

POLICIES AND GUIDELINES OF IFLA & UNESCO

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IFLA POLICIES AND GUIDELINES

The IFLA IL standards are based on these international experiences and contributions. The IFLA standards are grouped under the three basic IL components.

Access

The user access information effectively and efficiently.

- ✕ Definition and articulation of the information need:
 - Defines or recognises the need for information
 - Decides to do something to find the information
 - Express and defines the information need
- Initiate the search process

✕ Location of information

- Identifies, and evaluates potential sources of information
- Develops search strategies
- Accesses the selected information sources
- Selects and retrieves the located information

Evaluation

The user evaluates information critically and competently.

✂ Assessment of information:

- Analyses, and examines, extracting information
- Generalises and interprets information
- Selects, and synthesises information
- Evaluates accuracy and relevance of the retrieved information

✂ Organisation of information:

- Arranges, and categorises information
- Groups and organises the retrieved information
- Determines which is the best and most useful information.

Use

The user applies/uses information accurately and creatively.

✂ Use of information:

- Finds new ways to communicate, present and use information
- Applies the retrieved information
- Learns, or internalises information as a personal knowledge
- Presents the information product

» Communication and ethical use of information:

- Understands ethical use of information
- Respects the legal use of information
- Communicates the learning product with acknowledgement of intellectual property

IFLA'S ROLE IN IL IN THE 21ST CENTURY

The role of International Federation of Library Associations (IFLA) in defining IL in the future is one of balance and inclusiveness. IFLA has a role in broadening the practical definition to include all forms of IL for all people. IFLA has included information literacy statements in many of its policy documents, including The IFLA Internet Manifesto, The IFLA/ UNESCO School Library Manifesto, and The UNESCO Public Library Manifesto . More recently, one can see the impact of IFLA's activities in section C4 of the World Summit of the Information Society Plan of Action, which reads, "Everyone should have the necessary skills to benefit from the Information Society" and goes on to refer to ICT (Information and Communication Technology) literacy and later e-literacy. However, there is much more work to be done in specifying how ITC literacy and e-literacy will be developed and implemented in tandem with the delivery of the ICT.

In addition to continuing its IL related lobbying efforts and partnerships with other organisations, IFLA has a role in supporting the creation of standards against which librarians and libraries can evaluate all forms of IL, in supporting and valuing all forms of IL, and in continuing to provide various forums in which all interested parties can share their successes in defining IL in their own environments.

POLICIES AND GUIDELINES :UNESCO

Following are the outcomes of the IL meeting of expert (22-23 Sept. 2004, Geneva) that highlights the immediate actions to be taken for the promotion of IL.

- ◉ Creating of Information society
- ◉ Ability to identify, locate, evaluate and organize Information
- ◉ Effectively use of information
- ◉ Promote to ICT
- ◉ Support IL in multicultural and multilingual contents
- ◉ Inter disciplinary program to promote IL
- ◉ Promote to digital divide
- ◉ IL in educational syllabi for all.

THANKS

