date/time details) becomes available.

Conclusion

Marketing programmes is no longer static in this increasingly plugged-in world. To merely rely on programme guides that interested patrons could pick up is a passive strategy and the onus is on the programming/marketing team to go out to the public and showcase the programmes we have in store for them. Recognising new audience profiles helps us identify the various online platforms and mediums that potential programme participants are likely to check out. By aggressively populating our programmes across the board, we hope to entice not only long time participants but also first time visitors to the library.
SAI GON GIAI PHONG NEWSPAPERS: SOLUTIONS TO IMPROVE ACCESSIBILITY AND STORAGE IN LIBRARIES

Nguyen Tan Thanh Truc
(MLIS, Simmons College, Boston, MA, USA)
Librarian of SaiGonGiaiPhong Newspapers

Family name (surname): NGUYEN TAN THANH
First name (given name) followed by your maiden name(s): TRUC
Sex: Female
Place of birth: Town: Long An  Country: Viet Nam
Nationality at birth: Vietnamese
Date of birth (dd/mm/yyyy): 23/04/1972  Age: 36
Current nationality: Vietnamese
Marital status: Married
Number of children: 02

POSTAL ADDRESS
E-mail (obligatory, only way of communication!): thanhtruc@sggp.org.vn OR trucntt@gmail.com OR trucgsl@yahoo.com
Organisation/Institution: Sai Gon Giai Phong Newspapers/ Department of Library and Information
Street + number: 432 - 438 Nguyen Thi Minh Khai , District 3
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Abstract
The relationship between publishers, libraries and readers has still not closed linked. The process in each place has to be redundant, repetition, wasteful. While publishers or press organizations do not care much on their publications archives, libraries have to store, preserve and restorpective digitize all items that publishers produced. How to avoid the redundant work, and save many things from cost, time, labour, furniture which society invested for libraries to serve information? We need build a principle to ensure the smooth intertransmission between publishing and media organizations and libraries. Although, there has never been any a model of newspaper library in Vietnam, Sai Gon Giai Phong Newspapers made a decision to rebuild and straight up the role of library of newspapers. On the base of this principle, Library of SGGP has not only focused on archiving e-data of their publications, but also increase the online accessibility to them for other libraries and users. This library has not created databases to manage the quantity of reading materials but also put priority on value-added databases of content management. This library is not only for readers in SGGP but also outreach to other user community, especially to enahnce reference and information seviceto develop the usability media resources to meet users’ information need

Keywords:
Sai Gon Giai Phong Newspapers; Library of Sai Gon Giai Phong Newspapers; newspaper libraries; library services, information products; database design; newspaper preservation; technology of content management

Brief description the Vietnam journalism development
Since 1975, Vietnam has developed up to 633 press organizations with 813 serials. There are 174 journals(73 of central and 101 locals) and 459 magazines(353 of central and 106 of locals). Among them, there are 174 newspapers and 459 magazines, one Vietnam news agency, 67 radio and television broadcast organizations (2 in central and 65 in locals). Beside them, there have been over 1000 newsletters of many organizations, companies, associations in central and at locals. Their scope, formats, languages and contents cover information not only to all Vietnam provinces but also targets to all Vietnam communities out countries and foreigners who live and work in, work with or are interested to Vietnam. Not only the Vietnamese or some popular like English or French, Vietnam newspapers has processed many various special programs for minorities people (like Daily Sai Gon Giai Phong in Chinese, weekly SGGP in Chinese, Mekong provinces’ television and radio programs for Kh’mer,…) or special formats for disadvantages (such as “New Life” for visually impaired people by VietNam Blinds Association). Being supported by the edge information communication technology (ICT) and keeping up new trends of journalism in the world and
the changes of reading habits, Vietnam journalism has been turning into the online publication since 1995. Up to now, there are 10 online journals, over 130 websites of journals and ten thousands of other websites providing information to society.

**History and development of Sai-GonGiaiPhong**

In the South of Viet Nam, the first issue of Daily Sai Gon Giai Phong was published on May 5th of 1975. Since that day, it became the only official media voice of government not covering in HoChiMinh City but also for all provinces in Vietnam. It’s mission is to be the information bridge between government and citizens, and reflect all daily life of Vietnam. It’s issues were published 6 days in a week. To meet users’ demand, SGGP Daily came to readers 7 days in a week and content increased from 4 to 6, 8 pages, in some periods up to 10-12 pages.

Experienced nearly 35 years, these titles has grown up stably and fast changed to meet society’s information needs. Intended to approach readers’ varied information, culture and entertainment needs, SGGP launched some other new supplements, such as *SGGP Saturday* in 1991 and *SGGP Sport* in 1996, *Weekly SGGP in Chinese* in 1997. Following the press’ innovation program, only in two years, 2006-2008, SGGP launched 3 other new titles like *SGGP Afternoon News (SGGP 12h)* in Vietnamese that is the rare afternoon news in Vietnam, *SGGP Guide* in English for foreigners, especially for tourists who like to know the Vietnamese style, customs, interesting special places, special culinary and traditional and present culture; *SGGP Finance – Investment* in Vietnamese to meet investors and businessmen working in and with Vietnam market. Now the online edition in Vietnamese ([http://www.sggp.org.vn](http://www.sggp.org.vn)); and English edition([http://www.sggpdaily.com.vn/index.html](http://www.sggpdaily.com.vn/index.html)). With the strong commitment as the media voice in The Communist Party of Vietnam, to represent the voice of people, SGGP publications has been confirmed being a main media channels for not only Ho Chi Minh City but also journalism system over the nation. Today, SGGP has many head-quarters, permanantly offices and printing houses in some large city and provinces like Hanoi, Da Nang, Thai Nguyen, Da Lat and Can Tho.

In the information market in Vietnam, SGGP is always voted being a reliable information sources by readers. Information excerpted from SGGP’s sources is being used as the official documents in legacy, business and education. SGGP is also reference sources of leaders in Vietnam, of managers, scholars, and researchers in Vietnam. SGGP has also being selected as the top priority Vietnamese serials in libraries, schools, universities and special institutions abroad. SGGP is the first one in the list of Vietnamese newspapers chosen acquiring especially for university and national libraries such as Library of Congress, National Library of Australia, Harvard – Yenching Library, Library of University of Washington, Library of Cornell University. They have archived Daily SGGP microfilm from the first issue, May 5th 1975 to 2002 that was processed by The Library Photographic Service of University of California, Berkerly.
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**Starting with the idea of establishment a professional news media library**

Since the growing up of SGGP, there have been a documentation section to serve for daily publishing work with only 2 persons. The information booming in the last decade of the 20th century and the rapid growing up of newspapers in Vietnam make a pressure for the urgent solution to archive, preserve and access news information. SGGP has taken a deep survey to find the best way to develop library with a new modern model to being efficiently utilized for its publishing. A library innovation proposal was set up in 2005. Firstly, Library’s staff were re-trained and new recruited some more. Next project items was continually invested IT infrastructure and technology, especially a new library integrated software customized appropriately for news media library. Next is developing the core information resources. We spend a lot of efforts in labour, time, finance to restructuring all resources, especially databases, services and target users. The retrospective data updated from old catalog on paper fiches with about 49,000 fiches and moving from the CDS/ISIS about 27,000 records into the new library management software. In addition to, we collected or exchanged data of SGGP that other libraries cataloged in their databases. Databases here are focused to navigate to show all major characteristics of a newspaper library.

**Accomplishing basic components of a news media library**

Since 2005, the SGGP library’s appearance is so different. The staff is up to 10 people, 1 manager, 2 assistants in charging of IT, 5 librarians doing indexing, cataloging, acquiring, preserving and stock organizing, 1 reference librarian, 1 photographer working as an assistant librarian in charging updating image database.

Its collection focuses in the reference materials, law, politics, history, biographies, social science, and literature and art criticism, and priority for journal career. The strength of SGGP library’s collection is the journal acquisition. There are 284 titles of magazines and newspapers to be acquire to serve for assessing information market in over the nation. We serve the rest contents via interlibrary loan service in other public, special and academic libraries.

Many varied databases are created to target many different usability aims and the nature of information. Beside book, e-book, abstract, serials database as many libraries have done, SGGP library has developed more databases like abstracts of other newspapers, indexing for all SGGP supplements, full-text of SGGP’s issues and abstracts, journal images, Files of events which was in today and which is in today”, useful websites and subject bibliographies.

Not only are SGGP library services for journalists, editors, managers and staff in SGGP, but also reach to readers outside. While reference service and online information service is still not popular in Vietnam, in this library, these service are put in the top priority to prove the library’s efficient and effective working, librarians’ pro-active and qualification, and maximum resource utilization invested here.
While the interlibrary loan in Vietnam is still discussed in the meeting and written on at the librarianship’s textbook, SGP tried best effort to persuade other libraries to sign contracts to get the smooth loan services and less bureaucracy. Now, they carry this service quite conveniently. The staff in SGP library tried their best to apply almost knowledge in library and information science into the reality of press publishing and get best efficient practical lessons.

**Improving the storage for SGP newspapers for libraries.**

The binding seems to be the only way for journal storage and preservation in Vietnam libraries today. However in this country, the natural and stock condition, the quality of paper, ink and print technology are not ideal for these paper bunches existing in a long life. We don’t have yet a certain statistic number on how many of them are good or destroyed, but certainly the second number are much bigger than the first.

In addition to the number of titles and issues have been raised that make the space of storage of libraries less and too overload. While most of the newspapers organizations do not have the concepts, or worry about cost-efficient against value, or the IT capability to storage all e-print issues daily published. It is said everything are available on online news. In fact, the paper online format is different than the print version. The content is also edited to keep up the change of information users’ reading habit online. The archive policy of online version is maximum to 5 years only. So, if the readers would want to search a news in 6,7 years ago, they couldn’t hope to get it. Even, most of search engines of online newspaper in Vietnam do not work well and have many searching options to meet the need of users’ searching information fast and exactly as libraries’ catalog do. All these factors make the hard pressure for any news collection in any libraries or information centers.

**Starting the project of archiving desktop publication’s data.**

This need of preservation and access newspapers in Vietnam pushes SGP Library put the priority for the e-file of print papers. This library was invested the IT infrastructure, improved the smooth integration between the desktop publishing section to library. All e-files after being moved and stored in the library archive virtual storage will be processed and updated into full-text database.

In the early of 2007, the Library of Congress’ Coordinator in Exchanging Program came to SGP Library to talk about the opening the cooperation between two organizations, especially the resource sharing and material exchanging. They told us that they have acquired SGP Daily papers for a long time via the exchanging with other libraries in Vietnam. However, they often receive papers 1 – 2 months late, and especially their storage space need to be save as much as possible. They mentioned to the available solution for archiving print SGP newspapers under electronic version in disks. We customize in the distribution progress to get more one more publication format under DVD-ROM and CD-ROM.

In the next visiting of LOC’s coordina-
tors to SGP Library in early 2008, they were handed the DVD-ROM and CD-ROM of e-version of Daily and Weekly SGP in two years, 2006 and 2007. After that, we send messages to some librarians we knew that their libraries has archived our newspapers in their Southeast Asia collection. Next, we received orders from Harvard-Yenching Library (Boston, MA, USA) which asked us to provide Daily SGP for them since 2002.

**The online access service- Why not?**

While launching disk publishing, we received other individual and organizational users’ new requests. They want to get the e-file for print papers online including the indexes for each issue every morning so that they can look for any relating news on papers via a searching tool. This deal is implemented much more complicated than it seemed that. We needed to have more staff in the early morning to process and index on time to ensure users’ accessibility and readable around 10 am. We need to persuade the desktop publishing section to strong commit to make sure the transmission e-files on time and keep enough contents and images illustrated as original paper.

After balancing resources like human, and financial and infrastructure resources, we sent the technical request order to the ILMS provider to redesign and customize the electronic distribution module to get searching tool and distributed electronic information via account – registration online. Now the accessibly to online indexing, abstracting and full text SGP’s publications is ready and officially launched via our website: [http://thuvien.sgpp.org.vn/](http://thuvien.sgpp.org.vn/). Around 9- 10 a.m everyday, customers can read, search, browse all contents in each serials registered.

**Starting point of the digitization project.**

After the time to keep up the speedy publishing of press’ publications, we thought back the SGP publications in old years. As a library, we know challenges of other libraries in archiving print papers after a long time. In the middle of 2007, we wrote the digitization project just for 1 year as the pilot, but the Board of Editors approved and widened the period of digitized papers up to 5 years. We look for libraries which are available to do the digitization project outsourcing. There are many companies and libraries want to sign contract with SGP doing this project. After reviewing many different solutions, we use the dual-way for using out and in sources. That means we choose the library which has enough qualified staff and digitization equipment. Maybe this problem is not difficult in developed countries, but it’s not easy in Vietnam where there are only some libraries equipped the large digitization equipment for the paper size A0. After digitization, they will transfer all rough products back to us, and we do graphic processing at site. This solution is to ensure the copyright protection and save the cost.

**Building the online indexing project**

Before starting digitization project, we stood in front of the other problem. Whenever the full text is available, the indexes is also required to be ready for users to search or browse the contents of each newspaper issue. That means the indexing retrospective project need
to be set up in advance. Human is again our biggest problem. While the current team is only enough for the annual plan, we talked to library schools and asked them to send students doing internships here. Since then, the SGGP library becomes the internship for some schools like the Culture College or the University of Social and Human Sciences in HCMC. After re-training time, we evaluated students’ ability to recruit them as library collaborators. We were approved the policy to pay wages for them and give them a flexible working time at SGGP to avoid bad influence to their studying. Now this collaborator team finished the updating data for the first project from 2000-2005 and now they are working for indexing database from 1995 to 1999 in order to be ready for the second digitization project.

**Developing reference service in SGGP**

Our primary customers are journalist which is one of active careers. To journalists, they want any information relating to the theme they want to write and need to check all information that they wonder. This pressure is put on librarians’ shoulders. They ask the standard for the library service is to provide the information exactly, right time, right scope and appropriately content to each areas journalists write. For example, with the same topic of talking about the influence crisis in 2008, but the reference librarians need to identify which column journalist who request this question working, such as in the Politic, Economic, or Education Column to search for. Often, their habit often avoids reference interviews because they want to keep secret until the news appearing on the editors’ desktop. Reference librarians are required to read newspapers everyday to be familiar with style, primary area of each journalist. They do also not have much time to wait for you search back and fort. That requires you to have a skill of while listening what they said and immediately brainstorming which sources and what keywords to get the answer for them. Now, this service is also known by other press like SGTT, Television Board HTV, Phu NU HCMC, etc.

From providing these requests successful, we set up the official information services here. Some e-information packages we provided to customers like “Bibliographies on Ho Chi Minh”, “1968’s Uprising - 40 years looking back” or “The China military invasion in Vietnam’s North boundary in 1979”, “Memories Vietnamese women on the Liberty Day”, and other full text bibliographies of SGGP’s famous writers, etc.

**Open the database of Today’s Events**

To prepare publishing plan monthly, among many items to be done, the press requires the library to compose a list of “What was in today”. At first, the staff did it manually. Because this job is repeated month by month, and updated year by year, the idea of online version for “Today’s Events” database is formed. We had to redesign the ILMS and database structure. This database’s searching tool is identified users’ purpose to find information all events in a day. We chose all materials on “Facts and Figures” and keep up news on newspapers to update database. To make it easier to classify where events happened, we divide more options to update data like events in Vietnam or
Some times the e-article is often change titles, and images illustrated, and many websites, the cataloger and indexer need to look up information so carefully when attaching the linkage path into the record. Now this database is up to 14,234 records.

In the future
Looking back what we have done and the quality and quantity of information services and packages being done up to now, we wonder how we can develop them in a short time. The only answer is the push and power from the users’ information needs. In this year, our digitization project for Daily SGGP from 2000 to 2005 is done. To meet the libraries’ needs of archiving electronic version in replacing paper one, we are now looking back and measure and assessment our capability to retrospective digitize for all issue from 1975 to 1999 as well as indexing completely all issues from 1975 to 2005. We also promote and prepare enough condition on furniture to get the grant for developing talking newspaper studio and database in library. This data is for people like listening news rather than reading because their joy and motion or eyesight disadvantage. Hopefully, we will get it in this year. A new idea is lighten, journalism is called as the age’s secretary. We bookmarked the dates on the Files of Events, why we do not bookmark the people. From that idea, we began to open the Database of People in the beginning of 2009. We are very delightful to inform to our colleagues in other libraries in and out Viet Nam and very hope to be shared your experiences also resources from you all.
Mila M. Ramos, Luz Marina Alvare, Peter Shelton, and Yuni Soeripto

Mila Medina Ramos is a Filipina Librarian, who holds a Bachelor’s and Master’s degree in Library Science obtained from the University of the Philippines. She underwent on-the-job training at the US National Agricultural Library in Maryland and the Deakin University, Australia. She also took up distance education courses from the University of Cincinnati. Mrs. Ramos is currently the Chief Librarian of the International Rice Research Institute (IRRI), based in Los Baños, Laguna, Philippines. The IRRI Library has the world’s most comprehensive collection of technical rice literature and serves the information needs of worldwide clients.

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Yuni Soeripto is former Head of the Library of the Center for International Forestry Research (CIFOR). She is currently a Consultant for the CGIAR Virtual Library Project.
Abstract

The Consultative Group on International Agricultural Research (CGIAR) supports 15 international agricultural research centers worldwide, through strategic collaboration among countries, international and regional organizations, and private foundations. Through aggressive research efforts and working with national agricultural research programs, these centers generate a huge volume of scholarly outputs on various agricultural subjects. In the past, awareness and access to these valuable sources of information posed problems because of the lack of a central vehicle for searching and retrieval. In 2006, linkage between this valuable body of knowledge and scientists was maximized through the development of a single electronic platform for metasearching: the CGIAR Virtual Library (CGVL). This paper attempts to present the progress of the CGVL Project and how web 2.0 tools are utilized for efficient content development, increased visibility, wider accessibility, and timely collaboration. Currently available to worldwide users at http://vlibrary.cgiar.org/, the CGVL is the result of collaborative efforts among information management professionals from the 15 CGIAR Centers, who established the CGIAR Libraries and Information Services Consortium (CGIARLSC) in 2003. Currently, this resource-rich site offers a user-friendly platform for federated searching of CGIAR Center libraries’ online catalogs, more than 180 online databases, around 4,000 electronic journals, and full text monographs. The CGVL has instituted facets approximating Library 2.0 as it gives information access regardless of time and geographical location. Moreover, through its blog and wiki spaces, agricultural scientists have better awareness of agricultural information as well as augment the resources available, discuss and collaborate. On top of achievements, there are many challenges that need to be faced: content management and sustained access to full text electronic resources, the diminishing budget, improvement of search capability, the development of standard interfaces and connector technologies for better information sharing, and sustained collaboration among the information management professionals in the CGIAR system.

Introduction

Almost all aspects of modern life are influenced by the new information technologies (IT). In the field of information, the digital era ushered in the most rapid technological transformation. The impact of IT changes in the history of libraries and publishing is overwhelming. The volume of information on the web has made the task of knowledge organization more complicated, but dissemination is now faster and easier. Knowledge sharing is no longer a function of time and geographical location. The marvels of IT have made it possible to use electronic tools to manage information and develop
services that reach out worldwide. Information seekers, especially the “born digitals” (Palfrey, 2008), now use a variety of tools: online databases, search engines, portals, e-mail, cell phones, social networks, etc. to seek and disseminate information.

Libraries and librarians are expected to change the most in the digital age. Rapid transformation is taking place in libraries, just as digital collections are moving in fast to replace print collections and the increasing recognition that libraries will play a bigger role but with a different “contour” (Palfrey, 2008).

In agriculture, as in other fields of knowledge, investments in research generate a huge proportion of knowledge to be used for further research. It has been established that there is a strong link between “investments for research and innovation and agricultural productivity growth” and that there is a gap between the conduct of the research and adoption of technology, which influence productivity (Fuglie, 2007). Managers and stakeholders seek greater returns on financial investments in information (Casey, 2006). Hence libraries are under strong pressure from various sectors to justify roles, services, and budget requests. This echoes the urgency of disseminating research results promptly and creating awareness among prospective beneficiaries. This need was strongly felt by information management professionals (IMs) of the Consultative Group on International Agricultural Research (CGIAR) system. Hence, they sought ways to hasten the linkage between agricultural research results and users via a digital tool that reaches out to all. The objective of this paper is to introduce the CGIAR Virtual Library (CGV Library), a virtual tool, the outcome of collaboration, which is intended to facilitate the sharing of CGIAR-generated knowledge.

**The Consultative Group on International Agricultural Research**

The CGIAR was created in 1971 to support agricultural research by harnessing strategic collaboration among public and private organizations and institutions. The mission of the CGIAR is “to achieve sustainable food security and reduce poverty in developing countries through scientific research and research-related activities in the fields of agriculture, livestock, forestry, fisheries, food policy and natural resources management” (Consultative, 2007-2008).

At present, there are 15 international

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**Figure 1.** The web site of the CGIAR (Source: [http://www.cgiar.org/](http://www.cgiar.org/))
agricultural research centers under its umbrella. Thousands of scientists and staff are working in more than 100 countries to address major concerns in various agricultural subjects. The center’s research programs, powered by public and public endowments and done in partnership with national agricultural research services (NARS), produce a huge volume of scholarly outputs. Since these research efforts are publicly funded, the products must be made available freely as global public goods.

![Image of CGIAR Centers](http://www.cgiar.org/centers/index.html)

**Figure 2. The CGIAR International Agricultural Research Centers (Source: http://www.cgiar.org/centers/index.html)**

In the past, awareness and access to these valuable sources of information posed problems because of the lack of a central vehicle for searching and retrieval. With new IT advances, it is now possible for researchers to get information anytime and everywhere because information is now available in more and better modes than before. What matters most is for research and other institutions to provide platforms, to facilitate communication between people (Parcel as told to Manning-Thomas, 2009). This is precisely the main reason for the creation of the CGV Library.

**Features of the CGV Library: Content and Infrastructure**

The CGV Library became operational in 2006 and since then, it has served as a major access point to CGIAR global public goods and other agricultural knowledge sources. It carries links to library catalogs, specialized databases, electronic journals, full text published documents, as well as grey literature.

With its more than 180 databases and links to 4,000+ leading journals titles in agriculture, users can now access in a single platform what required tedious individual searching in various sites before. The federated search architecture used by the CGV Library enables access to various databases through a single query. Simultaneous searching of all of these resources can be done via a single search interface running on the Ex Libris’ Metalib SFX platform. The system searches partner sites all over the world, runs a search on each database and returns results within a few seconds. This obviates the need to conduct tiresome multiple searches at various portals. The virtual library was upgraded to SFX version 4 in 2008.

The user-friendly features of the CGVLibrary include the following:

- **Quicksearch.** The user may opt for the simple or the advanced searching mode. Also, the existing sets of databases may be used for searching or the user may click on selected databases relevant to his field of research.

- **Citation Linker.** This is a handy tool
for researchers whose information about a certain article, journal, or book is incomplete.

- User guides. To make the resource more user-friendly, simple instructions plus screenshots are offered by the site.
- Find Database. The user may search one subject-specific database or click on a number of databases and search them all simultaneously using the metasearch feature.
- Find e-journal. E-journals may be selected from an alphabetical search facility and added to a personalized list in My Space, My e-Journals.
- Meta search. Several catalogs or databases may be searched simultaneously. There is always the option to identify a database and launch a simple or advanced search from set parameters.
- My Space. This is the user’s virtual space for storing their own lists of databases or e-journals or references for future retrieval.

Hyperlinks to Full Text Documents. In many bibliographic records of CGIAR publications, hyperlinks offer instant access to full text documents.

IMs and IT experts across the CGIAR system continue to seek ways to improve the design and search interface of the virtual library to make it more responsive to the needs of users.

Web 2.0, Tools, Social Networking, and Marketing the CGV Library

The information-seeking behavior of researchers has changed considerably and this has become a big challenge to information providers. The most
important and urgent issue is to reach out to users and connect them to the most relevant information services and resources.

Since its launch the CGV Library team exerted time and effort to create awareness among potential clients. Posters and flyers were designed and circulated in various venues. Talks/presentations, seminars about the platform were given in local and international fora. Also, papers were published in international journals. Listservs and blogs were also utilized actively. These efforts are continuing but newer and better avenues for marketing services have evolved.

Web 2.0 tools offer many options to create awareness of vital information providing platforms such as the CGV Library. There now exists an environment where opportunities for marketing are diverse and create more impact. These web platforms increase visibility, accessibility and collaboration. They offer opportunities for interaction among the information seekers and providers in a very informal and familiar setting.

In January 2009, the top social networking sites, Blogger, Facebook, and MySpace, had more than 540 million members (Lewin, 2009) and this figure is growing everyday. With these fantastic figures, it is obvious that social networking sites or web 2.0 tools for that matter, can do wonders in inking clients with resources with very little or no effort at all. Social networking is enjoyed by people of all ages. In fact, more adults are getting hooked to social networking sites than before as it is considered as one of the fastest growing forms of entertainment (Lenhart, 2009).

Many web 2.0 technologies are now being used by libraries to increase communication between librarians and their clients, to build virtual libraries, and to make the content of library web pages more attractive and user-friendly. A big number of advanced libraries, especially those in the developed countries, have adopted web 2.0 applications in their services (Duke, 2006; Xiao, 2008; Libraries, 2007).

The challenge for information services is how to apply social networking via web technologies so that the public service mission of libraries, museums and archives can be elevated to such a level that users will be attracted to them.

The CGV Library is no exception. Some web 2.0 tools being used by the CGV Library are:

1. **My Space.** This is a personal, interactive environment for users to create their own special libraries of references, save relevant records for future use, and define their own
preferences. This is a time-saving tool for scientists.

**CGVLibrary wiki.** Launched in April 2007, the wiki is a vehicle for current awareness. It enables the addition of new resources, as well as revision of existing ones. Ex Libris and SFX issue monthly reports or updates on free resources available on the web and these facilitate the addition of more electronic resources, especially open access journals, to the virtual library. It also gives a space for IMs to share knowledge and experiences related to the CGV Library. The terms of reference and updates on activities related to Phase II of the CGV Library Project are given here. Other vital information are accessible via links on the sidebar like project timetable, activities, to-do lists, resources, statistics, institutional repositories, etc. A search box is also available for topic-specific inquiries.

Blogging is one of the most popular avenues for online interaction and communication nowadays. The virtual library team selected the Wordpress free blog facility for this tool.

In this space, IMs in the CGIAR community are free to express their ideas, announce new services, and consult with one another. They can write anything they want to share with fellow IMs and the public. Like the wiki, this also facilitates current awareness and linkage. Readers are free to add comments and these feedbacks help much in improving the platform.

**4. Live Skype service**

This live reference service, which started in February, 2009, again, is made possible by sustained among centers. Worldwide clients can ask questions, seek solutions to information-related problems, and request for virtual library services by calling or chatting with real people. Sixteen hours of non-stop service to CGV Library users are offered by the 14 centers involved in this. Each center librarian was assigned a 2-hour time slot which is convenient to his/her time zone, in order to provide instant service by phone or by chat to international clients. Users can open Skype, invoke the skype name CGV Library, ask live questions, request for literature
searches, or ask for documents and they will get instant answers.

**Achievements (Impact & Usage)**

The CGV Library was created to make the life of agricultural researchers easier. It also serves to bring CGIAR intellectual output to stakeholders and other researchers. The presence of the CGV Library is being felt worldwide, as evidenced by its mention in several publications, news releases, web sites, and blog sites. A Google search done on February 15, 2009 yielded 40,400 references to this virtual library.

Usage of the facility peaked a few months after its launch (Fig. 6). Most of the users are from the developing world. Thirteen of the centers supported by the CGIAR are located in the developing world and the intended beneficiaries are researchers and farmers in the developing countries. Statistics show that the CGIAR library catalogs were searched 317,954 times in early 2008 (Alvare, 2009).

The value of the CGV Library to agricultural research was recognized by the CGIAR by giving the 2006 Science Award for Outstanding Scientific Support Team to the CGV Library Team.

**Future Challenges**

In the field of research, knowledge sharing and knowledge management are activities that should be sustained (Parcell, 2009) to achieve maximum impact and effectiveness. In the same manner, tools for knowledge sharing,
such as the CGV Library needs to be always available and presented in such a mode that researchers will use them. This is the only web site that enables simultaneous searching of multiple databases in the field of agriculture.

The CGV Library aims to achieve the status of Library 2.0. It has developed many electronic offerings to its clients and these are evaluated frequently. It is available anytime, anywhere, and has provided free full text resources and interactive spaces to reach out to users and to receive their feedbacks. Much has been done but a lot more remains.

The sustainability of the CGV Library depends on an interplay of many factors, some of which are beyond the control of information managers:

• The Metalib SFX platform, on which the CGV Library sits, requires maintenance and installation of updates to make it at par with other search engines.

• Commitment from CGIAR IMs must always be there so that content development will be a continuous process. Full text resources in the virtual library need to be enriched and updated.

• Continuous learning on the part of IMs and better collaboration with international agricultural institutions would help in sustaining the effectiveness of the CGV Library.

• IT expertise is necessary for the improvement and revision of search interface and the platform designs to be done as needed and to suit the requirements of modern day clients. The IMs cannot do this alone, hence support from IT experts in the CGIAR system is of utmost importance.

Management support is very necessary as the development and maintenance of the CGV Library entails financial as well as human resources.

Meanwhile, Phase 2 of the CGV Library Project is ongoing and focuses on the following enhancements:

• Integration of the open URL functionality of the CGV Library with external sites like Google Scholar, ISI Web of Knowledge, Ingenta, etc. will bring CGV Library services to platforms users are accustomed to visit.

• Partnerships with other information providers in the developing countries like AGORA, HINARI, INASP, among others, will provide wider access to information and mutual benefits to collaborating institutions.

Adoption of standards-based XML metadata to enhance the functionality, for faster import and export of data, and for promotion of open access to global public goods.

The viability of the CGV Library poses a big challenge for the IMs and IT experts of the CGIAR system. There is still much room for improvement, as the CGV Library is expected to be a dynamic and effective library 2.0 platform for knowledge sharing.
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DIGITAL REPOSITORY AT NANYANG TECHNOLOGICAL UNIVERSITY
IMPLEMENTING A SUBJECT METADATA SCHEME

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Abstract

One information service that has emerged in libraries with the advancement of digital technologies is the online institutional repository. DR-NTU is the digital institutional repository jointly developed by NTU Library and the Wee Kim Wee School of Communication and Information, using open source software DSpace from MIT, to facilitate the capture, storage and preservation of the intellectual output of the NTU community.

Aside from using keywords and metadata elements such as title, author and date to search and browse the collections, the DR-NTU user interface is designed to also allow subject search and browse. This feature would provide value-added library services to the user for navigating information within the digital environment, allowing more precise subject search and browse by the use of controlled vocabulary. NTU Library’s Bibliographic Services Division assisted in developing a metadata scheme which would support these information searching and retrieval requirements. This paper provides an overview of the policies, procedures and relevant issues in creating, testing and implementing the DR-NTU subject taxonomy.

Scope and purpose

The collection

The Digital Repository at Nanyang Technological University (DR-NTU) aims to capture, store and preserve the intellectual output of Nanyang Technological University (NTU) and, where possible, make it available to the global research community. The repository contains open access collections as well as restricted collections which are accessible only to the NTU Community and require user authentication to view the full text.

DR-NTU accepts the following types of electronic publications into the repository:

To the Restricted access collection – theses, dissertations, research reports, student reports (written for academic degrees, internships, professional attachments). The authors are mostly students although some research reports are by staff or graduate students;

To the Open access collection - journal articles, conference papers, working papers and commentaries; the authors are mostly staff of NTU.

The number of items in the whole repository at this point in time is more than 15,000. The earliest publication dates back to the 1970s and the collection is expected to increase at a rate of about 1,000 items per year.

Stakeholders and system

Staff and students may contribute publications to DR-NTU from three main sub-communities – schools, research centers and administrative departments in NTU. The NTU digital repository was jointly developed by NTU Library and the Wee Kim Wee School of Communication and Information using the open source software DSpace from MIT. NTU’s Centre for IT Services provides technical support for the repository system and technology.
Purpose
User-centred objectives
Recent developments in information organization within the international library community have shifted to return focus on user requirements; in NTU Library’s strategic plan one of the 4 main areas of concern has been to focus all activities on the user. Guided by this user-oriented philosophy, the Library has looked into ways to apply its core capability in the management and organization of information in the digital repository collection.

NTU Library’s role in the DR-NTU project is to develop, design and manage the information architecture and system technology for the digital repository, bringing together the fundamental requirements of the organization context, users and content. The project is led by the Library Technology Division with metadata support from Bibliographic Services Division and user liaison provided by the subject librarians from each school in NTU.

In coming up with a strategy for the digital information infrastructure to be used in the repository, the Library

![Diagram of Library capability in DR-NTU information architecture]

Figure 1. Library capability in DR-NTU information architecture

looked at a collaborative solution where the Library and community potential would be equally realised. It is expected that the initial higher resource deployment at the development stage while the collection size is modest would facilitate: opportunity for integrated participatory
workflows involving the user and the Library, improved user awareness of subject categorization and other knowledge representation tools continually organized information growth in a systematic and consistent manner, efficient change management processes and extensibility.

**Navigation capability**

The DR-NTU information organization model is intended to add value to the user experience beyond the basic functional requirements of an information retrieval system; FRBR describes in these, the context of a bibliographic system, as finding, identifying, selecting and obtaining an information object. It has been suggested that a full-featured and effective information retrieval system should also include navigation features. The intention is to allow users the opportunity to search and browse the DR-NTU collection by subject area in addition to keyword searching.

In the context of information organization, taxonomies refer to structures that provide a way of classifying knowledge resources into a series of hierarchical or other systematic groups for easy identification or location. Within the business environments, taxonomies are used to provide increase knowledge sharing by effective content management (identification, location and organization) and improve information access and business (navigation and visualization).

The Library conceptualized the subject metadata scheme as a subject taxonomy allowing users navigation within information structures developed from systematic analysis of context, user and content. Depending on the their information requirements when interacting with the DR-NTU interface, the taxonomy allows users to select a subject tag to their submission, to search for a specific item, as well as browse the collection by subject categories in an undirected search. Within the digital environment, the taxonomy structure and its visual representation intuitively aid users in knowledge discovery in the same way classification achieves this in the physical collection.

![Picture 2. DR-NTU taxonomy model](#)
NTU Library’s Bibliographic Services Division assisted in developing the subject taxonomy to which would support the information searching and retrieval requirements of the digital repository. These two broad objectives - focusing on adding value to the user experience by providing navigational capability to the DR-NTU information organization system - have shaped the approach when designing and building the subject taxonomy. The next section will describe the subject taxonomy development process and share some issues from its implementation.

**Taxonomy Development**

The benefits of a good taxonomy, Weinstein says, are that users can "navigate from need to resource consistently and quickly." A good taxonomy "allows an organization to inventory and monitor knowledge resources based on a structured understanding of user and community needs." (Pack, 2002)

The subject taxonomy development is **collaborative work involving** Bibliographic Services Division providing taxonomy expertise, subject librarians, who provide in-depth knowledge of user culture and content, and the Library Technology Division who design and develop the subject taxonomy interface. The flowchart in Picture 3 illustrates an overview of the DR-NTU key taxonomy development stages. Although it depicts a sequential process, in reality, some stages may occur simultaneously or be reiterative, especially at review and refinement.

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**Figure 3. DR-NTU taxonomy development flowchart**
Stage 1 Construct draft version of DR-NTU taxonomy

The DR-NTU Taxonomy was constructed using the Library of Congress Classification (LCC) as a guideline for its structure and as a source for the subject language. The advantages are that some users may already be familiar with the structure and language since it is being used in NTU libraries. The LCC system is also integrated into the collection development planning of each NTU school community profile information requirements. Additionally from the content management perspective, the use of LCC would allow opportunity for cross mapping of subject categories for reference and subject tagging aids.

The figure below shows an outline of the LCC:

- A -- GENERAL WORKS
- B -- PHILOSOPHY. PSYCHOLOGY. RELIGION
- C -- AUXILIARY SCIENCES OF HISTORY
- D -- HISTORY: GENERAL AND OLD WORLD
- E -- HISTORY: AMERICA
- F -- HISTORY: AMERICA
- G -- GEOGRAPHY. ANTHROPOLOGY. RECREATION
- H -- SOCIAL SCIENCES
- J -- POLITICAL SCIENCE
- K -- LAW
- L -- EDUCATION
- M -- MUSIC AND BOOKS ON MUSIC
- N -- FINE ARTS
- P -- LANGUAGE AND LITERATURE
- Q -- SCIENCE
- R -- MEDICINE
- S -- AGRICULTURE
- T -- TECHNOLOGY
- U -- MILITARY SCIENCE
- V -- NAVAL SCIENCE
- Z -- BIBLIOGRAPHY. LIBRARY SCIENCE. INFORMATION RESOURCES (GENERAL)

Figure 4 Library of Congress Classification outline

Although the DR-NTU Taxonomy uses LCC as a basis for its structure and content, there were considerable modifications made to suit the specific subject area requirements of the community, user and collection. The selected LCC subject captions are the closest match to subject categories derived from research into each school and research centre in NTU and their respective publications. The customizations made were based on the principle of enhancing and adding value to the user experience; some of the main modifications include the following:

Only subject category captions relevant to NTU curriculum and research areas were selected; these may or may not be arranged according to the hierarchical structure in LCC. Instead the broad subject categories were rearranged to reflect the NTU community representative subject structure and content resulting in a more compact tree structure for the draft taxonomy.

DR-NTU taxonomy does not adopt the enumeration system of the LCC since DSpace software allows a structured hierarchy display of taxonomy with or without enumeration. There may not be strong advantages of enumerating the taxonomy for the user based on current search and browse features of the DSpace software. Instead the main subject categories were indexed alphabetically for user convenience.
Stage 2: Review draft version of DR-NTU Taxonomy
Stage 2 involves refinement of the draft taxonomy after an in-depth review of the broad issues concerned with consistencies across all main subject categories such as duplication of topics in more than one category, selection and arrangement of first level categories and consideration of user navigation.
A good taxonomy, according to Charles Weinstein, director of solution development at the content categorization company Sopheon, is one in which content is distributed evenly across the classification scheme. "The depth of the taxonomy should be relatively uniform," he said. When some categories have too much or too little information, "It usually means that the people didn’t understand the nature

![Diagram of DR-NTU Taxonomy]

Figure 5 Modifications to Library of Congress Classification outline
of the content they were classifying, or they believe that they had more or less than they actually did." (Pack, 2002) The guidelines for constructing the taxonomy of DR-NTU was formulated at this stage in preparation for roll out of the draft taxonomy to other stakeholders having input to the taxonomy construction process. This document explains the purpose of the taxonomy, the guidelines for punctuation, maximum number of levels for each category, consistent common terminology, etc.

The following is version 1 of the set of guidelines:

**Guidelines for constructing the taxonomy of DR-NTU**

1. The main purpose of the taxonomy is to create a set of subject terms or categories to provide a way for users to browse the DR-NTU collection by major subject areas. The intention is not to use it for cataloging or indexing items for retrieval at a very specific level.

2. The category term in the taxonomy should not be too specific (which will require more time and effort for librarians to assign) nor too broad (which will make browsing ineffective).

3. The category terms are constructed as a pre-coordinated string, i.e. generally from broad to specific, for example, <Chemistry - Crystallography - Liquid crystals>. The advantages are
   a. It is extensible, i.e. more specific levels can be added over time
   b. It provides a systematic structure for consistency
   c. It serves as a good mnemonic aid.

<table>
<thead>
<tr>
<th>Discipline - Level 1 – Level 2 – Level 3, etc.,</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. SCIENCE – Physics - Acoustics</td>
</tr>
<tr>
<td>SCIENCE – Physics – Atomic physics</td>
</tr>
<tr>
<td>SCIENCE – Physics – Classical mechanics</td>
</tr>
<tr>
<td>SCIENCE – Physics – Climatology</td>
</tr>
<tr>
<td>SCIENCE – Physics – Condensed matter</td>
</tr>
<tr>
<td>SCIENCE – Physics – Condensed matter – Electric &amp; magnetic properties</td>
</tr>
<tr>
<td>SCIENCE – Physics – Condensed matter – Electronic structure</td>
</tr>
<tr>
<td>SCIENCE – Physics – Condensed matter – Mechanical properties</td>
</tr>
</tbody>
</table>

4. Whenever possible, there should not be more than 3 levels in the string after the main discipline category. Generally, 2 levels should be sufficient.

5. Each level should be easy to browse - i.e. each level should not have more than 20 terms so that the user can easily find a relevant term by running through the list

6. The string need not be strictly hierarchical. Thus some intermediate terms can be dispensed with to make the term more readable, e.g.
7. There 2 ways in which articles in DR-NTU are categorized using the terms in the taxonomy:
   Users select the appropriate term for their articles when they submit it to DR-NTU online.
   Library staff assigns the categories to existing collection and also to revise or edit entries by users
8. Asterisk means that users could stop at selecting the subject keyword or key phrase before it, e.g.

| Communication and mass media         | *          |
| Communication and mass media         | Children   |
| Communication and mass media         | Communication models |

The first line of ‘Communication and mass media’ followed by an asterisk refers to general aspects of ‘Communication and mass media’.
9. How the subject taxonomy displays in the DR-NTU document submission page for users to select the controlled vocabulary for the subject keywords that are to be captured in the metadata records:

![Figure 6. Guidelines for constructing the taxonomy of DR-NTU](image-url)
Stage 3: Test draft version of DR-NTU taxonomy

Before the next stage of taxonomy review, the draft version of the taxonomy was tested on a representative collection of items. This testing was useful to identify gaps and discrepancies as well as potential usability issues such as the ease for users to find specific information while tagging, searching and navigating. The feedback from this exercise was used to further refine the taxonomy.

Stage 4: Review by subject librarians

Stage 4 is an important stage in the taxonomy development process as it is the first time that the draft version of the taxonomy is made available and accessible to the subject librarians. In the case of DR-NTU, the subject librarians represent a key group of stakeholders; as proxy users they provide valuable input on the information requirements from their respective community subject areas. At this stage of the taxonomy review process, collaborative work is an essential method of working to gain more insightful and user-directed results. Discussions between the taxonomy development team and subject librarians resulted in addition, withdrawal, modification and combination of subject terms; further refinements were made leading to the final structure and content of the taxonomy.

Classification schemes and thesauri were found to be helpful in creating the structure and categories related to the subject facet of the taxonomy, but organizational community sources had to be consulted and several methods had to be employed. Main categories were determined by identifying the stakeholders’ interests and consulting organizational community sources and domain taxonomies. (Wang, Chaudhry & Khoo, 2008)

In some subject areas, for example in information technology and computer engineering, the use of industry taxonomy scheme was preferred instead of the structure proposed in the draft taxonomy. In traditional information organization this may raise issues of language inconsistencies across the subject taxonomy, however in the DR-NTU collaborative information model, the users’ convenience remains the foremost consideration.

A good taxonomy also is one in which "everything has a place and only one place." Weinstein says. "The sum total of the taxonomy is mutually exclusive of all of the content, and it's collectively exhaustive as well." Also, "the terms used in the taxonomy should be native terms to the user community. They have to be terms that the users will understand instantly, intuitively, and clearly." (Pack, 2002)2

Stage 5: Implement Version 1 of DR-NTU Taxonomy

The taxonomy ‘View and search’ feature on the interface is built incorporating the final version of the taxonomy structure and content. Users of DR-NTU are able to view the DR-NTU taxonomy and select subject terms from the DR-NTU taxonomy to be included as subject keywords for their documents which they were going
to submit. A work plan has also been created for the subject tagging of the retrospective documents in the DR-NTU to populate the taxonomy. In the final section, some of the issues from this last stage of the taxonomy development will be discussed.

Implementing the DR-NTU taxonomy

The subject taxonomy of DR-NTU serves the purposes of categorizing and organizing the publications of the NTU community according to subject disciplines. The taxonomy also aids in establishing relationships among the subject categories because of its hierarchical structure and helps in eliminating or reducing ambiguity of the content.

As described in earlier sections of this paper, there are 2 main ways items in DR-NTU are subject tagged:

Users select the appropriate term for their articles when they submit it to DR-NTU online.

Library staff assigns the categories to existing collection and also to revise or edit entries by users.

Presently there are not many instances of user assigned subject categories as the DR-NTU was recently launched so this section will be mostly describing issues from the second scenario where categories are assigned by catalogers from the Bibliographic Services Division.

The subject taxonomy was first implemented on NTU’s past years’ digital collection consisting of theses, dissertations, research reports and student reports. The collection size is more than 10,000 items and comprises submissions from the different schools and research centers in NTU. The collection size is not evenly distributed; for established communities such as the College of Engineering the collection size is, as expected, larger than schools which have been recently set up.

One concern when the implementation started was to create an efficient workflow for the assignment of subject categories. There were two main considerations when prioritizing the starting point for the assignment of subject categories. Agee (Agee, 2008) has pointed out that skillful taxonomy development will require a clear understanding of the terminology of the field. The process of assigning the appropriate level of subject categories from the taxonomy to the collections may be expedited when the subject designator has knowledge of the discipline and terminology used. Another consideration was to tackle the larger sized collections first as this would allow the opportunity to fully populate the taxonomy.

As the subject tagging implementation team comprised two catalogers who were also engineering subject librarians, the first subject areas of assignment were in Civil Engineering and Electrical and Electronic Engineering. Another area of focus was the Business collection which held more than 4,000 items. In both these collection areas, the work started on the more specific subject items i.e. post-graduate theses and dissertations.

The final DR-NTU subject taxonomy was highly customized from the Library of Congress Classification
framework so in addition to traditional cataloging tools for subject analysis, it was useful to also create a customized reference guide for Library staff to use in assigning subject categories for DR-NTU. On a broad level, this guide notes the source of the subject category captions for that subject area. For each specific subject category, the reference guide functions similar to scope notes, listing relevant keywords that would aid to classify a specific topic under a broader subject category. It may also list where applicable possible cross-references and LCC classification numbers for cross-mapping.

There are some positive operational aspects of creating a comprehensive reference guide:

It reduces misinterpretation of the scope of a subject category since subject designators may not always be familiar with the subject domain.

It improves consistency of subject category assignment and downsize the variance where there are multiple subject designators assigning subject categories from a single school.

It facilitates taxonomy maintenance, for example by annotating placeholders for specific topics categorized under a general subject category for future review.

It allows the possibility of testing the DR-NTU collaborative tagging model by using NTU students or non-Library staff to assign subject categories in a controlled environment and hopefully increase the operational efficiency.

After catalogers had populated the taxonomy for the initial three subject areas and established their respective reference guides, the use of NTU students or non-Library staff was integrated into the subject tagging operational workflow. The students were assigned to work on the student report collection where subject topics may not be as specific in comparison to the theses collection.

The table below shows the correlation between the catalogers’ subject assignment and the students’ selection. The students were able to assign more appropriate categories within their area of study; however they are still able to assign suitable subject categories more than sixty percent of the time outside of their knowledge domain. Allowing for minimal on the job training, these statistics indicate positive user response to the DR-NTU taxonomy.

<table>
<thead>
<tr>
<th>Collection</th>
<th>Business+</th>
<th>Electrical &amp; Electronic Engineering+</th>
<th>Civil Engineering+</th>
<th>Mechanical Engineering+</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Percentage</td>
<td>No.</td>
<td>Percentage</td>
<td>No.</td>
</tr>
<tr>
<td>Subject Tag Match</td>
<td>59 6</td>
<td><strong>63.74%</strong></td>
<td>31 0</td>
<td><strong>62.00%</strong></td>
</tr>
<tr>
<td>Subject Tag Not Matched</td>
<td>33 9</td>
<td>36.26%</td>
<td>19 0</td>
<td>38.00%</td>
</tr>
<tr>
<td>Total</td>
<td>93 5</td>
<td>100.00%</td>
<td>50 0</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
14th Congress of Southeast Asian Librarians

Subject designator is 2nd year Civil Engineering Student
+ Subject designator is 1st year Mechanical Engineering Student

Figure 7 Correlation between catalogers and non-catalogers subject category assignment using reference guide

Multidisciplinary content
Richardson, S, et al (Richardson, Childs, & Dumpster, 2004) mentions that in multidimensional situations a resource might locate itself within more than one subject category or be defined in terms of different purposes or perspectives. The collections in DRNTU from today’s multidisciplinary curriculum have titles which will fit inside more than one subject category in the taxonomy. For such cases, two subject categories are assigned to illustrate the multidisciplinary nature of the content. The title “Coffee over the Internet” can be analyzed from the perspective of control engineering. The second subject category assigned, DRNTU::Engineering::Electrical and electronic engineering::Control and instrumentation::Control engineering highlights the contents of the topic from that perspective.

Another such example is an Electrical and Electronic Engineering thesis entitled “SECS/GEM message discovery for rapid equipment integration” which aims to analyze and suggest a solution to alleviate the problem of slow and tedious equipment integration process in the semiconductor manufacturing industries. This can be analyzed from Electronic engineering perspective as well as manufacturing engineering perspective. Hence the following two subject categories are assigned:
DRNTU::Engineering::Electrical and electronic engineering::Semiconductors
DRNTU::Engineering::Manufacturing.

Subject tag distribution
Once a subject taxonomy area has been populated, the distribution of subject categories used is helpful in analyzing areas for taxonomy maintenance. Subject tags which are in high use may need to be monitored for future sub-categorization to ensure optimum navigational usability. Conversely a long range of low use categories may indicate these areas are sufficiently represented at higher level categories without further sub-categorization. These content analytics may also provide useful data for subject librarians to assess their user profile requirements in future.

Figure 8. Subject category distribution for Electrical and Electronic Engineering collection

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For the subject taxonomy of DR-NTU, one of the aims is to organize the categories into subsets which are likely to appear more logical and intuitive from the user’s viewpoint, as opposed to a librarian’s viewpoint. The DR-NTU subject taxonomy is positioned to be a value added feature to web search methods allowing the use of both uncontrolled keywords and controlled vocabulary to facilitate knowledge discovery in NTU’s digital collection.

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WEB 2.0 APPLICATIONS TOWARDS ENHANCING ACADEMIC LIBRARIES REFERENCE SERVICE

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Abstract
The Internet technology is expanding at a dramatic rate and is creating a fundamental change in the way people publish information and acquire knowledge. These technological advances have created new opportunities for librarians and information managers in delivering and enhancing their reference service to the users. Online reference service has to be effectively applied to attract and encourage users in approaching a librarian remotely. The service should be friendly enough and able to deliver the two-way communications in order for it to be effective and useful. Web 2.0 is a new approach of web content publishing, repackaging and distribution that has the ability to share and aggregate data and create user participation in authoring web content. Web 2.0 emergence has brought significant tremendous changes in online information and knowledge sharing at almost all level of fields and communities around the world. It provides user-friendly application that encourages users to mutually participate in developing web content and supporting the information professionals in distributing information around the globe. This application can benefit a library in enriching and enhancing its online reference services. It can bring new abilities that can be utilized in communicating with users as well as fulfilling and solving their information needs. It helps the users to be at ease and welcomed as their participation are counted in. This indirectly nourishes the positive atmosphere of knowledge sharing and most importantly can be benefited by all be it the libraries as well as the users.
Keywords: Web 2.0, RSS, Blogs, Instant Messaging, Wikis, Podcasts, Social Bookmarking, Social Networking, Reference Services

Introduction
The emergence of Information Technology has brought to a drastic, comprehensive changes, and paradigm shift to the world of librarianship and information professionals. After the new millennium, the impact of information explosion phenomena has changed the roles of a library and a librarian in gathering, managing, disseminating, and repackaging information. With the innovations in information technology, the access to information becoming more achievable remotely and users do not need to be in the library location and environment. The users nowadays are more exposed to online services that enable them to create, gather, categorize, filter, disseminate, and publish the resources through Internet locally and globally.

In the mid 90s Web 1.0 technology had been a single platform to disseminate and publish information independently. Users were capable to access information provided by universities, colleges, governments, corporate, and non-government organizations (NGOs) websites. A portal has been the main gateway to direct users to the source of information electronically. Content developments and updates were limited to the content provider and it was not expanded dynamically. The users only could view and forward the resources to share the content to others.

Web 2.0 concept has changed the way
a reference librarian works. Library or information centre is in the business of ensuring its’ users are served as quickly and effectively as possible by using the most appropriate tools. Web 2.0 is a new approach to use a web as a platform where users mutually involve in authoring, amending, revising, and publishing through web-based collaborative authoring tools.

**What is Web 2.0?**
Web 2.0 is a concept originally outlined by Tim O’Reilly and has had such a huge impact in the libraries environment and the information professionals. Web 2.0 is a phrase coined by O’Reilly Media in 2004 refers generally to the use of network as a platform for a community to connect to the virtual world. It enables users to mutually share data and participate, respond to the content development, updating, remixing of data and services, as well as collaborate in harnessing collective intelligence. People regardless of any location are connected to the same interface, services, and platform to participate in contributing to the enrichment of content, exchanging of information, creating new knowledge, tagging the resources, and social networking.

Web 2.0 is the network as platform, spanning all connected devices; Web 2.0 applications are those that make the most of the intrinsic advantages of that platform: delivering software as a continually-updated service that gets better the more people use it, consuming and remixing data from multiple sources, including individual users, while providing their own data and services in a form that allows remixing by others, creating network effects through an “architecture of participation”, and going beyond the page metaphor of Web 1.0 to deliver rich user experiences.(O’Reilly, 2005).

Web 2.0 involves the user where not only content created by the user, but users help to gather, organise, profile, update, share, distribute, remix, comment, revise, and repackage it. Web 2.0 is a conversation where users have opportunity to highlight, remark, and share views on certain topics, resources, services, and etc. It is architecture of participation where interactions and contributions are encouraged. This meant Web 2.0 is entirely user-generated content in harnessing collective intelligence.

**Web 2.0 applications and servicesRSS**
RSS stands for RDF (Resource Description Framework) Site Summary, Rich Site Summary, and Really Simple Syndication that uses an XML format to syndicate website content such as news articles, blog entries, podcast, vodcast and other website contents. RSS is a series of different tags such as a title, an author, a summary and a link to a web page. Users no longer have to regularly visit sites for updates. They just have to subscribe to a site’s feed and receive updates as new information is posted or updated from the site. Sites that offer RSS can maintain an open connection with their readers. Major web browsers support RSS feeds and there are many feed readers (aggregators) available to assist users organise their subscriptions.

**Social Bookmarking**
Internet links of favourite websites,
blogs, articles, and etc. can be bookmarked in a website. Bookmarks that are tagged with keywords can be accessed and facilitate the users to find the content they require based on what other users have recommended (by bookmarking). When the users bookmark a website they can add some notes and tags to describe the site. These tags are searchable, organised, and filtered thus making a search through this application can produce very meaningful results. del.icio.us is a popular social bookmarking application that offers collaborative filtering rather than search engine algorithm.

**Blogging**

Blogs are websites consisting of entries listed in reverse chronological order, consists of short postings, and links to other webpages as well as short commentaries or reactions. The term “blog” derived from weblog which is a regularly updated list of interesting websites. Blogs have become significant news resources that empowering users to participate in, rather than just view the web. Blogger, Word Press, b2evolution are some of the popular blogs that contribute to the community information and knowledge sharing.

**Social Networking**

Social networking sites allow users to keep up to date and keep track of their interpersonal relationships as well as looking for new ones. Users will be able to build a network of friends and identify mutual friends. Each user’s page can consist of general information, pictures, blog entries, albums, chat room, private messaging, multimedia features, voting and etc. These sites also allow users stay in touch with professional contacts, find a job and potential employee. Friendster, Facebook, MySpace, and LinkedIn are some of the popular social networking applications available today.

**Multimedia Sharing Site**

A key content-tagging site that organises multimedia collection is becoming popular as communities willingly share their personal photos, audios and videos. The photos, audios and videos are tagged with meaningful keywords that encourage loyalty to the site. Flickr, PhotoBucket, Webshot, Podcast and YouTube are some of the free applications that provide with multimedia content-tagging for the users to share their multimedia content. The entire site is based on user-generated content where users upload, rate and comment photos and videos posted by other users.

**Wikis**

Wikis are websites that permit users to mutually update existing content and add new information to produce more accurate and variety of information. It is done collectively and users collaborate, work together, as well as combine their knowledge for everyone’s benefit. A trust is the main factor that can make content grows, expands, and enriches in Wikis.

**Mashups**

Mashups is a combination of two or more existing web services, RSS feeds or other sources of data to create a new application. Content used in Mashups is acquired from a third party source through an interface or API (web services) and process that data to add...
value for the site’s users. Flickrvision, Travature, WikiCrimes, and Pageflakes are some examples of Mashups.

Web 2.0 applications in reference services

Web 2.0 touches on the human aspect interactivity and in the library environment, reference service is one of the key areas to establish this connectivity. By embracing this technology, services at the reference will not only add in positive values, but also appreciated.

There are many Web 2.0 applications which can be utilized at the reference point. As each universities and colleges hold to different objectives it should be entirely depends on the library itself to streamline this with the institution needs. To many, reference services at academic libraries can be generally covers on the aspects such as entertaining research inquiries, preparing materials for library promotions, conducting library literacy classes, updating and alerting new resources, liaisons to faculties, academics, researchers, students and etc.

Looking at the Web 2.0 applications as described in the previous section, it is not a total stranger to many libraries but only probably the jargon that may be initially juggling a little while in each librarian’s minds. Applications such as instant messaging, social networking or blogging have become part and parcel of today’s life and it is the matter of applying it in the library setting. In fact, many libraries nowadays have already embraced these applications to success.

Instant Messaging

One of the popular utility is instant messaging or chat reference services. Instant messaging could help users connect with the librarians in real time irrespective of time and location. There are many free applications which can be found on the Internet such as Yahoo Messenger (http://messenger.yahoo.com) and Google Talk (http://www.google.com/talk). Among the libraries that use this application is Ohio University Library (http://www.library.ohiou.edu/ask/skype.html) and Oregon State University (http://osulibrary.orst.edu/cascades/chat.htm).

Instant messaging can as well be conveniently found in many mobile applications ranking it as popular application especially to today’s generation. In library setting, reference librarians can utilize this application by creating chat for answering queries or providing quick reference. Instant messaging can also be used to guide users in finding information through brief reference interview. While finding information and providing assistance in reference inquiries will serve the major purpose, instant messaging could also help build rapport between librarians and users. Both can use these intermediaries to exchange expert opinion and valuable experience and ironically a place to listen to your users and learn their needs.

RSS

RSS or Really Simple Syndication is another useful tool that can be exploited by reference librarians. This tool is freely available and there are abundant of choices on the Net. Among
the popular RSS feeder or feed aggregator are Feed Digest (www.feeddigest.com), Google Reader (www.reader.google.com), Awasu Personal Edition (www.awasu.com) and etc. RSS will be a good tool to update users on topics ranging from general to specific subject.

Reference librarians will be able to develop content in web pages that pull in information from various search engines and all displaying current contents. They can compile useful sites be it either reference sources or build subject based directories over libraries’ web pages. Through this aggregator, the web page will frequently displays current content and thus keeping users up-to-date. The example of existing web sites that employ similar approach are Daily Rotation at www.dailyrotation.com where it provides information from over 300 technical sites and Detod at http://my.detod.com for legal information.

Libraries around the world have begun to adopt this application as well. MIT libraries (http://libraries.mit.edu/help/rss/barton/) for example use feed to highlight new books in the library catalogue based on subject interest. They also alert their users on new added resources such as new theses and maintain useful link for research.

Podcasting
There are plenty of services at the reference point that can be created using podcast. Reference librarians can make use of it to prepare library tours and materials for information literacy skills or alerting its users on library news and events. It also suits in the preparation of various instructional guides ranging from use of facilities, services and equipment. Librarians can embed this audio presentation with other application such as Power Point presentation and publish it over the web pages or complement it in blogs. Among the famous pod casting application available free on the Internet are Audacity (www.audacity.sourceforge.net ) and Odeo Studio (www.studio.odeo.com) while in libraries are at British Library (http://www.bl.uk/podcast) and Ohio University Libraries (http://www.library.ohiou.edu/vtour/podcast/).

Social Bookmarking
Social bookmarking can be claimed as the most important element that can be embedded in reference works. As the nature of reference works are to prepare guides, pathfinder and directories of information, social bookmarking has become the major tools to facilitate this service. This is where librarians can gather useful reference sources and develop subject directories. They can compile useful tags, build resources on bibliographies, reading lists and topics on specific subjects. They can also share and allow other users to add in related URLs. With such features reference librarians will be able to gather opinions and experiences from others and have these shared. As Web 2.0 is consumer content focus, it will not be just librarians to compile and tag useful sites, whom may and may not have in depth specific subject knowledge. It is the collaborative efforts from valuable
users of especially among the academician and researchers that put up values in the content enrichment. Others that may find it useful will tag these resources, expand and tag them in their own social bookmark. Not only social bookmarking can gather useful links, it also gives the opportunity to annotate and categorize into folders by specific topics or subjects interest. Furl ([www.furl.net](http://www.furl.net)) and delicious ([www.delicious.com](http://www.delicious.com)) are among the popular examples that provide these features. The use of social bookmark has been widely practiced in many libraries throughout the world. At University of Pennsylvania ([http://tags.library.upenn.edu/](http://tags.library.upenn.edu/)) for instance, the librarians develop their own social bookmarking tool to collect and maintain URLs, link to journal articles and records in the library services. Users can also download a specialized toolbar where it allows content to be added in the social bookmark.

**Blog**

Blog has been a popular application to many as shared online diaries. Libraries can also create its own online diaries, sharing news and update to its users. New resources, opening hours, events and happenings can be shared using blogs. At reference, librarians can promote the collection by creating book reviews and encourage users to participate in it. Some blog authoring software enables librarians to include readings list by plugging in into Amazon.com. Librarians could also create a list of recommended books for particular subject areas or invite academicians to take part in building the list. Through blogging, librarians can also share their knowledge and experience in searching process such as developing common search tips for database or any special collection in respective libraries.

Of many applications, blogs are widely used by both librarians and libraries. There are many personal blogs developed and maintained by librarians such as The Shifted Librarian ([www.theshiftedlibrarian.com](http://www.theshiftedlibrarian.com)) and Library Crunch ([www.librarycrunch.com](http://www.librarycrunch.com)). Libraries around the world also has their own official blogs such as Ohio University Library Business Blog ([www.library.ohiou.edu/subjects/businessblog](http://www.library.ohiou.edu/subjects/businessblog)), Kansas State University blogs ([http://ksulib.typepad.com/](http://ksulib.typepad.com/)), Multimedia University Malaysia blog ([http://vlib.mmu.edu.my](http://vlib.mmu.edu.my)) and Malaya University ([http://vlib.um.edu.my](http://vlib.um.edu.my)).

**Wikis**

Wikis on the other hand provide useful intellectual content in a form of articles or discussions. With Wikis, libraries can initiate a topic and have this topic expand based on users’ feedbacks and responds. Among the popular Wikis on libraries is Library Success: A best practice wikis ([http://www.libsuccess.org/](http://www.libsuccess.org/)) where it encourages librarians around the world to share their success stories while Library Wikis ([http://librarywikis.pbwiki.com/](http://librarywikis.pbwiki.com/)) compiles wikis used in libraries. To reference librarians, they can use Wikis to write on library instructions, search tips, and information sharing experiences. The example of Wikis designed for
reference work is from Oregon University Library (http://instructionwiki.org).

**Mashups**

Mashups is another application where a resource is created out of two or more existing web services. Reference librarians can exploit it in preparing library promotions, corporate videos or library montage. They can also remix (mashups) library content and create new innovative services. Among the example used by libraries are Cambridge Public library (http://www.cambridgelibraries.ca/hot/carousel.cfm) and ready reference such as Place-Opedia (http://www.placeopedia.com/) where it combines google map and wikipedia articles and Dogdott (http://doggdot.us) which combines social bookmarking such as del.iciou.us, Slashdot and Digg.

**Photograph and video sharing**

Flickr (www.flickr.com) is one of the famous examples of photograph sharing utilities, while YouTube (www.youtube.com) is popular for video sharing. For photograph sharing librarians can prepare virtual exhibition which can alert the users with the campaigns, events progress, latest news and etc. By having these services users will have a wide variety of opportunities and alternatives to get information from library without concern of visiting the library building at anytime. Library tours, short instructional guides, information literacy, library montage, corporate video and etc. can be employed using video sharing. The video can be streamed through the Internet or be uploaded to YouTube. It can be accessed anytime anywhere so that the services can be efficiently highlighted and promoted at the users convenience. Some of the examples which use this tool are Library of Congress (http://www.flickr.com/photos/library_of_congress/), University of Winnipeg (http://cybrary.uwinnipeg.ca/) and Sacramento State University Library (http://library.csus.edu/).

**Social networking**

Through social networking such as Facebook (www.facebook.com) and Friendster (www.friendster.com) reference librarians can use this platform to communicate and keep in touch with their users where they can post events, happenings, photos and etc. They can build rapport as well as learn their users by studying, analyzing and understanding users’ perspectives and views. These valuable users profiles will be useful to librarians in understanding users’ need and interest. From there on, it will be easier for librarians to serve the users as they can understand their backgrounds, cultural differences and other information that may create barriers. Through social networking as well, librarian will be able to share experiences, views and knowledge with the fellow users and vice versa. Among the libraries that adopt this application are British Library (http://www.facebook.com/pages/The-British-Library/8579062138) and Sacramento Public Library(http://www.facebook.com/pages/Sacramento-CA/Sacramento-State-University-Library/6716435962)
Mix and match services

To enhance reference services, libraries can combine and use multiple Web 2.0 applications into one platform. The use of social bookmarking for example can be paired with RSS to get latest and up-to-date information on the websites. Blogs can also incorporate RSS, instant messaging, photograph, video sharing utilities and podcasting to make it more useful reference sites. One of the examples that can be found on the Net is Blogtronix (www.blogtronix.com) where it allows users to integrate weblogs, wikis, podcasting, documents, RSS feeds and have this shared to all.

There are also many tools abundantly found on the Net that uses the application that will be useful for reference services. These are ready made application which can be useful at reference point. Slideshare (www.slideshare.net) for example is a website offering sharing of power point presentations. Here reference librarians can upload library instruction materials, library guides, library tours and etc. and have this shared to users. Another interesting application is annotating web pages such as MyStickies (www.mystickies.com) where users can put a ‘post it’ notes on web pages and will remain there until it is deleted and ChaCha (www.chacha.com) where it works similar to ‘ask a librarian’.

A summary of Web 2.0 applications that can be used at reference services can be summarized as follows:

<table>
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<tr>
<th>Web 2.0 applications</th>
<th>Popular tools</th>
<th>Related reference services</th>
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<td>Instant Messaging</td>
<td>Yahoo Messenger, Skype, Google talk, MeeBoMe</td>
<td>Chat reference, offline instant messaging, online virtual reference</td>
</tr>
<tr>
<td>RSS</td>
<td>Blogline, Feed Digest</td>
<td>Update reference sources, alert new services and resources</td>
</tr>
<tr>
<td>Podcast</td>
<td>Audacity, MP3, iTunes</td>
<td>Information literacy, library tours, library orientation programmes.</td>
</tr>
<tr>
<td>Social Bookmark</td>
<td>Del.icio.us, Furl</td>
<td>Subject directories</td>
</tr>
<tr>
<td>Blog</td>
<td>Blogger, Wordpress b2evolution</td>
<td>Library events, latest news, new resources alert, book reviews, search tips</td>
</tr>
<tr>
<td>Wikis</td>
<td>Library Success, LibraryWikis, Oregon Library Instruction wiki</td>
<td>Library instruction, search tips, book reviews</td>
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<tr>
<td>Mashups</td>
<td>Place-Opedia, AllYourWords, Doggdot</td>
<td>Library promotion, library montage, corporate videos</td>
</tr>
<tr>
<td>Photograph sharing</td>
<td>Flickr, Photobucket, Webshot</td>
<td>Virtual exhibition, campaigns, event progress, latest news</td>
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<tr>
<td>Video sharing</td>
<td>YouTube, Yahoo Video, Google Video</td>
<td>Library tour, short instructional guides, information literacy, library montage, corporate video</td>
</tr>
<tr>
<td>Social networking</td>
<td>Facebook, Friendster</td>
<td>Events, photos, search tips, profiling.</td>
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</table>
Libraries, Users and Web 2.0 in effects

Libraries are streamlining themselves with the advent of technology by adopting to many positive aspects into its services. With the emergence of the Internet, libraries manage to enhance its reference services to the point of ‘anytime anywhere’. The Web 2.0 technology provides added values and has given the libraries to prove that Ranganathan’s law ‘library is a growing organism’ has always been true.

The positive impact of Web 2.0 technologies equally benefits to both libraries and their users. To library, new technology if wisely practiced will always bring to the service enhancement achieving its objectives to provide best services to its community. In web 1.0 environment where lack of room of participation is available, intellectual content enrichment cannot be flourished. This has put libraries in a situation where they are inept in providing services which can be tailored to the users needs. With the emergence of Web 2.0 technology the existing services can now improve to the point that participation from the users are counted in.

Blessing in disguise, participation has indirectly allowed libraries to expand the new knowledge by adding useful information from various users. As a result the content will naturally enriched from time to time and the most important part is valued by other users in the community. While in line with the current trends, libraries can also assimilate with the lifestyles of younger generation today, making it more flexible and acceptable in the communities. This will indirectly portray a good positive image not only to the users as its community but also to the organization it serves.

To users, the positive impacts will lay on the services itself. If a library allows enough participation from its users, not only the library can benefit by getting free useful information from the users, the users will also get the same benefits as other people’s knowledge and experiences are valuable. The participation also will create an atmosphere where users feel that they have contributed to the library and the community, thus creates sense of belongings. They will feel respected and honoured as their contribution are valued. This will indirectly promote to users’ satisfactions.

Conclusion

Web 2.0 applications have the potential to change the provision of current and future library services and resources. This article focuses on the use of Web 2.0 in enhancing, improving and complementing reference services in academic libraries. Collaborative efforts between librarians and users are able to harness collective intelligence, create new knowledge and provide mix and match services and resources to be delivered to the university communities. These can leverage a good positive image and perception.
towards library services as well as to the information professionals. As Web 2.0 is a user-driven in principle, users will feel appreciated and privileged as their knowledge, efforts and contributions are been acknowledged and recognized. Consequently, these scenarios and environment will shift an academic library to become a centre of excellence in the world of knowledge in supporting academic, research and development of a university.

References


D1. MANAGEMENT & MARKETING

RURAL LIBRARIES AS AGENTS OF SOCIAL RESTRUCTURING IN MALAYSIA

Raslin Abu Bakar & Salbiah Mohammad Yusoff

EDUCATION (AND YEARS):

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<th>Full Name:</th>
<th>Raslin Bin Abu Bakar</th>
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<td>Country:</td>
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<td>Place of work:</td>
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WORKING EXPERIENCE (AND YEARS)

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### PUBLICATIONS (PAPERS AND PUBLICATIONS AUTHORED, CO-AUTHORED, EDITED, COMPILED AND INDEXED)

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### HONOURS AND AWARDS

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Abstract

Beginning with the annual opening budget for 2005, the federal government made a special allocation for the development of 200 libraries in rural areas in Malaysia. The National Library of Malaysia was entrusted with the responsibility of implementing the project. The successful implementation of the project consequently resulted in a bigger sum being allocated under the annual budget for 2006, this time with a bigger mandate for 225 libraries and a further 50 in 2007. The successful implementation of the rural libraries project within a short space of time was largely due to the cooperation of the State Public Libraries and State Authorities. To date there are 1,089 rural libraries throughout the country. In general the rural libraries have successfully played their roles in various aspects of social restructuring including among others narrowing the digital divide, providing information and teaching the rural population to learn how to learn. The libraries through the various activities have also provided jobs, create economic activities to help the local populace and has made accessible commercial information for dissemination to local enterprises. The role of rural libraries highlighted have helped towards promoting a society that is more equitable.

I. Introduction

The rural areas in Malaysia are defined as geographical areas which are outside the limits or jurisdiction of the local government authority and which has a population of less than 1000 people. The development of the rural areas have been given priority with successive Five Year Development Plan. National development objectives since the Fifth Malaysia Plan have included the eradication of poverty and national unity as the thrust of development programmers. Among the programmers currently undertaken to remove or reduce household poverty include projects under the Pembangunan Kesejahteraan Rakyat Scheme, the Integrated Development Programme for Rural Communities and various other income generating projects.

However, these projects only seek to provide rural communities with the necessary inputs and raw materials to produce mostly agricultural and agro-based products. While the provision by the government of these inputs has, to a certain extent, been successful towards income generation, a more sustainable and effective alternative to social restructuring is necessary to build a resilient rural sector which leverages on knowledge as the driving force. There is much truth in the old Chinese saying that “…. if you give a fish to a person it can only provide food for him for a meal but if you teach him how to fish it will feed him for a lifetime....”

Prosperity and the development of society and individuals especially those in disadvantaged societies are fundamental human values. This affluence can only be attained through
the ability of well-informed citizens to exercise their democratic rights and to play an effective role in society. In this context, public libraries, as the local gateway to knowledge, provide the basic condition for lifelong learning and the economic and cultural development of individuals and social groups. Public libraries are also the living force for education, culture and information, and as essential agents for the fostering of peace and spiritual welfare through the minds. It is because libraries are centres of learning and a vehicle for social restructuring and economic vitality in the community that UNESCO encourages national and local governments to support and actively develop public libraries.

The acquisition of knowledge is a key factor to elevating the poor from poverty. The excerpt from the speech by the Prime Minister of Malaysia below reiterates this point:

“Education and the power of knowledge is the greatest equalizer among individuals in a society and the greatest leveler which can bridge the prosperity gap.”

(Chapter 3; Islamic Civilization, page 197)

It is in this context, and for social restructuring to be successful, the current strategy of transforming our economy from an input-driven growth to a knowledge-based economy must permeate all segments of society. Special and intensified initiatives must be implemented in rural areas to bridge and narrow the knowledge gap and digital divide. Any failure to address these issues will result in greater economic imbalances and impoverish and emaciate further the rural sector.

In view of the importance of knowledge as an important resource for social restructuring and national socio-economic development, the government has to fully utilize all available resources to narrow the knowledge and digital divide. Apart from formal learning through schools, colleges and universities, public libraries can play a pivotal role as an agent of social restructuring. The role of public libraries can be expanded to become economic development partners in providing the impetus to promote upward income mobility in rural areas.

Specifically, seven strategic thrusts have been proposed in the Knowledge-Based Economy Master Plan to realize the vision and mission in propelling the transition to a k-based economy. One of the seven strategic thrusts identifies the important role that libraries can assume in promoting lifelong learning to bridge the knowledge and digital divide.

Libraries in Malaysia have been defined as organizations that acquire, organize and disseminate information. Libraries are needed to enrich our minds and defend our rights to know. Public libraries are local centres of information, making all kind of knowledge and information easily available to their users. It is based on these principle that Malaysia places importance on the establishment of public libraries in rural areas in this country to supplement both formal and informal education.
Libraries have a central role in ensuring everyone has access to resources, information and knowledge they need – particularly, those groups in society who will otherwise be disadvantaged, including people who are less affluent and people with literacy problems. In fulfilling this role, National Library of Malaysia’s (NLM) mission is to ensure equitable opportunities and benefits for citizens to enjoy library services and knowledge.

The NLM assumes a very important role to develop culturally advanced individuals imbued with a love for knowledge, acquired through lifelong reading and learning. The role assumed by NLM will assist move towards this direction. As stipulated in the National Library Act (Act A667/1987), NLM has been established with the objective among others, to facilitate nation-wide access to library resources available within the country and abroad. This objective is translated through its functions in promoting and facilitating in keeping with national standards of provision.

The objectives of the paper are two fold, namely:
To assess the role and progress of rural libraries in social restructuring; and
To recommend future strategies libraries should undertake in spearheading social restructuring in rural communities

II. Rural libraries and economic vitality

Libraries have evolved from merely playing their traditional role of being a repository of books for the reading public. Today, rural libraries have gone beyond their traditional and limited role to provide services such as:

Formal and informal learning, especially, search and access to information either in physical form or through the internet; offering a platform to enable adults and the ‘hard to reach groups’ to engage in life-long learning upon leaving school.

Enterprise development where through the ICT facilities of the rural libraries, the local communities can start up enterprises and even market their produce.

Formal and informal learning and enterprise development offered by the rural library contribute to the ‘well-being’ or vitality of the local communities. Additionally, infrastructure development arising from library construction pumps investment into the local community. A modern and an appealing design of the library enhance the aesthetics and make the community more attractive. So too, modernizing the library infrastructure creates leverage for economic regeneration. This, not only puts money directly in the hands of the people involved in building the library and other ancillary investments, it also creates jobs during construction and after completion, employment within the library.

Rural libraries have provided learning and skills support to local communities in areas such as basic skills, family learning and education for young people. They offer a spectrum of materials to support basic skills development – from books designed for people with low literacy to interactive learning materials. In Malaysia, most
rural libraries are involved in reading campaign programmes for young people such Story-telling, Reading Aloud and Baby Book.

Rural libraries have been able to make this significant contribution to a knowledge-driven economy through the provision of ICT services. In this way, they have been able to – and continue to do so – narrow the digital divide and fill a broad social need to reduce disparities between ‘knowledge have’ and ‘knowledge have not’. This is especially important as knowledge and human capital become increasingly central to all aspects of economic life. Higher levels of knowledge have also enabled people to improve their employability, or to start up more viable businesses. In this regard, rural libraries have high levels of engagement with ‘hard to reach’ communities that are excluded from the knowledge economy.

Additionally, rural libraries contribute to the economic well-being of the local community by acting as ‘information hubs’ providing information to improve their rights and choices as consumers as, for example, through better nutritional and web-enabled travel information and on-line purchase options. As ‘information hubs’, libraries also provide information on crime, the environment and the local area, thereby improving local well-being.

In terms of enterprise development, the scope of services provided includes:

- **Basic business information** that libraries hold in both hard copy and on-line.
- **Value-added interactive services** from dedicated staff, resource centre and IT courses for business.

**Invention and entrepreneurship.** Libraries provide valuable space for supporting inventions that could, with the right support, lead to economically important innovations. The non-commercial, neutral environment of the library helps give inventors the confidence that their ideas will not be exploited.

Thus rural libraries have contributed to the economic vitality of their localities. They have become key players in the building of community-driven knowledge economies. They are ambitious about their future role in the economy and want to do more over the years ahead.

**III. Conceptual framework**

In terms of social restructuring the NLM undertakes two major functions, namely:

- **Physical development of infrastructure** involving the design and construction of libraries and the acquisition of equipment and materials;

- **Development of information communications technology (ICT)** that relates to access, networking and other technical aspects of information and communications technology. ICT development is crucial in achieving a larger purpose, that of educating society and ringing them into contact with the outside world, redefining their horizons and enabling them to improve upon their economic status.

Infrastructural development alone is not sufficient in fostering social goals and objectives. Often, physical development must be supplemented by parallel developments in human resource and content development to
bring about effective utilization of physical assets. In this context, the NLM is the prime mover towards human resource and content development. **Figure 1** illustrates the conceptual framework the group adopted to connecting the twin functions of the library to the positive outcomes of social restructuring.

**IV. Social Restructuring**

**Infrastructure Development**

From the initial allocation of RM381,000 in the Second Malaysia Plan, the allocation for library development had since increased many fold reaching RM118 million in the 8th Malaysia Plan and RM95 million in 9th Malaysia Plan (see Table 1).

The funds were not only used for infrastructure building, but also for interior design works including furniture and launching grants for library collections. Accordingly, the nation is equipped with a network of public libraries as shown in Table 2.

However, over and above these development allocations, Federal and State governments do provide additional allocations from time to time under the operating budget. Beginning from 1992, the National Finance Council agreed that the operating budget for state public libraries be supported by the Federal Government.

**Table 3** shows the contributions that have been made by the Federal Government in helping state public libraries operate between the years 1992-2009.
Table 1: Development Expenditure for Library Development, 1971-2010 (in RM million)

<table>
<thead>
<tr>
<th>Malaysia Plan</th>
<th>Years</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Malaysia Plan</td>
<td>(1971 – 1975)</td>
<td>0.4</td>
</tr>
<tr>
<td>3rd Malaysia Plan</td>
<td>(1976-1980)</td>
<td>4.8</td>
</tr>
<tr>
<td>4th Malaysia Plan</td>
<td>(1981-1985)</td>
<td>6.3</td>
</tr>
<tr>
<td>5th Malaysia Plan</td>
<td>(1986-1990)</td>
<td>28.3</td>
</tr>
<tr>
<td>6th Malaysia Plan</td>
<td>(1991-1995)</td>
<td>61.1</td>
</tr>
<tr>
<td>7th Malaysia Plan</td>
<td>(1996-2000)</td>
<td>86.4</td>
</tr>
<tr>
<td>8th Malaysia Plan</td>
<td>(2001-2005)</td>
<td>118.0</td>
</tr>
<tr>
<td>9th Malaysia Plan</td>
<td>(2006-2010)</td>
<td>95</td>
</tr>
</tbody>
</table>

*Source: Various Malaysia Plans*

Table 2: Total Number Of Public Libraries in Malaysia as at December 2008

<table>
<thead>
<tr>
<th>State</th>
<th>Main Library</th>
<th>Branch Libraries</th>
<th>Town Libraries</th>
<th>Rural Libraries</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johor</td>
<td>1</td>
<td>12</td>
<td>-</td>
<td>92</td>
<td>105</td>
</tr>
<tr>
<td>Kedah</td>
<td>1</td>
<td>6</td>
<td>6</td>
<td>92</td>
<td>105</td>
</tr>
<tr>
<td>Kelantan</td>
<td>1</td>
<td>6</td>
<td>-</td>
<td>37</td>
<td>44</td>
</tr>
<tr>
<td>Melaka</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>57</td>
<td>64</td>
</tr>
<tr>
<td>Negeri Sembilan</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>73</td>
<td>82</td>
</tr>
<tr>
<td>Pahang</td>
<td>1</td>
<td>12</td>
<td>-</td>
<td>64</td>
<td>77</td>
</tr>
<tr>
<td>Perak</td>
<td>1</td>
<td>13</td>
<td>1</td>
<td>78</td>
<td>93</td>
</tr>
<tr>
<td>Perlis</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>38</td>
<td>43</td>
</tr>
<tr>
<td>P.Pinang</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>82</td>
<td>92</td>
</tr>
<tr>
<td>Selangor</td>
<td>1</td>
<td>10</td>
<td>5</td>
<td>70</td>
<td>86</td>
</tr>
<tr>
<td>Terengganu</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>88</td>
<td>96</td>
</tr>
<tr>
<td>Sabah</td>
<td>1</td>
<td>22</td>
<td>-</td>
<td>108</td>
<td>131</td>
</tr>
<tr>
<td>Sarawak</td>
<td>1</td>
<td>28</td>
<td>23</td>
<td>207</td>
<td>259</td>
</tr>
<tr>
<td>Federal Teritory of Labuan</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Federal Teritory of Kuala Lumpur</td>
<td>1</td>
<td>8</td>
<td>-</td>
<td>-</td>
<td>9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>14</td>
<td>144</td>
<td>43</td>
<td>1,089</td>
<td>1,290</td>
</tr>
</tbody>
</table>
Currently, significant changes are underway in the development of rural libraries in Malaysia. For example, RM30 million in 2005 and RM85 million in 2006 were given specifically for the development and construction of rural libraries. The number of libraries in the rural areas as at December 2008 stands at 1,089 compared to 144 branch libraries. Of the 1,089 rural libraries, 44% were built in three years. This shows the government’s urgent emphasis in ensuring those in the rural areas have access to the facilities and hence quicken the restructuring process presently underway.

Building these libraries especially during the three years (2005-2007) has resulted in many contracts being given out benefiting smaller contractors who essentially are Bumiputera. The investments in library construction and modernization have injected approximately RM150,000 per library into the local economy. The amount, coupled with furnishing expenses such as book shelves, office and library furniture amounting to RM 60,000 per library bring the total investment to over RM200,000 per library. These investments have, to some extent, contributed to the alleviation of rural incomes and accelerated the process of social restructuring.

In terms of employment created, one can look at it from two dimensions. First, is the jobs created during the physical construction of the library. Constructing 475 libraries in the rural areas have generated employment

<table>
<thead>
<tr>
<th>Year</th>
<th>Contribution</th>
<th>Year</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992</td>
<td>12.4</td>
<td>1993</td>
<td>14.1</td>
</tr>
<tr>
<td>1994</td>
<td>14.2</td>
<td>1995</td>
<td>16.3</td>
</tr>
<tr>
<td>1996</td>
<td>16.2</td>
<td>1997</td>
<td>16.5</td>
</tr>
<tr>
<td>1998</td>
<td>13.6</td>
<td>1999</td>
<td>13.0</td>
</tr>
<tr>
<td>2000</td>
<td>13.0</td>
<td>2001</td>
<td>13.0</td>
</tr>
<tr>
<td>2002</td>
<td>13.5</td>
<td>2003</td>
<td>14.5</td>
</tr>
<tr>
<td>2004</td>
<td>16.0</td>
<td>2005</td>
<td>17.0</td>
</tr>
<tr>
<td>2006</td>
<td>39.2</td>
<td>2007</td>
<td>44.6</td>
</tr>
<tr>
<td>2008</td>
<td>49.1</td>
<td>2009</td>
<td>54.0</td>
</tr>
</tbody>
</table>

*Source: National Library of Malaysia*
opportunities for 2000 workers during 2005-2007 period. In addition, the spin-offs generated from the construction include plumbing, lighting, road works, furnishing including furniture and landscaping have also contributed to local employment while strengthening local entrepreneurship. This again has enhanced social restructuring by putting more money in the hands of the people in the local community.

The second aspect of employment generation is the employment generated through staffing and operation of the library. According to the established ratio, one rural library must have at least two staff to effectively manage the establishment. With 475 libraries constructed during the three years, it has created 950 jobs at the para professional and clerical levels.

* ICT infrastructure

Today, the disparity in the penetration rate of ICT between rural and national average is very wide. Therefore, the digital divide at the home front calls for a focused and concerted effort in enhancing ICT penetration in rural areas. Such a narrowing of the digital divide would bring a greater access to information by the rural communities which is an important element of social restructuring.

In terms of ICT infrastructure, the primary concern is to link up all libraries to internet facilities. This will enable the rural community to have access to information on the world-wide web. The second aspect of ICT infrastructure development is in terms of the hardware such as computers, scanners, printers and modems. Under the existing guidelines, every rural library is equipped with two computers, one printer, one scanner and one modem. However, in terms of Internet connectivity, not all rural libraries are connected as yet.

Under the National Broadband Plan Strategy, NLM is working in collaboration with the Ministry of Energy, Water and Communications and Malaysian Communications and Multimedia Commission to connect communities through USP (Universal Service Provision). Part of the financing of USP was contributed by telecommunication companies (Telcos) as part of their corporate social responsibility.

The objective of this programme is to provide basic communication infrastructure to the underserved areas, particularly for the schools, clinics, and the rural libraries, which are catalytic in helping to alleviate the digital divide. The programme will also compensate for the low PC penetration in rural areas. At the same time, it will enrich the rural communities through ICT.

To exploit the development of the ICT infrastructure existing in these rural libraries, the bulk of it contributed through the USP project. NLM in collaboration with the state public libraries gives emphasis in the development of local digital content. This initiative is with the strategic intent of providing and nurturing the use of electronic and on-line services to enable the public especially the rural population access and utilize Internet-based information and
knowledge resources as an integral part of their everyday life. With respect to the development of ICT facilities in the rural libraries through the USP, emphasis is being given to change mindset as well as involvement, and commitment of rural communities towards ICT usage and adoption through building awareness and realizing empowerment programmes. Among the initiatives currently undertaken is the collaboration of these rural libraries with non-governmental organization (NGOs), leveraging on the ICT to generate economic value and improve their living standards.

Rural libraries have been assigned to develop the local community website and host such information like the historical, geographical and socio-economic description of the village and community. The information hosted would enable the public to know not only the interesting historical facts about the village, but also leverage the products and services of local entrepreneurs and home-based businesses. No doubt, this development is still in its infant stage and need time to truly exploit the facilities offered through ICT. However, some allocation of funds for ICT development of NLM will be allocated to spur this initiative. The community information service (CIS) developed by NLM for the communities of Kampong Baru and Keramat in the Klang Valley area, will be replicated on a lower scale for the respective villages. In the project, it is observed that the participation of the Residents’ Association in creating contents for their communities, experienced empowerment. It is this rich experience that will develop their learning and living skills that will eventually contribute to the social restructuring.

In essence, the availability of information in the local language, both in print form and digital, allows for the rural inhabitants and those conversant in the national language to have greater access to information and knowledge. This surely would promote a more enlightened and knowledge-based local community which, in turn, would contribute to the objectives of narrowing the knowledge divide and the development of the knowledge-based economy.

During the period 2002-2008, about 915 libraries were provided with ICT facilities for internet connectivity. Besides the library staff and supervisors, more than 50,000 local communities have been trained under the programme. Other benefits of this programme include web site development where rural portals and web sites have been developed by the local communities. Now parents in rural communities can communicate with their children studying in cities and elsewhere via emails. Rural children are able to do their homework using the internet to look for information besides library materials. Local rural communities are able to promote their products, such as their cottage industries, through the web sites. If this is not social restructuring, then we are hard pressed to find the answer what is social restructuring.
Getting the Internet connected and the hardware installed has also generated income and employment for technicians, vendors, suppliers and other small time businesses. This again would have benefited the local inhabitants or the Bumiputera community given that government procurement is sourced from Bumiputera suppliers.

*Resource Development*

NLM has undertaken several programmes under its resource development that help social restructuring. These include publication and promotion of local writers, local content development, developing a reservoir of information, and library as a resource centre in assisting the local community in skills development, informal learning, and inculcating a learning and reading habit. It also serves as a centre for life-long learning for adults who have since left school.

In terms of developing the local book publishing and the promotion of local writers, NLM is the main impetus. During the period 2005-2007, not less than 384 Bumiputra book distributors and suppliers benefited in servicing 1,139 rural libraries (including 50 rural libraries run by KEMAS). A total of 2,233,092 books amounting to a value of RM64.6 million were supplied. (See Table 4: Statistics of Book Acquired For Rural Libraries 2005-2007). The entire consignment which were locally published books had tremendous impact in developing the local book industry and made substantial contribution to restructuring not only the Bumiputra book business people, but also giving to the rural masses, access to the wide body of knowledge contained in the collection of books made available. This new development and the initiative introduced by the government in allowing libraries to procure directly from local writers of up to RM25,000.00 per title, has opened new opportunities to local talents to write and make writing a career. The initiative is also with the objective of breaking the monopoly system existing in the local book industry.

<table>
<thead>
<tr>
<th>No.</th>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2005 (RM)</td>
<td>2006 (RM)</td>
</tr>
<tr>
<td>1. Operating Budget</td>
<td>10 mil.</td>
<td>38.3 mil.</td>
</tr>
<tr>
<td>2. Amount Spent (RM)</td>
<td>9.5 mil.</td>
<td>37.3 mil</td>
</tr>
<tr>
<td>3. Fund for Direct From Local Writers</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4. Amount Spent (RM)</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
The Federal Union Catalogue (NUC) is a valuable resource for libraries in the country. NUC allows for the sharing of collections and resources among libraries, thereby promoting efficient utilization of knowledge resources. The NLM enforces guidelines for the use of Federal budget in libraries, ensuring that the budget is spent on prioritized areas such as library collections, temporary staff allowances, and maintenance of buildings.

To fully utilize the potential of libraries, the budget is allocated as follows:
- Library collection development: 50%
- Temporary staff allowances: 30%
- Library building maintenance: 10%
- Human Resource Development: 10%

These allocations encourage the development of library collections, maintain libraries, and support human resource development. As Table 5 shows, the number of registered users in rural libraries has increased significantly, reflecting the importance of libraries in rural communities.

Rural libraries serve as centres of life-long learning for adults who have left school. They provide access to information through libraries, which has enhanced knowledge. Furthermore, rural libraries are equipped with training and learning opportunities for adults, and some libraries have online access to computers and internet facilities.

The rural library is a repository of information for small businesses to obtain ideas and market their existing products and services through the internet. Indeed, the rural library has contributed to social mobility, providing opportunities for better employment.

Many of the projects undertaken by the libraries are aimed at improving the lives of local communities. These projects include helping local community leaders such as Jawatankuasa Kemajuan Kampung & Keselamatan (JKKK) to help motivate the continued support of library projects.
The support of the local leaders are crucial in bonding ties for solidarity of the communities is an important element within the context of social restructuring this country.

*Information Literacy*

Another aspect of resource development is the use of library resources for promoting information literacy. Information literacy is defined as a set of skills that can be learned which includes certain attitude towards learning itself, the use of information tools such as online resources, and the use of techniques such as working with groups. Libraries and librarians are important partners to other groups such as schools and teachers, as they act as change agents to help other domains develop and put their information literacy programmes in place.

Among the key missions of libraries which relate to information literacy include:

* Creating and strengthening reading habits in children at an early age;
* Providing opportunities for personal creative development;
* Stimulating the imagination and creativity of children and young people;
* Promoting awareness of cultural heritage, appreciation of the arts, scientific achievements and innovations;
* Fostering inter-cultural dialogue and favoring cultural diversity;
* Ensuring access for citizens to all sorts of community information including to local enterprises, associations and interest groups;
* Facilitating the development of information and computer literacy skills;
* Supporting and participating in literacy activities and programmes for all age groups; and initiating such activities if necessary.

Information literacy is an important enabler to lifelong learning. In this context, through financial assistance from UNESCO, NLM has developed a self tutorial library user education module, with the strategic intent of making library users independent knowledge seekers. This self-tutorial module teaches users on the technique of using On-line public catalogue (OPAC) to look for the right reading or reference material as well as how to use Internet effectively. All the staff manning these rural libraries is also trained on how to run this user education module in their day-to-day operations.

V. Strategies for the future

We often hear of how difficult it is to get people to visit the library, even though many have information needs and have the time to do so. Over the past years, the NLM has worked hard to conduct reading campaigns and to find ways to reach the society to inform them of the knowledge and information available in the libraries for their personal and professional lives.

The NLM should continue to play its leadership role in providing library as a learning centre, especially for the rural communities. Currently, the services rendered and the facilities provided are still below the standards set by UNESCO that is one static library per 3000 persons with a collection of at least three books to a person. Although the number of rural libraries have expanded over the years, they are never adequate to serve effectively the reading public. As such, over the medium term, the NLM should establish one library in each mukim which is the smallest administrative unit in the state – that is one in a five-kilometer radius- so that there is a good and equitable penetration rate not only of library services in the physical and traditional sense but also in terms of Internet access. The physical locations of the libraries are also important, as they should be situated in locations that are easily accessible and where public transport is available. Over the long-term, the public libraries should provide the level of services and amenities in line with UNESCO’s standards.

Additionally, libraries should undertake efforts to strengthen reading habits in children at an early age to stimulate their imagination and creativity. They should support both individual and self conducted education as well as formal education at all levels for personal development. Other initiatives that should be
spearheaded by libraries include:

* Ensuring access for citizens to all sorts of community information
* Providing adequate information services to local enterprises, associations and interest groups
* Facilitating the development of information and computer literary skills and,
* Supporting and participating in literary activities and programmes for all age groups and initiating such activities.
* Identifying different ways for the public to reach the library services, whether via the information desk or counters, phones, website links or emails
* Prototyping of the reference enquiry service, user education programmes and reading activities to be implemented; and
* Fostering learning and expanding the learning capacity of the society through the use of electronic media and the net.

In line with the development of libraries in developed countries, all rural libraries in Malaysia should strengthen its entrepreneurship development, where the local communities can establish business enterprises using the ICT facilities of the libraries to even market their produce. The ability of marketing local products through the net will help increase incomes and the economic well being of rural communities.

The NLM will have to work in collaboration with strategic partners pursuing similar objectives to promote the use of the electronic media especially in the rural areas so that social restructuring objectives are secured.

Presently the USP programme are being supported by Telcos through the Ministry of Energy, Water and Communications for the first five years. Thereafter, it becomes incumbent upon the government to fully fund the programme. The Government should therefore take cognizance of this and be prepared to take over the programme so that social restructuring through library services is not in any way compromised.

From the nation-wide reading survey done in 1996, high on the perception list of the citizens, when asked on the factors that contribute to their reading habit, was the high cost of books that had discouraged them from buying. The issue of a weak purchasing power for books among the masses has also been a consistent complaint among book sellers and publishers who are not too keen to increase print-runs, thereby reducing the cost of books. It is also not far fetched to say that the collection development undertaken by NLM for the development of rural libraries has a great impact in the local book scene. Together with the promotion and implementation of innovative approaches to reading, libraries have actually influenced the impact on the communities in enhancing their quality of life. The number of registered members of the 1039 rural libraries have accumulated to over 996,492 with usage more than a million. Therefore, should the Government continue to provide sufficient funds to sustain existing libraries and develop new ones, many more of the rural people would be able to benefit. Collections should be updated and replenish to stir the continued interest of the people.

Initiatives in creating and developing
digital local contents should be given a strong push. Digital local contents that covers both literary and factual works can be the alternatives to sustain the interest of local communities using the services and thereby enhance their reading behaviour.

VI. Conclusion
Rural libraries in the country have, at various levels of achievement, provided the services mentioned above. In general, the rural libraries have successfully played their roles in various aspects of social restructuring including among others narrowing the digital divide, providing information and teaching the rural population to learn how to learn. The rural libraries, through its various activities have also provided jobs and create economic activities to help the local populace. In addition, it has made accessible commercial information for dissemination to local enterprises. The acquisition of knowledge is a key factor to elevating the poor from poverty. The roles of rural libraries highlighted have helped toward promoting a society that is more equitable.

It is conceded that these achievements can not be solely attributed to rural libraries. Rather, it is the close collaboration with the village leadership, schools, and other Government agencies that have brought synergy to attain the desired results.

While the impact of rural library services is encouraging in respect of social restructuring, issues of access and appropriate support to narrow the digital divide should be a continued concern of every party involved.

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PRESERVING THE RARE COLLECTION
OF THE NATIONAL LIBRARY OF VIETNAM

Ms. Nguyen Ngoc Anh
Deputy Manager Preservation Division
National Library of Vietnam

I. Biography:

Full Name: NGUYEN NGOC ANH

Date of birth: 19 Aug. 1979
Gender: Female
Nationality: VIETNAMESE
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Title of position: Deputy Manager of Preservation Division

II. Education

<table>
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<td>Finance-Banking</td>
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<tr>
<td>Hanoi Cultural University</td>
<td>Information -Library</td>
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<td>Bachelor of Arts</td>
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III. Professional Achievements

Member of scientific research project on “Building and Preservation of Collection of Public Libraries in Vietnam”. The project has been defended in 2008 and awarded an excellent degree.

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Abstract

Holding over 1.5 million items contain many aged, rarely, historically and culturally significant, the National Library of Vietnam (NLV) is the largest library in the country. Unfortunately, many of these items, through a combination of time and past events and circumstances, are deteriorating. If there is no timely action, these collections will be lost by the time being. In the face of that fact, a mid-term preservation and conservation programme had been planned and being carried out.
Unsurprisingly, audiovisual thesis and Vietnamese, other Vietnamese, ranges library collection, and produced mainly. The content of this program focuses on prevent preservation, remedial preservation and digitising for preservation. Besides applying some international standards and methodology as a measurement and guideline for prevent preservation activities of NLV, conservation and digitizing for preservation are facing difficulties due to shortage of funding and human resource, lack of professional training, difficulty in searching for local materials which satisfy the work, etc. However, consequently it brings into the creativity and flexibility when implementing the program. Up to now, to some extent, the program has achieved some results and success. The paper will present some typical preservation activities and conservation technologies which is being carried out by NLV’s conservators as well as sharing on the experiences in this field.

“Preserving Yesterday’s Heritage for Tomorrow” – It is a slogan as well as the goal of library in preserving the collection of the past and present, so that they are available for both present and future users.

**Background**

**Introduction**

Keeping over 1.5 million items, which contain many aged, rarely, historical and culturally significant, the National Library of Vietnam (NLV) is the largest library in the country. The collection is comprising of volumes on a wide ranges of topics and written in Vietnamese, French, Russian, Latin and other languages. There are thousands of Vietnamese and foreign newspapers, maps and plans, an extensive doctoral thesis collection, microform, audiovisual and multimedia. Unsurprisingly, the library’s collection is comprising of paper-based materials mainly. These materials have been produced from numerous ingredients and by various methods of manufacture especially the Indochina collection, featuring material published between 1653 and 1954 and the Sino-Nom collection which were written in the old Vietnamese language script – two of NLV’s the best valuable and rare collections in particular contain important historical data as relates to Vietnam and its development, with a great many of the items being the only copies in existence. Unfortunately, many of these items, due to a combination of time and past events and circumstances, are deteriorating. If there is not timely action, these collection would be lost by the time being. In the face of that fact, a mid-term preservation and conservation program has been planned and carried out step by step at the NLV in order to conserve and preserve the Vietnam’s invaluable written cultural heritage for as long as possible for future generation.

**1.2 Real situation**

These inherent characters of the rare collection are different in their ages, disintegration and level. After carrying out to survey by a random sampling method and analyze the Indochinese...
collection including Indo-Chinese bound volumes and Indo-Chinese maps, we have received results of the real situation of the items as follows:

Staining and discoloration was abundant, with almost all items showing uniform and/or localized damage. Tearing was seen in 80% of items examined, creasing in 50% and general surface distortion in 75%. Brittleness, and a related susceptibility to losses, was seen in 63%, though this value may in fact be higher as the popularly cited (and destructive) testing method of the fold test was not used, but rather a gentle handling of pages to establish flexibility.

Only 7.7% of Indo-Chinese bound volumes examined were found to have a text block with a neutral or alkaline pH: on the other hand, almost 60% was shown to have a pH of less than 5.5. All Indo-Chinese maps examined displayed an acidic pH reading of less than 7, with 50% showing a reading under 5.5.

Additionally, evidence of foxing and/or mould was found in 84% of instances (primarily the former), as was additional general staining/discholoration resulting from other influences (primarily water or damage from other liquid products). On the other hand, pest damage, primarily booklice, was wide spread with an incidence of almost 60%, but no current activity was observed.

Of the 64% of the item surveyed that was found to have received previous repair and reinforcement (excluding rebinding which has been performed on the majority of the collection). In which 83% were found to involved poor methods and/or materials.

The most common problems associated with previously conducted repairs are associated with the materials used. Many different types of tapes and combinations of papers and adhesives can be seen, the damage from which is often apparent. Incorrectly weighted papers result in surface distortion, adhesives in staining and brittleness, acidic products in acid-burn (essentially the corrosion of the paper and discoloration). In addition, many of these repairs have since failed, leaving only staining a residues, or may even be obscuring text (something which may lead to readers attempting to remove tapes and further damaging the items).

Using “do” paper – a Vietnamese traditional material, Sino-Nom collection is not resemble with any collections of NLV. All items were composed of “do” paper in there many items were produced centuries ago. The result of testing for acidity levels were all going to be similar: 100% text block pages were found to have a value of 7 or more, and only 5% of covers had a lower pH of less than 7, yet more than 5.5.

Mould or bloom was found in about 9.8% of cases, though the nature of “do” paper (and a lack of attractive additives) means that this was essentially confined to the covers and the text block pages that abutted them. Alternatively, pest activity, all inactive, was observed in over 53% of cases. Pest damage was found mainly to be booklice, with a few instances of silverfish or rodent attack.

It is for these reasons that it is
imperative that having to a comprehensive preservation program in order to protect and maintain the long-life collections.

**Preservation program**

In this paper, terms “preservation” and “conservation” are used as noted below. This definition prevails among libraries and archives professionals worldwide today.

“Preservation” is the set of actions taken to prevent, stop or retard deterioration of library materials through the management of storage environment, housing materials and techniques, security, handling practices, as well as through user and staff education. Replacement is a form of preservation, as is changing the format of materials in order to preserve the intellectual content.

“Conservation” implies the actions taken to prevent, stop, or retard deterioration of individual items through treatment level intervention into the physical state of the item. “Preservation” is used here as the broader term encompassing both preservation and conservation.

The NLV’s preservation program for mid-term period to give actions such as: preventive preservation, remedial preservation and digitizing for preservation.

**Preventive preservation**

2.1.1 Management of environment

We should usually remember that prevention is better than cure. The management of the environment in which collection are stored, accessed and displayed is one of the surest, and easiest, preventive strategies that can be employed to ensure the longevity of a collection. Preventive preservation concerns to the creating the right environment, right to the best of knowledge to prevent and maintain the items from the deterioration and damage caused by both external and internal causes. Environment condition is air-conditioned and controlled by the air-conditioners and desiccative machine in order that the impact of the external temperature is kept to a minimum as a means of ensuring a stable environment. All storages where keep the rare and signification collection are installed the stationary temperature and humidity readers in the space: hydro-thermometers and TWPI (Time-Weighted Preservation Index) data loggers.

Over a period of days, the temperature values covered to following range:

Temperature: 18-23 degrees Celsius
Relative Humidity: 45-55% RH

The impact of the internal lighting is less. Lights remain off when the area is not being accessed. Furthermore, the lighting is operated in many different sections, allowing for only small parts of the space to be illuminated as necessary.

Dust is one of many causes bringing about degradation reactions. A walk-through of the storage area reveals a recently updated storage facility with good quality compact’s shelving. This shelving type preserve and protect items in order to avoid the bad effect factors such as light, dusts, insects.. etc.
Applying IPM (Integrated pest management) strategies to avoid infestation of existing collection is very effective. Besides maintaining standard and stable climate conditions to control insect populations, effective implementation of a pest management program requires routine monitoring of pest activity. NLV using insect traps with the most commonly used are sticky traps (in the form flat traps, rectangular box - traps or tent-shaped traps) to monitor. Many insects such as: silverfishes, booklice, termite, beetles, cockroaches and rats have been found from here. We use common chemical treatments methods to control insects including: to put in a camphor layers papers in book (these are meant to discourage rather than kill insects), use chemical baits and pellets (which are eaten by the insects), fumigants (these expose infected material to a lethal gas). Regarding the disaster preparedness plan, the emergency response bins which are to be utilised when an emergency situation have been established in significant storages of NLV including the equipment and materials which be able to support the emergency response activities in order that prevent or reduce passive impacts for items.

2.1.2 Survey
The survey is an integral work of preventive preservation program. The purpose of the survey is to examine the environment in which the collection are kept, as well as to provide a general overview of the condition of the collection: by establishing what the prevalent problems are, a greater understanding can be built around storage and environment issues, as well as the principle conservation and preservation treatments that need to be performed.

Besides selecting the items from a complete list of the collection to survey (for example: Indochinese map collection), the random sampling method use mostly in NLV’s survey activities (for example: Indochinese bound volume collection, Sino-nom collection). The sampling method was based on shelf location, with items counted off from progressive bay, row and shelf positions.

The first part of the process was to collect all the necessary data. Individual data collection sheets were created, and adapted upon use, for the different collections. Attention was paid to the types of materials used, the way in which they were currently being stored, signs of aging and deterioration, previous conservation or preservation treatments and their quality, whether items are considered suitable for access and if they’d require treatment before being made available.

The overall condition of the items was evenly distributed between the good, fair and poor classifications, with the greatest degree of damage appearing with the volume covers and spines.

2.1.3 Awareness and training
Careful and attentive handling methods are one of the surest and easiest ways of assuring the long-term retention of collection. Some training workshops were held centered on the care and handling of collections. This sort of basic training is something that needs to be extended to everyone in the library, at least all those that have any
contact at all with collection items: this means that further workshops of this type are imminent. This inaugural attempt to bring in exercises, visual aids and real objects to break up the monotony of the theoretical components. Staff were informed of ways in which they are to respond to disaster situations to ensure the salvaging of the collection.

In order to enhance reader’s awareness, we created a mock-up of a possible awareness campaign, a leaflet for readers. This leaflet will outline what actions are being made to protect to NLV collection in general and significant collection in particular for future generation, and will outline a series of simple actions by readers that can help.

2.2 Remedial preservation
This work can be also called the conservation treatment practices. The aim is to take the specific practices in order to slow deterioration and prolong the life of the item by directly intervening in its physical or chemical make-up.

We carried-out the preservation treatment process in order that restoring and digitizing the NLV’s rare and significant collection. The selected item to conserve will be brought from store to preservation treatment lab. Research division will prepare reports on condition, analysing pH degree and media solubility in order to find out preservation treatment solutions for damaged items. The items and their condition and solution reports will be given to the conservation division. Here, depend on the item condition, this section will carry out following works: removal of adhesive tapes/staples, surface cleaning, stain reduction, de-acidification, leaf casting, tissue mounting and sizing, manual repair, hot/cold press. The item collected in single leaves will be digitized to make the most clear images. After completing one more digitized copy for public service, the items are brought back to the conservation division in order to rebind and make protective enclosure. Reports on the condition and treatment solution will be completed and updated to preservation treatment database in computer to monitor and manage.

There are some damage types which are concerned especially in this workflow. With them, we have given some solution to treatment effectively.

The brittle nature of the papers in the collection is of particular concern, with the most likely causes for the brittleness being light exposure, unstable environment conditions, and the processes and materials used in the manufacture of the products. In order that improving this unstable of paper, we use two de-acidify method: the de-acidification spray and the Bückeburger Preservation Procedure. This is accomplished through neutralising the existing acids and adding an alkaline reserve, which prohibits a repetition of the effect of acid over a long period.

In the survey process in Indochinese collection of NLV, we total 83% surveying items were found to consist of dubious methods and/or materials: these substandard repairs have generally resulted in further damage (principally staining and brittleness), have in many cases become ineffective and need to be removed and repaired.
more appropriately. Leaf-casting method is a highly specialised piece of machinery which is selected to repair losses through filling gaps in a paper item with paper pulp. The pulp which from libber fiber were soaked and blended to become suspension type. The process use air compressor to pump-in recyle water from the stainless steel tank and drain off by the suction. The pulp fill in holes and tears of items and providing reinforcement by carboxymethylcellulose.

Besides leaf-caster, manual repair method with supporting of light table is also used in conservation treatment. Light table transmit light directly through an item to examine the structure of paper, the extent of damage, and the visibility of repairs. We usually use it in the preparation of stencils for repairs, and in the application of subtle repairs such as infilling. It brings high aesthetic effects in conservation.

2.3 Digitizing for preservation

Digital library program plays vital role in contemporary libraries. Digitizing and preservation program for NLV’s rare collection are combined together in order that improvement and advancement of preservation and access issues. The aim restrict access original items to preserve and alternative access by digital becomes a possibility. In addition, with provide an additional copy of the information, which can be stored separately from the original, the digitization providing a secondary resource in the event of a disaster that result in the destruction of the original.

The digitizing process at the NLV is started by scanning. Scanning of these items is carried-out after complete conservation treatment and before binding. This stage depends on condition of items to choose appropriate scanners as the Flatbed scanners for good condition items, Digital cameras or Book scanners for weak, damaged items and HP Design jet 815 mfp for the big size items. After the images are processed and compressed, it will be converted into PDF format. We use Acrobat Professional software to create bookmarks. The e-book will be catalogued on DLIB software and make them available to serve readers.

In regards of storage, all digitized collection is back-up regularly and systematically and store on DVD-ROM, Data Server and Storage. The copied files will be uploaded on digital data management software and made more accessible online. In the near future, NLV will plan data storing on Data Center – comprehensive solution for data center storage management to restore data as well as control data easily and efficiently.

III. Experience sharing

3.1. Material

With all papers used for conservation and preservation purposes, where long-term retention is the aim, the materials must be acid-free and be ensured standard quality. Imported material is so expensive that is over the limited budget of NLV. Therefore looking and applying suitable local materials of appropriate quality exist is indispensable to conservation treatment. “Dó” which made from liber fibers is Vietnamese traditional hand-made paper. It is stronger, with long fibres that “feather” with tearing,
allowing for a strong yet more subtle connection with the original item. “Dó” paper is match with the weight of the item being repaired to ensure a more subtle and effective repair. Besides, the long fibers of traditional Vietnamese paper also make it suitable for pulping and subsequent use in leaf casting. Result of “Dó” paper research have indicated that its life-span is about nearly 100 years.

Besides using ‘Dó’ for repairing activity, ‘Reemay’ support material for conservation treatment is replaced by variety of polyester sheeting which are made locally. With typical characters as water-resistant, tough-resistant and costs is easy to ascertain and be relatively low they is preferred to imported alternatives.

3.2. Chemicals:

Appropriate and ready mixed chemical compound for the deacidification processes to be undertaken by conservation staff will need to be purchased overseas. They usually are quite expensive. Applying chemical Ca(OH)₂ (Calcium hydroxide) - traditionally called slaked lime in deacidification processes is really very economical and effective. It is not a threat to health and safety. All papers which were de-acidified to become neutrality or alkaline buffer depend on an acidity of paper before treatment. This method can be used by two ways: spray and mass de-acidification.

In order to prevent insects that damage items, we use camphor (with the chemical formula C₁₀H₁₆O) coating thin layer on papers to put in some pages of item. This way is very good for preserving in storage.

IV. Conclusions

Although preservation is a relatively new concept to the Vietnamese libraries in general and NLV in particular but now it is necessary to set a priority. Above preservation activities presented might not be an initiative but they are being carried-out in NLV’s preservation program. However, it should be noted that this is only a beginning, and that preservation change all the time, new approaches being developed, so regular research and share conservation and preservation knowledge and experience with other institutions in the country as well as seeking collaboration chances in the future with foreign institutions and organization should be encouraged. It is not only a meaning of preserving Vietnam’s invaluable written cultural heritage for future but also the memory of the world forever.

REFERENCES


Edward P. Adcock, com. and ed. IFLA Principles for the Care and Handling of Library Materials, IFLA PAC, 1998

Mr. Nehemias A. Pasamba is one of the few Filipinos who have dedicated their lifework as a librarians and information specialists. While in high school at Atimonan, Quezon, Philippines, he enjoyed browsing newspapers, magazines and books in the library and, as a result, the school gave him “The Best in General Information” award. He finished Master of Librarianship at the University of the Philippines and became the president of the Bicol Librarians Association while working as librarian and teacher at Naga View College from 1977 to 1996. From 1997 to 2001, he served as a Graduate School Librarian and later, the Chief Librarian at the Adventist University of the Philippines. Presently, he is the acquisitions and educational media librarian at Mission College, Thailand.

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Abstract

With the downturn of American economy and the subsequent worldwide recession, libraries will be one of the sectors whose budgets and staff will be decreased, if not abolished. But crisis brings not only danger of reduction or death but also opportunity. This is the time when librarians can assess their position and create some strategies for change in order to survive and possibly come out strong. One of those strategies is the valuing of library services. This procedure, although commonly done in public libraries in libraries competing for community budgets in advanced countries are rarely done in Asian libraries. By putting monetary values to the number of books and periodicals circulated, reference questions answered, internet connection hours used, and a host of other services in a spreadsheet (to be demonstrated in the seminar), and comparing it to the shrinking budgets, the stakeholders (librarians, as well as the administrators) will be able to see the great value of library services. Once valued, the amount of services can be benchmarked and increased through more strategies of intensive marketing. The recommendations are: for all libraries to incorporate valuing in their annual budgets and statistical reports; for national organizations to set the price for each service and benchmark the libraries around the country; and for the CONSAL to set standards for the specific items, collect data and make further recommendations to invigorate library and information services in the region.
Introduction

With the downturn of the American economy the world is experiencing a recession that has never been experienced since the Great Depression of the 1930’s. This will continue to affect all sectors of society in one way or another, and for libraries, as one of the sectors which is perceived to be “luxury” for less developed economies, the impact will be very great. The library will be one of the first sectors whose budgets and staff will be cut.

On the day that I received the approval from CONSAL for this paper, I also received an email of a newspaper clipping from a colleague in Cebu City, the oldest city in the Philippines, which I quote:

CEBU CITY, Philippines - Cebu City will soon lose its only public library, named after the national hero Jose Rizal.

The 69-year-old Rizal Memorial Library on Osmeña Boulevard will be closed to give way to a government museum.

The structure, a pre-World War II heritage site with its neoclassical architecture, was built in 1939 through fundraising efforts of citizens and later, the Cebu provincial government, the original owner of the property.

Rosario Chua, acting chief of Cebu City Public Library, said the library does not only cater to students doing research for school assignments. There are also foreigners and tourists who go to the library to learn more about the history of Cebu.

One advantage is the library’s central location on Osmeña Boulevard, walking distance from Fuente Osmeña and easily reached by jeepney or taxi. The library used to occupy two floors.

The Rizal library has books about Cebu’s history and culture as well as a collection of antiques donated by prominent Cebuano families, Chua said. Some artwork by Cebuano painters are also displayed inside.

While the library lacks books, it does not mean that the library has not served its purpose, said Chua, who has been working with the city library for 27 years or since 1981.

"Some of our books have historical significance both local and national. We have an Internet connection and are part of the Philippine E-library, so we are also updated," Chua said.

The plan ...is disheartening news for students, senior citizens, visitors and other library patrons, who drop by the air-conditioned ground floor to read books and newspapers for free or attend occasional lectures and children read-along sessions of the Zonta Club.

A group of citizens called the Friends of the Cebu City Public.

Library has been meeting monthly and trying to gather book donations, some from civic clubs in the United Status. The fate of the library has been a recurring topic of discussion among worried club members.

Not surprisingly, this news was also in the CONSAL newsletter/webpage.

The city administrators have not realized the true value of the library. They must have thought that an art museum could be more valuable. I have
a hunch that this library closure is happening because librarians may not have assessed the real value of the library and its services and therefore has nothing to show to the city administrators.

I am therefore proposing that for libraries to avoid the threat of being closed, but instead, be able to get bigger budget, that librarians perform valuing of library resources and present their findings to their administrators as part of their library services marketing strategies.

Cries bring not only danger but also opportunity to overhaul or discard entirely the old system that does not work or is not anymore compatible with the times. These years of crisis are the opportune time when librarians can examine their present their position and create some strategies for change.

**IMPORTANCE OF VALUING**

Sometime in the 1980’s, ADRA, a humanitarian agency in Hongkong received a bag of 2,917 coins as donation. The money passed from one hand to another and was almost forgotten for eight years because the total face value was very small, about $25. When ADRA needed seed money to start humanitarian projects in response to the crisis in mainland China, the director remembered the coins. He asked for appraisal from several coin collectors and found out that the real intrinsic value of the coins was $22,000 dollars!

It is only when we discover the real value that something becomes important.

Librarians are always asked to provide statistics of usage but are not asked to put values on those figures. If the librarians and the administrators for whom the librarians are working would know the data, they might be shocked to find the large amount of income that the library is saving and providing for the users.

If search engines and website advertisers like Google (60%) and Yahoo (20%) earn their billions of dollars in “pay per click”, libraries should count their income or savings in “pay per use.”

Valuing library services has rarely been done in Asian libraries, if not at all. It is done mostly in the American public libraries where the libraries have to compete for taxpayer’s money for their existence. In Asian libraries, especially academic libraries, the budget is attached to the academic budget and therefore, not in imminent danger of extermination, unless the college or university itself is closed. Public libraries are in more dangerous situation because they have to compete with other public expenditures for the budget, and, as a result, most public libraries are gasping for breath or are simply dead.

**FINDING THE VALUE OF LIBRARY SERVICES**

According to McDonald (2002) there are three ways in order to find the value of library services, namely: measuring money saved or productivity gains in using librarians, cost-benefit analysis and total quality management.

In this paper, I decided to concentrate on the simpler method, which is measuring the money saved by using the more widely adapted value calculators.

I searched “valuing library
services” (VLS) from search engines and found at 535 hits at Yahoo!. It has about as many hits as “measuring library performance” (MLP) with 497, one of which is the ICOL seminar in Penang in 2005.

The literature for “measuring library performance” concentrates on data like the size of collection, the capacity of the building, the competency of the library staff and the general capability of the library to serve its clients rather than the amount of services delivered, and is therefore a different, although a related topic. MLP is like describing the size and stock of the store/supermarket while VLS is a report on the sales performance. (In boxing and in many other activities, it is the delivery of punches and final TKO that is more important than size, perceived strength and bragging rights.)

The main idea about the valuing of library services is to know how much the library users are saving when they go to the library instead of getting the same amount of services and information from commercial establishments like the bookstores, newsstands, internet café, video rental sales and rental, movie houses, etc. In this time of financial crisis the old maxim that “money saved is money earned” is more relevant and this “money saved” is what we will be accounting for.

On the next page is a simple table for valuing library services from four most widely used Value Calculators from the following library groups: The Massachusetts Library Association (MLA)

The National Network of Libraries of Medicine (NNLM) This value calculator is also used by libraries under the Library Research Services group of libraries and is adapted from the MLA’s value calculator. It was also adapted with modifications by the Midcontinental Regional Medical Library for health science libraries.

The University of Hawaii–Manoa (UH-M) also based their calculator from the MLA but has a more modest value for e-journals accessed ($10 against $35 from NNLM).

Maine State Library (MSL)

In the last column (5), I put the lowest and the realistic value for Asian libraries. One example is the price of computer use which, in all of the Value Calculators mentioned is valued at $12. In Thailand and Philippines, the normal rate of computer use is around 60 cents per hour and wi-fi connection at about 30 cents per hour. The hourly rate of reference staff time is likewise adjusted to local salaries, and should be adjusted further to match with the countries’ local salary.

In order to adopt this value calculator for Asian libraries, it can be expanded to include specific services and local library materials in order to arrive at more accurate values. The value of book borrowing is based on the average cost of books borrowed. The average value can be computed by checking for the price of the ten or twenty books or periodicals (the more the better).
### TABLE ONE – COMPARISON OF LIBRARY SERVICES CALCULATORS

<table>
<thead>
<tr>
<th>Item</th>
<th>Values Explained</th>
<th>(1) MLA</th>
<th>(2) NNL</th>
<th>(3) UH - M</th>
<th>(4) MSL</th>
<th>(5) Asia n</th>
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</thead>
<tbody>
<tr>
<td>Book Borrowed</td>
<td>Average cost of hardcover for adults</td>
<td>$125.00</td>
<td>$60.00</td>
<td>$27.00</td>
<td>$27.00</td>
<td>$27.00</td>
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<tr>
<td>Paperback Book Borrowed</td>
<td>Average cost of paperback for adults</td>
<td></td>
<td></td>
<td>$7.00</td>
<td></td>
<td>$7.00</td>
</tr>
<tr>
<td>Children Book Borrowed</td>
<td>Hardcover and paperback</td>
<td>$12.50</td>
<td></td>
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<td>Magazine Borrowed</td>
<td>Average cost to purchase a popular periodical issue</td>
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<td></td>
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</tr>
<tr>
<td>E-Journals accessed</td>
<td>Per title</td>
<td>$35.00</td>
<td>$10.00</td>
<td></td>
<td></td>
<td>$10.00</td>
</tr>
<tr>
<td>Video Purchased</td>
<td>Average cost to purchase a popular video</td>
<td></td>
<td></td>
<td>$22.00</td>
<td></td>
<td>$22.00</td>
</tr>
<tr>
<td>Audio Books Borrowed</td>
<td>Average cost to purchase an audio book</td>
<td></td>
<td></td>
<td>$30.00</td>
<td></td>
<td>$30.00</td>
</tr>
<tr>
<td>Book on Tape</td>
<td>Introductory Rental Price at Booksontape</td>
<td>$9.95</td>
<td></td>
<td></td>
<td></td>
<td>$9.95</td>
</tr>
<tr>
<td>Magazine/Newspaper Use in Library</td>
<td>Average monthly cost of a popular periodical/newspapers issue</td>
<td>$2.00</td>
<td>$20.00</td>
<td>$1.00</td>
<td>$1.00</td>
<td></td>
</tr>
<tr>
<td>Interlibrary Loan</td>
<td>Average national cost for loans</td>
<td>$25.00</td>
<td>$30.00</td>
<td>$30.00</td>
<td>$25.00</td>
<td></td>
</tr>
<tr>
<td>Meeting Room Use per Hour</td>
<td>Estimate</td>
<td>$50.00</td>
<td>$50.00</td>
<td>$50.00</td>
<td>$50.00</td>
<td></td>
</tr>
<tr>
<td>Auditorium Use per Hour</td>
<td>Estimate</td>
<td>$250.00</td>
<td></td>
<td>$250.00</td>
<td></td>
<td>$250.00</td>
</tr>
<tr>
<td>Program/Class Attended - Adult</td>
<td>Estimate</td>
<td>$15.00</td>
<td>$30.00</td>
<td>$10.00</td>
<td></td>
<td>$10.00</td>
</tr>
<tr>
<td>Computer Use, e.g., Internet and MS Word per hour</td>
<td>Sample hourly rate at a copy center</td>
<td>$12.00</td>
<td>$12.00</td>
<td>$12.00</td>
<td>$12.00</td>
<td>$12.00</td>
</tr>
<tr>
<td>Reference Questions</td>
<td>Estimated cost per question</td>
<td>$7.00</td>
<td>$45.00</td>
<td>$7.00</td>
<td>$15.00</td>
<td>$7.00</td>
</tr>
<tr>
<td>Mediated searches</td>
<td></td>
<td>$75.00</td>
<td>$28.00</td>
<td></td>
<td></td>
<td>$28.00</td>
</tr>
</tbody>
</table>
When the revised values for Asian libraries is used for (our) library Mission College LIRC which has about 45,000 books and 120 current periodical titles serving a little less than 1000 students, (classified by JSTOR as “Very Small”) this is the result:

<table>
<thead>
<tr>
<th>Item</th>
<th>Number</th>
<th>Value/Unit</th>
<th>MC 2007-2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books Borrowed</td>
<td>21452</td>
<td>$12.50</td>
<td>$268,150.00</td>
</tr>
<tr>
<td>Local Books</td>
<td>1866</td>
<td>$10.00</td>
<td>$18,660.00</td>
</tr>
<tr>
<td>Magazines Borrowed</td>
<td>210</td>
<td>$3.50</td>
<td>$735.00</td>
</tr>
<tr>
<td>Local Magazines Borrowed</td>
<td>80</td>
<td>$1.00</td>
<td>$80.00</td>
</tr>
<tr>
<td>E-Journals accessed</td>
<td>16627</td>
<td>$10.00</td>
<td>$166,270.00</td>
</tr>
<tr>
<td>Video Borrowed</td>
<td>217</td>
<td>$3.87</td>
<td>$839.79</td>
</tr>
<tr>
<td>Magazine/Newspaper Use in Library</td>
<td>15000</td>
<td>$1.00</td>
<td>$15,000.00</td>
</tr>
<tr>
<td>Meeting Room Use per Hour</td>
<td>421</td>
<td>$50.00</td>
<td>$21,050.00</td>
</tr>
<tr>
<td>Program/Class Attended - Adult</td>
<td>450</td>
<td>$2.00</td>
<td>$900.00</td>
</tr>
<tr>
<td>Computer Use, e.g., Internet and key-boarding per hour</td>
<td>36000</td>
<td>$0.60</td>
<td>$21,600.00</td>
</tr>
<tr>
<td>Wi-fi connection (per hour)</td>
<td>18000</td>
<td>$0.30</td>
<td>$5,400.00</td>
</tr>
<tr>
<td>Reference Questions</td>
<td>85</td>
<td>$7.00</td>
<td>$595.00</td>
</tr>
<tr>
<td>Mediated searches</td>
<td>18</td>
<td>$28.00</td>
<td>$504.00</td>
</tr>
<tr>
<td>Total Value in USD</td>
<td></td>
<td></td>
<td>$519,783.79</td>
</tr>
<tr>
<td>Total Value of Services in Local Currency (Baht)</td>
<td>B</td>
<td>18,192,432.65</td>
<td></td>
</tr>
<tr>
<td>Other Incomes (Fees, Fines, Duplicating, etc)</td>
<td>B</td>
<td>$1,072,902.00</td>
<td></td>
</tr>
<tr>
<td>Total Incomes</td>
<td>B</td>
<td></td>
<td>19,265,334.65</td>
</tr>
<tr>
<td>Annual Budget and Expenses (-)</td>
<td>B</td>
<td>$9,091,527.00</td>
<td></td>
</tr>
<tr>
<td>Net Gain (Loss -)</td>
<td>B</td>
<td></td>
<td>10,173,807.65</td>
</tr>
</tbody>
</table>

The return on investment (ROI) for our library is 111.90% of the current budget which means that for every dollar that our college has spent, the library users was able to save $2.11 which belong to the bottom of the list of top performing international libraries.

One particular service where much savings occurred was in the area of e-journal articles downloaded from the

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14th Congress of Southeast Asian Librarians
academic database. Whenever our library users cannot find a particular journal article in the database, they pay as much as $25 when they download articles from other databases and commercial providers. But with the amount of articles worth $166, 270 that our users accessed from the database for which our college paid $5000, the ROI for that investment alone is 33.25 times the original investment.

**AFTER VALUING LIBRARY SERVICES**

After the valuation of library service is done, it will boost the morale of the library staff just like discovering that the 10-cent coin is actually worth $300. They will realize the enormous value of their work.

But the librarians should not rest on their laurels and say, “See, this is how much money we are making (actually saving)!” Instead, they should try to avoid this lethargy and complacency, and make them look for strategies to increase the amount of library services through intensive marketing and acquisition of more computers, newer books and more interesting periodicals. The library can even be the initiator of further economic activity by providing information about activities like “Where to Find Employment” for those who had lost their jobs or “How to Put Up A Business that Will Earn Millions” for people who cannot find employment.

The library management can provide the administrators of the parent institution (school, college or university, city, company) with the data and make the data as basis for additional (or reduced) budgets.

**RECOMMENDATIONS**

1. That all librarians incorporate valuing of services in their annual budgets and reports of statistics of usage.
2. That the library software programmers include in their program a feature that automatically computes library transactions. This will make it easier for the librarians to make accurate accounting of the value of the services just as they automatically compute the overdue fines. They can base the automatic computation on the MARC data of the price of the library material (Tag 020c).
3. That the library organizations, accrediting association and other authorities in each country set a uniform and specific amount for library services. For example, the price of computer use and internet connection is constantly going downwards and the value for these services should be periodically adjusted.
4. That the CONSAL set a uniform criterion for each service, gather data of ROI from libraries under its auspices, publish the results and recognize or award the top performing libraries in Asia based on their ROI.

**REFERENCES**


MAINTAINING THE OLD JAVANESE BOOKS AND MANUSCRIPTS: 
AN EXPERIENCE OF SANATA DHARMA UNIVERSITY LIBRARY WITH ARTATI COLLECTIONS (PUSTAKA ARTATI) AS RARE COLLECTIONS

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Abstract

In 1995 Sanata Dharma University Library (SDUL) received old Javanese books from a personal collection. Those old Javanese collection were formerly belonging to Father Petrus Josephus Zoetmulder, Sj. He is a Dutch Jesuit who was not only interested but also became a master in Javanese language, history, and culture. Many of the books were in fragile condition that needs to be maintained carefully. When SDUL received those books, the collections were not yet catalogue as a means for searching. With about 5000 titles, it was very difficult to search around the collections without tools for searching as it is common in library catalogue system.

Upon receiving those extraordinary collections, SDUL started to manage those books with activities of arranging registration number, organizing books catalogue, and completing them with books label since 1995. Those collections finally located into a special room called ‘Pustaka Artati’. Undoubtedly those old Javanese collections confine so many important values, such as historicity, culture, religiosity, and philosophy. This is the main reason for SDUL to preserve those collections. From those collections it will be hoped to gain insight into Javanese ancient history, culture, and religion, and philosophy. By holding and maintaining those collections much better, we hoped that new generations have an access to learn the variety of subject in ancient past easily.
Regularly there is a group of researchers in Sanata Dharma University who make exploration and translation in some manuscripts into Indonesian language in order to make them easily to be read by young people in Java or in other places who are interested on those subjects. Recently, there is also another group of researchers who have a plan to transliterate four old original texts that known as Parwa. Parwa consist of four part: Asmasaparwa, Mosalaparwa, Prathanikaparwa, and Swargarohanaparwa. The fourth parwa to be guessed as last parwa of Mahabarata. SDUL will consistent to maintain those collections. In the near future, we will produce those collections in digital form to provide online learning source and in the same time to prevent those collection from the physical damage.

1. Brief Notes about Petrus Josephus Zoetmulder

July 8th 1995 a Jesuit has an academic title as professor, Petrus Josephus Zoet-Mulder (PJZ) passed away. This Jesuit was born in Utrech, Netherlands, January 29th 1906 granted a finding properties of Culture of Java, which for example isn’t it in masterpiece that is a dictionary was compiling of during 30 years entitle Old Javanese-English Dictionary published in 1982. An irony, a Dutch could be an expert in the field of Old Javanese language and literature.

Petrus Josephus Zoetmulder is a Jesuit who elaborated Java Culture through language study and Javanese Literature. He is a Jesuit, a Catholic priest and missionary from Dutch. He reached his doctorate in the field of Old Javanese Literature in 1935. He lived in Indonesia since 1948, in the Roman Catholic area of Kemetiran Yogyakarta (Catholic community in Yogyakarta more recognize this place as Paroki Kemetiran). His enthusiasm in learning Language and Old Javanese Literature began from spiritual counsellor duty of his namely Pater J. Willekens SJ. Study of Language and Old Javanese Literature is initially passed by the guidance from Prof. Berg.

His diligence in study could be seen from book collections which were collected as a personal library which since early collected in personal workroom in Paroki Kemetiran Yogyakarta. In personal workroom, Romo Zoet (chummy call of Professor of Petrus Josephus Zoetmulder SJ) gave a class Old Javanese Language to all Faculty of Letters Majors Archaeology students and East Literature of University of Gadjah Mada Yogyakarta. Because his diligence and dedication in Old Javanese Literature PJZ got an appreciation which was proper to be accepted. In 1970 PJZ got an appreciation sign of Government of Indonesia as dedicated and promoter of Human Social Field, in 1983 he got an appreciation of star of Commandeur in der Order van Orange Nassau, and 1993 PJZ got appreciation as Man of the Year from International Bibliographic Centre, Cambridge, English.

On August 1995, one month after PJZ died his personal collections presented to Sanata Dharma University Library (SDUL) Yogyakarta. PJZ’s collections granted to SDUL. It is of course with the reason that PJZ is a Jesuit so it is better that those collections were managed by a library which managed by education institute of Jesuit. This choice place is very sensible because later one of PJZ’s student, Dr.Kuntara
Wiryamartana, SJ, is also a Jesuit enthusiast of Javanese Old Literature promised to continue masterpiece of PJZ. On August 1995 all of his personal book collections and furniture which be used PJZ carried over by SDUL in the genuine condition without any altered by SDUL. In SDUL all of his collection and furniture of PJZ was placed into separate room, separated from SDUL’s collections. Personal collections of PJZ which were moved from Paroki Kemetiran to SDUL was personal collections which was not counted and identified yet. They were put down and arranged natty off hand and there was not tools for searching so surely it will complicate for people who wish found title in PJZ’s collections, and also complicated for people to know where collections to be put down ( in cupboard or in stack) it was.

On October 1995, at the commemoration of 100 day die of PJZ, the room depositor of PJZ’s collections in SDUL was opened and it is called by Pustaka Artati. Naming of Artati based on the name of owner collection that is Zoetmulder. Zoet in Dutch language means beloved (in Java means manis). When PJZ lived in Leyden Dutch often wrote article, and name of Artati used by him as pseudonym in his article. Name Pustaka Artati proposed by Dr. Kuntara Wiryamartana, SJ. At the time of commemoration 100 day the die of PJZ was also launched dictionary of Jawa Kuna-Indonesia is translation of Old Javanese English Dictionary (OJED). Personal collections of PJZ got new epithet as Pustaka Artati Collections since 1995.

2. From Personal Collection to Collection for Many People

Till 1995, personal collections of PJZ is collections which only recognized by the owner so only the owner who knew more about the collections. Since it was presented to SDUL, it became a challenge for SDUL to manage and define the collections to society so that the collection of PJZ can be exploited to develop linguistic, literature, and Java culture.

3. Stocktaking and Classification

As a common a personal book collections it is sure that it is very closed to the owner. How it’s no a problem for the owner to find his own books from the rack. In general the owner of personal book collection will where a book is put down and he would find it easily wherever he need it. The question is how if the number of the book is plenty will look for again by people who are not of it. Of course the people who are searching will not find it easily if there is no searching appliance. Before thinking of medium of searching SDUL require to enlist, counting and identification of PJZ’s collections.

The first step which is conducted by SDUL is to enlist all collections of PJZ for collections which by physics were not fragile. The first book which inventoried was entitled Die Religionem Indiens. And it has inventory number 1/PSDZ/XI/95. It was inventoried randomly. It took a long time in the process giving of inventories number and identifications because of some reasons as following:

1. The librarian who was doing registration and identify collection of PJZ did not mastery Dutch, Germany, French, Portuguese, and other foreign languages. The mastery of the language
needed in registrating and identifying collections of PJZ because most of his collections are in Dutch, Germany, French, and Portuguese.

2. There are some collections which were written in Java letter, Ancient Java letter, Arab letter, Bali letter and other letters. It made pursue stocktaking because the librarian could not read those letters because they are rare letters.

3. The difficulty in handling the collections because the books are fragile and to be destroyed physically. In this time SDUL has a plan reform all the fragile collections in to digital form.

In the process of classification and stocktaking it was known that many collections which physically fragile and easy to destroy so that collection physical require to be saved its contents to continue in remaining to study, to be dug and researched.

Esteeming and saving collection of PJZ was done by SDUL on the basis of reason of its content of Literature and Culture of Javanese Old values which need to be saved.

Stocktaking collections and identify in the collections make us know the amount and titles of exemplar personal collections of PJZ. SDUL note the amount of collections as follows

1. Books : 4,704 titles
2. Journal and Magazine : 2,915 titles
3. Manuscript : 8 folders
4. Transcription : 217 copies

The amount of identified by the SDUL was not included yet with the copies document that was written by hand in the form of inscription which still not yet earned to be opened because condition of paper is very fragile.

Classification of Artati Collection

The next step after stocktaking and identifying the collections is subdividing of collections on the basics of subject. The classification process is on the basics of subject was done by librarian of SDUL assisted by researchers and instructor of Javanese Literature field. The classification was done by using classification system of Dewey Decimal Classification (DDC).

Before making final decision on classification PJZ’s collection by using DDC, there are some considerations of subdividing base to be used which come from lecturer and researcher of Javanese Literature field from University of Sanata Dharma and other university that concern in Javanese Literature.

DDC Classification system was selected with consideration that DDC classification system will facilitate the books pursuant based on subject. By using DDC system it is enabled the similar subject can be grouped to become one so facilitates in seeking of books which have same subject or similar too. In this process of classification (determination of book subject) is needed Javanese Literature expert and generally literature expert in order to keep the subject detail in literature field so it will not digress from desires of his owner (PJZ). The subjects of study was proposed by researchers of Javanese Literature field especially Old Javanese Literature become one of guidance in subdividing of book of PJZ in Pustaka of Artati.

From research of culture and literature’s point of view, personal
collection of PJZ can be grouped as following:

a. Study of Literature

Based on Old Javanese Literature study which was found in the collection of PJZ it was found that in studying Old Javanese Literature we cannot discharged it from study concerning in Literature and Culture of India especially literature in language of Sanscrit. It can be guest that Old Javanese Literature study relate to Literature and Culture of India. This Matter can be seen from the collections of *Mahabharata*, *Ramayana*, *Mahimnastava* which have letter of *Devanagari*. PJZ also collected Grammar book of Sanscrit and dictionary of Sanscrit in a few kinds of. It seemed that PJZ have big attention to India study covering phylosophy, literature, sculpture art, archaeology, history, religion law (*Dharmasastra*).

b. Islamic Study

Islamic study books are also collected by PJZ though they are not counted as Indian literature and language. Visible from collection of PJZ which is Arab letter. It is noted less or more 130 Islamic study book title, it does not include in it Islamic Encyclopedia and still some books in Arabic letter which does not identification yet.

c. Hinduism, Buddha, and Tibet Study

In the collection of PJZ, it is found many Hinduism and Buddha study collections. Seemingly Old Javanese study is very related to Hinduism and Buddha study. Some found studies concerning Tibet. It is seemed that PJZ also studied Tibet to support his interest subject.

d. Bali Study

It is also found study about Bali in collections of PJZ. It concern about religious, art, culture, land, deities, old architecture, religion building and resident.

e. Study concerning Culture and Ethnical in Indonesia

In the collection of PJZ also found study concerns about decorative manner regarding weave, batik, weapon, keris, ornament, temple, house roof form various ethnical in Indonesia. It was also found study that concerning Tengger, Bali, Aceh, Batak Toba, Dayak, Java music instrument and Bali.

f. Grammar Study

PJZ collected linguistic books with various kinds of instruction. In his personal collection it was found the Structure of Urdu, Arabic, Spain, Portuguese, Swahili, Turkey, Madura, Sunda, Aceh, Batak Toba, Sanskerta, and Java.

g. Javanese Literature

In the personal collections of PJZ, it was found many articles of Javanese Literature. They are Found over there Serat Lokapala, Layang Damarwulan, Chronicle *Giyanti* (*Babad Giyanti*), Serat *Menak*, Chronicle of Java Land (*Babad Tanah Jawi*). Some other Javanese literature articles have not identified yet.

h. Photo and Pictorial Book of Ancient Object

In the collections of PJZ, it was found many pictorial book collections of temple of Borobudur, temple of Prambanan, temple of Djago. It was found many inscriptions in the form of old Javanese alphabets.

i. Dictionary
PJZ collected some dictionaries in some languages. This various dictionaries supports in studying various literature and languages in Indonesia. The dictionaries collections are English dictionaries, Dutch, Java, Sanscrit, French, Spainsese, Germany, Latin, Indonesia, Aceh, Russia. Malay, Batak, Sunda, Arab, Kwai, Old Javanese, Maori, Muna, Ngada, Sasak, Gayo, Bima, Bugis, Manggarai, Busang, Makasar, Walio, Hawai, Toraja.

j. Catalogue

PJZ likely collect catalogue from various library in Indonesia and from other country. Found also catalogue of museum from some museums in foreign countries.

k. Paper and Article Draft

In personal collections of PJZ, it was found hand out and article draft like article Sekar Semawur, draft of OJED, history article draft culture of India, draft of Serat Siniket. There are personal letters collection in Dutch language, English and Java. Not be found letter in Indonesian, including the eldest letter of property of PJZ bear date 29-11-1950.

l. Other Collection

Some music book collections were found in the personal collections of PJZ. There are music record of Australian Radio. It is closely related to PJZ interest in playing violin, unfortunately his violin could not be found. There was only his violin wire.

m. Buletin, Magazine and Journal

PJZ collected bulletin, journal and magazine. The eldest bulletin which was found from personal collection of PJZ had been published in 1915, that was bulletin of Bijdragen Koninklijk Institute (BKI). Most of bulletins condition are fragile because they are old. The Journal, the magazine and the bulletin which of the vital importance and usefull for ancient and old world study, for example was Asiatic Journal and Journal Asiatic Society, Bulletin Lingua, Language Journal of the Linguistic Society of America, Bulletin Indonesia published by Naederlandse, Journal Indonesia published by Cornell University, Djawa Magazine, Basis Magazine and collection of Rapporten van de Commissie in Nederlandsch Indie voor Ourdheikundig onderzoek op Java and Madoera. This collection Rapporten van de Commissie in Nederlandsch Indie voor Ourdheikundig onderzoek op Java and Madoera is important because in it contains information that concern about the temple of sculpture, ancient things with its complete descriptions : including name, place, range of time, vertical surface and horizontal, decoration, relief, measure and every thing related to ancient area.

m. Novel

The Novel collection of PJZ which have been identified are novel collection which have detective theme. They are found 1.119 titles of novel. Besides, there are also collection poem and drama. Most English-speaking novels, and a few French. It seemed that PJZ liked reading detective story but we did not know why an Old Javanese researcher reading of detective novel.

n. Manuscript and Microfiche

There are 8 maps manuscripts and some have not known yet what are titles, all of the manuscripts wrote in Java letter. There are more less 150 titles of copy typing of hand. Copy typing of this hand (salinan naskah), as
far as which is read in description in it come transcription from collect library of Kirtya in Bali and from Leyden (Dutch). Copy type in the form of major Kakawin, minor Kakawin, and parwa of kidung. Also there are superstitious formula of Smaratantra, Usada, Tutur, Chronicle of Ranggawarsita, Catholoco, Serat Centhini, Cabolang, Chronicle Blambangan poem and prose, Chronicle Land of Jawi (Babad Tanah Jawi), Chronicle Blabathuh, Chronicle Clereng, Story of Bernadette Soubrous in Java version. Copy typing of hand is the materials used by PJZ to compile Old Javanese English Dictionary as his masterpiece.

5. Why SDUL Manage Personal PJZ’s Collections

At a glance, it is not interesting to visit a room in basement of SDUL in Pustaka Artati Room. The book collections, old manuscripts, lontar, copies type, seen only memory of erudite journey of Zoetmulder. The new generation (Java) in this time tend not to be interested in seeing outworn physical of Pustaka Artati. The old books, copy type hand, handwriting, lontar, it is only old world memory. But why SDUL preserve and save this personal collection?

The masterpiece evidence of PJZ concern in enthusiasm field choice considerably concern have no doubt again. The various masterpiece in the form of books which is its contents fundamental reference concerning javanese literature till his masterpiece have bear.

According to many researchers of Old Javanese Literature, Java Literature expert, and culture of Java, there has not been yet a research about the culture and old javanese literature as complete as done by PJZ, the Dutch man. Though the expression and the research concerning about Old Javanese Literature and old javanese culture were made and checked by has not revealed yet altogether concerning cultures and old javanese literature. It means that the research that was done by PJZ about old javanese literature,
that was believed by many Javanese literature experts, just few part of old javanese cultures which revealed by PJZ. There are still many values of old culture in the form of Javanese mystique literature which is needed to be opened at present day. To expose them are needed research, require to expert, and original article documentation (hand write) in letter of jawa concerning culture and old Javanese literature. The original article, and the result of research, and also article which have been opened by concerning culture of old Javanese confessed by many old Javanese literature that collection and article of PJZ is the most complete collections. It was confessed by many experts of old Javanese culture, collection and research of PJZ about old Javanese literature there has not been compared yet. There is no other researcher who opened the culture and old Javanese literature as complete as done by PJZ. Other Source tells that PJZ is the innovator and the inventor of Old Javanese philology (Kompas, Tuesday 7 February 2006)

In 2005 researchers in Sanata Dharma University which was merged into Center for Study Language and Literature and Culture Indonesia want to preserve step which have been gone through PJZ. They want to continue masterpiece of PJZ. Hence later, it was born a book entitled Karas: Jejak-Jejak Perjalanan Keilmiahan Zoetmulder published in 2007. This book become the guidance to comprehend furthermore manuscript which was written in Old Javanese alphabetic which do not earn to be read by most New Java generations in this time, except those who peculiarly learn Old Javanese Literature. Recently, they have a plan to transliterate four old original texts that are known as Parwa that is Asmasaparwa, Mosalaparwa, Prathanikaparwa, and Swargarohanaparwa. The fourth parwa to be guessed as last parwa of Mahabarata.

6. Digitalizing Process (System)

In this time SDUL has plan to digitalize PJZ’s collections. Digitalize was started from fragile collection. It need a long time to make it digitalized because the process of digitalize must be done carefully in order the original copy does not destroy. The purpose of digitalize is the content of manuscript PJZ’s collection can be read and studied whereas original copy or physics of collection is still intact. For example SDUL recently has digitalize old book about Borobudur temple and some manuscripts which were written in java letter.

7. Conclusion

The personal collections of PJZ are the Old Javanese Literature and also some books concerning about language and literature to support in learning language and literature. His masterpiece and also the manuscripts which are kept can link the understanding to know about cultural values of Old Java which is almost left by people. Recently, through the collection of PJZ the young generation can use his masterpiece and his manuscripts which was keep, that is managed by SDUL, to learn about Java in the last time. His masterpiece and collections are ‘the candle’ for everyone who want to know Java in the last time. The unique and the rare of his
collection because PJZ dig and express cultural values of Java which have been “buried” and have never been touched by other people, and it is not because it is old and fragile.

**REFERENCES**


http://wiraswasta.net/kopas_berdoa_dalam_karya.htm Downloaded December 23, 2008

**APPENDIX I**

Summary of results of international studies on return on investment (ROI) of public libraries. Compiled from Worth their weight: an assessment of the evolving field of library valuation and What's it Worth to yon? A return on investment study of selected.

Colorado public libraries
Study ROI *
Fort Morgan Public Library, Colorado $8.80

Taxpayer return on investment in Florida public libraries $6.54
Tax Payer Return on Investment in Pennsylvania public libraries $5.50
Montrose Library District, Colorado $5.33
Douglas County Libraries, Colorado $5.02
Denver Public Library, Colorado $4.96
Rangeview Library District, Colorado $4.81
Placing economic value on the services of the Middle Country
Public Library in Suffolk County, New York $4.59
Mesa Count Public Library District, Colorado $4.57
Economic impact of public libraries in South Carolina $4.48
Eagle Valley Library District, Colorado $4.28
The economic value of the Port Jefferson Free Library in Suffolk County, New York $4.14
Placing an economic value on the services of public libraries in Suffolk County, New York $3.93
Economic benefits of public libraries: value for money, Ohio $3.81
Placing economic value on the services of the Northport-East Northport Public Library in Suffolk County, New York $3.30
Carnegie Library of Pittsburgh: community impact and benefits $3.00
Placing economic value on the services of the Mastic-Moriches-Shirley Community Library in Suffolk County, New York $2.97
ELECTRONIC RESOURCES AND INFORMATION SERVICES (ERIS):  
A DIGITISATION EXPERIENCE AT INSTITUT TEKNOLOGI BRUNEI LIBRARY

Pusparaini Thani  
Library Officer  
Institut Teknologi Brunei  
Negara Brunei Darussalam

MDM. PUSPARAINI THANI has been working in an academic library setup for more than 17 years. After graduating from Leeds Polytechnic, United Kingdom in 1991, she joined Institut Teknologi Brunei (ITB) as the Chief Librarian in the same year. Her main responsibility is to supervise and manage the Institute’s library with the aim of supporting the teaching, learning and research needs of the Institute. On 18 October 2008, the ITB is upgraded to a university status and will start offering undergraduate courses.

She furthered her studies and graduated in 1997 with a Masters degree in Information and Library Management from the Manchester Metropolitan University in the United Kingdom. Since 1991, she had successfully implemented several projects and services such as the computerisation of ITB library, subscription to online databases, usage of security systems, RFID system (acquired through a national project called VLIS) and the setup of eRIS (Electronic Resources and Information Services) which was launched in April 2008. Currently she is involved in the planning and design of the new ITB library building.

Pusparaini also participates actively in the Brunei Darussalam Library Association (BLA). She was the Association’s Honorary Secretary between 2005 and 2008. Currently she is an Executive Board Member of BLA and has been involved in designing library trainings. She is also involved in many library networking and committees locally where she benefited through the exchange of ideas and sharing of resources amongst the academic libraries in Brunei Darussalam.

She has attended CONSAL Conferences before this. When Brunei Darussalam hosted the 12th CONSAL in October 2003, she was elected as Secretary III in the Organising Committee of the Conference. She gained additional experiences through this conference which has helped contribute to a deeper knowledge in conference organisation as well as discovery to more interesting emerging issues in the library and information field.***
Abstract

e-RIS or Electronic Resources and Information Services is a digitisation project proposed through the Brunei Darussalam’s e-government initiatives back in 2004. This project was to digitise the Institut Teknologi Brunei (ITB) Library’s local archive collection which comprises of materials such as Past Year Examination papers, Past Students Projects, ITB Journal, ITB Newsletter and other ITB produced materials.

The objective of the project was to expand the existing ITB Library System’s functionality by making accessible its archive collection in digital form and to academic databases on-line via the ITB Library System. Hence it was also aimed at enhancing accessibility to information, converting and preserving selective local (ITB) archived materials in digital form, providing better control over the ITB Library collection and information within them thus strengthening the library’s collection and contributing towards ITB’s aspiration to be a centre of excellence.

A library management system called Digital Media Collection Management System (DMCS) was designed to ease the use of librarians and their users. It is a web-based system, which includes functions for searching, cataloging and viewing of the digitised materials via the Internet for ITB library users.
Introduction - about Institut Teknologi Brunei

Institut Teknologi Brunei (ITB) is one of the higher educational establishments in the country, which had recently been upgraded to a University status by His Majesty The Sultan of Negara Brunei Darussalam in the October 2008. This Institute was established in 1986. Its building was based on shared premises with a local college for several years until its permanent campus completed its construction in 1997. Similarly the ITB Library shared its physical space with the college library. Collections and services were then integrated. The library was set up with assistance from several library consultants from Leeds Polytechnic, now known as Leeds Metropolitan University in the United Kingdom. It was in fact the first library in Brunei Darussalam that embarked in library computerisation. It was a micro based system called Sydney Micro Library System. Although the whole institute is now based in its permanent campus, ITB Library will only be constructing its permanent library building hopefully this year.

Background about the eRIS project

eRIS is the acronym for “Electronic Resources and Information System”. The eRIS project started under the Brunei Darussalam’s Ministry of Education’s e-Government initiatives back in 2004/05. There were actually three major projects under Institut Teknologi Brunei, where eRIS was a digitisation project proposed by the library. The objective within eRIS is for it to upgrade and preserve its library archive collections through digitisation process to support the teaching, learning and research activities of the institute’s academic programmes.

What is digitisation?

Cornell University Library defines digital images as: “electronic snapshots taken of a scene or scanned from documents, such as photographs, manuscripts, printed texts, and artwork. The digital image is sampled and mapped as a grid of dots or picture elements (pixels). Each pixel is assigned a tonal value (black, white, shades of gray or color), which is represented in binary code (zeros and ones). The binary digits (“bits”) for each pixel are stored in a sequence by a computer and often reduced to a mathematical representation (compressed). The bits are then interpreted and read by the computer to produce an analog version for display or printing.”

In summary, this is the process where analog materials of hard print materials are converted to digital format thus enabling machines like computers to read, flatbed scanning, digital cameras, planetary cameras, and a number of other devices are used to digitise the materials. Several examples of digital projects include:

- The Making of America website where entire books can be searched for specific words (http://www.hti.umich.edu/m/ma/new/)
- The Library of Congress’s American Memory page where you can listen to recordings made by Thomas Edison (http://memory.loc.gov/ammem/edhtml/edsndhm.html). Digitisation can even make the invisible visible.
- The Nebraska State Historical Society has scanned glass plate negatives and enhanced them in order to see inside the formerly dark doors of pioneers’ sod houses (http://
www.nebraskahistory.org/lib-arch/research/photos/digital/index.htm). For an extensive list of digital projects, you may visit the Vassar College Libraries website at: (http://library.vassar.edu/research/guides/general/imageprojects.html).

(www.library.cornell.edu/preservation/tutorial/intro/intro-01.html)

Why digitise?
The ITB Archive collection was identified for this digitisation project. Apart from being valuable resources to ITB, copyright is not a hindrance since the archive collection consists of ITB locally produced materials.
The main reason for digitisation is amongst others to enhance accessibility and the preservation of the information. The library users will become more dynamic in information seeking because of the timely access to quality information. The archives collection in the library constitutes of locally ITB produced materials in differential formats. Another factor would be providing better control over the archive collection and the information within them thus strengthening the library’s collection and contributing towards ITB being a centre of excellence. At the same time, it aids collection development by increasing user’s awareness to collection content. The digitised images can be used in a range of outreach activities including websites, promotional material, new products etc.
In terms of preservation, the digital conversion will preserve the originality of each material thus can also help to preserve and enhance the life of the precious materials by reducing the wear and tear on fragile items. The capture of high-quality images will improve the legibility of faded or stained documents. Objects do not even have to be reshelved or located by librarians.
The availability of digital access allows library users to view from anywhere, at any time of the day. Users can find what they are looking for quickly and independently and the information can easily be downloaded from the web. The documents can be imaged electronically so that they can be viewed with greater legibility. To a researcher, information searching can be made easier and more effective, as disparate images can be studied in new context. This also promotes widespread dissemination of images or unique collections which will encourage scholarly use of resources.

Benefits
The history of digisation programmes in Brunei Darussalam is relatively new. The first library to embark on such project is the Universiti Brunei Darussalam Library. This project is called “e-Library” that commenced under the Brunei Darussalam’s e-government initiatives and here the Bruneiana collections were digitised. Subsequently the eRIS project was launched in 2008, being the second library to digitise its archival collection. Being an academic library, digital technology can make teaching materials more powerful especially for students who may easily acquire these materials. Examples of some valuable materials here includes rare books, manuscripts, photographs, graphic materials which often are extremely fragile and rare and gaining access to them is difficult.
The ITB Library needed to upgrade and make its services and collections more

14th Congress of Southeast Asian Librarians
dynamic. Thus when the opportunity arises, a proposal was put forward to the Ministerial level. This finally received a seal of approval due to the pragmatic nature of the eRIS project. On the whole, the e-RIS project will also support the Brunei Darussalam’s new National Educational System for the 21st Century (SPN21) by creating modes of access to continuous learning and research. This will help to heighten the educational balance and enhance the intellectual demands of today’s society.

Being an academic library, digital technology can make teaching materials more powerful especially for students who may easily acquire these materials. Examples of some valuable materials here includes rare books, manuscripts, photographs, graphic materials which often are extremely fragile and rare and gaining access to them is difficult.

As addressed by the Permanent Secretary of Higher Education, Ministry of Education of Brunei Darussalam, during the official launching, “The role of library in an academic setup is focused to maintaining the importance and relevance of the academic library as a place of intellectual stimulation and a centre of learning on campus”. Therefore, the implementation of eRIS happened at the right time and such project is part of creating such ambience to the whole academic environment.

**The Digitisation Process**

This process relates to all the processes involved in the creation of the digital resources and making it available on the web. The steps involved are:

- Selection
- Preparation

- Scanning
- File Formats
- Metadata
- Quality Control
- Upload to the Web
- Preserve and maintain archive materials and digital content

**Scope of Work**

**Infrastructure**

The project work involved the provision of the network infrastructure for the digitisation room which comprised of:

- Switches, patch panels etc
- 3 units of equipments cabinets
- Installation, commissioning services

The types of components supplied were:

- File servers – 2 units
- Video server – 1 unit
- Database server – 1 unit
- SANS and Archive Server – 1 unit
- Installation and configuration services

The software applications used are:

- Ms Windows 2003 Standard
- Ms Windows 2003 Enterprise
- Oracle Database Std Edition
- Oracle Internet Application Server
- Veritas Backup Software
- Adobe Production

The Digitisation equipment included:

- Flatbed scanners – 2 units
- PC (Dual Monitors) – 3 units
- 1 nos for Graphic Workstation
- 1 nos for networked
- 1 nos for standalone
- Camera – 2 units

**Digitisation Process Workflow**

**Digitisation**

As part of the selection process, ITB library identified the following materials as objects for digitisation. These
Table 1 (Source: www.library.cornell.edu/.../technicalA-01.html)

- Past Year Examination papers
- Past Students Projects
- ITB Journals
- ITB Newsletters
- Conference Papers
- Newspaper Clippings
- Photographs
- Audio & Video Collections
- Course Notes
- Lecturer’s Research
- Internal Publication
- Reports
- Posters

§ Digital Media Collection Systems (DMCS)

The DMCS refers to the database used to catalogue, store and retrieve the digital contents. This was customised through several discussions conducted between the vendor, the librarians and the IT staff. Two of the sessions included a User Study Requirement and a DMCS Study Requirement. The factors discussed were:
- Functions for DMCS
- Cataloging of digitised materials
- Search Function
- Full text search of digitised materials - Searching of multimedia materials
- Access Materials
- Show materials to those with correct access - Reports and statistics
Integration
- Integrate with current Library System
  ⇒ Storage of Digitised materials on the system
  ⇒ Archival of Digital Collection

**Proposed Strategies**

- **Infrastructure**
  The network implementation involved a site survey. The site allocated for this project was a standard room with centralized air conditioning system. Due to the limitations, this room was redefined by performing some minor modifications by installing some network cables from the Institute’s Computer Centre as well as installing two units of split air conditioning units that allows the room to have 24 hours cooling system. The networking equipments were flown to Brunei and the servers were pre-installed before installation was done in ITB.

- **Scanning**
  After determining the types of materials to be converted into digital form, the next stage was to identify the ones to be scanned “off site” and “on site”. The Library’s contractual requirement was for the vendor to digitise fifty percent of the archive collection within a period of six months, during which time the vendor will ensure a full “technology transfer” by involving the ITB library staff in the conversion process. Table 1 shows the summary of the identification process.

<table>
<thead>
<tr>
<th>Types</th>
<th>Qty</th>
<th>Media Type</th>
<th>Conversion Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Text</td>
<td>Image</td>
</tr>
<tr>
<td>Past Year Papers</td>
<td>30,000</td>
<td>Y</td>
<td>-</td>
</tr>
<tr>
<td>Past Student Projects</td>
<td>20,000</td>
<td>Y</td>
<td>-</td>
</tr>
<tr>
<td>Lecturer’s Research</td>
<td>800</td>
<td>Y</td>
<td>-</td>
</tr>
<tr>
<td>Course Notes</td>
<td>2,491</td>
<td>Y</td>
<td>-</td>
</tr>
<tr>
<td>Internal Publication</td>
<td>250</td>
<td>Y</td>
<td>-</td>
</tr>
<tr>
<td>Conference Papers</td>
<td>1,800</td>
<td>Y</td>
<td>-</td>
</tr>
<tr>
<td>Journals</td>
<td>553</td>
<td>Y</td>
<td>-</td>
</tr>
<tr>
<td>Reports (Confidential Non-</td>
<td>146</td>
<td>Y</td>
<td>-</td>
</tr>
<tr>
<td>Confidential)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newsletter</td>
<td>32</td>
<td>Y</td>
<td>-</td>
</tr>
<tr>
<td>Newspaper Clippings</td>
<td>500</td>
<td>Y</td>
<td>-</td>
</tr>
<tr>
<td>Video (CD/DVD/Movies-1,000)</td>
<td>33</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Audio</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Posters</td>
<td>3</td>
<td>-</td>
<td>Y</td>
</tr>
<tr>
<td>Photographs</td>
<td>5,000</td>
<td>-</td>
<td>Y</td>
</tr>
<tr>
<td>Slides (transparent media)</td>
<td>KIV</td>
<td>-</td>
<td>Y</td>
</tr>
</tbody>
</table>

Table 2
§ Data Conversion (DC)

The types of media involved in the data conversion process involved the following types of media and each were assigned with its own file format and naming convention.

- Text
- Image
- Video
- Audio

§ Optical Character Recognition (OCR)

The conversion of digitised image using OCR is part of the digitisation process. This works by an OCR software that scans a document to read the resultant digital image. However, it is always best practice to error and spell check documents thoroughly, ideally using two people especially for a complex text document. This task is very time consuming but crucial in order to produce high quality digital resources.

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Table 3

§ Data Preparation

The vendor collected the relevant materials which had been identified earlier. This was done through judicious checking that involved a signed agreement for an “item out” list. The “on site” materials were returned after one day. The “off site” materials were returned after the completion of scanning for that batch. Then an agreement for “item in” list would be signed in a DC Log Book.
**DC Procedure – On-Site Materials**

1. **COLLECTION BY CONTRACTOR**
   - CUSTOMER & CONTRACTOR SORT OUT DOCUMENTS THAT ARE TO BE CONVERTED
   - CUSTOMER CHECKS THE DOCUMENTS AND THEN RECORDS IN DATA CONVERSION REG. BOOK

2. **DATA CONVERSION BY CONTRACTOR**
   - CONTRACTOR COLLECTS THE DOCUMENTS FOR SCANNING / EDITING / DATA ENTRY / CONVERSION

3. **DATA COMPILATION BY CONTRACTOR**
   - COMPILE CONVERTED DATASET INTO MEDIA (DVD/CD)
   - CONTRACTOR DELIVERS DELIVERABLES

4. **DELIVERABLES**
   - CUSTOMER REGISTER ALL THE DELIVERABLES

5. **VERIFICATION**
   - HOV CONFIRMS DVD FOR RE-CHECKING / VERIFYING
   - HOV ASSIGNED VERIFIER TO CHECK CONVERTED DATASET

6. **RECTIFICATION**
   - ERRORS RECTIFICATION BY THE CONTRACTOR / VERIFIER IF NECESSARY
   - HOV CONFIRMS DVD CONFIRMED ALL CORRECT

---

**Table 4**

**Table 5**
The Conversion Strategy

§ Text Materials

The initial step was to send a small sample “off site” for editing. Then the sample would be shown to ITB for approval. Once this was agreed, a full-scale editing was submitted “off site”. All the editing and the cleaning work were done with the vendor. The vendor prepared the metadata and a random sample of the end product was submitted to ITB for quality control (QC) procedures. Once accepted, all the end products were delivered to ITB. Whilst performing the QC procedure the following tasks and steps were carefully considered.

- Alignment
- Correctness of Content
- Correctness of Metadata
- File Naming Convention
- Checked against raw data
- ITB to do final verification

File Format:
- PDF format (searchable text)
- For Master Archival: Raw 300 dpi (tiff format)
- For Web: Acrobat 72 dpi
- For web: 100 dpi (jpg)
- Delivery Media
- DVD format
§ Image
The image media consists of posters and photograph collections. The conversion strategies involved were almost similar to that of performing the text materials. The images were labeled based on the keywords and subjects adopted by ITB on the albums. The captions were related to the event on the images. These images were also scanned on 300 dpi resolution. Similarly some of the collections were brought “off site” for editing and then ITB would approve the samples through careful QC. The factors considered during the QC procedure were:
- Alignment
- Sharpness
- Contrast
- Color restoration
- File Naming Convention
- Checked against raw data
- ITB to do final verification

File Format:
- Raw format : 300 dpi (tiff format)
- For web : 100 dpi (jpg)
- DVD format

§ Video and Audio
Due to the delicate conditions of the video at ITB library, the rewinding and playback had to be carefully handled. Before the start of the scanning, the synopsis of each video must be written on the cover title. The videos were converted to DV-R and mpg2 format. Due to the limited bandwidth size at ITB, the video duration had to be limited to fifteen or twenty minutes. The following factors were considered whilst performing the QC:
- PAL compatible
- Quality to be equivalent to source
- File naming convention
- ITB shall do random QC or Full QC
- Once accepted, product will be delivered and considered complete

File Format
- Video - Mp2
- Audio - Mp3
- cdda Delivery Media
- DVD format for Video
- CDDA format for Audio

§ File Naming Convention
This refers to the unique identity or filename. This was consistently adopted and allows ease of storage, tracing and retrieval purposes. Below are some examples:
- Journals - Titles_Volumes_Number_Year
- Videos - Event_Title_Tear
- Photographs – Album Title/Event_Venue_Year_Photo Number
<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Name of resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Creator</td>
<td>Party responsible for content of resource</td>
</tr>
<tr>
<td>3</td>
<td>Subject</td>
<td>What the resource is about - usually expressed as keywords/phrases/classification codes; should be drawn from authority list/formal classification scheme</td>
</tr>
<tr>
<td>4</td>
<td>Description</td>
<td>Account of content of resource; could be list of contents/abstract/free text description</td>
</tr>
<tr>
<td>5</td>
<td>Publisher</td>
<td>Person(s)/institution(s) responsible for making the resource available</td>
</tr>
<tr>
<td>6</td>
<td>Contributor</td>
<td>Person(s)/institution(s) responsible for making contributions to the resource</td>
</tr>
<tr>
<td>7</td>
<td>Date</td>
<td>A date associated with the life cycle of the resource; very often the date it was created or made available. Expressed (as defined in ISO 8601 [W3CDTF]) in yyyy-mm-dd format</td>
</tr>
<tr>
<td>8</td>
<td>Type</td>
<td>Nature or genre of the content of the resource</td>
</tr>
<tr>
<td>9</td>
<td>Format</td>
<td>Physical or digital manifestation of the resource - includes information associated software or hardware. Best practice - select a value from a controlled vocabulary such as the list of MIME types defining computer media formats</td>
</tr>
<tr>
<td>10</td>
<td>Identifier</td>
<td>A unique reference to the resource. Examples = URI (Uniform Resource Identifier) - including URL, Digital Object Identifier (DOI) &amp; ISBN</td>
</tr>
<tr>
<td>11</td>
<td>Source</td>
<td>Reference to a resource from which the present resource is derived. Best practice is to use a string or number conforming to a formal identification system</td>
</tr>
<tr>
<td>12</td>
<td>Language</td>
<td>Language of intellectual content of resource. Best practice is to use RFC 3066, which, in conjunction with ISO 639 defines 2, &amp; 3-letter primary language tags with optional sub tags. Examples = &quot;en&quot; or &quot;eng&quot; for English, &quot;mar&quot; for Marathi, and &quot;en-GB&quot; for English used in the UK</td>
</tr>
<tr>
<td>13</td>
<td>Relation</td>
<td>Reference to a related resource. Best practice is to use a string or number conforming to a formal identification system</td>
</tr>
<tr>
<td>14</td>
<td>Coverage</td>
<td>The extent or scope of the content of a resource. This might be spatial (a place name/geographic coordinates), temporal (period label, date or date range) or jurisdiction (e.g. a named administrative entity). Best practice is to select a value from a controlled vocabulary such as the TGN (Thesaurus of Geographic Names) &amp; that, where appropriate, named places or time periods are used in preference to numeric identifiers such as coordinates or date ranges</td>
</tr>
<tr>
<td>15</td>
<td>Rights</td>
<td>Information about rights held in or over a resource. This could be a rights management statement, or reference to a service providing this information. Rights information often encompasses Intellectual Property Rights, (IPR), copyright and various property rights. If this element is absent, no assumptions should be made</td>
</tr>
</tbody>
</table>
DMCS Requirement Study

In this study the functions for the DMCS were determined such as cataloguing the digitised materials and searching methods including full-text search. The interface language adopted is English and Bahasa Melayu. This was based on the user language levels that the library is serving.

In terms of the cataloguing requirements, the digitised materials will be adaptable in various formats such as Jpg, Ms Excel, Ms Word, Ms PowerPoint and PDF.

The searching requirement is interfaced in the DMCS. The initial proposal was for eRIS to be integrated with the current Library Management System (LMS). After series of scrutiny, the integration was found to be not possible and finally omitted due to the technical incapability.

§ eRIS DMCS
Another important aspect deliberated during the study was the access control. The authentication level of each user category was identified and characterized. The categories included Students, Lecturers, Support Staff, and Librarians etc. Each document being uploaded into eRIS is authenticated and assigned according to the user category access privileges. Reporting was another feature incorporated into the system. This allows the library to generate statistical reports in many styles relevant to the needs of library reporting requirements.

### Access Requirements

<table>
<thead>
<tr>
<th>Types</th>
<th>All Public</th>
<th>All Lecturers</th>
<th>All Students</th>
<th>Course Lecturers</th>
<th>Course Students</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass Year Papers</td>
<td>No</td>
<td>Y</td>
<td>Y</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Pass Student Projects</td>
<td>No</td>
<td>Y</td>
<td>Y</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Lecturer’s Research</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>-</td>
<td>-</td>
<td>Lecturer’s can choose “Yes” for selected research. Can choose</td>
</tr>
<tr>
<td>Course Notes</td>
<td>No</td>
<td>Y</td>
<td>Y</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Internal Publication</td>
<td>No</td>
<td>Y</td>
<td>Y</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Conference Papers</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Journals</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Reports</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Newsletter</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Newspaper Clippings</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Video (CD/DVD/Movies)</td>
<td>Y/N</td>
<td>Y</td>
<td>Y</td>
<td>-</td>
<td>-</td>
<td>Based on selection. Certain should not be available.</td>
</tr>
<tr>
<td>Audio</td>
<td>Y/N</td>
<td>Y</td>
<td>Y</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Posters</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>-</td>
<td>-</td>
<td></td>
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<tr>
<td>Photographs</td>
<td>Y/N</td>
<td>Y</td>
<td>Y</td>
<td>-</td>
<td>-</td>
<td>Library can decide</td>
</tr>
<tr>
<td>Slides</td>
<td>No</td>
<td>Y</td>
<td>Y</td>
<td>-</td>
<td>-</td>
<td>For archives</td>
</tr>
</tbody>
</table>

Table 9 – Metadata Full Display
14th Congress of Southeast Asian Librarians

Table 10

§ User requirement study

Being an academic library, the stakeholders are lecturers, students, non-academic staff and external users. The features implemented are such as:

δ Documents can be uploaded into eRIS by lecturers. This reduces the need to scan original documents.

δ Users needs to sign-up before usage. Librarians will verify first before activating the users’ accounts.

δ Currently, eRIS does not offer “off campus” access. In future this will be an option.

δ Users can access eRIS directly from their desktop via the web.

§ Project implementation

<table>
<thead>
<tr>
<th>WEEK</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st – 7th July</td>
<td>Network Equipment, UPS and aircon Setup in ITB Server Room&lt;br&gt;Electronic Database Training&lt;br&gt;Server Setup and Configuration&lt;br SAN Archive Setup Configuration and Testing</td>
</tr>
<tr>
<td>8th – 14 July</td>
<td>Audio and Video Digitisation Equipment arrives in Brunei&lt;br&gt;Testing and checking&lt;br&gt;Scanners, cameras and small items arrive in Brunei</td>
</tr>
<tr>
<td>15th – 21st July</td>
<td>Ship Servers to Brunei&lt;br&gt;Video and Audio Digitisation Setup at ITB&lt;br&gt;Some hands-on briefing&lt;br&gt;Technology Transfer</td>
</tr>
<tr>
<td>22nd – 28th July</td>
<td>Servers Installation and Setup at ITB&lt;br&gt;Platform Integration Testing&lt;br&gt;Test all Hardwares, Servers and Clients after all are connected up</td>
</tr>
<tr>
<td>29th – 31st July</td>
<td>Administration Training Network Equipment and UPS&lt;br&gt;Servers&lt;br&gt;Video and Audio Digitisation Services&lt;br&gt;DMCS Installation and Testing</td>
</tr>
<tr>
<td>1st – 4th August 2007</td>
<td>DMCS Installation and Testing&lt;br&gt;Administration Training Continues</td>
</tr>
<tr>
<td>5th – 11th August 2007</td>
<td>DMCS User Acceptance Training&lt;br&gt;1st Round Training for DMCS&lt;br&gt;DMCS Fine Tuning</td>
</tr>
<tr>
<td>12th – 25th August 2007 (2 weeks)</td>
<td>Trial Run&lt;br&gt;Monitoring and Fine-Tuning&lt;br&gt;Finalize all Technical Documentation</td>
</tr>
<tr>
<td>26th – 31st August 2007</td>
<td>Full Solution Testing&lt;br&gt;2nd Round Training for DMCS&lt;br&gt;User and Administration Training</td>
</tr>
<tr>
<td>Sept – October 2007</td>
<td>Upload Selected Data from those converted&lt;br&gt;Final Fine Tuning&lt;br&gt;Monitor Performance Usage and User’s Familiarity&lt;br&gt;Project Closing</td>
</tr>
</tbody>
</table>
§ Training

Various levels of training were given by the vendor that included Network and Server, Media Digitising and DMCS. The groups involved were the librarians (administrator and digitization staff), technicians from the ITB Computer Centre and Library IT staff and lastly the library users. All the training were conducted “on site” and facilitated by trainers from the vendor.

Server Training

DMCS Training
§ Contract Signing

The Guest of Honour and witness for the contract signing was Dayang Hjh Norjum Hj Yussop, the Deputy Permanent Secretary (Corporate Services), Ministry of Education, Negara Brunei Darussalam on the 31st of January 2008 at the Empire Hotel, Golf & Country Club.

§ Challenges

Sustainability is one of the main challenges. In order to sustain the project, the factors that must be seriously considered are:

δ Staffing - A team of dedicated staff or librarians must be available. The digitisation process is time consuming that requires a lot of patience and interest. Without such dedication, the task can easily be inconsistent and even fail.

δ Recurrent Budget – This is significantly crucial. Without a sound budgetary support, the system can be left unserviced and out of date. The software and hardware must be...
systematically updated for the whole project to be successful.

δ Promotion - The library should have an effective publicity programme laid out for the various stakeholders. For the project to be successful, the users should be acknowledged and well trained.

δ Components Faults - It is prone to failure of server, network, software, 3rd party services, or entire data center. The Possible Solution:

- Segregate the digital asset storage from the management system.

- Replicate collections at multiple or geographically distributed sites.

δ Software Faults - Software to read digital files maybe AppleWorks, Wordstar, Ami Pro). The Possible Solution:

- User education on best formats to archive.

- Format migration - Format-specific preservation plans (XML).

**Conclusion** At this stage the ITB Library experienced a rewarding journey in the eRIS implementation. It is an achievement for the library to be able to commit itself in such a project besides having small staff strength with limited digitisation knowledge. Of course the processes needs to be further improved in order to increase the number of digital resources. This means upgrading the existing hardware and software, strengthen and expand the staff number with appropriate digitisation skills and better workflow process. One most important aspect is having a sound financial backup that will help to strengthen and sustain the eRIS project. Furthermore, the developments of ITB Library through projects of this nature will enable ITB to uphold the challenging role towards the continuous provision of high quality education and support its image as being one of the progressive higher institutions in the country.


Abstract

“Online research” is supposed to be what lazy students do. Scholars, meanwhile, are expected to travel to different libraries, archives and museums to consult documents, photographs and books. This, however, is not necessarily true anymore because more and more resources are becoming available online. In some cases, surfing the web is not only less expensive, but also more productive because researchers can examine texts more closely and are not limited by policies regarding physical access to the materials. This paper will review full-text resources on Southeast Asia that are currently freely available online. Comments regarding content, search ability and usability will be provided, along with examples of available titles, and how these websites can serve to augment the physical and electronic collections of libraries that are limited by space or financial constraints. Most of the sites may be searched for material written in different Southeast Asian languages, but this review will focus primarily on texts in English.

SEAsite

SEAsite is an excellent resource for introductions to most of the major languages in the region and their literatures and cultures. The interface is not all that consistent and easy to use, perhaps because different designers were responsible for and some pages haven’t been updated in a while. Fonts will have to be downloaded to view many pages properly, but what’s good about the site is that instructions for downloading the fonts are readily available. You’ll have to download a Burmese font, for instance, to read this short story in its original script. Added features include an English translation in a parallel column, annotations to hyperlinked words in the text, and sound files that I haven’t been able to open. In some cases, as in this Lao
picture book, downloading fonts is not necessary.

Southeast Asia Visions

Southeast Asia Visions is composed of European travel accounts of pre-modern Southeast Asia in English and French. The sources are also available elsewhere, but the site’s most important feature is the comprehensive index to the images—including drawings, photos, or maps—contained in the 350 books and journal articles selected for the site. For example, the different indexes make it possible to easily find images of Brunei from the nineteenth century or the notations for a Siamese song from the seventeenth century.

Southeast Asian Images and Texts

Despite its name, Southeast Asian Images and Texts is actually an online archive of photos—there are no texts to be found. The images—again, despite the name—are limited to Laos and the Philippines, primarily from the twentieth century. Images are classified and assigned subject headings, but the site’s most interesting feature is its geographic browsing capability, which allows the user to immediately see whether any photos from a specific area may be found in the collection. Photos may be resized, depending on the user’s needs.

Southeast Asia Digital Library

The Southeast Asia Digital Library is hosted by the same university as SEAsite, but I’d like to think this digital library is better than SEAsite because librarians were involved in its development. There are photos from Cambodia, palm-leaf manuscripts from Thailand, woodblock texts from Vietnam, videos from Indonesia, aside from a few digitized books and dissertations. The bibliographic data is, of course, excellent.

Directory of Open Access Journals

The Directory of Open Access Journals provides links to 25 “free, full text, quality controlled scientific and scholarly journals” published in Southeast Asia. The contents of a few journals may be searched through the site itself, but users will usually have to click through to each journal’s website. Examples of the journals listed on the site are Matematika from Malaysia, Kritika Kultura from the Philippines, Raffles Bulletin of Zoology from Singapore and Thammasat International Journal of Science and Technology from Thailand. This site’s list, however, does not include all the open access journals from Southeast Asia.

Philippine Journals Online

There are, for instance, 26 journals listed on Philippine Journals Online, but only about a third may be considered “open access” because many do not make their articles
available as downloadable PDF files. Some of the journals listed also have their own websites, where even more issues and articles may be downloaded.

**Philippine Studies**

One of these journals is *Philippine Studies*, which has now digitized and uploaded all its issues from 1953. Searching is limited to authors, titles, and abstracts—not the full text of articles. Registration is required to download articles for free, but note that there is a two-year embargo, which means that the latest issue available in full-text right now is from 2006, but I’ve been informed that the embargo may be lengthened. Those who have institutional or personal subscriptions to the online—not just print—version will have unlimited access to the latest issues for a year. New subscriptions or renewals for those based outside the Philippines are now accepted on the site using PayPal.

**International Children’s Digital Library**

The International Children’s Digital Library has a full-color, digital collection of children’s books in different languages. There are 2 books from Indonesia, 16 from Malaysia, 28 from the Philippines, and 6 from Singapore. Most of the books are written in each country’s national language or languages, with a few accompanied by translations in English or other European languages. Some may be read directly from the website, while others will require a plug-in. A few can be viewed in comic or spiral format through the ICDL Book Reader.

**Foreign Relations of the United States**

**U.S. Department of State**

**University of Wisconsin Digital Collections**

The *Foreign Relations of the United States* series of books has been digitized and many volumes from 1950 to 1976 have been made available on the U.S. Department of State’s website. Most of the volumes pertaining to Southeast Asia understandably deal with Vietnam from 1961 onward, but there are also separate sections on most of the countries of Southeast Asia, and even stand-alone volumes on Laos. These volumes present the official documentary historical record of major U.S. foreign policy decisions and significant diplomatic activity. The rest of the volumes from 1861 to 1960, which occasionally deal with the situation in Southeast Asia, may be examined at the University of Wisconsin’s Digital Collections, whose interface is much more consistent than the one on the State Department’s website.

**UNESCO, ADB, WB, IMF**

The websites of international agencies—e.g., UNESCO, ADB, WB and IMF—may be consulted for more
current—and technical—information on the economies and cultures of the countries of Southeast Asia. Different kinds of documents and publications may be downloaded for free. Some will have separate sections and publications on Southeast Asia, aside from individual country pages, so it may be necessary to search the site in different ways to make sure that the information you need has been found. It is also rather unfortunate that some of the sites have separate search engines for data, reports and publications, and not all of them can be sorted easily, if at all. The ways by which the name of region or country is spelled also varies depending on the agency involved. For instance, UNESCO refers to “Southeast Asia” using three words, instead of the usual two, and ADB spells “Vietnam” with two words.

Perry-Castañeda Library Map Collection

The map collection of the Perry-Castañeda Library has country, city, detailed, historical, regional and thematic maps. Most were produced by the Central Intelligence Agency or other U.S. agencies. But there are also other, older maps that allow users to see how the different Southeast Asian countries were called or represented during earlier times. One interesting detail is that there are separate links on this site for Burma and Myanmar, but both lead to the same page.

Banknotes.com

The same is not true for Banknotes.com, which has links for both Burma and Myanmar that lead to separate pages. The images of the currency shown on the site are usually not split up when changes in name or currency occur, but the Burma-Myanmar case is the exception. The Burmese currency, for example, includes notes from the 1930s rupee to the 1980s kyat, while the paper money from Myanmar is kyat from the 1990s to the present. Other details worth noting are Brunei’s ringgit, which dates only from the 1980s, when it regained its independence.

Universal Newsreels

YouTube

Internet Archive

Before the advent of television, most Americans learned about the latest news through newsreels shown in movie theatres. Some of them feature stories on the American presence in Burma (7), Laos (2), the Philippines (12), Siam (1) and Vietnam (21), and, of course, reflect the American view of Southeast Asia, and should not be taken at face value. For instance, a newsreel primarily about the Laos Crisis in 1961 shows Western leaders discussing the situation in Laos, with no footage of Laos at all. The black-and-white short films, produced from 1929 to 1967, may be viewed on two sites: YouTube is more user-friendly in terms of searching and viewing, but the Internet Archive allows researchers to download the videos for future use. YouTube and the Internet Archive, incidentally, also have
many more videos that can be viewed for various purposes, including research.

Online Burma/Myanmar Library

The Online Burma/Myanmar Library is probably the best starting point for any kind of research about Burma. Please note that “starting point” is important because while there is a full-text search engine, its scope is limited to the documents hosted on the site. The database search engine, meanwhile, includes all the documents listed on the site, but only searches their metadata not the documents themselves.

Cambodian Genocide Program

The Cambodian Genocide Program is devoted to what must have been a horrifying 4-year period for Cambodians, but all the resources, photos, and maps on the site and the twelve languages in which the site may be viewed, can merely suggest to those of us who weren’t there what they went through. Pol Pot’s role in the genocide cannot be denied, of course, but the site’s Interactive Geographic Database reveals that the U.S. bombing of Cambodia also contributed to the death and suffering during that period.

Indonesian Newspaper Project

The Indonesian Newspaper Project is a searchable database of local and regional newspapers published from the 1930s to the 1940s. Individual issues may be browsed, with thumbnails of entire pages that can be viewed without downloading any files, and specific articles may be enlarged by clicking on the page or on the titles in the sidebar.

Malay Concordance Project

The Malay Concordance Project allows users to search more than 130 sources from the fourteenth to twentieth centuries. The full texts are not provided for copyright reasons, but the search engine allows users to look for the contexts in which phrases and words—and variant spellings—were used across the sources and over time. A search for “Koran,” for example, shows that the word is usually spelled as “Quran” in the various sources in which it appears, and that it is possible to determine the words that usually precede or follow.

The United States and its Territories: 1870-1925: The Age of Imperialism

The name of this site suggests a scope both wider and narrower than what the site contains, and is perhaps the reason it is not better known. While some content is related to Cuba and Puerto Rico, the majority of the texts are devoted to the Philippines. And though most of the materials were published between 1870 and 1925, there are books and journals in the collection that were published from 1926 onward. Among the materials that researchers may find
useful are all the 55 volumes of Blair and Robertson and issues of the Philippine Journal of Science from 1906-1949.

**National Online Repository of the Arts**

Singapore’s National Online Repository of the Arts provides full texts, excerpts, images and videos of different kinds of art produced by Singaporeans. Aside from searching the works and their metadata, users can also select an artist to see what works are available on the site. Aside from unpublished manuscripts, the site also features paintings, photos and performances. One usability issue, however, is that the last three mentioned are not shown on the same page as their metadata. The user still has to click on a link that then leads to a bare page with only the artwork on it.

**Vietnam Center and Archive**

**Viet Nam Literature Project** and **Wikivietlit**

**Viettouch.com**

**Thu Vien Online**

Then, there is our host country Vietnam. The Virtual Vietnam Center and Archive has a very impressive site with lots of resources, but it is, in fact, about the American experience in Vietnam. The need to click on a link in the sidebar—not a button near the search box—to start your search can be confusing. The Viet Nam Literature Project and its related site Wikivietlit are much more focused on Vietnamese culture, but they are primarily intended for the use of English readers. Wikivietlit, in particular, will be helpful as an encyclopedia because unlike Wikipedia, its contributors are invited authorities on specific subjects.

**Viettouch.com** is much more Vietnamese oriented, not only because it has a history timeline that helps the reader appreciate that the Vietnam War was only a very short period in Vietnam’s long existence, but also because it has separate sections and examples of its architecture, literature, coins and paper money, music, stamps, etc. It is also worth noting that the text appears in English and Vietnamese.

Finally, there is ThuVienOnline, which is essentially a free library of books translated into Vietnamese. It looks like it was created by Vietnamese for Vietnamese because just about the only recognizable English word is “Download.” But with the help of Google Translate, I was able to read the summaries for the most downloaded books on the site. Incidentally, Google Translate may be used to translate not just words or phrases, but entire pages very quickly into English from Filipino, Indonesian, Thai or Vietnamese. The machine translation is not as good as a human translation, but it does allow the reader to determine whether the page contains the information s/he needs.
**D1. MANAGEMENT & MARKETING**

**LIS EDUCATION FOR MULTIDIMENSIONAL ROLES:**

**A NEW PEDAGOGY FOR SPECIALIZATION**

Dr. Sujin Butdisuwan is now Dean of Faculty of Informatics, Mahasarakham University, Thailand. He is also assistant professor in the Division of Library and Information Science at the same university. Before taking the dean post, he was director of the Academic Resource Center, known as the university library, for four years.

He received his Ph.D. in Educational Administration from Illinois State University, USA; and M.A. in library Science from Chulalongkorn University, Thailand. He has been actively involved in the LIS arena in various aspects such as invited lecturer, examiner, and specialist for some universities. He is a lifetime member of the Thai Library Association. Last year (2007), he received an award for his outstanding contributions to the profession from the TLA.

His research interest areas include information literacy, local and indigenous information management, effective library management, and content management.

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His research interests include digital library, library automation and networking, LIS education development.

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**Abstract**

Information is an environment, not just a field of study. Organizing and repackaging tools developed in library and information professionals over the years (even in traditional environment) to provide tailor made information service to specific needs is a science of library and information field. These tools and techniques are used in almost all the information landscape in information related activity. Hence the role of librarians is versatile and multidimensional. This paper presents a few of such multidimensional applications.
Introduction
The application of digital technology has created a structural change in almost all the academic field, more so in LIS education to enhance the capability and to meet the multiples roles of librarians, notwithstanding the vast disparity between available functions and multifarious functions to be performed. In traditional librarianship, greater emphasis in LIS education was given on institutional effectiveness in traditional educational approach. Last one decade, the quality of library/information professionals and their ability to provide value-for-service is strongly depending on the strengths and excellence of education and a new approach to pedagogical methods and curriculum, responding to the application of new technology. The testing parameters for any education are actual educational program, pedagogical methods and the profile of the teaching staff, deficiencies of the system(s) with respect to the job/profile adequacy, challenges in terms of performing developments in the field/publishing trend and new prospects for the improvement of service delivery and technological challenges. There are sectors, which require specialized education such as academic service librarians, digital content librarians, medical librarians, and corporate librarians.

1. Librarian as academician

In academic service environment, many of the libraries seek an energetic, knowledgeable and technologically capable individual to support the teaching, outreach, and user support missions from the libraries. Academic services expected from librarians are:
- To develop and provide on-site and campus-wide instructional and research support for specified programs;
- To promote information resources with a focus on supporting the intellectual efforts of faculty, post-graduates and mobile technology users;
- To train campus-based and distance learners using a variety of formats;
- To develop educational content including web-based tutorials and asynchronous training modules;
- To monitor and develop content on library web site;
- To guide faculty, staff, and students on effective use of library services and resources;
- To understand programmatic needs of academicians to develop appropriate resources and services.

The librarians in traditional approach were concentrating more on supporting information service through bibliographic tools and access to full texts to their students, faculties and researchers. The online media (virtual learning environment) has furthered librarian’s role and potentiality to get involved as learning technologist.

2. Librarian as learning technologist

The Virtual Learning Environment (VLE) has created new role to the librarians, which includes identification of resources, authoring of learning materials, developing group activities to create online materials and integration of e-learning materials to curriculum. To support and develop subject specific content, librarian needs to develop good liaison with subject
specialists at all stages of preparing learning objects. There are various role expected from learning technology librarians:

To develop and maintain a network of contacts with commercial providers;

To identify content requirements and industry trends, test and evaluate commercially available content;

To work with the system development professionals to test the compatibility of e-learning materials and integrate these materials into curriculum;

To contribute to the development and implementation of online courses, instructional web projects, distance learning technologies and other learning technologies;

To coordinate the creation of multimedia objects for inclusion in e-learning materials;

To develop a service of authoring and converting electronic content;

To impart the skills to students and faculty in utilising the capabilities of e-content;

To identify the resources for e-learning and developing computer-based learning materials;

To promote, develop and implement the opportunities to provide virtual and managed learning environments to implement the e-learning strategy as per the policy of host organization;

To implement VLE across the host organization and promoting its use for flexible and distributed learning opportunities;

To establish technical liaison with appropriate departments within the host organization for ICT Services;

To establish support system for training materials and to facilitate training sessions on the use of learning technologies to academic and support staff and students;

To conduct operation research and evaluate effective use of VLEs and to keep abreast of developments at national and international level;

To evaluate and monitor performance of e-learning development services to the host organization to plan/inform future developments;

To provide feedback to update the e-learning systems and software.

The expected skills are the competence in the use of web authoring tools and information technology e.g. HTML, Dream-weaver, Flash and excellent communication. Librarians preferably need to learn technical understanding of VLEs and other learning technologies including knowledge of scripting languages such as VB Script, ASP, ODBC with interactive instructional design and good oral presentation skills. This digital knowledge further enhance to the capability to serve as digital content professionals

3. Librarian as digital content consolidator

The digital materials are replacing the traditional print media, particularly in scientific communication. The mobilization of digital content from within the organization and linking them to external resources for academic, research and practice needs quite a different mind-set and skill-set for librarians. The roles of the digital content librarians are:

Creating, maintaining and improving the content and presentation on the web site;
Facilitate and strengthen access to electronic collections and services;
Assist in the evaluation, selection, implementation and promotion of digital resources and data sets;
Monitor technological trends, assess needs, and coordinate equipment and software planning;
Monitor and evaluate use statistics and management reports for digital resources;
Provide support for scholarly communications activities;
Assess and implement mobile technology resource applications;
Provide training and consultations with library staff and users;
Work collaboratively for team strategies with other key library operational units;

4. **Librarian as technology solution providers**
The librarians need to facilitate technology solution to access digital content, its use and exploitation, enhancing quality of content with well-defined metadata, and reinforcing cooperation between digital content stakeholders. Also librarians need to tackle multilingual and multicultural barriers. In addition, librarians have to address specific tasks like geographic content (as a key constituent of public sector content), educational content, and cultural, scientific and scholarly content. More complications are expected at museums and archives particularly for preservation of digital collections and to ensure the availability of cultural, scholarly and scientific assets for future use.

Librarians, in providing technology solution, are sandwiched between the technology used in commercial promotion, academic/research promotion of scientific contribution by the authors, publishers on one side and the technology suitable to library while purchasing, collecting, maintaining, providing suitable access to their addressed user on the other side. At the same time, purchase clubs (library consortia) are formed for better bargain to **purchase/license the resource-bundle/products** from publishers or aggregators, wherein the demand for common technology tools is increasing for providing convenient and user-friendly access to users. Further, to provide specific or specialized tasks for extending the copyrighted materials into classroom environment or sharing of resources in consortia purchase needs various tools and technique. Many of the scholarly materials are continued to be published in various media and format (both commercial and non-commercial) for which common plug-ins on web are not compatible, automatically. Each of the publishers, aggregators, vendors and information disseminators are coming out with proprietary technology for some of their unique service/products.

Libraries are just mediators to transfer information purchased from publishers, aggregators or vendors, it needs to customize to provide suitable access to meet the teaching, learning, and research needs of faculty and students. In the process of providing access to e-information, libraries are becoming technology centers (or technology infrastructure intensive centers). The archival of digital information has much more complication due to
frequent changes in technology and stability of storage media with supporting tools for searching and security.

5. Librarian as publishers

As World Wide Web is recognized as powerful media for publishing, librarians have all the potentiality to undertake the scholarly communication on web in association with the scientific community. Librarians already have homogeneity with academic and research community through information service. These web-based publications can be placed on to library home pages, with good indexing of these web publications and adding value through internal and external hyperlinks. Further, publishers attitude in charging high prices has created clash of values in the copyright ownership and lead to deploy the new model of publication called open access initiative and institutional repositories. These initiatives are pleading for free flow of information for sharing academic and research contributions at free of cost to end users. Librarians are expected to work with the team of scholars in fostering systems of publishing that result in broad information access at an affordable price. It is essential that librarians have to educate authors about new copyright law and to use their ownership in publishing and fair use provisions. Librarians are expected to acquire technological skills that enable them for initial publication of scholarship and research results.

6. Librarian as negotiator

There are various purchasing or licensing models to acquire e-resources like print price plus electronic surcharge plus significant projected inflation surcharges. There are aggregators or bundle price from the publishers. These bargains from publishers are to gain effective returns on investment whereas libraries are aiming for getting access to maximum information at minimum cost. Hence the libraries are getting into purchase clubs (consortia) to seek advantageous pricing. Librarians are negotiating for effective bundling of e-journals may be with the subjects (subset) or publishers wise bundling at 10-18% of the print subscription cost. Of course, librarians need full understanding about the existing models and related contract rule including hidden charges and change content during contract period including archival or perpetual access. Librarians’ negotiation does not limit to purchase, it should always include sharing expertise, best practices in providing easy access to users and technology solutions.

7. Librarians as content manager

There are many topic pages, blogs, white papers, product reviews, tools, Wikis, and business unit information. Librarians are expected to:

- Write and edit news, alerts, and announcements;
- Participate in the companion speaker series, which involves identifying speakers, run-through sessions, promotion of events, and publication of follow-up materials;
- Organize the assets in the fashion of a searchable, archived library;
Liaise with the senior leadership on content and major initiatives;

Provide intranet content management support to the knowledge manager;

Manage the day-to-day information submission and updating activities on the intranet;

Ensure the quality and integrity of the documents published;

Ensure the submission/delivery of documents to the knowledge management system by employees;

Assist practitioners in writing submissions suitable for publication;

Ensure that information contained within each document is accurate, peer reviewed and regularly updated;

Keep up to date with best practice in web usability, web page design and writing for the web;

Undertake a review of intranet information architecture and conduct regular user needs analyses;

Ensure linked information resources are kept relevant, appropriate, etc;

Maintain search engine thesaurus;

Ensure the metadata standards as specified are implemented in all applications and content.

Skills-set expected from librarians are knowledge as a technical writer or technical librarian with command on languages including expertise at writing and editing technology pieces and well versed in the associated lingo and acronyms and strong verbal communication skills. Also it calls for expertise in gathering data, determining optimal presentation means (such as blogs, feature articles, or web highlights), and acting as the contributor’s editor up-to publication. Librarians also have to identify and recruit potential contributors and collect and implement feedback from subscribers. Strong working knowledge of library organization, including tagging and archiving is the biggest advantage for content management. Experience in electronic/web publishing or web editing; content management or Internet research is also highly essential.

8. Librarian as health-care informationist

Librarians have to provide health information about new medical treatments, clinical trials and standard trials procedures, tests, and equipment to physicians, allied health professionals, patients, consumers, and corporations. The nature of information other than the traditional materials requires to help physicians provide quality care to patients, help patients find information, answer consumers' questions, and provide information to the health care industries. Medical librarians become Web managers, medical informatics experts, and chief information officers as well as catalogers, instructors, and reference librarians.

9. Conclusions

The library and information professionals have developed in multidirectional scope unlike a subject specialist like physics, chemistry in unidirectional scope, where information technology has taken the central role and at the same time opened new and exciting opportunities. Majority of these changes are cross-functional roles through innovative and entrepreneurial approaches of librarians. Librarians are...
to come up as information analysts for customization to information, its applications of evidences for determining business requirements, changes in current applications and suggesting appropriate technical solutions. The core competencies, in addition to basic LIS education, required are knowledge of concepts in any field and languages, knowledge of current IT standards and guidelines, knowledge of database technologies and specific application packages. In research analysis, librarians can formulate research questions, gather data to support answers to these questions and then prepare reports with recommendations as to the implications of these findings. Formulating research questions is similar to the art of conducting a reference interview, as often users are not consciously aware of the information need and what they possess. Gathering data could involve conducting secondary research using the Web. Many of the librarians in world have been working to maximize the value of Web access. In academic environment many librarians work for assessing user needs; designing and implementing service programs, including instructing students and faculty in the use of local and remote print and electronic resources, and providing reference service; collaborating with technical services staff to provide access to collections; consulting regularly with faculty.

Librarians are emerging as professional leaders in various competitive environment like manufacturer to expand their product line; document control for an international consortium creating a rapid transit system; infrastructure; genealogical, historical, legal and scientific research; and created annotated and standard bibliographies in all these research studies. Librarians have excelled in many of the specific functions to provide expanded, equitable and cost-effective access to digital forms of research content to the research community.

Many of the position differs significantly from traditional library positions which involves providing the leadership and organizational underpinning for autonomous organizations to collaborate on vision, goals, and objectives to allocate their resources toward the collective enterprise. In such environment the expertise of librarianship have been used in planning, implementing and administering joint programs involving many universities and external funders; negotiating precedent-setting legal contracts with publishers; and developing grant applications. Also librarians have been working in an environment where consensus building, relationship management, and accountable decision making processes which needs scrutiny by government, funders, vendors and members.

The traditional library services are extended to customer and competitor intelligence, as well as intranet administration. Librarians have proved their capability in web content development and project management skills. There are some of the librarians who have excelled in project
management to link "clinical evidence" to the electronic health record at the point of care, patient education, and setting up kiosks with multimedia patient information. Librarians are not lagging behind to as trainer for national sales agency to teach the service. The expertise used for these types of services are the knowledge of Boolean logic, databases, and search logic of information. Majority of these cases, librarians have clustered their knowledge of basic degree, knowledge of library science and the knowledge IT in executing non-traditional information services.

The versatility of information science lies at specialization considering the knowledge of basic degree enhanced with library and information sciences to specific situation executed through IT knowledge. Majority of the service organization are information intensive like investment company/management, retail and wholesale banking, insurance, and merchant banking. All these organization involve with all aspects of searches from pitch through completion. The personal skills required in these types of environments are sophisticated interviewing, analytical, active listening, and influence skills when identifying, contacting, screening, and developing prospects. The strong LIS skills required sourcing information, organizing, repackaging, contributing and code content in global knowledge management system. The nature of specific functions requires create business development briefings, proposals and presentations by conducting and analyzing media scans on corporate clients, prospects, and their competitors. There are many other areas to explore like distance education and virtual reference system, and librarians have to live in Knowledge-Based Economy. LIS education needs to explore and conquer wider scope for library and information science using digital technology in information rich society.

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The Philippine Association of Academic and Research Librarians (PAARL) was established in 1973 as a result of the PAASCU (Philippine Accrediting Association of Schools, Colleges and Universities) conference wherein a group of librarians organized and formulated the association’s constitution and by-laws. Since then, it has embarked on various projects benefiting both the information professionals and the library community. PAARL is a professional association geared towards the promotion of continuing education and development of members through efforts in initiating various programs and activities.

These programs and activities include planning and holding of conferences, management, management of libraries and information centers, human resource development in libraries, Records Management

Positions held
- 2004 – present, Lecturer UP School of Library and Information Studies (SLIS)
- 1991 – present, College Librarian, University Library

Educational Attainment
- 2003, Master of Library Science from UPSLIS
- 1991, Bachelor of Library Science from UPSLIS

Affiliations
- President (2009), Philippine Association of Academic and Research Librarians (PAARL)
- Member, Philippine Librarians Association, Inc. (PLAI)
- Member, Association of Special Librarians of the Philippines (ASLP)
- Member, Philippine Association of Teachers of Library Science (PATLS)
- Member, UP Library and Information Science Alumni Association (UPLISSA)

Research Interests
Collection development and

Abstract
The Philippine Association of Academic and Research Librarians, Inc. (PAARL) was established in 1973 as a result of the PAASCU (Philippine Accrediting Association of Schools, Colleges and Universities) conference wherein a group of librarians organized and formulated the association’s constitution and by-laws. Since then, it has embarked on various projects benefiting both the information professionals and the library community. PAARL is a professional association geared towards the promotion of continuing education and development of members through efforts in initiating various programs and activities.

These programs and activities include planning and holding of conferences,
seminars, workshops, and forums focusing on topics relevant to the practice of the library and information profession. The Association also gives due recognition to members who have given significant contributions in the development of libraries and the librarianship profession in the country. It also sponsors scholarships and grants to those wanting to participate in Conferences and Seminars both local and abroad. It also gives financial assistance to graduate students working on their thesis and dissertations. For the past years, PAARL has been mobilizing members to participate in different activities both professional and socio-civic. Through the efforts of the Executive Board and members, PAARL continue to develop as an organization by spearheading more projects and activities benefiting the library profession and its practitioners.

With this paper, the author shall present and share the experiences, the struggles and triumphs of PAARL as a professional organization. In presenting the various activities and efforts of the organization provided for the continuing education and professional development of its members, it aims to inspire those who might be in the first stages of planning and organizing a professional group and hope that they would learn from the birth pains and lessons gained through the association’s thirty five (35) years of existence.

**Introduction**

The year 2009 marked the 36th year of the Philippine Association of Academic and Research Librarians. Its conception was the result of the PAASCU (Philippine Accrediting Association of Schools, Colleges and Universities) Conference held on September 18-19, 1972. In this conference, a Resolution was approved to “organize an association of academic libraries as soon as possible, and that a committee of five formed to formulate a constitution and by-laws of the association.” PAARL then stands for Philippine Association of Academic and Research Libraries. With the University of the Philippines University Librarian Marina G. Dayrit as the Committee Chairman, together with Fr. Robert Suchan (Ateneo de Manila University), Fr. Paul de Vera (San Beda College), Sr. Patricia Alcarez (St. Scholastica’s College), and Sr. Arcilla Cabula (St. Joseph’s College), the association’s Constitution and By-laws were drafted and later ratified on January 10, 1973. There were initially sixty (60) members who cast their votes through secret balloting. They elected the nine members that will sit in the Board of Directors. Their first meeting was held on August 5, 1973. The Board was composed of the President, Vice-President, Treasurer, Executive Secretary and Committee Chairs. These are committees on Membership, Elections, Finance, Programs and Projects and Constitution.

In 2004 PAARL amended its Constitution and By-Laws and applied for re-incorporation. From being an association of academic and research libraries, it became an association of academic and research librarians. This was brought forth by the professionalization of the librarianship
profession in the country and the deemed necessity to change it to an association of registered professionals rather than library institutions.

**Objectives of the Association**

Clearly stated in the By-Laws are its specific objectives which serve as the guiding principles in the conduct of the various activities and projects of the association. These objectives are:

1. To promote equitable access to and effective use of recorded knowledge in support of teaching, research, scholarship, and community service.

2. To articulate the concerns of academic and research libraries and their institutions, and influence information policy development affecting the future of academic and research libraries.

3. To develop best practices and standards for improvement of these types of library service and librarianship.

4. To develop a corps of professional librarians and information specialists in academic and research institutions.

To cooperate with other organizations of similar aims.

**Composition of the Board**

Article IV of the PAARL Constitution provides for the composition, position and duties and powers of the Board of Directors. This Board is composed of the Executive Board of nine (9) directors duly elected by the general members. They shall hold office for one year. The Executive Board has the responsibility to define and regulate the activities and has the corporate powers to carry out the business affairs of the Association. The Executive Board elects among themselves the Officers of the Association, namely: president, vice-president, executive secretary, treasurer, auditor and public relations officer. The immediate past president serves as ex-officio member of the Executive Board.

The Board also decides on the composition of the Council of Elder which serves as an advisory body. This Council is composed of past presidents who are willing to serve as consultants. Their term is co-terminus with the current Board and they have no voting rights.

**Standing Committees**

To facilitate delegation and distribution of tasks, Chairs and members of different standing committees are identified. These standing committees shall have the responsibility to carry out the planned activities of the Association. These Standing Committees include the following:

- **Conference Committee** - tasked to plan the short term programs of activities of the Association including Conferences, seminar-workshops, lectures and public forums. They will have to scout for the venues, send invitations, determines dates and schedules and documents the proceedings of each event.

- **Membership Committee** – screens and categorizes applicants and makes appropriate recommendations to the Board.

- **Ways and Means Committee** - recommends measures and undertakes the same that would provide for the financial viability of the association.

- **Publications Committee** - tasked to gather materials for the publications of the association including the PAARL Newsletter and takes charge also of its publication every quarter of the year.
Laws and Legislation – tasked to study the proposed changes in the Articles of Incorporation and By-Laws of the association.

Awards and Scholarship Committees – tasked to search and evaluate nominees to the various awards and recognitions given by the association. It is also tasked to scrutinize applications for the scholarships and requests for financial assistance in thesis writing given to members pursuing graduate or postgraduate degree.

Nominations and Elections Committee (NOMELEC) – tasked to search for nominees for election to the Board and takes charge of the conduct of the annual election.

The President also has the power to create Ad Hoc Committees as deemed necessary. These committees shall exercise powers as defined for them by the Board. For 2009 the Ad Hoc Committees created include:

Committee on Ethics – tasked to settle, through established procedures, any conflict and dispute among members in accordance with the objectives of the association.

PAARLNet Committee – tasked to review the existing Memorandum of Agreement among institutional member libraries.

Special Projects Committee – tasked to recommend projects to be undertaken and continuing and/or seeing to completion ongoing projects.

International Affairs Committee – tasked to organize participation of members in activities and events outside the country.

Membership
There are four (4) types of PAARL membership. Regular members are those registered and licensed librarians holding a bachelor’s or master’s degree in library and information science and currently connected in an academic or research library. They composed the biggest majority of members. Associate members are former members who have retired or are no longer connected/employed in an academic or research library. They can also be those who are currently working in a library but are not registered or licensed. They cannot be elected to any position in the Board. Institutional members are those firms, agencies, institutions or organizations that maintain an academic or research libraries and are interested in supporting the objectives and programs of PAARL. Honorary membership is conferred by the Board to former members who has retired and has contributed significantly to academic librarianship in the country.

Publications
Upon its establishment, PAARL immediately embarked on several projects which basically focused on publishing indexes and guides that helped many libraries provide easier access to various information sources. These publications include:

- Index to Philippine Periodicals (1974)
- Philippine Union Catalog (1974)
- Union List of Theses (1975-1976 to 1978-1979)
- Union List of Serials on Business and Economics
- Union List of Serials Holdings in Education
- Union List of Serial Holdings in Science
and Technology

In 1997, the maiden issue of PAARL Bulletin came out containing the papers presented in the seminar-workshops and conferences conducted in the previous year. This Bulletin was compiled and edited by Ms. Veneranda O. Sajorda, who later became PAARL President in 1999.

**PAARL Standards for Academic Libraries**

These are statements intended to serve as guidelines on assessing the quality of the academic library in the context of its mission, vision and goals. In 1988, PAARL created a Standards Committee tasked to review the Philippine Library Association (PLA) 1977 Standards. This is in response to the changing needs, set-ups and scenarios in many libraries. The Proposed Standard was presented in several public hearings in the different regions in the country. The final document was submitted to the Department of Education, Culture and Sports and became known as the **DECS Library Standards for Tertiary Education.** By 1995, revisions to the 1988 Standards were being discussed in several seminar-workshops sponsored by the association. On January of year 2000 the first draft was presented during the PAARL Annual General Assembly. This was followed by a series of public hearings participated in by librarians not only from the academic and research libraries but from the other sectors as well.

Included in the 2000 PAARL Standards are basic guidelines in the administration of library specifically on personnel qualification, policies and procedures, reporting, the library’s place in the organizational structure and academic status of its professional staff. The section on Financial Support covers guidelines on funding and budgeting, auditing and accounting in libraries. One of the most referred to section in the PAARL Standard is the section on Collection. This section provides for the qualitative and quantitative guides in collection development and management. The section on Personnel provided for guidelines on the prescribed numbers of professional and support staff and their qualifications. Emphasis was given on the academic status that should be accorded professional librarians. It also provided for the need for staff development and continuing education and participation in library and professional associations. The section on Services defines the library’s role and its responsibility to facilitate efficient and effective use of recorded information including the provision of library user instructions.

In February 5, 2009, PAARL again conducted a public forum to discuss the need to update if not totally revise the 2000 Standards. The public forum was held at the FEATI University Library in Manila with more than one hundred fifty participants. Ms. Fe Angela Verzosa, former PAARL President discussed the various sections of the Standards and presented the items that need to be reviewed thoroughly in the context of today’s academic and research libraries. A number of questions and concerns were raised coming mostly from librarians who are caught in the confusion of interpreting particular sections of the Standard. An Ad Hoc Committee on Standards was convened to work on the updates and
revisions of the 2000 PAARL Standards. It is expected to be a tedious and protracted task but it is something that should be done as soon as possible since ten long years has passed since this draft was first drafted and approved.

**Programs for continuing education and professional development**

PAARL has always been a front liner in providing programs for continuing education and professional development. Year round activities to include conferences, seminar-workshops and series of forums made up the PAARL calendar. During its organizational planning at the beginning of each year, the Board plan for various events that will provide for this continuing education program. In the past few years, conferences and seminars focused on the changing roles of the library and information professionals in the creation, collection, storage and dissemination of information. At the onset of the new millennium, most of PAARL’s continuing education programs have been geared towards educating librarians to become information technology savvy. Some of these programs include seminar-workshops on such topics as: knowledge management, metadata, borderless learning, e-library, e-learning, Library 2.0, 3rd generation library management and other various topics which proved to be essential to keeping and maintaining the viability and relevance of the librarianship profession in the country.

Always well attended and are events much awaited by librarians are the Conferences and Seminar-Workshops conducted by the association. These form part of every year’s major activities. During that time when Continuing Professional Education (CPE) was still enforced as a requirement for the renewal of professional license registered librarians flock to these PAARL events to earn credit points. Aside from being truly informative and able to provide updates in the practice of the profession, participation to these activities also provides the perfect opportunity to be able to go visit other places, and perhaps a little rest and recreation, since these activities are traditionally being held in different venues, mostly outside the country’s capital Metro Manila.

Some of these most well attended events include:


Conference on the theme “The Future of Libraries as Agents of Change” held in 2001 at the Four Seasons Hotel Iloilo City.

Conference on the theme “Promoting Library Skills Enhancement and Core Competencies for the Professionalization of Librarians” held in 2002 at the Casa Pilar Resort in Boracay.

Seminar-workshop on The Role of Libraries in the Promotion of Culture and the Arts held in 2003 Bohol Tropics Hotel in Tagbilaran, Bohol.

Seminar-Workshop on Technical Services in a Changing Environment held in 2005 at the Island Cove in Kawit, Cavite.


Seminar-Workshop on the 3rd Generation Library Management: Realities and Challenges: To Deal or Not to Deal held in 2007 at Hotel Sea Breeze in Bacolod City.

Conference on the Theme Finding the Library’s Place in the 2.0 Environment: Providing for Interactive, Collaborative, and Web-Based Technologies and Resources” held in 2008 at SEMSDEC in Puerto Princesa City, Palawan.

Seminar-Workshop on Scaling the Heights of Professional Development held in 2008 at the Regency Inn in Davao City.

Other activities conducted include forum and lectures which provided the venues for the discussions and deliberations on current issues and trends in the information profession. In these activities, members are given the opportunity to learn and be enlightened on various topics. These also enable the Board to regularly connect with members and be aware of their continuing professional education needs. Some years, PAARL also sponsored educational tours outside the country to give members the opportunity to visit other institutions of learning. In 1997, twenty two (22) members made it to the Taiwan Library Visitation Tour (Sajorda, 1997). PAARL also took part in making travel arrangements and providing assistance for the Philippine delegation to the CONSAL XII held in Brunei in 2003.

Awards and Scholarships

The Academic/Research Librarian of the Year is the award given to a librarian who has made a significant and outstanding contribution to the cause of academic and research librarianship. The Professional Service Award is a recognition given to the immediate past president for the service extended to the association. The Lifetime Achievement Award is the highest award given to a librarian who has personified professional excellence in academic librarianship. The Outstanding Library Program of the Year is given to an academic/research which created and developed a first rate and exemplary program that has deep seated impact to the library community.

The association also gives assistance in the form of scholarship and fellowship grants. With the objective of fostering research in academic librarianship, the Master’s Thesis Fellowship is given to graduate students in library/information science doing research and writing their thesis. The financial assistance given is taken from the established Scholarship fund. Assistance is also given to enable select members to participate or read a paper in international conferences. Sponsorships to attend a conference or seminar-workshop are also given to those members of good standing and who has been participating and attending past major activities of the association.

PAARL 2.0

Wider reach of membership is sought through the use of various media including social networks and other
Web 2.0 tools. Aside from the traditional channels, i.e. notices and snail mails, regular communication with members is facilitated by an e-group. There is the PAARL wiki, which is a very useful and free online source of everything about PAARL and more! This wiki was organized by former PAARL president Fe Angela Verzosa. From its site it says, 

**PAARLWiki** is a Library 2.0 initiative, a project of the Philippine Association of Academic and Research Librarians (PAARL). This wiki was originally intended to be a hybrid book and wiki, presenting links to research articles, case studies, conference papers, lecture presentations, technical and country reports, and profiles on Philippine Librarianship, Libraries in the Philippines, Library Schools in the Philippines, Library Standards for Philippine Libraries, Outstanding Filipino Librarians, Library Organizations in the Philippines, and library-related subjects. Hopefully, this wiki will serve not only as a sourcebook and pathfinder to the rich resources available online, but also as a tool to enable our library community to share new information and resources on Philippine Librarianship.

“I am PAARL” is a blog owned by Roderick Ramos, the current Press Relations Officer (PRO) of the association. In here he writes about the most recent happenings, make announcements of the upcoming activities, share useful PAARL related information and other bits and pieces that should be of interest to members and non-members alike.

**PAARL as an organization of information professionals**

PAARL has always been regarded as one of the most prestigious library professional associations in the country. It is able to reach a wide membership of truly committed and involved professionals. The election of the members who sit in the Executive Board and become officers of the association is conducted in complete adherence with the principles of transparency and democratic process. Just as there is no perfect organization, there were some minor conflicts in the past but these were settled and resolved amicably with no significant negative effect to the association.

Thoroughly consistent with its organizational purpose and objectives, PAARL advocates excellence in academic and research librarianship. Cognizant of the needs of information professionals for continuing education and development, it shall continue to spearhead relevant and beneficial projects and conduct activities that would provide avenues for new learning and skills enhancements and updating.

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The last 16 years of her career Barbara Lison has spent as the director of the public library of Bremen. Before she took over in Bremen she held the same position in the town of Oldenburg in Northwest Germany. The beginning of her library career started in the academic field when she was the manager of the library and information centre of the Federal Institute for Workplace Safety in Dortmund.

Barbara Lison is an educated librarian with an academic degree in Slavonic studies and history. Directly after her university studies she worked as a teacher at schools in Duesseldorf.

Barbara Lison is especially active in networking on an international level, having been a member of the Bertelsmann Foundation International Network of Public Libraries and being the Vice-President of EBLIDA (European Bureau of Library, Information and Documentation Associations) since 2006.

From 2006 until 2009 Barbara Lison is the president of the national umbrella organisation of the German library and information organisations (BID). She is member of the board of the biggest German library supplier ekz.

Barbara Lison is an expert for the Goethe-Institute for training workshops and other activities in the library field.

Abstract

Management of Library Associations in Germany

For nearly twenty years Bibliothek & Information Deutschland – BID - (Library and Information Germany) is the umbrella organization representing Germany’s librarians and libraries on the national level. The seven members of this umbrella are library and information associations, non-government institutions of related fields and the biggest German library supplier.

Starting with a general overview about today’s situation of the German library associations the paper will describe the tasks and functions of BID as an umbrella organisation. There will be a detailed view on the working structure and the management of the organization as well. The paper will also present the practical outcome of BID’s engagement in lobbying for German libraries and librarians. It will also analyse the role of the single associational members in BID.
1. Innovation and networking for Germany’s libraries
2. BID – structure, members and working scheme
3. BID and Library Advocacy in Germany: from “Library 2007” to “21 good reasons for good Libraries” - an example for effective concerted action of German library associations

As a result...
Ladies and Gentleman, dear colleagues,

First of all, I would like to thank the representatives of CONSAL the invitation to speak at your 14th conference here in Vietnam. With the same gratitude I want to address my thanks to Frau Bach of the Goethe Institute in Djakarta whose support made it possible for me to travel to Vietnam. I was really thrilled when I got the invitation for your conference and since then I have been looking forward to the personal exchange with you as colleagues and experts in librarianship.

So what is the reason why it is me that I am invited to speak to you? It is because of my background as association person and my duty of the actual president of the Federal Union of German Library and Information Associations – a duty which I already execute for three years and will continue another year. Additionally, I am can share with you my experiences in the European Library Association EBLIDA of which I also am the vice-president. And last, but not least I have had different represent quite a long list of practical work experience in German library organisations!

I would like to start with facts and figures on libraries in Germany to put my organisation in perspective and to set the scene. Then I will give an introduction to the BID, the Federal Union of German Library and Information Associations and its structure as well as to its communication and networking system. This will be followed by a presentation of the latest actions of the BID and a brief outline of our advocacy activities. I will illustrate my presentation with some concrete examples.

My paper tries to answer the question: “What is the use of a national umbrella organisation for the library associations?”

1. Innovation and networking for Germany’s libraries

Several studies on German libraries came to the conclusion that the German library landscape is quite developed and not badly underfinanced, though in comparison with states like for instance Singapore, USA, New Zealand, the Netherlands or the Scandinavian States there in deed there great differences between the public financial support in those countries and Germany.

Many of the some ten thousand libraries in Germany do not have the adequate political and societal acceptance which they should have according to there contribution to the public good. Nonetheless the performance of Germany’s libraries is rather good compared with the resources which are at disposal; and as
a result of the “voting with the feet” libraries are the most frequented cultural institutions in Germany: they count more than 200 million visits per year! That means an annual average of 2,5 visits per capita of the population! Of course this also can be improved to meet the numbers of some Scandinavian country, but it is not bad at all.

In order to stay on that performance level or even to improve it we have to improve and develop our professional competencies. Therefore my professional credo comprises the following keywords which – in my opinion - have to become the credo of all librarians: service, innovation and networking. These days, not only in Germany, it is necessary to develop and to exchange innovative ideas for our services. To meet the challenges of the knowledge society, libraries have to be innovative and service-oriented. This includes that libraries open up to new developments in all service areas, be it information technology, media, culture, education, or management methods. It also includes the competence of the librarians to creatively combine traditional professional knowledge and know-how with new developments to offer new services to the library patron.

In Germany like in most countries, we are witnessing a general change of paradigm in libraries: the shift from isolated working to networking, the shift from traditionally being a cultural institution to an educational institution, the shift from being a provider and mediator of media and information to the new role of being an educational partner providing learning space and learning ambience. We are directing a new focus on specific customer-tailored services and the adaptation of services to new demographic trends. Priority issues for librarians are: support for lifelong learning, social inclusion, information literacy, access to digital services and reading promotion.

The German libraries have taken up all these challenges and are very active and engaged in coping with them. But single actions and scattered activities do not easily lead to a general development.

What can a library umbrella organisation offer to support librarians with the necessary framework and general back-up in their basic task to provide excellent customer services?

Let me now introduce you to the BID - Federal Union of German Library and Information Associations.

2. BID - objectives, management structure, members and working scheme

The Federal Union of German Library and Information Associations was founded 20 years ago, in 1989, as an umbrella organization bringing together the three main German library associations and three other institutional members. These institutional members were the Goethe-Institute, the Bertelsmann Foundation and the main German library provider, the ekz. In 2004, only five years ago the German Association of Information Specialists joint the umbrella. Since then the Organisation is
called Federal Union of German Library AND INFORMATION Associations. So, the BID on the first sight only has seven direct members. But as these members represent several thousands of libraries, librarians and information specialists, BID stands for the whole library and information sector in Germany.

BID is a non-profit organization which is mainly financed by its members and only has a few other small sources of income.

Objectives

BID was founded with the goal to strengthen the knowledge society by supporting libraries and information institutions to give access to culture and information. The overall aim of BID is to encourage the development of libraries and information institutions as bridges to knowledge and information for a democratic society. It strives to bring forward the positive role that libraries play in culture and education and to strengthen this role in society at large.

BID's main task is to represent the common interests of libraries and information institutions and their patrons in the German public. This is done by preparing and coordinating actions for public relations measures, preparing professional statements on the related topics for lobbying purposes and political discussions. BID also fosters further education for the library and information sector and organises national and international conferences and congresses. BID represents the German libraries and information sector in the international context – BID is a member of the European library umbrella organisation, EBLIDA, and, of course, a member of IFLA as well. On behalf of our members, our organisation cooperates also with national and international committees and organisations, like for instance UNESCO. With the financial help of the German Ministry for Foreign affairs and another government institution BID supports the professional exchange of library experts, study tours and participation in congresses abroad or for foreign colleagues in Germany. These exchange activities are carried out by a standing committee of BID, called BII – Library and Information International -. BII coordinates the international know-how-transfer in librarianship, information science and related fields in Germany.

It supports and promotes in various ways the international professional exchange of information in bilateral and multilateral relationships. A future focal point will be on the promotion of junior professionals.

The management structure of BID

BID is not a big organisation on its own, but it is more or less the addition of the activities of its members. That means that BID itself is a very lean organisation with only very few operational power. As the main task of
14th Congress of Southeast Asian Librarians

BID is the coordination of the members’ activities and the development of strategic positions BID, indeed, does not need a great operational potential. BID is represented by a president, which is a voluntary position. The president is elected by the seven members of BID and should be a library or information professional and not a political person; he or she need not necessarily be a board member. The president has two deputies – vice presidents - who are members of the board. The executive board itself, chaired by the president, consists of representatives from all seven members, according to their number of votes. For example, the German Library Association who has 5 votes, has the right to send five representatives into the board. The executive board, all together consisting of ??? members comes together at least three times a year, mostly in the institution where the president works. The BID only has a small secretariat in Berlin sharing the office with the German Library Association.

With this structure, we try to ensure a close cooperation with our members and among the library profession as such on the one hand and with the political sphere and with organizations in the education and cultural field on the other hand.

Members

The seven members of BID represent libraries and librarians, information institutions and information specialists as well as other institutions, related to the field of libraries and information.

In detail, the members are:

The German Library Association (www.bibliotheksverband.de)

The association brings together about 1850 German libraries of all branches, types and sizes. Equal membership is given to large state libraries or academic libraries as well as small public libraries, special or church libraries, state service centers for public libraries and librarian training institutions. There are also 30 corporate members from the fields of science and economy. The goal of this association is to further librarianship and the cooperation and networking of all libraries.

• Staff Association “Library and Information” (www.bib-info.de/) This association works for the interests of its nearly 6500 members from all kinds of libraries and related institutions. It is very much engaged in the development of the profession and the professionals.

• Association for senior library staff “Association of German librarians” (www.vdb-online.org/) This association with about 1700 members, all being senior library staff with mainly academic background, fosters the interests of the professionals in academic libraries as well as the development of the profession.

The German Society for Information Science and Information Practice (www.dgd.de/) This society is a member of the BID since 2004. It fosters the interests of its about 2000 institutional and personal members, who are
information professionals from academic or research institutions, companies, libraries and related organizations.

The Bertelsmann Foundation (www.bertelsmann-stiftung.de/) The foundation aims to identify social problems and challenges at an early stage and develop exemplary solutions to address them. It has a strong focus on education and because of that has been very active in promoting especially public libraries.

The Goethe Institute (www.goethe.de) With 147 plants in 83 countries the Goethe-Institute carries out its objectives: to promote the study of the German language abroad, to encourage international cultural cooperation and to convey an all-round image of Germany by providing information on its culture, society and politics. The libraries of the Goethe-Institute play a vital role in setting these goals into action. The Goethe-Institute is an important supporter of BID’ activities abroad and for foreign colleagues.

Ekz (www.ekz.de/) is one of the biggest library suppliers in Europe. The Germany-based company has always been a partner to libraries by supporting them in various ways: e.g. partnerships, sponsoring, and infrastructure.

As BID’s members on the one hand side represent the German library and information landscape, but on the other hand internally also represent different interests BID has to look for a balance of interests in its policies. This is a really great challenge, and our relatively young organization struggled hard to meet this challenge without loosing the overall aim because of heterogeneous tendencies within the membership. That means that BID’s task is to reach a consensus if there are different positions arousing from the different member associations. So compromising is a very important strategy within BID, and some official declarations and statements are the results of a long preliminary discussion process. Only with that background as a prerequisite of taking action BID can be successful in representing “one voice” of the German libraries.

Working scheme: Ways to enhance professional communication within the organization BID regularly posts information through its website www.bideutschland.de and a monthly journal, called “Library Service”. In addition to that there are individual contributions in various library science journals, and at the annual convention organized in cooperation with the two staff associations in Germany and the German Library Association. The most current information is always available at our website and we also send out information via our internal information system which reaches almost all our members by email.

3. BID and Library Advocacy in Germany: from “Library 2007” to “21
good reasons for good Libraries” – an example for effective concerted action of German library associations

One of the most important tasks of an umbrella association is to represent the interests of its members towards politicians and general public and to lobby for those accordingly. However, lobbying is a very complex task and has to be prepared and managed thoroughly. Some years ago, the necessity that libraries need to develop lobbying and advocacy strategies also in Germany became obvious and urgent. Therefore in the year 2001 a general nationwide lobby process was initiated in a project called “Library 2007” which was carried out between 2002-2005 in a cooperation between my umbrella organisation BID, the Federal Union of German Library and Information Association, and a very active foundation, called the Bertelsmann Foundation. The overall aim of this project “Library 2007” was to develop a national strategy for the future of libraries in Germany and it was to address the political decision-makers convince them of the importance of libraries. And It was the project’s purpose to convince the library community to fight and lobby for the libraries’ interests with the message of the project. In practical terms, it was a project to provide the librarians with a basic material for their lobbying activities.

And I was to be a roadmap for the organisation itself as well as for all its representatives.

The project components consisted of the report written by an expert group, a number of qualitative interviews with journalists and the general public, a so-called SWOT- analysis of the actual state of German libraries. It was amplified by an international best practice study, carried out in five countries: Denmark, Great Britain, Singapore, Finland and the United States of America. On the basis of the result of this study, there success factors for excellent library work were identified. On the basis of these findings and statements the expert group – a member of which I had the honour to be – developed a national library strategy for Germany. Which success factors for excellent library systems been identified?

1. Clear consensus among all stakeholders about the public role and the mandate of libraries, to ensure that libraries aim at a common goal
2. Clear and firm anchoring of libraries in the national system of education
3. A legal basis and a political framework such as library legislation and a national library strategy that acknowledge the central role of the library in the knowledge society. In addition to that and as a consequence as well, the commitment to the national library system by the national government
4. Cooperation and networking of the libraries between each other paired with clear performance demands and
quality standards stimulated by special project funding.

Existence of a central coordinating Institution or national library development agency that provides empowerment and financial stimulus for innovation in libraries.

Looking at these success factors and preconditions for good libraries we stated that nearly none of them was existent in Germany. There is no national library legislation, there is no comprehensive nationwide library development scheme, no overall innovation strategy. Libraries are not integrated into the current educational debate. There is no central coordinating institution apart from the associations. And above all, we have to envisage an ongoing overall reduction of financial support for libraries. Maybe this sounds familiar to some of you and you know these challenges as well. But one should not give up just because of these conditions, one should take action in spite of them!

Against this background, the project “Library 2007” on the one hand was a strategy in order to better position libraries in the educational field. On the other hand we also aimed at a national library strategy plan and at national library legislation. As it turned out gradually, “Library 2007” was also the initiation of a new process. It was to stimulate a broad debate about the potential of libraries as well as about their needs for improvement. We needed the overview of library best practices - national and international - and we had to spread this knowledge all over the country. And above all, we had a better basis to convince the politicians that libraries take a relevant share to resolve some important problems of our modern society, like education and lifelong learning, social inclusion, closing the information gap and so on.

Therefore one of the number one priorities resulting from the project “Library 2007” was the set-up of a national library development agency, the German abbreviation of which is: BEA. BEA should spread best practice ideas by giving advice and by offering financial support for innovative projects and programs. BEA should set important marks through the definition of quality standards and benchmarking. BEA should continuously lobby politicians so that libraries become part of the actual policy trends. BEA is meant as a networking institution: library associations, local, regional and national ministries and individual libraries, they all should cooperate.

Until now, we do not have our BEA, as this is a long political decision-making process which needs a long breath. But, after all, we now see other results of the project “Library 2007”: the communication process to the political sphere was successful and showed tangible results. The path towards political success was paved by intensive and coordinated lobbying activities at all political levels. The discussions among librarians and with political decision-makers all over the country were stimulated by the mailing of the strategy paper “Library 2007”. BID supported the discussion as well
by sending out a model letter to all members of the library associations, by press work, by writing articles and giving presentations.

And, at last, it turned out, that politicians were listening to us. Here are some of the first concrete results:

“Libraries” become one priority topic of a special commission of the German Parliament, called “Culture in Germany”. Librarians were invited to take part in a hearing dedicated to the issues of libraries. In December 2007 this national commission published their findings and we could find important political recommendations in the sake of libraries: It was recommended to the German federal states to set up library legislation and to declare public libraries a compulsive service in municipalities of a certain size.

And indeed: Library legislation is now being debated in the political institutions in several German federal states. In July last year the first German library law was accepted by the State of Thuringis, and I am sure at least two other states will follow within this year.

While we are still celebrating these concrete results of the project “Library 2007” the work for the next step has already started: the further developments and publication of performance demands through quality standards. In February BID published a new document, called “21 good reasons for good libraries” which intends two things. On the one hand side it shall propagate the positive effects of libraries towards the society and towards the individual citizen. On the other hand it shall present the demands for the political support to the libraries. What is new in this process compared to the first project? Our new brochure -, we expect to start a wide debate within the association of a draft document also meant for lobbying – was developed with the participation of all our members. We had installed a thorough professional discourse before we published the new publication. Only after this internal discussion process, the final version was developed and will be put in front of politicians. This wide debate between our colleagues actually is a very important phase in the whole lobbying process: “Let your colleagues participate in the debate in order to reach broad consensus and speak with one voice”.

4. As a result...

...Five theses about managing a library organisation

A library organisation can be the more successful the more:
- It takes in mind the interests of all its members.
- It cares for an ongoing dialogue with its members and between its members.
- It is organised as an professional body with reliable structures and reliable protagonists, acting as ambassadors of the organisation.
- It has a strong financial basis in order to fulfil the task of internal support and external advocacy.
- There is a good balance between voluntary engagement and professional work.
I'm Mr. Nguyen Minh Hiep, Director of Natural Sciences Library, VNU-HCM; Professor of Library and Information Science at Sai Gon University; President of VILASAL (Vietnamese Library Association of Southern Academic Library); Associate of Mortenson Center, University of Illinois at Urbana-Champaign, IL, USA.

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Abstract

While the library science all the world has associated in building the union science connected closely with information technology, Vietnamese libraries generally still have changed so slowly. In 1998 in the Southern part of Vietnam, the Library Club was formed to group most of Southern academic libraries. Together, these Southern libraries have developed towards standardization of their services under the motto “STANDARDIZATION – INTEGRATION – DEVELOPMENT”.

The former Library Club and present VILASAL has provided the following professional activities on a regular basis:

Seminars and round-tables meetings in order to popularize the model of the modern library (the Graduate Library of Ho Chi Minh City University) and to encourage building and improving libraries towards Standardization-Integration;

Hundreds of workshops on the standardization of library services since 1998, which trained thousands of library workers (including librarians)
Ten years after the birth of the Library Club, the librarians, who founded the Library Club, assisted the Faculty of Library and Information Science of Saigon University in designing an absolutely innovative academic library and information program. This Library and Information Science curriculum, which not only met but also changed the needs of the Vietnamese library community, was already approved by the Ministry of Education and Training in 2007.

The VILASAL activities has exerted a great influence on the development of libraries of the whole country on the way to integrate.

With the impact of the information explosion and the quick development of information technology, the libraries all the world have developed with the quick speed that hasn’t been seen.

In this context, while the Vietnamese libraries generally have changed so slowly, the academic librarians in the South formed the professional societies unprompted. With the initial thought that “To develop libraries, it is necessary to cooperate in order to exchange the librarianship and share the resources”, The Graduate Library, Science University, VNU-HCM both built a modern library and popularized it by having held many seminars and workshops voluntarily since 1997, which attracted many confidential colleagues.

22/2/1997: The Graduate Library held the first seminar collecting librarians of ten libraries of VNU-HCM. This seminar was considered the starting-point of the cooperation progress of the Southern academic libraries.

20/12/1997: The Graduate Library held “The round-table meeting on the direction of library development”.

There were many librarians in Ho Chi Minh City and other cities as Can Chi, Da Lat, Nha Trang, Buon Me Thuoc, and Hue attending the meeting. The meeting came to the following conclusion:

“Throw the eye-shot beyond the sensuous country lanes, bendy alleys in order to orient to the crowded highway where everybody is going on”. That was the direction of STANDARDIZATION-INTEGRATION.

18/02/1998: The Graduate Library began to publish the “Graduate Library Electronic Newsletter” on the Internet in order to popularize the direction of STANDARDIZATION-INTEGRATION. (It’s now available in the Portal of the Natural Science Library at http://www.glib.hcmuns.edu.vn)

Since then, the Graduate Library was considered the place where the colleagues met to exchange experiences on building and rebuilding libraries.

To multiply the model modern library model systematically, the Graduate Library began to hold the workshops on standardization librarianship.
02/10/1998: The first workshop on "Modern Librarianship" was held for training 40 librarians and clerks of Pedagogy University Library.

9/10/1998: The second workshop on "Modern Librarianship" was held for training librarians of Da Lat University Library and other academic libraries in Da Lat.

02/11/1998: The first time the Graduate Library enrolled students for the workshop on "Fundamentals of Modern Librarianship". It attracted many librarians from different kinds of libraries from Can Tho, Tien Giang, Song Be, Nha Trang, and Ho Chi Minh City.

21/11/1998: The Library Club was formed on the graduation day of the workshop on "Fundamentals of Modern Librarianship". There were 29 librarian trainees and lecturers who were the founders.

Library Club member number increased more and more. There were 162 members in 60 library participants.

The activities of Library Club made innovating from thought to act of many colleagues. This effect was beyond the Southern academic libraries and influenced positively the policies of library development of the country.

To step up activities of Library Club, FESAL was founded on 7th June 2001 being managed by the Ministry of Education and Training. After the foundation of Vietnamese Library Association, FESAL was changed to VILASAL on 28th August 2007 being managed by Vietnamese Library Association.

Up to this time, the Library Club, FESAL, and VILASAL have held hundreds workshops, training innovation and standardization librarianship for thousands librarian trainees.

The librarianship experts in VILASAL have assisted the Faculty of Library and Information Science of Saigon University to design an absolute innovation academic program of library and information science education. This is the course curriculum in Library and Information Science that both meets and changes the needs of communities. It was approved by the Ministry of Education and Training in 2007. The International Conference on “The Standardization of Library and Information Educating” attracting 200 foreign and domestic librarians was held on 20th February 2009 at Saigon University in order to present this innovative academic program.

The activities of former Library Club and present VILASAL have made a turning-point in the development of Southern academic libraries, having a part in the promotion of integration progress of Vietnamese libraries with the world community.
**Abstract**

This paper discusses the development of *Ikatan Pustakawan Indonesia* (IPI) or Indonesian Library Association (ILA) as the main representation of library professionals in Indonesia. From its inception during the first years of the New Order Regime, the association has been geared towards an organization which obtain its political legitimacy by being a “government subsidiary” rather than an autonomous professional body. At the outset, this article analyses the relationships between ILA and the central government, especially its close tie with the National Library of Republic of Indonesia which not only subsidizes the association’s many activities but also directly influence its deliberations through involvement of their functionaries. Focusing on historical accounts of its 32 years of existence, this paper departs from traditional analysis of professionalism which use Flexner’s taxonomy or Parson’s functionalism, and instead utilizes Freidson’s analysis of power relationships between professional bodies and other institutions.
**Introduction**

Ikatan Pustakawan Indonesia or ILA, Indonesian Library Association, was established during the onset of New Order (Indonesia under Soeharto’s regime, between 1966 – 1999). Until the time of writing the Association is often claimed as the sole organization for professional librarians in Indonesia². It was first established as a fusion of three major organizations in library and information fields, namely: APADI (the Library, Archive and Documentation Association), PPDiy (the Regional Library Association of Yogyakarta), and HPCI (the Special Library Association of Indonesia). Although the last organization had all the potential to develop independently the aspiration to merge was bigger, induced among others by the newly found military regime’s determination to centralize and simplify Indonesia’s professional organizations in order to control them better.

Since its birth, ILA has specifically stated that they ”will contribute their ideas and activities to the deliberation of the central government” which in later days was confirmed in its statute, stating that as professionals Indonesia’s librarians ”will dedicate themselves and contribute their expertise for the country and nation” by taking part in the government’s program in library and documentation activities (see, Harahap and Tairas, 1998).

During the Suharto’s Regime (1966-1999) ILA has proven itself to be a mass organization controlled by the State. The government’s weight on its Boards and programs was very apparent. Members of the Board were dominated by the central government officials mainly from the National Library of Indonesia (NLI). Since its first Congress in 1977, ILA was always chaired by an Official of the National Library and only once the Chairman was from outside the National Library³. The main theme of the many congresses was always in line with the policy of the Government which followed the Ideology of Developmentalism, as listed in the following:

1³ Congress: Peningkatan peranan IPI dalam mencerdaskan bangsa dan mensukseskan pembangunan Indonesia. (To increase the role of ILA in improving the intelligence of the nation and in supporting Indonesian development)

2³ Congress: Memasyarakatkan jasa perpustakaan dan meningkatkan partisipasi pustakawan dalam pembangunan. (Socializing library services and improving the librarians’ participation in the development)

3³ Congress: Dengan perpustakaan kita tingkatkan kecerdasan bangsa dan pembangunan. (Through Library

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² During Reformation Era (1999 until now) at least two other organizations have been established: the Association of Indonesian School Information Professionals and the Association of Indonesian Library and Information Scientists

³ It should be noted, The National Library of Indonesia is only formally was established by a decree from the Minister of Education and Culture, on May 17th 1980 and By a presidential decree No. 11 of the year 1989, and became a non-ministerial government agency which is directly responsible to the President under the name of ”Perpustakaan Nasional Republik Indonesia” (the National Library of Indonesia).
services we shall improve the nation’s intelligence and development).

4th Congress: Kita tingkatkan peranan perpustakaan dalam menunjang pembangunan masyarakat desa. (We shall improve the role of the Library in the development of rural community).

5th Congress: Meningkatkan peranan perpustakaan dalam menyongsong era tinggal landas pembangunan. (Improving the role of library in the take-off stage of development).

6th Congress: Peranan perpustakaan dalam era globalisasi informasi. (The role of Library in the era of globalization).

7th Congress: Peran strategis pustakawan dalam pembangunan nasional. (The strategic role of library in the national development).

ILA is very much dependent on NLI since most of its main activities were endorsed by the officials of NLI or were provided with facilities from NLI. Though no direct involvement was shown by NLI in the process of important decision makings within ILA, the Association has always sought some sort of “blessings” from the Chief of NLI. The following facts demonstrate that ILA’s deliberation is greatly influenced by NLI:

Firstly, ILA involves officials of NLI because the Association requires resources and NLI -simply because it is an institution of the Central Government- has more budgets than any other institutions related to Indonesia’s librarianships. Through this arrangement, ILA is allowed to use such facilities as office rooms, meeting room, accommodation and other expenses.

Secondly, it is necessary for the government of the New Order to keep all mass organization within their “reach of control” and as such ILA has become a sort of subpart of NLI. On the other hand, ILA took the advantage of the strong authority of the new Order Regime and hence it could expand the organization to the regions and maintain a strong relationship with all libraries in the regions (Provincial libraries, public libraries, university libraries).

Thirdly, NLI has direct access to institutes that make decisions on the librarian identity like status as government employee, remuneration, place in the structure of the library organization

With the above facts, NLI is the most influential institution on ILA development. It is, however, undeniable that ILA has also given significant contribution in the development of NLI. It is also the fact that ILA was established long before NLI was delivered. Hence one could say this professional organization has a hand on the birth of NLI through its activists. It is but natural that NLI and ILA have become comrade-in-arms when the State designated NLI as a national institution with all its power and authority. Both institution are mutually dependent and have grown in concert.

The close relationship between NLI and ILA has significant influence on the professionalism of the Indonesian librarianship in general, and on librarians working as government officers in particular, which constitute the largest group of librarians in Indonesia. Policies of NLI shapes the
characteristics of the profession in Indonesia. What kind of professionalism has emerged from such relationship and condition during the New Order? This is a complex question which could not discussed in its entirely in one paper. The writer will focus on the analysis of the birth and further development of ILA and NLI. This kind of analysis is quite different from what have been generally done in studying ILA as a professional organization (see Hernandono, 1997; Setiarso, 1997; Sudarsono, 1997).

**Leaving the Taxonomic Approach**

In previous analyses on ILA, professionalism was always considered as having a unique quality, emphasizing the necessary requirements to be recognized as a profession. A librarian is recognized as a professional if he/she is a university graduate or from an institution of university level. Professionalism is also perceived as having several unique requirements, such as the existence of a collective organization which has programs and board members, and a code of ethics as guidance.

The opinion adopted by Hernandono, Setiarso, and Sudarsono, to name a few, is known as a taxonomic approach or trait approach. It concentrates on the identification of professionals characteristics, its function and task, and the responsibility of a profession in a community. It is also known as a functional approach (Parson, 1968). Weakness of this taxonomic-functional approach is in the belief that a profession is given. This approach was corrected by Wilensky (1964) which believes that one should concentrate on the process of a profession’s development. It is also called a process approach. The profession is believed to be started by a need in a community to have people with special skills to do a particular job. These people will be considered as an exclusive group who are supposed to have special knowledge beneficial to the community. At the outset, these exclusivity might only be accepted informally by the community. Further process should be done to strengthen the unique foundation by acquiring more knowledge. This will create a relationship between the professionals and the university. When the professional group grows, an organization is deemed necessary which in turn will strengthen the exclusivism of the profession and as such a legal base of the profession is needed. Simultaneously with the establishment of a professional organization a code of ethics and code of conduct are also required.

The process approach will clarify that professionalism is derived from something which gradually develops, not given. This approach has still some drawback for it often ignores the social context and local culture where a particular profession is developing. This weakness is then improved by adding an analysis on the history of institutionalization and the social-political relationship between the professional organization with other organizations mainly the government and nation-state. In studying the social-political context of a profession the focus is shifted from the characteristics of the profession to the relationship between power and legalization of a profession in a commu-
independent, this organization was called Perkumpulan Pegawai Perpustakaan (Association of Library Workers) as part of their effort to create professionalism following the suggestion of A. G. W. Dunningham, a library consultant of UNESCO.

**The Birth of a Profession.**

The history of ILA shows a process of the growth of a professional association in general, starting with legalizing and defining the job. By legalizing the profession, the librarians tried to built up their social status in the community. This social status is not given but must be “fought” for. In the meantime a bargaining effort on the librarian position took place between the library workers and the other members of the community. Both parties tried to define who is a librarian and what is its job that beneficial to the community.

We need a social analysis about a profession to be aware of the real position of the profession in the community. We further need to have a sociological perception about the dynamics of the profession because it is never static. Every profession is always in the state of bargaining with its community. The historical analysis made by Tjoen and Pardede, Harahap and Tairas, Sulistyobasuki as well as Sayangbati-Dengah shows Indonesia’s librarianships in its chronological existence but they did not specifically analyzed its social aspect. We must use other method to examine its history more accurately, how this library association was involved with the process of defining their social status.

The first endeavor of librarians in the colonial days illustrates their intention to define their job as a distinctive occupation. It is also obvious that during the Colonial Era the position of librarians was closely associated with efforts to modernize the community through reading. But these efforts were not intended for the sake of the general public; it was part of the Dutch’s Ethical Policy (policy of ethics) which was to the advantage of the Dutch-Indies colonial government. The writer have described in more detail the influence of this ethical policy on the development of the librarianship in Indonesia elsewhere (Pendit, 1993).

We need to rewind a little to the initial development of the library profession. It should be noted that 680 public libraries were established by the Dutch, coordinated by the Commission for People’s Readings (Commissie voor de Inlandsche School en Volkslectuur), known later as “Balai Pustaka”. Until 1930 the Colonial Government had established 2,686 libraries for the public (Hardjo-Prakoso, 1975, p.29) 6. At the same time the Dutch also managed a modern education system which among others allow Indonesia’s elite to gain knowledge on Western culture. According to Setiadi (1991) all these efforts are the colonial strategy to create Indonesian culture and intellectuals through control and monopoly of information. Balai Pustaka became the main instrument of the Dutch to produce manuscripts, to print and publish them and to distribute the products through these libraries including through Taman Poestaka

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6 Fitzpatrick (2008) calls them “instrument of colonialism” because the material in the libraries was designed to inculcate “Western” values and further the colonial situation.
nity. This method is called a critical approach or power-relationships approach.

In this short paper I will try to use the critical approach in analyzing the ILA-NLI relationships. I will also put an emphasis on the fact that ILA development is very much influenced by the social and political condition of Indonesia particularly during the New Order Regime. A critical analysis will also be focused on the close relationship of ILA-NLI within the context of the social-political order at that time.

Another aspect of professionalism which is often forgotten in previous analysis of ILA is the link between professionalism and occupation. In modern countries the word “professional” is very much related to “work area”. A profession becomes formal when it provides employment opportunities and income. It is also a kind of “mandate” given by a community to be applied by certain people of a particular education. The history of all professional organizations always shows that their ultimate objective is to formally provide income and security to their constituents. The process of establishing a formal profession is basically a process to be recognized by the community, that such profession has a clear benefit and must be rewarded a reasonable compensation.

The same process happened to ILA. Initially the “library workers” was a small group of officers working in government and non-government institutions in the social, cultural and education activities. In the history of the Indonesian librarianship, the library in its widest sense of the word existed since the era of the ancient kingdoms, long before the European arrived, and they must have workers to manage these libraries. But in this article, the word “librarian” must be identified as one who works in institutions which specifically called “a library” and manage it according to modern library principles.

As a modern institution, it was indeed “imported” by foreigners who came to Indonesia and afterwards was developed seriously by the Dutch colonial government as part of its policy. Two influential Dutch institutions are Bibliotheca Bogoriensis, or Centrale Natuurwetenschappelijke Bibliotheek which then became the Pustaka Bogor and Bataviasch Genootschap van Kunsten en Wetenschappen which became the core collection of the Museum Library in Jakarta. It was the government workers in the early days of the Colonial Era that started the collection. According to Sulistyo-Basuki (1979) and Sayangbati-Dengah (2004), since 1916 these workers had started to organize themselves in an organization called Vereeniging tot Bevordering van het Bibliohekwezen. After Indonesia became

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4Further readings regarding the influence of power relationship on professionals development can be found in MacDonnald, 1995; Krause, 1996. One of the most influential writers on this topic is Eliot Freidson (1994, 2001).

5Freidson (1994) states that the core of professionalism is “work”. He mentions two important aspects: how professional works differ from other works, and how some activities gain a paid-status in the job market.
(literally “garden of books”, small libraries in the village) and mobile libraries. It should also be noticed that the Dutch’s interest in the native culture, languages, and botany has helped the growth of libraries in Indonesia (Sulistyo-Basuki, 1998).

After the Dutch abandoned the country, the Indonesian government “inherited” the infrastructure, but the colonial library orientation is by no means sufficient for Indonesia. After a short period of neglect, the government started to revive the library activities and the Department of Education was assigned to manage it. During that period the government was concentrating on promoting literacy among the people, the majority of whom were illiterate. This task was assigned to the Community Education Division which was responsible to the Ministry of Education, Learning and Culture. This Division prioritized the Illiteracy Eradication program through courses (called “ABC Course”). Three years afterwards the name of this Division was changed into Community Education Service with the same task, to eradicate illiteracy.

The initial literacy program mentioned above were still conducted on a trial and error basis and was more due to the strong spirit of freedom. Only in the early fifties that the government was ready to design a program for long term application called Ten Year Plan for Illiteracy Eradication and had achieved a significant success. Within ten years, 50% of the population could write and read, a five fold increase from the beginning of the Nation’s freedom. In line with the political style of President Sukarno, the government announced a program called: “Presidential Command to Eradicate Illiteracy”. Finally, Indonesia announced herself as “Free from Illiteracy” in the late sixties, because all people aged 13 to 45 years were able to read and write short sentences or their name and address.

The dynamic of change from colonial orientation to the orientation of Free Indonesia had evidently impacted on the library profession because the librarians at that time were practically the ones directly or indirectly involved with activities relevant to reading. In 1951, only two years after the Proclamation of Independence, the Minister of Education and Culture made a decision to coordinate all public libraries with the main focus on eradicating illiteracy. According to Hadi (1956) the government planned to establish 189 regional libraries with 2.657 branches in addition to 14.377 village libraries. In the same year a Library Bureau was set up (Tjoen and Pardez, 1966) with the task to manage libraries “for the sake of the government”. It was the government that mobilize interested persons in library to fill in the job in libraries.

The work of UNESCO’s consultant, AGW Dunningham, describes perfectly how at the onset Indonesian librarianships was shaped by the Dutch legacy (see Williamson, 1999). Dunningham was assisted by a Dutch expert, S. Koperberg, a close friend of Bung Hatta, the first Indonesia’s Vice President. Another Dutch expert, Cora

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7 Not everyone perceives Balai Pustaka as an instrument of colonial control. Sadli (2004), for one, relates Dutch publication of that time to the development of freedom of thought in Indonesia.
Vreede-de Stuers, was assigned the task to establish a training center for Indonesian librarians, the curriculum of which was prepared by still another Dutch expert, AH. Habraken (see Harahap dan Tairas, 1998). At that time, the Colonial Librarianships remained intact, complete with its closed system and centralized planning and control. The training (and later the formal education) of librarians in Indonesia at that time was mainly aimed at preserving the system.

The above brief account should also provide an illustration of how librarians’ position in the community was initially determined by the State. Before Independence it was shaped by the Colonial Government, and afterwards by its Indonesian successor. During the transition era librarians who work in government offices were actively seeking to establish a professional association and the Central Government was directly involve in the preparation. This is not uncommon in the history of most organizations of professional. As mentioned by Freidson (2001), the State has almost solely determined the shape of every professionals work, mainly through the legalization process.

Using Freidson’s frame of thought we can examine the dynamic of library professions in Indonesia with regards to its relationship to the State. When some librarians founded Vereeniging tot Bevordering van het Bibliothekwezen (VBB) the Colonial Government did not seem to be fully involved other than providing basic facilities for the organization, although it can also be safely said that without some sort of “blessing” from the Colonial Government the association would not have been materialized. A library association at that time should also be seen as in line with the overall colonial policies on education and book publishing. At the time when VBB was born the Colonial Government was in control of the information flow and a professional association which deal with books must have been at least sponsored by the authority.

It was a an entirely different story with its counterpart, Perkumpulan Pegawai Perpustakaan (the Association of Library Professionals). The newly established Government of Indonesia was directly and actively involved in the day to day operation of the association as part of a planned scheme to eradicate illiteracy. It was also fully supported by UNESCO which under A.G.W. Dunningham had succeeded in convincing the new government of the upmost significance of library programme for the community. Later, the Department of Education and Culture further develop the association into the Perkumpulan Perpustakaan Indonesia, Library Association of Indonesia (ILA) under its formal patronage. The establishment of an association in the young country

8 The term “professional association” is mainly linked to formal economy and workforce system. However some associations were established to challenge State’s monopoly. For instance Aliansi Jurnalis Independen (AJI or the Alliance for Independent Journalists) was formed in 1994 to challenge the formal Association of Indonesian Journalist (PWI).

9 Balai Poestaka was founded in the same year with VBB. The first director of Balai Poestaka D.A. Rinkes, admitted that the institution was established to control book publishing in Indonesia and to prevent circulations of “subversive” readings.
should also be recognized as part of a systematic modernization program. The UNESCO’s projects in Indonesia’s librarianships were not only linked to literacy program but also to bureaucratic transformation as a part of a well-planned development administration movement, which during the 1950s was mostly led by the United States of America. The birth of LAI and its initial activities underscores the imperative roles of civil servants working as librarians in Indonesia and help explain how The Association attained its modern bureaucratic characteristics. At the same time, it also embodied the first professional librarians which consist of formally trained people. The combination of bureaucratic characteristics and technical competency soon became the main trait of librarianships in Indonesia. From the administration points of view, LAI also symbolizes an organized attempt to quickly replaces colonial personnel with Indonesians. As a new-born administration, the Government Indonesia took this issue very seriously while realizing the enormous task of providing a large number of librarians to the vast country. By focussing on the quantity and basic technical competencies the human resources development in Indonesian librarianships further served as bureaucratization and mechanization of the profession, paying little attention to social roles and the much needed cultural orientation.

The Dynamic of Indonesian Librarianships

The bureaucratic and technical orientation was even more apparent when the Government of Indonesia initiated Kursus Pendidikan Ahli Perpustakaan (Training Course for Library Technician) to replace the previous courses developed by UNESCO. Later, upon the returning of several librarians from education abroad (mainly to the USA, but also to the Netherlands), it was changed into Sekolah Perpustakaan (Library School) – apparently to emphasize the scientific base of the training. This was then became Jurusan Ilmu Perpustakaan (Department of Library Science) in 1961 - a very significant attempt to put library science in the academic realm.

The first department was placed in the Faculty of Education before it was moved into the Faculty of Letters (now Faculty of Humanities). The success of this first department was followed by another which was placed in Faculty of Communication. Meanwhile, in spite of the existence of these two departments, the central Government did not give up its function as provider of training for librarians - especially those who are going to work as civil librarians.

10 The post-colonial development program in Asia in general is discussed in Hirschmann (1999).
11 The practice continues until present time, many librarians in government institutions received limited training courses.
12 The use of word “science” in the name has since provoked lengthy debates amongst academicians and practitioners and now has become even more complicated issue with the attempt of some schools to put the word “information” in their names. At least 13 universities are now offering courses on librarianships and information science.
servants but also almost everyone who wish to be a librarian. An institution, *Pusat Pengembangan Perpustakaan* (the Center for Library Development) was created to do this and placed within the administration of the National Library of Indonesia.

Dynamic of professional training during the first years of Independence had also impacted on the development of professional associations. Only a year after ILA was founded, some librarians gathered to proclaim the establishment of *Perhimpunan Ahli Perpustakaan Seluruh Indonesia* (the Union of Indonesian Library Technician in 1954), soon followed by the announcement of *Perhimpunan Ahli Perpustakaan Arsip dan Dokumentasi Indonesia* (the Union of Librarians, Archivists and Documentation Technician in 1956) which then was transformed into APADI or *Asosiasi Perpustakaan Arsip dan Dokumentasi* (the Library, Archive and Documentation Association in 1962). Notice that the use of such terms as “archive” and “documentation” actually expanded the infant profession. These very vibrant development occurred during what is now termed as *Orde Lama* (the Old Order). Interestingly, seven years later, as the country entered the New Order Era, the Special Library Association of Indonesia was created as if to challenge APADI, although after only a brief time it was amalgamated into a single association together with all others, to became ILA, Indonesian Library Association.

The first ten years of Indonesian librarianships elucidates what has been discussed by Wilensky when a body of professionals seek out for formal scientific foundation. This is also a stage when a particular profession is attempting to win the larger community’s recognition and respect by referring their technical competencies to a formal body of knowledge-hence the obvious relationships between a profession and the university. Like many other professionals, Indonesian librarians attach themselves to a university as the chief authority of scientific knowledge. While this relationships help librarianships in Indonesia attain a professional recognition, there has also been a difference of opinion with regards to the “content” of the knowledge needed to obtain.

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13 A consultant from Australia, D.H. Bochart who worked in Makassar (formerly Ujung Pandang), Malang and Denpasar noted this in his report in 1973 (see Rungkat, 1997 p. 55).

14 It should be noted that of course in most developing countries national libraries are one of the main authorities in library training and education (see for example Amarasinghe, 1982 and Kanakmani, 1995).
As noted by Rungkat (1997) there has been some differences amongst librarians about the main concern of training and education, setting off a prolonged debate about which should be prioritized: education for “sarjana” (graduate education) or for “diploma” (non-degree education). During the 1980s the polemic surfaced in professional publications (see for instance Hariadi, 1983; Sulistyo-Basuki, 1986; and Zultanawar, 1986), reflecting what was also debated in other parts of the world about “practical” and “theoretical” education for librarians (see for instance Morehead, 1980). In Indonesia the debate became more complicated with some allegation that universities’ curricula are “too westernized”, lacking local culture orientation.

Meanwhile, as noted above, being a huge bureaucratic apparatus the Government of Indonesia has always been in a need of a large number of librarians. Various “pendidikan dan latihan” or “diklat” (in house training) have been organized by the Center for Library Development. The courses are usually conducted by officials from NLI, thus retaining their significance influence in librarianships development. In more than once their assertion to “challenge” universities’ authority on librarianships has created some tension between academicians and practitioners. Behind this assertion is NLI’s claim to be a mandated institution with the task of cultivating and developing Indonesian librarianships. Other than providing basic technical competencies for civil servants, courses run by NLI are also a formal means of accreditation. This particular characteristic of NLI’s courses is responsible for the shaping of bureaucratic nature of librarians, most noticeably because of the following:

Participating civil servants who are usually motivated by the possibility of “bureaucratic mobility” tend to overlook the value of training contents offered to them. On the other hand, the widespread nepotism and patron/client relationships in Indonesia’s bureaucracy often render the results of training irrelevant to office politics.

Most training conducted by the Government is aimed more at achieving organized administration in daily running of the bureaucracy than at betterment of public services. Experts on large bureaucracy have long cautioned us that professionalization of government administration tend to shy away from ideals of good governance such as accountability, response, and responsibility (see for instance Rockman, 1997; Riggs, 1997). Training by government institutions tend to reinforce bureaucratic control over the
vast network of government services, paying almost no attention to accountability of political contracts between them and the general public they are supposed to serve (Mosher, 1968). Courses conducted by NLI are very popular however they are usually unable to address the lingering problems of parochialism, sectoral silos, and lack of cooperation across different Government departments under which public libraries operate in Indonesia.

By concentration more on administrative conducts, most courses conducted by NLI almost take no notice of the dynamic of modern librarianships especially with regards to rapid development in information technology.

The above very much shortened account summarizes the context of professionisation of Indonesian librarianships as one that not only has to endure a lengthy debate on “theoretical” versus “practical” education but also to witness the distancing of library services from the real need of communities. Both universities and governmental training facilities can only produce technicians and bureaucrats who are concerned mostly with the running mechanism of libraries and leastly with providing better services for the community. The situation in Indonesia fits nicely into O’Connor and Mulwaney conclusion about librarians having to serve two masters (1996) which further take us to the issue of professional autonomy.

**Professional Autonomy**

Usherwood (1980) once wrote about a situation in England in which the autonomy of a librarian, especially one that is working for a government or public library, is often being challenged in the face of bureacratisation. Unlike England which has a long tradition of public librarianships, Indonesia “inherited” a colonial system which had then been transformed into bureaucratic apparatus as part of a very centralized government, especially during the New Order which gave birth to ILA. In spite of the difference between the two countries, librarians in Indonesia are facing similar issues with their counterparts regarding professional autonomy.

According to Usherwood library professionals have fared badly when there is a conflict between bureaucratic and professional interest, as the result of which librarians failed to exercise the central function or value of librarianship. In both England and Indonesia the conflict is possible because of the structure under which government or public libraries operate. In a practical level conflicts might appear when a librarian assumes a position of administrator and concentrates more on his or her duty as a bureaucrat. In Indonesia the practice to put non-librarians as heads of libraries is widespread, making it more difficult for librarians to assume their professional position. In collection

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15 Interestingly the pattern in public librarianships in Indonesia resembles those of colonial practices. As explained by Soeprapto (1988, pp. 37-52), the Central Government during the New Order became the source of books provision, even acted as authors and publishers. Various governmental units became sole providers of certain books, especially those related to “mass education” and the “promotion of development program”.

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development, for example, many libraries in Indonesia have to accept decisions about funding that are made by administrators. While conflict might still appear in a situation where the luxury of selecting books for community readings is available, librarians in Indonesia are practically implementers of decision made elsewhere.

As Usherwood also believes, lack of autonomy can be related to how librarians uphold their professional self image. Without real authorities on their work, librarians tend to put themselves in a “neutral” and “technical” position – the view which is often promoted by library schools and government training institutions in Indonesia. This is especially true during the New Order when professionals whose work are related to flow of information are regulated as part of an authoritarian principles of the Suharto’s regime. Although in terms of maintaining order and stability libraries are usually regarded as “harmless” compared to mass media, they generally belong to the same category as communication channel which since the beginning of the New Order had been strictly controlled by the Government. It was in the interest of the Government to maintain libraries as “neutral” institution and librarians as “technical” workers to concentrate mainly on running library operation, while important decisions regarding access in general and provision of books to the people in particular was made by administrators. At this point we can return to ILA’s declaration that their members” will dedicate themselves and contribute their expertise for the country and nation”. It is of course typical of traditional professions that the professional makes a solemn public oath to put her/his knowledge to socially responsible use, and in this sense the dedication for the country and nation is also “socially responsible” use of librarians’ expertise. However, we can also have a reservation regarding the applicability of this ideals in a situation where librarians are mostly deprived of authority to initiate policies.

One of the examples of difficulties faced by librarians in Indonesia is the implementation of reading programs. While historically libraries in Indonesia are closely associated to development of reading societies in Indonesia, it is not easy to see Indonesian librarians as having strategic position in both the policy and operational design of the program. Even the NLI’s position as the highest office of Indonesian librarianships cannot guarantee librarians’ access to strategic planning in matters of national interest such as reading promotion. This situation is not distinctively Indonesia’s because many

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16 Fergusson quotes George Steiner to define “strategic planning” as “the process of determining the major objectives of an organization and the policies and strategies that will govern the acquisition, use and disposition of resources to achieve those objectives”.
17 In Indonesian it is Departemen Penerangan. The word “penerangan” is difficult to translate because its root terang means “bright” or “elucidated”. In practice, the department’s main function is to control information flow and to propagate the Central Government’s policies to the people. After the fall of Suharto, this department is one of the first central institutions which was being abolished. Its replacement bears the word komunikasi (communication) and informasi (information).
national libraries in developing countries are politically and technically excluded from the drawing of national policies regarding reading and information in general. This is fluently discussed by Fergusson (1995), who admits that where the philosophy of government as reflected by its policies conveys little recognition of the value of information resources in the society or little recognition of the role of national library in facilitating access to information, then the strategic planning process may not be encouraged 16.

Many readings programs during the New Order fell under a huge umbrella of the Regime’s national information policy. The two most influential institutions during that time were the Ministry of Propaganda and the Ministry of Education and Culture. In general, the Ministry of Propaganda 17 was responsible for ensuring an “orderly” information flow of any kind including publication and distribution of books, while the Ministry of Education, besides managing government policy in the education system, was largely in charge of book provisions for schools. The New Order’s information policy was in line with the overall policy of the Regime which was dominated by the consideration of national stability and security, consensus-building, and economic development. When translated into actual programs, the policy mandated bureaucratic apparatus to exersise a top-down approach regarding access to, and availability of, readings.

It has been generally known that the Regime run an authoritarian state which bans books that were critical of the government, imprisoned controversial authors as political dissidents, and subjected everything in print to heavy censorship. Ironically, as García (2004) has noted, when it came to literary texts, the suppression of the printed word put Indonesian literature on the world map. The Indonesian author best known internationally is Pramoedya Ananta Toer. His writings is just one of many examples of “very popular but very banned” books in Indonesia. It is also true that during the New Order libraries in Indonesia in general, and public libraries in particular, were the most ardent implementers of state censorships and Pramoedya’s books were never available on the shelves. The general public were practically avoiding libraries when it came to literary and quality readings. It is not difficult to conclude that in this situation there appears a view that Indonesia’s librarianship is somehow a mere apparatus of the state and is against the public they purport to serve.

The image of an autonomous profession is further blurred by the fact that many popular libraries in Indonesia have been developed by individuals who has no academic background in librarianships. Many pro-independent Indonesians were among the first to develop and run popular reading places in their houses. Founding fathers have been known as ardent supporters of free reading activities. The library of Bung Hatta was both respected and very popular. Freedom fighters such as Ki Hajar Dewantoro and the anti-colonial figures such as the Dutch social educator, Ernest Douwes Dekker, were among
Indonesia’s first “amateur librarians”. During the tight control of the Suharto’s regime, libraries of NH Dini (prominent female writer), Doddy Tisna Amijaya (popular scientist), Masagung (businessman), Yessy Gusman (popular female film figure) were frequented by large crowds.

The so called “community libraries” have always been popular in Indonesia. As stated by Reksodiputro (2002), these libraries are maintained by individuals or institutions who are mostly “non-professionals” when it comes to educational background and formalities. They are mostly volunteers who have what she called “keen interest in readings ” and “basic tendencies to help others”. Ironically, these very important values are seldom taught in library schools which, for the very reasons discussed above, concentrate on technical and bureaucratic nature of libraries. Many of popular libraries run by volunteers are also targeted towards serving marginalized communities who have little access to books and other readings, further distinguish them from “formal institutions” run by professional librarians.

The Many Challenges Ahead

By way of conclusion the above discussions clearly shows that from its inception during the first years of the New Order Regime, the ILA has been geared towards an organization which obtain its political legitimacy by being a “government subsidiary” rather than an autonomous professional body. At the outset, this article analyses the relationships between ILA and the central government, especially its close tie with the National Library of Republic of Indonesia which not only subsidize the association’s many activities but also has a direct influence on ILA’s deliberations through involvement of their functionaries. Focusing on historical accounts of its 32 years of existence, this paper departs from traditional analysis of professionalism which use Flexner’s taxonomy or Parson’s functionalism, and instead utilizes Freidson’s analysis of power relationships between professional bodies and other institutions.

The discussion is specifically attending the specific relationships between librarians and the state, taking into account the obvious fact that ILA’s membership is dominated by librarians who work in government institutions. This paper then focus on the issue of autonomy of librarians as professionals. Librarians are supposed to be able to decide by themselves how to apply their competency and expertise in the community. At the same time autonomy means accountability to the community who have given mandate to the profession to implement their expertise. This particular issue is quite relevant because of two main reasons:

1. Indonesian librarians are presently facing a key question as to what their true role is in the community which is undergoing fundamental change and reformation.

2. Librarians have to deal with a rapidly changing world of information and as such there is a further question on the profession’s identity, i.e how Indonesian librarians try to differentiate their professional work with other kinds of work which might have similar characteristics and
function, such as IT-based information system development, database development, information architecture, etc...

With regards to point 1, the enactment of Library Act of 2007 should be put on the foreground. How this Law will be put into practice remains to be seen because under Indonesia’s jurisdiction it will stay as a general guidance until further detailed into rules and regulations. At the moment it can be safely said that the Act supports librarians’ ideals of an autonomous and community-oriented profession. It also underlines librarians imperative roles as facilitators of both freedom of expressions and life-long learning for all Indonesians. As it should be, librarians accordingly must have formal and professional educational background. However, old practices do not die easily and until the time of this writing the general situation of librarianships in Indonesia still reflects its colonial, bureaucratic, and centrally-controlled legacy.

As for point 2, it is believed that recent expectations regarding IT-based competencies and higher level of services will lead the association’s future direction away from government’s influence towards a more autonomous professional body. The recent increasing awareness among various sections in Indonesia’s public about the pressing need of more open and accessible government information, for example, has fuelled continuous callings for betterment of public information services. Although the ILA at the moment is positioning itself as a passive onlooker, individual librarians are actively involved themselves in the calling. Two new professional bodies, the Association of Indonesian School Information Professionals and the Association of Indonesian Library and Information Scientists are obviously very keen on developing their new identities as autonomous bodies, away from the image of their traditional counterpart.

Various small groups of information technologists, armed with open sources softwares, are emerging in Indonesia, teaming-up with younger generation librarians who are not only serious in building up their career but also are concerned about their places in the commotions brought by ever-changing computer technology. Digital librarianships become the new callings for many of younger generation librarians, especially those who work in large universities who are now bussy preparing themselves in a bid to attain the “world class” title. Interestingly, many of these pro-technology groups first appeared in government institutions, mostly universities and research institutions, but also bureaucratic units in regional government offices.

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Abstract

Established in 1973, The Indonesian Library Association has contributed significantly for the development of professional librarian in Indonesia. It has branches in every province and serving million people every year. With robust network and solid organization, the association has regular annual meeting attended by almost thousands of its loyal members making it one of the largest professional organization in Indonesia. It is the only one formal library association in Indonesia dealing with librarians. Provoked by monetary crisis in Indonesia which melted down the fragile economic foundation and forced the longest served president, the late Soeharto to quit, Indonesia suddenly become a “new state” adopting democratic styled government, more open society And real free market. These unexpected changes have had tremendous impacts on many walks of life including professional institutions. Euphoria that followed reform movement has dispersed power concentration by the establishment of new political parties. Forty-eight new parties joined eligibly the first democratic general election in 1999. Reform spirits also intruded to The Indonesian Library Association (ILA) locally known as Ikatan Pustakawan Indonesia (IPI). It faced highly demanding members who wanted some substantial changes in the organization structure and custodians and the implementation of power sharing favoring
the association branches and chapters in the provinces and districts. Up to the present the top position of the association traditionally goes to the head of National Library. With his or her beauracratc style in leadership, some consider not suitable anymore for the new paradigm of modern and democratic organization. To compound the problems, some librarians have established four forums and one scholars association namely Public Library Forum, University Library Forum, School Library Forum, Special Library Forum and The Association of Indonesian Library and Information Scholars. They are autonomous semi formal entity. Judging this unfavorable condition, the board and management of ILA has taken some bold measurements by inviting some new faces, young librarians with strong commitment and high competency to participate actively and directly in decision making process in the association board meeting and put them in strategic position in the organizational structure. Moreover, the association has no objection in the implementation of power sharing making its branches and chapters more autonomous and creative as well. It also simplified its organizational structure to accommodate some changes in modern setting and globalization era. By reinventing its management style and streaming line the organization, the Association has managed to satisfy the majority of its members and attracting more new members especially the young professional librarians

A. Introducing Indonesia

Indonesia is the world’s largest archipelagic state, comprising 17,508 islands. Having around 237 million people, places it the world’s fourth most populous country after China, India and United State of America. The nation’s capital city is Jakarta.

Since the seventh century the Indonesian archipelago has played an important role in trading activities in the region especially with China and India. Much of their cultural, religious and political models have influenced the nowadays Indonesian establishments.

After three and a half centuries of foreign occupations, Indonesia, in 1945 declared its own independence. Indonesia consists of different ethnic, linguistic, and officially religious groups. It has developed a shared identity expressed in Bahasa Indonesia as official language. Rich in natural resources and rain forests, Indonesia gives valuable contributions for reducing the impact of global warming.

As unitary state, power is in the hand of central government. The president of Indonesia is the head of state, army chief, and the director of domestic and foreign affairs. Following the fall of the longest served president in its history after independence, Soeharto, in 2004 people directly elected the president and vice president. The president may serve a maximum of two consecutive five-year terms.

Since the introduction of regional autonomy policy, Indonesia is like a federal state. It has 33 provinces, some of them established after the Reform Movement in 1998. Each province has its own political legislature and governor. The provinces are subdivided into regencies and cities which have become the key administrative units, responsible for providing most government services.

B. The Indonesian Library Association

In 1998 economic crisis hit Indonesia
leading to the fall of New Order Regime of Soeharto with its only three political parties and resulting in the birth of Reform Movement led by Amin Rais. The Movement eliminated autocratic styled regime and replaced it with democratic political system. This system has encouraged the establishment of several political parties.

This political system inspired some non-government organizations, including the Indonesian Library Association (ILA) to adopt democratic-styled leadership. It encourages decentralization of the Association administration and decision process at provincial levels. This policy makes provincial broad of the Association autonomous and independent to set its own programs based on its own needs.

The Association also welcomes the establishment of new Library Forums and association such Indonesian Academic Library Forum and Indonesian Special Library Forum in the year of 2000, Indonesian Public Library Forum and Indonesian School Library Forum in the year of 2002 and The Association of Indonesian Library and Information Scholars in the year 2006. It is hoped the four library forums and scholars association work hand in hand with the ILA for improving library services and profession which in turn will yield quality human resources in Indonesia.

Indonesian Library Association was established in 1973. The mission of the Association was to:

Accomodate the aspiration and creation of those working in libraries or those whose activities related to information dissemination or librarianship

Build distinguished image of library profession in the society

Implement the library science for the benefit of education, science and people welfare

Lead library science development.

In the march of time and in its last congress, ILA redefined its mission focusing on the issue of professionalism of being a librarian. This happened as the consequences of people’s strong demand on quality service of library and tight budget availability. Building image is no longer put as a priority program since people have given thumb up of the strategic role of librarians in improving their welfare through the dissemination of quality information and provision of dedicated services.

The Indonesian Library Association acknowledges serving a large country like Indonesia is not an easy job to do. It faces some serious challenges in term of poor quality of human resources, limited fund, and lack of beaurcratic or official commitment. Strong commitment and dedication have been embedded in the profiles of ILA management. Frankly speaking it is difficult to allocate ample time for managing day-to day operation of ILA structured programs since the Association’s members of board and staff also have tight schedule in leading and administrating activities of their organizations of origin.

Traditionally and for pragmatic reasons such as financial and facilities support, the chairmanship of the Association Central Board automatically goes to the head of Indonesian National Library. This de
facto convention has lasted since 1980 in which Martini Hardjoprakoso held this position. The Association secretariat is located in National Library Complex (at Jalan Merdeka Selatan 11 Jakarta Pusat). This condition has shaped beauracratic style of leadership in the association management where ranking position in command prevailed.

Many important programs of the Association were at stagnant state and worst were not materialized. It only managed regular programs namely annual meeting and congress. In these traditional gatherings some issues discussed. The Association statute and Code of Ethics were discussed and chairperson election held, in every three-year congress. From organization development perspectives, little things have been done by the Association board. The performance and achievement of the Association failed to satisfy its constituents, the librarians.

C. Planned Programs Ahead

Judging this unfavorable condition, the board and management of Indonesian Library Association has taken some bold measurements by inviting some new faces, young librarians with strong commitment and high competency to participate actively and directly in decision making process in the Association board meeting and put them in strategic position in the organizational structure. Moreover, the association has no objection in the implementation of power sharing making its branches and chapters more autonomous and creative as well. It also simplified its organizational structure to accommodate some changes in modern setting and globalization era.

The Indonesian Library Association will promote excellence in libraries through the following actions:

1. Explore partnership opportunities with other nonprofit organizations that benefit libraries and fulfill a community need.

2. Raise awareness of library issues and services among Legislators and other officials who influence public policy that impacts libraries.

3. Distribute information on legislative issues to Association members in a timely manner.

4. Encourage Association members to participate in strategic national issues such as eradicating poverty program and supporting quality human resources development.

5. Support national library efforts in implementing the newly issued Library Act.

Send Association representatives to provincial library meetings.

1. In the field of intellectual freedom, ILA has some dedicated programs aiming at

   1. promoting broader access to information, ideas, and diverse perspectives for all

   2. paying respect to the privacy of library users regarding their information seeking behavior and needs.

   supporting the role of the library in fostering a democratic process of the establishment of Masyarakat Madaniah (Civic Society) in Indonesia.

   Indonesia Library Association since its establishment has recognized that the quality and the quantity of Indonesian Human Resources depend very much on the availability of sustainable and continuing education.
It is the Association’s strong commitment to
1. sponsoring an annual conference, planned seminar and great issues forum
2. conducting a sustainable and continuing education needs assessment
3. partnering with domestic and overseas library schools and other capable institutions to match trainers librarians’ special needs

increasing membership awareness of the educational opportunities available to them to study library and information science

1. It is not of course an easy task to increase and retain membership. Some current members keep complaining about the use of their retribution and other financial resources and demanding accountability and transparency. To respond these issues, ILA takes the following strategy to increase and retain membership.

1. Invite library staff, library and information science students, trustees, friends, institutions, organizations, and allied professionals.

Increase the benefit and value of Association membership by identifying and responding to increasing and changing member needs.

1. Admittedly, the image of library profession in Indonesia is getting much better now than before the establishment of Indonesian Library Association in 1973. However, efforts to build the profession to have respected role in, and give valuable contribution to, the Indonesian society, are never ending job. Establishing new library communities and strengthening the current ones is the main focus of the never stopped-efforts of the Association. The efforts comprise of managing a high-profile public relations campaign to heighten awareness and support for libraries of all types and heightening awareness of library and information profession throughout Indonesia.

encouraging cooperation and collaboration among Regional Library Association

1. In order to build good communication with its stakeholders, the Indonesian Library Association starts to
2. promote intensive and effective communication throughout the Association by issuing monthly newsletter.
3. encourage the use technology to achieve the Association goals and membership needs
3. increase the amount and diversity of financial resources to meet current and future needs

manage the Association legal and vital documents in a professional manner

The Indonesian Library Association supports government policies regarding access to information in electronic and digital format. The role of libraries is to provide ideas and information across the spectrum of social and political thought, regardless of storage media, and to make these ideas and this information available to every single citizen who needs it. Libraries should focus on developing policies that ensure wide and to some extent free access to information resources of all kinds. It is the Association policy to support libraries in helping users to access and utilize the widest range of valuable information and library materials for their informational, spiritual and recreational needs. The main strategy is

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to accomplish this is a proactive role in facilitating the provision of education information literacy training. This training should enable all library users to access the information resources they need independently and with minor difficulties.

Indonesian Library Association will appoint a unit of the Association the responsibility to develop research papers helping members, libraries, and policy makers to clearly define library service in the context of users’ information needs, lifestyles, state of the art technologies, and budgets. It also will support libraries by encouraging the development of evaluation criteria for successful library performance and helping libraries to evaluate their services and programs.

Another important agenda of the Association is to promote the value of a career and work in libraries and develop strategies bright young people for library service and provide continuing education for library personnel through sponsored training program. Creating good working conditions, supporting fair compensation and good reward system should be included in the agenda. ILA fully understands the undisputed contribution of information technology in storing and organizing information resources. It encourages its members to learn how to operate the emerging technology intensively.

D. Experiences and Challenges Ahead

After surviving the 98 economic crisis, Indonesia now is haunted by the second world economic crisis which was triggered by the melting down of US economy. Mass lay off especially in export-oriented industry such garments and auto industries is eminent. Forced unemployment will be common sight on the days ahead in Indonesia which in turn can create unexpected social unrest. Horizontal conflicts can also happen especially after national legislative election on April 9, 2009. There are 44 parties that will contest in the 2009 general election. To the worst the uneven distribution of quality education and prosperity in Indonesia give a space for bad things to take place. In May 1998 bloody riots across the country killed hundreds of innocent people and damaged some strategically important infrastructures in the country.

This unhealthy climate as external factor will automatically have a bad impact on the Indonesian Library Association. Previous experiences have showed that some libraries faced serious financial resources or support due to the government tight money policy. This condition has had domino effect on the library management and performance. No collection development, low moral library staff, limited power supply and bad information services became common sight.

The Association board has some hindrances to make it a true professional and organization. At least there are 4 areas of concern which can become serious problems for the management of the Association and how it deals with them. They are:

Members of the Association have varied educational background in term of disciplines or majoring and academic level. Many of them have little knowledge on librarianship or library and information science. In some cases those who are on the top position of the library management have no idea how
to manage a library in professional manners. This condition happened especially at the government agencies. The appointment of library head has never had disciplines or educational background considerations or clear cut procedures. They got the position as a token of appreciation before pension term. The Association has taken some proactive approach to give somekind of librarianship knowledge to the newly appointed head of library. For example the former head of Jakarta provincial public library, Hermawan, successfully made some bold reinventions of delivering and promoting library service among Jakartans. He initiated the Jakarta Library Expo which arose people awareness of the important of public library to widen their knowledge and horizon. He has no library background but has authored some books on educational institution and management. He then keenly learned more about librarianship under the guidence of the so called “assistant team” consisting of the Association Secretary General, Indonesian Scientific Institution library staff and the now defunct Jakarta British Council Library. Under his leadership the Jakarta Public Library had respectful position among government-financed public services institutions. The story of success of a library head who had no initial knowledge on librarianship but good motivation, strong committment and high spirit can also be found at provincial public library of Nangro Aceh Darussalam.

The Association has serious problem in managing membership data due to the abstain of information technology data base management. Conducting membership data inventory has been initiated in still modest way and snail pace but better than never. The main problem of implementing membership data management is the currency and completeness of the data available. Members are reluctant to submit the latest version of their data and the the Association has no special staff in charge of collecting and managing data. Realizing the importance of having accurate and relevant membership data, the Association broad will set a special unit to collect, maintain and update membership data which will be used for making the strategic planning.

Publications especially the issuance of scientifically library professional journal becomes luxurious program to be carried by the Association. Lack of fund and quality research based articles is the main culprit of publishing scientific library journal. The Central board has been making intensive approach to library schools especially to Department of Library and Information Science, Faculty of Humanities, University of Indonesia to set cooperation for publishing sustainable scientific library journal. Other important publications strongly needed are library manual book and newsletter. Starting this year, the Association reguraly issues the monthly newsletter. The objective of publishing the newsletter is to disseminate information regarding the Association activities and to build good communication with the members.

Since the beginning of its establishment, members retribution is the durable problem facing the Association. It is in fact a difficult job to collect one US dollar a month from all members. To encourage members retribution collection by the Association
chapters (in the provincial level) or branches (regencial or cities level) the central board gives proportional share of the collected retribution. Due to the small amount collected, the Association managed to find financial resources. They come from the sponsors and participant registration fee of the Association annual workshop and seminar, National Congress, the National Library, and library friends.

E. Conclusion

In the coming years, The Indonesian Library Association has mounting tasks to do and some pressuring problems to deal with. It has to redefine its membership qualifications by setting more selected criteria of being a member of the Association. Financial matters will force the Association to be more creative in carrying out its programs. Some programs could be abandoned especially those which are not considered priority or trivial. In term of the unexpected economic crisis, the Association could help people by encouraging Indonesian libraries to give more valuable reading materials to learn.

References


The Bill & Melinda Gates Foundation is supporting scholarships for librarians to attend CONSAL XIV

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