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This paper examines an annual programme to educate information literacy educators from developing countries in the Asia-Oceania region. The programme is composed of a workshop and associated activities that extend over four weeks. It has been offered since 2002 on the campus of Victoria University of Wellington in New Zealand.

The paper starts with an overview of the programme, providing details about its background and funding. It then examines the evolution of the programme's contents from its original focus which was primarily on IT applications, to its current concentration on information literacy education with special reference to environmental and cultural contexts. The discussion then shifts to the results of an informal follow-up survey that identifies from the participants' points of view some of the key outcomes of the programme both in terms of how it has affected them personally and how they have applied their new knowledge at the grassroots level.

The Background

The very first workshop was held over four weeks in November/December 2002, but the efforts involved in organising it started much earlier. The IFLA Action for Development through Libraries Programme (IFLA-ALP) was responsible for developing the proposal for the original workshop and obtaining funding for it from the Swedish International Development Agency (SIDA), which is still the primary funder.

Several individuals were instrumental in the hard work involved at the start, and they have managed over the years to keep the workshops going and to maintain the support from SIDA. These people are Ms. Birgitta Sandell, ALP Programme Director, Ms. Gunilla Natvig, ALP Administrative Officer, both of whom work at Uppsala University, and my colleague, Professor Gary Gorman, who has just stepped down as Chair of the Regional Standing Committee for the Asia and Oceania Section. Professor Gorman was a member of that Committee for eight years overall, first as an ordinary member, then as Secretary and finally as Chair. I know that Gary has put a

great deal of effort into his work for this Committee and he always speaks highly of the extraordinary hard work done by Birgitta and Gunilla.

Figure 1: The Key Individuals



Ms. Birgitta Sandell
ALP Programme
Director



Prof. Gary Gorman
Chair, ALP Asia Oceania
Standing Committee



Ms. Gunilla Natvig
ALP Administrative
Officer

As mentioned earlier, the workshops have been held each year on the campus of Victoria University of Wellington. Last year the classes were moved from seminar rooms fitted with networked computers for each of the students to a fully computerised and networked training room located in the main building of the University Library. The Library's training room is centrally located on the main campus and allows the students to feel more at home than in a general seminar room. Students are allowed to have their morning and afternoon tea breaks in the staff room so that they have a chance to mix with local professionals.

To date, 32 librarians from 16 different countries in the Asia and Oceania Section have participated in the workshops. The Asia and Oceania Section of the ALP extends across the five sub-regions of Asia and Oceania: West Asia, South Asia, Southeast Asia, East Asia and Oceania. All sub-regions have been represented, with the home countries of the participants stretching across the map: from Dubai and Lebanon in West Asia; to Nepal, India, Sri Lanka and Bangladesh in South Asia; Myanmar, Thailand, Laos, Vietnam, Indonesia and the Philippines in South-East Asia; Mongolia and China in East Asia; and finally to the Solomon Islands and Fiji in Oceania.

Twenty-three of the participants have received full scholarships provided by IFLA-ALP to cover their travel, accommodation, living expenses and course fees, while nine participants have received financial support from their home institutions or from organisations such as the World Bank to cover their expenses. Another five scholarship students and four fee-paying students will come to Wellington for the workshop this year. Students are accommodated in one of Victoria University's student residences, and are provided with a stipend to cover the cost of their food and other daily needs. The residences are composed of three to five bedroom units, each equipped with its own bathroom, kitchen and laundry facilities. Students generally cook their own meals – sharing the evening cooking so that they get the opportunity to sample the cuisine of each other's culture. In addition, there are usually several functions such as an opening or closing banquet at one of Wellington's fine restaurants as well as a meal at my house where the students get a taste of Hungarian cooking – and a chance to see what a local family's home looks like.

Table 1: Home countries of students

Year	2002	2003	2004	2005	2006	S	FP
Bahrain					1	0	1
Bangladesh		1		2		2	1
China	1				1	2	0
Fiji				1	1	0	2
India	2	1				2	1
Indonesia			1		2	2	1
Laos		2			1	3	0
Lebanon		1				0	1
Mongolia				1		1	0
Myanmar	1					1	0
Nepal			1			1	0
Philippines					1	1	0
Solomon Islands				1		1	0
Sri Lanka	1		1		2	3	1
Thailand	1	1	1			2	1
Vietnam			1		1	2	0

Totals: 23 S = Scholarship students

9 FP = Fee paying students

Focus of Programme

The programme since its inception has provided students with four weeks of intensive study and it has maintained a practical hands-on focus that is supported by a theoretical overview.

The focus in 2002 and 2003 was information technology. Its original aim was to teach basic IT skills to librarians from locations where IT was just being introduced so that they could work with the new systems and teach others how to use IT effectively and efficiently in their libraries. The programme also sought to accommodate the needs of locations which still did not have any IT so that their staff would come back with the knowledge needed to make applications to obtain funding for IT, and when successful to implement it and train others in its use.

The topics taught over the four weeks included:

- Searching online databases and the World Wide Web
- Database construction and maintenance using DB TextWorks
- Creating a Web site - HTML and the use of Dreamweaver, Fireworks and Flash
- Creating and maintaining metadata, especially in databases and Web sites
- Creating and using digital libraries
- Collection management in an electronic environment
- Electronic records management
- Using electronic publishing in information management.

Each student was required to undertake an individual IT project involving the creation of a website for their workplace. At the end of the course, each student had to do a presentation to demonstrate his or her project to the other students and the workshop's lecturers.

Figure 2: Students of the 2003 Class



From left to right: Ms. Bughdana Hajjar (Lebanon); Mrs. Thongvanh Panhgnathong (Laos); Ms. Sahattaya Clayhan (Thailand); Ms. Khanthamaly Yangnovong (Laos); Mr. Phoenix Philip (India); and, Ms. Salma Chowdhury (Bangladesh).

**Figure 3: Students of the 2004 Class
visiting National Library of New Zealand**



From left to right: Ms. Premila Gamage (Sri Lanka); Miss Seepann Supthong (Thailand); Ms. Lunashree Upadhyay (Nepal); Mr. Ikhwan Arif (Indonesia); and Mr. Le Thuy Duong (Nepal).

Figure 5: Students of the 2005 Class



From left to right: Mr. Boniface Supa (Solomon Islands), Ms. Enkhtungalag Dorjjantsan (Mongolia), Mr. M. Al Mamun (Bangladesh), Mr. Mohammed Chowdhury (Bangladesh), and Ms. Vilimaina Vakaciwa (Fiji).

Figure 6: Students and tutors of the 2006 Class



From left to right - Top row: Ms. Xiaohui Lu (China), Ms. Pham Binh Minh (Vietnam), Ms. Natalia V. Delos Reyes (Philippines), Mr. Nabeel Khatam (Bahrain), Mr. R.P. Prasanna Ranaweera (Sri Lanka), Ms. Dini Rahmiati (Indonesia), Ms. Lucy Dhamayanti (Indonesia), Mrs. Chandrani Kuruppu (Sri Lanka), Ms. Violet Taukave (Fiji), Mr. Keochandy Vaykouhn (Laos). Bottom row: Dr. Daniel Dorner, Dr. Lan Anh Tran; Professor Gary Gorman, Mr. James Duncan; Mr. Philip Calvert.

To enrich their learning experiences, the students were taken on visits to many of New Zealand's leading libraries located in the Wellington Region. The locations were selected to match with the topics being taught as well as with the types of libraries in which the participants worked. The locations included:

- Government departments: Inland Revenue Department, the New Zealand Treasury, The Ministry of Justice, the Parliamentary Library;
- Academic libraries: Massey University, Victoria University of Wellington, the Open Polytechnic of New Zealand;
- Special Libraries: KPMG & Wellington Clinical School of Medicine;
- The National Library of New Zealand; and,
- Digitisation agencies: New Zealand Micrographics Services & the New Zealand Electronic Text Centre.

In 2004, the focus of the programme was changed for a number of reasons:

- the growing importance of information literacy (IL) especially in developing countries
- information literacy education (ILE) has become a key role for librarians
- IT is an effective tool for supporting ILE
- A growing awareness of the significance of cultural and environmental contexts for ILE.

Information technology has not been discarded. Students are now being taught how to use information and communication technologies as tools for information literacy and as tools to support information literacy education.

The primary objective of the four week programme now is to teach librarians and information workers from developing countries of the Asia-Oceania region about information literacy and about how to develop an information literacy education programme that is culturally and contextually appropriate to their specific situation.

The programme has maintained its practical emphasis with a theoretical overview. The new programme has included the following topics:

- Basic information literacy skills
 - determining an information need
 - identifying appropriate information
 - searching for information
 - evaluating information
 - critical thinking and the application of information
- Developing an information literacy education programme (which has become more contextually focused since 2005)
 - student learning styles
 - needs analysis for curriculum design
 - marketing and managing an IL programme
 - evaluating an IL programme
- Pedagogy for ILE
 - learner-centred approach
 - determining learning objectives
 - producing teaching aids
 - presentation skills
 - forms of assessment

- IT applications (using Macromedia Dreamweaver, Fireworks, and Flash)
 - Designing and creating websites
 - Creating online information literacy activities
 - Electronic publishing (e.g. resource guides, newsletters).

Visits to relevant libraries have continued to be part of the programme to enrich the students' learning experiences. These libraries have included some of the same sites as earlier on – for example, the National Library and Parliamentary Library, but also some new ones including the Telecom New Zealand Library which has been completely electronic since around 1999.

Another aim of the programme from its inception has been to foster friendship and establish informal networks among the students. This aim has been achieved by group activities in the classes as well as through some good old fashioned socialising which has included the shared living arrangements, social events, and even a bit of hiking together in the hills around Wellington!

As part of the workshop, each participant has been required to work on an individual IT project about information literacy that can be applied in their particular institution when they return home. Students have chosen projects such as creating web pages to help users access information about information literacy resources or to teach them how to use a particular set of resources in their own libraries. At the end of the course each student must give a presentation about his or her project to the rest of the class.

Figure 7: Group work is used to enhance students' learning experiences



Figure 8: Each student creates and presents a practical ILE project for their work environment



Results of Informal Follow-Up Survey

The follow-up research reported in this paper is based on an informal email survey conducted in June/July 2007 of all of the workshops’ participants. The research sought to determine how the participants have applied the knowledge that they gained at their workshop – both in the context of the daily work they do and in any external projects.

An email questionnaire was sent out to 27 of the 32 participants for whom email addresses could be found. The response rate was excellent – 85% (23 of 27) of those who were sent the questionnaire responded to it. This figure means that 72% of the total number of participants provided input into the results.

Table 2: Response rates

Year	Number of participants	With email addresses	Number of responses	Responses Total Email
2002	6	4	3	50% 75%
2003	6	4	3	50% 75%
2004	5	5	5	100% 100%
2005	5	4	4	80% 100%
2006	10	10	8	80% 80%
Total	32	27	23	72% 85%

One interesting finding from the survey related to the types of organisations in which the participants worked. Note that the figures in Table 3 include some information that was added from existing files for four of the participants because these participants did not respond to the survey (no information could be found about one of the participants).

Table 3: Participants’ places of employment

Year	Total Known	Special Libraries	Academic Libraries	National Libraries	University Lecturers
2002	6	3	2	1	0
2003	5	0	1	2	2
2004	5	2	1	1	1
2005	5	3	1	1	0
2006	10	3	3	2	2
Total	31	11	8	7	5

From Table 3 we can see that special libraries accounted for the largest group of students (11 participants or 35%), followed by academic libraries (8 participants or 26%), then national libraries (7 or 23%) and finally by university lecturers in Library and Information Studies programmes (5 or 16%). It is also interesting that not a single person has come from public libraries. One can speculate about reasons for this occurrence, but it definitely is not because the ALP discriminates against public libraries. It is more likely that few applications have been received from public libraries, perhaps because there are fewer of them in developing countries. This absence does not mean, however, that public libraries have not received benefit from the workshops because national libraries often provide direct support to public libraries – and this is the case with respect to the national libraries of Vietnam and Laos – each of which has sent two participants.

The actual positions held by participants have been extremely varied – for example among the special libraries group one person worked in a theological college library, two worked in agricultural libraries, and one in a bank library. Among those working in academic libraries, two people were located in medical libraries, one was in the reference department of a university’s central library, one was the librarian of a branch library located in a rural area and so on. Thus, the participants over the years have had the potential to apply the knowledge gained at the workshops to a wide range of citizens in their home countries.

The survey also showed that almost half of the respondents (11 of 23, or 48%) have moved on to new jobs – 7 within the same organisation and 4 have gone on to work in new organisations. As one would expect, fewer of those who have attended in more recent years have changed jobs. One point worth noting here is that we can’t say for certain what role the programme has had with respect to their promotions but we do

know what the participants have said. For example, Ms. Pradnya Yogesh Joshi, who attended the 2002 workshop and who has risen to the position of Global Librarian (Deputy Manager) at Capgemini, a private company in India, provided the following statement:

I received lot of excellent job opportunities since 2003 and the credit would definitely also go to the IFLA Course. Given a chance, I would also like to do the Information Literacy course and see how it can be used in the corporate library.

The workshops have also given many of the participants increased self-confidence as the following comments demonstrate. Ms. Bughdana Shafic Hajjar, a librarian/lecturer at the Lebanese American University in Beirut said:

I felt the course helped in framing my experience in a well rounded way and it gave me greater self confidence ... The course helped demystify technology to me ... I became more sure and secure in handling application software ...”

Ms. Pradnya Yogesh Joshi, the corporate librarian from India, remarked how she used her new knowledge and how it helped her relate to her colleagues more confidently:

I am librarian of 5 libraries [in India] and the 6th one is in North America. We give support to all the employees irrespective of where they are. We publish monthly two newsletters. One for India users and one for outside India. These are very well appreciated. The branding team with whom we work to create the newsletter uses Dreamweaver, Flash etc. The learning at VUW helped me to talk to the team confidently.

She also said “All the learning of the course I have used in my organization and it has helped in improving the image of the library.”

Ms. Luna Shree Upadhyay, Assistant Librarian, Tribhuvan University Central Library in Kathmandu, Nepal, said that her increased confidence went hand in hand with doing quality work:

After [I] came back I found myself more confident and able to do quality work such as through the course I came to know how to identify scholarly journals [and] books ... so that I can able select and process good books in library.

We can see from the above comments that the participants have gained personally from attending the workshops through greater self-confidence and in some cases through promotions at work.

Using new knowledge in daily work

The main question in the survey asked the participants “In your daily work, how have you used what you learned during the course?” An analysis of the data showed that there were different levels of application of newly gained knowledge that were

appropriate to the individuals involved and to the contextual circumstances within their libraries. The following main categories of knowledge application were identified:

- Introduction of IT in library
- Application of IL skills in daily work
- Teaching of IL skills to students, teachers, colleagues
- Creation/management of web pages, intranet, etc.
- For electronic publishing (e.g., newsletters, resource guides, online tutorials, etc.).

A variety of examples are provided below related to each of the above categories to demonstrate what the respondents said about how they were applying their newly acquired skills in their daily work.

Introduction of IT in Library

Some of the respondents replied that they have used their new knowledge to introduce IT in their libraries. Their comments illustrate how the knowledge they gained was appropriate to the stage of development in their particular contexts.

Ms Wynn Lei Lei Than, the Chief Librarian at the Yezin Agricultural University in Myanmar provided the following statement:

It's a great help the knowledge I gained from the IFLA course to manage new techniques of organizing, storage, retrieval and dissemination of information by making use of modern technologies for quick and efficient information and library services.

Mr. Boniface Supa, the College Librarian at the Bishop Patteson Theological College in the Solomon Islands is using the new knowledge to develop a project proposal to obtain library management software for his library.

I have a new direction of what I have learned from the IFLA course. ... currently I am working with a project proposal to establish [a] Library Management System that will include a main server, 15pc's, and 1 laptop and other associated hardware. My aim is to work towards what I have gained from information literacy and IT course. ... I hope my project proposal will be a successful project.

Application of IL Skills in Daily Work

Ms. Vilimaina Vakaciwa, a Regional Librarian at The University of the South Pacific in Fiji, explained how she is using her newly acquired knowledge to improve the references service she provides and to upskill others around the region: "The intellectual content of Information Literacy has been well utilised in my work in providing information reference services and upskilling training on IL for students and staff serving in the 12 member countries in the University region."

Mr. Le Thuy Duong, Vice Head of International Relations at the National Library of Vietnam (NLV), talked about how the knowledge gained in the workshop has helped him in the research he does as a component of his daily duties:

My daily work also involves doing research in library related topics such as expansion of DDC to meet Vietnamese needs, challenges in the NLV's preservation of library materials, etc. to prepare for international cooperation projects. Information skills learnt from the IFLA course have been used effectively to search, locate and evaluate relevant literature and related information for research. Especially, experience in using bibliographic management software is helpful tracking the literature and using the information ethically.

The last point in his quote is a very important one in many developing countries – learning how to use information ethically, especially with tools such as EndNote.

Mr. Mohammed Abu Khaled Chowdhury, Librarian, at the Military Institute of Science and Technology in Dhaka, Bangladesh, commented about how he is using his knowledge to assist others:

Information literacy skills help me to know about different searching techniques, evaluating the information and its effective use. This is very useful to search information for the users of library and guide them to select [the] best information for their study and needs.

Teaching of IL Skills to Others

The ability to teach IL skills to others is one of the key goals of the programme, and one that received much attention from the respondents, sometimes in conjunction with other activities. Ms. Sahattaya Clayhan, the Head of the Public Services Section in the Kasetsart University Library in Bangkok has used multiple aspects of what she learned, including for teaching purposes:

I used the new knowledge gained from the IFLA course to improve my work as reference librarian – [to] improve the design of the library website; communicate with users via e-mail, MSN, and web board; and use information literacy skills learned for teaching database and online searching.

The training of others is one of the ways that Mr. Mohammed A.K. Chowdhury, the Librarian at the Military Institute of Science and Technology, in Dhaka, Bangladesh, has used the new knowledge. He said, “I have also trained my colleagues on IL skills and now they are capable to create webpages and conduct an IL programme in their workplace.”

Another librarian from Bangladesh, Mr. M. Al Mamun, Senior Information Officer, ICDDR,B Library and Information Services Unit in Dhaka, also pointed out how he is using what he learned in Wellington for teaching others about information literacy. He said, “The ICDDR,B library has organizing training course continuously for its users both in-house and outsider. I am actively using my knowledge and experiences what I have learned from the IFLA course in Wellington in this Course curriculum.”

The lecturers who attended the workshops also provided statements about how they are using their new knowledge in teaching others. For example, Mr. Ranaweeraei Prasanna Premasiri Ranaweera, Senior Lecturer, National Institute of Library and

Information Sciences, University of Colombo, Sri Lanka said that he taught his students, as well as staff in another university's library and teacher librarians about IL using the knowledge gained in Wellington:

I used the Information Literacy knowledge that I gained from the course for the following:

1. to teach the I.L.concept and skills to my students
2. to conduct a special half day workshop on I.L. for the university library staff in University of Kelaniya to initiate their I.L. library programme.
3. to train teacher librarians on I.L. practice.

Creation/Management of Web Pages, Intranet, Etc.

Many respondents mentioned how they are using their newly gained knowledge about creating web pages. For example, two of the participants from Sri Lanka said that they created web pages for information services at their institutions and they included sample web pages of their creations. Ms. Shivanthi Weerasinghe, Librarian at the Bank of Ceylon in Colombo, stated

The knowledge on IT training was used at the BOC Library to create an INTRANET Page for the Library with links to relevant sites, library products and services and information, [and] *News from the Training Department*. This was heavily used.

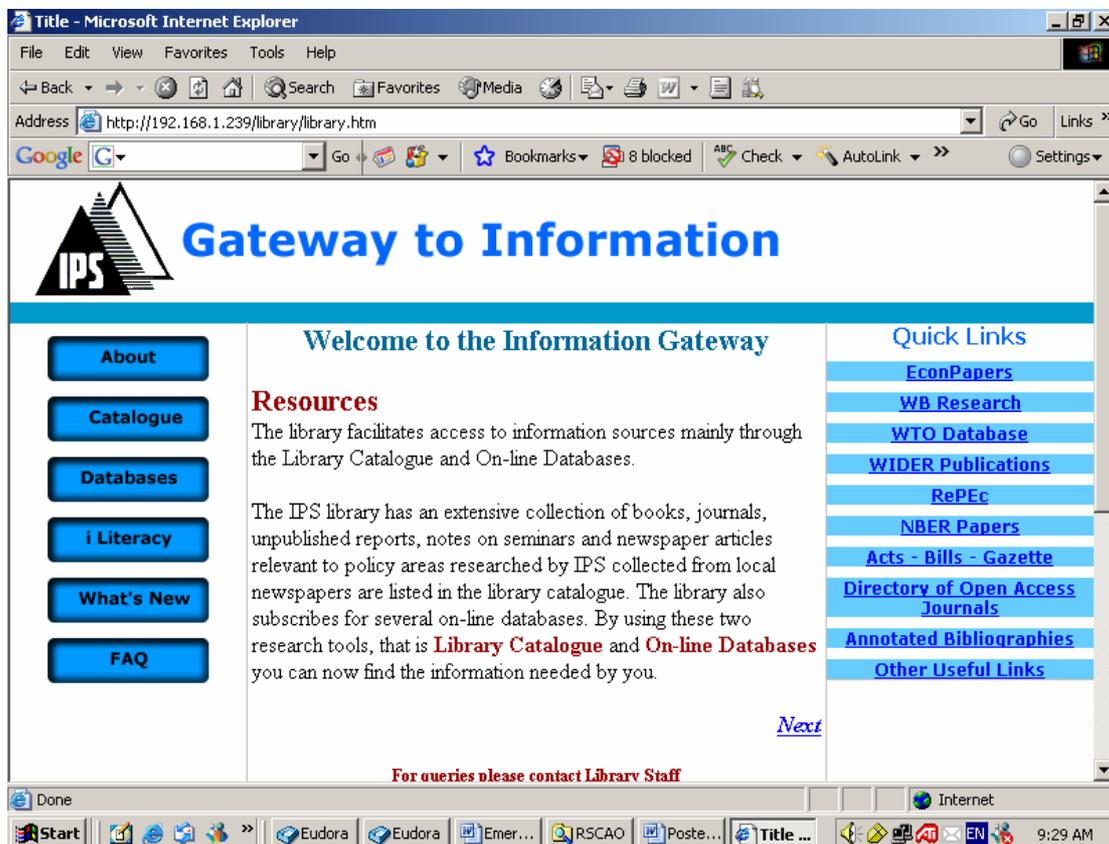
Figure 9: Web page from the Bank of Ceylon Library Information Service



Ms. Premila Gamage, the Chief Librarian from the Institute of Policy Studies in Colombo, Sri Lanka, talked about how she combined new web design skills with promoting information literacy:

I completely redesigned the library Intranet and included an online tutorial which helps to enhance users' information literacy skills. This was very well received by the users and highly commended by researchers and the top management. Also, I received good comments from IT section. I was asked [by the] IT people to design the Intranet as it is one of their jobs but they couldn't do it for the past few years. Thanks to the knowledge I gained from this course I managed to do it on my own.

Figure 10: Web page from Institute of Policy Studies Library, Colombo, Sri Lanka



Several other quotes from participants provide good insights into how the IT component is being used to promote information literacy skills and resources. For example, Mr. Mohammed A.K. Chowdhury, the Librarian at the Military Institute of Science and Technology, in Dhaka, Bangladesh, said “The IT skills are being used to develop and maintain our library’s website and provide information about different IL skills.”

For electronic publishing

Many respondents to the survey also mentioned how they used their new knowledge of IT applications for electronic publishing, including the publication of IL learning resources. For example, Ms. Vilimaina Vakaciwa, Regional Librarian at the University of the South Pacific in Fiji provided the following observation:

In relation to the software application – Dreamweaver, I am revisiting it right now so to create a multi-media self paced learning package for students on distance and flexible mode in the 12 countries under the USP umbrella. Besides I will pilot the self paced IL tutorial webpage to a few campus libraries this year hopefully.

The Senior Librarian, International Rice Research Institute in Manila, the Philippines, Ms. Natalia V. Delos Reyes, commented on how she has developed resource guides and is planning to place them on her library's website:

Before I came to attend the course we don't have [any resource guides] written nor have [any] present on our website. But now it became an important aspect and we're going to incorporate this in the revised website which is due sometime next month. The insights that I learned there are really helpful in my duty as an information provider.

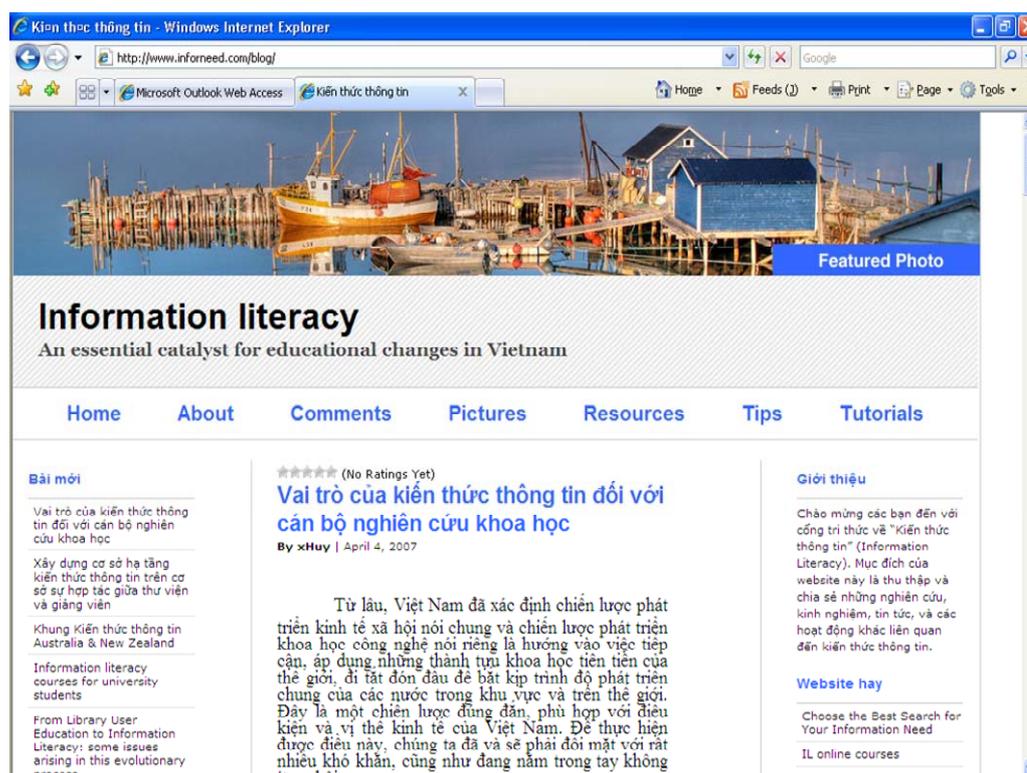
While it is difficult to differentiate precisely between what constitutes web publishing and what constitutes website creation, both types of work can be seen in the response provided by the Mr. Le Thuy Duong from Vietnam. Because of his outstanding effort during the workshop, this bright young man was selected for a scholarship to study for the Master of Library and Information Studies degree at Victoria University of Wellington. After completing his MLIS, he has subsequently become Vice Head of International Relations Division at the National Library of Vietnam and has continued to produce outstanding work. Here are some of his observations:

I designed a website that provides online information literacy courses for users of the National Library of Vietnam. The website is still in development at the URL <http://bandoc.thuvientre.com> (in Vietnamese).

In addition, I also contribute to the Information Literacy Blog at <http://www.inforneed.com/blog> (in Vietnamese) which is dedicated to promotion of the understanding and implementation of information literacy in Vietnam.

Below is an image of the website from the blog that Mr. Le Thuy Duong mentioned:

Figure 11: Web page of Vietnamese Blog on Information Literacy



Using new knowledge in special projects or with other libraries

The next question in the brief survey asked participants how they used their new knowledge in any special projects in their library or in any projects with other libraries. The analysis to their responses yielded the following four main categories of projects:

- Cooperative projects among local libraries
- International cooperative projects
- Projects to promote the ethical use of information resources
- Projects to promote information literacy education beyond libraries.

Below are representative examples of what the participants said in relation to each of the identified categories.

Cooperative projects among local libraries

One of the fee-paying students, Miss Seepan Supthong, Associate Professor, Department of Library Science, Faculty of Liberal Arts, Thammasat University in Bangkok, commented about how she became involved with the PERI Programme and as a result taught in academic libraries as well as in the research community about retrieving information from PERI databases.

When I came back from [the] IFLA/ALP course, I became involved in PERI (Programme for Enhancement of Research Information) Promotion programme. You may know, PERI has many database such as HINARI, EBSCO HOST, Blackwell Sinergy, Springer link etc. On this project, I have conducted many demonstration programmes in different libraries and in the research community, where I have taught how to use PERI resources such as appropriate searching techniques in

different databases. (“Searching technique” which I learned in IFLA/ALP course)

International cooperative projects

Mr. Mohammed Abu Khaled Chowdhury, Librarian at the Military Institute in Dhaka, Bangladesh, identified an international workshop on information literacy for which he has received funding from the IFLA ALP:

I have submitted a project proposal to IFLA for organizing an International Workshop on IL in Bangladesh. The project has been selected, and we are expecting we will get necessary grant in the next year. About 30-35 participants will participate in the workshop among them 5 to 7 will come from SAARC and other countries. We are expecting that by the workshop IL programme will be more familiar in Bangladesh.

Projects to promote the ethical use of information resources

Mr. Ikhwan Arif, Coordinator of Information Technology in the Law Faculty Library, Gadjah Mada University, Yogyakarta Indonesia, provided a very good example of how some of the workshop participants have become involved in promoting the ethical use of information in their institutions. He said, “I [am] writing some article[s] about the use [of] information and reference book[s] or article[s] from [the] internet [w]ith the Dean of Students office both to help students understand how to avoid plagiarism and to conduct quarterly workshops for students who have been referred to the dean's office for breaches.”

Projects to promote information literacy education

Ms Dini Rahmiati, Librarian at the Center for Political Studies, Indonesian Institute of Science, Jakarta, Indonesia, provided a good example of promoting information literacy education. She said, “Considering up to this time my position did not yet reach in policy makers level, I only just put forward the proposal/the proposal of the information literacy program for the young researchers to my supervisor.”

Another interesting example was provided by Mr. Ranaweera Prasanna Premasiri Ranaweera, Senior Lecturer, National Institute of Library and Information Sciences, University of Colombo, Sri Lanka, who used his new knowledge to promote information literacy and IT skills to teacher trainees and teacher librarians.

I jointly conducted a work shop with my colleague for teacher trainers on I.T. mainly by using the I.L. and I.T. knowledge gained from IFLA course.

I conducted the orientation programme for Masters in Teacher Librarianship and PGDTL students for two weeks, as soon as I returned from Wellington on how to prepare an assignment based on I.L.

Ms. Premila Gamage, the Chief Librarian from the Institute of Policy Studies in Colombo, Sri Lanka, acted as a consultant on a project to introduce information literacy resources within a newly founded institution:

I introduced this same component [i.e., an online tutorial on information literacy] to the newly established Information and Resource Centre of the National Centre for Advanced Studies in Humanities and Social Sciences (NCAS) where I [was] engaged as the Consultant. Again this effort was highly appreciated by the Board of Management of the NCAS and their researchers.

Another example was provided by Mr. Boniface Supa, College Librarian, Bishop Patteson Theological College in the Solomon Islands. His submission shows how he followed through on his return home by extending what he learned into his community at three different levels:

I utilize my knowledge on this training with group discussion and interviews with the students. I extend my discussion to the education authority in the Isabel province, which I come from. I have a collective views and research on this, because my aim is to run a information literacy on rural youths.

Using new knowledge for conference presentations or in other ways

The last two questions in the informal survey asked the participants whether they had used their new knowledge for any conference presentations or in any other relevant ways.

The majority of responses demonstrated resourcefulness and enthusiasm to use and promote what they learned. For example, there were two responses from university lecturers who disseminated what they learned to a wider audience through journal articles. Mr. Ranaweeraei Prasanna Premasiri Ranaweera said that he wrote an article on his workshop reflections in the January-March 2007 issue of the *Sri Lanka Library Association Newsletter* and he is now preparing a concept paper to undertake a Ph.D. on information literacy. Miss Seepan Supthong, an Associate Professor at the Department of Library Science in the Faculty of Liberal Arts, Thammasat University in Bangkok, said:

I wrote an article on information literacy to publicize [information literacy] in a journal (one of the journals of the Thai Library Association). So many readers (most of them are librarians, library and information science students) can learn about information literacy. This article is beneficial for those readers in getting the concept and [to] realize the importance of information literacy. And they may design information literacy program in their libraries.

Another Thai participant, Mrs. Sahattaya Clayhan, the Head of the Public Services Section at Kasetsart University Library in Bangkok, said that she translated some of the workshop materials (with attribution) into Thai and got them published in her library's newsletter.

A final example comes from Ms Vilimaina Vakaciwa, a Regional Librarian at the University of the South Pacific in Fiji. She said:

I have imparted a major portion of knowledge learned at the IFLA course in my draft submission for a funding proposal to the USP Pacific Initiatives for the Development of Basic Education (PRIDE) on my returned from training in 2005. It was a joint submission with the Literacy Unit of the USP Institute of Education, the objective of this submission is Information Literacy Initiatives for Lifelong Learning - in rural primary schools in Fiji. The focus is twofolds: a designed IL Curriculum embedded in the primary schools curriculum which will involve policy makers at a national level - Ministry of Education, Fiji Teachers College, USP etc.; Information Literacy Outreach Initiatives - is an interactive teaching and learning on a community based level – school and local community.

Thus, workshop attendees were active in disseminating what they learned to a wider audience to help others understand information literacy and to encourage them to establish information literacy programmes in their own institutions.

Conclusion

The results of the informal survey of participants have demonstrated that the annual workshops on information literacy and IT are achieving their main aim of teaching librarians from Asia and Oceania to be information literacy educators.

The analysis of responses to the informal survey has demonstrated that the participants have obtained personal benefits from their participation in the form of increased self-confidence and career promotions. And more importantly, the analysis of responses has clearly shown that the benefits of these workshops are reaching the grassroots level within the countries of Asia and Oceania. The users of the participants' libraries (including students, lecturers, researchers, and company employees), the participants' colleagues (including other librarians and LIS lecturers), and indirectly other members of the participants' communities, have all benefited through the introduction of or improvement to IT applications in their libraries, through new or improved information resources and services, through training sessions or courses on information literacy skills, through websites and blogs and electronic publishing that promote information literacy and information literacy resources.

The final quote, from Mr Le Thuy Duong at the National Library of Vietnam, demonstrates how the students have excelled in promoting and using information literacy in their countries:

Realizing that information literacy is a new concept in Vietnam in general and in the National Library of Vietnam in particular, I have made efforts in communicating the concepts to my colleagues through the NLV's internal newsletter and my personal blog. I also provide support to my colleagues in searching, locating and using online information resources in library and information studies.

The participants' enthusiasm over the years to learn first about IT applications and then about information literacy and to take what they have learned back to their home countries to help other people is both a confirmation that the programme is achieving its aims and an inspiration to carry on offering the programme and matching its

contents to the needs of the Asia and Oceania region countries. By doing so, the programme will continue to support the goals of the IFLA Action for Development through Libraries (ALP) programme, especially those promoting the function of libraries with respect to information literacy and lifelong learning.

Applications for scholarships for librarians from the Asia Oceania region to attend the programme can be found at the following IFLA ALP website:
<http://www.ifla.org/VI/1/admin/scholarasia.htm>. Applications must be received by 31 December for the following year's programme. Information about attending the workshop as a fee paying student can be obtained by sending an email to ANZIA@xtra.co.nz.