

# focus

## on International Library and Information Work

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Editorial	3
The Lubuto Library Project <i>Jane Kinney Meyers</i>	4
The Libraries of Kabul <i>Royce Wiles</i>	9
Promoting the Health of the People of Africa <i>Shane Godbolt and Emma Stanley</i>	16
'Guidance on the Management of Controversial Material in Public Libraries' <i>Mark Perkins</i>	18
Middlesex Leads EU-funded Partnership to Enhance Library Services in Armenia, Georgia and Uzbekistan	19
Book Reviews	21
ILIG Business	25
ILIG's AGM, 2009	26
Accreditation, Activism, Advocacy, Affordability: Peter Griffiths on Presidential Themes	27
CILIP's Branch and Group e-distribution service	28
ILIG Awarded CILIP's Seal of Recognition	29
Two Half-day Seminars:	
Information and booking form	30-31
Five-week study tour to the United Kingdom	32
Cabbages and Kings	34
ILIG International Award: Nominations Invited	35

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# Editorial

You may notice that this issue is a few pages shorter than recent issues. Unfortunately, I'm not receiving the same quantity of unsolicited articles these days, and some authors who had indicated that they would submit an article for this issue were ultimately unable to fulfil their promise. If any of you would like to write and submit an article, I'd be very pleased to hear from you.

*Focus* is not peer-reviewed, and articles are primarily designed to keep readers informed about what is going on in the international library and information world, to introduce new ideas and programmes, report on activities and experiences, etc., rather than be 'academic treatises'. So don't be shy – if you would like to write about something that you think will be of interest to your colleagues, I'll certainly consider it.

The two main articles in this issue cover an international project aimed at out-of-school children in Zambia, and an overview of libraries in Kabul. Shorter items are on as diverse issues as health information and the management of 'controversial materials' in libraries. And there are the regular reports on the expanding and successful activities of ILIG.

*Roger Stringer*

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# The Lubuto Library Project

## Creating Excellent and Sustainable Libraries for Vulnerable African Children and Youth

Jane Kinney Meyers\*

*The Lubuto Library Project was recognised as the 'gold standard' of international library projects by information session participants at the 2008 American Library Association annual conference.*

LUBUTO'S DESIGN AND APPROACH is built on decades of work in and with southern African countries, inputs from top library, information and children's book professionals internationally, African legal and development experts, and extensive experience with the orphans and vulnerable children (OVC) that the programme serves. Volunteers and advisers from graduate library and information science programmes are further developing the Lubuto approach and defining it as a model of library services for disadvantaged youth in any context.<sup>1</sup>

The mission of the Lubuto Library Project is to create excellent libraries offering critical educational services to street kids, orphans and other children in vulnerable circumstances as a result of the HIV/AIDS pandemic in Africa.

### **Zambia's children**

The country in which Lubuto is introducing its first innovative, open-access libraries is Zambia, which has the highest percentage of children aged 14 and under orphaned by AIDS and where one in five children is an orphan. Most of those children, for various reasons, are not able to attend school.

Government and traditional non-governmental organisation approaches are ill-equipped to reach and serve this marginalised population. Lubuto's challenge was to find a way to reach large numbers of Zambia's street kids, orphans and other vulnerable children and offer them an opportunity to learn, to become literate, and to be constructively re-engaged with society.

In many African states, where more than half of the national population is often below the age of 21, the constructive engagement of younger generations is vital to the progress, stability and sustainability of development efforts and a better future.

In the August 2007 edition of *Zambia Analysis*, Zambia is cited as one of the world's seven most HIV/AIDS-infected countries. It is estimated to have more than ten new HIV infections every hour, an average of 250 deaths a day, and more than one million orphans, near orphans, or persons living with HIV/AIDS.

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\*President, Lubuto Library Project, Inc. e-mail: <[mayazi@verizon.net](mailto:mayazi@verizon.net)>. The Project's Website can be found at <<http://www.lubuto.org>>.

<sup>1</sup>Professor Denise Agosto, an internationally recognised expert on library services to disadvantaged youth, addressed this issue in 'Lubuto Libraries as Models of Library Services for Disadvantaged Youth', which was presented in a panel on 'The Lubuto Library Project' at the American Library Association's Annual Conference, 28 June 2008. Dr Agosto has published articles further exploring Lubuto's model practices in the September/October 2008 issue of *Knowledge Quest*, the journal of the American Association of School Libraries, and in the December 2008 issue of *Public Libraries*.



The Lubuto Library buildings in Lusaka  
(taken from a Gallery of photos at  
<<http://www.lubuto.org/sets.php>>)

One important consequence of this epidemic is that more and more children are being left without caregivers, education, general support networks and a sense of connection to the greater society. Without this essential infrastructure, children often turn to the streets to generate income and even to sleep.

There are varying levels of vulnerability, and street children are not solely classified by the government as those children who sleep on the street every night. Demographic data would suggest that as many as 1,850,000 children aged 5 to 17 come from poor households and are therefore vulnerable to becoming street children. The number of children now sleeping on the streets is estimated at 13,200. Additionally, as many as 150,000 children are estimated to be without adult care.

A report commissioned by Zambia's ministries of Community Development and Social Services and of Sport, Youth and Child Development in 2006 predicts that the number of vulnerable children in Zambia will continue to grow through 2015.

### Lubuto Libraries

The Lubuto Library Project is an organisation based in Washington, DC, with a regional office in Lusaka, Zambia, that designs, builds and stocks beautiful, open-access libraries with excellent collections, hosted and staffed by community-based centres working with at-risk children.

Under an agreement with the government of Zambia,<sup>2</sup> Lubuto Libraries are mandated to provide leadership in the education sector by reaching out-of-school children with targeted and culturally sensitive educational resources, creating a bridge to schools and social services, as well as mobilising Zambian professionals to offer rich programmes in visual arts, motivational mentoring, performing arts, storytelling, reading, health and the environment.

Lubuto plans to build at least 100 libraries in Zambia and Malawi, and in other countries in the area hardest hit by the HIV/AIDS pandemic.

The first Lubuto Library was officially opened at the Fountain of Hope Drop-In Centre in Lusaka on 21 September 2007 by the First President of Zambia, Kenneth Kaunda.<sup>3</sup>

The Lubuto Library Project is uniquely positioned to address the needs of children and youth who are missing out on the opportunity to learn to read, to enjoy books

<sup>2</sup> Ministry of Education, Government of the Republic of Zambia and the Lubuto Library Project, Inc. Memorandum of Understanding Between the Ministry of Education and Lubuto Library Project [Pertaining to the libraries and book-based literacy programmes] [The Parties to this MoU desirous of co-operation with a view to improving literacy in Zambia and providing opportunities for non-formal education to OVC by facilitating access to libraries and book-based literacy programs.] Lusaka, Zambia, 13 November 2008.

<sup>3</sup> A film excerpt from the opening event can be viewed at <<http://www.youtube.com/watch?v=ek6cS59QU4>>.

and enriching arts, and to feel a part of a safe community in which they can learn and grow.

Lubuto is not a book-donation programme, many of which, unfortunately, result in thousands of useless and/or inappropriate books being shipped to various institutions and sitting unused in inaccessible rooms; nor is it a means of upgrading existing collections which reside out-of-reach in schools and universities.

It is important for the library profession to distinguish the Lubuto Project from book-donation programmes that claim to be creating libraries when they send books to institutions. The Lubuto organisation has approached its work from a development perspective, rather than as a charitable one, which frequently is dependent on the largesse or 'passion' of an individual or from outside the society.

### **The Lubuto approach**

Good and effective libraries in any context begin with a thorough understanding of the individuals to be served, their needs, and the organisational or general cultural context in which they operate. This understanding is more difficult to achieve when working internationally, but no less critical for effective, relevant and sustainable library development.

Lubuto works within the culture rather than imposing an outside perspective, with a deep understanding of the country's cultures, history and world view, as well as knowledge of current issues and standards of child protection, education, etc.

Zambian leaders and professionals provide guidance through Lubuto's boards, and Zambians are engaged in all aspects of library development and training, as well as guiding

its innovations in services and psychosocial support to OVC.<sup>4</sup>

In addition to their vital direct services to vulnerable children, Lubuto Libraries will also play an increasingly important role in the development of Zambian library and educational services, while helping to foster a reading and knowledge culture society-wide.

Adults and youth from intact families who are able to attend school also often come to Lubuto Libraries. The resultant interaction works to establish and strengthen ties between OVC and their communities, centred on a communal approach to learning, in addition to helping create the local associational ties needed to meet creatively the evolving long-term needs of Zambian society.

In this way it is envisioned that, beyond the current orphan crisis faced by sub-Saharan African societies, Lubuto Libraries will continue to evolve as vital community-based means of addressing local and national educational challenges, and serve as a model for the entire region.

The current plan is for Lubuto Libraries to be staffed by non-professionals who are trained and experienced in understanding the psychosocial needs of street children, orphans and other vulnerable children.

For this reason, the collections are organised by a specially developed colour-coded classification and access scheme, designed to be used and maintained by non-professional staff, and also especially to accommodate traditional African genres such as proverbs and aid in finding materials at the correct level for library users.

Library staff assigned by the host

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<sup>4</sup> See letter to Unicef by clinical psychologist and international OVC expert and adviser to UNICEF and USAID Dr Jonathan Brakarsh on Lubuto Library Project website, <<http://www.lubuto.org/kudos/brakarshletter.pdf>>.

organisation are trained by professional librarians to offer effective services and to build on their own experience and understanding of how best to reach out to children who are outside the fringes of society.

Each Lubuto Library houses a first-rate, balanced collection, beginning with 4,000 books whose selection adheres to careful guidelines established by expert children's librarians.

In Zambia, English is the official language, and English proficiency is necessary for success in society. Thus, for Zambia, Lubuto sends core collections built in the US in English but adds local-language materials to the collections in Zambia; in addition it is working to bring bilingual children's materials into print by establishing the Zambian Board on Books for Young People (ZBBY), a national chapter of the International Board on Books for Young People, in partnership with the Zambia Library Association.

Bi-lingual children's books produced by ZBBY will also help to preserve stories and cultural traditions in danger of dying out. As a seminal contribution to this effort, Lubuto volunteers at the Library of Congress and elsewhere are scanning traditional Zambian stories and creating a wiki on the Lubuto.org Website to make the stories available for translation and as a resource for scholars and authors.

As a result of these activities to promote reading and production of good children's literature, the Lubuto Project was nominated for the 2009 Astrid Lindgren Memorial Award. The object of the award, which is administered by The Swedish Arts Council, is to increase interest in children's and young people's literature, and to promote children's right to culture on a global level.

Determining and using appropriate informa-

tion technology is also critically important in contemporary library services.<sup>5</sup> In June 2008 Lubuto received ten XO laptops from the One Laptop Per Child organisation. XO laptops were designed particularly for the target group that Lubuto serves, and features such as wind-up power and back-lit screens make them a viable and sustainable technology for Lubuto Libraries.

The Lubuto OLPC Development Group created training materials and an approach for introducing the machines in the first Lubuto Library in February 2009. This trial may inform Zambia's Ministry of Education of the machines' usefulness more broadly in the national educational system.

Lubuto's approach exemplifies best practices in special librarianship applied to international development, underpinned by the recognition that the most vulnerable children need and deserve the best that the library profession can offer.

The social transformation needed to ensure sustainability of Lubuto Libraries requires simultaneous planning and work from the ground up as well as from the top down.

Partnership with government authorities enables Lubuto to operate on all levels needed to create a sustainable library infrastructure to support vulnerable children. This will include the recruitment with the University of Zambia of a Fulbright Scholar who will teach children's librarianship and develop a book-based literacy programme that will make optimum use of the excellent collections of children's trade books that are in Lubuto Library collections.

The incorporation of key principles and best

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<sup>5</sup> I have had long experience with information technology transfer issues in sub-Saharan Africa, and did some pioneering work in the implementation of CD-ROM use in Africa in 1986: *Science* (1991), 253(5026), 1333(1).

practices of sustainable development adds a critical dimension that establishes the Lubuto model for libraries as a transformational force within societies. These principles and best practices include local factors such as:

- respect for national institutions, reflecting the specific characteristics and needs of the users and local environment, and understanding cultural factors and taking them into account;
- community factors such as building a broad and strong sense of ownership, working with local groups and institutions and involving the private sector, ensuring that marginalised groups are given a voice, and integrating with broader society;

- institutional factors like drawing on the local professional infrastructure, establishing a transparent framework with clear accountability, building capacity to support growth and stability, and supporting innovation;
- aesthetic factors, including the incorporation of cultural patterns and aesthetics in library design to promote ownership and sustainability.

These factors have been employed by the Lubuto Project to ensure sustainability, success and effectiveness in offering critical educational and social services to children whose lives have been shattered by the HIV/AIDS pandemic and make apparent the important role that libraries can play within any society.

## **A Tour through Italian Libraries, Culture and History in Northern Italy**

25–30 May 2009

Following previous successful study tours to Europe, a tour of some of the best public libraries in Northern Italy with some sightseeing in six historic Italian cities has been organised by the Eurolis group of CILIP London members and the Head Librarians of the French, German, Italian, Spanish and Portuguese institutes in London.

The tour will be based in Verona and will also visit Bergamo, Brescia, Trento, Bologna and Venice. The itinerary includes five nights at a four-star hotel in Verona, coach transfer to every destination, all evening meals with drinks, some free lunches at host libraries, entrance and guided tour of Avio Castle, presence of a tour guide throughout, insurance (medical, luggage, etc.) membership of ARCI 2008. Travel to and from London, and UK and airport transfers, are not included. Flights to Bergamo and Bologna with Ryanair are very reasonable, and there are direct flights to Verona.

The cost will be approximately €547 or £450.

Contact Mariella Riccobono at the Italian Cultural Institute, 39, Belgrave Square, London, SW1X 8NX. Tel 020 7235 1461. e-mail: <[library.icilondon@esteri.it](mailto:library.icilondon@esteri.it)>.

# The Libraries of Kabul

Royce Wiles\*

*Doing research or locating research materials inside Afghanistan is difficult; it is also problematic for those outside the country because of the large gaps in the information available. This brief survey attempts to highlight the major resources currently available within the city of Kabul. Access to institutions outside the capital is not always easy, though there can be important resources there (e.g. in Jalalabad, Kandahar, Mazar, Herat).*

TWO MAJOR SOURCES for research and background information in Kabul are the Afghanistan Centre at Kabul University (ACKU), holding around 17,000 titles,<sup>2</sup> and the library of the Afghanistan Research and Evaluation Unit (AREU) of around 10,000 titles.<sup>3</sup> Both collections focus tightly on Afghanistan and can be searched through their online bibliographic databases.

## Afghanistan Centre at Kabul University

The Afghanistan Centre at Kabul University (ACKU) is the result of work by Louis Dupree (1925–1989) and Nancy Hatch Dupree to set up a repository of studies and materials on Afghanistan in Peshawar, Pakistan, after they had been expelled from Afghanistan by the communist government.

Rather than attempting to establish a comprehensive collection of materials already published on Afghanistan, they set up a centre – within the framework of the Agency Co-



Nancy Hatch Dupree of ACKU, with Wasim Ameeri, a well-known Kabul book dealer.

ordinating Body for Afghan Relief (ACBAR)<sup>4</sup> – to gather and make available the reports being prepared by humanitarian and similar agencies working with Afghan refugees in Peshawar.

Their aim was to maximise the sharing of information and to act as a clearing-house for information producers and users. The documents they began to collect not only had small print-runs but were transient and

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\* Co-ordinator, Information Resources, Afghanistan Research and Evaluation Unit (AREU), Kabul. E-mail <[royce@areu.org.af](mailto:royce@areu.org.af)>. This article supplements the well-researched article by Jared Camins-Esakov, 'Libraries in Afghanistan', *Focus on International Library and Information Work* (2008), 39(1), 5–9. An earlier version was published in the *Afghanistan Research Newsletter* (2008), 17(April), 2–6.

<sup>2</sup> <<http://www.ackuaf.org>>

<sup>3</sup> <<http://www.areu.org.af>> and follow the link to the 'Library' page.

<sup>4</sup> Known as the ACBAR Resource and Information Centre (ARIC), the collection was located within the offices of the Agency Co-ordinating Body for Afghan Relief (ACBAR) in Peshawar and for a while had a branch in the ACBAR office in Kabul.



The Entrance to Kabul University library

not always retained in standard libraries or development agencies.

The centre also purchased Afghan publications published in Peshawar in Dari and Pashtu and is a unique source for documents of the mujahideen period. In addition, when refugees started to leave Afghanistan, various Kabul publications began to appear on street-side stalls in Peshawar, the centre purchased copies of those, too, to preserve them.

This collection has been moved to Kabul, and the ACKU reading room is now set up temporarily on the first floor of the central library at Kabul University. In the 1387 Afghanistan national budget (March 2007–March 2008) funds were allocated for a new building for the collection (on the university campus adjacent to the Jamal-uddin Afghani monument). Construction is expected to begin in March 2009.

Currently at ACKU a large collaborative scanning project is under way with the University of Arizona (funded by the US National Endowment for the Humanities). The project aims to scan approximately 6,000 unique titles from the ACKU collection for preservation and archiving. A team of three scanners has been working for many months to preserve what are in many cases the sole known surviving copies of documents in Dari, Pashtu and English from the period before 2001.

### **Afghanistan Research and Evaluation Unit**

The library in the Afghanistan Research and Evaluation Unit (AREU) began in 2001, when early researchers in AREU's predecessor organisation (the Strategic Monitoring Unit in Islamabad) found that so little documentation was available for the first report (on Badakhshan) they had to collect anything and everything they could as a basis for research. Since then, regular purchases of materials and active solicitation of publications, as well as the receipt of PDF copies of many studies, reports, journal articles and files, have helped enlarge the collection.

In 2003 the surviving books from the British Institute of Afghanistan Studies (BIAS) were donated to AREU by the Society for South Asian Studies (British Academy), around 3,000 titles of older publications.<sup>5</sup> In 2003 a librarian was recruited to take charge of the collection and provide a listing, and these are all now in the online database.<sup>6</sup>

AREU's own research has focused on the social sciences, with some work on natural-resource management, opium cultivation, informal credit systems, customary law, etc. More than 150 papers have been published since 2002. These are important sources for those needing to research aspects of Afghanistan's post-2002 development.

The library has attempted to collect Afghanistan publications in the country over

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<sup>5</sup> The BIAS had been established in Kabul in 1972, and undertook a number of archaeological projects in Afghanistan. It also supported British scholars conducting anthropological and ethnological research. In 1981 the institute was closed down and the librarian arrested for a short time before being expelled from the country. The collection was put into storage in the British Embassy. It was brought to light again in 2002 after surviving the war in trunks.

<sup>6</sup> For an account of the Greenstone build, see the article by Graeme Foster <[http://wiki.greenstone.org/wiki/gsdoc/others/A\\_Case\\_Study\\_of\\_the\\_AREU\\_Collection.pdf](http://wiki.greenstone.org/wiki/gsdoc/others/A_Case_Study_of_the_AREU_Collection.pdf)>.

the past years and now houses collections of modern and older materials (e.g. sets of budget papers, 2002–2007, Afghanistan Development Forum documents, reprintings of legal texts, back issues of government statistical publications, soft copies of all laws in *Official Gazette* nos. 1–900, back-runs of old government journals, etc.). In addition, the library actively collects new materials in Dari, Pashtu and those Farsi publications relevant to Afghanistan.

The AREU library also acts as a clearing-house for current information and, through its quarterly online newsletter (*Afghanistan Research Newsletter*), attempts to disseminate news of recent academic papers and publications of research interest.

### University libraries

The collection of Kabul University central library, the largest of the government universities in Afghanistan,<sup>7</sup> retains almost none of its Afghanistan-specific materials. During the mujahideen period (early 1990s) almost all the books in Afghan languages (and the few manuscripts held) were looted; during the Taliban period (mid-1990s onwards) books with pictures were also burnt. Most of the surviving books are in English, French, German, etc., and are undergraduate textbooks, many dating from the 1960s/1970s.

Since 2002 there have been many donations of modern textbooks in English or Farsi, but for research on Afghanistan the only surviving materials are in the Afghanistan



Kabul University library stacks

studies section, copies of academic theses (‘monographs’) prepared by university graduates and teaching staff. None of the other government university libraries in Kabul were able to retain any significant materials on Afghanistan and have had to start anew.<sup>8</sup>

Unfortunately the donations of books have usually not been matched by funds or assistance to help list, catalogue, process or provide shelving for the books so that they can be available to staff and students. Recently some weeding of the older collections has taken place to make space for the new materials.

### Kabul Public Library

Kabul Public Library is struggling valiantly to meet even the most basic needs of the Kabul public, it has a periodicals room and reference section, a children’s reading room, as well as

<sup>7</sup> Government universities in Kabul: 1) Education University; 2) Kabul Medical; 3) Kabul; 4) Kabul Polytechnic University [sic]. Provincial universities: 5) Alberoni; 6) Badakhshan; 7) Baghlan; 8) Balkh; 9) Bamyan; 10) Faryab; 11) Ghazni; 12) Helmand; 13) Herat; (14) Jawzjan; 15) Kandahar; 16) Khost; 17) Kunduz; 18) Nangarhar; 19) Paktia; 20) Parwan; 21) Samangan; 22) Takhar.

<sup>8</sup> A prototype catalogue of the English materials available in Kabul university library is available at <<http://kohadev.library.arizona.edu/cgi-bin/koha/opac-main.pl>>.



Kabul Public Library

a lending collection.<sup>9</sup> In terms of resources on Afghanistan, the periodicals section has a number of unique old sets of Afghan newspapers dating back in some cases to the 1920s. The Afghanistan studies section has an important collection of older publications in Dari, Pashtu and even a few in English. Card catalogues exist for the materials available for loan (on the ground floor) and there is also a card catalogue outside the Afghanistan studies section (although how it relates to the existing collection is not clear).

The library currently has no acquisitions budget and depends mostly on donations for current materials. It is responsible for sending books (and sometimes equipment) out to provincial public libraries.

In 2007 the former Deputy Director, Mr Nabizada, became Director of the library and he is now in charge of the entire public library system of Afghanistan. Led by the Ministry of Culture and Youth, a survey of public libraries in the country was undertaken in 2008. After a recent programme of expansion, five branch libraries of the Kabul Public Library have been opened around Kabul and an experimental mobile library set up in a bus.

<sup>9</sup> <<http://www.culturalprofiles.net/afghanistan/Units/35.html>>.

### **National Archives**

The collections of the National Archives of Afghanistan in Kabul were untouched throughout the recent turbulent periods. According to one long-time employee, the Taliban government sealed the door with a paper warrant and no one disturbed the collections.

The extent of the materials held here is not yet clear, there are probably many thousands of documents. The collection is divided into three parts:

- manuscript holdings (with an almost complete handwritten catalogue of all of them)
- historical documents (including photographs); there is a handwritten list of all the firmans, or royal decrees, but the listing of the other documents is still under way.
- some old printed books are also held (again there is not yet a complete listing).

Special permission from the Ministry of Information and Culture may be required to use materials in the collections, and recently a fee has been suggested for copying materials. The best approach is to go first to the palatial archives building on Salang Watt and see what they require in terms of permissions.



National Archives of Afghanistan

Curators will, however, not allow individual search of the archives by researchers.

Before approaching the archives it is good to check through the (partial) published lists of the collections (many of these are listed in the ACKU online catalogue). There is currently no Website and e-mail enquiries are not possible.

### Ministry libraries

In almost all cases the ministry libraries did not survive the years of turmoil well. As late as 2005, some ministries denied outright that they even had a library, others have only remnants of former collections (flood, fire, vermin, dust, neglect, occasional pilfering or the need for fuel in winter have no doubt all claimed their due).

Some, like the Ministry of Education, have surviving collections, but with very few books about Afghanistan (though there may be collections of older newspapers or textbooks). Another exception is the Ministry of Mines, which managed to disguise the door to the library behind furniture and nothing was lost. The archive of geological studies at the Afghan Geological Survey has been restored with the help of the British Geological Survey.<sup>10</sup>

The Ministry of Foreign Affairs is refurbishing the library in the Institute of Diplomacy. Although never looted, the collection here has been neglected. However, it does contain copies of many official publications from the past forty to fifty years, though again not in a systematic or comprehensive way. Listing is under way here.

### Academy of Sciences

The Academy of Sciences library (Char-rahi Shir-pur) was established during the period

<sup>10</sup> <<http://www.bgs.ac.uk/AfghanMinerals/reports.htm>>.

of Soviet influence and most of the materials here date from after that (i.e. post-1979). The collection, fortunately, was not looted or damaged during the fighting, though one rocket did strike the former building.

The collection is large and crammed into inadequate space. However, this is the largest collection of Dari and Pashtu publications from Afghanistan covering the period from 1979 to now.

It is the best collection of Afghan publications to survive and, although there is no real catalogue, the staff are helpful and make efforts to locate material under difficult circumstances. A reading room is also available within the building and bona fide researchers are welcome.

The sets of newspaper issues here are important but as yet unlisted, though plans are under way by AREU to try to complete a listing in 2009.

### Other libraries

A number of other special libraries exist in Kabul. The Délégation archéologique française en Afghanistan (DAFA) was created in 1922 and worked for sixty years until suspended in 1982.<sup>11</sup> Its primary aim is to provide administrative and logistical support to Franco-Afghan archaeological missions.

The current location in Shash Darak houses a library of around 13,000 volumes arranged in 35 broad subject categories. The collection supports the research activities of the Délé-

<sup>11</sup> See <<http://www.dafa.org.af>>. In 1997 an account of DAFA's past was published: Françoise Oliver-Utard *Politique et archéologie: histoire de la Délégation archéologique française en Afghanistan 1922-1982*. (Paris: Ministère des Affaires Étrangères, Éditions Recherche sur les Civilisations). Described in the book is the attempt to transfer the library out of the country under the Soviet-backed regime, but the ministry in charge rejected a diplomatic 'pouch' that weighed four tonnes and did not let the books leave for a long time.

gation and covers Afghanistan, Northern India, Iran, the Middle East and Central Asia.

The focus is archaeology, architecture, numismatics, pottery, history, art, etc., and is strong in archaeological journals and off-prints. There is a complete catalogue (not yet on the Internet) with brief records (without subject access). Usage is limited to academic research; no photocopy facilities just yet.

There are residual libraries in the National Museum of Afghanistan (Kabul Museum) and the Institute of Archaeology. However, the severe looting and damage to those institutions also damaged the library collections and they have not yet been refurbished. For example, the Institute of Archaeology was systematically looted at gun-point during the mujahideen period; staff told me that the building was surrounded by armed men who even ripped wiring out of the walls along with door and window frames.

The small library has not yet been rebuilt; it currently contains very few works, but does hold a significant number of DAFA reports and ISMEO publications as well as a stock of its own publications.

The Society for the Preservation of Afghanistan's Cultural Heritage (SPACH) in Kabul has a useful specialised collection (archaeology, museology) of 300–400 books in its offices.<sup>12</sup>

The Independent National Legal Training Centre (INTLC) Library has been set up to support the training of law students, lawyers and judges by the peak legal training body in the country, the INTLC.<sup>13</sup> It is working in collaboration with the Ministry of Justice and the Supreme Court and development contractors working with the Afghan justice system; it is already a well-used resource



Typical small bookshops in Kabul

on the campus of Kabul University. Nearby are libraries in the Faculty of Shari'a and the Faculty of Law and Political Science at Kabul University.

### **Afghanistan Digital Library**

The Afghanistan Digital Library project is retrieving and restoring all works published in Afghanistan between 1870 and 1930.<sup>14</sup> The long-term objective is to collect, catalogue, digitise and provide access to as many of this period's publications as possible.

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<sup>12</sup> <<http://www.spach.info>>.

<sup>13</sup> <<http://www.intclawlibrary.org/board.html>>.

<sup>14</sup> It is based in New York. <<http://afghanistandl.nyu.edu>>.

Through this Website it is now possible to view and download hundreds of pages of the earliest materials printed in Afghanistan. Scans have been made of materials around the world, with recent initiatives based inside the National Archives of Afghanistan. A digital-imaging expert visited the archives in 2007, along with a conservation binder to train staff in the best standards of working with these old materials.

Listings of everything known to have been published in Afghanistan from 1870 to 1930 are available for download from the Website. Recently the date for inclusion of materials has been moved up to 1950.

### **Some useful resources on libraries in Afghanistan**

*Afghanistan's Media Landscape: Peering into the Provinces.* (Kabul: AINA, 2004).

This survey did not cover Kabul but instead listed publications in provincial centres and described local library facilities.

Dupree, Nancy Hatch. 'Libraries in Afghanistan', *International Preservation News* (1999) 19(July), 20–7. <<http://www.ifla.org/VI/4/ipn.html>>.

Garner, Anne. 'Rebuilding Afghanistan one book at a time', *American Libraries* (2007) October, 52–4.

Lechtenböcker, Ruby. 'Aufbauhilfe mit Büchern und Computern in Afghanistan', *BuB: Forum Bibliothek und Information* (2007) 59, 232–5.

A summary of projects the author was engaged in during her time at the Goethe Institut Kabul (2005–2007).

### **IFLA Chinese Language Centre established at the National Library of China, Beijing**

In February 2009 the International Federation of Library Associations and Institutions (IFLA) and the National Library of China (NLC) in Beijing signed a cooperation agreement by which NLC received a status of IFLA Chinese Language Centre. It can now be seen as a permanent representative of IFLA/HQ for the Chinese speaking community, as well as the other way around: it is hoped that IFLA/HQ will get improved access to Chinese speaking library and information professionals.

The IFLA Chinese Language Centre will promote IFLA, support IFLA's Asia and Oceania Section as well as other relevant IFLA professional bodies and liaise with IFLA/HQ. Among the priorities of the Centre are:

1. Active membership recruitment.
2. (Co-)organising regional IFLA events.
3. Seek involvement in local or regional professional events to gain support within the Chinese language community, trying to get IFLA 'branding' of local or regional events.
4. Contribute to more effective communication within the Chinese language community and with the IFLA bodies involved.
5. Representing IFLA in the Chinese language community, in a pursuit to make IFLA more visible in that community, promoting IFLA goals, principles and core values.
6. Translation of key IFLA documents, guidelines, press-releases, papers prepared for the Assembly Meetings etc.

For further information about the Centre and its activities please contact

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# Promoting the Health of the People of Africa

## Building Library Partnerships for Better Health

Shane Godbolt and Emma Stanley\*

IN AFRICA THOUSANDS of people die every day, often for the simple reason that parents, carers or health-workers lack the information and knowledge they need to save them, or even to just alleviate their suffering. The vast majority of these deaths occur in the household, and at the level of primary and district care.

Compared with the expensive infrastructures that are taken for granted in our health, education and training systems in the UK, African countries grapple with daunting health problems in the face of limited resources.

In the UK the education and training of our doctors, nurses and health-care workers is supported by good libraries and the necessary ICT systems for information and knowledge access. Most of us enjoy good health throughout our lives because we are provided not just with comprehensive health care but also with the necessary information to maintain a healthy lifestyle.

In Africa many health-workers are trained without ever having the opportunity to use a basic textbook during their study. Yet these workers play a vital role in providing health information and recognise their own needs for up-to-date information.

'I try to read and be current in my work because sometimes I am asked challenging questions ... during the sessions I hold in villages,' said a Ugandan health-worker. We may live in the 'information age' but the

reality is that most health-care providers continue to lack the information they need to deliver basic health care.

Partnerships in Health Information (Phi), founded in 1992, is dedicated to improving the health of people in developing countries by increasing the availability and flow of health information. The main thrust of our work is enabling library-to-library partnerships and development projects between the UK and developing countries, mainly in Africa.

These partnerships aim to support local

'This training is timely, and we are getting lifetime skills that will improve the quality of our work. We need you back in Uganda to conduct courses related to library services especially in ICT. We are very grateful for the tireless efforts.'

*Uganda partner member of staff from the Albert Cook Medical School Library, Makerere University, Uganda.*

health-information professionals in providing the information that is so desperately needed within their communities. The UK partners often find that their colleagues in Africa have little or no opportunity to access training, and this is an area where the partnership can add most value.

Currently Phi supports established partnerships with institutions in Kenya, Tanzania, Sierra Leone and Uganda and is fostering new partnership activities in other countries in Africa. All projects and training are driven by needs defined by the developing-country

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partner. The partnership provides opportunities for mutual exchange of experiences and expertise for both partners.

While technology is an important focus, it is not the only one adding value to the partnership experience. Of crucial importance are the relationships and shared professional vision, which are powerful drivers for change.

In March 2008 the partnership supported between the University of Sierra Leone (USL) and Cardiff University Phi enabled a HINARI training workshop to be held in Freetown. Feedback from the Librarian of the College of Medicine and Allied Health Sciences (COMAHS), USL, stated:

‘... we have learnt a lot of new things which we didn’t know. Indeed, all the modules were well explained and demonstrated by the facilitator. This workshop training is very much needed by the COMAHS institution and college curriculum.’

A final-year medical student who took part in the training wrote:

‘Thank you very much for your effort and link for the HINARI training workshop ... I really appreciate every bit of the training sessions; it is very timely and helpful for my colleagues and with respect to our dissertation and for future purposes.’-

Health information is a rapidly developing and changing field, and health-information workers and librarians face many issues in improving the availability and use of health information.

A welcome step forward came when Lord Crisp’s seminal report of 2007 noted ‘the role that librarians in particular can play in developing health.’<sup>1</sup>

Partnerships in Health Information is a UK-based charity that promotes the health of people in developing countries through improving access to health information, with a special focus on health libraries.

Phi works collaboratively with other organisations – for example, the Tropical Health and Education Trust (THET).<sup>2</sup> Phi’s specialist area complements THET’s broader aims, especially its Links programme which supports partnerships.

Like ILIG, Phi is keen to work with colleagues in the international library community, and we have close links with the Association for Health Information and Libraries in Africa (AHILA),<sup>3</sup> an umbrella organisation that promotes the development of the profession and has a role in co-ordinating projects such as the WHO initiative, African Index Medicus (AIM), as well as other projects.

Phi also supports and works with the WHO-supported advocacy campaign Healthcare Information For All by 2015 (HIFA2015):<sup>4</sup> ‘By 2015, every person worldwide will have access to an informed healthcare provider.’

To find out more please visit Phi <<http://www.partnershipsinhealthinformation.org.uk>> or contact Phi by e-mail <[info@phi-info.org.uk](mailto:info@phi-info.org.uk)>.

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<sup>1</sup> Global Health Partnerships: The UK Contribution to Health in Developing Countries, p. 107. See <[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_065374](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_065374)>.

<sup>2</sup> <<http://www.thet.org.uk>>.

<sup>3</sup> <<http://www.ahila.org>>.

<sup>4</sup> <<http://www.hifa2015.org>>.

# 'Guidance on the Management of Controversial Material in Public Libraries'

Mark Perkins\*

I HAVE BEEN FOLLOWING with interest the debate/consultation regarding the Museum, Libraries and Archives Council (MLA)'s 'Guidance on the Management of Controversial Material in Public Libraries',<sup>1</sup> especially regarding how it relates to components of the Terrorism Act(s), in particular 'advocacy of terrorism', and thus the collection of material reflecting on events outside the UK. (Section 1 offence - Encouragement of Terrorism; Section 2 offence - 'Dissemination of Terrorist Publications'; Section 58 (1) - Collection of Information likely to be useful to a person committing or preparing an act of terrorism).

While CILIP is to be congratulated for ensuring that the 'Guidance' now clearly states that it is not legal guidance – hopefully avoiding some librarians being over cautious – I have been struck by how little debate there has been over the whether the underlying legislation itself is problematic.

As I understand it, the Terrorism Act referred to is the Terrorism Act 2006, specifically as it amends the Terrorism Act 2000,<sup>2</sup> and specifically making illegal advocacy of those acts deemed illegal in the 2000 Act.

The definition of 'terrorism' is quite broad and uncontroversial, excepting three things:

- A) 1.2(e) is designed to seriously interfere with or to seriously disrupt an electronic system.  
This part of the definition has been severely criticised by Liberty and others as deserving no place within a definition of 'Terrorism'.
- B) The way the act can capture many acts of non-violent civil disobedience, e.g. serious damage to property/electronic disruption, without risk to human life.
- C) There is no distinction between military and civilian targets, thus no distinction between terrorism and accepted warfare within Geneva Conventions.

While there seems to be no distinction between 'actions' within the UK or overseas, my reading is that this is not the case owing to Section 59 (5), which exempts the UK government from the Act: this implies that UK Government publications are free to advocate acts that would be illegal for others.

Further, from Section 63E and Section 117, prosecutions cannot be brought for incitement to terrorism, except with the consent of the Attorney General. When applied to questions of 'Management of Controversial Material in Public Libraries', this would effectively place decisions as to what would be prosecuted in the hands of the Attorney General rather than being clearly defined in law; thus, a political appointee becomes the arbiter of what controversial material could be stocked.

The Guidance is very much directed towards what the legal situation is regarding 'controversial stock', as could be expected

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<sup>1</sup> Consultation on draft guidance on the management of controversial material in public libraries <<http://www.mla.gov.uk/news/press/releases/2009/-/media/Files/pdf/2009/ControversialMaterialReport>>.

<sup>2</sup> Terrorism Act 2000, UK Statute Law Database. <<http://www.statutelaw.gov.uk>>.

from a government publication. However, there does seem to be confusion among some librarians between the 'legitimate interest' of readers and what is legally permissible, e.g. 'In determining what is legitimate interest the librarian can safely rely upon one guide only – the law of the land.' This is not only the case regarding the 'Terrorism Act' but also Blasphemy laws.<sup>3</sup>

The Guidance also refers to CILIP's Policy Statement 'Until now, the most frequently cited source for guidance on this topic is the Chartered Institute of Library and Information Professionals (CILIP) policy statement on "Intellectual Freedom, Access to Information and Censorship", published in 2005.' This states clearly that:

'Access [to information] should not be restricted on any grounds except that of the law. If publicly available material has not incurred legal penalties then it should not be excluded on moral, political, religious, racial or gender grounds, to satisfy the demands of sectional interest.'

While the Policy Statement is unproblematic in terms of guidance on how to follow the law of the land, it has perhaps led to silence by librarians as to whether the law itself is in line with the other principles in the Policy Statement regarding 'Intellectual Freedom, Access to Information and Censorship' and thus perhaps the confusion between 'legitimate interest' and legally permissible – as indicated by Bolton's Stock Policy.

I am not sure that my interpretations of the legislation are correct, especially as the interaction of the various sections of the Acts are not clear; I would welcome confirmation or correction.

<sup>3</sup> Bolton Library Authority Stock Policy, cited in Appendix B of the MLA Guidance.

## **Middlesex Leads EU-funded Partnership to Enhance Library Services in Armenia, Georgia and Uzbekistan**

A TEAM OF library information experts, led by Alan Hopkinson, Technical Manager of Middlesex University's Library Services, has been awarded an EU grant to develop services and upgrade library staff skills in Armenia, Georgia and Uzbekistan. A total of €617,787 has been dedicated to the three-year project, which will run until January 2012.

Middlesex will work with colleagues from Robert Gordon University and other European universities to bring teaching in Library and Information Studies and Archives in each project country into line with EU standards. Library Science teaching professionals from all three states will also be trained in skills which will enable them to develop life-long learning programmes in their own countries.

The idea originated from previous projects that Middlesex Library Services staff had undertaken with university libraries in Belgrade and Yerevan, Armenia. Middlesex approached the European Union's TEMPUS programme (Trans-European Mobility Scheme for University Studies) suggesting a project that would enable each of the three countries to upgrade the skills and expertise of their university library staff, and to modernise library and information services.

The proposal was seen as a good 'fit' with TEMPUS's aims, which focus on curriculum development and strengthening university infrastructures and teaching standards. Librarianship skills and equipment provision in many former Soviet countries have not kept pace with developments in Western Europe, so students and academics from these coun-

tries often do not have the appropriate level of skills or technical knowledge to undertake further study and research at a European university. Middlesex's work on this new project will help to improve standards and skills for both the university staff being trained and for future generations of students passing through the university system.

Middlesex's key role will be to manage the project, develop training materials, oversee the skills training and progress of individual staff, and make recommendations to improve information management systems such as those for archives and cataloguing.

Another aim of the project is to improve access and familiarity with digital systems and encourage the development of VLEs – online learning or 'virtual learning environments'. VLEs will enable lecturers in library, archive and information studies to develop distance and life-long-learning programmes. The Internet, electronic journals and online-learning facilities are also important tools which will help improve access to information and learning opportunities; Middlesex will make recommendations on the best type of ICT equipment and systems needed to achieve all this.

During the project, a total of fifteen academic staff from the three organisations will follow a Masters degree in Library Information Science, attending courses at Robert Gordon University, and undertaking independent study to build up skills and knowledge. They will also undertake practical training in their

home country, where EU trainers will visit every four months to work intensively with academic staff, librarians and archivists on skills development.

Alan Hopkinson, of Middlesex's Library Services, said: 'The project team is looking forward to the challenges of the TEMPUS project. Our work over the next three years will help colleagues in Armenia, Georgia and Uzbekistan to develop library provision on all fronts in their home countries, providing well-trained staff, ongoing learning and training programmes, and improved understanding of and access to information and learning resources.'

He added: 'The UK has a reputation for having some of most advanced archive techniques in the world. The level of EU funding awarded to the project by TEMPUS is an indication of the standing that Middlesex's Learning Resources Team has gained in managing projects which focus on developing learning resources services, and we are delighted to be leading such an ambitious multi-country initiative.'

Lana Karlova of the National TEMPUS Office, Armenia, said: 'Libraries and information services play a fundamental role in the development of society. ... the TEMPUS project will focus on developing a master course in library, information and archive studies in Armenia, Georgia and Uzbekistan. ... the project will help to shape the way information is produced, analysed and preserved. This work will benefit all areas of society, including the management of personal information.'

<http://www.cilip.org.uk/ilig>

Look for more information about informals, seminars and other events  
on ILIG's Website.

# Book Reviews

Deborah H. Charbonneau (ed.), *Global Information Inequalities: Bridging the Information Gap*. Oxford: Chandos Publishing, 2008. ISBN: 978-1-84334-361-5 (pbk).

Ten years ago Bill Gates was overheard speaking about an initiative to provide computers to African villages: 'The mothers are going to walk right up to that computer and say, My children are dying, what can you do? They're not going to sit there and like, browse eBay or something. What they want is for their children to live ... Do you really have to put in computers to figure that out?' This quote encapsulates the strengths and weaknesses of this admirable, if confused, volume.

Information provision succeeds in making a difference when local concerns are addressed by local groups. It succeeds when individuals are given material and administrative support to achieve practical goals. Globalisation provides opportunities to realise these goals, but globalisation has also torn a gulf between those with ready access to manifold information and those with very little. This publication outlines attempts across five continents to bridge the gap.

The book is ambitious in design and expectation. It contains thirteen contributions, divided into four broad subject areas. Inequalities in information access and provision in eleven countries are addressed. However, the overall thesis is somewhat confused and the contributions patchy.

First World concerns are simply too different from those in the developing world for any meaningful conflation. To oversimplify, First World users *do* want to browse eBay, while those seeking information in the developing world *do* want information that will prevent the premature deaths of their children.

The information needs of the Peruvian tribespeople, as outlined by Dunn and Saavedra ('dedicated to subsistence farming, fishing and the exploitation of natural resources'), and the American bookmobile users detailed by Jan Meadows ('equipped with patron laptop computer stations') are themselves divided by a gulf that only the broadest understanding of information inequality can accommodate.

Charbonneau admits these difficulties in her introduction, writing that 'individuals around the world are unable to access information because of a multitude of intersecting and overlapping factors'. The chapter authors address these factors in a variety of practical and theoretical ways. Four articles in particular impressed me – two from the developing world, two from North America.

Alli Mcharazo's chapter on 'Community Resource Centres' (CRCs) in Tanzania was enlightening from its second sentence. Mcharazo points out that Tanzanian libraries, mostly full of foreign literature and mostly located in urban areas 'are considered alien by some of the very citizens that they are targeted to provide with information'. The idea of a library failing to properly address the needs of its users simply because of its foreignness is instructional.

The success of CRCs in overcoming both psychological and practical problems is a masterclass in information provision. Through literacy programmes, community involvement and a continuous self-reflective analysis of the differing and changing needs of CRC users, the profiled CRCs were able to bridge a number of social and informational 'gaps'.

Mcharazo's chapter also demonstrates

that the various reconfigurations of library services, which often serve as bandages over information-provision failures, are a false spectrum. The Tanzanian model provides a different approach. CRCs, in Mcharazo's words, provide 'useful and effective alternatives to traditional libraries'. The financial support of the Canadian Organisation for Development through Education should not be overlooked.

The needs of the communities of Amazonian Peru described by Dunn and Saavedra are superficially similar to those in Africa. But the dangers of reductionist Western assumptions are quickly highlighted.

The authors describe how a visiting ecologist, appalled at the keeping of sloths as pets, gave their owners money to set them free. However, the next year 'the villagers ascertained when the ecologist would be visiting, collected many wild sloths from trees just before his arrival and then waited for him to buy them and set them free.'

This anecdote is one of many – the chapter is simultaneously an investigation of the authors' own alienness from Amazonian culture and a description of various projects through which they attempted to improve local lives. They note that 'information that is generally sought and shared is pragmatic in nature' and that attempts to change this attitude, be it through lending books or showing documentaries, are rarely successful.

Only three adults regularly borrow books, and at film showings students are visibly bored by the talking heads. Medical clinics, water-treatment projects, carpentry and sewing workshops are more successful. Particularly useful is the presentation of the authors as much-needed crossing points between tourist money (and the accompanying naive idealisations of rainforest life) and local needs.

But where is the information gap? In Amazonian

Peru the chasm is so wide as to defy description. It is also dangerous: 'the Amazon inhabitant takes on the new culture without having the cognitive tools to consciously judge its values and consequences'. Yet in spite of the threatened destruction of traditional ways we rest easier after reading this chapter – the authors are the intermediaries the subjects of their chapter need.

Bobier and Paterson's article on the Canadian library service is a world away from the Amazon, and, as I have already mentioned, I can find little to connect the needs of the different communities served. Some chapters in this book are unclear – their topics ill-defined, the writing or translation poor. Bobier and Paterson's is a model of clarity and precision, and anyone looking for project-management tips would do well to read this chapter.

Unencumbered by the philosophical pre-suppositions and preoccupations that undermine other chapters, they outline attempts to provide library services to 'print disabled' users. The advice is practical, the results and conclusion equally so. Almost uniquely, their policies and approach pre-empt government policies. When librarians are able to influence government policy for the effective benefit of their users they are really beginning to gather the bricks and mortar needed to bridge the information gap.

South of the border, Healy's article on medical information provision throughout the United States shows how librarians can act as intermediaries between national institutions and at-risk (i.e. informationally poor) communities.

It also demonstrates that, without an active community supporting dissemination, good policies (or good products, i.e. MedlinePlus), can be ineffective. In this case an understanding of both context and users, allied with a traditional

set of library skills, allowed librarians to be key players in the success of MedlinePlus Go Local.

As Healy plainly states, for a variety of reasons 'many libraries and librarians are uniquely positioned to increase access to health service information'. She also reminds us that, for all the wonderful things the Internet does, it 'can be a barrier to information for some community members'.

The achievements of this volume can be summed up by its cover illustration. In cool blue, black and grey, a globe is connected by lines (which could equally well be scaffold poles

as wires) to six laptops and six plastic figures. Neither the technology represented by the computer nor the activity or policy represented by the people can bridge the 'information gap' of the title by themselves.

Together, laptops and librarians can do much to address social, cultural and political divides, though it may be naive to think we can ever come close to Charbonneau's goal of 'creating and sustaining equitable information access'.

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Shiraz Durrani, *Information and Liberation: Writings on the Politics of Information and Librarianship*. Duluth, MN: Library Juice Press, 2008. ISBN 978-0-9802004-0-9

This volume is a collection of the writings of Shiraz Durrani, British-Kenyan library science professor and political activist (Durrani is Strategy & Commissioning Officer at the London Borough of Merton). It is much more than that, navigating through almost thirty years of his inspiring articles, interviews and reports.

It impregnates the reader with the desire to 'get out there and do something' for the sake of public libraries and information rights, to become part of what Durrani – a political refugee who writes with an understanding of the issues which has taken a whole life of activism to achieve – calls relevant librarianship.

Written with great passion and moral conviction, as well as originality of mind and years of study and practice-based knowledge, Durrani's third book serves as a tribute to all the library workers in Kenya and Britain, the

activists who have implemented some of the ideas he passionately describes; from taking information to rural areas to improve the living conditions of their residents, to populating public libraries' shelves with books relevant to the communities they serve and in languages they can actually understand – things that sound like common sense but which in fact are still a struggle in many communities.

Although Durrani does not disguise his profound dislike for what he calls Western Imperialism, his arguments do not appear bitter or mind-twisted; his critical views seem to develop from personal experiences and love for his community and the people's movement. This somehow influences the reader, attracting us towards even his most radical ideas.

In some articles Durrani puts ideas into practice and focuses on the lessons learnt. He

also encourages debate by putting libraries and librarians into perspective in a social context – as human rights activists and as contributors to economic development and social change. He talks about ‘information activists’ such as Progressive Librarians in the USA (<http://www.libr.org/plg/index.php>); describes what he calls ‘Black Librarianship’ as a vehicle to combat xenophobia and racism by empowering victims of racism; and mentions others who use information as a tool for liberation, while criticising those ‘divorced from social responsibility’ who perpetuate the status quo through the de-politicisation of information.

In some parts inspiring and in others most

definitely thought-provoking, this book also talks about the future. Durrani’s latest project, the Quality Leaders Project (<http://www.seapn.org.uk/qlp>), explores new territory and could be the model for initiatives to come aimed to attract a diverse workforce into the profession, empower new generations of librarians to continue the work on social exclusion, and shape the future of public libraries, in Britain and elsewhere.

The book itself is well structured, has a good table of contents, a comprehensive index and other book reviews.

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### **Notes for contributors to *Focus***

Articles for publication in *Focus* are always welcome.

Focus is not peer-reviewed, and articles are primarily intended to keep readers (who are professionals from a variety of different types of library and information services) informed about what is going on in the international library and information world, to introduce new ideas and programmes, report on activities and experiences, etc., rather than be ‘academic treatises’.

Articles are normally between 1,500 and 2,000 words, though can be a little longer if necessary. The inclusion of references and URLs/links to further information is valuable, as is a relevant photo or two (640 × 480 at good resolution), if appropriate.

Focus is published in March, July and November and copy deadline is normally the end of January, May and September, respectively.

Please e-mail material for consideration to the editor at <[iligfocus@cilip.org.uk](mailto:iligfocus@cilip.org.uk)>.

Articles should not have been previously published, or be under consideration elsewhere.



ILIG's Committee met on 11 February 2009.

### **CILIP Seal of Approval**

The big news of the meeting was CILIP's award of its Seal of Recognition to ILIG's seminars. This was a splendid achievement, and the committee congratulated former Treasurer, Kathleen Ladizesky, in her absence, for all the work she had put into preparing the application.

### **ILIG Seminars**

And ILIG is not resting on its laurels. The Committee heard of the work that was going into the preparation of the next pair of ILIG seminars, to be held on 30 April. The speakers were to be Paul Pedley, on news in the field of copyright and intellectual property, and Karen Senior, on services to international students in the UK. Bookings were already starting to come in.

### **ILIG at Umbrella 2009**

ILIG will be fielding three sessions at the 2009 Umbrella conference. At one of them, the Group will present its annual International Award to 'a person, group or committee, which has made a real difference to a community through their work in library and information services in countries outside the United Kingdom of Great Britain and Northern Ireland'. The Committee discussed ways of publicising this award, so

as to attract nominations of the calibre that had been seen up to now.

### **Focus**

The Committee evaluated the modes of publication for ILIG's journal. Print on paper is slow and expensive, but it yields useful publicity material. Moreover, publishing only online would exclude many potential readers. So the policy for now has to be to keep both formats going.

### **ILIG online**

Beth Murphy is taking over two jobs – as ILIGlist Moderator, from Jorge Solis, and as Admin of ILIG's Facebook group, from Aidan Baker. A survey of Facebook users, at [http://www.surveymonkey.com/s.aspx?sm=Me5Qu\\_2fetAo9sydJKkE\\_2bE2g\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=Me5Qu_2fetAo9sydJKkE_2bE2g_3d_3d), has drawn some interesting responses from around the world. More links, and a more dynamic look, were among the changes that people said they would like to see.

### **ILIG Informals**

The December 2008 Informal was a highly successful quiz, celebrating the 60th anniversary of the United Nations Universal Declaration of Human Rights. This drew 28 participants and netted £130 for ILIG's work.

The April 2009 Informal will be addressed by Professor Rebecca Knuth, of the University of Hawaii, on the theme of 'Extremism and the destruction of libraries worldwide'.

### **Finances**

Kathleen Ladizesky's final report as Treasurer was presented by her successor, Norman Briggs. The Group's finances were in good shape, with the income from seminars continuing to fund the publication of *Focus* and ILIG's other projects.

### **Donations policy**

ILIG's policy on how to respond to requests for financial help is still under discussion, but is likely to include a budgeted figure, not carried over from year to year, and supplemented by income from fundraising events.

### **Next meeting**

ILIG's AGM took place later that same day – see the report below.

The Committee will next meet on Wednesday 10 June.

*Aidan Baker*

## **ILIG's AGM, 2009**

ILIG's AGM was held on 11 February, barely eight months after the previous one. But, said Chair Gill Harris, that didn't make for a shorter annual report!

### **ILIG Seminars**

ILIG ran successful seminars in October 2008, and work is in hand for others. The October seminars featured Terry Kendrick on Internet search techniques, and Helen Carpenter, Diana Edmonds and Amanuel Gebrekidan on library and information services to migrants and refugees. The year had been crowned when ILIG's seminars received CILIP's Seal of Recognition.

### **Anthony Thompson Award**

The winner, Raj Kumar Gandharba, who spoke at the 2008 AGM, had remained in touch; ILIG is sponsoring his membership of CILIP until the award is next made.

### **Focus**

Editor Roger Stringer and Associate Editor Alice Tyler were congratulated on the excellent publication they continue to produce and distribute so regularly.

### **ILIG Informals**

Two presentations had taken place since the 2008 AGM. In September, Glorias Asimwe was interviewed by Maria Cotera about her work for the African Prisons Project. The December Informal had been a quiz.

### **Partnerships**

The working relationship with CILIP's Career Development Group remain close. Glorias Asimwe, speaker at the September Informal, had visited the UK on a trip part-funded by CDG; members of both CDG and ILIG had hosted her in their homes and workplaces.

ILIG Committee member Maria Cotera had been elected President of CDG. The long-standing link with the British Council continues, with Jorge Solis their representative, and a new association, with Partnerships in Health Information, had begun when Shane Godbolt joined the Committee.

### **Finances**

Kathleen Ladizesky's final report as Treasurer was presented by her successor, Norman Briggs. The Group's finances were in good shape, with around £6,500 of surplus income from the seminars continuing to fund the publication of *Focus* and ILIG's other projects.

A summary of the audited accounts will appear in the July 2009 issue of *Focus*.

### **Donations policy**

ILIG's policy on how to respond to requests for financial help is still under discussion, but is likely to include a budgeted figure, not carried over from year to year, and supplemented by income from fundraising events.

*Aidan Baker*

## Accreditation, Activism, Advocacy, Affordability

### Peter Griffiths on Presidential Themes

In what has become a regular pattern in recent years, ILIG's AGM on 11 February was followed by a talk from the current CILIP President. Peter Griffiths told the meeting of the CILIP themes for the year, and of his presidential themes.

The CILIP themes are accreditation, activism, advocacy, and affordability. Peter's presidential themes are professionalism, new ground, activism, leadership, collaboration, and opportunity. And the talk held those two lists up to each other.

*Accreditation* – keeping the Framework of Qualifications up to scratch, and expanding the accredited skills to include knowledge management, finance, and leadership. Peter congratulated ILIG on the award of CILIP's Seal of Recognition to its seminars.

*Activism* – encouraging librarians and information workers into areas where they are naturally active, but not necessarily seen as such. Leadership again was a prime example. In the civil service, where Peter has spent much of his professional life, LIS workers may rise to a certain level of leadership, but this tends to be much the same level of leadership where members of some other professions, such as law, expect to begin.

*Advocacy* – highlighting the importance of library and information skills. Peter returned several times to a recent survey within the civil service, in which staff had,

in his view, somewhat over-rated their own ability to analyse and use evidence. Against their confidence, he said, was the fact that investigations into the causes of avoidable tragedies had repeatedly emphasised poor handling of information. Information skills could start, in Peter's view, with not leaving sensitive information on trains! And, he added, in his experience, the much-publicised instances of carelessness with official information were too often matched by carelessness with the personal information of civil servants themselves.

*Affordability* – the determining of priorities. Peter congratulated ILIG again on the seminars, this time for the income they had generated.

The discussion that followed was a lively one, focusing particularly on matters of training and qualifications. Peter concurred with audience members who stressed the importance of relevance to the employer in any professional development, and the need to explain its value in terms the employer could understand.

A publication that Peter drew attention to in his talk was the Knowledge Council's 2008 report *Information Matters: Building Government's Capability in Managing Knowledge and Information*. It can be found online at <http://www.nationalarchives.gov.uk/services/publications/information-matters-strategy.pdf>.

*Aidan Baker*

## CILIP's Branch and Group e-distribution service

This new service was launched in February 2009 by the Membership Support Unit (MSU) of CILIP for the benefit of personal members of CILIP's Branches and Groups. This will enable Branches and Groups to send notices about events and other information to all their members.

Distribution of Branch and Group e-mails takes place once a month, on a four-weekly rota. ILIG's e-mails will be sent out on the second Wednesday of the month. (If a month has five Wednesdays nothing will be sent out on the last one.)

However, simply being a member of ILIG is not enough! In order to receive the e-mails that ILIG sends out using this service, you must be registered on the CILIP website.

If you have not yet registered, just go to the Registration page at <<https://www.cilip.org.uk/register>>. If you are already registered

on the CILIP website, check your login details to make sure that the e-mail address you gave when you registered is the one that you want the ILIG e-mails to come to. This is because the new e-distribution service can only send emails to the address you have registered on the CILIP website! The service cannot use any other email address – even one that you may have given CILIP already.

Added bonuses for registering on the CILIP website are that you will be able to:

- access the CILIP member only pages
- access the member only pages of the Branch and the Special Interest Groups you belong to
- subscribe to CILIP's eBulletins
- update the details, online, on your "My profile" page.

Alice Tyler, ILIG Web officer  
<[a.m.tyler@btinternet.com](mailto:a.m.tyler@btinternet.com)>

### ILIG Informal, 8 April 2009

Come and meet Rebecca Knuth, who will talk to us about **Extremism and the Destruction of Libraries Worldwide**. 6.00p.m. in Charter Suite East at CILIP, 7 Ridgmount Street, London, WC1 7AE. Free, all welcome. Refreshments will be served, so, if you can let us know that you are coming it would be a great help. The contact, for this Informal, is Alice Tyler at <[a.m.tyler@btinternet.com](mailto:a.m.tyler@btinternet.com)>.

Professor Knuth, from the University of Hawaii, will discuss the motivation behind groups with extreme agendas who destroy libraries through acts of commission (ethnic nationalists, religious fundamentalists like the Taliban, and political radicals of both the left and right) and omission (the Allies in World War II and the Bush administration in 2003).

Professor Knuth is the author of *Libricide: The Regime-Sponsored Destruction of Books and Libraries in the Twentieth Century* (2003) and *Burning Books and Leveling Libraries: Extremist Violence and Cultural Destruction* (2006).

## ILIG Awarded CILIP's Seal of Recognition

ILIG is pleased to announce that it has been awarded CILIP's Seal of Recognition for the seminars that it organises to support Continuing Professional Development in the Library and Information Science sector.

The Seal shows clearly that ILIG has an established standard of quality and consistency that is recognised by CILIP.

When delegates to a seminar see the Seal they can immediately know that

- 1 ILIG has been accepted by CILIP as directly engaging in the Body of Professional Knowledge which defines their core LIS knowledge base.
- 2 the content of the seminars has been independently assessed and reviewed.
- 3 they can feel more certain of a beneficial outcome to the training being provided.
- 4 their case for financial support will be strengthened.

All these are important factors when considering which training to undertake, particularly in these difficult financial times.

The idea of ILIG's running seminars started in 2002, when Paul Sturges was Chairman and



Sue Hills helped with administration. Since then, first with Hazel Dakers as Chairman and now with Gill Harris, ILIG has provided seminars of value to those working in the LIS field, continually looking for ways to improve on them.

Meetings have covered a variety of topics, including Web 2.0, Copyright, and Information Services for Refugees and Immigrants.

Proceeds from these seminars are essential for ILIG, as a CILIP SIG, to continue with its core activities of producing *Focus* and other work in the international LIS field.

CILIP's Seal will help us promote forthcoming seminars and also help potential delegates and their employers decide on future development activities more confidently. We are proud to be able to display it.

*Kathleen Ladizesky, ILIG*

### ILIG Informal, 10 June 2009

This is a joint Informal with the London Section of CILIP's University, College and Research Group. Come and meet Beth Murphy (Deputy Head, Operations) from **Book Aid International**. 6.00p.m in Charter SuiteEast at CILIP, 7 Ridgmount Street, London, WC1 7AE. Free, all welcome. Refreshments will be served, so, if you can let us know that you are coming it would be a great help. The contact, for this Informal, is David Clover at <[David.Clover@sas.ac.uk](mailto:David.Clover@sas.ac.uk)>.

Beth Murphy will do a presentation for about 30 minutes, and there will be about 30 minutes for questions and contributions from the floor and general discussion. This event will provide good networking opportunities.



ILIG presents

## Two Half-day Seminars

Thursday, 30 April

CILIP, 7 Ridgmount Street, London WC1E 7AE



The International  
Library and Information  
Group of CILIP

### Copyright for the education sector

Paul Pedley (9.30 – 12.30)

### Information services for international students

Karen Senior (13.30 – 16.30)

The seminar will cover:

1. The copyright exceptions
  - Fair dealing
  - Library privilege
  - The distinction between commercial and non-commercial purpose
  - Copying for instruction or examination
  - Off-air recording for educational purposes
  - Visual impairment
2. Issues involved in posting content onto a virtual learning environment
3. Copyright licences available for the educational sector
  - NLA licences
  - ERA licence
  - Ordnance Survey
4. Recent developments such as the Implementation of the Gowers Recommendations and The Green Paper on Copyright in the Knowledge Economy

**Paul Pedley** is Visiting Professor of Information Management at London Metropolitan University, and is also Head of Research at the Economist Intelligence Unit. He is a member of the Libraries and Archives Copyright Alliance.

International students contribute £5.5bn a year to the UK economy through tuition fees, accommodation and other living expenses. No one really knows the effect that the current global economic crisis will have on this essential market. Libraries of all types can help to foster an international ethos and contribute both culturally and educationally towards the well-being of these students.

Based on the 'SCONUL Guidelines on Library Services for International Students', this seminar will provide a wealth of practical advice on supporting international students through 17 key concepts, including special touches, strategies, advice on job descriptions, training opportunities and many other areas.

While aimed specifically at university libraries, the information and advice can be easily adapted by public libraries and others when they are planning services involving a worldwide clientele. Following a presentation, there will be a workshop on the 17 key concepts.

**Karen Senior** is Head of Library at the University of Bolton. She is a member of the CILIP Multimedia Information and Technology Group (MmIT) North West, and an Assessor for the CILIP Chartership process. She was a member of the SCONUL Access group from 2001 to 2008, and chaired the Access Working Group which published the SCONUL Guidelines on Library Services for International Students in May 2008.

Enquiries about the programme and bookings to:  
Norman Briggs, 14 Beech Lane, Earley, READING, RG6 5PT  
e-mail: <[nwbriggs@iliacuk.co.uk](mailto:nwbriggs@iliacuk.co.uk)>



## Booking Form

Two Half-day Seminars

Thursday, 30 April

CILIP, 7 Ridgmount Street, London WC1E 7AE

# ILIG

The International  
Library and Information  
Group of CILIP

**Copyright for the Education Sector:** 9.30 – 12.30 (Registration & coffee 9.15)  
**Information Services for International Students:** 13.30 – 16.30 (Registration & coffee 1.15)

Please complete and return this form to:

Norman Briggs, 14 Beech Lane, Earley, READING, RG6 5PT; e-mail: <nwbriggs@iliacuc.co.uk>

Name: .....  
 Organisation: .....  
 Address: .....  
 ..... Postcode:.....  
 Email address: ..... Telephone number:.....

Please delete as necessary

- \* I wish to attend the session(s) in the i) morning; ii) afternoon; iii) both morning and afternoon.
- \* I am/am not a member of ILIG/CILIP.
- \* I enclose a cheque for £\_\_\_\_\_ made payable to International Library and Information Group (ILIG).
- \* Please invoice my organisation (as above).

In the event of a booking being cancelled a fee of £10 + VAT will be charged.  
 No refunds after 23 April 2009.

Data Protection Act 1998:

Please tick if you do **not** wish your name and affiliation to appear on the delegate list

VAT Reg. No. GB 233 1573 87 CILIP Charity No. 313014

### Prices

Prices are per person and include refreshments and VAT (NB. Lunch not included in the price)

**Morning seminar:**

ILIG member: £72	Cilip member: £83	Non-member: £106
Concession: £47	3+ delegates from same organisation: 10% discount	

**Afternoon seminar:**

Individuals: £47	5+ delegates from same organisation: £30
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**Special price to attend both seminars**

ILIG members: £107 • CILIP members: £118 • Non-members: £141 • Concessions: £70.50

## Five-week study tour to the United Kingdom

*Between 5 September and 12 October 2008 Glorias Asimwe visited the UK on a study tour of libraries with the support of ILIG, CDG, former VSO librarians and the Prisons Library Group. This is an edited and shortened version of an article that appeared in full in Impact: Journal of the Career Development Group (Winter 2008) 4(11) 75–79.*

THE PROGRAMME WAS very relevant to me, as it involved visiting different library sectors, thus broadening my perspective and experience. As a new graduate of the East African School of Library and Information Science, Makerere University, Uganda – where a mainly theoretical teaching approach is emphasized owing to inadequate resources such as computers – I had completed my degree with fewer practical skills than expected.

The study tour to the UK was a once-in-a-lifetime chance to catch up on what I had missed. For instance, I have often heard my lecturer talk about microfiche but hadn't seen one until my visit to Bristol Central Library.

I was overwhelmed by the size of the libraries I visited – ranging from primary school, prison, public, hospital, government libraries and NGOs – and they had a wide variety of books, periodicals, audio-visual materials and Internet services; libraries in Uganda are small, with inadequate reading materials. Some libraries that had been referred to as very small, such as a branch of Hackney Borough Public Libraries, were big and well equipped compared to the National Library of Uganda.

After my degree in Library Science I started working as a volunteer with the African Prisons Project, which builds and refurbishes libraries and hospitals in African prisons. The project is a UK charity founded in 2004 by Alexander McLean; it aims at improving the welfare, health, education and recreational facilities of prisoners. It works in seven

prisons in Uganda, Kenya, Sierra Leone, and Zambia (see <http://www.africanprisons.org>).

### Some libraries visited

Tower Hamlets Borough School Services surprised me, because it is rare to find primary or secondary school libraries in Uganda, and therefore one only discovers the library at university level, where there are not enough books anyway; and it is harder to develop a reading culture at an older age.

The visits to Wandsworth and Nottingham prison libraries also took me by surprise; what I experienced was totally different from Ugandan prisons. I recall saying that the prisons looked like big hotels as they were so clean and prisoners were well fed; in our prisons, a cell meant for two is occupied by ten or more inmates who get one meal a day.

I was also very impressed to see how well equipped libraries in the different sectors were. For instance, for the first time ever I saw public libraries catering for all ages, with collections especially for children, facilities for disabled people, such as computers for the partially sighted, and big computer laboratories.

### Professional benefits

Working practice at the Haddon Library of Archaeology and Anthropology, Cambridge, gave me experience of what happens within academic libraries, and enabled me to meet different users and learn how to handle their specific information needs, especially as

users came with different ideas about what they needed.

At University College London Library Services I went through the process of following a book from being ordered with a supplier at the request of a university lecturer up to the time it was shelved in the library; this was also eye-opening, as I had no idea about how it was done in practice.

At the Environment Agency in Bristol I was taught and given literature on how to manage corporate records more effectively; this was very helpful because my major field of specialization was records management, which I had studied in theory. As a result of this tour, I now understand in practical terms that digitizing records from paper into electronic form is the best way of storing information and saving valuable office space.

As I am relatively new to prison libraries, my visits to Wandsworth and Nottingham prisons were very helpful. The librarians explained how they get prisoners to use the library materials, and I was able to see a variety of other programmes that prisoners have access to, including literacy, cookery, painting and construction.

I learnt different techniques that librarians use to motivate people to use the library, such as reading competitions. This is something I will apply to improve the reading culture among Ugandan prison inmates to ensure that, when they are rehabilitated and back in the community, they are able to contribute to the social and economic development of our country.

I observed the way that classification differed from library to library – some used Dewey or UDC while others had their own classification – for example, hospital and medical libraries.

Becoming a CILIP member will enable me

to join a large network of librarians in the UK as well as in Africa. I see this as a way of keeping up to date with what takes place in the different library sectors. I will also be able to send information about new developments in the African Prisons Project and get into contact with librarians who may be interested in volunteering to work with the project.

Several institutions I visited showed an interest in helping us. For example, Book Aid International has agreed to donate books to the African Prisons Project. I was interviewed about my job, which I regard as a stepping stone for disseminating our work to a wider audience, since we build libraries from scratch without any government funding; without assistance, our resources are limited.

### **Personal benefits**

My communication skills improved vastly, mainly because I had the opportunity to speak to so many different people. For instance, on 10 September I answered questions about my studies as a library and information professional in Uganda and my expectations of the study trip at the 'Informal' event, jointly organized by ILIG and the CDG.

I really benefited from this as, prior to my visit, I wasn't good at public speaking and always felt too small and shy to address people in a group. This has now changed and at the moment I feel able to approach anyone without the fear I once had.

What I gained from this study tour is so precious that it will not only remain in my head but I will also share it with other librarians and apply it in my day-to-day work with the African Prisons Project.

*Glorias Asimwe*

*Librarian, African Prisons Project*

[gloriasasiimwe@africanprisons.org](mailto:gloriasasiimwe@africanprisons.org)

# Cabbages and Kings

An idea has been buzzing around in my head for some time. The idea is this – that *Focus* has a corner of a page where you, the readers, can ‘Talk of many things’\* – particularly those odds and ends that, in themselves, do not justify an article, or even a letter to the Editor.

It may be something that has caught your eye, or something that has puzzled you. Or it may be a useful tip or piece of advice you have received, or discovered through bitter experience! A sort of paper-based Twitter if you like.

Obviously no anonymous contributions can be considered, but I see no need for full disclosure on the page. Unless, of course, the contributor wishes to have replies ‘off-page’. What do you think?

★ ★ ★ ★ ★

Oops – by using the word ‘Twitter’ have I infringed a copyright or trademark? If so, I apologise – and plead in my defence that I am only following a very long tradition. Think of the use, in British English, of the words ‘tarmac’, ‘mackintosh’, ‘hoover’, ‘aspirin’ and ‘pyrex’, all of which began life as trademarks or brand names!

★ ★ ★ ★ ★

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\* ‘The time has come,’ the Walrus said,  
To talk of many things:  
Of shoes—and ships—and sealing wax—  
Of cabbages—and kings—’

From ‘The Walrus and the Carpenter’, a poem in *Through the Looking-Glass and What Alice Found There* by Lewis Carroll.

Be careful when using Google Maps to find addresses, particularly postal addresses. When I keyed in the post codes of the seven houses I have lived in since January 1993, both in the United Kingdom and in Norway, the addresses given by Google for these post codes were wrong, in one way or another, in every case.

Sometimes the place/location names were wrong. Even more seriously, for postal delivery, the post town was often wrong. Using the wrong post town can lead to letters and parcels being ‘returned to sender’ as undeliverable.

It is clear that Google has been, and in many cases still is, using the name of the administrative area in which an address is situated instead of the appropriate place name, and post town. Unfortunately for Google, there are parts of the world – for example, the United Kingdom and Norway – where the name of the administrative area does not always form part of postal addresses.

But, to give Google its due, it seems to have realised this and begun working on the problem. When I checked my present address today the location and post town were given. Last time I checked Google Maps only gave the administrative area.

To find out how to make sure that you are always correctly addressed, from the postal point of view, pay a visit to the Universal Postal Union’s Postal addressing systems in member countries page at <[http://www.upu.int/post\\_code/en/postal\\_addressing\\_systems\\_member\\_countries.shtml](http://www.upu.int/post_code/en/postal_addressing_systems_member_countries.shtml)>.

Alice Tyler  
Associate Editor  
<[a.m.tyler@btinternet.com](mailto:a.m.tyler@btinternet.com)>

# ILIG

The International  
Library and Information  
Group of CILIP

**ILIG invites nominations from CILIP members for its  
International Award, 2009**  
(for making a difference  
in libraries and information services outside the UK)

In 2005 the International Library and Information Group of CILIP established an annual prize to be awarded to a person, group or committee that has made a real difference to a community through their work in library and information services in countries outside the United Kingdom of Great Britain and Northern Ireland.

In 2008 the winner was Mr Gray Nyali, Director of the Malawi National Library Service. The award was made in recognition of the way he had developed and taken library and information services out to a large number of people throughout Malawi, thereby enriching their lives.

In 2007 the winner was Mrs Jan Lewis, who had worked for the previous six years as a volunteer prison librarian in Glendairy Prison, Barbados.

The nominee will be, or will have recently been, working overseas in the library and information sector, and the award will recognize an initiative that is either current or has been completed within the last year. Precedence will be given to those who have not already received recognition for their work, e.g. by national organizations or publicity.

Any person or group, except members of the current and immediate past ILIG Committee, is eligible.

They may be of any nationality and need not be professionally trained librarians.

Any member of CILIP may make a nomination.

The 2009 award will be made in July. There will be a cash prize of £100, plus one year's free subscription to *Focus*, ILIG's journal.

To make a nomination, complete a proposal form, which can be requested from the Secretary of ILIG by e-mail to <ilig@cilip.org.uk> or by mail to Anne Powell, ILIG Secretary  
c/o International Network for the Availability of Scientific Publications (INASP)  
60 St Aldates, Oxford, OX1 1ST, UK

The deadline for receipt of completed nominations is 5 June 2009.

# DATES FOR YOUR DIARY

## ILIG INFORMALS AND MEETINGS

### **ILIG Informals are free.**

They provide an excellent opportunity to find out about international LIS issues in a relaxed setting, and to meet like-minded professionals.

- ❖ refreshments are provided
- ❖ networking is encouraged
- ❖ everyone is welcome

They are held at  
CILIP, 7 Ridgmount Street, London (unless otherwise stated)  
on Wednesdays from 6.00p.m. to 7.45p.m.

### **Wednesday, 8 April 2009**

*Rebecca Knuth:* Extremism and the Destruction of Libraries Worldwide

### **Wednesday, 10 June 2009**

*Beth Murphy:* Book Aid International

### **Two half-day Seminars: Thursday, 30 April**

*Paul Pedley:* Copyright for the Education Sector

*Karen Senior:* Information Services for International Students

**Look for more information in this issue and updates on**

**<<http://www.cilip.org.uk/ilig>>**

or contact Alice Tyler <[a.m.tyler@btinternet.com](mailto:a.m.tyler@btinternet.com)>

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