State University of Library Studies and Information Technologies

Library, Information and Cultural Heritage Management TEXTBOOK

ERASMUS Intensive Program LibCMASS

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Complied by: Tania Todorova

Education and Culture DG

Lifelong Learning Programme

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IP Library, Information and Cultural Management – Academic Summer School (IP LibCMASS)

Erasmus Intensive Program

(2-15 September 2012, Zagreb)

Contract № 2012-ERA-IP-11

PARTNERS:

State University of Library Studies and Information Technologies (Bulgaria)

University of Zagreb (Croatia)

Hacettepe University in Ankara (Turkey)

IUT Université Paris Descartes (France)

Host institution:

University of Zagreb, Faculty of Humanities and Social Sciences, Department of Information and Communication Sciences

CHAPTER ONE
PROJECT IP LIBCMASS

IP 'LIBRARY, INFORMATION AND CULTURAL MANAGEMENT – ACADEMIC SUMMER SCHOOL' (IP LIBCMASS 2012)

Assoc. Prof. PhD Tania Todorova
SULSIT, Sofia, dr.tanya.todorova@gmail.com
Project Coordinator

The Intensive Program '**Lib**rary, Information and **C**ultural **M**anagement – **A**cademic **S**ummer **S**chool' (**IP LibCMASS)** aims to create interdisciplinary educational program and learning environment in which to acquire the knowledge and skills relating to the contemporary challenges of the management of libraries, museums, archives and information technology centers. The target groups are students (Bachelor, Master and PhD) in library and computer sciences, information technology and cultural and historical heritage of State University of Library Studies and Information Technologies (SULSIT, Sofia), Hacettepe University in Ankara (Turkey), University of Zagreb (Croatia) and IUT Université Paris Descartes (France). The total number of students is 25, teachers – 19.

The mission of the project is through using a rich methodological toolkit to implement a modern educational process aimed at implementation of interdisciplinary knowledge and skills relevant to the new requirements in the career development of students in library and information and cultural sector and the policy response to higher education and the European Union initiative on "New skills for new jobs".

The main topics in IP LibCMASS are: Library, Information and Cultural Management. Information literacy; Preservation and access to cultural heritage. Digital libraries; Intellectual Property. Information brokerage; Information technologies in libraries, archives, museums and other cultural institutions.

For each topic students have theoretical lectures by a multinational team of lecturers, focusing on presenting different theories and approaches according to the expert's specialization. The theoretical material assimilates through a variety of teaching methods (workshops, seminars, individual assignments and Case Study in cultural institutions). We share national experiences and best practices, we interact in national and international teams, and we stimulate the intercultural dialogue and foreign language communication in English. Project management and communication between teacher-student are based on own website: http://libcmass.unibit.bg/, e-learning platform ILIAS: http://libcmass.unibit.bg/iplibcmass/ and *e*-platform 'Intercultural Exchange around the profession of li-

brarian': http://www.docinfos.fr/culturex/. ICT technologies and interactive applications are widely used in the learning process. Graduates acquire 4 ECTS. IP LibCMASS accumulates theoretical and practical basis on which universities make updates to existing curricula and textbooks. Textbook "Library, Information and Cultural Heritage Management" is published.

Future development of IP LibCMASS: In 2013 IP LibCMASS will be organize in Hacettepe University, Department of Information Management, Ankara, Turkey. This sustainability of the project concept ensures a stable international and interdisciplinary network in higher education in library and information sciences, computer sciences and cultural heritage sciences and to promote cooperation between academic education and practice – library, information and cultural sector.

PARTNERS NETWORK

Coordinator: State University of Library Studies and Information Technologies (SULSIT), Sofia (Bulgaria)

State University of Library Studies and Information Technologies (SULSIT) (http://www.unibit.bg/) has become one of the most prestigious higher education institutions in Bulgaria. The SULSIT was established by a Resolution of the National Assembly of Bulgaria on 29 September 2010. SULSIT is the successor of: Specialized Higher School of Library Studies and IT (2 Sept 2004); College of Library Studies and IT (CLSIT); College of Library Studies (CLS); Institute of Library Studies (ILS); State Institute of Library Studies (1950). Alongside the traditional B.A. specialties – Library Studies and Bibliography, Library and Information Management, Print Communications and Computer Sciences, the university offers specialties such as Information Technologies, Information Brokerage, Information Security, Computer Science, Information Collections of the Cultural and Historical Heritage, Information Resources of Tourism and Information Technologies in the Court Administration. Two new specialties were established on 2012-2013 academic year – Communications and Informing and Archives and Document Studies. A SULSIT offer Bachelor's, Master's and Doctor's degree Programs in both full-time and part-time format. The educational, research and innovation activities of SULSIT correspond to the best European and world quality standards.

Partners:

University of Zagreb (Croatia)

The University of Zagreb, Croatia, (1669) is the oldest and biggest university in South-Eastern Europe (http://www.unizg.hr/homepage/). Ever since its foundation, the University has been continually growing and developing and now consists of 29 faculties, three art academies and the Centre for Croatian Studies. **Department of Information and Communication Sciences** at Faculty of Humanities and Social Sciences (http://www.ffzg.unizg.hr/infoz/hr/) organizes undergraduate study of Information Sciences and five graduate studies (Archival Science Study, Library Science Study, Museum Study and Heritage Management, Study of Social-Humanistic Informatics, and Study of Informatics). The Department consists of eight chairs (Archival and Documentation Science, Book and Book trade, Knowledge organization, Lexicography and Encyclopaedistics, Librarianship, Media and Communication Science, Museum Science, and Social-Humanistic Informatics). The Department also organizes the postgraduate doctoral degree study in Information and Communication Sciences. The Department has eight full professors, five associated professors, eight assistant professors and 13 research assistants (six of them have a PhD degree).

Hacettepe University in Ankara (Turkey)

The Department of Information Management of Hacettepe University was founded in 1972 by Professor Ilhan Kum under the name of "Institute of Librarianship and Documentation". Nowadays the Department of Information Management (http://www.bby.hacettepe.edu.tr/eng/gteng.asp) aims to educate creative and self-confident information professionals with and leadership capabilities who can design, implement and run information systems so that individuals, organizations and the society can get the utmost benefit from the recorded, printed and electronic information repositories; and train the new generation of researchers with a high degree of knowledge about their specialties who can conduct original research and offer the new knowledge produced to the service of society. It also strives to carry out theoretical and applied research and publish results to further the development of information systems, information services and information technologies on national and international levels.

IUT Université Paris Descartes (France)

The **IUT Paris Descartes** (http://www.iut.parisdescartes.fr/) is part of the University Paris Descartes. Its **Information and Communication Department** offers three strands: Advertising (DUT); Organizational Communication (DUT and LP); Book Trades or "Métiers du livre", which combines training in Library and Information Science, Publishing and Bookselling. This training also includes digital information (DUT). At the level of Licence professionnelle, students choose one of two pathways: Publishing or Library and Information Science.

IP LibCMASS participants, 14 September 2012

Project Web Site: **http://libcmass.unibit.bg/**

***e*-learning platform ILIAS: http://libcmass.unibit.bg/iplibcmass/**

***e*-platform 'Intercultural exchange around the profession of librarian': http://www.docinfos.fr/culturex/**

Contacts:

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Coordinator Hacettepe University:
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Coordinator University of Zagreb:
Assist. Prof. PhD Ana Barbarić –
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Coordinator IUT Université Paris Descartes:
Assoc. Prof. PhD Joumana Boustany –
joumana.boustany@parisdescartes.fr

LECTURERS IN IP LIBCMASS 2012

State University of Library Studies and Information Technologies (SULSIT), Sofia (Bulgaria)

Prof. DSc. Ivanka Yankova
Prof. DSc. Iskra Arsenova
Assoc. Prof. PhD Tania Todorova
Assoc. Prof. PhD Dobrinka Stoykova
Assoc. Prof. PhD Mariela Nankova
Assist. Prof. PhD Lubomira Parijkova
Assist. Prof. PhD Tereza Trencheva
Assist. Prof. PhD Rumelina Vasileva
Assist. Prof. PhD Elena Ignatova

Hacettepe University in Ankara (Turkey)

Prof. Dr. Yaşar Tonta
Prof. Dr. Serap Kurbanoğlu
Prof. Dr. Bülent Yılmaz

University of Zagreb (Croatia)

Prof. PhD Aleksandra Horvat
Ivana Hebrang Grgić, PhD
Assist. Prof. PhD Sonja Špiranec
Assoc. Prof. PhD Radovan Vrana
Assoc. Prof. PhD Daniela Zivkovic
Research Assist. Marko Tot

IUT Université Paris Descartes (France)

Assoc. Prof. PhD Joumana Boustany

IP LIBCMASS ORGANIZATION PROJECT TEAM 2012

Assoc. Prof. PhD Tania Todorova – Project Coordinator
Assist. Prof. PhD Ana Barbarić – Coordinator University of Zagreb
Prof. PhD Aleksandra Horvat – Responsible for quality of education
Assist. Prof. PhD Elena Ignatova – Responsible for PR and Visibility
Yordan Atanasov – Responsible for website and e-learning platform ILIAS
Taisija Vladimirova – Chief Accountant

STUDENTS IN IP LIBCMASS 2012

State University of Library Studies and Information Technologies (SULSIT), Sofia (Bulgaria)

Denitsa Dimitrova – 2nd year Bachelor student of Library and Information Management

Nikolay Velchev – 1st year Bachelor student of Library and Information Management

Kamelia Planska – 3rd year Bachelor student of Print Communication

Aleksandar Ignatov – 1st year Bachelor student of Library and Information Management

Elenka Velichkova – 1st year Bachelor student of Print Communication

Christo Christov – 3rd year Bachelor student of Information Brokering

Mihaela Nencheva – 3rd year Bachelor student of Librarianship and Bibliography

Hacettepe University in Ankara (Turkey)

Ömer Dalkiran – 2nd year Master and PhD student of Information Management

Hakan Dikbaş – 2nd year Bachelor student of Information Management

Özlem Şenyurt Topçu – 2nd year Master and PhD student of Information Management

Melisa Gelbal – 3rd year Bachelor student of Information Management

İpek Şencan – 1st year Master student of Information Management

Deniz Ermişoğlu – 3rd year Bachelor student of Information Management

Furkan Meriç Dirik – 3rd year Bachelor student of Information Management

University of Zagreb (Croatia)

Manuela Babić – 1st year Master student of Information sciences – Librarianship and Pedagogy

Monika Berać – 3rd year Bachelor student of Information sciences and Croatian language and literature

Ana Borić – 1st year Master student of Information sciences – Librarianship

Maja Popović – 1st year Master student of Information sciences – Librarianship

Marko Rimac – 3rd year Bachelor student of Information sciences and Phonetic

Kristina Videković – 2nd year Master student of Information sciences – Librarianship and English language (translation studies)

Sara Semenski – 3rd year Bachelor student of Information sciences and Croatian language and literature

IUT Université Paris Descartes (France)

Maxime Roger Luc Fidèle – 1st year Bachelor student of Book Trade – Library and Information Science

Pascaline Milliat – 1st year Bachelor student of Book Trade – Library and Information Science

Mélanie Segons – 1st year Bachelor student of Book Trade – Library and Information Science

Julie Crosse – 1st year Bachelor student of Book Trade – Library and Information Science

INTERNATIONAL STUDENT TEAMS

TOPIC: LIBRARY, INFORMATION AND CULTURAL HERITAGE MANAGEMENT. INFORMATION LITERACY.

1. *Ana Borić*
2. *Hakan Dikbaş*
3. *Pascaline Milliat*
4. *Denitsa Dimitrova*
5. *Manuela Babić*
6. *Nikolay Velchev*

TOPIC: PRESERVATION AND ACCESS TO CULTURAL HERITAGE. DIGITAL LIBRARIES.

1. *Kamelia Planska*
2. *Monika Berać*
3. *Aleksandar Ignatov*
4. *Julie Crosse*
5. *İpek Şencan*
6. *Maja Popović*
7. *Deniz Ermişoğlu*

TOPIC: INTELLECTUAL PROPERTY. INFORMATION BROKERING

1. *Maxime Roger Luc Fidèle*
2. *Özlem Şenyurt Topçu*
3. *Elenka Velichkova*
4. *Marko Rimac*
5. *Furkan Meriç Dirik*
6. *Christo Christov*

TOPIC: INFORMATION TECHNOLOGIES IN LIBRARIES, ARCHIVES AND CULTURAL INSTITUTIONS.

1. *Ömer Dalkiran*
2. *Mélanie Segons*
3. *Mihaela Nencheva*
4. *Kristina Videković*
5. *Melisa Gelbal*
6. *Sara Semenski*

WORKSHOP WITH INTERNATIONAL STUDENT TEAMS CONTRIBUTION

ORGANIZATION AND EDUCATIONAL PROGRAM CONTENT

The Intensive Program IP LibCMASS 2012 took place in Zagreb from 2nd to 15th September 2012. IP LibCMASS educational intensive program courses consist mainly of lectures, but also of workshops, seminars, discussions, individual assignments and Case Study in cultural institutions – libraries, museums and architectural and historical monuments.

All courses mainly took place at the Faculty of Humanities and Social Sciences, Department of Information and Communication Sciences (10000 Zagreb, Ivana Lucica 3 Street) and included inside and outdoor activities.

The Intensive Program organized some study tours in National and University Library in Zagreb, Croatian State Archives and Zagreb City Library. Students also have had outdoor learning day exploring cultural, natural and architectural routes in National Park Plitvicka jezera and coast city Zadar.

During the working days, the students took part in the day Program from 9.30 a. m. to 4.30 p.m. At the weekend they enjoyed a study tour to the coast city Zadar and National Park Plitvicka jezera on Saturday (8 September 2011) and sightseeing tour in Zagreb.

In the daily Program participants also had time for self study to prepare for the following week duties and responsibilities.

Cultural and Historical Heritage of Zadar City – St Donatus' Church

PROJECT PROGRAM

IP Library, Information and Cultural Management –

Academic Summer School

IP LibCMASS

Second Project Year

2012-ERA-IP-11

Host institution:

University of Zagreb, Faculty of Humanities and Social Sciences, Department of Information and Communication Sciences

ZAGREB 2 – 15 September 2012

PROGRAM

Day	Programme: Lectures and other activities
1 (Sunday) 02.09.2012	**Arrival** (Housing). An introductory briefing. Zagreb – Cultural Routes.
2 (Monday) 03.09.2012 9.30–16.30 ч. Library Computer Classroom (Library Building)	**TOPIC: LIBRARY, INFORMATION AND CULTURAL HERITAGE MANAGEMENT. INFORMATION LITERACY.** **1.** Welcoming and Introduction of participants. Greetings from the host university. **Guided Tour**. **2. Lecture.** Information architecture (Prof. Dr. Yasar Tonta, Hacettepe University, Ankara) **3. Lecture.** Automated Library Management (Assoc. Prof. PhD. Joumana Boustany, IUT Université Paris Descartes) **4. Connecting seminar** with international student teams contribution (Assoc. Prof. PhD. Joumana Boustany, IUT Université Paris Descartes) **5. Presentation** of the e-platform '*Intercultural exchange around the profession of librarian'*:

Day	Programme: Lectures and other activities
	http://www.docinfos.fr/culturex/ (Assoc. Prof. PhD. Joumana Boustany, IUT Université Paris Descartes) **6. Dinner party.**
3 (Tuesday) 04.09.2012 9.30–16.30 ч. A 103 (Faculty Building)	**TOPIC: LIBRARY, INFORMATION AND CULTURAL HERITAGE MANAGEMENT. INFORMATION LITERACY.** **1. Lecture**. Computer Literacy and Information Literacy. (Prof. Dr. Serap Kurbanoğlu, Hacettepe University, Ankara) **2. Workshop.** Information Literacy and Lifelong Learning. Best practices. National student teams contribution *(*Prof. Dr. Serap Kurbanoğlu, Hacettepe University, Ankara) 3. **Study Trip** at the National and University Library in Zagreb (http://www.nsk.hr/home.aspx?id=24) (Moderators: Assist. Prof. PhD Ana Barbarić, Assoc. Prof. PhD Tania Todorova, Prof. DSc. Ivanka Yankova)
4 (Wednesday) 05.09.2012 9.30–16.30 ч. Library Computer Classroom (Library Building)	**TOPIC: LIBRARY, INFORMATION AND CULTURAL HERITAGE MANAGEMENT. INFORMATION LITERACY.** **1. Lecture.** Prof. PhD Aleksandra Horvat. Serving the users of cultural institutions in the digital era: questions to be answered, decisions to be taken (Prof. PhD Aleksandra Horvat, University of Zagreb) **2. Workshop** with national teams contribution. (PhD Aleksandra Horvat, University of Zagreb) **3. Lecture.** Library Management - contemporary challenges (Prof. DSc. Ivanka Yankova, SULSIT, Sofia) **4. Workshop** with the participation of national student teams: Higher education of Librarianship, Information Science, Computer Science and Cultural Heritage Studies – national traditions in academic programs. (Moderator: Assoc. Prof. PhD. Tania Todorova, SULSIT, Sofia) **5. Discussion** about development of project website http://libcmass.unibit.bg/ and e-platform 'Intercultural exchange around the profession of librarian': http://www.docinfos.fr/culturex/' as an effective educational and communication tools. (Moderator: Assoc. Prof. PhD. Tania Todorova, SULSIT, Sofia)

Day	Programme: Lectures and other activities
5 (Thursday) 06.09.2012 9.30–16.30 ч. Library Computer Classroom (Library Building)	**TOPIC: INTELLECTUAL PROPERTY. INFORMATION BROKERING.** **1. Lecture.** Folksonomies: a new pathway to organizing knowledge in libraries. (Assist. Prof. PhD Sonja Špiranec, University of Zagreb) **2. Connecting seminar** with international student teams contribution (Assist. Prof. PhD Sonja Špiranec, University of Zagreb) **3. Lecture**. Information assurance in the Digital and Market Environment. (Assist. Prof. PhD Rumelina Vassileva, SULSIT, Sofia) **4. Self study.** Preparation of report for the National and University Library in Zagreb for publication in the e-platform: http://www.docinfos.fr/culturex/. Preparation of written evaluation/feedback essay. (national teams)
6 (Friday) 07.09.2012 9.30–16.30 ч. A 103 (Faculty Building)	**TOPIC: INTELLECTUAL PROPERTY. INFORMATION BROKERING.** **1**. **Lecture.** Intellectual Property of Information Resources in Internet (Assist. Prof. PhD Tereza Trencheva, SULSIT, Sofia) **2. Lecture.** Outsourcing as a management tool in libraries (Assist. Prof. PhD Lubomira Parijkova, SULSIT, Sofia) **3.** Evaluation of the **first week** (Moderators and participants: Assoc. Prof. PhD. Tania Todorova – project coordinator; Prof. PhD Aleksandra Horvat - Responsible for quality of education; Assist. Prof. PhD Ana Barbarić – Zagreb University Coordinator, professors and students etc.) **4. Study Tour**: Croatian State Archives (http://www.arhiv.hr/en/index.htm?ssSourceSiteId=arhiv2 (Moderators: Assist. Prof. PhD Ana Barbarić, Assoc. Prof. PhD Tania Todorova)
7 (Saturday) 08.09.2012 9.00–18.00 ч.	**TOPIC: PRESERVATION AND ACCESS TO CULTURAL HERITAGE. DIGITAL LIBRARIES.** **One day study trip and excursion**: a visit to National Park Plitvicka jezera (http://www.np-plitvicka-jezera.hr/en/index.php) and after that to coast city Zadar (http://www.tzzadar.hr/en). In Zadar we can have a city tour and visit to Museum of Antique Glass (http://www.mas-zadar.hr/index.php). (Moderators: Assist. Prof. PhD Ana Barbarić, Assoc. Prof. PhD Tania Todorova)

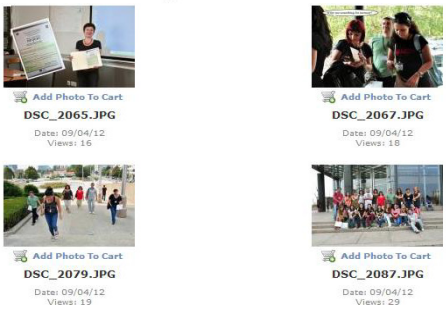
Day	Programme: Lectures and other activities
8 (Sunday) 09.09.2012	**ZAGREB – CULTURAL AND TOURISTIC ROUTES AND INDIVIDUAL/GROUP STUDY** (at free disposal)
9 (Monday) 10.09.2012 9.30–16.30 ч. Library Computer Classroom (Library Building)	**TOPIC: INFORMATION TECHNOLOGIES IN LIBRARIES, ARCHIVES AND CULTURAL INSTITUTIONS.** **1. Lecture.** Internet services as a support to library services (Assoc. Prof. PhD Radovan Vrana, University of Zagreb) **2. Connecting seminar** with international students teams (Assoc. Prof. PhD Radovan Vrana, University of Zagreb) **3. Lecture.** Social network sites and libraries. Facebook in Bulgarian, Croatian, French and Turkish public libraries (PhD. Ivana Hebrang Grgić, University of Zagreb) **4. Connecting workshop** with national team contribution (PhD. Ivana Hebrang Grgić, University of Zagreb)
10 (Tuesday) 11.09.2012 9.30–16.30 ч. A 212a (Faculty Building)	**TOPIC: PRESERVATION AND ACCESS TO CULTURAL HERITAGE. DIGITAL LIBRARIES** **1. Lecture.** European Union Cultural Policies and Strategies (Assoc. Prof. PhD Mariela Nankova, SULSIT, Sofia) **2. Lecture.** Digital Library (Assoc. Prof. PhD Daniela Zivkovic, University of Zagreb) **3. Seminar** with international teams contribution. Digital Library (Research Assist. Marko Tot, University of Zagreb) **4. Self study.** Preparation of report for the Croatian State Archives in Zagreb for publication in the e-platform: http://www.docinfos.fr/culturex/. Preparation of written evaluation/feedback essay. (national teams)
11 (Wednesday) 12.09.2012 9.30–16.30 ч. Library Computer Classroom (Library Building)	**TOPIC: INFORMATION TECHNOLOGIES IN LIBRARIES, ARCHIVES AND CULTURAL INSTITUTIONS.** **1. Lecture.** Bibliometrics (Prof. DSc Iskra Arsenova, SULSIT, Sofia) **2. Lecture.** E-Government services. Access to public information and the role of libraries and information centres (Assist. Prof. PhD Elena Ignatova, SULSIT, Sofia) **3. Study Tour.** The Zagreb City Libraries (http://www.kgz.hr/default.aspx?id=229) (Moderators: Assist. Prof. PhD Ana Barbarić, Assoc. Prof. PhD Tania Todorova) **4. Exam preparation.** Preparation for the Round table: „IP LibCMASS – new competences for future success. *Rethinking the Profile of the Modern Manager of Memory Institutions*".

Day	Programme: Lectures and other activities
12 (Thursday) 13.09.2012 9.30–16.30 ч. Library Computer Classroom (Library Building)	**TOPIC: PRESERVATION AND ACCESS TO CULTURAL HERITAGE. DIGITAL LIBRARIES** **1. Lecture**. Public libraries in digitizing the cultural heritage and EUROPEANA (Prof. Dr. Bulent Yilmaz, Hacetteppe University, Ankara) **2. Workshop** with national teams contribution (Prof. Dr. Bulent Yilmaz, Hacetteppe University, Ankara) **3. Evaluation of the second week** (Moderators and participants: Assoc. Prof. PhD. Tania Todorova – project coordinator; Prof. PhD Aleksandra Horvat - Responsible for quality of education; Assist. Prof. PhD Ana Barbarić – Zagreb University Coordinator, professors and students etc.) **4. Lecture**. Stimulation of Reading – best library practices (Assoc. Prof. PhD Dobrinka Stoykova, SULSIT, Sofia)
13 (Friday) 14.09.2012 9.30–16.30 ч. Library Conference Room (Library Building)	**EXAM – EVALUATION – OUTLOOK** **1. Round table: „IP** LibCMASS **–** new competences for future success. *Re-thinking the Profile of the Modern Manager of Memory Institutions***".** **2. Oral exam in national teams** (**Evaluators**: Assoc. Prof. PhD Tania Todorova (SULSIT, Sofia); Prof. PhD Aleksandra Horvat - Responsible for quality of education; Assist. Prof. PhD Ana Barbarić (University of Zagreb); Prof. Dr. Bulent Yilmaz (Hacettepe University, Ankara); Assist. Prof. PhD Elena Ignatova, SULSIT, Sofia). Discussing one of the four main topics. National teams have to hand in a written evaluation/feedback essay and reports in the e-platform 'Intercultural exchange around the profession of librarian: http://www.docinfos.fr/culturex/. **3. Project evaluation** **4. Outlook on IP LibCMASS Ankara 2013** **5. Festive awarding of certificates and transcripts – 4 ECTS**
14 (Saturday) 15.09.2012	**Departure**

PROJECT MANAGEMENT

Project management and communication teacher-student were based on own IP LibCMASS website http://libcmass.unibit.bg/. It was created and used for all project preparation and implementation work. All related material and information for lecturers and students as itinerary, tasks, bibliography, organizational information, useful links, news and PR activities and etc. could be found there on time. This central platform for project material and communication was also used for post-processing work of evaluation material and photo gallery collections for every day of the IP Program.

IP LibCMASS website and Photo Gallery available at: http://libcmass.unibit.bg/



For IP LibCMASS 2012 project was created new course in the e-learning platform ILIAS (open source learning management system), which guaranteed the long-term sustainability of the IP LIbCMASS Intensive Program. All lecturers' materials (lectures, instructions, recommended literature, presentations) and students' presentations and contribution materials on the different topics are accessible in the e-learning platform ILIAS: http://libcmass.unibit.bg/iplibcmass/ (with a key login).

To stay in permanent contact with all responsible persons of the partner institutions during the whole project year, a mailing list was established to send all information concerning IP LibCMASS 2012 organization directly to the institutional coordinators, lecturers and students.

There were also organized meeting between partner's coordinators. It happened in the frame of 4th Qualitative and Quantitative Methods in Libraries International Conference (22 – 25 May 2012, Limerick, Ireland) with participation of Assoc. Prof. PhD Tania Todorova, Prof. Dr. Serap Kurbanoğlu and Assoc. Prof. PhD Joumana Boustany. They spread the IPLibCMASS leaflet between QQML participants and done activities for popularization of the IP LibCMASS project ideas and partner network.

Such a start-up meeting was a very useful and essential instrument to clear up all open project questions and to distribute project tasks in a democratic way with all project partners. This meeting and active e-mail communication were used for decisions on: educational program content; cultural institution's visits; travel terms for participating lecturers and students; financing; task force team on Program location; presentation of project website; development of e-learning platform ILIAS; students' project exam; project round table; project publication and public relations; plans for upcoming project year in Hacettepe University in Ankara etc.

EVALUATION

The IP LIbCMASS was several level and methods of project evaluation.

During the preparation process from April 2012 to 2nd September 2012 active e-mail communication was used for all management and organizational tasks.

In the frame of Intensive Program regular evaluation discussions were held at the end of each week with lecturers and students contribution. The main points of the evaluation aspects were:

- ✓ Accommodation; per diem for students;
- ✓ Information/organization/communication;
- ✓ Academic/learning outcomes;
- ✓ Recommended literature and educational materials;
- ✓ Student tasks and collaboration in national and international teams;
- ✓ Collaboration between bachelor and master/PhD students;
- ✓ Quality of education;
- ✓ Library and cultural institution visits;
- ✓ Quality of cultural activities and outdoor learning hours;
- ✓ Foreign language communication in English;
- ✓ etc.

Due to the requested problems and suggestions, the coordinator and the University of Zagreb organizational team tried to react immediately. Otherwise those evaluation rounds were a perfect possibility to receive also positive feedback from all participants combined with individual opinions.

At the end of the Intensive Program each national students' team had to prepare an evaluation publication. Also, international teams have had a task to write reports for the National and University Library in Zagreb and for Croatian State Archive for publication in the e-platform '*Intercultural exchange around the profession of librarian'*: http://www.docinfos. fr/culturex/, managed by IUT Université Paris Descartes.

On the 14th September 2012 was organized Round table „*IP LibCMASS – new competences for future success. Re-thinking the Profile of the Modern Manager of Memory Institutions*" opened for wide audience and for whole academic community of the host university. Also there was organized final Program exam. On these events students presented their essays and reports and these materials were discussed with the exam jury and other participating lecturers and guests. It was an important element of the project review.

The participating students obtained 4 ECTS points for that Intensive Program which they integrate in their curriculum report. They also received a marked transcript of records and a Certificate of participation signed by the Prof. DSc Stoyan Denchev - Rector of State University of Library Studies and Information Technologies.

For further analyses of all project related aspects by the European Union, the students had to fill 'Final Report Form for students', questionnaire given as a form by Bulgarian Human Resource Development Centre. All participating lecturers were also invited to fill in anonymously 'Evaluation Questionnaire for participating lecturers'.

Partner universities sent to the project coordinator Official Letters with short internal evaluation of project participation of students and lecturers and Official Letters of recognition of 4 ECTS of students.

After analyzing all forms of evaluation process it was concluded that **IP** '**Lib**rary, Information and **C**ultural **M**anagement – **A**cademic **S**ummer **S**chool' 2012, held in University of Zagreb, Department of Information and Communication Sciences at Faculty of Humanities and Social Sciences, was very successful Intensive Program, which satisfied all participants. **We deeply appreciate the hospitality and contribution of all lecturers and students from host institution – University of Zagreb!**

We would like to mention some practical suggestions which should be considered during the next project year as follows:

- ✓ per diem rate for students (accommodation, meals, transport) was not enough;
- ✓ more time for self preparation study;
- ✓ more detailed information by lecturers concerning students tasks and presentations in time;
- ✓ improvement of language skills before project start.

CONCLUSION AND OUTLOOK

The Erasmus Intensive Program '**Lib**rary, Information and **C**ultural **M**anagement – **A**cademic **S**ummer **S**chool' (**IP LibCMASS)** gave the Library, Information and Cultural Heritage Science students the opportunity to work together in innovative educational environment with interdisciplinary content.

The multiple methodological character of the whole Program improved the communication and presentation skills of all participants. They collected and shared interesting experiences and valuable knowledge within a framework of lectures, seminars, workshops and discussions which were complemented with study trips to libraries and other cultural institutions. In this context the students prepared presentations and discussed topics in national and international teams from the first day on. The international mixture and teamwork of lecturers and students made it possible to compare different national concepts and experiences like the national study Programs and projects. Also the students discussed new ideas on professional topics such as digitalization and cultural heritage, intellectual property and information literacy.

Working in international teams of students gave teachers and students the opportunity to use and prove special learning conditions and teaching methods. Besides, it also enhanced the development of language and social networking skills.

An important benefit of the Program is to give students the experience of living abroad to get international contacts and to enhance their professional competence.

Collaboration between students with different cultural and educational backgrounds (Bachelor, Master and PhD Programs) was a tremendous enrichment for the future and resulted in stimulating professional and personal partnerships.

"Thank You for Your effort in creating this program for us students, we all had wonderful time; we learned much about our future profession and make friendships that we are all so glad about. You inspired me to go in that direction and I wanna thank You for that."

Manuela Babić, IP LibCMASS student 2012

On Valorization Conference, organized by Human Resources Development Center on 12th December 2012 in Sofia, the Erasmus Intensive Program 'Library, Information and Cultural Management – Academic Summer School' was awarded with the first place and received Certificate for overall quality performance between all projects, realized in Bulgaria in 2012, as part of the European Program for education and training "Lifelong Learning".

Certificate for overall quality performance, 12.12.2012, awarded by Human Resources Development Center, Sofia, Bulgaria.

PUBLICATIONS
BY NATIONAL STUDENT TEAMS

PUBLICATION OF THE CROATIAN TEAM ACADEMIC SUMMER SCHOOL (IP LIBCMASS) IN ZAGREB

Kristina Videković, Manuela Babić, Monika Berać, Ana Borić, Maja Popović, Marko Rimac, Sara Semenski

The University of Zagreb was the host of this year's Academic Summer School which was held from 3rd to 14th September 2012 in the building of the Faculty of Humanities and Social Sciences. Everything started the day before when we met our foreign colleagues at the airport and showed them the way to the Chill out Hostel which was their new home for the next 14 days in Croatia. They had a free afternoon to unpack and settle things and prepare for the beginning of the School.

When the program started we were all nervous, but that did not last for a long time. We introduced ourselves in front of everyone, laughed about all kinds of English pronunciations and prepared for the first lecture. Unfortunately Professor Yasar Tonta didn't come to Zagreb so he held his lecture about information architecture via the Internet. We found this interesting and important because it shows how information technology and information science can connect people and enable collaboration throughout the world.

That was the quietest day of all because we didn't know each other that well so the dinner organized that evening was the best way for us to finally start talking more. This was when things started to change and silence was not a part of this school anymore. On the second day we were divided into international teams and we had to make up mental maps about information literacy with the help of Professor Serap Kurbanoglu. The workshop proved to be very interactive, informative and engaging, which could also be the description of all other workshops. They should be a continuous practice because they enable student's participation and help students to absorb more easily the information presented in lectures.

At the end of the learning day Professor Ana Barbarić took us on a study trip to the National and University Library where we had a chance to learn about ways of management of information and cultural heritage in Croatia.

On Wednesday we started with the lecture of Professor Aleksandra Horvat and we had a national workshop in which we had to resolve the prob-

lems and situations about serving the users of cultural institutions in the digital era. Professor Ivanka Yankova lecture was about Library Management – contemporary issues. After that we immediately went, according Professor Tania Todorova guidelines, on to the national team's presentations about the higher education of library and information science in individual countries. This was an excellent chance to get to know other cultures and it provided us with ideas how to enrich our own university programs.

On Thursday Professor Sonja Špiranec lead us through the world of folksonomies. We particularly liked that the lecture was divided into smaller pieces combined with workshops. This ensured our constant interest and attention. The following lecture was Professor Rumelina Vassileva's lecture on how we can assure information in the digital and market environment. Both hers and Professor Tereza Trencheva's lecture on Friday about intellectual property on the Internet thought us how information can be copyrighted and protected which is very important for us as future information professionals since digitization is taking over the world of information science. The day ended with us preparing the report for the National and University Library in international teams and also preparing our evaluation essay in national teams.

On Friday Professor Lubomira Parijkova's lecture on informational brokering and the usage of outsourcing as a management tool in libraries showed us new aspects of the study of information and of working and managing information. From this example it is clear that information is not just restrained to books and bookshelves but that it is a part of the running world of economics and power. The lecture symbolically started and was concluded with the thought of a running lion and a gazelle. The day ended with a study trip to the Croatian State Archives. It was not only a learning experience but also an artistic one because the Archives' building is one of the most beautiful representations of the Secession period in Croatia. For some of the Croatian students this was a great opportunity to see for the first time the inspirational interior of the Archives.

Saturday was a great day for a big trip. The sun was shining and we went to see Plitvička jezera, one of the most beautiful national parks with a system of 16 interlinked lakes and a large forest complex around it. In 1979 the park was inscribed on the UNESCO World Heritage List. We went to see a large waterfall, we took some pictures, and then we were ready for the coastal city of Zadar. Some of our dear colleagues from the University of Zadar, Josip and Marijana, were waiting for us there in order to show us the most beautiful and most valuable sights of the national and cultural heritage.

We were amazed by St Donatus' Church, a monumental round building

from the 9th century in pre-Romanesque style and also by the Roman forum dating from the 3rd century, but what we liked the most was the sound from the Sea Organs, an experimental musical instrument which plays music by way of sea waves and tubes located underneath a set of large marble steps.

As you can see, this trip was not just for fun but also to learn something about Croatian heritage. Furthermore, we tested the knowledge of our guests in the bus on the way back to Zagreb asking them some puzzling questions. Because they knew all the answers we rewarded them with Kraš chocolate candies.

Monday, the 9th day of the School, brought a topic about something we use everyday in our academic, professional and private lives – Information technologies. Every institution today must know how to deal with technologies which are changing with great speed. Professor Radovan Vrana introduced us to Internet services as a support to library services showing us a part of the library that maybe someone did not know existed or how it worked. The fact that we were able to download the presentation and have it on our computers enabled us to listen more carefully.

The topic of the second lecture was best known to all the students – social network sites and libraries. When Professor Ivana Hebrang Grgić asked how many of us are on Facebook only a few didn't raise their hand. However, they did have accounts on other social networks, which show that this was a very relevant and up-to-date topic for information professionals. So the lecture about Facebook in Bulgarian, Croatian, French and Turkic public libraries was a really light relaxing topic which led to a discussion about good and bad sides of libraries on Facebook, question such as who should run and administrate the page as well as instruction on how to make a good Facebook page.

On Tuesday we were very grateful to Professor Mariela Nankova for introducing us to the European Union cultural policies and strategies and how they reflect in libraries. The lecture was very informative, especially to the Turkish and Croatian teams who are yet to become EU member states. Afterwards we had a lecture held by Professor Daniela Živković on digital libraries, and a workshop with Research Assistant Marko Tot on the same subject. By this time we all knew each other and it was easy to communicate. Both the lecture and the workshop were quite interesting because we had to think, as future librarians, about access to information, and about building a web site that would serve our users. At the end of the lectures some students stayed at the faculty to work on their report, while others went sightseeing.

On Wednesday we were introduced to some new concepts, bibliomet-

rics and *e*-government respectively. The lectures gave us new knowledge that we can surely use in our future careers. Professor Iskra Arsenova's lecture was particularly interesting to students on a higher level of education (masters, PhD). As we all know, to do a good scientific research, one needs bibliometrics. Our second lecture, held by Professor Elena Ignatova, led to a short discussion on the importance of libraries and all the benefits that we as users have from these institutions.

The afternoon was reserved for the study tour to the Zagreb City Libraries (ZCL). The staff welcomed us with opened arms and gave us a lecture about the ZCL and led us on a tour of its departments. It was a good way to see how public libraries function and what we might experience later in our job. At the end of the study tour, some students went back to their hostel; others went to the infamous Cookie Factory.

Thursday was devoted to digitizing cultural heritage and the ways in which it can reflect on public libraries. Professor Bulent Yilmaz's lecture was a great way to familiarize the students with the do's and don'ts, the pluses and minuses of digitization which is important because digitization is the most recent phenomena appearing in libraries and other cultural institutions.

We think that IP LibCMASS was a brilliant learning experience. We learned new things, new concepts, new practices and we hope that this knowledge will help us in our career. However, the experience would not be complete without our international colleagues with whom we hope to stay in touch and not lose the friendships which were formed at this School. We think this is a very valuable project and should be continued for longer than one year.

PUBLICATION OF THE TURKISH TEAM
ERASMUS IP 2012 EXPERIENCES OF TURKISH TEAM

Ömer Dalkıran, İpek Şencan, Özlem Şenyurt Topçu, Hakan Dikbaş, Deniz Ermişoğlu, Melisa Gelbal, Furkan Meriç Dirik

Activities

Our Erasmus IP experiences began with our coming to Zagreb with great enthusiasm on 2 September 2012 on Sunday morning. Our friends from Croatian Team Kristina and Ana - they are extremely friendly - met us in the airport and then they helped us to go to our hostel which is called Chill out Hostel Zagreb.

The hostel seemed to be very colorful, but it was not clean enough. We waited about two and half an hour to be cleaning our rooms. After that, around two o'clock we settled down our rooms. After resting for a while we went out and recognized the environment. E.g.: Where is the market? Its opening and closing times, What and where can we eat something?...etc.

The next day, we got up early in the morning and we met Prof. Aleksandra Horvat in front of the Hostel. We went to school all together.

After the school Erasmus Group went to dinner. The restaurant was very pretty and the meals were delicious, especially the "starter". We met other teams' members, we socialized and we had a great time.

Beside we visited to museum such as Art and Craft Museum, Museum of Contemporary Art, National Opera & Theatre House and Museum of Broken Relationships. We were very impressed designs in museums but, there is not any English sign so we couldn't understand anything. We had different experiences in the museums. For example; after our visiting to the Museum of Contemporary Art we skied the slide in the garden of the museum.

We took around in our free times. We saw a lot of new places such as, Zoo, Maksimir Park, Jarun Lake, Uptown Zagreb, National Park Plitvička Jezera and some of the Katedrals in Zagreb and Zadar. In these trips we had a lot of experience. We saw for the first time some of the animals and the first canoe trip.

In Zadar, we were impressed very much from the Sea Organ. It is a really great creation. Another impressive thing in Zadar that we saw was the Greeting to the Sun. It works with the solar system and it reflects light in different colors at nights. But we couldn't see this light because we left earlier. On the other hand, we saw a wedding ceremony in a church for the first time. It was very interesting for us.

We also evaluated some nights. We went to the night club with all Erasmus Group. We went to the city tour, dinner and cafe with our other friends from the Erasmus Group. We had great time for Zagreb night.

Opinions Related to Educational Program and Courses

- ✓ Erasmus IP Program made a great contribution about a new perspective in terms of vocationally for us.
- ✓ We learned basic concepts, methods and tools of Information Architecture in the lecture of information architecture. Also we learned information assurance in the Digital and Market environment.
- ✓ Information Architecture which was our first lecture was a webinar. Some friends found this lesson quite interesting.
- ✓ We acquired information about Integrated Library Management Systems (ILMS), proprietary software and free software and folksonomies.
- ✓ We are informed about development and objectivities of the e-platform "Intercultural exchange around the profession of librarian".
- ✓ We listened very satisfying and cheerful presentation about Information Literacy and its related concepts.
- ✓ We acquired some valuable information about cultural institutions such as libraries, archives, museums and their functions of to protect the cultural heritage. At the same time we acquired about information Intellectual Property of Information Resources in Internet and outsourcing as a management tool in libraries and how to use that Internet services as a support to library services.
- ✓ We had new and different methods and opinions about information management.
- ✓ We had information about education of information and library studies in different countries. We had a chance to see the different applications in that area and to make a comparison with our country.
- ✓ In terms of providing the practical information, study trips to the various libraries and archive was very helpful. In these places, the guides gave us very detailed information.

- ✓ Also we had a chance to gain experience and gathering more information of this area.
- ✓ The lecturers encouraged us for actively participating into the courses.
- ✓ It was a big chance for us to take courses from valuable lecturers from different countries. Also it was important for us to take courses in a different country and in a different class with international students.
- ✓ We made a lot of presentations during the lessons. We made some of these presentations with our national teams. We got ready for these presentations before. And we made some of them with our international teams. This was a great experience for us. Due to these international teams' studies, we got experience talking and listening English. We got experience participating in an international group. Also, some of us have never been in abroad and have never made a presentation in front of a group of people. It was the first time to experience all of these things.
- ✓ These group studies were very enjoyable, interesting and informative for us.
- ✓ We had a chance to know new people and cultures by going abroad.
- ✓ We have established good friendship in a short time.
- ✓ We had a rich recommended literature and we have an *e*-learning platform that we are able to still use. Through this platform we are able to access all of the presentations which were prepared and presented by lecturers and national/international teams.
- ✓ Duration of some courses was too long so some time we lost our attention.
- ✓ We are grateful to the lecturers who are participated into preparing this program.

PUBLICATION OF THE FRENCH TEAM
FEEDBACK ESSAY ABOUT THE INTENSIVE PROGRAM IN ZAGREB

Julie Crosse, Mélanie Segons,
Maxime Roger Luc Fidèle, Pascaline Milliat

Introduction

The 2nd of September 2012, we arrived in Zagreb. At 11 a.m, Monica and Sara welcome us on the airport. The first days were a little bit difficult because we weren't well prepared for the intensive program. In spite of a little time of adaptation, we spent a really good experience as you'll see in this essay.

Lectures and workshops

This Erasmus program was an intensive program, so we worked a lot during two weeks. We went every morning to the Faculty of Humanity and Social Sciences at University of Zagreb and courses started at 9:30 a.m. and finished in general at 4 p.m. Lectures about librarianship were interesting, but the levels were really different between students. Despite of this contrast, lessons were available and quite easy to understand. This kind of courses will be really useful for our career in librarianship. For example, the lecture about digital library would be really practical because it's about the future of libraries. We learnt a lot of things about the digital aspect of libraries; like the lectures about bibliometrics, folksonomies and Internet services as a support to library services.

We really enjoyed the workshops; it was entertaining. In this way we could apply the knowledge that we just acquired. Moreover, this kind of work permitted to international teams to create social links, and to practice English.

Cultural visits

We made three cultural visits in Zagreb which was in the National and University Library of Zagreb, the Croatian State Archives and the Zagreb City Libraries. Those three visits permitted to us to understand, in another

way, the profession of librarian. We saw three different establishments treating about conservation and promotion of cultural heritage, information… So, the diversity of this precious world.

We can notice a real plurality inside this profession: indeed, a librarian have to do, in the same time, information and relationships with the users, conservation of the documents, promotion of the library… But the work depends especially of the institution. The National Library has the particularity to be also the University Library, and it's holder of the Legal Deposit. The State Archives is the institution of preservation of cultural heritage. And the Zagreb City Library is accessible for all publics. So, you can see that the three different institutions have different missions, for the preservation of the culture, which means librarian missions are different too.

In the continuity of our study tour we visited the National Park Plitvicka jezera and Zadar, city coast of Croatia. It was wonderful! We just saw a little part of the park, because we followed some slowly sheep's flocks (the tourist's influx was important…). However, we could a lot, a lot, a lot of photos; we even did a little train tour. We saw one of the most beautiful park that we ever seen. The lakes were full of ducks, fishes, crayfishes and turtles and the water was wonderfully clear!

During the afternoon we went to Zadar. We had a long free time there, so we could swim in the sea, hear the organ sea and to be cheated by an ice cream vendor… We walked in the little typical streets, we saw a little park (with a nice view on the city), a lot of bride who looked like meringue, the roman thermos and Sainte Marie church. We were a little bit disappointed because we couldn't see the whole sunset, neither the light game of the mirror on the floor. The sound of the sea in the organ, gives a magic atmosphere to the town.

In the bus Monica, Sara and Kristina made a little introduction to Croatian culture. With them, we could drink a shot of Rakja at 9 a.m.!

We really wish to discover all Croatia nature and culture.

Relationship

Croatian students really welcomed us warmly, and they took care of us during all the stay. They advised us some good places to eat, go out, dance and shop, and they offered us to eat with them in the student cafeteria, which is cheaper. Of course, Bulgarian and Turkish students are really nice! We started new relationship, despite of the languages limits. There never were tensions between us, only good mood, in spite of the differences of levels, age, culture… We had a lot of things to share. Workshop in international

team was a great idea, because it required us to break national team, and to meet other people.

Our project coordinator Prof. Tania Todorova is really nice, she took care of everything and we are really grateful to her for her attention. Prof. Ana Barbaric was always with us to answer us; we want to thanks her too.

Free time

As we said earlier, Croatian students took care a lot of us. They organized several outing. Thanks to them, we could visit Contemporary museum of art, with a good guide. We took the slide to quit the museum and it was really funny! We saw a lot of beautiful work of art, and the explanation of the guide was useful. We also went in several nightclubs, like the Pepper Mint. There we could meet each other and speak friendly. Kristina took us in the Cooky Factory, where we can eat a delicious Brownie à la mode, a piece of brownie with a big ice cream on the top. There we couldn't speak a lot because it was too good!

We went to the Jarun Lake with Turkish and Bulgarian students. It was a real pleasure to swim, because, in this time it was sunny and hot. We also visited the Zoo, and the park around, the Cathedral and the Upper town. Into the Upper town, we went to a great traditional Dalmatian restaurant, and just near we saw the Museum of Broken relationship. We ask to ourselves if Strossmartre is an allusion to our French Montmartre… We saw a lot of original things, like a little cheap vintage store, and a Rakja and gift shop. Now we can offer some piece of Croatian culture to our families and friends.

Conclusion

In spite of a stormy beginning, we spent a great stay here! It was a real enriching experience. We learnt a lot of things in our lecture, but also outside of the faculty, with the other students. We were glad to be there, we met some great people and we really hope to keep contact with them. We think that we will see our project through, with our new colleagues.

PUBLICATION OF THE BULGARIAN TEAM IP LIBCMASS CROATIAN SUMMER ADVENTURE 2012

Nikolay Velchev, Aleksandar Ignatov, Denitsa Dimitrova, Kamelia Planska, Mihaela Nencheva, Christo Christov, Elenka Velichkova

In September 2012 Bulgarian, Croatian, French and Turkish students participated in IP LibCMASS. Host of the program was the University of Zagreb, Croatia and coordinator of the project was Assoc. Prof. PhD Tania Todorova. For the first time in the history of the project students from France participated. The total number of the students is 25 and the teachers are 19.

The preparation for the program began in April starting with the student choosing procedure and in early September it became reality. Each of the team had the opportunity to virtually meet with the other participants. After 3 months of waiting and teamwork the moment for departure finally arrived and the destination – Zagreb, Croatia – was yet to be discovered. The long awaited adventure had its little troubles, but at the end both ends met. At the Zagreb Airport a fellow Croatian colleague Marko was kind enough to be our guide to the hostel where we spent our 2 weeks.

The educational Program consisted of 4 main subjects – Library, Information and Cultural Management. Information literacy; Preservation and access to cultural heritage. Digital libraries; Intellectual Property. Information brokerage; Information technologies in libraries, archives, museums and other cultural institutions. During the first week lectures about Information Architecture, Library Management, and Information Literacy were carried out. A seminar with international students' teams took place in the second learning day. Each national team presented the condition of Information Literacy and Lifelong Learning in their home country with a presentation. Also, there was a workshop which represented a competition for the creativity of the international teams in which posters had to be done according to the assignment. The lectures related to Information Property and Information Brokering gave the students valuable knowledge about copyright, folksonomy, outsourcing, etc. Students that are interested in IT in libraries, archives and cultural institutions had the chance to learn something new related to the subjects. The most

popular social networks, access to information, bibliometrics and information services – were other themes, covered by the IP courses. Other subjects in the program were related to digital libraries and the public access to their resources. Each of the national teams had to prepare a presentation about LIS education traditions in their countries.

Every lecture during the program finished with ceremony for giving on certificates to the lecturers from students of different country.

Visits to the National and University Library, City Library and National Archive in Zagreb were organized. The modern architecture of the buildings, the interiors, the access to the resources and many more features of these cultural organizations impressed the students very much.

During the National Archive visit the colleagues went back to early 17th century. The architecture of the building and the concept of the many ornaments and statues that adorn the structure are more than impressive. The interior of the building didn't stay behind. The big reading room offers enough room and atmosphere to sit down and relax while reading a book. Modern methods for restoring and preservation of valuable and old materials were shown during the trip in the laboratory.

A trip to the City Library waited in the middle of the second week. A warm welcome in the conference room accompanied with a fresh beverage made the short introductory lecture about the history of the library and the e-platform a pleasant way to start the trip around the library. The musical department, children's department, storage room and reading rooms were the places that were visited.

Everybody needs a time off so usually after all the hard work the students enjoyed sightseeing, walks around the Main Square, Upper Town and Lower Town. The restaurants and bars had a lot of traditional Croatian food and drinks to offer. Besides the mouthwatering dishes the students stumbled upon various unique street performers. Two of the Bulgarian colleagues even had the opportunity to be volunteers for the performance of a Croatian fair fakir.

The Saturday 8th September morning trip started unusually, because we forgot our mascot in front of the faculty, but everything went well. Participants from the last project year – Ivica and Martina, managed to join the new teams. The Croatian colleagues Kristina, Monika, Sara and Manuela made everything possible to make the bus ride an unforgettable, funny and last, but not least an educational memory. During the stay in National Park Plitvicke Jezera everybody enjoyed the marvelous and relaxing atmosphere. Time slipped by and it was already time to leave and continue the bus ride to the next destination –

Zadar. Friends of the Croatian colleagues welcomed the group. There was organized a short study trip followed and after that all we had free time to explore the city. We stumbled upon two wedding ceremonies, took lots of photographs, had fun and enjoyed the view and the music of the ocean. Finally it was time to go back to Zagreb, but this time our mascot was in place. The students that were late had a punishment. Each of them had to sing a song which the other students had to pick. On the way back to Zagreb the host team organized a quiz with a theme – "The biggest Zagreb fan". It included various educational and not so educational questions and at the end every team was a winner. The prizes included different types of chocolates that sweetened the trip. We went back home safe and sound and the colleagues that weren't tired enough embarked into the adventures of the Zagreb nightlife.

Sunday was our day off. Part of the colleagues used it to go swimming in the lake "Yarun", others enjoyed their sleep and third went for a walk and were witnesses of a unique spectacle – the Changing of the Guard. The moment was forever memorized with the help of our lovely photographer Kamelia Planska. The host team made everything possible to entertain us and make our stay here an unforgettable experience. The second week ended with a round table and everybody was honored with a certificate.

We would like to conclude that we are satisfied with the education and intercultural aspects of the IP LibCMASS program Zagreb 2012! We met some new friends and had an unforgettable time with them. Thank you!

CHAPTER TWO
EDUCATIONAL MATERIALS

TOPIC 1.
LIBRARY, INFORMATION AND CULTURAL MANAGEMENT. INFORMATION LITERACY

INFORMATION ARCHITECTURE

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Objectives

Designing "information spaces" in a structured way, and organizing, classifying and labeling information in order to find and manage what is needed has become crucial in order for users to get access to the "content" easily. Information Architecture (IA) as a discipline makes sure that principles of information management, information retrieval, and user-centred design are applied in this process. This lecture aims to review basic concepts, methods and tools of IA along with principles to make web sites, intranets and applications more accessible and usable.

As a team, we will select a web site as a case study, identify the objectives, mission and vision of the customer who wanted the web site to be developed, describe the users' of the web site, inventory the content, identify the platform, create a site map and content maps, and design page layouts. This will enable students to critically apply Information Architecture principles during the evaluation and design process. We encourage students to skim through the textbooks and try this exercise on a web site of their choice prior to coming to the summer school.

Recommended Resources

1. **Rosenfeld,** L., P. Morville. Information architecture for the Web: Designing large-scale web sites. 3d ed. Sebastopol, CA: O'Reilly. 2006
2. **Krug,** S. Don't make me think! A common sense approach to web usability. 2nd ed. Berkeley, CA: New Riders, 2006.
3. **Lidwell,** W., K. Holden, J. Butler. Universal principles of design: 100 ways to enhance usability, influence perception, increase appeal, make better design decisions, and teach through design. Beverly, MA: Rockport Publishers, 2003.
4. **Lidwell,** W., K. Holden, J. Butler. Universal principles of design: 125 ways to enhance usability, influence perception, increase appeal, make better design decisions, and teach through design. Revised and updated edition. Beverly, MA: Rockport Publishers, 2010.
5. **Weinschenk,** S. M. Neuro web design: What makes them click?

Berkeley, CA: New Riders, 2009.

6. **Nielsen,** J. Designing web usability. New Riders Press, 1999.

Useful web sites

1. **Peter** Morville's web site: <http://semanticstudios.com/publications/>
2. **Steve** Krug's web site: <http://www.sensible.com>
3. **Jesse** James Garrett's web site: <http://www.jjg.net/ia>
4. **Boxes** and arrows: <http://www.boxesandarrows.com/>
5. **SIGIA-L** discussion list: <http://www.info-arch.org/lists/sigia-l/index.php>
6. **Useitcom:** <http://www.useit.com/alertbox/>
7. **Findability.org:** <www.findability.org>
8. **The Information** Architecture Institute: <http://iainstitute.org/>

AUTOMATED LIBRARY MANAGEMENT

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Objectives

- Overview of ILMS
  - Why we should use an ILMS
  - ILMS through the time
  - Proprietary software vs Free software
  - Quick ILMS presentation

Why use an ILMS?

- To improve library management
  - Ordering and receiving material
  - Recording financial or accounting data
  - Describing collection
  - Recording borrowing and use of material
  - Disseminating selective information
  - Extracting statistics data
- Link to electronic books, electronic journals, full text databases, digital library

Before 1960!

- 1927 :
  - Use of mechanical process to manage borrowing procedures (like credit card imprint machine)
- Early 1940's:
  - Use of photo-charging process in circulation procedures
- End of 1940's:
  - Use of audio-charge with standard office dictating machines. Audio-Chargers have not been popular in libraries, they are used in some small and medium sized ones
- 1950's:
  - Use of punched cards, or IBM card, or Hollerith card is a piece of stiff paper that contains digital information represented by the presence or absence of holes in predefined positions

⚠ 1946: J. Von Neumann invented the binary code

After 1960

- The number of publications has increased
- Early 1961's: MIT developed a prototype of a global network
- 1964: The MAchine Readable Cataloguing (MARC) format is created
- 1965: Lockheed Missiles & Space Company developed a database utility remotely accessible. It was the result of the desire to access individual online databases via a single search (query) interface.
- 1969: The Birth of the Internet with the ARPANET (Advanced research projects agency network) project.

1970's

- 1971 : Intel introduced the world's first single chip microprocessor micro-computing is born
- At the beginning, some libraries developed their own software
- Later, companies began to sell Integrated Library Management Systems as a package…
  - Each library can choose the ILMS that best fits its need

1980's - 1990's

- 1980's
  - Birth of PC and MAC
  - ILMS has to migrate from mainframe to PC
- 1990's
  - Internet is widely used
  - Multimedia, interactivity, connectivity and networking are the key words of the decade
  - ILMS has to integrate those functions

2000's - 2010's

- 2000's
  - XML (eXtensible Markup Language) is everywhere
  - Interoperability and universal access to documents (Digital library) are a priority
  - Meanwhile, the free software became reliable
- 2010's
  - Mobile devices
  - Cloud computing

A free software for each need

- OS
  - Linux
- Web server
  - Apache
- Database
  - MySQL
  - PostgreSQL
- Office software
  - OpenOffice.org
- Internet
  - Firefox
  - Thunderbird
- Graphics
  - The GIMP
- CMS
  - Drupal
  - Joomla
- Mobile
  - Detect mobile browsers
- etc.

IP LibCMASS. Zagreb 2 – 15 September 2012

History

- 1970's
  - The source code of a program is accessible
  - Exchange and mutual assistance
- 1982
  - Birth of commercial software
  - The source code of a program is inaccessible
- 1985
  - Richard Stallman created Free Software Foundation
  - Birth of the GNU project (Gnu's Not Unix)

IP LibCMASS. Zagreb 2 – 15 September 2012

Free software philosophy

- Free = Liberty
- Free ≠ non-commercial
- A program is free software if the program's users have the four essential freedoms:
  - *The freedom to run the program, for any purpose (freedom 0).*
  - *The freedom to study how the program works, and change it so it does your computing as you wish (freedom 1). Access to the source code is a precondition for this.*
  - *The freedom to redistribute copies so you can help your neighbor (freedom 2).*
  - *The freedom to distribute copies of your modified versions to others (freedom 3). By doing this you can give the whole community a chance to benefit from your changes. Access to the source code is a precondition for this.*

  http://www.gnu.org/philosophy/free-sw.en.html

IP LibCMASS. Zagreb 2 – 15 September 2012

Free ≠ non-commercial

- Free software doesn't mean non-commercial
  - Company can charge services like:
    - Making you pay when you download the software
    - Helping librarians to choose the best solution for their needs
    - Installing the software
    - Training
    - Assistance
    - etc.

Licenses

- Public domain,
  - Uncopyrighted
  - Author waives all his rights
- License GPL (GNU General Public License)
  - Copyleft
  - GPL requires that all the released improved versions be free software

Open source

Why open source?

- Why?
  - « free software » carry some ambiguity
    - The anarchist image of the creator
    - The free software is associated with "Hostility to copyright" and "Communism"

  => As a result: the companies were afraid to adopt free softwares
- When?
  - 1998 : *Open Source Initiative* Assembly
- Where?
  - Palo Alto (Ca. - USA)
- Who?
  - Leaders of free software community (Eric Raymond, Tim O'Reilly, Larry Augustin, …)
- What?
  - Promoting the free software
- How?
  - Adoption of "open source"

Characteristics of Open Source

- Open source doesn't just mean access to the source code. An open-source software must comply with the following criteria:
  - 1. Free Redistribution
  - 2. Source Code
  - 3. Derived Works
  - 4. Integrity of The Author's Source Code
  - 5. No Discrimination Against Persons or Groups
  - 6. No Discrimination Against Fields of Endeavor
  - 7. Distribution of License
  - 8. License Must Not Be Specific to a Product
  - 9. License Must Not Restrict Other Software
  - 10. License Must Be Technology-Neutral

Free software vs Open source

- Same basic principles, but ...
  - Emphasis on the moral / ethics arguments (Freedom)
  - Free Software adept are hardliners
- Open source
  - Emphasis on technical arguments
  - Does not preclude the use of other types of software (Char. 9)
- In every day life
  - The two expressions are used interchangeably
  - Most software adopt the GNU / GPL License

Free is emulated: example the copyleft_attitude

- Free Art License
  - √ Freedom to copy (or to make reproductions)
  - √ Freedom to distribute, to perform in public
  - √ Freedom to modify
  - In the respect of the author copyright

- Allows the public to make creative use of art.

Free is emulated: other best known examples

- GNU Free Documentation License (Wikipedia)
- Creative Commons
- Open Books Project
- etc.

Free software in libraries

Some examples of free software for libraries

- DSpace
- Greenstone
- ICA-ATOM
- **Koha**
- **PMB**
- OpenBiblio
- etc.

Let's talk about finances...

- We can get free software for free or at an affordable price
- The cost to take into consideration is:
  - Hardware,
  - Maintenance,
  - Training,
  - Specific adaptations,
  - etc.

Advantages and disadvantages

- Advantages
- Investment cost
- Freedom of Use
- Compliance with standards
- Adaptability
- Autonomy regarding suppliers
- Facility of exchanges
- Sustainability
- Reactivity
- Quality (safety)
- Sources of inspiration

- Disadvantages
- The software is in a constant evolution
- Librarians (in France) are hesitant
- Need computer skills
- Investment in working time
- Maintenance costs, training
- Documentation
- No Warranty
- Dismaying for novices

Quote of the day ...

- *The principles and practices of open source software are very similar to the principles and practices of modern librarianship. Both value free and equal access to data, information, and knowledge. Both value the peer review process. Both advocate open standards. Both strive to promote human understand and to make our lives better. Both make efforts to improve society as a whole assuming the sum is greater than the parts.*

Eric Lease Morgan

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- Links in the presentation.

INTELLECTUAL EXCHANGE AROUND THE PROFESSION OF LIBRARIAN

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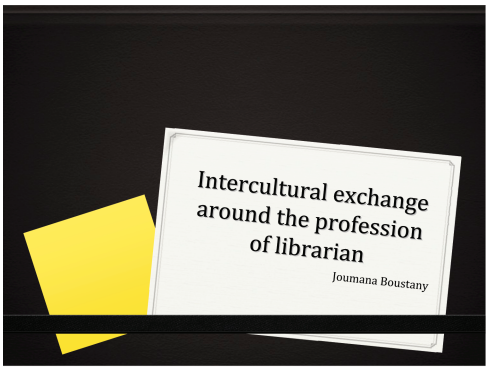

The actors of the project

- A group of LIS students from :
  - Bulgaria
  - Croatia
  - France
  - Turkey
- Sponsorship by library professionals in both countries

What is it about?

- Implement an intercultural exchange about professional practices for librarians
- This profession is undergoing profound changes due to the technologies of information and communication
  - Examples : Access to information via Internet, Open access, digital libraries, library as a third place, etc.
- Professionals are wondering about their future…

Development(1)

- Visit of innovative organisations selected by the student and validated by staff
  - Innovative organisations in the field: new practices, implementation and exploitation of a new technological concept, digitization policy, ...
  - Periodicity : once a month or every other month
- Work sessions at the University
  - For each visit the students will have to write a report? A text? an electronic text? We could also consider a video? A slide show? (format to be decided by the students validated by staff)

Development(2)

- Exchanges (comments, questions, points of discussion, etc.) and publications between both groups thanks to communication technologies (Blog, Visioconferencing, Skype, etc.)
- Round off of the project with a student trip, including a programme of visits (the most striking organisations)
- Communication will be in English
- Communication around the project will valorize it

Objectives

- This pedagogical approach will enable students:
  - To prepare so they will be in a position to respond to changes in their profession;
  - Immerge in the professional context of both their own country and the partner country;
  - Understand the social, cultural, economic and administrative issues that differ from one country to another;
  - Grow their network, which will facilitate their professional integration;
  - Have a new and different perspective on their future profession;
  - To practice their use of new technologies;
  - To improve their English

COMPUTER LITERACY AND INFORMATION LITERACY

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An Analysis of Concept of Information Literacy

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Department of Information Management

Information literacy

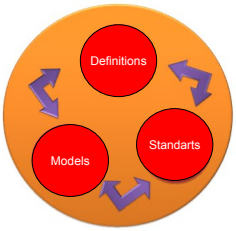
- first coined in 1974 by Zurkowski
- the term and definition have been debated extensively & there has been a disagrement over the term
- how it is defined and understood differs from one disipline to another
- has become a core concept over the time, but the term remained problematic
- there are numerous definitions and there is resultant ambiguity
- much of the confusion resulted from the word ''literacy''
- still evolving and clarification is essential

Suggested terms

- Curiosity Satisfied-Across-the-Curriculum
- Global Informatics
- Information Competence
- Information Discovery
- Information Fluency
- Information Empowerment
- Information Mapping
- Information Sophistication
- Know How
- Know How to Know How
- Library Appreciation
- Macroscopism
- Research mapping
- Research-Across-the-Curriculum
- The Question Authorities

(Snavely & Cooper, 1997)

Understanding the concept



Literacy - definitions

- a simple ability to read and write
- having some skill or competence or basic knowledge of a field of study
- and an element of learning

(Bawden, 2001)

Information literacy - definitions

- the ability to solve information problems

(ALA, 2000)

- the ability of transforming information into knowledge

(Gawith, 2000)

- a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information"

(ALA, 1989)

Information literacy - definitions

- is knowing when and why one needs information, where to find it, and how to evaluate, use and communicate it in an ethical manner

(CILIP)

- the ability to effectively identify, access, evaluate and make use of information in its various formats, and to choose the appropriate medium for communication. It also encompasses knowledge and attitudes related to ethical and social issues surrounding information and information technology

(California Academic and Research Libraries Task Force, 1997)

Information literacy - definitions

- a mean to "empower people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals"

(Alexandria Proclamation, 2005)

- can be seen as combination of information and technology skills; as acquiring mental models of information systems; as a process; as an amalgam of skills, attitudes and knowledge; as the ability to learn; or as a complex of ways of experiencing information use

(Bruce as cited in Owusu-Ansah, 2003)

Information literacy - models

Information literacy - standards

AASL AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS
A DIVISION OF THE AMERICAN LIBRARY ASSOCIATION

CAUL
COUNCIL OF AUSTRALIAN UNIVERSITY LIBRARIANS

ANZIIL Australian & New Zealand Institute for Information Literacy

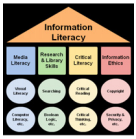
ACRL Association of College & Research Libraries
A DIVISION OF THE AMERICAN LIBRARY ASSOCIATION

IFLA

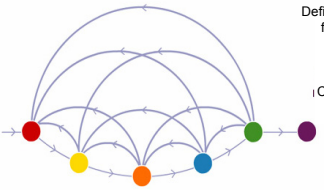
aect Association for Educational Communications and Technology

Analyzing the concept

- information skills
- higher order thinking skills
- format of information
- other related skills and literacies
- social and ethical issues

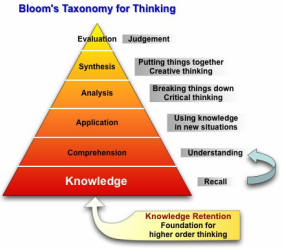


Information skills



Defining the need for information
Locating
Accessing
Using
Communicating
Evaluating

Higher order thinking skills



Format of information

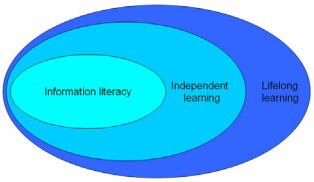
- information literacy is a medium-independent concept
  (Joint, 2005)
- its range covers both the formal and the informal information & channels
  (Mutch, 1997)
- information is an intellectual content, regardless of the vehicle which carries it (paper or electronic)
  (Joint, 2005)
  - print
  - electronic
  - audio
  - visual
  - etc.

Related skills

- lifelong learning skills
- self-directed learning skills
- interpersonal skills
  - communication skills
  - team work
  - problem solving
  - decision making

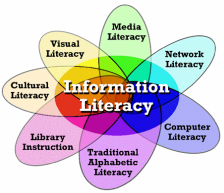
Lifelong learning skills

Lifelong learning skills



Related literacies

- Functional literacy
- Computer literacy
- Media literacy
- Digital literacy
- E-literacy
- Critical literacy
- Library literacy
- Visual literacy
- Web literacy



Terms used synonymously

- **information literacy**
- **computer literacy** – technological literacy - information technology literacy – electronic information literacy – e-literacy
- **library literacy**
- **media literacy**
- **network literacy** – Internet literacy - hyper-literacy – web literacy
- **digital literacy** – digital information literacy – multimedia literacy - e-literacy

(Bawden, 2001)

Computer literacy

- a general understanding of what computers can do, and the skills necessary to use them as an effective tool

(Tuckett, 1989)

- the knowledge and skills necessary to understand information and communication technologies, including hardware, software, telecomunication networks and all the other components of computer and telecommunications systems

(Lau, 2004)

- the minimum knowledge, know-how, familiarity, capabilities and abilities about computers

(Bork, 1985)

Computer literacy

- there was a tendency to equate computer literacy for information literacy and use two term interchangeably

(Bawden, 2001)

- while one can be computer literate without being information literate, he/she cannot possibly be information literate without also being computer literate

(Tuckett, 1989)

- a pre-requisite for information literacy

Library literacy

- competence in the use of libraries
- being able to make informed decisions about sources of information
- the basic skills of finding information
- being able to follow a systematic path or search strategy to locate texts and evaluate the relevance of the information
- is arguably a precursor to information literacy

(Bawden, 2001)

Media literacy

- critical thinking in assessing information gained from the mass media: television, radio, newspapers and magazines, and (increasingly) the Internet

(*Rockman, 2004;* Bawden, 2001)

- specific knowledge and skills that can help critical understanding and usage of the media

(Hobbs, 1998; Martens, 2010; McCannon, 2009; *Jeong, 2012)*

- critical thinking skill that allows audiences to develop independent judgments about media content

(Silverblatt, 2001)

- skills to decode, evaluate, analyze and produce both print and electronic media

(Bawden, 2001)

Media literacy

- has an obvious overlap with more general concept of information literacy
- is a component of information literacy
- two term are interrelated

(Bawden, 2001; McClure 1994; Graham, Bawden and Nicholas, 1997; Sheppard and Bawden, 1997; Hamelink, 1976)

Digital literacy

- ability to read and understand hypertextual and multimedia texts
- ability to understand and use information in multiple formats from a wide variety of sources when it is presented via computers

(Gilster, 1997)

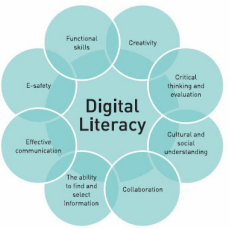
- the ability to access networked computer resources and use them (dynamic, non-sequential information)

(Gilster, 1997)

- the ability to make informed judgements about what is found online

(Nicholas & Williams, 1998)

Digital literacy

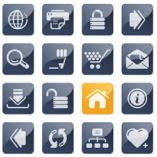


Digital Literacy Across the Curriculum, p.18, Futurelab, March 2010.

Visual literacy

- The ability to understand and use images, including the ability to think, learn, and express oneself in terms of images

(Braden & Hortin, 1982)



Emerging literacy frameworks

- multiple literacies
- new literacies
- multiliteracy
- global literacy
- transliteracy
- meta literacy
- transversal literacy (competency)

Multiliteracies / Multiple literacies / New literacies

- there is a move away from a singular notion of literacy to conceptions of multiliteracies

(Hagood, 2000)

- attempts to reframe literacy in relation to modern ways of life

(Cervetti, 2006)

- multiliteracies are comprised of personal, home/community, and school-based literacies

(New London Group, 1996; Hagood, 2000)

- include cultural literacy, media literacy, functional literacy, technology literacy, information literacy, etc.

Global competency (literacy)

- Knowledge, skills and dispositions to understand and act creatively and innovatively on issues of global significance
  - investigate the world
  - recognize others' perspectives
  - communicate ideas with diverse audience
  - take action to improve conditions

(EdSteps, 2010, http://www.edsteps.org/ccsso/SampleWorks/matrix.pdf)

Transliteracy

- It is not about learning text literacy and visual literacy and digital literacy in isolation from one another but about the interaction among all these literacies

  (http://crln.acrl.org/content/71/10/532.full)

- Transliteracy is the ability to read, write and interact across a range of platforms, tools and media from signing and orality through handwriting, print, TV, radio and film, to digital social networks

  (http://nlabnetworks.typepad.com/transliteracy/)

- Mapping meaning across different media and not with developing particular literacies about various media

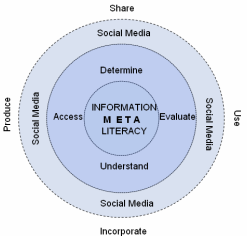
  (http://crln.acrl.org/content/71/10/532.full)

Metaliteracy

- abilities of critical thinking and collaboration in a digital age, providing a comprehensive framework to effectively participate in social media and online communities
  - understand format type and delivery mode
  - evaluate user feedback as active researcher
  - create a context for user-generated information
  - evaluate dynamic content critically
  - produce original content in multiple media formats
  - understand personal privacy, information ethics and intellectual property issues
  - share information in participatory environments
- information literacy is central to this redefinition & is a metaliteracy which includes other literacies (such as media, digital, ICT, visual, cyber, critical, etc.)

(Mackey, 2011)

Metaliteracy



(Mackey & Jacobson, 2011)

Transversal competencies

- use tools interactively
  - use language, symbols and texts interactively
  - **use knowledge and information interactively**
  - use technology interactively
- interact in heterogeneous groups
  - relate well to others
  - co-operate, work in teams
  - manage and resolve conflicts
- act autonomously
  - act within the big picture
  - form and conduct life plans and personal projects
  - defend and assert rights, interests, limits and needs

(DeSeCo Project, 1997)

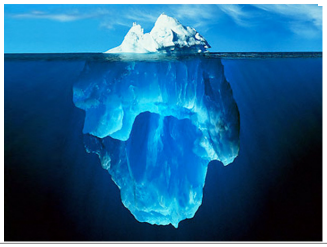
Definition of competency

- ability to meet complex demands by drawing on knowledge, skills and attitudes in a particular context
- the ability to communicate effectively is a competency that may draw on an individual's
  - knowledge of language
  - practical IT skills
  - attitudes towards those with whom he/she is communicating

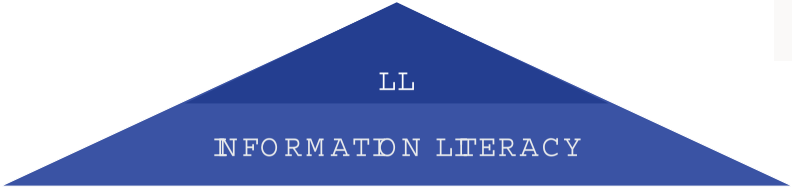
Transversal competencies

- of particular value for both individuals and societies
- usefull in multiple areas of life (wide variety of context)
- important for everyone, not just for specialists

An iceberg concept



Information literacy concept



Information Skills	Higher Order Thinking Skills	Format of Information	Other Skills & Literacies	Related Issues
define	synthesis	paper	interpersonal skills	ethical
locate	analysis	electronic	media literacy	social
access	critical thinking	audio	digital literacy	political
use	creative thinking	visual	computer literacy	economic
communicate	reasoning	text	visual literacy	personal
evaluate	transferring	multi-media	basic literacy	security

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Questions & contributions

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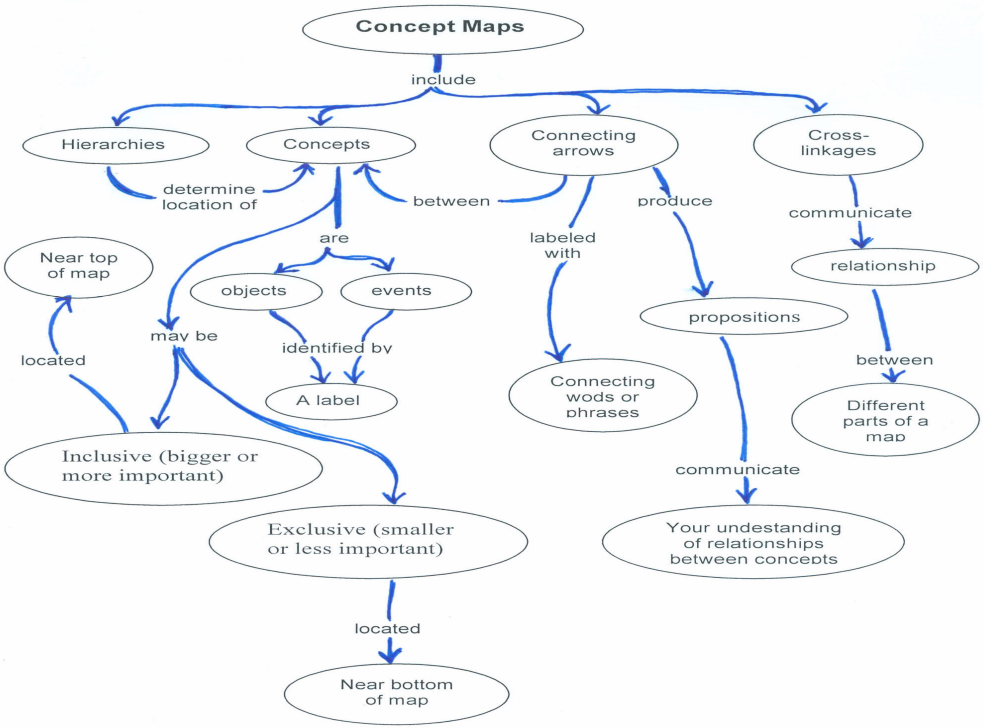
Group work

- Break into groups
- Brainstorm and make a list of IL related terms/concepts
- Draw a concept map

Concept mapping

- Concept maps can be a visual way of illustrating links/relationships between concepts
- A concept is put in the middle of a piece of paper, then is linked by words that describe their relationship to other concepts, terms, ideas or even pictures


Concept Maps
include
Hierarchies
Concepts
Connecting arrows
Cross-linkages
determine location of
between
produce
communicate
are
labeled with
Near top of map
objects
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relationship
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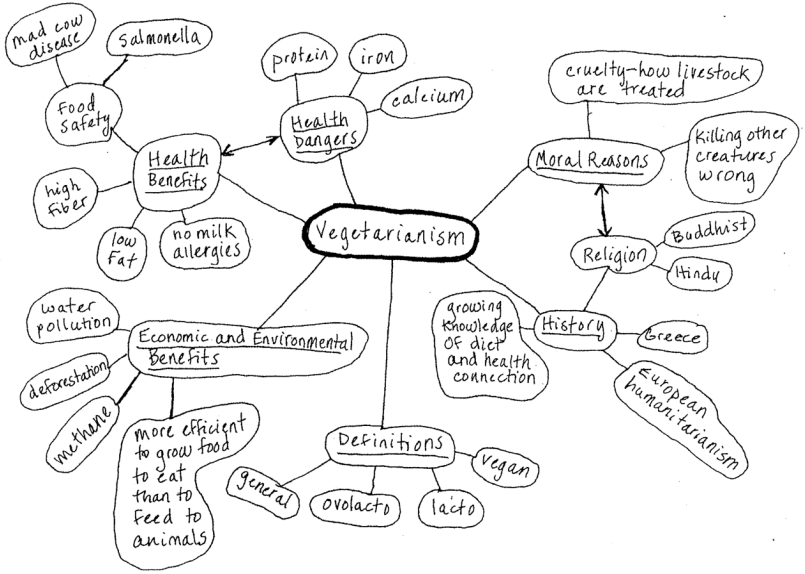
Concept mapping



SERVING THE USERS OF CULTURAL INSTITUTIONS IN THE DIGITAL ERA: QUESTIONS TO BE ANSWERED, DECISIONS TO BE TAKEN

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Abstract

Copyright is the right of an individual creator to be acknowledged as the author of his/her work and to be asked for permission every time someone wants to reproduce or otherwise use his/her work. In fact many works that originate today are also free, for instance news, official publications, statistical and similar sets of data, or works of folklore are not protected by copyright. In general, one can say that copyright today tends to last longer and new kinds of rights have been introduced in recent years. Moreover, the present regime of copyright also presents a serious barrier to digitization. In the present digital environment libraries can hardly provide all the services needed by their users based on present exceptions and limitations. IFLA has recently compiled a proposal of a new treaty for libraries and archives to be presented for adoption at WIPO. The proposal states clearly what the present needs of libraries and archives are and suggests solutions which would allow libraries and archives to serve their users properly and adequately.

Key words: *cultural institutions, copyright, protected work, public domain, rightsholder, author's rights, rights of the public, exceptions and limitations, collective rights management organizations, licenses and licensing, a take-down policy statement*

Cultural institutions

The wider topic of our Academic Summer School is cultural institutions management. Today it is an important topic because just as many other institutions and organizations, cultural institutions have to adapt to the changes in the society and provide for new and changed needs of their users. Cultural institutions we refer to are libraries, archives, museums and similar institutions

which posses the material on various media inherited from our predecessors and supposed to be kept and handed over to the next generation. This material is usually referred to as cultural heritage, but it should be kept in mind that it is only a part of the total cultural heritage. Namely cultural heritage also includes archaeological sites, buildings, monuments and landscapes as well as the so-called intangible cultural heritage such as songs, music, dance, oral traditions, and skills like lace-making, etc.

Cultural heritage institutions are sometimes also called memory institutions. This is because the material they hold and make available to the public is part of the memory of the mankind. Without that material we would not know who we are and why we have become what we are now. The importance of cultural heritage institutions has been recognized in many documents issued by the United Nations, European Union and individual countries. Many national and international laws and regulations deal with cultural heritage and managers of cultural heritage institutions have to keep that in mind and refer to those documents if needed.

At present cultural heritage institutions are confronted with the issue of digitization. The EU new action plan entitled Digital Agenda for Europe envisages that all services now available to citizens should become accessible on the Internet by 2020. This also means that cultural institutions, such as libraries, archives, etc. should make the material they hold accessible on the Internet, too. At present there are still technical, financial and organizational obstacles to such large-scale digitization. Moreover, the present regime of copyright also presents a serious barrier to digitization.

Copyright

Why, when and how has copyright become an important issue for librarians and other cultural institutions staff? How is it connected to libraries and librarians? There is no doubt that copyright has become extremely important in the digital environment, mainly because digital material is easy to reproduce and disseminate and authors fear that their works will be used for commercial purposes and they will receive no reward. Cultural institutions, libraries included, are encouraged to digitize their materials and digitization is an act of reproduction and an act of making a work available to the public and for both acts the author's permission is needed.

Copyright is the right of an individual creator to be acknowledged as the author of his/her work and to be asked for permission every time someone wants to reproduce or otherwise use his/her work. Copyright is not eternal and copyright protection lasts during an author's lifetime and 70 years after

his/her death (at least in Europe). In practice this means that a number of works which originated in the second half of the 20th century are still protected, while older works are free to use and belong to the so-called public domain. In fact many works that originate today are also free, for instance news, official publications, statistical and similar sets of data, or works of folklore are not protected by copyright.

Terms to keep in mind

Copyright → a term is used in the English speaking countries, while the European countries apart from the UK, use the term → author's rights. Both terms can be considered as synonyms although the former emphasizes the work, while the latter is focused on the author.

Protected work → a work protected by copyright legislation. For every use permission has to be obtained from the author

Public domain → when the term of protection has expired a work is in public domain; also some works are not considered to be authors' works and are in public domain

Author → always a rightsholder

Rightsholder → does not need to be an author; author's rights can be inherited, bought, or otherwise transferred

Author's rights

Author's rights are of two kinds: moral or personal rights and economic rights.

The author's moral rights include the right

- ✓ to decide how and when to publish,
- ✓ to be acknowledged as the author,
- ✓ to object to any changes or to any other action that might harm his/her reputation,
- ✓ to retract (take back or withdraw the work).
- ✓ The author's economic rights include the right of the author
- ✓ to obtain remuneration every time his or her work is reproduced, distributed, communicated, made available to the public, translated or adapted.

Recently some new rights have been instituted, such as:

- ✓ the right to the remuneration for reproducing for private use and public lending right.

These new rights are managed by the collective rights management organizations.

Actors, singers, performers, etc. also have rights to their contributions. These rights are called neighbouring or related rights. Apart from performers, phonogram producers, radio-diffusion organizations and publishers also have related rights.

Rights of the public

When dealing with copyright librarians have to bear in mind that the author's rights are guaranteed by the Constitution and by the national law on copyright. Cultural institutions ought to respect the national legislation. But copyright legislation is not the only legislation they have to act in accordance with. Wider public – the users of cultural institutions services - also have their own constitutional right to free access to information which includes free access to various artistic, scientific and literary works. Often libraries and other cultural institutions will be confronted with two different rights, namely they have to respect both the right of the public to access different kinds of works and the right of the authors of those works to allow that access or not.

Copyright development in brief

Copyright originated in the 18th c. Before that time creative works were considered to be a property of their owner, just like any tangible property. A person who had a manuscript in his possession was its owner and could do with it whatever he wanted. The Statute of Queen Anne, adopted in Great Britain in the beginning of the 18th c. is considered to be the first national copyright law. By the end of the 19th century national copyright legislation was adopted in a great number of countries. Since copyright is a very international phenomenon (creative works appeal to many and easily and quickly cross the borders), bilateral and multilateral treaties were soon concluded by individual countries in order to help authors protect their works when used in foreign countries. The most famous such treaty is the Berne Convention for the protection of artistic and literary works, adopted in 1887 and revised and updated several times since then.

At the time of its introduction copyright was justified by a need to help authors earn their living from their creative work. Strangely enough the same argument is used today, although poor authors who need to be supported are rarely met. More often when trying to clear the rights one has to address corporations and other legal persons that appear to be the majority of rightsholders today.

In general, one can say that copyright today tends to last longer and new kinds of rights have been introduced in recent years.

Exceptions and limitations

Copyright laws include some exceptions and limitations which allow users of protected works to access and use them. In fact exceptions and limitations provide the legal basis for most of library services. If there is an exception for a certain kind of use or users in the national copyright act, there is no need to ask for the author's permission, although for certain uses authors have to be compensated. The Berne Convention for the protection of literary and artistic works, for instance, among exceptions includes quotations, use of works in education or for a news reporting. This means that such uses are permitted and legal. Many national copyright laws include similar provisions.

The European Union Directive on the harmonisation of certain aspects of copyright and related rights in the Information Society from 2001 allows certain permitted uses of protected works. For instance works can be reproduced for:

- ✓ private use of an individual,
- ✓ libraries, archives, educational and research institutions can reproduce works in their possession in order to preserve them,
- ✓ handicapped persons,
- ✓ educational purposes,
- ✓ the needs of the courts,
- ✓ news reporting,
- ✓ parodies, caricatures, etc.
- ✓ quotations.

However, these exceptions were offered as options, and European national copyright laws modeled after the Directive included some, but rarely all of them. Therefore, in the present digital environment libraries can hardly provide all the services needed by their users based on present exceptions and limitations. Voices are heard that a new set of exceptions and limitations is needed for cultural institutions. IFLA (International Federation of Library Associations and Institutions) has recently compiled a proposal of a new treaty for libraries and archives to be presented for adoption at WIPO (World Intellectual Property Organization). The proposal states clearly what the present needs of libraries and archives are and suggests solutions which would allow libraries and archives to serve their users properly and adequately. The proposal can be accessed at http://www.ifla.org/en/node/5856.

Collective rights management organizations

For libraries which want to clear the rights before digitization the identification and location of a rightsholder might present a serious problem.

Rights clearance is required because digitization is an act of reproduction and at the same time it is also an act of making a work available to the public and for both those acts the author's permission is needed. It is not strange then, that the first works digitized by many libraries were the works in the public domain. But in the long run, such approach is not sustainable. Works that originated in the 20th c. are an integral part of the world heritage and most important for our understanding of the present social and political situation and they cannot remain inaccessible to the public. Collective rights management organizations may help cultural institutions in clearing the rights. It has already been said that they are relatively new organizations; the first such organizations were established in the '70s. They normally represent certain types of authors, e.g. composers, music performers, etc. or certain categories of works, e.g. music, films, etc. and are capable of providing permissions for their use. This means that they are a kind of one-stop shop for licenses. Such organizations may save time and effort to libraries which want to clear rights.

Licenses and licensing

Digital resources are mostly licensed. This means that a library for instance, obtains a license from a vendor or publisher for the use of certain material. Licensing appears to be a common way of managing digital resources. However, libraries might sometimes meet with difficulties when negotiating a license. Librarians should keep in mind that the license conditions should not be contrary to the national copyright legislation. Difficulties arise when a vendor of a digital resource comes from another country with a different legislation.

A take-down policy statement

A library which wants to digitize some works has to proceed carefully in order not to infringe the copyright law. It is advisable to undertake the following steps:

- ✓ check if the work is still protected,
- ✓ attempt to contact and get permission from the rightsholder,
- ✓ if the work is a part of a donation check the conditions under which it has been donated,
- ✓ document all decisions and mount them on the website,
- ✓ provide a take-down policy statement, in case a rightsholder puts out a claim of copyright.

A take-down policy statement should be mounted on the library's website and should contain at least the following statements:

"This collection is available for purposes of education and research. We have taken care to indicate what we know about copyright. We are eager to hear from any rights owner so that we may obtain the accurate information. Upon request we'll remove material from the public view while we address a rights issue."

Recommended literature:

1. **IFLA** Manifesto for digital libraries. Available at: http://www.ifla.org/publications/IFLA-manifesto-for-digital-libraries
2. **Draft** treaty for libraries and archives. Available at: http://www.ifla.org/files/clm/publications/tlib.pdf

LIBRARY MANAGEMENT – CONTEMPORARY CHALLENGES

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Abstract

Consumer today is at the center. And this brings new challenges – information intermediation, protection of intellectual property and personal data, de-pending on market conditions and rules of the game. The mission of the library is now highly modified and dynamic, because it combines the need for a high public reputation with mobilizing the creative talent and motivation of all employees. The library concept combines the mission, the conceptual idea, objectives, priorities, tasks, pathways, mechanisms and responsibilities for public long term.

Key words: *social institution library, functions of libraries, management essence and functions, organizational culture, public sector, marketing, financing, fundraising, pricing, profit, user benefits, corporate cooperation*

1st Section. Fundamentals of Library Management

Social institution library. Functions of Libraries

The social functions of the library are based on the mission to keep social norms and cultural values of community and universal civilization. The library has signed the most common and ancient social contract to accumulate, preserve, protect, inform, educate, enrich, educate and even brightens the socium. It is the public trustee and civilization guarantee of intellect and imagination. The modern library is a navigator, manufacturer and mediator between the producers of information and its users. It is an important actor in the contemporary global communication.

The main functions that are performed by modern library are system of mutual shading and complementary activities. Its main *informative function* is to ensure information and equitable service of socium with data and knowledge in any form and format and in most states, its right and obligation is le-

gally recognized. Its *educational function* provides for each member of the public society of information, education, self-education, specialization, development and self-determination in the spirit of human values, democratic principles and intellectual freedom and expression. The library is the oldest democratic institution, alienated from discrimination and political commitment. And in the most difficult political times, it managed to preserve knowledge. *Its cultural function* provides free spiritual development and integration into the achievements of world culture. Today, modern library is an educational library. It offers not only information but also competency.

A library accumulates, but mostly provides the knowledge to its customers, regardless of place and time. The headlong developing of information and communication technologies destroys its walls, but her fans increased. Consumer today is at the center. And this brings new challenges – information intermediation, protection of intellectual property and personal data, depending on market conditions and rules of the game. *The mission of the library* is now highly modified and dynamic, because it combines the need for a high public reputation with mobilizing the creative talent and motivation of all employees. *The library concept* combines the mission, the conceptual idea, objectives, priorities, tasks, pathways, mechanisms and responsibilities for public long term.

Management essence and functions

The essence of library management is to determine the content, organization and methods of management, taking into account the processes and relationships in society. Management is the ability to achieve goals through mind, labor, intelligence and motives of human behavior through processing, storage and transmission of information. Management is a *function* of organized systems, providing storage of their structure, activities, mission, goals, and tasks to gain the final result. It has three *fundamental tasks*: managing the institution work; people management; operations management and production of services and products to consumers. Management is the most difficult and subjective human activity. It is way of communication, power and art. Its *content* includes science and practice of management; organization, decision making process and response measures. Management requires a market environment, i.e. *marketing concept*, a view of rational use of all resources and capital to adequately adapt to a dynamic environment to achieve the mission and goals and to obtain a certain outcome, product or service.

Management has *object* and *subject* of management. *The principles of management are characterized by a scientific character, systematic, complexity, hierarchy, planning, balance, democracy, competitiveness, determination,*

consistency, cycling, priority, feedback and consideration of age, gender, cultural, ethnic and health characteristics and motivation of employees.

Management functions are a special type of activities depending on the organization of the division of labor, frequently recurring over the time. The typical *cycle* of the basic functions of management include: management decision making – realization – control. *Library management system* is a spiral in which the main element – *coordination* – Is fueled by the mutual dependence of the following functions: *forecasting, planning, organization, regulation, incentives, reporting, analysis* and new start of development.

Forecasting is scientifically prediction to the development of a library in a close relationship with the environment.

Planning is process of defining goals and ways to achieve them, adopting specific solutions for effective functioning and development of the object in the near future to reduce uncertainty in its activities. *The principles* of planning require democratic participation of all, the continuity of the process, flexibility, economy, creating conditions for the implementation and fair reporting.

Organization is another key feature that practically create, develop, coordinate and improve the system "library". It includes four elements*: formulation of tasks; work organization; organizational structure, ensure of resources* for the library. The system the *structure* requires existence and *distribution of work*, the *powers and responsibilities* for carrying out the tasks. *Power and coordination* were its exclusive attributes.

The control function maintains the system in equilibrium at the given parameters and monitors the deviation from the norm due to the influence of external and internal environment. Performed by governing documents – *laws, codes, rules, job descriptions, collective agreements, and quality standards.*

One of the oldest methods for influencing people is motivation. *Motivation* is provocation to actively work – the basis for satisfying the needs of human. *Motivators* are persistent needs, interests, values, attitudes, beliefs, ideas. This is the law of the result – rewarding the efforts, internally and externally valuable job satisfaction and its result. Motivation attributes are incentive motivation, improving the quality of the workforce, improving the organization of work, participation in management, moral incentives.

One of the most important activities is the *control function*. It manages with *standards, testing and evaluation* of activities. It targets *correction* for improvement. It may be *preliminary, current* (most strategically justified), *operating, closing, external and internal.*

Management functions are interrelated and dependent. They support *management decisions*, as their accompanying function. *Management decision* is the

process of finding a connection between the existing system (process, phenomenon) and the desired goal of management. It is an act of choice by specific rules, a result of the choice and direction of motion. This is a creative intellectual activity, with opportunities for variation, struggle of motives and opinions.

Changes in social structures and social adjustment of modern consumers

New organizational culture in libraries

Contemporary big change in ICT and the globalization of the world change significantly social structures and social attitudes towards the need of information. In that regard libraries are forced to develop advanced and relevant new policies to offer services to consumers and to meet their public information needs and knowledge. Considering the new conditions – the user enters ever rarely beyond the library walls, but rather the library goes to his home. This requires adequate for the local community (which changes dynamic and nonlinear) resources in various formats, qualified staff and resources to support new services.

In the changed social conditions the value of the library is determined rather than *best services* and on the second place is the valuable available fund. Therefore a new approach to the funding policy of technology, improving quality, actuality and reliability of products and services offered in libraries. Not the size of collections and their adequacy is synonymous with quality. New library policies outline the so-called *"split fund", Document Delivery Service library and corporate library networks.*

"Public library services are offered on the basis of equal access for all, regardless of age, race, sex, religion, nationality, language or social status." [7]. The purpose of *e-government* is to involve citizens in government, but for this purpose, they should have the opportunity to be informed of their decisions on citizenship. Public Libraries as a social system with extensive experience are very necessary partner and facilitator in accessing government services and resources provided to the public. This defines another new library policy of partnership and cooperation to involve potential users. Under the social contract libraries provide an opportunity to address the social excluding of technological progress.

At all participation in *partnerships, collaborations and networks* with other libraries and related organizations and ensuring access to external sources of information allows the library to meet the varied information needs of users – real and potential – and according to their cultural attitudes, increasing the *scope of available resources*, while *optimizing investments* and

eliminate the duplication of services and resources.

So the library becomes effective actor in another powerful process – *Lifelong learning* – entering into the network of the educational process to support literacy and reading culture developing main vital skills. Library policies and procedures are based on the needs and convenience of users, not librarians. The best advertisers of the libraries are really grateful readers. *This reputation* is achieved by good organization, convenience, trust, objectivity, good will, expertise, accuracy, good communication, demonstration of respect and exclusivity to the consumer and especially – involving users in partnership to create products and services.

Change management unfolds unlimited possibilities, but requires higher *managerial and organizational culture*. The new paradigm of library management broadly replaced the direct management with *leadership. Management* formulates and executes missions, visions, strategies, goals, objectives, policies, structures, rules, procedures. *Leadership* covers the process of governance, values, ethics, organizational culture, organizational behavior, interpersonal relationships. It is extremely necessary in today because of its nature. According to P. Drucker's leadership understood *the change as opportunity* rather than a threat; for him *innovation* is mandatory, it improves performance through *systematic control and training* and *a transparent system of incentives, rewards and prizes.*

Collective management is subject to the principles of the fellowship, teamwork, delegation of decision making and control functions.

The organizational culture of the library includes values, attitudes, and norms, forms of behavior, meaning and method of work. *The objective organizational* culture is measured from the building, location, equipment, space, interior, comfort, rest rooms, parking, etc. *Subjective organizational culture* covers myths, history, heroes, honorable names, organizational taboos, rituals, rites, dress code, and the language of communication. The last basically formed *management culture* – leadership style and behavior. Authoritative power as culture is formed from distance, roles culture, task culture and personality culture. It is a *style of business communication* and more accurately reflects the presence or absence of arbitrariness, discrimination and double standards.

Corporate culture is crucial for successful operation of the library. Culture and image define her reputation. It is essential to contractual and cooperative partnerships and can be a very good adjustment in a situation of high uncertainty.

2nd Section. Marketing Management in Library

Marketing approach in the library management

Marketing is a reliable and objective systematic approach to creating products and services, relevant and satisfying the consumer needs and wishes. It is a social activity of people beyond the traditional sale. So equally well affect both business and education, health, social protection, culture. Marketing is a combination of marketing methods, activities, relations of the link between productivity and consumption. It is ultimately an instrument to control and profit in competitive conditions and influences people's preferences. According to the definition of F. Kottler *marketing is human activity to satisfy needs and wants through exchange*. The evolution of marketing started in the 60s of last century as *a new concept for the production and distribution in a market economy*. In the 70s develops the union for consumer protection called *"consumerism"*, in the '80s there is talking about *marketing of relationship and PR* – as long lasting relationships with customers based on trust, and in the 90s – *the socio-ethical marketing* as an instrument for effective meet the needs and along with it – keep the welfare of consumers and society as a whole. Looking for balance of three factors*: goals (gain), needs (consumers) and interest (the public).* Today we are witness of *state consumer protection* and the search for balance between relations and interests of businesses and consumers.

Marketing purposes are desire to achieve full satisfaction of consumer needs, maximum consumption, optimal range of products and services profit; development of demand; attractiveness, image, reputation. *Principles of library marketing* include: lack of desire for financial gain, complex study of the views and needs; feedback; affordability of the prices; free service, ethical marketing relationships with customers and suppliers, competitors, partnership, media policy.

The core *functions of marketing* are *analytic* (information) (environmental, socio-economic profile of the region, satisfied / dissatisfied consumer needs, need for new products and services, etc.) and *management* (planning, pricing, distribution, promotion, correction). The *methods* with which it uses library marketing are: research and evaluation of demand, market resources, quality, of stimulating demand.

The stages of library marketing concept include techniques of marketing research, market segmentation, marketing mix strategy and evaluation of marketing. Marketing research is planning process to study the preconditions and initial conditions (mission, goals, objectives, lobby, and staff). It focuses on *collecting and analyzing data about the external environment* – library and information market, individuals, institutions, users need products and services, qualitative and quantitative analysis of social and economic factors. Are used methods *PEST and SWOT analysis* to determine the strengths and

weaknesses, opportunities and risks. There is examined the *internal environment* – staff, organizational structure, resources, costs, etc. *The tool* of marketing research deals with surveys, interviews, observation, experimentation, testing, prototyping, analysis of documents etc.

The marketing segmentation is based on the fact that markets and consumers are heterogeneous and by this depends largely the efficient reallocation of resources and efforts for effective service. The policy of segmenting consumer groups ensures concentration and focus, set priorities to find a niche and helped largely to pricing. Libraries segmented markets and consumers in different ways – by type and format of documents used and services, age, on subjects and courses at universities, in areas of occupation etc. Aligning with the specifics and differences between consumer groups is not discrimination but a workable policy to increase the added value of products and services and profitability. Information market does not allow mass usage.

Towards the *strategy of marketing mix 4ps – product* (knowledge, information, education, recreativity), *price, place* (distribution, logistics), *promotion* (promotion, reminder) in terms of socio-ethical marketing add another fifth element: *5p – people* (communication – direct, indirect, and mixed). This strategy helps to manage and optimally allocate the limited resources of libraries. *The promotional part of the mix* is an important activity, which explains the activities in the library. There shall be drawn up promotional plan for all activities. Promotion should not be mistaken for *public relations*. Important are the happenings aspects – *price* (cost to consumers), *distribution* (supply) and products (traditional documents, Internet access, directory assistance, etc.)

The forms and methods of marketing communication include: advertising (information on library products and services), personal sales (contacts and communicate directly with specific users), sales promotion (through promotions and consumer education), PR (activity for the formation of image by true operational information, planned efforts, a complex of measures to actively engage with the environment – community groups, leaders of opinion and media by blogs, podcasts, RSS feeds and social networks); publicity (propaganda), branding (corporate style, design, logo, slogan, color, font, dress code, gain public support, advocacy, lobbying, commitment to social causes and participation in community life.

Public sector. Financing. Fundraising. Pricing. Profit. User benefits

Libraries as social institutions are part of the public sector of an economy. The shortest words the *public sector* creates wealth for public benefit consistent with the public rather than private interests. The *state* appears in the role of entrepreneur in the public sector and *finance wealth* creation in the areas of management, education, health, defense, social and personal protec-

tion and security, information, recreational activities, legal services, etc. by collecting *its taxes, levies*. *Public Administration* Development is based on *market relations* in respect of *the social contract of equality, fairness and balance of interests for all entities of government.*

Earnings in the public sector shall be consists of cost savings, increased quality of products and services, reporting of security and reliability of information, saving time, providing convenience, better living and learning.

The most common definition of marketing in the public sector *is common satisfaction exchange of usefulness and formation of new needs*. The need for it comes from the uncertainty of consumer wants, the differences between the services and benefits between expectations and capabilities of information security.

Information marketing manages specific goods and services – information products and services. *Information products* can be data and semantic processing of information in documentary form for multiple usages to meet available needs. *Information technology* and *information systems for information processing* are also information products. Information service is providing information on products to requested needs of terms of use, not ownership. Internet is an information service. The new elements of marketing information are reflected in the *concept of 4is: information and information technologies; innovation; international; integration.*

Within the *library marketing* is not speaking about marketing for goods and services, but about products and services and they are all things that use value and exchange. *The service is intangible, inseparable from the supplier and divers for each user, deceitful (temporary) depends on the demand does not lead to financial property and its most important feature is the quality.* It has 4 *levels*: *user benefits (and need); service; offering service; delivery system / service offering. The process* of creating a library service is the base *for library and information services. Delivery system* changes rapidly, but should always show respect and to induce trust. According to the definition of marketing by Veselin Blagoev *price* of the service / product is *equal to the sum of all victims of users to acquire the necessary commodity (product / service): investment in money, time, effort, skill, patience, transport costs etc.*

Price formation of library products and services is one of the most complex areas in library marketing. It calculates and integrates such important factors as *budget, fundraising, economic value analysis* (book availability per reader, a reader service, cost and time for a consultation, delivery dates, qualifications of staff contact, means of control and research), *prices of paid services* (labor, materials, equipment, energy, equipment, technology, buildings, information quality, licensing, phones, taxes, peripherals, vouchers,

postage, etc.), *life cycle of library products and services.*

Custom characteristics of information products and services are characterized by their addressing, operability, time lost, opportunities for multifaceted search, reliability, availability, security, actuality, style, aesthetics, etc. The concept of 4cs defined custom *value* of products and services*, cost* – the cost or the cost of acquisition, use and storage, *convenience* for use with the *bilateral relationship* with the consumer (communication).

For libraries is vital to have adequate *funding.* Without sufficient financial provision in the long term it is impossible to create conditions for providing services and to use in the most effective way available resources. *Library services* and long-term *public investment* must be protected by *adequate legal and financial regulations*, but also should be carefully studied their needs, existing conditions, to plan with clear priorities and optimize regularly.

Libraries are funded from different sources. Basic and relatively reliable source is the *budget,* but in a dynamic market, especially in times of crisis, he lost more of its volume and security. It is formed by taxes and subsidies on local and national level and increasingly dependent on market indicators and quality job. *With minor funding sources* is involved so called *fundraising* – these are all those *extra revenues* that the library is able to secure itself through active marketing management: *targeted funding for specific policies, project financing, use of external sources – donations of funding authorities, private and public partnerships, income from trading (publishing), sale of stock, property, estate, and rental, leasing, outsourcing etc.* Additional funding provided and the *paid services, fees and fines and contractual relationships with external organizations for joint collaborative activities.* Also *sponsorship*. Demand for external financing is a priority and task management and is a priority not only of the senior management team. The task is hampered by restrictions social and ethical marketing and democratic social contract for public utility, accessibility and disengagement with the political, social economic and financial external interests.

Corporate cooperation

Cooperative solutions today are not just fashion. They are not a privilege of the largest and richest libraries. Contemporary challenges prompted sooner or later all managers to think about taking such steps – either a partial or complete mergers. Lack of resources is felt more strongly in times of crisis. Libraries are appropriate institutions for cooperative cooperation. What issues unique can be offered and how to get in return is crucial. Possible barriers are geographical distances, differences in culture, philosophy and methods of organization of resources, level of development in the presence of bureaucratic and regulatory barriers, financial costs and the adequacy and benefits of collaboration. Sharing re-

sources may be difficult to the conversion of metadata catalogs for example, but then lead to access to global networks such as OCLC and other platforms.

Cooperation remove library of isolation from, its local environment, but it raises the requirements for its activity level. Working with established standards, continuous monitoring and high standards of qualification and specialization are not always within the powers of libraries.

Cooperation reduces the costs of the library and increases its utility by the accumulation of unique resources and the challenge of innovation. Strategically this additional information power may become a new value in terms of supporting and promoting local business and education. The library can become a laboratory study of knowledge, which in other circumstances would not have reached her limits of the range.

The philosophy of sharing is increasing in the digital environment. Everyday people share interests and documents, opinions and recommendations on the Internet. They are formed common causes, communities and collaborations. The struggle for consumer attention is fierce competition, but as the united unique resources of libraries, museums, archives, has a greater chance if it comes under the spotlight of the capricious but refined consumer demand.

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TOPIC 2.
INTELLECTUAL PROPERTY.
INFORMATION BROKERING

FOLKSONOMIES: A NEW PATHWAY TO ORGANIZING KNOWLEDGE IN LIBRARIES

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Lecture description

Throughout history, the core function of organizing knowledge in libraries was never brought to perfection. For this reason, libraries have developed different knowledge organization systems, but every approach implemented came with drawbacks. Novel forms of organizing information in Web 2.0 environments, folksonomies, have added an interesting twist to the traditional debate of how to optimize access to information. In particular, folksonomies allow the information profession to re-examine the traditional „natural vs. controlled vocabularies" debate in a new light. In the lecture, major milestones of this discussion will be analyzed and the advantages and disadvantages of folksonomies discussed. Students will gain insight into current research trends regarding application of folksonomies in library environments.

Connecting seminar with international student teams contribution

Students will identify problems that occur within folksonomies in the light of organizing and finding information. After identifying problems, students will try to propose steps that could be taken in order to improve existing folksonomies. Also, students will conceptualize their own research proposal regarding folksonomies. In a closing group discussion, students will speak for or against folksonomies as a method of information organization in libraries and explain their viewpoint.

Preliminary knowledge on controlled indexing languages is required. Therefore it is recommended to consult chapters regarding controlled languages in following books:

1. **Chowdhury,** G. G. Introduction to Modern Information Retrieval. New York, Neal-Schuman Publishers, 2010. (Chapter 5: Subject analysis and representation; Chapter 7: Vocabulary control).

2. **Peters,** I. Folksonomies: Indexing and Retrieval in Web 2.0. Berlin, De Gruyter/Saur, 2009.

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THE MODERN INFORMATION ASSURANCE IN THE DIGITAL AND MARKET ENVIRONMENT. FACTORS ANALYSIS

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Abstract

The lecture aims to present the students the nature of the information assurance to the modern consumers with a new sources and information flows, mainly in science and education. Special attention is paid to the library policies in this area in terms of marketing concept, required by the market in circumstances of socio-ethical marketing directed to actual user needs, user benefits for final consumers and public needs of information. Students' attention is drawn to the analysis of external and internal conditions and factors governing the information provision of library users, such as short marked the capabilities of SWOT and PEST analyzes as research tools for library marketing study related to the provision of information services and products for consumers.

Key words: *system of information assurance, information sources, acquisition of resources, library marketing concept, SWOT and PEST analyzes, information services and products, user needs*

Introduction

The rapid development and dissemination of new information and communication technologies (ICT) today has the importance of global information revolution. It affects the economy, politics, management, finance, science, culture, and actually all spheres of social development of the countries beyond their national confines. Comes a new stage in the exchange of information. The intensive use of modern computer, radio, TV and phone technologies; the rapid spread of local and global communication networks creates new quality of information exchange and information impact on mass consciousness; amplifies the importance of socio-psychological and cultural relationships in the global information society.

By completely new ways of exchanging capital, wares, services and ICT, it is developed a perfect new economy, already called "*cyber-economy*". All existing systems more or less are forced to adapt to the new information and computer realities. The policy already used with great frequency terms such as "*e-government*", "*e-democracy*", "*cyber democracy*", "*computer-mediated communication*" and etc. The ICT revolution clears and prepares the environment for the development of a completely new type society – information, or now referred to "knowledge society" – with new actors and rules. Information and knowledge are the main characteristics and strategic resources of countries and access to them is the factor for socio-economic development.

The basic concepts of information society – structure prescriptive to information, innovation, finance and services – are represented in the works of many "post-industrial" authors like *Z. Bauman, U. Beck, D. Bell, N. Birnbaum, R. Kahn, Y. Y. Masuda, J. A. Schumpeter, P. Bourdieu, A. Gallimore, A. Giddens, J. Goldthorpe, P. Drucker, M. Castells, P. Kotler, A. Andreasen, J.-Fr. Lyotard, K. Popper, M. Pora, J. Rifki, A. Toffle, A. Touraine, T. L. Friedman, A. L. Shapiro* and others.

The *knowledge society* and *knowledge economy* are new terms to explain the principles of concentration of production and knowledge management as a basis for development of the world. The essential difference is that in the *knowledge economy*, the knowledge is the *product* while in the *information society* based on knowledge, knowledge is a *tool*. Understandably, this difference is still not well distinguished in research on the topic. A key concept of "*knowledge society*" is that the knowledge and education (called "*human capital*") can be viewed as *educational and innovative intellectual products and services* that can be exchanged very rewarding. They can be viewed also as *productive assets* of the organization – knowledge creation and exchange of personnel, in accordance with organizational goals. The difficulty of drafting and modeling of the *economy*, respectively, of the *knowledge society* comes from the unclear definition of knowledge itself – as a very relative term. In this matter, the *information society* cannot be treated as equivalent to the equivalent of the *knowledge society*, not least because the information is not equivalent to knowledge, and their use depends on individual and group preferences, which are also economically deterministic phenomena.

For the main drivers of the new *knowledge economy* are considered the globalization of markets, products and services in all areas, and information technology. Intensification of production and exchange information / knowledge / know-how and increase to 70 percent of IT workers in developed economies; the promotion of *new media* as producers and distributors of

knowledge through easy (network) access; online interaction between consumers and producers, leading to emergence of *collective intelligence* and *virtual economy* – wares and services can be developed, bought, sold and delivered by e-communications networks.

It could be argued that the *knowledge economy* differs from the traditional economy in several aspects. In one hand it has no shortage, but there are plenty, as the information and knowledge sharing and growing. The effect of the use of appropriate technologies and methods, virtual markets and virtual organizations offering additional favors such as speed, flexibility, continuous operation (24/365) and global coverage can be used to boost other economic sectors through the creation of business groups around centers of knowledge – universities and research centers. Legislation, restrictions, taxes and methods of measurement and comparison is difficult to be implemented at national level. Knowledge and information are "flowed" as fluid and fill as many gaps where demand is highest and the barriers are lowest. Reinforcing knowledge as products and services molds the prices of similar products with low embedded knowledge. The price and value are highly dependent from the context. The same information or knowledge has a different value for different people or even the same person at different times.

Human capital (competence) is a key component of the value of the organization based on knowledge. At this stage, however, few institutions and companies reported higher levels of competence as a measure of "cost cutting" production. The flows of basic knowledge are increasingly perceived as an essential resource.

Various are the forms of knowledge society in which it can be developed. There are predictions that the new economy begins to expand radically and is forthcoming the creation of models in which even the ideas will be identified as a commodity. In this context attention attracts the authors, which treat of the characteristics of the new knowledge society as *J. Alexander, W. B. Arthur, M. Boisot, S. Godin, T. Giberson, G. Giberson, P. F. Drucker, E. Durkheim, I. Illich, C. McKercher, V. Mosco, F. Machlup, K. Mannheim, J. S. Metcalfe, R. Nahuis, P. M. Romer, D. Rooney, G. Hearn, T. D. Mandeville, N. Stehr, B. Turner, J. Habermas* and many other researchers. Huge amount of interest causes to *The European Union* (*EU*) – "*Report on Human Capital in a Global and Knowledge-based Economy*" (2003), "*Building the Knowledge Society. Social and Human Capital interactions*" (2003), "*A Memorandum on Lifelong Learning*" (2000), "*Taking European Knowledge Society Seriously*" (2007), and many others; from the *United Nations* (*UN*) – "*Building the Information Society. A Global Challenge in the new Millennium*" (2003), *Resolutions*, "*World Summit on the Information Society*", "*Creation of the Digital Solidarity Fund Foundation*"; from *UNESCO – Statements and Recommen-*

dations, "*From the Information Society to Knowledge Societies*", "*The Communication and Information Sector (CI). Strategy and Program*", "*Observatory on the Information Society*"; from *IFLA* – "*IFLA Statement on Open Access to Scholarly Literature and Research Documentation*", "*Maintaining our Digital Memory*" (2005), "*Internet Manifesto*" (2002), "*IFLA Beacons of the Information Society*" (2005), "*Free Access to Information and Freedom of Expression* (*FAIFE*)" (2006), etc.

Regarding the most important condition for the development of information society – the information assurance, information supply of important public sectors in the field of intangible production, such as educational and cultural sector, researchers with important works are: *S. L. Baker, M. Gorman, G. M. Eberhart, G. E. Evans, R. Carande, T. Mann, S. Marshall, A. P. Wilson, L. A. Hilyer, R. J Bleiler, K. Dempsey, M. Johnso, J. Livingston, L. E. Harris, D. L Hall, M. Höppner* and many others. By Russian authors interesting and serious publications have *Berestova T., V. Brezhnev, N. Vashtekin, Y. Gorshkov, I. Davidova, C. D. Drigaylo, AI Zemskov, L. A. Kozhevnikova, N. Koryakovtseva, E. Kuzmin, N. N. Nesetrovich, J. L. Shrayberg*, etc. In Bulgaria, on the theme of information society and knowledge society work *R. Avramov, P. Barnev, R. Varbanov Dermendjieva D. M. Moynov, M. Motsev, R. Pavlov, Y. Todorov, M. Tonev, D. Tsatsov M. Tsvetkova*, etc. Specifically in the field of library information technology leading Bulgarian names are those of *I. Arsenova, E. Georgieva, S. Galabova S. Denchev, O. Kuzov, R. Nikolov, I. Pavlova, I. Peteva, K. Petkov, Tz . Semerdjiev, A. Smrikarov, T. Todorov, T. Todorova, O. Harizanova, I. Yankova* and many others.

The actuality of the topic of information assurance of society as a whole and in particular about what can and should provide library users and the population is determined by the fact that the knowledge society declares its real existence and needs. Libraries, from its very onset phenomena are significant public actor, and an incentive factor for social progress. Strategically, they have the tools to improve knowledge and education in every period of social development. Due to its informational nature and today libraries have the only alternative to be information intermediaries and brokers of information in almost all aspects – scientific, educational, legal, economic, social, cultural, political, etc. Libraries are those that can be in the center of the process of assessing the knowledge, curetting and marketing in the interest of research and society. The actuality is interpreted by the fact that today education is a strategic factor, a economic resource and acquired mass proportions. Global trends foreground the "*information for all*", "*right to information and intellectual freedom*", "*lifelong learning*", civil society, and information and technology potency.

Too long introduction is dictated by the extremely broad scope of the topic of The Modern Information Assurance in the Digital and Market Envi-

ronment – ***the aim*** of this scientific statement. Contemporary postmodern knowledge society requires a clear definition of the terms information science, knowledge and education. World is actually the beginning of new, unknown history of civilization so far, attitudes and needs. It is impossible not clarified in the step the nature, consequences and requirements of the new cardinal changes. Moreover, it develops a unknown fast paced turnovers. ***The object*** of study is the modern public library and its functions in an open system of information assurance, access and education in terms of development of the knowledge society. ***The subject*** of article is information assurance in libraries and their capabilities and mechanisms for feeding the public with information resources to its dynamically changing information needs of science and education, according occurring complex internal and external social transformations, as a condition for increasing the effectiveness of libraries in modern conditions.

1. System of Information Assurance. Elements. Principles. Components

Definition

Information assurance (*IA*) can be defined as both databases, product, resource, content delivery (service), service, management, technology, economy, security, communication, training, scientific research – for specific users – individuals, institutions, management systems. It has complex, synergetic character.

The system of IA combines resources (content, knowledge), IT, procedures and actors (subjects – producers, mediators, users). Information assurance is a system providing information in friendly format to assist users in solving current problems and making decisions.

Elements in the System of Information Assurance

In this context, outlines the five elements in the IS system:

Subjects – people like designers, serving and users (system analysts, Programrs, designers, administrators, librarians, retailers, consumers).

Resources – arrays of data, information collections, written, tacit knowledge held by participants in the system.

Procedures – standards and practices in a specific sequence to obtain specific information.

Technology – information, institutional, telecommunication technologies providing technical provision of the information system.

Funds for building the IA (the object, physical information).

The first is *access to information* – library provides access to a large part of global resources through traditional media and through new technologies. When participating in library cooperation, they share their resources and make them widely accessible.

The second pillar is a *search and finds information* that requires special skills. The majority of users can navigate the traditional sources of information, but not all can to use the new technologies. And vice versa. The librarian is a mediator between user and supplier of traditional information sources, e-encyclopedias, digital libraries, databases and platforms.

The third cornerstone is to assess the *quality of information* – the free access to Internet resources in finding provides a vast amount of information, but without traditional guarantees of quality and reliability. As a professional librarian provides expert guidance in identifying and quality of resources and increases opportunities for consumers to make efficient global network [4]. Researchers-Users require practical evidence of direct value of research tools and services. Academic libraries can support research by developing and aggregating discipline-based tools, providing customized services, and emphasizing user-centered services [12].

Information resources and products are the fundament of *information assurance* of each system. One of the most important factors influencing the information society is the state of its information resources. The degree of their development and their availability depends directly successful economy, the safety of the country, human rights, etc. They are an important element of post-industrial economic system, cultural heritage, and intellectual fund of the society. Information resources are the foundation of knowledge – one of the most important national resources.

The *Cybernetic theory* divides the information resources on *fixed* (information, recorded on physical media) and *unfixed* (potential knowledge of scientists and professionals involved in the process of information sharing); of personal, social and random memory. Information resources are all physical and logical components of the system data processing – computer programs, data, information, operating systems, communications, system Programs, software analysts, operators and managers [5]. From a socio-economic and socio-cultural point of view they are "a body of information generated in the process of vital activity of society", the result of experience and intellectual work of scientists and specialists, potentially suitable for use in public proceedings immediately or after appropriate treatment, to achieve the aims of economic, social and cultural development [2]. Understanding of information resources such as accumulation of knowledge in society and create a new

concept – "*information potential of society*". In this context, information resources, together with information specialists, are "national resource", "national treasure", "sovereignty" and "source of wealth". "The composition includes: library network, archives, national system of scientific-technical and economic information, state statistical system, legal information, resources of state government and regional self-government, sectors of material production, information of natural resources, phenomena and processes, resources of social, financial and foreign economic sphere."[2]

Libraries, as the oldest and most valuable part of the information resources of society, enhance their role to meet the information needs of society. "The information generated in libraries is becoming a strategic resource for the community."[1] Library and information resources occupy a significant place in the system of national information resources. *Library funds, local library networks, websites of libraries, own e-resources: e-catalogs, bibliographic, factual, thematic, Local History databases represent current information resources of libraries.*

Types of Information

In *information assurance* evaluation criteria of information are very high. It stores, identifies, curates, distributes and promotes information. System of IA is to satisfy fully the emerging needs of diverse, relevant and reliable information (in various formats) needed for the effective performance of various targeted activities. Its *mission* is to inform its members – active and potential readers' contingent.

The information can be: *strategic* (for scientific, technical and socio-economic development of an object); *control* (the status of the object); *scientific and technical* (surveys, licenses, know-how, projects, technologies, documentation, research, forecasts, models); *marketing* (business) (market research, analysis, statistics, ratings); *regulations* (laws, decrees, regulations, instructions, memoranda, contracts); *social* (status of the human factor); *methodological* (production, management, organizational experience in various spheres of activity); *representative, economic, scientific, cultural*, etc.

The world information flows grow at breakneck pace and only the most technologically and economically advanced countries can still afford to treat and manage themselves. For others – remains as a customer's global information system to gain access to valuable, relevant and necessary information resources. Today everyone is a consumer (individual, company, institution, country), open to information and technology armed for it.

Principles of Information Assurance System

The organization of information assurance is carried out according to principles that ensure adequate quantity and quality of information and serve as criteria for assessing specific information system. The information is determined by certain general principles:

Target principle – the system collects processes and stores only such information that is directly related to the objectives of the institution or a grouping of consumer needs of researchers.

Objectivity and reliability of information messages. In character information reflects the status of objective phenomena that actually exist and have their dimensions. However, information about them is collected and transmitted by people to transform ideas and solutions in their minds, often leading to distortion or concealment. The human factor is decisive in the interpretation of information.

Completeness of information. The data should show the utmost aspects of the problem, to describe the characteristic of its processes and phenomena.

Purity of the information. Ratio of the relevant documents to all materials produced as a result of demand. System of IA is considered to be most effective, provided that provides consumers with all relevant information, and only her.

Complexity – data and facts required to describe all aspects of the problem situation – economic, social, cultural, linguistic, environmental, organizational, international, etc. This relates unity is ensured by seeking information from various sources and channels and through various methods, forms and tools. Complexity increases from the competencies and specializations of the human factor.

Timeliness of information is an important principle in making decisions and in most aspects of professional and any other activity of human.

Inexpensiveness (economy). Information resource and therefore has a price. It is wrong, however, compromise the payment of the necessary information, because it leads to unwanted information from anyone poverty.

Principle of single entry and multiple use of information is an important marketing tool, lowering production costs.

The value of information is determined by the extent and manner of its use and is the sum of the amount of information necessary for the system (*TPS – Transaction Processing Systems*) and the amount of information necessary for decision making (*MIS – Management Information Systems and DSS – Decision Support Systems*). Information has value only when used and

is directly dependent on consumers. Its price is a concrete expression of its value and is determined by market principles [5].

Reliability, believability or credibility in the information are attributes that ensure its quality and determine the relationship of the user to receive data (knowledge) in accordance with its objectives. The availability of alternatives and a variety objectively ensure the reliability of the information and more choice and comparison. Qualitative sources are distinguished *reputation* and *good image*, which should also be subject to verification and confirmation – a guarantee against the risk of intentional or unintentional deception and distortion of information. "Libraries should take responsibility for the efficient operation of research output repositories across research environments. Working both within their institutions and collaboratively, they should play a leading role in developing and maintaining the repository machinery which operates across the array of research environments, ensuring efficient articulation and effective supply of metadata and content at the network level." [15]

All these principles are interrelated and leading the creation and improvement of organization and technology of the IA. The ways and means of collecting information definitely improve the quality of thinking of work, behavior, the overall image of the individual, scientists, institutions, society and country. Disclosure of the needs of diverse, relevant and reliable information is essential to carry out proactive and planned way, with joint efforts by the users and producers of information and not less – of the oldest intermediary in the information process – libraries.

Components of Information Assurance

The information fund contains all available information from arrays of data or digital media, whether to be active or passive, whether owned by the library or it provides temporary or archive access.

The processes of transformation of information are vast multitude of individual (private) processes – uniform in purpose but different in content and nature activities and operations.

The methods and formats for submitting information are also intermodal.

It is these three major and interrelated elements characterize the system IA.

Determining the information needs is absolutely necessary condition for building the IA System. It is a marketing term, its serve process "demand-supply" and handled with marketing tools – surveys, appraisals, research, analyzes, etc.

Essential is the choice of appropriate *information-retrieval system* that provides the shortest path with minimum expenditure of time, labor and cost-optimal for the supplier, customer or user. Control of this process is required – both in terms of quality and in terms of labor discipline of contractors (intermediaries).

The *creation of databases* is also a necessary element in the system and it is a process of organizing arrays of information, providing operational support services to all kinds of tasks using technical, language and software assurance. The principles of databases are: independence, internal integration, convenience and speed of access to them, interaction between users through them. The *software* is crucial.

Data banks are made up of several components: one or multiple databases, relevant hardware and software (*Management System database*), support staff (with appropriate training and qualifications).

Information environment brings together information collections and databases, information technologies, human factor and serves to inform (service) to users – both physical and online.

2. Information Services and Products for the Needs of Education and Science

Library funds, local library networks, websites, their own e-resources: e-catalogs, bibliographic, Local History, factual, thematic databases have current information resources of libraries. Important qualities are their public nature and their relative inexhaustibility of providing an ever wider circle of users. The needs of readers formed under the influence of specific social and cultural environment (the nature of productive activity, the level of professional development, of his interest in the career, of the level of wages, standard of life, satisfaction, the need for adaptation to new social or industrial conditions).

The Bibliographic-reference tool library consists of: conventional alphabetical, subject, systematic and union (general) catalogs of printed and e-publications (primary and secondary documents, encyclopedias, educational and scientific publications – usually in OPAC); bibliographies (web lists with active links), pointers and annotations (for access to the funds of other libraries and resources); traditional and transform e-book inventory; traditional and automated searches by specific criteria; create, view and print lists of selected documents; databases of books provide of academic disciplines; socially significant themes and events; databases of readers; traditional and automated process of acquisition; e-loan of documents for home and e-dialogue with the reader; Lending and Document Delivery Service (DDS); lists of new acquisi-

tions, newsletters and more.; bibliographic products on CD ROM; databases with analytical and refereed materials; full-text documents, legal documents, with various character information; automatic translation of documents from major languages; automatic creation of regulatory files; free access.

The techniques of working with texts include: the creation and structuring of theses, reports and articles, synopsis of major content; citation and bibliographic references for guidance in information flow, bibliographic descriptions, links and lists; databases online, on CD-ROM, multimedia, hypertexts and online resources.

The Library 2.0 includes an integrated library system, user-space, multimedia directories and user indexing in controlled classification schemes; software with "public" interface and a variety of navigation; digital content, deep search in full text, tools for manipulating and creating new content] interactivity groups (Email mailing list) through blogs, wikis for collaborative projects of any kind, reference services via instant messaging (IM), streaming media, virtual communities, social networks, hybrid networks (mashups); self-service technologies (RFID and etc.); open source technologies, faset navigation, rank by relevance; Readers' advisory (RA) Services; marking the merits of records, tagging, folksonomy, provide and receive content through RSS feeds and other XML-based protocols, wireless networks, Wi-Fi technologies; from OPAC to individual social network card; from text-based lectures to lectures on streaming media with interactive databases; from e-references and pages with open access to the chat reference.

Own Production Library

Own production library includes: *e*-catalog of documents regardless of their format; object-seeking dictionary (thesaurus) for completeness and accuracy of demand; collection of full text electronic and hypertext documents in digital library; reference information, annotations; e-content; selection of thematic URL-addresses; curriculum; *e*-guides, plans, reports; own research developments.

3. Traditional and Modern Approaches in the Acquisition of Library Collections for the Purposes of Education and Science

Organizational, Structural and Methodological Principles of the Library Acquisitions

In the course of many years ago have developed basic organizational, structural and methodological principles of acquisition, which always seek to build a rich and unique fund of scientific literature with local or national im-

portance. Output of the general fund is the *formation of selectivity* – the selection of documents. This is the foundation of modern acquisition (*primary selection*) – determination of the appropriate documents according to accepted criteria considered *scientific, historical, artistic value, thematic continuity*. It is based on the most valuable measure of price, value and quality of scientific products, so important for science and business. The process of acquisition is subject to the principles of *systematically; profiled, coordination, uniform distribution, external macro- and micro environment, purpose and objectives, marketing policies for the formation of funds, optimization of financial losses, thematically, geographical and linguistic range; species aspect; typological aspect; chronological depth, consumer orientation.*

The main sources of library acquisition are the market printed, audiovisual and multimedia materials, electronic resources, reproduced materials, unpublished documents and curios. Market processes in the acquisition repealed solid denominations and provide free pricing. Development of the documentary flow and monitoring are strongly altered. More and more publishers follow the documentary stream press sheets for the current range and price. Publishing have a thematic plans and online catalogs, organizing fairs, auctions with exhibitions of samples. Before any used database with catalogs of the world publishing – *book-in-print* (*BIP*). Every publisher in a certain sense in a state of "*in-print*" and examines readership. Unclaimed and depleted titles are capable of "*out-print*".

The main means of acquisition and replenishment of funds are: *purchase, subscription, book exchange, reproductive, gift, return loss.* Well-organized acquisition is considered what cleverly combines all the possible ways to maximize the procurement of necessary literature with minimum means. Primary acquisition is *ongoing* (acquisition and disposal of copies) to fill the library with recently published documents and providing systemic innovation. *Retrospective* (initial and additional) *further acquisition* is part of the ongoing acquisition and use mainly the national bibliography and bibliographic sources, newly registering literature on systematic branches of knowledge.

General Methodology

Each acquisition is based on studying the *profile of the library* and the *reader searches* in order to meet the requirement for new services and the changing capacity of usability. Acquisition policy reflects not only the library's own collections, but also strategies for *remote Access* to information. It defines the *purpose, scope and content of the fund*, as well as *access to external resources*. The large collections are not synonymous with good collections. The adequacy of the collection needs of the community is much more important than its capacity and depends on factors such as space, financial re-

sources, user audiences served, proximity to other libraries, the regional role of collections and access to e-resources, needs assessment, ratio between newcomers and charged materials and interlibrary exchange policy.

The methodology of acquisition includes: the study of external information flows, study of the available funds, the primary selection, preliminary orders, planned acquisition, and control of the current acquisition. In modern acquisition using various means of rational and economic use of financial resources – direct contacts with publishers, working with databases, with suppliers, dealers and owners of exclusive rights to distribute resources of corporate owners of databases and platforms, specialized books trading companies. In a financially unstable market libraries become partner of the other participants of the book and information market. Thus, for market research on demand, solicit orders, presentations of new books and realize greater production and more service the libraries receive allowance and additional bonuses from firms – literature, discounts, and additional aggregation solutions for improving the quality of information provision to consumers and so concluded and lease contracts for brokerage services, advertising and more.

Other Forms of Acquisition

New qualities acquire and other traditional sources of acquisition – bookstores, book exchange, a gift. *Booksellers* are more operating and often more informative than large book distribution structures. *Electronic commerce* and document delivery and communication with literary clubs and other entities and associations reduces the financial capital of libraries.

The book exchange, an ancient acquisition policy, already involves the relationship publishers and brokers. As a special form of acquisition, it is sometimes much higher financial equivalent of other forms. The *internal book exchange* is the way to acquisition of additional funds or institutional-print editions, non-market distribution. He is also a key redistribution of funds in the country. *The international exchange* works through pre-negotiated contracts based on international conventions and cultural agreements. The advantage of book exchanges as a source of supply documents which otherwise would be delivered. The exchange is done by negotiation according to the agreement. Here, as a source of equivalent exchange must be added *the system of modern e-document delivery* (*Document Delivery Service, DDS*).

There has been a renaissance of *philanthropy.* Donations are a free source of supply of library materials, but this specific acquisition policy incorporates contradiction – on the one hand to encourage philanthropy, but on the other – its acceptance is subject to strict criteria. Donations are valuable documents, but often give inappropriate publications which did nothing to

contribute to improving information assurance to users.

Possible sources of additional acquisition are projects, even *mega-projects for free supply of libraries with literature* carried out by special funds of large foundations.

Another source for obtaining documents in libraries is a *subscription* – mostly of periodicals and serials from subscription agencies under the *Public Procurement Act*. Often in such subscription agreements are being negotiated with hierarchical structures or outside organizations for additional or extra funding, which assumes the burden of the transaction relevant to a large contingent members, without prejudice to the estimated budget of the library. Another option is the so-called "*co-operative subscription*" through *consortia* – for spending of funds, reducing prices through discounts on unified purchase and expand access to foreign printed periodicals and their electronic versions.

An important source of major libraries in the country, ensuring completeness of acquisition, is a *System for providing mandatory copy* (deposit) of the publishing production in the country. Therefore, one of the oldest modern laws in the library area field is the *Law on legal deposit*, and the existence of local rules, agreements and obligations of the creators of information products and publications to deposit a local binding instance in libraries in different regions. This system is governed by the state through a special *Law on legal deposit of printed and other works.* It is applicable in the 16th century in France, enabling it to create an archive that preserves the cultural and scientific thought for generations. With the development of publishing, the deposit shall be awarded and *bibliographic functions* – to register all print production of a country.

Other techniques for providing relevant and valuable information are *centralized acquisition, state protectionism and exemption from taxes, duties, strong exchange relationships with foreign libraries and research organizations*, etc.

4. Digital Content. Sustainable Collections. Full-text Databases. Institutes for Scientific Information

The term "*digital content*" is interpreted as e-information. By definition, digital content is any content that is published or distributed in digital form, including text, data, graphics and polyphonic image, video, audio, email, software. A key trend in *e*-information are diverse specialized tools to access the Internet, but making demands on data processing, transmission of information over the network and its protection. Such means include mobile media, emails and more.

Sustainable Collections

Development and management of *collections of free web resources* is a serious *project* with the aim, mission, format of the service, fiscal terms, cataloging, metadata, IT security and maintenance, selection criteria, scope, human resources, management of collections, etc. The work requires publicity, belief in the benefits of cooperation, search in "deep web", integration in OPAC, subjugation of internationally recognized standards for cataloging, tightly controlling of the URLs and descriptive metadata to reduce broken links, reducing the manual cataloging through an appropriate software. *MINERVA project* are hopeful of *The Library of Congress's Minerva project* and *Kulturarw3* (*The Swedish Web Archive*) from *Swedish Royal Library*. In modern libraries definitely felt a consumer scarcity for digital copies of documents, which surpasses publishing opportunities. In theoretical disciplines digital journals prevailed.

The digitization of parts of library collections is a priority task and is reflected in the i2010 initiative of the European Union. Each library is aware of nuclear issues, which may be provided in digital format. The most logical and feasible for each university library is the creation of full-text database of publications by university professors. Specific opportunity for libraries is to create full-text databases *of defended dissertations, theses and masters* of these PhD students and university students. In their content these bases are unique and providing the web poses a number of still unresolved issues such as controlled access, copyright, rights and obligations of participants in the overall information-communication process.

Full-text Databases

The full-text databases offer almost unlimited possibilities for storage and use of information. They gradually are shifting library and bibliographic databases containing limited information about the specific source – title, author, publishing data and possibly a brief annotation of content. However OPAC remains the main tool for advanced and accurate search and access content ILS – data books, magazines, conferences and more – still a significant part of the library.

Creating a *digital library fund* is a complex system with a specific structure which formats accumulated information resources according to the needs for effective use in order to maintain a truly active fund. The basis of this structure stands *information portal* organized through a computer network, providing users access to it. It can be done within the library than anywhere else, depending on whether individual documents are made public or personal access, according to rights granted to consumers (by defining access by IP address, password, or otherwise).

Educational Resources

The transition towards the *implementation of educational policy for resource-oriented learning with digital objects* requires knowledge of the characteristics of the Internet, as an educational resource requirements and opportunities for information support, storage and distribution of various types of educational materials, the species diversity of media outlets and opportunities for their use. *Web-based training packages,* together with instructions and training for work, and various tools to create units of learning with seamless integration of text, graphics, audio and video files, discussion groups and chat rooms, online tests have a place in the library sites under different schemes for access. This policy may be financed both by educational institutions – departments, faculties, universities, and joint projects with the library. Using modern content, adequate level of world science, practice and pedagogy, and ensuring its accessibility through open source has widely used in international educational practice.

Open educational sources satisfy the requirements of independence and self-training; containing all the necessary tools for effective learning process based on dialogue and cooperation and are presented in the global electronic environment. Training with such resources is not just access, but it is a special type of information technology, web resources for independent and self-training, literate pedagogical guide the process, with access from anywhere. They are networked learning environment.

The creation of *OpenCourseWare* initiated by MIT. U.S. annually spend over $ 100 billion to create open resources – *e*-Learning industry to expand access, improve the quality of education and implementation the *Program of continuous training* (*Lifelong Learning*). In Europe, the initiative is supported by projects like: *OpenLearn* of the Free University in Britain, *OpenER* of the Free University of the Netherlands and *MORIL* (*Multilingual Open Resources for Independent Learning*) of the European Association of Universities for distance learning.

Institutes for Scientific Information

An important prerequisite for the development of science and education is the basis for reference and bibliographic information provided by major international and national institutes of scientific information. Collective union catalogs of *global corporate bibliographic resources* are an essential tool for seeking information in the funds of foreign libraries. They also performed a retrospective conversion of traditional catalogs, retrospective and selective additional acquisition, reference and information, and verification of bibliographic records.

OCLC (Online Computer Library Center) [17], founded in 1967 as the College Library Center in Dublin, Ohio, today is a global international system

for access to global information. Shared cataloging service is among the busiest in the world each year enables libraries to publish the catalog more than 247 million records. The cooperative goal is to help libraries to better manage business processes by collecting and processing information, reference services, resource sharing and digital materials based on international format MARC-21/OCLC. The largest database in the world *WorldCat*: "Window to the world's libraries" contains records for books, videos, serial publications, articles, notes, music, *e*-books, sheet music, genealogical references, cultural artifacts, digital objects, websites, popular, rare and valuable documents of more than 470 languages from 112 countries and communities. The world catalog partnered with national libraries in more than 40 countries. Its metadata are in accordance with international quality standards and in cooperation with cataloguers and information specialists. IT is work and *System Cataloging-in-publication* (*CIP*) – bibliographic records of information that publishers put on the back of the cover page of the issued press. Since the summer of 2006, offers free access through *WorldCat.org* search system to 75% of the resources available in the commercial databases.

Other major Union catalogs are: ***Research Libraries Group (RLG)*** [19], founded by university libraries of Columbia, Harvard and Yale and public libraries in New York (1974) in disagreement with the policy of OCLC. Accepts the Stanford ILS (Integrated library system) and evolved into an online database *RLIN* (*Research Libraries Information Network*). Develops *Eureka* (1993), *RedLightGreen* and *ArchiveGrid.* Merges with OCLC (2006) as part of *WorldCa*t; ***Karlsruher Virtueller Katalog (KVK)*** [13], University of Karlsruhe, Germany (1995) with access to e-catalogs in Germany, Austria, Switzerland, Britain, Library of Congress and others.; ***British National Bibliography (BNB)*** (1950) [8] and daily updatable catalog *The Brirtish Library Integrated Catalogue* – general catalog of the Britany, Bodlean library at Cambridge, Scotland, Trinity College (Dublin) and Wales; ***Die Deutsche Nationalbibliographie (DNB)*** (1946) [9], including the data of the former DDR and FRG, Austria and Switzerland; ***Bibliographie nationale francaise*** (1537) [7] with data from the catalogs of *Bibliotheque nationale de France (BnF), Institut National de l'Audiovisuel (INA), Centre national de la cinématographie (CNC)* in union catalog of French-language editions – *Cataloue collectif de France (CCFr);* ***Library of Congress online Catalog*** [14], providing access to *Ulrich`s Periodical Directory* (1932) – bibliographic reference of the serial and periodical publications in the world; ***Scopus*** [21], largest English speaking reference interdisciplinary database with detailed information on the calculation of citation of scientific papers, impact factor of publications, magazines and scientific institutions created by *Elsevier B.V.;* Scientific and technical referral database ***INSPEC*** [11], created by *IET (Institution of Engeneering and Tecnology)* on the

basis of its references directories – *Science Abstracts Series: Phisics Abstracts, Electrical & Electronics Abstracts, Computer & Control Abstracts, Inspec Archive Science Abstracts; Web of Science* [23], largest in the world universal database unifying in the platform *ISI Web of Knowledge several databases,* including referenced bibliographic for scientific citation *Science Citation Index Expanded (SCIE), Social Science Citation Index® (SSCI), Arts and Humanities Science Citation Index® (A&HCI)* with special methods for citing of the magazine (via a special index) by the *Institute for Scientific Information (Institute for Scientific Information (ISI)*; ***PubMed*** [18], generated and maintained by *NCBI – National Center for Biotechnology Information*, created by *NLM – National Library of Medicine*; ***database MEDLINE (MEDLARS ONLINE)*** [16], indexed by heading system of *MeSH – Medical Subject Healdings*, supplemented by the database *OLDMEDLINE* for printed publications in 1950-1965, *Out-of-scope Citations* for traditional articles in areas, before being incorporated into magazines in *MEDLINE*, *In-Process Citations* with records of recent articles which have not been indexed as required by MeSH; ***INION*** from the *Russian Academy of Sciences* and ***VINITI*** [3] – system for bibliographic information for research funds of one of the largest specialized library in the world – *Fundamental Library of INION* issued in eight series;***The European Library*** [22]; ***World Digital Library*** [24], ***Europeana*** [10] etc.

5. SWOT Analysis of Information Assurance in Libraries

The philosophy of information assurance is in the process of systematically collecting, organizing and analyzing data about the library and its environment, the choice between alternative schemes to meet the information needs and interests of actual and potential users of the library, as reflected in *appropriate planning*. Intuition and professional judgment are factors in any analysis, but marketing research is fundamental, influencing the process of decision making. The most important issue is the types of library services needed by society at some point. Crucial in the analysis and planning to write with "pencil" rather than slats are fixed, to cement the conclusions and ideas about the existing situation.

The library has primarily content. The strength of major research libraries is in the comprehensiveness and depth of disclosure. Ordinary user, but in most cases and the specialized reader, practically do not need daily access to them. Libraries in urban and regional systems provide comprehensive information, but not in the depth of the problems. The main function in the small and in the large library is to reflect current interests and daily needs served audiences. The small libraries are not faced with the obligation to provide services for which no keen interest in their habitat. The most important char-

acteristic of all types of libraries is all they are to be organized in a strictly scientific principles, to provide reliable, verifiable and timely information and be able to meet the various complex issues – virtually everyone.

Another important marker is to take account of *social functions* of the library – which of its characteristic functions are relevant to the needs of communities and consumers and therefore what level of IA appropriate for each function. Educational, cultural, information, research, recreational and bibliographic functions can be applied to *passive* (collection and storage of materials), *reactive* (to comply with the requirements of the user with feedback) or *focusing, crucial level of information assurance* (systematic data collection from the user community; from real users; systematic dissemination of information among the community about the possibilities of library and IA).

Suitable balance between the appropriate services for all community and the provision of specialized services is an important step and realize that each library having to do. Leading readers are always territorial (they are usually 80 percent of users) and that a major degree determined the choice of alternatives in the provision and allocation of resources. Comparison of the total population (potential customers in the region) with the total number of registered users in the library is the based library strategy and planning in the information assurance. The age division provides important data. Collecting data on employment status, occupations and sectors, hobbies, interests, orientation to groups and communities, and other factors largely determined *marketing tactics* in terms of IA and service. A useful tool is the study of agencies, NGOs, companies providing similar services and products. These "competitors" can increase the impact of the library on the quality of life of the community by adding links to them or by working in cooperation with them. This increases the potential consumption by employees in these institutions. The concept of *selective dissemination of information services* among individuals and public institutions is a sign of openness and flexibility of the library, and is a proof that it is a quality system for the exchange of information and is a catalyst for sharing ideas and instigator of new development.

The *contextual analysis* is a method for analyzing the environment in which the library works (internal and external), called *SWOT analysis* (***S**trength, **W**eakness, **O**pportunity, **T**hreat*), and allows an organization to have a real idea of their strengths, weaknesses, opportunities and threats related to the market in which exist [20]. The process consists of three practical methods of analysis of different organizational levels:

1. *Analysis of trends (macro-environment)* or *PEST analysis*, which scans the external macro environment in view of the attitude of *political, eco-*

nomic, social and technological (***P**olitical, **E**conomical, **S**ocial, **T**echnologies*) *factors* to the library. To *political factors* related government regulations, legal documents and situations governing the formal and informal rules for the operation of libraries (tax policy, employment laws, environmental protection, trade and revenue restrictions and tariffs). *Economic factors* affect the purchasing power of potential consumers and the costs of the library (economic growth, interest rates, exchange rates, inflation, wage growth, compensations). *Social factors* reflect demographic and cultural aspects of the external macro environment, their impact on users' needs and the size of potential markets (health consciousness, population growth, age division, career attitudes, and security). *Technological factors* are beneficial for the market penetration, increases effectiveness of products and services, helps outsourcing intentions through automation, R & D decisions, technological incentives and changes, etc.

2. *Competitor Analysis (meso-environment)* – levels of competition: *consumer needs and desires; kind of consumer demand, preferred "brand" of information sources, product types and quality. Competitive* factors include the strength of competition, the threat of new players, the power suppliers, the threat of product substitutes, and the importance of complementary products. *Competitive strategy* for competitiveness implies a low price strategy and differentiation of the products and services.

3. *Analysis of the organization (micro-environment) – internal and competency analysis*. It aims to determine what technology skills and knowledge as a competitive advantage has library.

The scope of the SWOT analysis includes firstly users and their needs, infrastructure elements of the libraries, the mode of access, customer service, technological capabilities and environmental factors. He outlines two main approaches for the future development of information assurance in libraries:

1. The government policy/strategy for IA in libraries as a full-bodied actor in the information structure and the national security of the country.
2. National cooperation and building a working integrated library system with strong consistent links between all actors – country, libraries, professional associations, European unions and project programs.

The SWOT analysis classifies the *main measures* to improve *information assurance in libraries* – the most active intermediaries between information needs and resources in the new knowledge society.

To minimize weaknesses by:

- ✓ Creating opportunities for *unified policy* on the software provision of

libraries for convertibility of information and cooperation on common activities for all libraries to significantly reduce costs and increase impact and visibility of resources in the digital environment.

- ✓ Significant *saturation with modern network communication* in all types of libraries throughout the country – community centers, schools, public and scientific libraries.
- ✓ Strategic Program for actively *advanced training* of library specialists for inclusion of the population to modern ICT, global information resources, educational portals, *e*-government.
- ✓ Continue and expand the *national license subscription* for information platforms for scientific information direction to regional public libraries.
- ✓ Wider *government support* for participation in major *European projects* to build a modern IT infrastructure and provide extra assets.
- ✓ Creating a *unified learning environment* with universal quality standards, standards for interoperability, common space, conditions and regulatory mechanisms of *distance learning.*
- ✓ Establishment of a *national digital program* to coordinate policies on *digitization,* registration and protection of digital documents established in *e*-stores.
- ✓ Improvement of criteria to refine the position of *librarian job descriptions* in the National Classification of Occupations.
- ✓ To minimize threats by:
- ✓ Introduce *clear rules and criteria* for the protection and preservation of literary, cultural and spiritual heritage, unique collections and archives as the primary tool for information power of the nation.
- ✓ Monitor, coordinate and protect the *interests of libraries* in corporate partnerships and clusters.
- ✓ Establish a *national platform with full-text database* of PhD thesis and publication activities of researchers. Establishment of a *national toolkit* to calculate the personal impact factor journals and national scientists.

To consolidate the strengths of information assurance by:

- ✓ Promotion of *established prestige* of many libraries in the country and internationally.
- ✓ Encourage *initiatives of association and cooperation* in the field of integrated resources and services.
- ✓ Expand *international participation and cooperation* with library associations from EU countries, U.S.A. and third countries.
- ✓ Encourage the *mobility of library professionals* to learn the best practices.

- ✓ Actively exploit the opportunities of *modern ICT*.
- ✓ To exploit opportunities by:
- ✓ Utilized *experience* in libraries and intensify the *exchange of ideas* in forums, blogs, seminars on nationally and internationally level.
- ✓ Stimulate creating virtual offices, call-centers and *e*-portals for *information and training* for all user groups.

Conclusion

The mission, purpose, objectives, methods and tools of the information assurance system in libraries in the modern information society based on knowledge, establish the modern libraries such as operational and strategic centers of the evaluation processes and quality assurance of research knowledge as the most important socio-economic resource of socium today. The role of successful service centers for storing and retrieving information; providing substitutes scientific digital products; maintaining effective institutional repository of research output of the research community; effective delivery of metadata and content at the network level; promotion and distribution the system of scientific knowledge and achievements, as reflected in peer-reviewed articles, monographs, working papers, conference proceedings and specialized journals; providing expertise in the field of bibliometric analyzes and interpretations of scientific production; in providing "library items" and data for needs and usability of information resources; for institutional and national reputation [15], and their role as curators of digital data and qualitative research can detachments the central place of libraries in the new society of knowledge and communication through active policies and leadership in the process of locating the most popular and useful to society scientific research and results.

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INTELLECTUAL PROPERTY OF INFORMATION RESOURCES IN INTERNET. LEGAL AND ORGANIZATIONAL MECHANISMS FOR INTELLECTUAL PROPERTY ENSURING

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Abstract

The purpose of this article is to present the legal and organizational mechanisms of ensuring intellectual property (IP) rights in Internet. In this paper I would like to concentrate on four main things, so I have divided it in four parts.
To start with I will describe intellectual property as all. Then I'll mention the main possible ways of acquiring the right to use works in cyberspace as an individual contract. After that I'll define the collective management of rights and finally I'll summarize my paper with Creative Commons licenses for open access.

Keywords: *Intellectual Property, Copyright, Individual contract, Creative Commons licenses*

1. Short Introduction of Intellectual Property

By itself Intellectual property, very broadly, means the legal rights which result from intellectual activity in the industrial, scientific, literary and artistic fields. Generally speaking, intellectual property law aims to safeguard creators and other producers of intellectual goods and services by granting them certain time-limited rights to control the use made of those productions. Those rights do not apply to the physical object in which the creation may be embodied but instead to the intellectual creation as such. Intellectual property is traditionally divided into two main branches, "literary and artistic property" and "industrial property"

The areas mentioned as works of science, literacy and art belong to ***the copyright branch*** of intellectual property, which includes literary and artistic works such as novels, poems and plays, films, musical works, artistic works such as drawings, paintings, photographs and sculptures, architectural designs and two

new object of copyright such as software and databases. According T. Todorova "Copyright influences on the possession, control and dissemination of knowledge.", so it is a very important part for the social development and prosperity.

The areas mentioned as performances of performing artists, phonograms and broadcasts are usually called "***related rights***" those are, rights related to copyright.

The areas mentioned as inventions, utility models, industrial designs, trademarks and geographical indications are part of the ***industrial property branch*** of intellectual property.

For the present purposes it is helpful to explore the distinction between industrial property and copyright in terms of the basic difference between inventions and literary and artistic works.

The first big difference between copyright and industrial property is that copyright protects only ***the form of expression of ideas,*** not the ideas themselves. Opposite of the copyright industrial property protects ***the ideas as such.***

The second difference between copyright and industrial property is the duration of protection. Duration of copyright protection is about ***50 years + author's life*** according ***the Bern Convention*** and ***70 years + according the Bulgaria copyright law.*** So copyright law protects the owner of property rights against those who copy or otherwise take and use the form in which the original work was expressed by the author. So a created work is considered protected ***as soon as it exists,*** and a public register of copyright protected works is not necessary.

The duration of protection of industrial property is definitely not as long as copyright's protection and it's necessary to be registered in an official public register and it's between 5 and 20 years.

The second difference between them is ***the state registration***. Copyright doesn't need to be registered because it arises automatically, whereas industrial property must be registered according the present legislative system.

In modern practice is accepted the author of a work to give permission to use his work against a fee, such authorization is given usually by contract. This is the way that the authors can derive economic benefit from their creative work.

The possible ways of acquiring the right to use works in Internet are by ***an Individual contract or by Organizations for Collective management of rights and by Creative Commons licenses for open access.***

2. Individual contract (author's contracts)

Contracts in which ***one side is the copyright holder*** and ***the other is the user***, and the transfer is subject to some degree and under certain conditions of the right of use a work are called individual or author's contracts.

If the authors decide to manage their rights individually, then they connect to an Internet content provider and contract with him.

In order to determine this contract by copyright, it must contain the following specific features:

- ✓ ***subject of the contract,*** which may be only a transfer of copyright power / copyright powers relating to various sources of information which are objects of intellectual property;
- ✓ ***duration of the contract*** – the duration of such type of contracts can not exceed 10 years.

In fact, these two specificities copyright treaties differ from all other contracts.

Under the provisions of Article 36, paragraph 1 of the Bulgarian Copyright Act by the contract for use of the work, the author grants the user exclusive or nonexclusive right to use created by him work, under certain conditions and remuneration. In the context of the Web this means that if a contract between the author and provider of Internet content specifically stated that he gave certain exclusive rights, only the particular provider (and anyone else) can use this right the way of the time and territory, which are agreed.

When a contract between author and content provider on the Internet is not with an agreed period, it is assumed that powers are ceded to three years. In cases where territory is not specified, it is believed that this is the country where is the seat of the provider.

According to national legislation the contract can not be concluded for a period longer than ten years, nor can it grant the right to use all the works that the author would create during his lifetime.

Since copyright is inherently onerous contracts in the contract between author and content provider must be agreed remuneration to the author. The latter can be determined as part of the revenues generated by the user due to the powers exercised over the work (eg use "online") or single (global) amount. By law, both parties may agree to other means of payment, and to combine both of these.

If the fee when it was agreed as a lump sum, then obviously disproportionate to the revenues generated by the content provider on the Internet, the author has every right to ask further increase above the originally agreed amount. When the parties do not agree to pay, the dispute shall be decided by the court of justice.

3. Collective management of rights

Another alternative for the author provided for in the Bulgarian Copyright Act (BCA), is ***Collective management of rights.*** It's expressed in enabling the author to join the organization for collective management of rights, which grant the right to negotiate the use of his works in one or more ways to collect fees due. The purpose of these organizations is through a voluntary association of authors from a particular industry to negotiate with users globally, not individually.

Organization for collective management of rights is one that cumulatively satisfies on both conditions referred to in Article 40, Paragraph 1 of the BCA, namely:

- ✓ has received from its members the right to negotiate about the use of their works with users;
- ✓ to collect and distribute among its members received remuneration under these contracts. (Art. 40, par. 1 by Bulgarian copyright Act).

By these two requirements the legislature has added an opportunity for submission to judicial and administrative bodies entrusted with the protection of its management rights. But by itself, without the presence of those two signs, this sign is not sufficient to legitimize an organization such as art. 40 of the BCA.

There is no organization for collective administration of rights that can not refuse to accept a member who holds the rights which it manages. It would not be proper, however, be considered members of the users themselves works because when negotiating conditions for transfer of copyright namely users stand on the other side of the negotiations.

There are two types of contracts concluded by any organization for collective management of rights. One of them is with the authors (its members) and the other - with the users. With each member and each user is negotiated individually. On this basis, respectively, two groups of relationships emerge. The first one comprises three arrangements combined into one contract, namely:

- ✓ for membership in the company;
- ✓ for order;
- ✓ for representation.

Organization acts on behalf of its members or "if the trustee acts on behalf of his client as a proxy, rights and obligations under the transactions that it concludes with third parties arising directly for the client." (Bulgarian Obligations and Contracts Act, art. 292, par.1)

The second group includes relations contracts concluded with users' organizations. These are typical copyright treaties under Art. 36 of the BCA.

As was mentioned yet, the law entitles the collective management of rights to represent its members before the court in defense of their management entrusted to their rights. Also, according to Art. 40, par. 7, these organizations have the right to represent their related organizations from abroad, which have concluded mutual representation agreements and their members, to all judicial and administrative bodies to protect those entrusted to their management of their rights. Moreover, concerns the organization may take its own name and any legal action to protect these rights.

The legal system of collective management of copyright based on the following five principles:

1) Specialized organization, which protects the copyrighted works is formed;

2) The holder of copyright voluntary transfer to the organization his/her property rights over the work;

3) Users of such works receive permission by the organization to use all objects guarded by the company;

4) Users pay the organization a fixed amount to use the secured sites by it;

5) The organization distributes these allowances and pay of his predecessor agreed remuneration.

It is unfortunate that although we have one of the most advanced laws on copyright and related rights in Europe, our mass population manifests lack of respect for the work of the author. It is considered that cyberspace is a space and everything in site, can be taken free of charge, use, copy, and the fight against piracy is condemned as anti-free flow of information.

In recent years made considerable efforts by some institutions in the country to be changed attitude towards intellectual property. This is a process that requires a longer period of time as it affects certain cultural habits and mentality.

4. Contracts Creative Commons (Creative Commons License) for Open Access – history and types

In the last decade was created an additional opportunity to use the Internet works, so called ***free use of works.*** The author himself is able to decide that doesn't want to use the full amount of rights that gives Copyright law. This author could declare by which rights he denies in free text. However not every author knows, legal terminology and can determine exactly which of the rights to refuse. Therefore in 2001 in the U.S. ***were created several contracts that authors can attach to their works to express their will***

not be used by all, but only from certain rights which the law gives them. These contracts are so called ***"Creative Commons" (CC).*** One of the main characteristics of the contracts "Creative Commons" in all its varieties is that the use of copyright protects the author's name, something that is essential in artistic and scientific communities [3, p. 45].

Creative Commons is a non-profit organization based in San Francisco, California, USA, whose purpose is to increase the creative content in society in the field of culture, education and science. It was founded in 2001 by its founder Lawrence Lessig who is a professor at Stanford University in the USA As he wrote in his blog, "the initiative began as a reaction against the continued expansion of the scope of copyright and to support the free software movement." It is this organization has developed CC contracts, which are free to the public the first Creative commons licenses date from 2002 [1].

This type of contracts offer free and easy to use legal tools that give right of everyone, whether an individual artist, a large company or institution, a simple standardized way to pre-clarification of their copyright in their creative works.

If the cores of most copyright laws stand play "all rights reserved", especially for contracts Creative Commons is that "some rights reserved". For example, all types of contracts CC enable users to freely copy, distribute, publicly display or otherwise use the work for non-commercial purposes. Applying such a contract, the author does not give up their copyright, but simply gives some of society under certain conditions [2].

CC first contracts were awarded in December 2002. In 2011 a study conducted by Creative Commons monitor has shown that there are about 54 million works licensed under the terms of the CC licenses.

They have already become a global phenomenon, they are translated into the languages of dozens countries, including Bulgarian and Croatian. The translation is not mechanical; it contracts to adopt domestic law of the country. For widespread use of contracts and contributes the fact that they are well adapted for use on the Internet. When the contract is attached to the work in the digital environment, it is associated with a code which is recognizable for Internet search engines. This makes it easy to find free Internet works.

CC contracts are extremely valuable in education and science, an example of their potential in education is the fact that more prestigious educational institutions and public records chose to publish their scientific publications in terms of these contracts, such as Harvard University, The archive "Bio Med Central" Public Library of Science (Public library of science – PloS), site of the Public Prosecution of the Republic of Bulgaria, the site of the President of the Republic of Bulgaria and many others.

Fig.1. Example of publication according the CC contract of The Public Library of Science.

Main types of contracts Creative Commons

Publication under the CC license is extremely easy. Authors should choose a set of conditions that would like to put on their copyright works. CC license is composed of four clauses presented in tabular in the table 1, according which artists / authors can combine according their choice.

Table 1. Clauses of the contracts KK

by Attribution	**sa** Share Alike	**nc** Noncommercial	**nd** No Derivative Works
The author allows others to copy, distribute, perform and illustrate its copyrighted work – and derivatives of it – only if they recognize his authorship.	The author allows others to distribute derivative of his work only under a license identical to the contract governing the original work.	The author allows others to copy, distribute, perform, and illustrate his original work – and derivatives of it, but only for non-commercial purposes.	The author allows others to copy, distribute, illustrate and perform only exact copies of his work, but not its derivatives.

Four clauses can be combined into licenses with the exception of the second – "Share" and the fourth – "No Derivative" that are incompatible with one another.

Authors can license their creative works at www.creativecommons.org with 2 steps:

1. To choose terms that would like to join the CC license;
2. Based on their choice the organization Creative commons license gives them a license that clearly defines how users can use copyright work in the cyberspace.

Currently the authors are able to choose between the six contract Creative commons, which may contain a different combination of terms shown in the table 2:

Table 2. Basic types of contracts CC

1				Attribution
2				Attribution – Share Alike
3				Attribution – No Derivative Works
4				Attribution – Noncommercial
5				Attribution – Noncommercial – Share Alike
6				Attribution – Noncommercial – No Derivative Works

This types of contract are one of the approaches that are able to meet the challenges of emerging technologies and able to respond adequately to the needs of the modern information society. Thanks CC author contracts will no longer be faced with the need to monitor for each form of exploitation of his work and can make those priorities which constitute economic reason to create new works and to focus attention on them. All other forms of exploitation for which the author himself considered that a more further supporting the promotional nature and will be free for users.

To summarize, there can draw the following conclusions: agreements Resort is one of the forms that could relieve the already conservative system in which copyright works. Given the monopoly of copyright, which means that no one could use a copyrighted work without permission of the author,

the CC contracts are trying to break the traditional scheme and reverse this principle, the use of the work is authorized except what the author is expressly forbidden.

In my opinion this kind of property is really very important for the innovation and it plays an important role in facilitating the process of taking innovative technology to the market place.

In conclusion, I would like to recognize that this research would not have been possible without the assistance of the project: DMU 03/3 implemented by Young Scientists Program – 2011 of the National Science Fund of the Ministry of Education and Science of the republic of Bulgaria.

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OUTSOURCING AS A MANAGEMENT TOOL

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Abstract

Innovative consulting firm A. T. Kearney regularly presents a rating of 50 most attractive countries for outsourcing, according to developed index – The A.T. Kearney Global Services Location Index. This index is composed of three components, whose combination allows speaking about the attractiveness of countries for outsourcing. According to the "Index of distribution of global services" Bulgaria is ranked 17th in the rating for 2011. The article presents the phenomenon "outsourcing" – its strengths and weaknesses. The author has been researching this area since 2003 and made her studies as SWOT analysis, interviews, case studies, etc. In this issue are shown the opportunities of outsourcing in library.

Keywords: *Outsourcing, SWOT analysis, collaboration between Business and Education/Science, Influence on education, Outsourcing in library*

Globalization and its phenomenon as integration and dissociation, localization, outsourcing, etc. give image to our modernity.

Outsourcing or Outside Resource Using in all its forms is becoming more popular in our globalize reality. Outsourcing has been a thriving, growth market for over 20 years. Outsourcing is the result of globalization processes, of the growing competition in the labor market, of the transnational forms of production. And it ranks among the most effective management strategies.

Outsourcing is a strategy that companies or organizations transfer part of their activities to other specialized in these activities organizations. In this way companies may focus on their core competences and retain their competitive edge in the global economy. They can also increase strongly the quality of basic services which they provide.

Insorsing is the reverse process where the organization expands its operations and functions for the new sphere of activity and begins implementa-

tion of non-substantial or complementary process as part of the mainstream.

Wikipedia's explanation is "Outsourcing" (or contracting out) is often defined as the delegation of non-core operations or jobs from internal production within a business to an external entity (such as a subcontractor) that specializes in that operation. Outsourcing is a business decision that is often made to lower costs or focus on core competences. A related term, "offshoring", means transferring work to another country, typically overseas. Offshoring is similar to outsourcing when companies hire overseas subcontractors, but differs when companies transfer work to the same company in another country [7].

The outsourcing allows to companies to optimize their quality of service, to enhance competitiveness, to maximize expertise, to promote improvement, training, career development. Outsourcing helps to any country an opportunity to generate revenue and provide new jobs. Moreover, the outsourcing gives a chance for integration to the global standards and practices.

I have been working in this area since 2003 and I could follow the main tendencies in the outsourcing's development. I did 6 case studies, 2 inquiries between outsourcing providers and SWOT analysis. The outsourcing of R&D is a topic of our modern society and in this sense, enters into the author's concept of value of the study.

When in 2007 I finished my case studies between Bulgarian companies who provide outsourcing activities I can show only trends [3]. Nowadays we can talk about routine and even national strategies for outsourcing.

During times of economic prosperity, outsourcing can enable a company to focus on core competencies, improve processes, and increase flexibility. During an economic downturn, outsourcing can help a company reduce costs, generate cash flow, and/or shed low-value operations. Globally, the crisis has a positive impact on outsourcing. Nowadays outsourcing is one of the basic business tools that allow: rebuilding cost structures, acquiring new assets and skills, participation in the globalization processes …

The obstacles that can be expected are the brain drain from the country, uncertified and poorly qualified staff and etc. Challenges are full dependence on the knowledge and experience of our employees, increased fixed costs to operate non-core processes.

In the table 1 are presented the strengths and weaknesses, which the outsourcing can have. There are also shown summarized opportunities and threats.

Table 1. SWOT analysis of outsourcing

Strengths	**Weaknesses**
✓ generate revenues and profits ✓ stable business climate ✓ financial attractiveness indicators measured in labor costs, infrastructure costs, taxes and regulations ✓ tolerance ✓ protection of intellectual property ✓ provide jobs ✓ modern office space that meet global standards ✓ technology transfer and business practices	✓ brain drain ✓ poor infrastructure ✓ lack of qualified managers ✓ lack of connection between theory (obtained from university) and practice ✓ lack of marketing and management experience ✓ focusing on activities which serve multinational organizations ✓ difficult integration into the corporate culture of global company
Opportunities	**Threats**
✓ presence of free capital ✓ including the users in the process of creating the values ✓ programs to promote links between science, education and industry ✓ awareness of the need for policies on education and technology ✓ improving the quality of high education ✓ investment in education and training people ✓ development of certification programs, convertible certificates ✓ return of specialists to home ✓ develop a strategy for increase the potential of small towns ✓ programs for working from home ✓ new pattern of behavior and work ✓ new technologies	✓ lack of or ineffective cooperation between universities, research organizations and businesses ✓ choose more attractive outsourcing locations ✓ lose of high-skill personal ✓ change in priorities

The innovative consulting company A. T. Kearney researches attractiveness for outsourcing destination and every two years shows a rank with 50 countries. The A.T. Kearney Global Services Location Index is composed of three components whose combination provides an opportunity to talk about the attractiveness of countries for outsourcing.

Table 2. Source: The A.T. Kearney Global Services Location Index

Financial attractiveness 40%	Labor costs	*Ranking of 50 countries 39 measurement criteria in 3 categories. Measuring the competitiveness of individual location in terms of its attractive choice of outsourcing destination. The relative weight of each evaluation criteria is based on its importance to the decision to outsource. The financial attractiveness (business case) usually has the greatest weight in the choice of outsourcing destination.*
	Expenditure on infrastructure	
	Income taxes and regulations	
Availability and quality of workforce 30%	Experience in outsourcing activities	
	Capabilities of the workforce	
	Education and language training	
	Degree of risk – political and economic	
Business Climate 30%	Development of the country	
	Infrastructure Development	
	Availability of cultural tolerance	
	Protection of Intellectual Property	

According to the A. T. Kearney Index Bulgaria is on 17th in the rankings for 2011. This is very good result for our country but compared to 2009, where Bulgaria is on 13th place and moreover with 2007– the ninth place – the results show decrease [4]. In range of 2009 Turkey is on 44th place and France – on 41st place.

Table 3. Source: The A.T. Kearney Global Services Location Index, 2011

Rank	Country	Financial attractiveness	People skills and availability	Business environment	Total score
1.	India	3.11	2.76	1.14	7.01
2.	China	2.62	2.55	1.31	6.49
3.	Malaysia	2.78	1.38	1.83	5.99
4.	Egypt	3.10	1.36	1.35	5.81
5.	Indonesia	3.24	1.53	1.01	5.78
17.	Bulgaria	2.82	0.88	1.67	5.37
44.	France	0.38	2.12	2.11	4.61
48.	Turkey	1.87	1.29	1.17	4.33

The Outsourcing Institute (OI) is professional association dedicated to solely to outsourcing. It provides information, consulting and networking opportunities. OI describes three types of participants in the process of outsourcing [5].

First of all are ***buyers or potential buyers*** (those who are engaged to be outsourced). The Institute assists to them in identifying their commitments, also helps them in building strategies or in searching organizations for outsourcing.

The second group of participants is those who carry, deliver, sell or manage outsourcing services – ***vendors or providers.***

Thirdly, are ***mediators*** in the outsourcing process (consultants, lawyers, researchers, scientists, investors and media groups).

The new information services provide quick access to new information and skills of the professionals directly meet the needs of business, especially where the published information can be used in business processes. There isn't any area of information services that does not outsource. Obtaining relevant information, including library services, are been under intensive outsourcing for a long time. The reason is that information services are the result of separate and relatively specialized field of activity and most of organizations couldn't afford at all.

The pursuit of increasing the competitiveness and to maintain high position in concrete field, are among the main reasons for companies to seek ways of outsourcing. Expertise is essential to enable a company to remain competitive level. Therefore, companies outsource their support activities to external partners, experts, specialized companies with expertise. When company transfers peripheral activity to another, the parent company concentrates on its own growth and improvement of its services and products. „The cost savings driver is clearly the most potent one." [2]

The reasons for choosing outsourcing strategy can divide in 2 groups – *strategic* and *financial.* The first group refers to long-term strategy of the organization and the second – to the possibility of increasing the efficiency of its core business. These two groups are subdivided into: competence, organization of activities, prices and profitability.

The organizations or companies can both push specific overseas business opportunities, and pull them superior quality innovative introductions outside its borders. Finding a lack or Deficit Company decides to use external sources. Among the main factors in choosing outsourcing strategy is the cost's optimization. Lower production costs, availability of sufficient educated and skilled workforce and the need for organizations to provide service for their products closer to their customers are among the reasons for using the outsourcing.

The reasons for the choice of outsourcing strategy can not be uniquely hierarchies. Each organization has its own priorities, through which it makes its choice. Although Relativity in choosing outsourcing location, some consulting companies create indexes that measure because of the attractiveness of countries for outsourcing activities. Based on different criteria and measurement scales they classify countries according to their outsourcing attractiveness.

Recently, more important are strategic reasons – namely the ability to use a variety of regional educational and cultural resources and advantages for the enrichment of the core business and market expansion. These reasons lately outweigh the traditional demand for cheap, affordable and sufficient qualified human

resources. The quality of work performed is crucial for the choice of outsourcing strategy, which explains the phenomenon of contracting with a relatively expensive but effective workforce that creates competitive products. Strategic outsourcing involves analyzing the problem and makes recommendations or action plan, taking into account all the micro and macro factors, establishment of appropriate staff depending on the size and parameters of the project, ensuring the management team to oversee the project and the quality of processes, developing and coordinating a pilot project and risk management project.

The reasons for outsourcing strategies can be summarized by the following table.

Table 4. Reasons for outsourcing management

Strategic reasons		**Financial reasons**	
Competences	**Organizational**	**Prices**	**Income**
Focus on key business	The work is routine and could be losing valuable time and energy specialists and experts in the firm	Reduce the prices of activities	Increase flexibility and possibilities
Improving access to technology outside of the firm	The task occurs only once, temporary or cyclical	Reduction of capital investment	Increasing the speed of circulation in the market
Access to the necessary skills	Activity is not essential for the company and does not directly generate income	Change of fixed prices in ranging prices	Increasing the quality
Providing the opportunity to acquire alternative skills "Adaptive strategy"	The necessary skills are so specific that it is unreasonable to employ staff for this task	Reduced costs for development	Increase income
Create more opportunities	The work can be done within the organization, but it takes resources (people, technology, resources) that could be used more effectively	It is cheaper to be done by someone else than it is to organize and prepare its internal performance	Lower requirements
Access to different and productive politics, philosophy, culture	Creating alternative to the management of the organization	Advantage of local strengths and maximize benefits	Access to markets
Access to information for other productive competence "Tracking strategy"	Near competition, drawing on experience from other sources	Changes are not reflected	Access to new markets that offer multiple opportunities

There are at least three main types of outsourcing: *business process outsourcing* – BPO, *information technology outsourcing* – ITO and *knowledge*

process outsourcing – KPO. In Bulgaria the most popular is BPO – 55%, ITO – 25% and 10% are companies which offer outsourcing in knowledge service [6].

Libraries may give their activities to outsourcing company for various reasons: the cost savings, buying special expertise because of overwork, poor staff training, projects requiring specialized or other equipment, etc.

The libraries should give their non-core activities to other organizations to enhance the quality of their service. They will focus on this way their core tasks and improve level of service.

The process of selecting an outsourcing partner is very important. There are several levels of management decisions to undertake outsourcing in the library [1]:

1. Creating a specific strategy – analysis, assess to the condition of the library that needs to outsource its activities;
2. Preliminary study of the competence of the selected company, its image, which could reinforce and strengthen the position of the library among customers and partners;
3. Negotiating with the specific outsourcing organization – terms, conditions, standards, monitoring, evaluation (of particular importance is the application of clear boundaries on how to measure the results of outsourcing and how it will be managed);
4. Manage the process of outsourcing is the highest priority for the library manager.

The analysis of the strategy of outsourcing in libraries provides opportunities to optimize library operations and provides a valuable resource for library management. When the library manager does first decision for outsourcing, he/she usually outsourced non-core activities of the library. These activities do not directly affect the overall function of the library. After the manager has established strong and loyal relationships with outsourcing partner, he/she can utilize more for outsourcing and may transfer services or a group of services with higher value.

The positive aspects of outsourcing in libraries are:

- ✓ reduction and management expenditure;
- ✓ reduced the risk;
- ✓ the library may focus on core activities;
- ✓ receiving equipment that does not belong to the library
- ✓ internal resources and professionals for core activities;
- ✓ improve customer service.

Libraries usually use outsourcing strategies for the following activities:

Coding, preparation of reports, purchase of books, cataloging, data cen-

ter/technology management, access to databases/data recovery, supply documents/document search, indexing, microfilming, relationship management, preparation of payrolls; IT management; personnel/human resources services, photocopying, printing, researching, temporary replacement of staff, thesaurus development, etc. Retrospective conversion also may outsource.

Delivery of materials has long been in the process of outsourcing. For many years, public library services of book's suppliers. Lately libraries outsource cataloging and classification of the majority of the materials to suppliers. Suppliers also offer to carry selection for libraries according to certain criteria.

I made an interview with main librarian from one of the leading library in Bulgaria. In this article are presented the answers of my questions about the status of outsourcing in this library. As my respondent said their library has been using IT outsourcing strategies since 2002. The library couldn't support their own IT department, that's why they outsource their IT support to external company. They started to use software decisions of the company, which provided free software. After that the library made a contract with the same company and the library relies on it and today. Company takes care of the software; develops new features, supports Internet applications. "We (librarians) create Knowledge, and the software company manages it" – said the librarian. The outsourcing company doesn't create a content therefore this is not KPO, it is only IT outsourcing. "Our service company follows the tendencies in the library sector and innovate our own, offer constructive solutions" – told me my respondent. Two main reasons for choosing outsourcing strategies are the quality of software experts in library services and cost reductions. In the conclusion, the librarian shared with me that she had hoped to manage more outsourcing because she had believed that was effective and successful management tool in libraries.

Nowadays outsourcing is not only tactical instrument but also a relevant element of a business strategy. The managers need this decision in the current economic and political uncertain climate. They should increase efficiency, reduce the business risk; enhance business focus and efficacy; innovate and turn challenges into opportunities. Outsourcing (no matter under what its form) can help to them. Unfortunately, the libraries still don't use all opportunities provided by the outsourcing.

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TOPIC 3.
INFORMATION TECHNOLOGIES IN LIBRARIES, ARCHIVES AND CULTURAL INSTITUTIONS

INTERNET SERVICES AS A SUPPORT TO LIBRARY SERVICES

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INTERNET SERVICES AS A SUPPORT TO LIBRARY SERVICES

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Introduction

- The internet – one of the most interesting technological innovations of the 20th century
- Most unpredictable medium
- Influence on developments in computer technology, software development, commerce, public services, education, all areas of human life and society in general

Introduction

Introduction

- **Libraries:** traditionally seen as collections of information resources and services
- Libraries provide access to an endless variety of information resources and opportunities for interactive communication (Holmberg, Huvila, Kronqvist-Berg and Wide´n-Wulff, 2008)

Introduction

Introduction

- Global technological advancement helped in:
  - Development of various information resources in digital format and enhanced traditional library operations such as collection, processing, storing, managing and use of information resources
  - Enhancement of library services supported by use of ICT

Introduction

Introduction

- **Current trends in library development:**
  - personalization,
  - self service,
  - mobility
  - interactivity

Introduction

Brief history of the internet

- The inernet development timeline:
  - Before Web (until 1991.):
    - first internet connections, major internet services emerged, TCP/IP set of protocols invented
  - After Web (from 1991.):
    - 1991: The World Wide Web (WWW, The Web) developed by Tim Berners Lee at CERN
    - 1993: First Web browser Mosaic
    - 1995: First audio streaming service
    - 1997: Web log created (today's blog)
    - 1997: Google launched

internet history

Brief history of the internet

- 2001: Wikipedia launched
- 2003: MySpace launched
- 2004: Facebook launched
- 2006: Social bookmarking and Twitter

…and many more will come

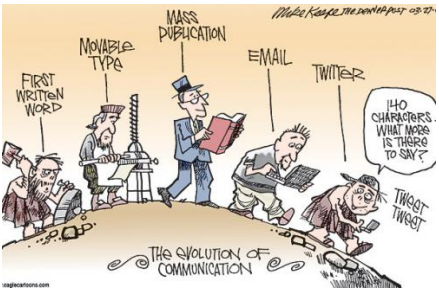
internet history

Source: http://www.go-gulf.com/blog/60-seconds

Dual nature of the internet

- Dual nature of the internet:
  - Channel for communication over great distances
  - Virtual space for development of new social relationships

About the internet

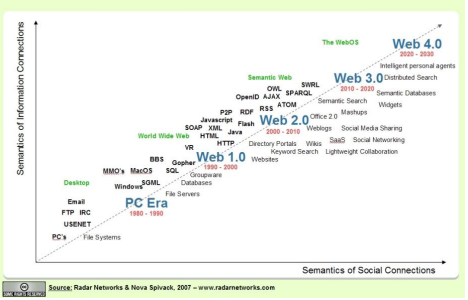


Source: http://sarahkirsch.files.wordpress.com/2011/02/twitter-cartoon.jpg

Web 2.0

- Web 1.0 – Web site created between 1994. and 2004.
- The term "Web 2.0" refers to:
  - The second generation development and design of the web that aims to facilitate communication and to secure information sharing, interoperability and user centered design

Web 2.0



Source: http://novaspivack.typepad.com/RadarNetworksTowardsAWebOS.jpg

12

Web 2.0

- **Web 2.0 tools:** a web-based platform which allows users to:
  - Gain access,
  - Contribute,
  - Describe,
  - Harvest,
  - Tag,
  - Annotate and bookmark web mediated content in various formats, such as text, video, audio, pictures and graphs (Macaskill and Owen, 2006 in Tripathi and Kumar, 2010)

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Web 2.0

Web 2.0

- Web2.0 and libraries: Web 2.0 has the potential to promote participatory networking where **librarians and users can communicate, collaborate, and cocreate content** (Chua and Goh, 2010)
- Web 2.0 applications **enable library users to be an integral part of the virtual community** by sharing their ideas, thoughts, feelings, and other content (Farkas, 2007)
- Library users can contribute to the maintenance of catalogues, review resources, locate and share relevant information with other users and society (Farkas, 2007)

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Web 2.0

Library 2.0

- Natural evolution of library services
- New level where the library user is in control of how and when he/she gets access to the services she needs and wants
- **Library 2.0:** the application of interactive, collaborative, and multi-media web-based technologies to web-based library services and collections (Mannes, 2006)
- **Model of constant change, giving library users control through participatory, user-driven services**

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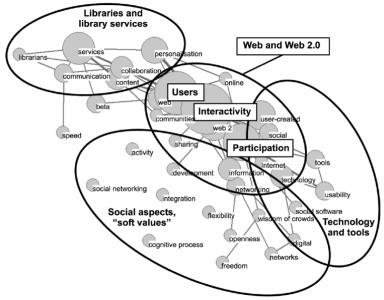
Library 2.0



Source: Holmberg, Kim, Huvila, Isto, Kronqvist-Berg, Maria and Gunilla Wide´n-Wulff. (2009) . What is Library 2.0? Journal of Documentation Vol. 65 No. 4, 675.

Library 2.0

- Library 2.0 consists of **4 essential elements** and differs from Library 1.0 in several aspects (Maness in Xu, Ouyang and Chu, 2009):
  1. user-centered,
  2. multimedia,
  3. socially rich, and
  4. communally innovative

Library 2.0

Library 2.0

- Concepts in Library 2.0 (Needleman, 2007)
  - Make services available at the point of need rather than making the users come to the services (portals, virtual learning environments, and e-commerce systems)
  - Allow data to be exposed, discovered, and manipulated in a variety of ways distinct from perhaps the original reason the data were created or the application that originally created or accessed it

Library 2.0

Library 2.0

- Build applications that can draw from a number of different sources; build applications that can be rapidly deployed and are lightweight, flexible, intelligent, and responsive to users needs.
- Facilitate communication, community, and user participation. Focus on the user and the user's needs.
- Enrich data and expose hidden collections.

Library 2.0

Internet services as a support to library services

- Internet services that can be used in libraries:
  - chat,
  - social tagging,
  - social networks,
  - blogs,
  - wikis,
  - podcasting,
  - RSS feeds,
  - instant messaging and
  - mashups

Library 2.0

Social software

- **Social software:** software which supports, extends or derives added value from human social behaviour – message boards, music taste sharing, photo sharing, instant messaging, mailing lists, social networking (Tom Coates)
- Social software:
  - Allows people to communicate, collaborate, and build communities online
  - Can be syndicated, shared, reused or remixed or it facilitates syndication
  - Lets people learn easily from and capitalize on the behavior or knowledge of others (Farkas, 2007)

Social software

- **Characteristics of social software** (Farkas, 2007):
  - Easy content creation and content sharing
  - Online collaboration
  - Conversation: distributed and in real time
  - Communities developed from the bottom up
  - Capitilizing on the wisdom of the crowds
  - Personalization
  - Portability
  - Overcoming barriers of distance and time

Social software

- Social software can improve the ways in which libraries communicate with users
- It can improve internal communication and knowledge sharing, market research, build presence, market services, provide reference services
- Simply: getting closer to users and non-users

Blog

- **Blog:** a web-based publication comprising individual articles that are posted periodically and are usually displayed in reverse chronological order (Curran et al., 2006)
- Initially: online diary (Web log)
- **Purpose:** recording what individuals are doing or thinking at a particular period of time

Blog

Blog

- Mechanism for exchanging ideas
- The best informal communication channel to extract latent feedback information from the users to enhance the quality of library services (Harinarayana and Raju, 2009)

Blog

Blog

- **Characteristics of blogs** (Bradley, 2007):
  - Blogs are personal: owners expressing their ideas
  - Blogs are chronological: most recent information are display first at the top of the page
  - Currency is important: blogs need to be current
  - Blogs respond, they don't create: blogs offer comments
  - Possibility of cooperation with blog author
  - Subject of the blog is most important

Blog

Blog

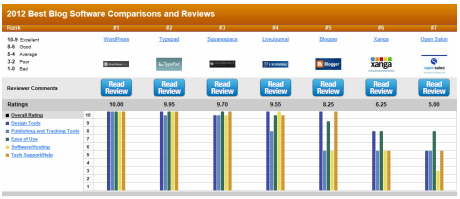
- **Use in libraries:**
  - Fast way to disseminate information
  - Medium for attracting new users
  - Used for internal communication (King and Porter, 2007 in Tripathi and Kumar, 2010)
  - Medium for educating library users
  - Disseminating information to other librarians
  - Tools for creating forums for communication with library users (Farkas, 2007)

Blog

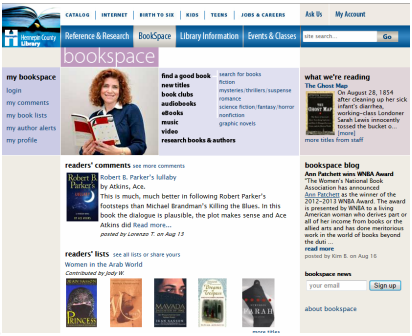
Blog

- Outreach to library users
- Promotional tools to inform users of changes, additions and other developments in library services and collections (Alcock, 2003;Weaver, 2003 in Tripathi and Kumar, 2010)
- General information
- Research tips
- List of new books
- Book reviews/discussions
- Information literacy
- List of e-resources and databases
- Hours of operation, holidays etc. (Tripathi and Kumar, 2010)

Blog

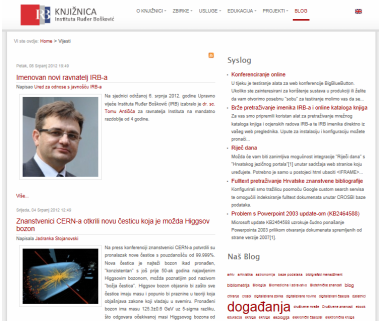


http://blog-software-review.toptenreviews.com/

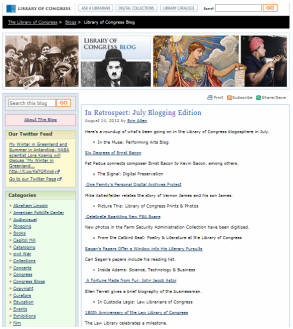


30 http://www.hclib.org/pub/bookspace/

31 http://www.accelerated-degree.com/top-50-librarian-blogs-list-all-the-best-librarian-blogs/



32 http://lib.irb.hr/web/hr/blog.html



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http://blogs.loc.gov/loc/

Wiki

- **Wiki:** Application which allows a group of people with no knowledge of HTML or other markup language develop a Web site collaboratively
- Spaces for quick and easy Web publishing and editing
- It has no predetermined structure, they are organized by hyperlinks
- No one and everyone owns content
- It is perpetual work in progress

Wiki

Wiki

- Wiki characteristics (Cunningham and Bo Leuf in Farkas 2007):
  - Users can edit any page or create new pages within the wiki Web site, using only a plain-vanilla Web browser without any extra add-ons
  - A wiki promotes meaningful topic association between different pages by making page link creation about intuitively easy and by showing whether an intended target page exists or not
  - A wiki is not a carefully crafted site for casual visitors. Instead, it seeks to involve the visitor in an ongoing process of creation and collaboration that constantly changes the Web site landscape.

Wiki

Wiki

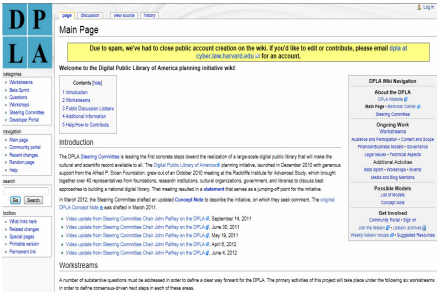
- **Use in libraries:**
  - Fast and easy collaboration on creating content
  - Cooperation with library users in creating dictionaries, encyclopedias, books review and instructional resources
  - Internal Wikis for communication among staff members
  - Subject guides
  - Project planning
  - Listings of resources
  - Helpdesk (Tripathi and Kumar, 2010)

Wiki

Wiki

- Development of user communities – library as a community center
- Thematic Wikies – subject guides
- Development of library policies and other documents
- Repositories for collective knowledge – for reference librarians
- Users can suggest resources via subject-based wikis or take part in the strategic plan in which all users and staff are invited to participate for the vision of the library future (Nguyen, Partridge and Edwards, 2012.)
- Help in organiseing online study groups that users, librarians, and faculty members can collaboratively work and study on a topic of interest (Nguyen, Partridge and Edwards, 2012.)

Wiki



http://dp.la/wiki/Main_Page

Social networks

- **A social networking service:** is an online service, platform, or site that focuses on **building and reflecting of social networks or social relations among people**, who, for example, share interests and/or activities and people with similar or somewhat similar interests, backgrounds and/or activities make their own communities (Mashable.com)

Social networks

Social networks

- Social networking sites allow users to share ideas, activities, events, and interests within their individual networks. (Mashable.com)
- Allow people to develop online identities and online communities
- Profiles are central parts of social software
- Creation to create and join groups

Social networks

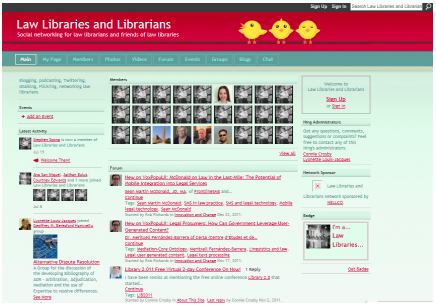
Social networks

- **Use in libraries:**
  - Allow people to connect with others who share same interests
  - Use in library marketing
  - Attracting younger library users and other users who are using social networks
  - Educating library users about library services but also about online world and its advantages and disadvantages

Social networks

42

http://www.facebook.com/NationalLibraryOfScotland?v=wall



http://lawlibraries.ning.com/

43

Social bookmarking

- Method for internet users to organize, store, manage and search for bookmarks of resources online (Wikipedia.org)
- Abundance of information on the internet
- Not easy to look for quality resources – search engine produce to many results – some of them irrelevant
- Social bookmarking allows people to catalog the Web using arbitrary terms
- They "tag" online information resources

Social bookmarking

Social bookmarking

- Online services that store URLs about information resources as well as tags that describe them so that they can be accessed from any computer connected to the internet

Social bookmarking

Social bookmarking

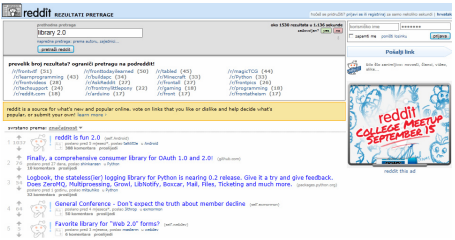
- Searchable tags
- Folksonomy: making the Web more sensible place through tagging
- Structure without proper hierarchy
- Uncontrolled tags vs. controlled vocabularies

Social bookmarking

Social bookmarking

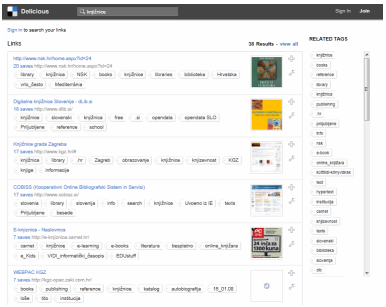
- Only one word is used:
  - Movies
  - Silent_movies, silent-movies, silentmovies
- Synonims
- People concieve things differently – different terms for the same phenomenon
- **Use in libraries:**
  - Teaching knowledge organization
  - Helping library users to organize their online content

Social bookmarking



http://www.reddit.com/search?q=library+2.0

48



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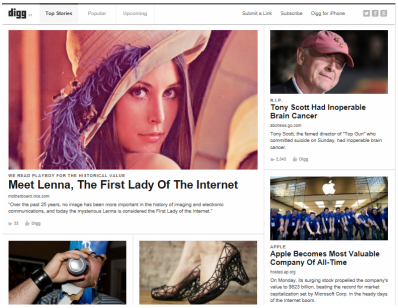
http://www.delicious.com/search?p=knji%C5%BEnice



50

http://digg.com/search?q=public%20library&sort=digg&custom=false

Podcasting

- Podcast – term coined from “iPod” and “broadcast”
- **Podcast:** syndicated audio broadcasts that can be played on any MP3 player or device capable of playing MP3 format
- Audio content available on the internet that can be automatically delivered to a personal computer or MP3 player (Harinarayana and Raju, 2009)

Podcasting

Podcast

- Available in two ways:
  - As a file or
  - As a streaming media

Podcasting

Podcasting

- Anyone can create a podcast
- Recording podcasts: a computer with a microphone or a headset and recording software
- Podcasts – alternative or addition to text
- Not everyone likes podcasts – inability do advance recorded content – you can skip pages of text
- On demand service

Podcasting

Podcasting

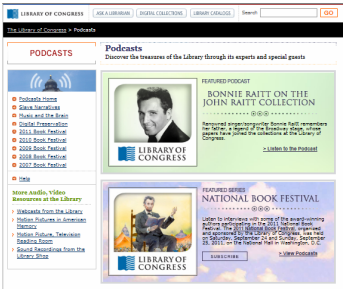
- **Use in libraries:**
  - To empower young users and encourage their creativity (Farkas, 2007)
  - To announce events
  - To provide library service instructions to library users
  - Marketing library services to attract new users
  - Library orientation tours
  - Guidance to use resources
  - Guidance to use other library facilities (Tripathi and Kumar, 2010)

Podcasting

Podcasting

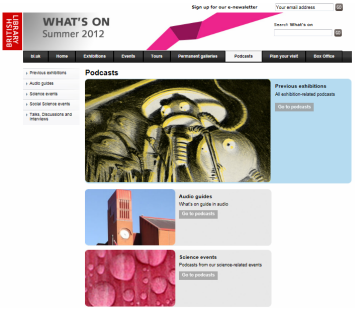
- Entertainment, dissemination of news, education,
- Alternative to traditional libray content (especially for children: story telling)
- Education of users how to use library services or information resources
- Users can also record podcasts about their experiences with information resources or library services
- Information literacy and research help (Harinarayana and Raju, 2009)

Podcasting

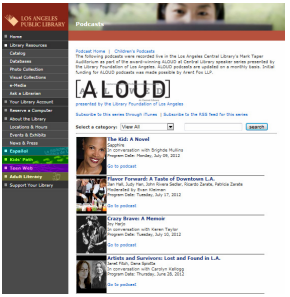


http://www.loc.gov/podcasts/

57 http://www.bl.uk/onlinegallery/whatson/downloads/index.html



58 http://www.bl.uk/whatson/podcasts/index.html



59 http://events.lapl.org/podcasts/index.aspx

Vodcasting

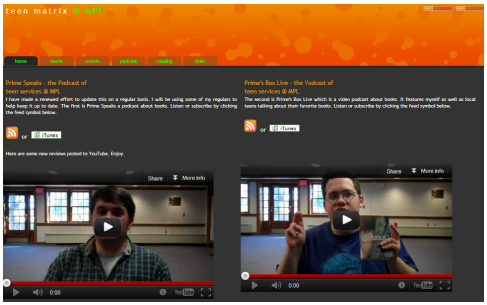
- Video broadcasts shared as files or straming media on the internet
- Video blogs
- Rarely used in libraries
- Promoting library and its services – staff producing videos
- Sharing experiences with other users – users producing videos
- Difficult to produce – many technical issues involved

Vodcasting

Vodcasting

- **Use in libraries** (short videos, up to 5 minutes of duration):
  - Explaining physical layout of the library
  - Explaining general searching skills
  - Explaining self-issuing and returning of books
  - Guidance to use e-resources: databases and e-books
  - Guidance to access catalogue
  - Explained procedure for self issuing and returning(Tripathi and Kumar, 2010)

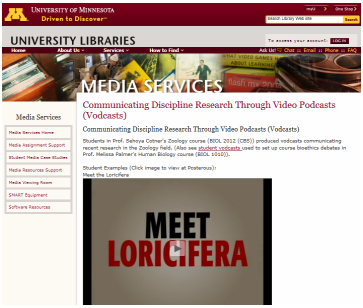
Vodcasting



http://library.townofmanchester.org/teen/podcast.html

62

http://www.abdn.ac.uk/library/myzone/vodcasts/



https://www.lib.umn.edu/media/profiles/vodcast

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Instant messaging

- **Instant messaging:** internet services which allow quick exchange of short messages between online users in real time
- A live online synchronous communication channel which facilitates online interaction between two people (Harinarayana and Raju, 2009)
- Profile: address book with contacts
- Users using instant messaging must have identical software to communicate successfully
- Users can see each other's online status
- Additional functions: sharing files, video calls, VoIP, Web conferencing etc.

Instant messaging

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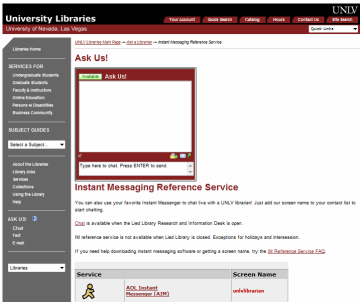
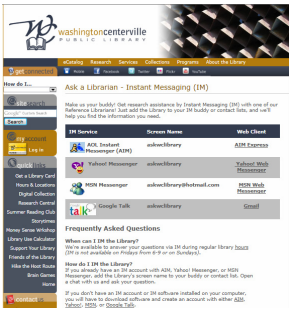
Instant messaging

- **Use in libraries:**
  - Virtual reference services
  - Improving access to other library services
  - Providing latest information to library users
  - Interaction between library users
  - Guidance to access resources (Tripathi and Kumar, 2010)

Instant messaging



http://library.unlv.edu/ask/chat.html



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SOCIAL NETWORKING SITES, LIBRARIES, USERS

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Abstract

In this paper, Facebook statistics will show the growth of the SNS. In short literature review published papers on using Facebook in libraries will be discussed. Results of a survey of students participants of 2012 Erasmus Intensive Program Library, Information and Cultural Management – Academic Summer School (IP LibCMASS) will be analyzed.

Key words: *Facebook statistics, Bulgarian students, Croatian students, French students, Turkish students*

The worlds' most popular social networking site (SNS), Facebook, was launched in February 2004 by Mark Zuckerberg with an attention to be a mean of communication for Harvard students [18]. Soon, it was introduced to other colleges and universities in the USA [1]. Since September 2006, the site has been opened to everyone who is older than 13 [9]. Today, there are more than 800,000,000 Facebook users all over the world – it became the most popular social networking site. It is not used only by individuals but also by institutions and organizations for promoting their products and activities.

In this paper, Facebook statistics will show the growth of the SNS. In short literature review published papers on using Facebook in libraries will be discussed. Results of a survey of students participants of 2012 Erasmus Intensive Program Library, Information and Cultural Management – Academic Summer School (IP LibCMASS) will be analyzed.

Facebook statistics

Number of Facebook users in the world is increasing constantly. Facebook statistics show that the growth was from 664,032,460 in March 2011 to 835,525,280 in March 2012 [10]. There some assumptions that the number could reach 1 billion by the end of 2012 [15]. Comparing Facebook usage by geographic regions, Europe is at the first place with 232,835,740 Facebook

users in March 2012. It is followed by Asia (195,034,380 users), North America (173,284,940 users), and South America (112,531,100 users).

If we look at the statistics for the four countries that participate in 2012 IP LibCMASS (Bulgaria, Croatia, France and Turkey), we can see that in March 2012 Bulgaria had population of 7,093,635 and 2,386,800 Facebook users (33.6% population penetration rate). Croatia had population of 4,483,804 and 1,452,300 Facebook users on (32.4% population penetration rate). France, with population of 65,102,719 had in March 2012 24,104,320 Facebook users (37.0% population penetration rate). Turkey with population of 78,785,548 had 30,963,100 Facebook users (39.3% population penetration rate). Population penetration rates are not so different for the countries; they are between 32.4% and 39.3%. The rates are similar if we compare them to the European Union – it had population of 502,748,071, with 171,305,880 Facebook users in December 2011 (34.1% population penetration rate).

The world's most popular social network in June 2012 was Facebook. Some countries where Facebook is not "number one" social network, usually use local social networks (e. g. VKontakte in Russia) or have censorship problem (like in Iran where state censorship blocks access to Facebook) [23]. According to the same statistics, the most usual social networks that are on the second or the third place in the countries where Facebook is most popular SNS are Linkedin and Twitter.

Age of an average Facebook user was 33 in 2008, 38 in 2010 [12] and 40.5 in 2012 [22]. An average Facebook user has 130 friends, 8 friend requests per month, spends 15.5 hours on Facebook each month, visits the site 40 times per month, creates 90 pieces of content per month and is connected to 80 community pages, groups or events [16].

Literature review

By the year 2007, Facebook become popular not only among individuals but also among libraries as institutions. Since that year studies and articles about Facebook and libraries have been published. Although there were some opinions that Facebook lies outside the bounds of librarianship [6], soon it was recognized as another place where libraries can meet their users. Facebook has become even more popular in libraries since the launch of Facebook pages in 2007 [5].

Some authors thought that the best way for libraries to communicate with their patrons via Facebook is to try to friend as many of them as possible [17]. On the contrary, some other authors thought that the better way for a library was to promote library's Facebook page and than let users find it them-

selves [21]. Breeding, in the same year, thought that Web 2.0 tools had great opportunities in academic libraries, but he also thought that it was not realistic to think students would like considering librarians as their "friends" [4]. According to Farkas creating social networking sites libraries make libraries more visible and more convenient to access [11]. Analysing students' behavior on MySpace and Facebook, Chu and Maulemans find out that the majority of students think that e-mail, not SNS, is the most appropriate way to communicate directly with professors [7]. In a 2008 survey about usage of Facebook in health sciences libraries it was shown that only 12.5% of surveyed libraries maintain a Facebook page [14]. Connell in 2009 published results of a survey of student opinions on academic libraries, Facebook and Myspace [8]. For the majority of respondents it is acceptable for a library to try to communicate with them via Facebook or Myspace.

The first research of Croatian libraries on Facebook dates in 2009 [20]. There were 37 Croatian libraries on Facebook in December 2009, but 9 of them were not opened and administrated by libraries but by the users. Author concludes that Facebook is becoming more and more popular – in future it will be important for libraries to be on Facebook. In another study of Croatian libraries on Facebook in 2011, complete sample of 94 libraries on Facebook were analysed by library type, type of Facebook presence and by number of friends, members or fans [3]. At the time the research was conducted, there were 55% of public libraries, 28% of school libraries, 15% of academic libraries and 2% of special libraries on Facebook. Majority of them (52%) were present on Facebook through profiles, 36% through Facebook pages and 12% through Facebook groups.

Study of Croatian public libraries on Facebook, compared with Irish public libraries, was presented on QQML 2012 conference in Limerick, Ireland, in May 2012 [13]. In the study, 29 Croatian and 21 Irish public libraries with Facebook pages were analysed. Croatian public libraries have more fans than Irish libraries, but the average number of "Talking about this" is similar. Croatian libraries publish more photos and announce more events but Irish libraries publish more wall posts.

In another survey of Croatian libraries (May and June 2011), wall activity of 91 Croatian libraries was analysed [2]. In a 14-day period 402 posts was published, 468 photos were published, 157 comments to posts and 1368 "likes" to posts.

Survey of Croatian public libraries on Facebook that was presented in June 2012 on IADIS Multi Conference on Computer Science and Information Systems in Lisbon, Portugal [19] shows libraries "interests" (Facebook pages

that are liked by libraries). They were categorized in 8 categories. The most important category was "Other libraries". Category "Entertainment" was on the second place, "Book promotion" on the third place. Librarians who administrate Facebook pages rarely express their private interests and points of views (opposed to library administrators of Facebook profiles). In conclusion, authors say that Facebook is just another communication channel and all the ethical guidelines that count in real world, should be taken in account in virtual world too.

Survey of Bulgarian, Croatian, French and Turkish students

A survey of 22 students, participants of 2012 Erasmus Intensive Program Library, Information and Cultural Management – Academic Summer School in Zagreb was taken on the 10th of September 2012. Students were from four countries – Bulgaria (7 students), Croatia (4 students), France (4 students) and Turkey (7 students). The sample is small so the survey was conducted only in order to test a short questionnaire, as well as to find out if there is a need of a more detailed survey on students' use of libraries' Facebook pages in the four countries.

Questionnaire was distributed among the students. Students were asked if they use Facebook, how often they use it, how many friends they have and if they communicate with their library or libraries via Facebook. Students were also offered eleven statements and they were asked to mark their degree of agreement.

Results showed that 20 out of 22 students had Facebook profiles. Asked about the number of their Facebook friends, three students answered that they have 20-50 friends, two students have 51-100 friends, nine students have 101-300 friends and 6 students have more than 300 friends. They all use Facebook at least once a day (17 of them more than once a day and 3 of them once a day). Eleven out of 20 students receive library related information via Facebook.

Students were asked to mark their degree of agreement to 11 statements. They could agree, be neutral or disagree.

Nineteen out of 22 students agree to the statement that it is good if a library tries reaching as many people as possible via Facebook.

Ten students agree that the purpose of Facebook is spending free time and having fun. Five students are neutral and 7 disagree.

Nine students out of 22 would search for a library on Facebook to find the information they need. Seven students are neutral and 6 of them would

not search for a library on Facebook.

Ten students use library Facebook pages to find some relevant information. Eight out of 22 students do not use them.

Sixteen students do not use library Facebook pages to search the library catalogue. Only one use them, and 5 are neutral.

Twelve students do not use library Facebook pages to contact with library reference service. Six students use them and 4 are neutral.

Ten students would not mind if a library tries to reach them through Facebook. Five would mind and 7 are neutral.

Fifteen students would like to see library's announcements in their news feed every day. Four students would not like to see the announcements and 3 are neutral.

Nine students like to keep their Facebook activities separate from school and administration. Six do not do that and 7 are neutral.

Three students often comment on libraries' posts on Facebook. Thirteen do not practice that and 6 are neutral.

One student "friend" people he/she has never met in real life. All the other 21 students do not do that.

Although the sample is small, the pilot survey shows that students do use Facebook to communicate with their libraries. Despite their opinion that Facebook is for fun, they think that it is good if a library tries to reach as many people as possible on Facebook. Students rarely use Facebook to search library catalogues but the reason might be small number of libraries that offer the catalogue feature on their Facebook pages. Small sample does not allow us to conclude about using reference service through Facebook or about students' practice of commenting on libraries' posts. It would be interesting to conduct surveys with larger samples to find out students' practices in using Facebook for finding information and for communication with their libraries.

Conclusion

Facebook is definitely number one social networking site at the moment. Libraries have always wanted to be where their users are, so at the moment, many libraries try to be on Facebook. The most appropriate Facebook presence is through Facebook pages. Facebook pages should be created and managed by official representatives of libraries. Facebook pages should represent libraries as cultural and educational institutions, not the librarians as

persons.

In Bulgaria, Croatia, France and Turkey, Facebook has similar population penetration (approximately 33 to 39%). Students in all the countries use Facebook regularly, majority of them have 50 to 300 friends and they do not "friend" people they have not met in the real life. It seems like they are willing to communicate with their libraries via Facebook, but larger surveys should be undertaken to prove the theses.

Resources

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BULGARIAN, CROATIAN, FRENCH AND TURKISH PUBLIC LIBRARIES ON FACEBOOK

Students' contributions

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National student teams, participants of 2012 Erasmus Intensive Program 'Library, Information and Cultural Management – Academic Summer School' in Zagreb*

Abstract

National teams of students who participated in 2012 Erasmus Intensive Program 'Library, Information and Cultural Management – Academic Summer School' were asked to do researches on public libraries on Facebook in their countries. In the paper some of the results are presented and discussed.

Key words: *Bulgarian public libraries on Facebook, Croatian public libraries on Facebook, French public libraries on Facebook, Turkish public libraries on Facebook, metrics*

Introduction

National teams of students, who participated in 2012 Erasmus Intensive Program 'Library, Information and Cultural Management – Academic Summer School' were asked to do researches on public libraries on Facebook in their countries. In the paper some of the results will be presented and discussed.

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Before the beginning of 2012 Erasmus Intensive Program 'Library, Information and Cultural Management – Academic Summer School' (IP Lib-CMASS) students (7 from Bulgaria, 7 from Croatia, 4 from France and 7 form Turkey) were given guidelines how to make research and presentations about public libraries on Facebook in their countries. Firstly, they had to make lists of public libraries they will analyze. The sample was not defined in advance – they had to decide whether they wanted to search for all the libraries on Facebook or analyse smaller sample. Secondly, they had to analyze the following data for each library:

1. Type of presence on Facebook (page, profile or group)
2. Usage of walls or timelines
3. Metrics (like, talking about this, were here, or number of friends or group members) - data about metrics should be collected within the same week, students should choose the dates
4. Number of features (e. g. photos, video, events, links, notes…)
5. How old is the last post on the wall or on the timeline, is it possible to comment on posts, is it possible for fans or friends to post to the library's wall or timeline
6. How many photos each library has published
7. How many videos each library has published
8. How many events are announced by each library
9. How many notes each library has published
10. Is there enough information about the library (name, location, opening hours, web site, contact information)

Students were given examples of charts and tables and each national team was supposed to prepare a 15-20 minute presentation.

Each team had its own approach and they chose different samples. That is the main reason why some results are not comparable on an international level, but all of them are very interesting on national levels. In this paper highlights from the four presentations will be given.

Bulgarian public libraries on Facebook

Facebook is a social networking site made for connecting people by joining groups, adding friends, commenting on posts, sharing information, photos, videos etc. Libraries need social networking sites to be a part of their everyday life. This research will give some information about Facebook and public libraries in Bulgaria. 27 public libraries were analyzed and 16 of them have some kind of Facebook presence. Thirteen libraries use Facebook pages and three libraries use Facebook profiles or groups.

Table 1. Metrics for Bulgarian public libraries on Facebook

Metrics	Total no.
Friends	1732
Members	402
Fans	10727
Talking about this	295
Were here	35

Table 1 shows metrics for Bulgarian public libraries on Facebook – they have 1732 friends (if they use Facebook profiles), 402 members (if they use Facebook groups), 10727 fans (if they use Facebook pages) and at the moment of the research (summer 2012) the number of Talking about this was 295 and the number of Were here was 35.

Nine of 16 libraries joined Facebook in 2010, four in 2011, two in 2012 and for one library the year of joining Facebook is unknown. All the libraries have general information (opening hours, location, contacts). Fifteen libraries upload photos in the photo feature, nine libraries announce events, 6 publish notes and 5 publish videos. Table 2 shows total number of items in the four features, average number, minimum and maximum.

Table 2. Number of items in four most popular features for Bulgarian public libraries

Feature	Total number	Average	Minimum	Maximum
photos	11134	695.9	0	3709
videos	26	2	0	15
events	162	10.1	0	48
notes	243	15.2	0	140

Some libraries update their Facebook presences regularly – their last posts are only one day old, but some do not do that – the oldest last post is 49 days old. Average age of the last posts for Bulgarian libraries is 12.3 days.

All the 16 libraries allow users to comment on posts and 14 libraries allow users to post on the libraries' walls or timelines.

Some libraries need to work more on their Facebook presences. In Bulgaria there are some good and bad examples of libraries' Facebook presences, but important thing is that the libraries are trying to improve them.

Croatian public libraries on Facebook

On the Portal of public libraries 216 libraries were found and analysed. 53 of them (24.5%) are on Facebook. 35 libraries (47%) have Facebook pages, 24 libraries (45%) have Facebook profiles and 4 libraries (8%) have Facebook groups. They have 14024 friends (on profiles) and 609 members (on groups). On Facebook pages Croatian public libraries have 14859 fans, 11520 Talking about this and 291 Were here (Table 3).

Total number of items in four features (photos, videos, events, notes), average number, minimum and maximum are shown in the Table 4.

Table 3. Metrics for Croatian public libraries on Facebook

Metrics	Total no.
Friends	14024
Members	609
Fans	14859
Talking about this	11520
Were here	291

Table 4. Number of items in four most popular features for Croatian public libraries

Feature	Total number	Average	Minimum	Maximum
photos	61002	301.9	1	3030
videos	16	0.3	1	12
events	414	7.8	1	79
notes	259	4.9	1	105

Chart 1. When did Croatian public libraries join Facebook?

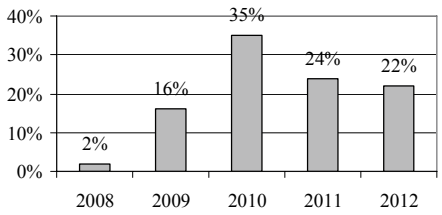
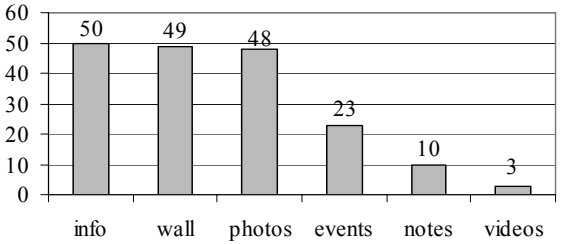


Chart 1 shows that 2% of libraries have recognized potential advantages of Facebook back in 2008, but the majority of them started using Facebook in 2010 or later. It is important to notice that the research was taken in summer 2012 so it is possible that more libraries will join Facebook until the end of the year.

Chart 2 shows number of libraries with each feature (info, wall, photos, events, notes and videos). The most popular feature is info (50 libraries, or 94.3%) and the least popular are videos (3 libraries, or 5.7%).

49 Croatian public libraries allow users to comment on posts, 49 allow users to like post and 48 libraries allow users to post on the libraries' walls or timelines.

Chart 2. Number of Croatian public libraries with most popular features



French public libraries on Facebook

There are 2968 libraries in France. The study covers 20 public libraries – 5 from Paris, 5 form suburbs of Paris and 10 from other French cities. Two of them use Facebook profiles and 18 use Facebook pages. They have 4735 friends, 1642 fans, and at the moment of the research the number of *Talking about* this was 38 and the number of *Were here* 390 (Table 5).

The majority of libraries have started using Facebook during the last two years – 6 libraries in 2012 and 7 libraries in 2011. Four libraries joined Facebook in 2010 and 3 in 2008.

Table 6 shows total number of items in four features (photos, videos, events, and notes), average number, minimum and maximum.

Table 5. Metrics for French public libraries on Facebook

Metrics	Total no.
Friends	4735
Members	0
Fans	1642
Talking about this	38
Were here	390

Table 6. Number of items in four most popular features for French public libraries

Feature	Total number	Average	Minimum	Maximum
photos	3552	118	2	1951
videos	16	0.8	0	8
events	116	5.8	2	65
notes	228	11.4	1	144

Some libraries update their Facebook presences regularly – their last posts are one day old, but some do not do that – the oldest last post is 128 days old. Average age of the last posts for French libraries is 11 days. All the libraries allow their users to comment on the posts but 6 libraries do not allow the users to post on their walls or timelines.

Turkish public libraries on Facebook

The purpose of the study is to find out how many public libraries in Turkey use Facebook. The study was done between 20th of June and 13th of August 2012.

In Turkey, there are 1066 public libraries and 95 of them use Facebook. 44 libraries (or 46.3%) use Facebook pages, 38 libraries (or 40%) use Facebook profiles and 13 libraries (or 13.7%) use Facebook groups. Out of 95 Turkish libraries, 55 (or 57.9%) use walls and 40 (or 42.1%) use timelines.

Table 7. Number of items in four most popular features for Turkish public libraries

Feature	Total number	Average	Minimum	Maximum
photos	6942	73.1	1	3812
videos	13	0.1	0	2
events	50	0.5	2	29
notes	18	0.2	0	6

Table 7 shows total number of items in four features (photos, videos, events, and notes), average number, minimum and maximum.

Usage of Facebook is common in Turkey, but not so common in public libraries. Current usage of Facebook pages is not sufficient and up to date. Many reasons for such a situation can be found, such as insufficient technical infrastructure, personnel, education etc.

Conclusion

Regardless of different samples, it can be concluded that public libraries in all four countries use Facebook to communicate with their users. Some of them do that in appropriate way – they use Facebook pages, update their statuses regularly, upload photos, announce events and put general information such as opening hours, location and contacts. Significant increase of the number of libraries on Facebook in all the four countries began in the year 2010. Quantitative analysis is important when concluding about Facebook activity (metrics, number of comments, number of likes and shares, number of items in features…) but content analysis would also be very interesting and significant (e. g. what libraries post, which pages they like and recommend to their fans, which events they announce, what others post to libraries' walls or timelines…). At the moment, Facebook is the most popular social networking site in the world and it is important for libraries to be on Facebook if they think it is the best way to communicate with their users and to promote their activities. Results described in this paper can be the basis for more detailed studies of libraries on Facebook in the four countries.

INTRODUCTION TO BIBLIOMETRICS

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Abstract

Bibliometrics evolved from a subdiscipline of library and information science to an instrument for evaluation and benchmarking. Bibliometrics represented a statistical approach to master the growing flood of scientific information and to analyze and to understand the cognitive characteristics of "big science" by measuring quantitative aspects of communication in science and by providing the results to scientists and users outside the scientific community.

Key words: *bibliometrics, statistical bibliography, Bradford's law, Lotka's Law, Zipf's law, Gorkova's law, bibliometrics indicators, citation index*

Historical Development

The history of bibliometrics began with its predecessors, statistical bibliography and its components: statistics and bibliography.

I take up briefly these predecessors.

Bibliography was derived from two roots: *biblion*, book; and *graphos* from *graphein*, to write. Webster (1960) defined it as a: "history of books, an **account** of manuscripts… and information illustrating the history of literature", as well as "a list of an author's writings; or the literature dealing with a certain subject or author".

Modern bibliography began in 1564 when George Willer of Augsburg published his catalog of books, a listing for sale be him at the Frankfurt fair [7].

Schneider (as cited in Hertzel [7]) describes, by the 18th century in France, bibliography was "writing about books"; later it was called "the science that deals with literary production", and finally, "the science of books".

Current bibliography may be said to be the result of demands of research, development of numerous journals, and the formation of many socie-

ties, literary and scientific.

Statistics came from the Medieval Latin "*statisticus*" which in turn was derived from the Latin "status" meaning state, position, standing. Some authors define statistics as "The science of collecting or selecting facts, sorting and classifying them, and drawing from them whatever conclusions may lie buried among them".

Statistics may be divided into two areas:

1. Descriptive statistics – Is really a description or compilation of data a form that is clear and usable.
2. Inductive statistics – data pertaining to a sample of a population are used to arrive at a probable conclusion or prediction concerning the whole.

Statistical Bibliography

The historical review says that F.J. Cole and Nellie Eates presented the first recorded study in 1917 in science progress. E.Wyndham Hulme was the first to use the expression "statistical bibliography" in 1922.

But I think that **the pioneers are**:

- ✓ Bibliographia Parisina, 1771-1772
- ✓ Shepard's Citations – Index of citations of federal legislation (USA), appeared in 1873.

Here it is the moment to note the following. Otlet, in 1934, who first applied the term *Bibliometrie* to the technique pursuing the quantification of science and scientists. A pioneer in Information Science and its theory, Otlet insists in the difference between Bibliometrics and Statistical Bibliography, on the basis that, from the very origin, science was measured or quantified by applying statistical methods to information sources.

Alan Pritchard, who first proposed the word "bibliometrics" in 1969 [8] described it as the "application of mathematics and statistical methods to books and other media of communication". In a later article, Pritchard explained bibliometrics as the "metrology of the information transfer process and its purpose is analysis and control of the process" [9].

Definition and meaning

Bibliometrics divided into two words: Biblio – Latin word – "Book"; Metrics – Latin/Greek word – "Measurement".

According to Hawkins [6] bibliometrics is "the application of quantita-

tive analysis in the bibliographic references of the body of literature".

The British Standard Institution defined as "the application of mathematical and statistical methods in the study of the use of documents and publication patterns".

Three are the fundamental laws in bibliometrics.

Bradford's law

Samuel Clement Bradford (1878-1948) was a British mathematician, librarian and documentalist at the Science Museum in London. He was founder of British Society of International Bibliography and President of the International Federation for Information and Documentation (FID).

In 1934 he estimates the exponentially diminishing returns of extending a search for references in science journals. "If scientific journals are arranged in order of decreasing productivity of articles on a given subject, they may be divided into a core of periodicals more particularly devoted to the subject and several groups or zones containing the same number of articles as the core, when the numbers of periodicals in the core and succeeding zones will be as

"1 : n : n2 : n3 …"

Bradford's law is also known as Bradford's law of scattering and as the Bradford distribution.

Lotka's Law

In 1926, Alfred Lotka formulated his power law (known as Lotka's Law) describing the frequency of publications by authors in a given field.

The number of authors that publish a certain quantity of works is inversely proportional to the square of these works:

$$A_{(r)} = \frac{A_{(1)}}{R^2},$$

where A (r) is the number of authors that publish R works, R is the number of works that an author publishes, and A (1) is the number of authors that publish only one work.

Zipf'law

The law is named after the American linguist George Kingsley Zipf

(1902–1950), who first proposed it in1935.

The law states "the frequency of any word is inversely proportional to its rank in the frequency table."

"Zipf's Law" is the name is also known as the "Rank-Size Distribution".

f.r = const,

where: f – the frequency of any word in the text; r – the rank of the word in the frequency table; const – empiric constant.

Bibliometrics indicators

The term *bibliometric indicators is often used to note the fact* that the results describe a too complex reality to be measured merely by statistics or numbers.

✓ ***Number of publications and citations***

Two very basic bibliometric indicators are the number of publications and citations during a specific time period. These two indicators do not compensate for the size of the publishing unit or the document type of the publications. However, they can be useful to someone with knowledge of the research area under study, especially if the indicators are used to compare similar research units or as a complement to other bibliometric indicators.

✓ ***Number of publications and citations per researcher***

Publication and citation counts in relation to the number of active researchers or employees at the studied unit are two somewhat more refined indicators of scientific production and impact.

✓ ***Performance indicators based on a relative number of citations***

1. *Publication year* – citations accumulate with age which means that older articles are more highly cited.
2. *Document type* – The number of citations to different document types varies significantly. Review articles, for example, generally receive more citations than regular articles.
3. *Subject* – the citation patterns are different in different research areas.

The important indicators are:

Impact factor (IF) = C/D

C = number of citations received in current year by papers published in the journal in the previous two years divided by D = number of papers published in the journal in the previous two years.

The immediacy index (ImI) is calculated based on the papers published in a journal in a single calendar year.

Immediacy index = A/B

A = the number of times articles published by the journal in 2005 were cited in indexed journals during 2005

B = the number of articles, reviews, proceedings or notes published by the journal in 2005

Half-life (t½) is the time required for a quantity to fall to half its value as measured at the beginning of the time period. In physics, it is typically used to describe a property of radioactive decay, but may be used to describe any quantity which follows an exponential decay.

History of citation index

Eugene Garfield is very important to understand the development of bibliometrics.

- ✓ Idea of citation index of scientific journals has been proposed by Eugene Garfield in **1955.**
- ✓ In **1960** Institute of Scientific Information (ISI), founded by Garfield introduced the first citation index of journal articles.
- ✓ In **1963** ISI edited experimental variant of Science Citation Index (SCI).
- ✓ SCI have been regularly edited since **1964**.
- ✓ **1992** – Thomson acquires Institute for Scientific Information (ISI), a leading provider of information for Scientific Information (ISI), a leading provider of information for researchers.

Science Citation Index (SCI)

- ✓ SCI covers more than 6,650 journals across 150 disciplines.
- ✓ Find high-impact articles from peer-reviewed, influential journals.
- ✓ Uncover relevant results in related fields.
- ✓ Keep up with the latest developments in your field, helping you pursue successful research and grant acquisition.
- ✓ Identify potential collaborators with significant citation records.

Social Sciences Citation Index

- ✓ Overcome information overload and focus on essential data from 2,474 of the world's leading social sciences journals across 50 disciplines
- ✓ Find high-impact articles from peer-reviewed, influential journals.
- ✓ Uncover relevant results in related fields.

- ✓ Discover emerging trends that help you pursue successful research and grant acquisition.
- ✓ Identify potential collaborators with significant citation records.
- ✓ Integrate searching, writing, and bibliography creation into one streamlined process.

Arts and Humanities Citation Index

- ✓ Overcome information overload and focus on essential data from over 1,395 of the world's leading arts and humanities journals.
- ✓ Find high-impact articles from peer-reviewed, influential journals.
- ✓ Uncover relevant results in related fields.
- ✓ Discover emerging trends that help you pursue successful research and grant acquisition.
- ✓ Identify potential collaborators with significant citation records.
- ✓ Integrate searching, writing, and bibliography creation into one streamlined process.

Journal Citation Repo

- ✓ JCR ranks thousands of scholarly and professional journals within their discipline or subdiscipline.
- ✓ Librarians can support, evaluate and document the value of their library research investments.
- ✓ Information analysts and bibliometricians can track bibliometric and citation trends and patterns

Why choose Journal Citation Reports

- ✓ Sort journal data by clearly defined fields: Impact Factor, Immediacy Index, Total Cites, Total Articles, Cited Half-Life, or Journal Title.
- ✓ Sort subject category data by clearly defined fields: Total Cites, Median Impact Factor, Aggregate Impact Factor, Aggregate Immediacy Index, Aggregated Cited Half-Life, Number of Journals in Category, Number of Articles in Category.
- ✓ View a journal's impact
- ✓ Understand a journal's citation influence and prestige Visualize impact factor by journal category
- ✓ Rank journals

Web of Science

Web of Science Authoritative, multidisciplinary content covers over 12,000 of the highest impact journals worldwide, including Open Access journals and over 150,000 conference proceedings. You'll find current and

retrospective coverage in the sciences, social sciences, arts, and humanities, with coverage to 1900.

Overcome information overload and focus on essential data across more than 250 disciplines.

Web of Knowledge

Thomson Reuters (formerly ISI) Web of Knowledge is today's premier research platform, helping you quickly find, analyze, and share information in the sciences, social sciences, arts, and humanities. You get integrated access to high quality literature through a unified platform that links a wide variety of content and search terms together, creating one common vocabulary and one seamless search.

SCOPUS

- ✓ Scopus is the world's largest abstract and citation database of peer-reviewed literature.
- ✓ Contains 47 million records, 70% with abstracts.
- ✓ Over 19,500 titles from 5,000 publishers worldwide.
- ✓ Includes over 4.9 million conference papers.
- ✓ Provides 100% Medline coverage
- ✓ Offers sophisticated tools to track, analyze and visualize research.

Google Scholar

Google Scholar uses the popular Google search engine to enable searches for scholarly materials such as peer-reviewed papers, theses, books, preprints, abstracts and technical reports from broad areas of research. It includes a variety of academic publishers, professional societies, preprint repositories and universities, as well as scholarly articles available across the web. Google Scholar includes full text and citations. Some links to full text ask for payment.

What is bibliometrics?

- ✓ One of many quantitative methods for assessing research impact
- ✓ A range of analyses of publication and citation counts and patterns
- ✓ Widely and increasingly used, controversial, of more use in some research areas than others, often contrasted with qualitative peer-review.

Who needs to know about it?

- ✓ University management, research offices, and other reputation managers.

- ✓ Heads of individual academic units and research groups.
- ✓ Individual researchers needing to apply for grants and advance careers.
- ✓ Library and information service staff providing research support.

Today, bibliometrics is applied to a wide variety of fields [5]:

- ✓ the history of science, where it elucidates the development of scientific disciplines by tracing the historical movements that are revealed in the results obtained by researchers;
- ✓ the social sciences, where, by examining scientific literature, it underpins analysis of the scientific community and its structure in a given society, as well as the motivations and networks of researchers;
- ✓ the documentation, where it can count the number of journals per library and identify the journals that constitute the core, secondary sources and periphery of a discipline (by analysing the quantity of journals needed to cover 50 per cent, 80 per cent or 90 per cent of the information in a given area of science;
- ✓ the science policy, where it provides indicators to measure productivity and scientific quality, thereby supplying a basis for evaluating and orienting R&D.

Opportunities, Benefits

- ✓ bibliometrics become an addition to responsibilities and widens the competencies of libraries and librarians.
- ✓ the expanded role of librarians has increased visibility of university libraries in the wider academic context.
- ✓ increased cooperation with university management leads to libraries
- ✓ becoming more involved in central university management processes, which is clearly felt to increase the influence and prestige of libraries within their parent institutions.

…and Risks

1. The competencies in the field of librarianship. While a competency concerning bibliographic data, as well as the management of large document collections, is mentioned as reason for libraries to implement bibliometrics analyses, some respondents raised concerns about lack of competency in advanced statistical methods in general and bibliometrics indicators in particular.

2. Do the competencies of the librarians make them legitimate as evaluators of scholars in different fields at the university?

3. The danger of the library being associated with ‘bad’ results of de-

partments not performing well according to the bibliometrics indicators [3].

New application of Bibliometrics

The bibliometric law could be applied not only for document's studying, but for studying reader's interest and needs too.

Bradford Law

If readers or users are arranged in order of decreasing search of articles on a given subject, they may be divided into a nucleus of readers more particularly devoted to the subject and several groups or zones containing the same number of readers as the nucleus, when the numbers of readers in the nucleus and succeeding zones will be as 1) $n:n^2$. A core of readers on given subject, relatively few in number, that consists approximately one-third of all the publications, 2) a second zone, containing the same number of readers as the first, but a greater number of publications, and 3) a third zone, containing the same number of articles as the second, but a still greater number of readers. The most used publications have been determined by means of these zones of readers because these journals are necessary for the regular library users.

Russian scientist Alekseev proposes in conditions of financial crisis the following decision - to complete library fund not with the maximum searching journals, but with the journals with minimal cost. This minimal cost has been determined as cost of the given annual complete series divided of its use during the year. All journals have been ranged by the accumulation of this indicator. Bradford law can be applied in this distribution bit the number of journals is replaced with their total cost [1].

Bradford's law has been used as an argument about how to build collections, how to select journals to be indexed in bibliographies, how to measure the coverage of bibliographies, how to solve practical problems related to information seeking and retrieval, and by Bradford himself as an argument for a new way to organize bibliographical work and documentation.

Lotka law

The invariability of Lotka law in lot of fields enables its application for the dissemination of the productivity of given information groups of authors. It is very important for the libraries to know the most prolific authors and to supply the library with their publications.

Zipf law

The application of Zipf law in the document search could be possible by means of the change of pair "resources-results (journals)". The number of the journal from the list of searching journals, ranged by decrease of the number of their search will be in the place of the word rank. We will use number of full text articles in the place of word frequency.

Gorkova law

Average publication growth as an indicator is very important for the library supplying. The Gorkova regularity of the publication growth gives the possibilities to examine the dynamics of the changes in documentary flows (Горькова,1998).. This regularity is a good tool for the arranging of the documentary resources in library depository at least.

Gorkova proposes the following formula:

$$\mathbf{V = \Delta N / N*\Delta t,}$$

where N – number of publications in the basic year;

Δ N – growth for period Δ t;

V – speed of the publications growth, determined by their growth (Δ N) for time Δ t in the relation to basic year (N).

Gorkova law can be used in the study of the dynamic of document flow.

Conclusion cum reflection

- ✓ Bibliometrics is a research method use in library information science.
- ✓ It is a quantitative study of various aspects of literature.
- ✓ The implementation of bibliometrics adds to professional competencies such as bibliographic control, knowledge about metadata and the experience of dealing with large document collections.
- ✓ Libraries taking on more active roles in scholarly communication processes.
- ✓ Librarians should make use of their experiences providing and disseminating their findings in the scientific community.
- ✓ Libraries supporting performance-based funding models for research and encouraging more research activity at universities and university colleges.
- ✓ Bibliometric services should be more represented on library Web sites.
- ✓ Evaluation for an institution should be based on institutional repository created and maintained by the library.

- ✓ The application of bibliometrics may make better the users service thanks to mobile reaction of the varied readers needs. Therefore the library technologies could be changed on the basis of bibliomertics analysis.
- ✓ The realization of users requests involves a lot of activities such as:
  - Study of the information search, revealing of its content, establishment of favorite services;
  - Formation and stimulation of information search, its development if there is readers inertness or episodic of the use of library services;
  - Determination of the number and the structure of reader's groups;
  - Regulation and if it if necessary change of the nomenclature and the content of the services.

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E-GOVERNMENT SERVICES. ACCESS TO PUBLIC INFORMATION AND THE ROLE OF LIBRARIES AND INFORMATION CENTRES

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Abstract

The notion of an E-Government has been to meet the needs of society for quality and easily accessed administrative services supposed to be provided in a manner, time and place convenient to individual citizens and businesses. In the new technological conditions, libraries are not just objects of the process; they are also active subjects as they take part in the process of collecting, storing, disseminating and using accessible information thus facilitating its turning into a valuable public resource which determines the sustainable development of society.

Key words: *e-government, business, citizens, infosphere, university libraries, major trends, transformations*

One of the features at the contemporary stage of development of the human civilization has been the fast-forward progress in the sphere of creation and application of modern technologies, the combination of which is characterized as the new technological revolution. Nanotechnologies, biotechnologies and information technologies as part of the reception, storage, search and dissemination of knowledge have been pointed out as priorities in this revolution. All these technologies develop almost simultaneously and in the future they can be referred to as integration between the types of modern technologies and the creation of a new generation technology, which in its own right will cause great transformations in a lot of aspects of social life related to the reception and dissemination of knowledge.

The notion of an E-Government appeared in the global space in the early 1990s. Its basic aim has been to meet the needs of society for quality and easily accessed administrative services supposed to be provided in a manner, time and place convenient to individual citizens and businesses.

For the first time "*e*-government" was used by President Clinton in 1994 as a key element of his initiative to create a national information infra-

structure. In reality, the initiatives related to the E-Government began with the long-term initiative G-7 Pilot Project for Online Government of 1995. A 1996 report of the Australian Government states that in conditions of disseminating new information technologies, bureaucratic working methods will not be tolerated by citizens. The report highlights the increased demands towards the opportunities to meet their needs [4].

Essentially, the E-Government involves "providing services by the state administration to citizens and businesses through information and communication technologies aiming to expand the free access to public information. Its underlying principle is that it is accessible to every member of society at all time and in every place regardless of the subject's whereabouts" [7].

In the transition period from a traditional to a completely established electronic government, four basic phases have been outlined. There are no clear boundaries in the transition between the different phases:

- ✓ Phase One – organizing the regular presence of a web-site which provides information. Providing and regular updates of information on the Government members, ministers, administration employees as well as phone numbers, addresses, consultation hours, etc.
- ✓ Phase Two – Organizing a mode of interactive contact with citizens and businesses. At this stage, citizens and business have the opportunity to receive government publications, jurisdictional documents, new information.
- ✓ Phase Three – processing transactions. At this stage the user can receive specialized data, work with forms and formats, sign them electronically, make appointments with state employees and participate in e-forums.
- ✓ Phase Four – active transition to new technologies and applications that maintain the possibilities for using inter-departmental information and new kinds of services. Citizens can obtain visas, passports, birth and death certificates, licenses, authorizations and other transactional services. The Government web-site becomes a portal with direct access of citizens to governmental divisions and services.

Up until 2003 only a few specialists define a fifth phase, where all governmental services and links will be implemented through the governmental portal and the users will be provided with each single service. Boundaries between governmental divisions are very flexible here, which allows for new governmental properties, organization of its activities and administration functions. We speak of "virtual management" and "virtual bureaucracy" [4].

There are three basic E-Government applications:

- ✓ Administration-business applications, usually relating to economic fac-

tors and development trends. This is business and state agencies interaction at all levels – local, regional and state.

- ✓ Administration-citizen applications providing information on the services that facilitate links between society and state agencies and enabling the feedback with administration employees.
- ✓ Administration-administration applications which increase the quantity, the quality and the speed of data exchange between the different levels of state administration and different agencies [2].

The countries that are most ahead in the *e*-Government project development the level of e-services implementation includes:

- ✓ access to governmental information;
- ✓ on-line interaction with the government within the public access programs;
- ✓ on-line discussion of social issues with and between citizens;
- ✓ on-line discussion of issues with experts and government employees;
- ✓ coming up with suggestions on different issues initiated by the government;
- ✓ voting on different topics or issues.

It is this social necessity of collecting, storing and dissemination of built-up human knowledge that have defined the essence, the role, structure and functions of libraries from the time they first came into being until today.

In modernity, entering the era of society of knowledge, it is through the constant development and implementation of new technologies that the mission and the identity of the library change, which increases its significance as a medium between information, knowledge and users in a dynamically changing world.

In the 11^{th}–13^{th} C. the European monasteries and cathedrals start to establish little libraries and scriptoria for book copying. As time went by, those were gradually transformed into focal educational centers.

The oldest university in Western Europe was established namely as a inheritor of a similar center from the Notre-Dam in Paris, France. This structure gained the characteristics of a university in the mid-13th C. allowing the people who studied there (by founding a corporate union of students) to elect their own rector and have their own institutional seal, and the final structure of the modern university that we know today was formed in 1257 with the decree of Robert de Sorbonne later also known as "The Sorbonne" [1].

A major circumstance that led to such turn of events was the library. It was the place where the first corporate union of students was formed – organized readings and interpreting book content.

The advent of the Internet and the development of the information and communication technologies of the late 20th Century faced all libraries with new challenges and the rethinking of their role and significance in the contemporary education and scientific development of a knowledge-based society.

The specific historical period and social needs have defined the aims of the library as an institution. Regardless of that, however, in its history and development, the library has always had three basic functions which have defined its essence:

- ✓communicational – providing the link between documents, information and knowledge and library patrons;
- ✓cumulative – gathering different in shape and content documents created at different times and spaces by different authors;
- ✓memorial – storage of cumulated documental heritage and knowledge of the future [3].

The change of the contemporary social infrastructure also defines the change of the place and role of libraries in the information space so that they respond to the current social needs. The three basic library functions are preserved but they change and update the activities whereby they are implemented.

Today, the development of information technologies and the increasing information needs of library patrons impose a change in the paradigm of the library and information activities as well as the transition of the libraries themselves from "keepers of knowledge" to "portals to global knowledge".

The traditional library functions are enriched with new directions of its development regarding its transformation into an information center, whose main aim is not only to inform, but also to instill in people spirituality and development of the skills that a person needs for the present day and the day of tomorrow; to provide equal opportunities for access to information and conditions for using information resources and knowledge, scattered in space and time.

Being book storage in the past, the library today – in the century of information, has established itself as one of the most important institutions, closely linked to cultural, social, political and economic factors impacting its activities.

The vision of the role of libraries in the modern society found in international documents has placed them as a key unit of the infosphere.

The development of automation and the implementation of new information technologies enable the developments in the sphere of improving and modernizing the work in university libraries, which are one of the most important means of forming a convenient information environment with a high

concentration of information products.

Among the basic factors influencing the innovation processes in university libraries are:

- ✓ Using modern information technologies in all library processes therefore creating local and corporate information and library networks providing the role of the library in the worldwide information space;
- ✓ The modification in the structure of information and library resources and the increased use of electronic information storage devices;
- ✓ Dynamic change of the structure of social and information needs and the technical possibilities for meeting these needs in libraries (particularly in university libraries);
- ✓ Acquiring library management technologies and the marketing tools;
- ✓ Developing self-sufficient economic activity at university libraries;
- ✓ Consolidating library organizations and developing new forms of professional communication.

The library and information infrastructure can formulate the following development principles:

- ✓ A change in the library concept – increasing electronic issues in the book stock and offering access to electronic databases;
- ✓ A growing use of electronic catalogues and virtual libraries;
- ✓ Transforming the ideology and technology of book stock supplies;
- ✓ Transforming the process of providing library services – remote access to information resources.

The main function of the administrative and technological library activity today is the electronic resources management. The role of the new type of library in the development of an information society is evident as well as the growing importance of its social, humanitarian and educational functions.

Contemporary libraries should directly cooperate for the global informational processes in society such as: ensuring access to national information resources, the formation of information thinking and an increase in the level of social information provision. Therefore, there are serious changes in one of the basic library functions – i.e. the informative function.

Today's libraries are aware of the role of navigators in the endless massif of information and this makes them different from the rest of the communication and social structures since the idea of access to information prevails over the idea of owning information. This in its behalf includes not only awareness of the information "market", but also the ability to assess the quality of the provided goods and services in order to make the right choice

whereby the patrons will be provided with exact and truthful information.

Orientation in and assessment of information resources and the access to such resources are the information function of the libraries in modern conditions. This is the foundation of innovative changes in the content, organization, technologies, forms and methods of information activity in libraries.

It must be noted that innovation processes at libraries come as a result of the social demands and needs. Due to this fact, libraries change both its organizational and functional structure and its connections and relations with their environment. The majority of library innovation processes can be divided into five basic groups:

- ✓ Communication and social processes related to the change in the paradigm of the relations library-society;
- ✓ Tools and technological processes orientated towards using modern and electronic technologies when forming the information and resource basis of the library and the system of library and information services offered to patrons;
- ✓ Functional and content processes related to the expansion of the field of functionality at libraries as information, cultural and educational institutions included as an infrastructural component of the spheres of social activity;
- ✓ Organizational and managerial processes ensuring the implementation of new forms and methods of library management;
- ✓ Economic processes, orientated towards the acquisition of tools for economic activity in the library as a subject of market information products and services on the one hand, and as a non-profit organization in the socio-cultural sphere on the other hand [6].

The major trends in the development of the library and information structure today are:

- ✓ The modified concept of the role of the library as a system and as a social center in the information society, as well as the new forms of work at the library;
- ✓ The development of the information and communication technologies as a platform of the information society and the society of knowledge, as well as their use in the library and information environment [5];
- ✓ Electronic information, e-libraries, Google;
- ✓ Copyright law in the context of electronic and information technologies development.

In modernity, traditional libraries have developed, modified and improved but the change in their role in the information society is linked to two

types of transformation:

- ✓ transformation in the type and content of library book stock;
- ✓ transformation of processes and service technology.

In 2006 the Microsoft information bulletin "The Role of Modern IT for Social and Economic development" the ICT were defined as "technologies transforming social lives enabling the growth of world economy. That is why their effective use is on the list of priorities facing the world leaders today."

In the modern conditions libraries change their activities and priorities related to the access to knowledge and expand the field of services they offer. There is a process of rethinking the library functions in the era of informatization of the society and the transition from managing flows and massifs of documents to the management of information itself. A considerable influence on the change of relationships between the library and society and the transformation of the library environment has been exerted by the process of informatization. In the new technological conditions, libraries are not just objects of the process; they are also active subjects as they take part in the process of collecting, storing, disseminating and using accessible information thus facilitating its turning into a valuable public resource which determines the sustainable development of society.

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TOPIC 4.
PRESERVATION AND ACCESS TO CULTURAL HERITAGE. DIGITAL LIBRARIES

EUROPEAN UNION CULTURAL POLICIES AND STRATEGIES

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Abstract

The context in which EU cultural policy is developed is changing the landscape in which citizenship assumes a meaning. This context is bringing cultural participation and cultural policy into greater focus. European Union's cultural policy has a new role to play in the new citizenship landscape. In order to perform as a democratic cultural policy it will need to define the conditions of equity and fairness for cultural participation. As a result, the concepts – explicit and implicit – that have framed cultural policy need to be tested against the world we now inhabit. Some will no longer be found meaningful and others will evolve so that governmental and non-governmental organisations can develop better frameworks for responding to today's needs and opportunities.

Key words: *European Union, cultural policy, strategy, European Funds, regions, trends.*

Cohesion Policy of the European Union for 2007-2013 intends to strengthen economic and social cohesion of the community in relation to the harmonious, balanced and sustainable development of the Community by reducing economic and social territorial disparities which have arisen in the lagging countries and regions and accelerate their economic and social restructuring.

The goal – the European Regional Policy co-funded by ERDF aims to strengthen cross-border cooperation through joint local and regional initiatives, strengthening transnational and interregional cooperation. It will support activities leading to integrated territorial development linked to Community priorities, strengthening regional cooperation and promoting exchange of experience at the appropriate level. The ultimate goal of cooperation in Europe is to integrate areas divided by national borders that face common problems requiring common solutions [5].

Cultural Corridors of South-Eastern Europe

These are preserved until today axes of ancient cultural and economic ties in the region that include tangible and intangible cultural heritage of the countries and peoples in this part of Europe. These cultural corridors in recent years are regarded as a unique cultural phenomenon that opens up new political, economic and social opportunities for developing countries in the region. On the one hand, they represent a system of cultural and historical ties created by cultural exchange and dialogue between countries of the region. On the other hand they can become a comprehensive cultural and tourist product, which includes a cultural values and the tourism, transport and information infrastructure.

Examples:

- ✓ Cultural Corridors with a specific theme - archaeological sites;
- ✓ Cultural Corridors with a specific theme – fortress Cultural;
- ✓ Corridors with a specific theme - monasteries and religious centres;
- ✓ Cultural Corridors with a specific theme - folk architecture;
- ✓ Cultural Corridors with a specific theme - World Heritage Cultural route "back Millennium" - network development;
- ✓ Cultural route "back Millennium" - development axis transport corridor № 9;
- ✓ Cultural route "Rhodope – Holy Mountain".

Mobilizing culture and heritage as a resource for regional development

Presentation of the initiative "A Soul for Europe", launched in 2008 in Berlin and supported by the European Commission and European Parliament.

It includes as member states of the EU and countries outside the EU.

Bulgaria is among the member states from Eastern and South-eastern Europe together with Lithuania, Romania, Slovenia and Hungary.

This initiative aims to attract local, regional and national authorities in mobilizing culture and heritage as a resource for regional development.

European funds as a tool for development and support of cultural policies

- ✓ European Regional Development Fund (OP “Regional Development“);
- ✓ Operational Program ”Competitiveness”, OP “Environment“;
- ✓ Operational Program “Transport“;

- ✓ Operational Program “Technical Assistance”;
- ✓ European Social Fund (OP “Human resources“, OP “Administrative Capacity”);
- ✓ Cohesion Fund (OP “Environment protection“, OP “Transport”)

Other programs that provide funding opportunities for support of cultural policies and cultural tourism (examples from Bulgaria as Member State of EU):

- ✓ Cross-border cooperation at the external borders of the European Union: Bulgaria – Turkey, Bulgaria – Republic of Macedonia, Bulgaria – Serbia. These three programs are financed by the ERDF and the Instrument for Pre-Accession Assistance (IPA) of the EU;
- ✓ Program for the Black Sea, funded by ERDF and the European Neighbourhood and Partnership Instrument (ENPI);
- ✓ Transnational cooperation program in Zone "Southeast Europe" (South East European Space);
- ✓ Interregional Cooperation Program INTERREG IVC;
- ✓ INTERACT II program for operational support;
- ✓ ESPON 2013 Operational Program (European surveillance network planning);
- ✓ Operational Program URBACT II.

European funds-tool interaction and adjustment of regional cultural policies in supranational integration includes [4]:

- ✓ Mechanisms for implementation of regional cultural policy in the EU;
- ✓ The contribution of culture to local and regional economic development as part of European regional policy;
- ✓ Participation and contribution of public libraries in the implementation of regional cultural policies;
- ✓ The role of "community centers" in the implementation of regional cultural policies;
- ✓ National programs to support creative projects in the regional culture.

Culture and the Policies of Change

The cornerstone of cultural policy in Europe – the concept of democratizing culture – was laid in the period after the Second World War. It responded to an urgent need to protect human rights, to rebuild democracy and to heal divisions within the European space. Much has done since then to achieve these goals, though there can be no complacency in a world faced by complex new problems [6].

But Europe in 2012 is very different from Europe in 1950. Its people,

society, politics, security, technology, environment and economy – all have changed profoundly. And those changes have been reflected in and shaped by its changing culture. Or cultures: even the uncertainty about whether we can speak today of a single culture is a sign of the distance we have come.

As a result, the concepts – explicit and implicit – that have framed cultural policy need to be tested against the world we now inhabit. Some will no longer be found meaningful and others will evolve so that governmental and non-governmental organizations can develop better frameworks for responding to today's needs and opportunities.

The Effects of the Economic Crisis on Cultural Policies in Europe

The scope of the crisis is more varied across Europe than one normally perceives. Consequently, the effects on culture range from paralysing blows to transient nervousness. Sensitivity and differentiation is therefore required in its interpretation and treatment; solidarity is sometimes discovered to be in place.

Effects have appeared at a differing pace. Some changes began years earlier and were reinforced by the actual crisis. Places (e.g. America) and fields of culture that depend more closely on businesses were affected more by the sudden halt of the economy in 2008.

By 2010 public deficits became the main concern of governments in Europe, which has touched subsidized culture en masse – in fact, the major part of European culture [3].

The real issue is to find out whether the effects will lead to fundamental, lasting changes in Europe's cultural environment. Even earlier this year there were grounds to believe that cataclysmic changes would be surmounted, that the crisis effects have only been exaggerated by panic, and that most things would flow basically as they used to. After a normalization period (a term that sounds unnerving to many ears in east Europe), a return to former ways will prevail, regression to familiar habits, values, procedures and mechanisms, both in cultural policy and in the life of the sector.

Trends for the future

There is a "wider European horizon", which we can not and do not consider that outlines the factors and processes influencing the formation of international cultural policy in European countries as well as direct results of that [1]. I could summarize this:

- ✓ new political environment and the "European cultural area";
- ✓ new economic realities - the dwindling state funds for international cultural cooperation and reorganization of the administration;
- ✓ preservation and presentation of cultural diversity - the emergence of multicultural dimension in international cultural policy pursued in many countries;
- ✓ cultural policy and economic goals, developing in harmony – the development of national cultural industries;
- ✓ strengthen the role of regions and cities and promote cross-cultural connections;
- ✓ exchange of ideas – cultural cooperation is seen not only as an exchange of cultural goods and services but also as an opportunity to exchange ideas and best practices.

The general trend in Europe is to transfer services, powers and resources from central to regional and local levels of government in accordance with the subsidiarity principle.

Conclusions

Europe has much strength: talent and creativity of its citizens, a strong industrial base, vital services sector, strengths values, democratic institutions, respect for our economic, social and territorial cohesion and solidarity and the environment, our cultural diversity [2]. Europe has the greatest chance of success if it acts collectively – as an Union. The new expectations are connected with the next period in EU policy and strategy (2014-2020) whose priorities have to comply with “Europe 2020”.

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DIGITAL LIBRARY

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Abstract

The challenge of digital medium is in deciding how to use all its possibilities. Access to, and searching of, publications can be increased without the limitations of time and space. Hence the future libraries will be increasingly user-centered. Even e-book is perceived as a service and not an object or product of a publisher. Special challenge for librarians is to construct a digital library website.

Key words: *e-publications, e-books, e-journals, analogue (printed and non-book) materials, Europeana*

Library is by its definition a collection or group of collections of books and/or other print or non print materials organized and maintained for use [1]. Having the two main components - library material and library users – in mind it is very likely that due to application of information and communication technology (ICT) models of future libraries are subject to constant changes. The changing nature of the book renders the task of defining digital library model quite difficult.

What can the history of the book tell us about its future? We can recognize it as container of content from stone slabs, papyrus scrolls, and acid free paper to electronic bits.

At the end of the twentieth century a book was still defined in accordance with the 1985 UNESCO recommendation as a ‘non-periodical publication of at least forty nine pages, exclusive of cover pages, published in a particular country and made available to the public’. This definition was adopted in the ISO 9707:1991. At the onset of the digital era, as early as 1978, a revision of the ISO standard was proposed to define the book "as any medium to be read". There are some milestones in the infancy of electronic book. For sure, the first e-books did exist even before the introduction of the term 'elec-

tronic book'. The first electronic publication came into existence in the 1980s of the 20th century in the form of the plain text e-mails. In the years 1994-1995 the first electronic journals appeared. Web distribution started in 1995-1996. It was possible to use the rich format PDF, to embed links in the text and take the advantage of multimedia tools. It was not until 1999 that the e-book began to gain more importance on the book market, primarily in the United States. Since then it has been an object of interest for publishers, librarians and book traders, and also of professionals outside the traditional book sector, information scientists and lawyers, who are trying to formulate the rules for its successful management. Today it is present in different formats and business models in many countries. Terms adopted as a synonym for the term e-book (already widely spread) in many languages are the best evidence of the stage of its spreading: Bulgarian – електронна книга (е-книга), Croatian – elektronička knjiga (*e*-knjiga), French – livre numérique, German – elektronisches Buch and Turkish – ekitaplarin.

On the basis of research it is possible to define the e-book as a publication consisting of one or more files of monographic character available to the public online or in a physical form (on CD-ROM and the like physical carriers). An electronic book is required to have an ISBN, either as its only identifier or as a part of the DOI (Digital Object Identifier) and URN (Uniform Resource Name) identifiers specific to electronic materials. An e-book may be available in various formats, PDF and *e*Pub being preferred. The recommendation is for every format of an e-book to carry its own ISBN. In the age of intensified standardization it has become clear that the e-book, primarily a cultural asset, becomes a commodity. Although taxes have been present in the industrial world for a long time some national policies recognize the specificity of the book and provide for tax exemptions in the case of printed books. Consequently in most countries the VAT rate is reduced for printed books, but the delivery of e-books and *e*-journals is still subject to high VAT rates.

The possibility of publishing on electronic media brought changes to the whole book chain consisting primarily of publishers, distributors and librarians.

The initial stage of preparing an e-book involves procedures which are not any different from those in traditional publishing. They are selection of text, editing, proof reading or typesetting. In electronic book production, book lay out is accomplished by using software to transform computer files ready for publication online or in physical form. Some notions from traditional publishing such as copy, print and edition (the total number of copies produced from a single copy as a matrix) do not apply to *e*-books accessible online. An edition is a product of monographic content that includes suffi-

cient contextual differences relative to same or similar contents with the same title. New edition is defined by changes in format of the computer file and/or changes of content other than a new form of packaging.

It is obvious that today's libraries select and acquire analogue (printed and non-book) materials by carefully defined criteria and enable access to digital materials locally and by means of gateways. The hybrid library can be viewed as a transitionary stage in the progression from physical to wholly digital libraries. Apart from digital collections developed under the management of traditional libraries, thousands of digital collections are available online, many of them free of charge. The question is frequently posed whether they meet the criteria of a digital library. Collecting, processing, preserving materials and providing access have been perceived as main library functions for centuries. They are obviously inherent to the digital library as well and may be looked for in detecting a digital library. It consists of *e*-publications like e-books and *e*-journals as well as of their component parts like articles and chapters and other digital objects. Literature offers a large variety of definitions of such a library. According to Waters [2] digital libraries are organizations that provide the resources, including the specialized staff, to select, structure, offer intellectual access to, interpret, distribute, preserve the integrity of, and ensure the persistence over time of collections of digital works so that they are readily and economically available for use by a defined community or set of communities. The challenge of digital medium is in deciding how to use all its possibilities. Access to, and searching of, publications can be increased without the limitations of time and space. Hence the future libraries will be increasingly user-centered. Even *e*-book is perceived as a service and not an object or product of a publisher. Special challenge for librarians is to construct a digital library website.

Report on the workshop

The aim of the seminar was to show to students some examples of digital libraries. Afterwards student were expected to design a digital library web site. Examples shown were: Project Gutenberg (http://www.gutenberg.org), Europeana (<http://www.europeana.eu/portal/>), International Children Digital Library (<http://en.childrenslibrary.org/>), DART Europe E-These Portal (<http://www.dart-europe.eu/basic-search.php>), World Digital Library (<http://www.wdl.org/en/>), Croatian Cultural Heritage Portal (<http://kultura.hr/eng>). Students were told some general information about each library.

Project Gutenberg is the first and largest single collection of free electronic books, or *e*Books. Michael Hart, founder of Project Gutenberg, invented *e*Books in 1971 and continues to inspire the creation of *e*Books and

related technologies today. Project Gutenberg mission statement is to encourage the creation and distribution of *e*Books.

Europeana is a single access point to millions of books, paintings, films, museum objects and archival records that have been digitized throughout Europe. It is an authoritative source of information coming from European cultural and scientific institutions. Europeana enables people to explore the digital resources of Europe's museums, libraries, archives and audio-visual collections. It promotes discovery and networking opportunities in a multilingual space where users can engage, share in and be inspired by the rich diversity of Europe's cultural and scientific heritage.

The mission of the International Children's Digital Library Foundation (ICDL Foundation) is to support the world's children in becoming effective members of the global community who exhibit tolerance and respect for diverse cultures, languages and ideas by making the best in children's literature available online free of charge. The Foundation pursues its vision by building a digital library of outstanding children's books from around the world and supporting communities of children and adults in exploring and using this literature through innovative technology designed in close partnership with children for children.

DART-Europe is a partnership of research libraries and library consortia who are working together to improve global access to European research theses. DART-Europe is endorsed by LIBER (Ligue des Bibliothèques Européennes de Recherche), and it is the European Working Group of the Networked Digital Library of Theses and Dissertations (NDLTD). The DART-Europe partners help to provide researchers with a single European Portal for the discovery of Electronic Theses and Dissertations (ETDs), and they participate in advocacy to influence future European e-theses developments. DART-Europe offers partners a European networking forum on ETD issues, and may provide the opportunity to submit collaborative funding applications to achieve DART-Europe's vision for ETDs.

The World Digital Library (WDL) makes available on the Internet, free of charge and in multilingual format, significant primary materials from countries and cultures around the world. The principal objectives of the WDL are to:

- ✓ Promote international and intercultural understanding;
- ✓ Expand the volume and variety of cultural content on the Internet;
- ✓ Provide resources for educators, scholars, and general audiences;
- ✓ Build capacity in partner institutions to narrow the digital divide within and between countries.

The Croatian Cultural Heritage project is a national project for the digitization of archival, library and museum material. It is intended to encourage the creation of new digital contents, improve its accessibility and visibility, and promote a systematic and even approach to the digitization of holdings in cultural institutions. The project was initiated by the Ministry of Culture of the Republic of Croatia, and the project leaders are the National and University Library in Zagreb, the Croatian State Archives and the Museum Documentation Centre pursuant to the Agreement on Cooperation signed in March 2007. The Croatian Cultural Heritage portal offers search and access to all types of collections of digitized material in Croatian museums, libraries and archives, whether produced within the scope of this project or only registered and described in it. You can search and examine collections thematically, chronologically, or by type of material, location, area or important personalities, things or events to which they refer. Institutions and persons engaged in digitization of material on the portal can find guidelines and instructions for digitization and similar professional material which can help them in preparing and managing digitization projects.

After presentation student were given assignment to create a digital library web site. Students were divided into four groups, and each group should create their own digital library. They were given 25 minutes to sketch (on the paper) their digital library web site, and afterwards each group presented their work. Things that students needed to consider while developing a digital library web site were:

- ✓ To decide what kind of library it would be (for children, young adults, university, school, for special field of science etc.);
- ✓ To decide whether it will be open to all or just to the members of the parent institution (open access or paying for access);
- ✓ Whether users need to register to access information or not;
- ✓ What kind of materials will the library collect (books, journals, maps, notes, AV materials, members of the institutions papers, thesis etc.);
- ✓ What should home page of the library look like; what should be on the home page (search box, links, information etc.).

One group created digital library for children web site, one group created specialized digital library for comics' web site and two groups created digital libraries for general public web site. Web site concepts of all digital libraries were very similar. Every digital library web site sketch included name, logo search box, about us section, catalogue, links to other resources, library news, recommendations, log in.

Resources

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DIGITALIZING CULTURAL HERITAGE, EUROPEANA AND PUBLIC LIBRARIES

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Abstract

In this study, first of all, some information will be given about Europeana (European Digital Library), and after that, what Europeana means for public libraries, in other words, new opportunities created by Europeana for public libraries within the scope of the phenomenon of digitalizing will be valued.

Introduction

Institutions which cannot keep up with changes face the risk of exclusion, lagging behind and disappearing like individuals. Basic process of change interesting both individuals and institutions of our world seems to focus on information and communication technologies. There are no fields of social life which are not affected by these technologies. Information management, libraries and public libraries are the leading fields that information and communication technologies affect in the most intensive and quick way. These technologies change every element from technical operations to user services; from arranging information to accessing information in libraries. Digitalizing is a current and contemporary improvement providing libraries as information centers in terms in protecting and accessing information with new opportunities. It is inevitable for public libraries to use this contemporary opportunity and to reflect it in its operations and services. Public libraries just as other types of libraries started offering services with digital sources. Improvement of digitalizing has created Europeana which is European Digital Library. Europeana having the characteristics of digital source platform for the whole world with its approximate 24 million sources means a new opportunity for public libraries.

In this study, first of all, some information will be given about Europeana (European Digital Library) and after that, what Europeana means for public libraries, in other words, new opportunities created by Europeana for public libraries within the scope of the phenomenon of digitalizing will be valued.

Digitalizing Cultural Heritage and Europeana

Digitalizing generally defined as conversion process of physical and analog materials such as paper document, photograph or graphical materials to electronic environment or images stored in electronic environment [1] or information in non-configured form not perceived by electronic systems to configured forms that can be perceived by electronic environment [7] has become the prior agenda topic of several institutions with the heavy increase of content produced in this environment. Digitalizing is practiced for protecting materials which have intellectual value; generalizing information in the cases that high access request is present, saving-repairing against aging of collections which are often used [2,4]. Manuscripts with the universal value, audio-visual materials, and library and archive collections are among the sources that need to be primarily dealt in this frame. Specifying sources in nature of part of cultural heritage defined as concrete and abstract cultural values that need to be transferred to future generations and protected, has appeared as a result of interactions between societies and human's creations since the beginning of history of humanity constitutes another important subject. Cultural heritage is generally qualified with the national and international effect, importance of time and history, value of space and plane importance for humanity, subject and theme, form/shape and social value [International Advisory Committee, 2003, s. 180, Oğuz, 2005]. Protecting materials within cultural heritage and digitalizing in the access of these materials provide important advantages. Within this scope digitalizing is practiced in two ways in the garb of content transfer and recast. Transferring materials to other environments by using new technologies for the purpose of easing access and preventing destruction resulting from frequent usage is possible [Lyall, 1991, Oğuz, 2005].

A general agreement about the necessity of tracking digitalizing effectively and its strategic opportunities is in question. The efforts of digitalizing are perceived as 'a vital activity' in order to protect Europe's common cultural heritage, provide citizens with a better access to this heritage, form instructional programs about the related field and improve electronic content industry. This critical role of digitalizing was recognized inside *e*Europe 2002 Action Plan by Member States of the European Union in June 2000 Feira European Council [Pulman XT, 2004]. European Commission started the establishment process of the European Library about protecting and accessing cultural heritage with the interference of six member countries in 2005. The first prototype of Europeana [5] supported by *e*Contentplus Program and European Digital Library Network with its original name as European Commission within the frame of i2010 politics appeared in 2007 and was officially founded on 20 November 2008 [5].

Political vision of Europeana formed in order to provide access from a single point to European cultural heritage has been stated as following by European Commision:

> *Creation of European digital library, Europeana, which is an online, common, multi-lingual access point form Europe's digital cultural materials (books, newspapers, photos, films and visual-audio productions, archive documents, museum materials, architectural and archeological heritage etc.) forms a perfect opportunity to showcase cultural heritage of member countries and provide everybody with access to this heritage. More generally, digitalizing cultural materials of member countries, online accessibility and digital production; taking attraction to cultural heritage, giving inspiration to creation of content and encouraging forming new online services are necessary, these help democratic access to culture and information, improve information society and economy based on information [6].*

Europeana provides access to 23 530 146 digital objects provided by 33 countries in Europe and more than 2200 different institutions including famous libraries, museums, archives and galleries like British Library, Rijksmuseum, Musée du Louvre. Objects have been classified as: text (book, newspaper, letter, diary, and archive documents), image (picture, drawing, photo, painting, map, photos of museum objects), video (film, documentary, telecast) and sound (music; recordings from cassettes, disks or radio broadcasts etc.) France (16%), Germany (15%), Sweden (10%) and Italy (9%) are the leading countries which transfer data to Europeana. America, Asia and Australia except for European countries have a user population who need different information and speak different languages. Europeana provides service to its users with a web interface prepared in 29 different languages. A lot of international projects supported by the European Union have been prepared and are still prepared to improve European in different aspects like content, user, interface, introduction etc [5].

Europeana with its providing opportunity for cultural circulation by making cultural heritage of European countries available for both European countries and other continental countries and thus contributing to improvement of information society, supporting digitalizing trainings and workings to be able to transfer sources, leading practicing information technologies in the field of cultural heritage, helping cultural heritage be put under protection by being digitalized and taking attentions to the subject, with its constant number of sources and users is one of the biggest and most important digital libraries within Europeana cultural heritage.

CALIMERA (Cultural Applications: Local Institutions Mediating Electronic Resources), COINE (Cultural Objects in Networked Environments),

ERPANET (Electronic Resources Preservation and Access Network), NEDLIB (Networked European Digital Library), Minerva Europe, Canadian Heritage Information Network (CHIN), CLIR (Council on Libraries and Information Resources), European Cultural Heritage Online (ECHO) and Online Archive of California (OAC) are only some of the other projects developed to protect cultural heritage and make it accessible over-the-net [Tonta, 2008, s. 7, Deren, 2006, s. 8].

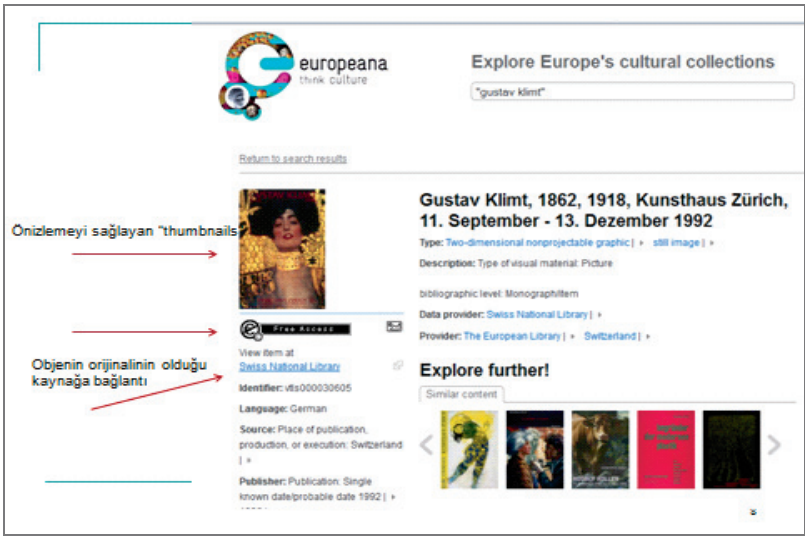

Image 1. Europeana web Page

Digitalizing traditional materials has been an interesting subject especially as a process that supports efforts of creating digital cultural heritage around Europe since the beginning of 2000s. A general agreement that digitalizing provides strategic opportunities in Europe and it should be monitored effectively is in question. Efforts of digitalizing have been perceived as 'a vital activity' for protecting Europe's common cultural heritage, providing citizens' better access to this heritage, forming instructional programs in the related field and improving electronic content industries. All necessary things to be done to transfer data are preparing basic upper data fields (metadata) like title, creature, history and language of objects in electronic environment in the format Europeana requires, providing a small image of the object (thumbnails) for preview and linking electronic address where the original object exists (Image 1). The original object is in the institute or content provider itself. The institution itself decides the conditions like whether the demonstration of the object is free or not, requires membership or not.

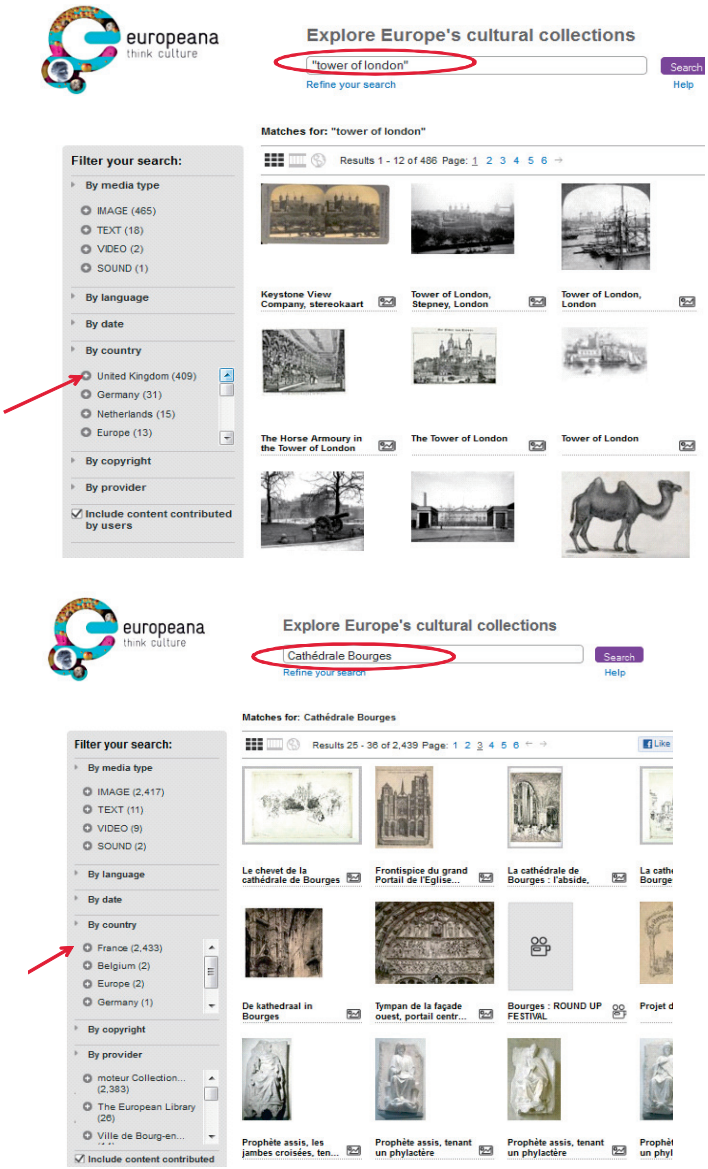

Image 2. Europeana and the list of the images of UNESCO World Heritage Places

Cultural program of UNESCO is about protecting and improving concrete and not concrete cultural heritage in the frame of respect to cultural diversity (UNESCO, 2012). The List of World Heritage Sites has been determined within this scope by UNESCO. For instance "Tower of London" from the United Kingdom, "Piazza del Duamo, Pisa" from Italy, "Cathédrale Saint-Étienne de Bourges" from France take place in this list. (Image 2)

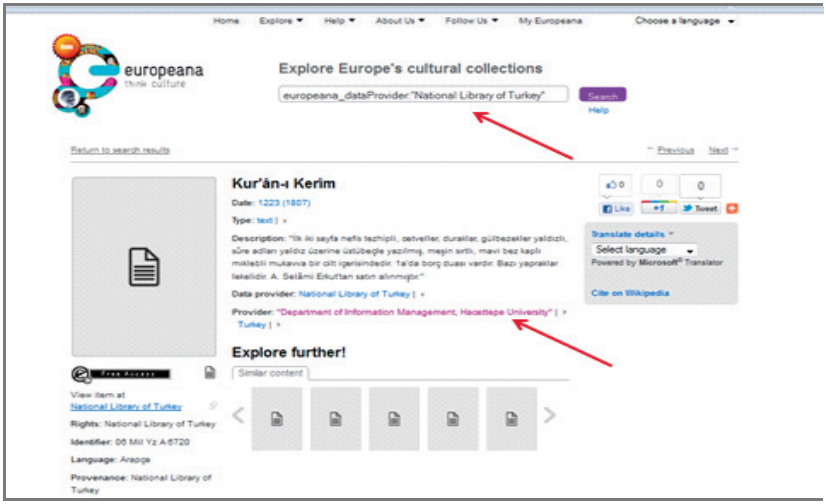

Image 3. A Data which were ingested from Turkish National Library to Europeana

Turkey is represented with Selimiye Mosque and Social Complex, City Karabük Safranbolu, Hierapolis Pamukkale, Xanthos-Letoon, Mount Nemrut, Hattuşaş The Capital of Hitit, Divriği Ulu Mosque and Hospital, Istanbul Historical Sites and Kapadokya Göreme National Park in the list of World Heritage Sites [8].

For instance, when Tower of London was scanned in Europeana, 84% of 486 results was transferred to Europeana from its own country, in other words, the United Kingdom, "Piazza del Duamo" was scanned about 50% of 1 014 results was again from the monument's own country or in other words Italy and "Cathédrale Bourges" was scanned almost all of 2439 results was from France where the cathedral is on 8 May 2012 in Europeana (Image 4).

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Image 4. A Data which were ingested from Turkish National Library to Europeana

Europeana and Public Libraries

It can be said that Europeana will affect operations and services of public libraries. Europeana is a new development which is a new point of view for public libraries or extends and richens current point of view. Even if it seems impossible to predict the factors and changes that will determine its future and permanence in advance, I can be thought as a vocational tool required getting benefit of at this stage.

Effects of Europeana to operations and services to public library can be listed as following:

1. Europeana can encourage using information and communication technologies more often. Such an encouragement or obligation will force the librarian to improve themselves about these technologies and, therefore, increase the occupational quality of the librarian. Thus, librarians will be able to mature on digitalizing.

2. Europeana is a constitution which has focused on cultural heritage and its circulation. The concept “local culture” will be formed in public libraries and librarians that are interested in Europeana and studies to make local culture of the district where services are available that can be original and concentrator for the country and humanity accessible will occur. Europeana can especially encourage conceptual and practical development in countries whose public libraries could not improve the concept of local culture.

3. Europeana will definitely increase efforts of digitalizing and thus protecting and making local culture of public libraries accessible. Public libraries will have to undergo digitalizing process. Such a process will create a new and contemporary service for public libraries.

4. Transferring local culture to digital environment will contribute to globalization of that culture beyond protection of it. Local culture's reaching universal accessibility will increase its value and make it common culture of humanity. In other words, universal access to local culture via digitalizing and Europeana will be provided. Cultural function of public libraries has a characteristic that includes such a development.

5. Local culture is also a part of national culture of a country. Announcing local culture products by digitalizing means reflecting richness of national culture to the world. The importance of such a benefit cannot be discussed for Turkey which has a huge cultural richness but cannot announce it to the world. Public libraries can share richness of local culture with the world as a piece of national culture via digitalizing and Europeana.

6. Efforts of public libraries about digitalizing and Europeana can make them a part of international projects; they can take place in some common projects.

7. Digitalizing and Europeana will cause a lot of culturally qualified information sources that cannot be reached by the users in public libraries to be presented for the service of a very big mass.

8. Being a part of digitalizing, Europeana and international projects extends international point of view in public libraries and generally improve their lack international relations.

Except for Europeana's development direction and process, understanding and efforts of public librarians will be determiner in coming true of the effects lined above. Those suggestions can be offered to public librarians within this scope and related to the subject:

- ✓ First of all, concepts of local culture and local culture heritage in public librarians should be improved and strengthened. For this reason, in-service education opportunities should be created; this subject should be taken under in-service education.
- ✓ Education base of public librarians about digitalizing should be completed. This, in general terms, became an obligation required by not just Europeana but also information technologies.
- ✓ Public librarians should plan recording and digitalizing original local culture of the district where they offer services. This first stage in this frame is to prepare bibliography of culturally qualified studies of the district (book, thesis, article, photo, film, poster, card postal etc.

any type of information). In the second stage, sources whose bibliography has been formed will be acquired. In the third stage, sources found will be required to be transferred to digital environment and metadata fields will need to be formed according to Europeana standards. In the last stage, information sources that are cultural heritage products whose metadata records have been made and which have been transferred to digital environment will be open to access.

- ✓ Public librarians should be courageous about international projects, should not hesitate to join these projects.

Direction and speed of change containing also public libraries seems difficult to predict at least in medium or long term. However, digitalizing and Europeana are the developments which public librarians need to take into consideration to keep up with changes in short term. Keeping up with the changes should not be forgotten to be vital for the existence of occupational identity and future.

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STIMULATION OF READING IN GERMANY – BEST LIBRARY PRACTICES

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Abstract

The stimulation of the reading in Germany is not only a deal of the libraries. More or less it is a mission, in which many other institutions take part. It is supported by the governmental and local institutions – from the Ministry of education, youth and family and the similar local authorities. In some districts such as Lower Saxony the encouraging of the reading is accepted in the educational policy as a strategic goal. There exist also well done long-range programs, in which implementation kindergartens, schools, local authorities and libraries take part.

Key words: *programs for stimulating the reading to babies, librarian programs for toddlers, library programs for children from the kindergarten, library programs for schoolchildren from the primary school, library programs for schoolchildren of different age groups*

Development of new concepts for stimulating the reading in Germany

Kerstin Keller-Loibl specifies in her book three main possibilities for stimulation the reading [8]. The first one is using direct forms to encourage the reading. For example such are the librarian program "Story time" or a meeting with an author etc. The second possibility is to make steps, oriented to the mediator of the reading – parents, teachers, educators, librarians. That includes making list with recommendation of interesting children's books, offering leaflets to the teachers or organizing workshops for some of these groups of mediators. The third possibility to stimulate the reading is campaign. As an example is given the national campaign "Germany reads. Meetings point in the library".

In Germany all these three possibilities for stimulating the reading are

used. In this article are treated the best direct forms for encouraging the reading, because just in these forms is a variety and a lot of interesting moments. The methods, used by the other two possibilities are the same as in other countries.

In Germany there is no single concept for stimulating the reading. The country has 16 districts. Every one of them creates its own methods for direct stimulating the reading. That's why there are various forms, actions and events, also lots of experiments, mostly in public libraries.

Leading role in development of new concepts in this area and for finding forms of cooperation with schools has the *Bertelsmann Foundation*. It funds the projects of public libraries. Since 1995 the *Bertelsmann Foundation* has funded the implementation of series of experiments for stimulating the reading in 5 German public libraries in towns with population of 50 000 to 100 000 citizens.

In the first stage of this project the foundation made an inquiry of the reading habits and existing barriers in reading of almost 5000 schoolchildren from 6 to 16 years old [1]. This enabled to apply new forms for stimulating the reading avoiding the barriers in reading. The project put stress on the cooperation between public libraries and schools. They began together plan forms for stimulating the reading. As a result many libraries have at the end of the project more readers (from 30 to 50 % increase). The best librarian practices were described and published in editions of the *Bertelsmann Foundation* [2, 3]. Now they are used widely in many libraries in Germany.

Significant role in encouraging the reading in Germany has the *Foundation "Reading"*. It supports projects in the field, makes research and publishes the results on a web portal where every library can find materials and examples of good practice for stimulation of the reading. It also searches for volunteers, who want to work on programs, offered by the Foundation, teach them and provide them with materials and ideas how to work with different aging groups.

Programs for stimulating the reading to babies

The pilot project "Start in reading" [4] is successfully implemented in the district Lower Saxony with the support of the Foundation "Reading". It includes programs for encouraging the reading to children from 0 month to 6 years of age. That is an adapted English program with similar title, but realized according to German conditions. The project has three stages of child's development and related with them programs for stimulating the reading to the child. The first stage is from 0 month until the end of the second year. Then all mothers of newborns receive from their doctor an information pack-

age in which are placed materials to help the parents on first reading. In 2013 the parents of children, aged 2 years obtain the second information package in the local public library. After 2016 every first-grader will receive the third information package in school.

The first stage of the project is called *"Baby reading lath" (Baby Lese latte)*. The main idea is that the parents learn how, when and what to read to their babies. The important part of the information package is with advices about reading. For the children of immigrants the text is bilingual. On the lath are published tips for reading to children from 0 month until 8-9 years old. For example the advices for the parents of babies are: "For babies the books are still toys", "The best model for the children is the parent's reading", "By the end of the first year it is recommended the child to turn over the pages of the book and look at the illustrations", "First books must be with thick cover and an image of an object on a page".

This package consist one first book for reading and a brochure for the parents, which explains why reading is important for the child's development. Every mother can find annotations of the best illustrated books for children from 0 until 6 months, first poetry books, finger plays books, first cognitive books, the first stories for children until 2 years. Furthermore she can find annotations of books for the child's development and about child's health and care. Another brochure explains how and when to read to the babies. There is also a leaflet "Come with your baby in the library" and leaflet "How to wake up in your child the pleasure of reading with 7 basic tips for parents.

Each library chooses in self what kind of materials to put in the information package and what promotional materials to order from a specially created for this website [5]. For the libraries were created promotional materials like posters, postcards, notebooks with the logo of the program, paper sheets with schedules of programs in the library, calendars, pads for the computer mouse etc.

The Foundation "Reading" announced that from the beginning of the program in 2008 until 2011 incl. 800 000 information packages were distributed to parents of newborn children. Another similar program is *"Babies with books in Brilon – good start for every child"*. It was applied for the first time at 1.08.2007. Two years later there is a survey with the mothers of babies. It founds, that 90% of the mothers evaluated that the initiative is "good" or "very good". More important is that 85% of them use the lath for measuring the reading and 55% have signed for readers in the city library [8].

In the *public library in Zelle* to the mothers of babies are given as a present a laminated mat. There is also a cup for child's breakfast. On the one

side of the mat the child can see the pictures of fruits, vegetables and a plate with spaghetti. On the other side are printed short poems for children. Among them are poems about vegetables such as spinach, potatoes and red beets, fruits such as apples and plums and dishes such as fish, pasta, bread and eggs. The idea is that the mother may read the child some of the short poems about things, which the child knows.

In the *public library in Bremen* the babies are given a bib with the logo and the name of the library. There is also a notice – "Delicious, read me aloud" and the picture of one raven, who reads a book. The image of the raven is not accidental. The raven is a main character in many books for little children. The mother becomes also a newssheet entitled "Recipes for Reading". There is a logo and the name of the library on it. There is also the image of a little rabbit, which is examined from a doctor. The recipe says – "Daily reading encourages the development of your child's speech and makes family life more interesting" [7].

Librarian programs for toddlers

For toddlers libraries regularly organize *"Story time"*. As a rule these programs are short – up to 20 minutes. The main purpose is to show the mother how to read aloud to her child in home. She can learn also how to show games with fingers, how to deal with books. Another aim is to attract parents and children regularly to use the resources of the libraries. Children may understand that the library is a pleasant place and reading aloud is fun.

In the *public library in Hanover* each week the program for toddlers is starting with the same song. Then the parents look together with the children picture books. The librarian reads aloud some short poems. After that the toddlers are asked to choose alone a book from a chest, full of titles, suitable for them. They give the books to their parents and look the illustration together. Finally, the session ends with that song, with which it has begun. The parents borrow the chosen book to read aloud at home.

Library programs for children from the kindergarten

Libraries organize series of sessions for children from the kindergarten. The main purpose is the children, aged 3 to 6 to enjoy the library. They see there *special films with illustrations from books.* The images from the book are projected on the wall and at the same time the story is being read or told. It is believed, that children concentrate better when the room is dark [9].

Many of the programs for children from the kindergarten are as a *game*.

One of them is called *"Memory"*. On the floor in a library room are placed turned large illustrated cards (A4). The children are arranged in a circle around the cards. At the beginning of the game one of the participants turns two cards. If he succeeds to find two identical images on the cards he continues to play. If he fails, he must turn back the cards and give the order to the next in the circle. The winner is that participant, who is able to remember the location of the identical cards and open most similar sequences [9]. This game is offered after reading aloud or after other more serious task, given by the librarian to the children from kindergarten.

Also very interesting is the *game of association.* For that game the librarians show to the children illustrations from the book of Jean Robert "Faces". There are photographed objects from the surrounding – such as table, chair, a boat, a box etc. With little imagination the child could determine where the eyes, the nose and the mouth of the object are. The next task is to think out the name of that person (subject), his family, what he likes, what he doesn't like, where he lives, how it feels and why. This game develops both imagination of the children and their skill to make sentences and to tell stories. [9].

The *public catholic libraries* offer to the children from the kindergarten to visit the library four times in a year. As a reward the children become a gift, called *BibFit* [7]. Every child receives a bag, a library passport, diploma with his name and a map to help the children to make a tour into the library.

All public libraries prepare *media boxes with interesting books, CD's, toys, audio cassettes to help the work of the kindergartens.* Every media box contains thematically selected media from the library that the teachers can borrow for two months. That can be illustrated books on the relevant topics, magazines and cassettes with songs, movies or CD's with games. This service is offered to children from 3 to 6 years old. The themes can be mountains, forests, vegetables, fruits etc.

An interesting initiative in the *public library in Bremen* is called *"Let's make up a story"*. When the children visit the library the librarian starts to read a tale – "Once upon a time there was a draft. He lived in a small house. One day, at night there came a robber." Then the librarian asks the children – "What happen after that? Who can guess?" To help the children he shows them pictures of the dwarf, the robber, the crown, the stone, the dragon, the cat and other persons or subjects. This creative way of presenting the story both contribute to the imagination of the children and develop their ability to tell a story.

Library programs for schoolchildren from the primary school

On the first day in school the first grade schoolchildren in Germany became as a rule a large paper bag, full of sweets. In it the librarians from the public library put a reader card or a ticket to visit the library. On the following parent's meeting they invite the parents to visit the library with their children.

In the curriculum of the primary school in the *town Guethersloh* is recorded as a goal to motivate the reading of the schoolchildren. One of the ways to achieve this is to do a *classroom reading corner.* Librarians from the public library in the city helped the teachers to make the reading corners. They brought media boxes with interesting books, journals, CD's etc. on themes from the curriculum. So the schoolchildren have the opportunity to choose according to their reading interests what to read in the independent reading hours. In addition to this the library offered also to renew the books in half a year. The librarians invited the classes to "Story time", to other events or just to come to the library and search books or other Medias for reading.

To stimulate the reading in the primary school teachers set to the schoolchildren a task to shape various texts and to create a new text. According to the first part of the training program the schoolchildren became familiar with texts of the branch and fiction books, also with a combination of text and illustration. The public libraries help them to realize that task. The librarians prepare *media boxes of books with different type of texts* and give them to the class by the visit in the library. During the visit schoolchildren, together with the teacher can choose a media box, can turn over pages of some books, look at the illustrations and discuss with the teacher the second part of the task. In addition to that the librarians read aloud an extract of a story and ask the schoolchildren to finish it.

Another interesting task for the schoolchildren in the third or forth grade is to take part in a *competition between the classes for making the best picture book of the class*. At the beginning the teacher specifies the theme, set the conditions and the dead – line. The main goal is every child to work independently searching for texts, crosschecking information in at least two sources, shape the text and find some illustration to it. Then the texts are discussed in the class, if necessary corrected, copied and bound like a book. With that book the class is taking part in the competition between the classes. The winner receives an award.

In the *schools in Lower Saxony* for example the schoolchildren have to prepare a book on the theme "Animals". Every child has to choose for which animal

to write a letter for search. In the letter he must include information about where that animal lives, how it looks, what it eats and what characteristics it has. Libraries prepare media boxes on the theme, which contains a variety of books, CD's, magazines, movies, even games. Every child uses materials from home, from the media box, from the library or from the computer at school. This task is entertaining, takes into consideration the interests of the schoolchildren and their right for independent choice about what to read, how to search information and how to create a new text, how to illustrate it. Last, but not least the competitive character of the task is very important for that age group.

In the *public library in Hilden* schoolchildren have to be acquainted with various sources, that the library owns and purposeful use them. The librarians selected the form of Rally, which was tested already in the project of the Bertelsmann Foundation [3]. The schoolchildren have to stop at one of the Rally stations, answer on a concrete question according the use of a book and continue to the next station. The tasks are entertaining and are different from that, given in the school. For example in one of the tasks the schoolchildren have to search in a box some object and the book, corresponding to it. These are the mirror and the comb in the tale "Snow White", the bones in "Hansel and Gretel", a feather in the tale "Frau Hole" etc. They have to search the family of the author of a book or a title of a book of some author. Finally they play the role of the librarian. In the meantime they learn how to search books and information. At the same time they enjoy the stay in the library.

Library programs for schoolchildren from the secondary school

The schools organize *competition for reading aloud for all fifth or sixth classes*. Such competitions are reading tradition in Germany and take place at the same time across the country. As a rule the librarians compile a brochure with annotations of interesting new teen books on ten different topics. That can be for example – fantasy; family and school; friendship and love; unusual fates; events with animals; funny stories; adventure or criminal stories. From every title in the brochure the libraries provide 30 to 40 exemplars. The libraries are supported by the German Bookseller's Association. Booksellers place new books at libraries for disposal. They also provide for prizes for the winner in the competitions.

At the beginning the teacher specifies the conditions and the dead – line. The main goal is every child to choose independently the theme and the book for reading. After reading the book the teenager selects an interesting page to read aloud before the classmates. He has only five minutes to present

very short the book, the main characters and to read aloud. Every presentation is evaluated by the participants in the competition. Each teenager has the right to vote for only one person. The competition wins that one, who has most of the votes. He becomes an award. Than he takes part in the competition between all fifth or sixth classes. For the new race he has to choose another book. If he wins he becomes a greater award and participates in a new competition between the schools in the town.

Library programs for schoolchildren of different age groups

For schoolchildren, aged from 6 to 15 years the *libraries in Lower Saxony* implement the *initiative ANTOLIN*. It was created by a publisher of textbooks and children's and adolescent literature. On the website of the publishing house anyone can choose a book from 10.000 titles. Then he goes to the library to borrow the book. After reading it he answers to several questions. For each correct answer the person gets one point. After collecting a certain number of points the schoolchildren receive awards [7]. This initiative proves to be especially successful to encourage the reading of boys. The reasons for that are several. First of all it has a competitive character and boys like to compete. In the second place the participants must communicate online what boys prefer. Last, but not least is that the reading is not compulsory, but by free wish and accordingly the individual interests of the participants.

Another interesting *idea of the libraries in Lower Saxony* is *to create reader boy-scouts.* These are 15-17 old schoolchildren, who love to read. They receive support from teachers and from the school librarians. At the beginning they are taught in a one day workshop how to be a boy-scout, what to do in the school and in the library. Then they become some tasks, connected with stimulation the reading of other schoolchildren. For example they help to organize the competition in reading aloud between the fifth or the sixth classes. They make exhibitions of new interesting books in the library and help present them before the class. They make comments for new titles on the website of the school. They can write article about the library's services for the school newspaper. They help by the organization of the "Reading night" in the library [7].

For teenagers, who love to read was established a *reader-club "Julius" in Hanover.* That is a club for people between 10 and 14 years old, who meet to read in the summer. The motto of the participants in the club is "Libraries are attractive places for meetings". The public library in Hanover provides several exemplars from each of 100 good teen books titles. Every teenager has to choose according to his individual interests two books. After reading the books he has to write a short review or opinion about the quality of each book. Besides reading there are many interesting accompanying events – club

meetings, outings, workshops, cooking course. Reading can be done in unusual places (near the pool, on the boat etc) or in unusual posture. Every participant has a club card and becomes a diploma and a small prize for each book read. Schools motivate the teenagers to attend the events. In addition is offered to improve the assessment of the participant in German. [7].

Good practice in stimulating the reading has the *public library "Jerusalem" in Berlin.* Every morning, at a prearranged schedule, the librarians welcome one class from the school in Vending area in Berlin. The library works with customers after 13 o'clock. As a rule the librarians create programs for different age groups on two themes. Then they sent flyers to the teachers in the district's schools with the request to call in the library after choosing one of the themes and fix the date for the visit with the class. The subjects, offered are not included in the curriculum. These are topics about which the schoolchildren love to read – for example – for witches, vampires, Indians etc. The theme can include books from a well-known author or titles of books from one country. Further one of the themes has a relation to fiction, while the other emphases on the cognitive side of the stories, described in the books.

For example – one of the themes in 1999 was "Classic children's books from England". The other theme was "Fish – stories of creatures that live in water". The first theme is chosen from 16 classes, the second – from 70 classes.

For the fifth classes the introduction to the English literature was under the motto "Do you know the English author Ann Finn?" When the schoolchildren enter the library they hear English songs. They see also a great English flag. After they sit around a table the librarian asks a question "Have you seen the movie "Miss Doubtfire"? "Do you know that the screenplay was written by Ann Finn"? etc. Another filmed book of Ann Finn is "The cater murder" – an animated serial. After waking the interest to the works of the author each participant becomes a leaflet. There they can see the portrait of Ann Finn, can read her biography and find out which 16 of her books they can borrow from the library. One of the librarians tells about the author and some of her books. Then she reads an extract from the book "The Neu". After that is a break. Every teenager becomes a cup of tee, a piece of cake and an English chocolate. In half an hour the librarian shows the children the cover of the book "Alisa in Wonderland" and speaks about the variety and the importance of the illustrations in the book. Then she reads four passages from Ann Finn's books. The task for the schoolchildren is to draw an illustration for the cover of one of those books. The best pictures become an award. In addition they will be saved in the library's album. Before leaving the library the schoolchildren borrow some books of Ann Finn.

The program for the children from kindergarten begins with a video film about the gorilla Hugo and the little Wily. Then every child becomes one pattern of a monkey with a pencil, a cardboard, sometimes with clams and scissors. The task is to make a monkey, which can move the arms and take it as a souvenir from the library.

For the schoolchildren from third and fourth grade the librarians prepare two kinds of cards. On some of them are illustrations from the famous English books – "Alisa in Wonderland", "Pitter Pan", "Marry Poppins", "Doctor Dolittle", "Jeremy James" and "Five friends". On the other kind of cards are printed typical passages from that works. Every child has to take one of the cards with text, read the text and then find an appropriate illustration to it.

By all programs on the theme "Classic children's books from England" is that they end with reading aloud of a fragment from a book, chosen from the schoolchildren. By all meetings in the library the children hear typical English songs and see the English flag. The duration of the visit is 3 hours. In the middle of the meeting there is a breakfast and funny time. At the end there is something that the children make alone and take it as souvenir home. So the books are presented in an attractive way. The children have fun in the library and visit it again.

Conclusions

The stimulation of the reading in Germany is not only a deal of the libraries. More or less it is a mission, in which many other institutions take part. It is supported by the governmental and local institutions – from the Ministry of education, youth and family and the similar local authorities. In some districts such as Lower Saxony the encouraging of the reading is accepted in the educational policy as a strategic goal. There exist also well done long-range programs, in which implementation kindergartens, schools, local authorities and libraries take part.

Further the encouraging of the reading is supported by the German Librarian Association, by the German Bookseller Association and by the German Publisher Association. Many of the reading programs are funded by Bertelsmann Foundation or the Foundation "Reading". The libraries are financed also from sport teams – for example – Borussia Moenchengladbach, from Fast-Food – Ketten, from banks, from the organizers of Summer Festivals etc.

The libraries cooperate with kindergartens, taking into consideration their programs and goals. So they make together programs for the visit of the children in the library and for the forms to help the teacher in the kindergarten. Libraries cooperate on a large scale with schools. They have many joint

initiatives. In the curricula of the schools there are special remarks according the motivation of the schoolchildren to read. In the primary school there are special hours for independent reading and for visiting the library.

Last, but not least the libraries do a lot to attract the customers. They are roomy and well designed. They are well supplied with new books and other Medias. They arrange a lot of exhibitions to show the sources of the library of the best way. In some libraries there is a "Reading Café", where teenagers can meet. In others there is a special library section for parents. In it the parents can find not only books about the education of their children, but leaflets with advices about how, what and when to read to the child; how to choose a toy and play with the child etc. All this help to stimulate the reading from the very beginning until ending schools.

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APPENDIX 1.

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