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**IFLAs Role In Diffusing Professional Norms:
LTR-Project In Russia**

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Abstract

INTRODUCTION

An initiator of the research «IFLA's Role in Diffusing Professional Norms and Standards» is Library Theory and Research (LTR) Section together with Division VII Education and Research. The research has been done within the preparation of the 72nd IFLA General Conference and Council «Libraries Dynamic Engines for the Knowledge and Information Society», 20-24 August, 2006, Seoul, Korea.

Research goals: 1) to clear up the situation in different world countries regarding IFLA's role in diffusing professional norms and standards; 2) to evaluate IFLA's role in the level advancing of citizens' informational literacy.

On the 24th of March, 2006 the Chairman of IFLA Standing Committee of Library Theory and Research Ragnar Andreas Audunson (Oslo University College, Oslo, Norway) suggested to do this research in Russia. It required translating the questionnaire and interviewing guide for the LTR – project presented on Wallace Koehler's website (Valdosta University, US) into Russian and undertake interviews with 15-20 leading library specialists.

Interview's goals: 1) to clear up Russian librarians' position regarding IFLA's role in diffusing professional norms and standards; 2) to evaluate IFLA's role in the level advancing of Russian citizens' informational literacy.

The way of data's collection. The research was undertaken with the help of interview and *interrogation* of 33 leading Russian library specialists from May to July, 2006. As a means of research there was a questionnaire developed by LTR and provided with the interview guide for the LTR-project presented on Wallace Koehler's website (Valdosta University, US). The questionnaire and the interview guide were translated into Russian. The questionnaire's translation required terminology co-ordination with its developers: the Chairman of LTR Standing Committee Ragnar Andreas Audunson (Oslo University College, Oslo, Norway) and a member of this Standing Committee Wallace Koehler (Valdosta University, US). It resulted in defining more precisely of the terms «literacy» and «information literacy» and some questions of the questionnaire were adapted to the Russian conditions. In particular as a result of email correspondence there was an understanding achieved that the terms «literacy» and «information literacy» are not synonyms. At the same time literacy is the base and precondition of information literacy. Russia is a country with practically 100% literacy of population. So, for Russia the problems of information literacy are actual. Preceding this there was an agreement about possible correction of the questionnaire items, their adaptation to the Russian conditions. In other words, the questionnaire's items have been corrected for Russian respondents directing them exclusively

toward information literacy including a wide spectrum of knowledge and skills in search, analysis and critical application of information in the age of the Internet but not toward the ability to read and write.

The character and volume of selection. According to the interview guide for the LTR-project the following categories of respondents were interviewed:

- Respondents with a background from practical librarianship, representing different kinds of libraries, i.e. public libraries and special libraries.
- Respondents with a background from governing bodies/political bodies responsible for formulating and implementing national library policies.

- Respondents with a background from library associations.

- Representatives with a background from LIS-education and research.

In short, for further usage we gave the names for these groups: «Practitioners», «Administration», «Volunteers», «Teachers, researchers».

BACKGROUND INFORMATION ON THE RESPONDENTS AND HIS/HER RELATIONSHIP TO AND EXPERIENCES WITH IFLA

Respondents. During the research 33 Russian leading library specialists representing both capital centers – Moscow and Saint Petersburg and Central Russia (Samara) as well as Siberia (Kemerovo, Novosibirsk). Respondents' distribution according to the regions is given in table 1.

Table 1

Respondents Distribution According to the Regions of Russia

City	Quantity of respondents, total	Percentage of respondents, %
Moscow	22	66,7
St. Petersburg	6	18,2
Samara	1	3,0
Kemerovo	3	9,1
Novosibirsk	1	3,0
Total	33	100

The prevailing part of respondents from Moscow is explained by the fact that in the capital there are the largest Russian libraries implementing not only the functions of national book funds but research libraries as well. They also work more actively at the international level including IFLA. The Federal Agency of Culture and Cinematography responsible for the administration of librarianship in Russia is in Moscow too. Besides, in Moscow, there is a

leading University providing the library staff training – the Moscow State University of Culture and Arts.

In general, during the interviews the opinions of specialists representing 6 largest libraries of different types (national, public, scientific-technical ones), 4 leading universities of Russia and the main center of qualification raising and training anew of the countries' librarians as well as the ministry responsible for the Russian Federation libraries were made known. Among respondents there were also the heads of the structural divisions of the Russian library association (RLA) and representatives of professional library press-journal «Shkolnaya Biblioteka» (School Library) and newspaper «Biblioteka v Shkole» (Library at School). Table 2 gives the characteristic of the establishments and organizations specialists of which took part in the interview.

Table 2.

Respondents' Distribution According to Establishments and Organizations.

Establishment or organization	Total number of respondents	Percentage of respondents, %
Russian State Library	10	30,3
St Petersburg State University of Culture and Arts	4	12,2
Moscow State University of Culture and Arts	3	9,1
State Public Scientific Technical Library of Russia	3	9,1
Kemerovo state university of culture and arts	2	6,1
Professional media	2	6,1
Siberian Dept of Academy of Science State Public Scientific Technical Library of Russia	1	3,0
Kemerovo Regional Scientific Library	1	3,0
Federal Agency on Culture and Cinematography	1	3,0
All-Russian State Library of Foreign Literature	1	3,0
Academy of Retraining of Staff of Arts, Culture and Tourist Organizations	1	3,0
Russian National Library	1	3,0
Samara State Academy of Culture and Arts	1	3,0
Central City Public Mayakovsky Library of St.	1	3,0

Petersburg		
The Fund of Information Society Development	1	3,0

The information of gender (number of males and females among respondents) is given in table 3

Table 3

Gender Distribution of Respondents

Gender	Total number of respondents	Percentage of respondents %
Female	25	75,8
Male	8	24,2

The prevailing number of female respondents is due to the fact typical for Russia which characterizes the professions of a librarian and a teacher as mainly female ones.

Among the librarians there are the most prominent and widely known Russian scientists and specialists. This is supported by their positions, the character of their functional duties and the level of responsibility.

Nine (27,3%) CEOs (directors of libraries, institutes, R&D institutes, rector of the university, presidents of funds, professional associations, editor-in-chief (national classification system, library journals and newspapers); five (15,1%) administrators of the second level (vice directors, vice rectors) took part in the interviews. The largest group of respondents (16 persons or 48,5%) consisted of the heads of structural departments of libraries, higher educational institutions, and other establishments (deans, departments' leaders); professors and leading scientists are presented by the smallest group of three (9,1%) persons.

The respondents' special characteristic is considerable experience in the sphere of library-information and teaching activity. In average of these respondents haveing 30 years experience of work; maximal experience of work among respondents is 50 years, minimal is 7 years.

The high authority of respondents among Russian librarians is confirmed by the fact that 10 out of 33 (30,3% of respondents) are the heads of structural departments of the Russian Library Association (RLA) including two vice-presidents of RLA and eight heads of standing committees. In total 19 (57,6%) respondents out of 33 have the working experience in RLA being heads and members of standing committees, sections, round tables, etc. One of the respondents is President of Russian School Library Association.

Information about main categories of respondents: «Practitioners», «Administration», «Volunteers», «Teachers, researchers» is given in table 4.

Table 4

Categories of Respondents

Category of a respondent	Total number of respondents	Percentage of respondents %
«Volunteers»	19	57,6
«Practitioners»	14	42,4
«Teachers, researchers»	14	42,4
«Administration»	5	15,2

The respondents' distribution according to categories is of a rather conditional character as many respondents successfully combine various kinds of professional activity in their work. The following combination of activity kinds is typical for this group of respondents: ««Teachers, Researchers» + Administration» - 10 specialists (30,3%), «Practitioners» + «Teachers, Researchers» - 9 (27,3%) specialists. All the nineteen respondents (57,6%) have work experience in RLA (heads and members of standing committees, sections, round tables, etc.) are at the same time either «Practitioners» or «Administration» or «Teachers, Researchers».

Within every specialists' category there is an exact division of function done by them. (See table 5).

Table 5

Respondents Working Functions According to the Category

Category of respondents	Function
«Practitioners»	Provision with libraries practical activity: planning, work organization and control for its fulfillment
«Administration»	Defining the strategy of librarianship development in the country; planning and implementation of arrangements, control for their fulfillment.
«Volunteers»	Activation of social library movement, unification of efforts and action coordination of different libraries and specializations, educational institution, bibliographical information and other establishments. Development of professional self identification, protection of professional interest.
«Teachers, researchers»	Organization of teaching process, quality raising of library staff training; organization of scientific research.

Information referring to the respondents' IFLA experience is in table 6.

Table 6

Respondents' Distribution According to Their Contact Experience with IFLA

Category	Total number of respondents	Percentage of respondents %
Experienced participant of IFLA	20	60,6
Novice	10	30,3
Non-participant (have never participated in IFLA conferences)	3	9,1

Out of 47 Russian specialists – members of committees and standing committees of IFLA sections for the period till 2007 and till 2009 13 (39,4%) persons took part in the interview. Among respondents having considerable experience of participation in IFLA general conferences there are two persons who visited maximal number of general conferences – 19 and 15 accordingly. 4 respondents participated in more than 10 conferences. The most typical for respondents is their participation in 2-3 IFLA conferences. Naturally that the largest number of Russian respondents took part in IFLA General Conference in 1991, Moscow, Russia.

The description of respondents' participation in the work of IFLA's structural departments is given in table 7. It reflects the membership of sections, committees, round tables and other structures of IFLA where Russian specialists take part. Their positions are also given

Table 7

Respondents Participation in IFLA's Structures

№	IFLA's structures	Positions	Name
1.	Library Theory and Research	Member of a standing committee	Gendina, Natalia I.
2.	Classification and Indexing	Member of a standing committee	Zaitseva, Ekaterina M.
3.	Editorial board IFLA journal	Member of editorial board IFLA journal	Kislovskaya, Galina A.
4.	.Library and Information Science Journals (LISJ)	Member of a standing committee	Kozlova, Lyudmila F.
5.	Education and Training	Member of a standing committee	Kuznetsova, Tatyana Y.
6.	Cataloguing	Member of FRANAR (Functional Requirements And Numbering of Authority Records)	Lavrenova, Olga A.
7.	Science and Technology Libraries	Member of a standing	Lavrik, Olga L.

		committee	
8.	Reading	Corresponding member of reading sector	Melentieva, Julia P.
9.	Knowledge Management	Member of a standing committee	Nikonorova, Ekaterina V.
10.	Bibliography	Member of a standing committee	Teplitskaya, Alexandra V.
11.	Information Coordination Centre of IFLA in Russia	IFLA officer, coordinator of Information Centre of IFLA in Russia	Tolstikova, Olga A.
12.	Public Libraries	Member of a standing committee	Ustinova, Olga Y.
13.	FAIFE – Committee on Free Access to Information and Freedom of Expression	Member of a standing committee	Firsov, Vladimir R.

Apart from 13 (39,4%) respondents actively working in IFLA's structures at present (members or heads of some bodies of IFLA, 4 (12,1%) respondents having this experience in the past took part in the interview (Karatygina Tatiana F, Kuzmin Evgeniy I, Stolayrov Yuriy N, , Sukiasyan Eduard R.). Thus about half of the respondents have the experience of work in IFLA's bodies.

Answering the question: "What would you say that you personally gain as a library and information professional from taking part in the IFLA activities?" all the respondents mentioned the possibility of personal work contacts; they pointed out that their participation in the IFLA activities is a way of their professional development; they underlined that it gives a possibility to see the perspectives of librarianship development on the international scale and get acquainted with the advanced experience of the best world libraries.

The information about the change of answers' content according to the respondents' category is given in table 8.

Table 8

Respondents' opinions of different categories.

Respondent's Category	What would you say that you personally gain as a library and information professional from taking part in the IFLA activities?
«Practitioners»	Possibility to get acquainted with the advanced experience of the similar libraries overseas, compare own results with others, plan development perspectives, get some useful contacts for their libraries.
«Administration»	Panoramic knowledge of development of libraries and librarianship in other countries; possibility to trace

	development tendencies of world libraries. Possibility to come to personal work contacts with highly professional specialists-administrators from different countries.
«Volunteers»	Experience of professional communication with representatives of library associations of other countries. Experience of participation in the guidance of international association, IFLA's policy understanding, experience of the search of political consensus inside of IFLA's leadership. Rise of the own level of professional understanding, orientation in the main directions of professional community development and regional (national) associations; revelation of approaches to library policy formation and experience of problems' solving connected with free access to information in different countries.
«Teachers, researchers»	Knowledge of the main directions of policy, the most important programs of IFLA. Information about international tendencies of librarianship development, level of librarianship development on the world scale. Information about the problems solved by other countries' librarians and approaches to these problems solving; new ideas, new ideology, global view to own sphere. Information about democratic movements in library sphere. New materials in library staff training, organization of the world library education. Knowledge of the main directions of life-long library training development on the world level. Information on educational IFLA activity. Professional communication with researchers and teachers.

Information about professional ideas, standards, methods of IFLA which respondents consider to be the most important is given in table 9

Table 9

Professional Ideas, Standards, Methods, Etc. Which Have Been Important in Professional Life of All Respondents

Professional ideas, standards, methods, etc. which have been important in professional life	Total number	Percentage %
Innovations and standards in library-information services' production.	29	87,9
Norms and standards regarding the social and political role of libraries and librarianship	27	81,8
Norms and standards regarding education and professional developments	25	75,8
New trends in librarianship, e.g. Knowledge management and Library	25	75,8
Norms and standards related to the promotion of information literacy	19	57,6
Diffusion and implementation of bibliographic standards	17	51,5

Norms and standards regarding to libraries' promotion of educational services	15	45,5
Innovations and developments in bibliographic description, e.g. FRBR	15	45,5
Methods and standards in management of a library and information-library products and services.	11	33,3

As this table shows the most important for all the respondents are IFLA ideas, standards and methods connected with information – library services' production, stating social and political role of libraries, librarians' professional development, knowledge management, information literacy promotion, bibliographic standards implementation. These priorities are a bit different for some categories of respondents. This is affirmed by the data of table 10 reflecting the choice of the most significant IFLA ideas and standards within different respondents' categories; they are presented according to the number diminishing of persons giving preference to them.

Table 10.

Professional ideas, standards, methods, etc. which have been important in professional life of the group of respondents

Category of respondents	IFLA's ideas, standards and methods important for professional life
«Practitioners»	Diffusion and implementation of bibliographic standards Norms and standards regarding the social and political role of libraries and librarianship New trends in librarianship, e.g. Knowledge management Innovations and standards in library-information services' production. Norms and standards regarding education and professional developments
«Administration»	Diffusion and implementation of bibliographic standards. (FRBR) Innovations and developments in bibliographic description, e.g. FRBR Methods and standards in management of library and information services and institutions Norms and standards regarding education and professional developments Norms and standards regarding the social and political role of libraries and librarianship Norms and standards regarding the promotion of educational services by libraries. Norms and standards related to the promotion of information literacy New trends in librarianship, e.g. Knowledge management

«Volunteers»	Norms and standards regarding the social and political role of libraries and librarianship Norms and standards related to the promotion of information literacy New trends in librarianship, e.g. Knowledge management Norms and standards regarding the production of educational services by libraries. Norms and standards regarding the promotion of educational services by libraries. Norms and standards regarding education and professional developments
«Teachers, Researchers»	Innovations and standards regarding the production of educational services by libraries. Norms and standards regarding education and professional quality developments of librarians Norms and standards related to the promotion of information literacy New trends in librarianship, e.g. Knowledge management Norms and standards regarding the social and political role of librarianship Norms and standards regarding the promotion of educational services by libraries. Diffusion and implementation of bibliographic standards Innovations and developments in bibliographic description, e.g. FRBR Methods and standards in management of library and information services and institutions

Having characterized IFLA ideas, standards and methods which have been important for professional life Russian specialists especially underline the role of documents developed by IFLA for the column «Other. Specify». «IFLA manifesto on the public library», «IFLA/UNESCO manifesto on school libraries. The place of a school library in teaching and education for all», «IFLA manifesto on the Internet», «Declaration reflecting official position of IFLA on copyright in electronic medium». Russian specialists also highly estimate IFLA initiatives in implementation of innovations and standards in computer technologies; innovations in higher library education, e.g. librarians' training a new on the base of higher education got earlier.

The analysis of answers to the question: «Can you, for example, point at professional ideas, standards, methods, etc. which have been important in your professional life and where IFLA-activities have played a role as a source of inspiration?» showed that these sources of inspiration are different enough for different categories of respondents. This is given in table 11.

Table 11.

Professional trends where IFLA-activities have played a role as a source of inspiration

Category of respondents	Trends of IFLA's activities stimulating your professional activity
«Practitioners»	Defining the mission, part and role of libraries in modern society; providing free access to information. Making “The Manifesto of IFLA about the Public Library” Elaboration of “The Guide for the Public Libraries’ Service Development” Making of documents on different trends development of library activities; FRANAR activity and elaboration the requirements to electronic catalogues; Computerizing of bibliography; Using the Internet-technologies for library and informational service; Elaborating on complex problems’ solving for multicultural population services; IFLA work in promotion of professional periodicals.
«Administration»	Development of library policy including the policy of national libraries’ development; Standardization of libraries work; Innovation activity of libraries in readers’ service; Innovation activity in funds’ conservation; Development of machine-readable cataloguing and working out of electronic catalogues.
«Volunteers»	Activity in providing with free access to information realized by the Committee on free access to information and freedom expression. Activity of IFLA in the sphere of school libraries’ development; Norms and standards regarding the social and political role of libraries; Norms and standards related to the promotion of educational services by libraries; Norms and standards related to professional development of librarians; Norms and standards connected with the promotion of information literacy; Ideas for professional associations’ activity and their coordination.
«Teachers, Researchers»	Advancement of Librarianship ICABS; IFLA – CDNL Alliance for Bibliographic Standards; Preservation and Conservation; IFLA UNIMARC; Universal Availability of Publications; Universal Bibliographic Control and International MARC; Universal Dataflow and Telecommunications

THE GENERAL EFFECTS OF IFLA IN SPREADING IN SPREADING PROFESSIONAL NORMS AND STANDARDS AND IN DEVELOPING LIBRARIANSHIP.

Answering the question «How would you meet the argument: «Millions of dollars spent for annual IFLA conferences could be used alternatively, more usefully.» only one respondent expressed his consent. All the other respondents expressed their disagreement. Thus, Russian specialists don't agree with overpragmatic approach, they see undoubted usefulness of conducting the annual IFLA conferences. According to the opinion of one of the respondents, M. Akilina, «Expenditures for conferences are fully proved, as they indirectly give considerable cultural effect for society».

The interesting point of view expressed by one of the leading Russian specialists in librarianship professor Y. Stolayrov, chair holder of documental resources of Moscow State University of Culture and Arts: «I'd rather disagree than agree. Though practical usefulness from realization of a specific project would undoubtedly be more. But the feeling of psychological unity of the world librarians, the feeling of consolidation, complicity to the common deal would be lost, and it is more important». At the same time, highly estimating the role of annual IFLA conferences, some Russian specialists point out the danger of «giant mania». So, according to one of the most experienced respondents, L. Kozlova, head of the sector of international connection department who visited 19 IFLA conferences: «IFLA conferences are greatly important for the world library community but giant mania, excessive scale of the conference prevents personal communication, under this gigantic scale of the conference it becomes difficult to sort and get necessary information, there appears a kind of paradox: «much – little».

In the questionnaire there was a rather important question: «What, if anything, does the library community in general and the library community in your country, in particular, according to your opinion, gain from IFLA and IFLA-activities that can defend the resources spent?». Answering it all the respondents in spite of the category mention the possibility to see international trends of librarianship development; the possibility of experience interchange with overseas colleagues; library activity standardization. Depending on respondents' category the answers to this question differ greatly what is shown in table 12.

Table 12.

Respondents' opinions of different categories.

Category of respondents	What, if anything, does the library community in general and the library community in your country, in particular, according to your opinion, gain from IFLA and IFLA-activities that can defend the resources spent?
«Practitioners»	<p>Panoramic sight of professional problems, widening of professional range of interests, professionalism development;</p> <p>Possibility to gain new guiding lines in library activity development;</p> <p>Information about integration of the world library activity;</p> <p>Interaction, interenrichment, possibility to compare the state of national librarianship to the one in other countries, possibility to interchange with experience, develop corporative projects, to support professional-friendly ties, direct contacts with the world leading specialists;</p> <p>Possibility to implement the best overseas experience in Russia; to use jointly developed methods and standards, to compare the standards of library activity in different countries;</p> <p>Stimulation of librarians to foreign languages learning.</p>
«Administration»	<p>Knowledge of main ways of librarianship development in the world, guiding lines for own development;</p> <p>Democratization of library service including multicultural library service;</p> <p>Working out the strategy of librarianship development in the country;</p> <p>Knowledge of the advanced experience – the experience of the best world libraries.</p> <p>Possibility of participation in development of international standards and norms of librarianship.</p>
«Volunteering»	<p>Stating the perspectives, guiding lines, vectors of development of a librarian as a profession and librarianship in Russia;</p> <p>Possibility to interchange with experience, to develop corporative projects;</p> <p>Wider sight and understanding common for the whole community problems and special (national) problems of library work and a library role in modern society.</p>

«Teachers, researchers»	<p>Panoramic sight of libraries' development and strategies of the world librarianship development;</p> <p>Information about a consolidated position of the world library-information community in modern information society;</p> <p>Raising the level of professional knowledge of librarians, participation in the salvation of common professional tasks;</p> <p>Formation of the professional thinking, entering into the world library community;</p> <p>Possibility of interchange of the best library experience and new ideas on international and regional levels;</p> <p>Knowledge of the strategy of professional library education development in the world;</p> <p>Understanding of social significance of a profession-librarian, its recognition in society, raising of the status of a library-information profession and education.</p> <p>Sense of the unity of the world professional community, library process, protection of professional community.</p>
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In order to learn the respondents' opinion about their estimation of IFLA's role as a source of a new professional information in the questionnaire there was a following explanation: «As professionals we get professional impulses from a variety of sources, e.g. research in LIS, national and international networks of which we are members, professional journals, others but related with professional and academic field, seminars, further educational courses, exemplary and innovative libraries nationally and abroad, national governing bodies and policy organs etc. IFLA is one possible source of professional inspiration. How do you, generally, evaluate, IFLA as a source of professional impulses and inspiration compared to other sources? Is IFLA an important source of professional impulses compared to the other mentioned or a relatively marginal one?»

Distribution of respondents' opinion regarding IFLA's role a a source of a new professional information compared to others mentioned above is given in table 13.

Table 13.

Respondents' evaluation of IFLA's role as a source of a new professional information

IFLA's role evaluation	Total number of respondents	Percentage %
Important , main	20	60,6
Secondary	9	27,3
Marginal	-	-
Others	4	12,1

Twenty respondents, the most out of total number (60,6%), answered "IFLA role is important" adding "important but not the main"; nine respondents (27,3%) evaluated it as secondary. A number of respondents did not agree with the offered variants of IFLA role's evaluation and gave their own ones. To category of «other» there were answers like «Important but not main and not secondary» (E. Kuzmin); «It's not possible to answer exactly. It depends on what it is meant». (Y. Stolyarov). «Orienting and informing role of IFLA» (L. Tikhonova); and «General orientation in international projects». (O. Bugrova) were underlined especially.

To answer the question «Could you reflect a bit on what kind of impulses IFLA is particularly capable of diffusing, e.g. concrete ideas concerning service production, the role and purpose of librarianship, methods and techniques in management, new professional trends such as Knowledge Management, standards in classification and cataloguing» presupposed evaluation of IFLA activity in development of the most important activity in modern libraries. Having characterized IFLA role in development of Russian libraries' innovation activity, all the respondents point out the most programs initiated by IFLA as well as the foundation of new sectors and committees.(See table 14).

Table 14.

IFLA Most Important Initiative for Development of the Russian Libraries Innovation

Activity

Kind of innovation activity	IFLA initiatives mentioned by respondents
Production and implementation of new kinds of information-library products and service	Programs «UDT – Universal Dataflow and Telecommunications»; «PAC – Preservation and Conservation».
Stating the role and purpose of librarianship	Programs «ALP – Advancement of Librarianship»; «UAP – Universal Availability of Publications».
Promotion of new methods and techniques in management	Guidelines Management of Library Associations Section
Development of new professional trends such as Knowledge Management	Foundation of FAIFE – Committee on Free Access to Information and Freedom of

	Expression and Information Literacy programs
Development of standards in classification and cataloguing	Programs «ICABS – IFLA – CDNL Alliance for Bibliographic Standards»; IFLA UNIMARC; UBCIM – Universal Bibliographic Control and International MARC; Development of ISBD – International Standard Bibliographic Description; Development of UNIMARC formats

There was a rather important item «Can you identify professional norms and standards, new ideas, services, methods, techniques etc. that have been implemented in your country during the last decade that can be traced back to IFLA or where IFLA has played a significant role in diffusing the innovation or idea in question?» in the questionnaire . Answering this question all the respondents regardless of the category mark IFLA role in development of important professional documents which stimulated innovation activity of libraries in Russia. Information about the most important ones underlining IFLA is leading role from the point of view of all the respondents are given in the table 15.

Table 15.

IFLA Documents Stimulating the Innovation Activity of Libraries in Russia Last Decade

Document's type	IFLA documents stimulating the innovation activity of libraries in Russia last decade
Manifestos	«The IFLA Internet Manifesto»; «IFLA/UNESCO Public Library Manifesto»; «IFLA/UNESCO School Library Manifesto»; «Alexandria Manifesto on Libraries. The Information Society in Action».
Declarations	«IFLA Position on Copyright in the Digital Environment». «Declaration on Libraries, Information Services and Intellectual Freedom» adopted in Glasgow
Guidelines	«The Public Library Service: the IFLA/UNESCO Guidelines for Development»; «Measuring Quality. International Guidelines for Performance Measurement in Academic Libraries»; «The Guidelines on Audiovisual and Multimedia Documents for Libraries and Other Organizations»; «The Guidelines on Library Service for Prisoners».
Principles	«IFLA Principles for the Care and Handling of Library Material».

Those specific Russian new ideas, methods, documents, etc. related to IFLA which were pointed out by all the respondents are given in table 16.

Table 16.

The Russian ideas, methods, documents related to IFLA which were pointed out by all the respondents

New ideas, services, methods, etc which can be traced back to IFLA	New ideas, services, methods, etc. implemented in Russia
Communicative format UNIMARC; Development of new formats of UNIMARC for authorized, classified and holding data	Development of the Russian version of communicative format RUSMARC; Development of national computer cataloguing and machine-readable formats; Development of Russian principles of cataloguing
Research «Functional requirements for bibliographic records (FRBR)»	Standardization and unification of bibliographic records; Presentation of bibliographical production in electronic form;
«The Public Library Service: the IFLA/UNESCO Guidelines for Development», «IFLA/UNESCO Public Library Manifesto».	Model Standard of Public Library Activity
IFLA Research on modern problems of library and information ethics	Ethical Code of a Russian Library

It should be mentioned that diffusion and implementation of IFLA ideas in Russia was mainly promoted by the publishing activity of the Russian Library Association (RLA) publication in the Russian National Library of the joint projects of RLA and IFLA as well as publication of IFLA documents in Russian by RLA.

In 2002 RLA with FAIFE IFLA published the code collection «Library Ethics in World Countries» (collected by V. Firsov and I. Trushina). In 2003 RLA with Public Libraries Section of IFLA published a collection «Public Libraries in Foreign Countries» (collected by V. Firsov and I. Trushina). In 2006 RLA with FAIFE IFLA published “Modern Problems of Library and Information Ethics” (collected by Y. Melentjeva and I. Trushina). The normative materials of IFLA are published in different collections, e.g. «Information-library Sphere: International Acts and Recommendations» (collected by E. Kuzmin, V. Firsov, 2001) in «Informational Bulletin of RLA». E.g. in early 2006 issue of “Informational Bulletin of RLA №37» the material of Alexandria IFLA Conference was published by V. Firsov. At the present time RLA within FAIFE IFLA Committee is taking part in developing «IFLA The Internet Manifesto Guidelines»

and RLA within UNIMARC Committee is taking part in development of Continuing Resources Guidelines.

Information about how the answers' content is changed depending on the category of respondents is given in table 17.

Table 17.

Respondents' opinions of different categories.

Respondents' category	New ideas, services, methods, etc. implemented in Russia the last decade related to IFLA
«Practitioners»	<p>Presentation of bibliographical product in electronic form; standardization and unification of bibliographical records on the base of research of FRBR development of a system of machine readable formats;</p> <p>Development of Russian principles of cataloguing coinciding with international principles of cataloguing;</p> <p>Implementation of ISBD – International standard of bibliographic description and ISBN – International standard bibliographic number;</p> <p>Ideology of public library development in Russia ;</p> <p>Optimization of national library statistics.</p>
«Administration»	<p>Democratization of libraries, libraries' participation in construction of civil society;</p> <p>Development of the system of machine-readable formats and implementation of ideas of corporative cataloguing;</p> <p>Development of virtual reference services in libraries;</p> <p>Standards in digitization;</p> <p>Microfilming for library collections' preservation.</p>
«Volunteers»	<p>Understanding of a new social role and development of libraries;</p> <p>Methods of library associations' guidance goals and ideology of public and school libraries' development;</p> <p>New forms and methods of service for children and youth;</p> <p>Discussion in professional media about free access to information;</p> <p>Machine-readable formats;</p> <p>Development of classification and systematization standards.</p>
«Teachers, Researchers»	Problems of access to information storing;

	Partnership of practical librarians and university teachers in development of educational standards for library staff training; Nomenclature of library-information services which must be provided to users; Standardization and unification of bibliographical records; Development of machine-readable formats; Development of hybrid libraries; National program “Preservation of collection”; Promotion of ideas of level raising of information literacy and culture of information users.
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IFLA AND INFORMATION LITERACY

The second part of the questionnaire is dedicated to information literacy. Answering the question «Information literacy is a complex concept. We would like you to elaborate what you believe to be the most important dimensions of this concept?» all the respondents with no exception ascribed to information literacy abilities to search information, analyze it, derive needed pieces of information, moreover, do it both in a traditional (bookish) and new electronic environment. For most Russian specialists it is characteristic to understand information literacy as a part of a wider, more capacious concept of a person’s information culture. Every category of respondents singles out their own aspects in the content of the concept «information literacy».

«**Practitioners**» underline the role of computer literacy, ability to use computer, use information-communication technologies (ICT), surf the Internet, and be able to analyze and synthesize information in the content of «information literacy». The practical approach and success of ICT use for their professional problem solving in their everyday life and leisure is marked especially.

«**Administration**» point out ability to live, to work, to find an own place in information society and society of knowledge in the content of informational literacy; they underline the necessity of information outlook and information mentality, and say that information literacy is only a first step to a wider concept of a person’s information culture. They call a person to be information literate when he/se realizes the information need and knows where to look for information and how to use it for problem solving.

«**Volunteers**» regard the information literacy as a part of a person’s information culture. They mention the role of ability to search information self-dependently and to analyze it critically. They underline a person’s independence while working with information. They consider a person to be information literate who can formulate an information need, search,

evaluate, select, process, and interpret the information of any kind and also use the information for own problem solving in any kind of activity.

«**Teachers, researchers**» include the following components in the content of information literacy: knowledge of the main information resources and access to them; skills of search of required data with the help of libraries, the Internet, bibliographical services; ability to process analytically-synthetically the found information and develop on its base their own information product. They call a person information literate to be comfortable in a wide information space either in traditional library or electronic resources of the Internet world.

Representatives of this category put in essential amplifications to the volume and concept «Information literacy»: «Information literacy should be looked at in the historical context.

First it meant only ability to read, then rational modes of work with a book, later an idea of a bibliographic literacy, and later on it transformed into more capacious and wide concept of information culture» (T. Karatygina). «Teachers and researchers» note in the content of information literacy «an ability to orient oneself toward information resources, evaluate them from position their own tasks, derive necessary information file» (T. Kuznetsova); offer their own formulae of information literacy: «Information literacy = library-bibliographic literacy + computer literacy» (A. Sokolov); underline that «the term « a person's information culture» is rather more capacious and exact than information literacy» (Y. Stolyarov).

The question “What are the dimensions of information literacy measurement in your opinion?” was answered by all the respondents the same way. The information literacy can be measured with the following rates:

- ability to formulate the information request (to express the information need);
- knowledge of information resources;
- ability to search both in traditional and automated modes using information-communicative technologies (ICT)
- ability to analyze and synthesize and produce a new own information product;
- time and effectiveness of information activity.

Answering the question “Which dimensions of this complex concept do you think IFLA should give priority in the organization's work to promote lifelong literacy?” practically all the respondents pointed out the necessity of ability to search information both in traditional and automated modes using information-communicative technologies (ICT).

The content of the questionnaire was aimed to clear up not only the essence and main dimensions of the concept “information literacy” but to state obstacles to its formation as well: «Obstacles to information literacy are many. They consist, among other things of literacy in the narrow sense, i.e. the lack of reading and writing capability, lack of access to technology – ICT

or printed material, lack of ability to understand a message, lack of access to relevant and understandable content, lack of the ability to identify, select and evaluate information, lack of access to a supportive and stimulating environment etc.» Of all the obstacles preventing information literacy development the respondents regardless of their category named three main most characteristic for Russia. (See table 18).

Table 18

Respondents' Opinions on the Problem of Information Literacy

Obstacles to information literacy	Total number	Percentage %
Lack of access to technology – ICT or printed material	29	87,9
Lack of access to a supportive and stimulating environment	25	75,6
Lack of the ability to identify, select and evaluate information	23	69,7

Among the other obstacles to information literacy Russian specialists name the following:

- «Lack of wide realization importance of the problem of information literacy and a person's informational culture in society» (E. Kuzmin). «Not formulated social opinion about the danger of not using information and lack of capability to work with information» (G. Gordukalova);

- «Lack of strong state policy, lack of attention on the part of state and government to the problems of citizens information preparation to life in information society as the result of general underestimation of this problem in Russian society»» (E. Kuzmin)

- «Shortage of a traditional educational system oriented to translation and reproduction of knowledge, not forming a person's understanding the necessity to learn during the whole life and hence the necessity to master skills of work with information» (O. Gromova)

- «Lack of a system of information literacy teaching on the modern level starting from the nursery school» (O. Lavrenova)

The general answer of respondents to the question «Which role could IFLA play in overcoming those barriers» is the following: «IFLA role is rather important, it may be defined as coordinating, consolidating, organizational, informational, and strategic».

The question “What is your opinion regarding the problem of information literacy?” presupposed two variants of answers:

1. The problem of information literacy is conflict hidden?
2. The problem of information literacy is a problem where all parties can agree and join forces for the sake of common good.

The most part of the respondents (22 persons or 66,7 %) regardless of the category state that «The problem of information literacy doesn't bear any conflict». However 11 persons (33,4

%) consider the problem to be of a conflict character. Their answer to the question «If you see conflicts, please, specify what kind of interests and values are standing against each other» specified some opposing positions and interests. As interviews showed among them «state» and «person.» The Russian specification is underlined: vast territories, remoteness of many locations from the information and cultural centres, not high enough level of informatization. The essence of opposition is: the state does not provide a real information; a person living in remote from the centre regions does not always have an access to various informational resources because of the lack of reliable and network telecommunications, channels of communication, an insufficient level of computerization of library-information sphere. A specific problem is a lack of a system of information teaching directed to a person integrity, succession, continuity in teaching of information knowledge and skills.

The next question about IFLA position in this situation offered the variants of answer:

1. IFLA should take a stand in a conflict;
2. IFLA should focus upon those parts of the issue that are not conflict ridden;
3. IFLA should try to be as neutral as possible.

A part of the Russian specialists think that IFLA should take a stand in this conflict: the position of a person's defending. There are more moderate opinions on this issue: «IFLA should look for possibilities for the consensus» (E. Nikanorova); «IFLA should take a position of an arbitrator who can give recommendations in the conflict settlement» (O. Tolstikova)

Answering the question «Many institutions and organizations, international as well as regional and national, are working in order to promote information literacy, for example. How do you evaluate the role of IFLA: main; secondary; marginal; others?» 16 persons (48,5 %) evaluated the role of IFLA as secondary, 7 persons as main (21,2%). A number of respondents did not think it expedient to evaluate IFLA's role in the terms of «main-secondary» but offered their own estimations: «Stimulating but not the main» (E. Kuzmin); «IFLA's role is consolidating» (M. Dvorkina).

Answering the question: «Is the role of IFLA a major one or a more marginal one compared to other organizations and institutions?» the most part of respondents – 23 persons (69,7 %) answered «Not a major one», 10 (30,3) persons answered «Yes a major one ».

Accordingly answering to the question: «Is the role of IFLA to add strength to a common choir without having a specific role to play which is different from other participant?» the most part of Russian specialists, 23 persons (69,7 %) answered « Yes », 10 (30,3%) persons answered

« No».

Analysis of respondents' answers to the questionnaire issues connected with evaluation of IFLA's role in information literacy development of population allow to come to the following conclusion. In general, the Russian specialists highly estimate IFLA's role but not in the terms «main-secondary», «universal-ordinary» but in terms «strategic, coordinating, consolidating, organization, informative». So, in spite of the large share of respondents answered that 'IFLA's role is not unique but ordinary' the Russian specialists actively answered the question about what IFLA should do in the future to raise the level of information literacy. Answering the question «If you believe IFLA has a specific role to play, we would like you to elaborate a little on that?» The Russian specialists formulated their recommendations which are essentially different depending on the respondents' category (see table 19).

Table 19

**Directions of IFLA's Further Activity in Information Literacy Development:
Recommendations of Different Categories of Respondents**

Respondents' Category	Recommendations for IFLA in Information Literacy Development
«Practitioners»	<p>It is necessary to work out dimensions of information literacy (but not computer literacy!) from the point of view of library community.</p> <p>The experience of the world best libraries in information literacy development should be published more.</p>
«Administration»	<p>It is required to define strategic tasks of level rise of information literacy and with this aim to use political instruments, political declarations; IFLA should develop Manifesto to support information literacy, widen a concept of information literacy as an obligatory condition of information culture of a person who is going to live in information society;</p> <p>IFLA should promote its role in social opinion, prove to society that investments into informational literacy and information culture can give significant social-economical effect.</p> <p>IFLA should look for possibilities to involve business into library information sphere, particularly, for financing the</p>

	creation of means of education and organization of information literacy teaching.
«Volunteers»	<p>It is necessary to define the content of the concept “Information Literacy” not only in English but in other languages; to review, show the term’s evolution, and correlate the interpretation of information literacy in the documents of IFLA and UNESCO.</p> <p>It is recommended to develop the evaluation criteria of different levels of information literacy which should be different for different categories of users.</p> <p>It is necessary to pay more attention to national library associations’ activity, library communities activity, library community’s activity in information literacy development. IFLA should develop recommendations about the necessity of sectors of information literacy in national library associations.</p> <p>IFLA should provide interaction of professional communities, interaction of professional media of different countries in order to work out common (unified) criteria of evaluation of information literacy level and guide its development, esp. for children’s and school libraries.</p>
«Teachers, researchers»	<p>IFLA should develop Manifesto on information literacy, the role of library-information establishments’ activity in this direction;</p> <p>IFLA should initiate more actively a discussion in information literacy problems on the international scale: on the level of government and state leaders, professional library communities and information workers. It is necessary to give own offers and standards in information literacy to other international organizations (e.g. UNESCO, UN) and to achieve their realization jointly.</p> <p>IFLA must use its authority as an international professional organization for promoting an idea about a prominent role of libraries in information society development and its</p>

	<p>evolution into society of knowledge, including the programs of information literacy into prior projects realized at international governmental and non-governmental organizations. It is needed to intensify scientific basis of ways and means of information literacy and a person's information culture formation. To gain this aim it is necessary to initiate conducting joint international research on the problems of information literacy;</p> <p>It requires to prepare comparative reviews on information literacy and its state in different regions of the world;</p> <p>IFLA should develop special programs of professional training in usage of information-communication technologies (ICT) in information literacy teaching;</p> <p>It is necessary to strengthen interconnections of library community (practitioners, researchers, and teachers) for problem solving to develop people's information literacy. It is necessary to go in for a person's information literacy development alongside with information literacy development. This direction should be widened to information culture. For this it is necessary to remove disproportion in promotion information-communication technologies to the detriment of the role of reading and a book. That will take to develop national programs «Reading» and IFLA program «Reading in the age of electronic culture» as well.</p> <p>IFLA must especially emphasize the Russian and East European countries experience considering the problems of information literacy and information culture, introduction into scientific circulation the research results in the Russian language.</p>
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Answering the last issue of the questionnaire «Are there any other questions or topics concerning IFLA and information literacy that you would like to add?» the respondents gave the following answers-wishes:

- «IFLA can organize a wide discussion the result of which must be an answer to the question «What are specific differences between libraries and educational establishments' activities in information literacy and a person's culture forming?» (N. Gendina)
- «IFLA can be an effective instrument of rising librarians' information literacy due to perfection of content and searching capabilities of their web sites» (V. Firsov)
- «It is necessary to publish a collection book characterizing the most important achievements of IFLA. It must reflect the best experience of overseas libraries; to summarize achievements of the libraries using IFLA's ideas and grants from different funds.» (O. Tolstikova)

CONCLUSION: DEDUCTIONS AND RECOMMENDATIONS

Qualitative Structure of Respondents. The research done is based on the interview results of 33 most authoritative Russian specialists representing different kinds of libraries, professional media, and administrative structures from different regions of Russia. They are highly qualified specialists with a large experience of professional activity and, as a rule, successfully combining practical, research, administrative, and teaching activity with that in professional library association. Most part of the respondents are the CEOs or leaders of structural departments of library, educational or other establishments. Most of them are involved into large public work as they guide different structures in the Russian Library Association. Due to the appointed by them positions and functional duties (guidance, organization, management, control), active public and research activity, all of them put into practice the functions of library leaders. Besides, all of them are well acquainted with IFLA activity and participate actively in its work.

All the respondents highly appreciate those possibilities which IFLA submits to them personally as professionals. The possibility of personal professional communication, establishing personal business contacts is appreciated; as well as the possibility to see perspective of librarianship development at the international scale and get acquainted with the advanced experience of the leading world libraries.

Evaluation of general effects of IFLA in spreading professional norms and standards and in developing librarianship in Russia . IFLA general influence in spreading professional norms and standards and librarianship developing in Russia manifests itself in that IFLA gives common directions for the national library policy forming allows getting panoramic knowledge about the state of modern librarianship development in the world and on this base allows to make a choice of trends for Russian libraries' development.

The Russian specialists highly appreciate the role of IFLA annual conferences and do not agree with exclusively pragmatic position oriented into expenditures only for working out specific projects and getting a momentary benefit. They consider IFLA conferences to be the largest professional event giving a unique possibility to librarians from all over the world for an experience exchange and joint discussion both common for all libraries and specific problems of different kinds and specialized libraries. Conferences as well as the whole IFLA activity promote consolidation of librarians from all over the world and involveng them into professional public movement. The most important ‘non-material’ effect form the conferences is the sense that participants are the members of the world library professional community.

Evaluating IFLA’s role in general, the Russian specialists did not agree with a gradation offered by the questionnaire of the type: «important-secondary», «unique-ordinary». They defined IFLA’s role as «strategic, consolidating, organizational, informative».

IFLA’s guiding documents (manifestos, declaration, guidelines) have especial practical meaning for library community developing in Russia. Among the most important IFLA’s documents stimulated the innovation activity of libraries in Russia for the last decade there are: IFLA/UNESCO Public Library Manifesto; The IFLA Internet Manifesto; - IFLA/UNESCO School Library Manifesto; IFLA Position on Copyright in the Digital Environment; Alexandria Manifesto on Libraries, the Information Society in Action; - IFLA Digital Reference Guidelines; The Public Library Service: The IFLA/UNESCO Guidelines for Development; Measuring Quality. International Guidelines for Perfomance Measurement in Academic Libraries; IFLA principles for the care and handling of library material “Guiduelines for Audiovisual and Multimedia Documents for Libraries and Other Organizations.”

IFLA activity essentially influenced libraries’ democratization, realization of a new social role of libraries in the post-Soviet period, involving libraries into construction of civil society in Russia, widening nomenclature of information products and services provided by Russian libraries.

For the last decade in Russia on the base of IFLA ideas, services, methods, etc. there were developed: «Model Standard of a Public Library Activity», «Code of Ethics of a Russian Librarian», «Russian Version of a Communicative Format – RUSMARC». National computer cataloguing and machine-readable formats were developed on the base of FRBR results. IFLA’s ideas contributed to development of Russian principles of cataloguing, standardization, and unification of bibliographical records; presentation of bibliographical production in an electronic way. IFLA’s materials stimulated cooperation of practitioners and universities in development of educational standards for library staff training.

EVALUATION OF IFLA'S INFLUENCE ON INFORMATION LITERACY DEVELOPMENT IN RUSSIA.

IFLA is influence on information literacy development in Russia is because IFLA as an authoritative international organization initiates public interest to this problem and search of ways to its solution with the help of libraries.

Russian specialists realize the connection between literacy and information literacy especially in the context of the idea «lifelong learning». However, for Russia where practically 100% are elementary literate and where there is a rich historical experience of liquidation of illiteracy at the beginning of XX century, at present the most actual is a level rise of information literacy for the population. Russian specialists underline that it is impossible to mix the elementary literacy tasks (reading and writing) and information literacy because they have different algorithms of decision.

Defining information literacy as a complex concept, Russian specialists include in its content capabilities to search and find information, analyze it, derive needed pieces of information, moreover to be able to do it both in a traditional (bookish) and new electronic environment.

For most Russian specialists it is characteristic the realization of information literacy as a part of a wider more capacious concept 'a person's information culture' which in addition to information literacy includes in its content the information outlook, conviction in the necessity to gain information knowledge and abilities, understanding the goals for which they are gained by a person living in information society; realization of responsibility for correct information application.

To a number of dimensions which can measure information literacy the following ones were ascribed:

- ability to formulate an information inquiry, i.e. adequately express an information need in words;
- knowledge of information resources;
- ability to search both in a traditional and in automated mode with the using information-communication technologies (ICT);
- ability to analyze and synthesize the information and on the base of analysis and synthesis produce an own new information product;
- time and effectiveness of information activity.

The main obstacles on the way of information literacy development in Russia are lack of modern means of access to information, lack of stimulus to a level rise of information literacy, lack of the ability to identify, select, and evaluate information.

The position of Russian specialists regarding the hidden conflict in the problem of information literacy is not unanimous. Some persons think that there is no conflict, others see this conflict in opposition between the state and an information user. Under the Russian conditions (remoteness of many locality places from information and cultural centres, not very high level of informatization) a person living in remote from the centre regions does not always have a possibility of a real access to information resources because of the lack of reliable and network telecommunications, channels of connection, not very high level of computerization of library-information sphere. The problem is intensified by the lack of state policy in development of a system of continuous systematic information for citizens' training in the country. A person living in a remote region of Russia not always has a possibility to get modern information training very often. Information literacy development has a lot of enthusiasts among librarians and teachers. Representatives of this point of view think that IFLA should take a stand for a position of defending person's interests.

Recommendation of the Russian Specialists Regarding IFLA Activity in Information Literacy Developing.

1. It is necessary to draw the widest public attention to the problem of information literacy from the level of leaders of states, governments participating in such large scale events as the World Information Summit (Geneva, Tunis) to the level of professional library-information associations, other public organizations, mass media; it is necessary to participate in the activity of the most influential authoritative international organizations, to stimulate public interest, put the problem of information literacy on the score of the agenda of intergovernmental meetings, international forums.

2. It is necessary to develop «Information Literacy IFLA Manifesto».

3. It is necessary to gain public recognition of libraries significance in level rise of the population information literacy as the most important condition for population's readiness to life in information society and society of knowledge. It is necessary for this to perfect libraries' activity in development of users' skills with the help of modern information-communication technologies (ICT) to search information, select, and evaluate it, produce own information products on this base.

4. It is needed to organize a complex of research on information literacy, unify terminology of information literacy and compile multi-language dictionary comprising terms

more often used in the sphere of information literacy; it is necessary to work out the international criteria of information literacy differentiated for various categories of information users.

5. It is necessary to develop a wide spectrum of educational means of information literacy users: manuals, instruction books, recommendations, methodical materials, etc. both in a traditional (bookish) and electronic forms. These instruction books should be clearly differentiated. First, there must be the guidelines in information literacy for users of different age: from infant to mature. Second, there must be the guidelines in organization and technology of information literacy training as instruction books for teachers and librarians, i.e. those who teach information literacy. These materials must be both in a traditional and electronic form.

6. It is necessary to organize the exchange and promotion of the best experience of different countries' libraries in information literacy development of population.