INTERNATIONAL FEDERATION OF
LIBRARY Assoalmons ANDINS'ITI'UTIONS SWEDISH LIBRARY ASSOCIATION
ADVANCEMENT OF LIBRARIANSHIP
IN THE THIRD WORLD - ALP
A PROPOSAL FOR THE FUTURE
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PREFACE

This report with proposals for the future of IFLA' s ALP Programme is a result of a project which I have carried out for IFLA by appointment of the Swedish Library Association (SAB) with financial support from the Swedish International Development Agency (SIDA).

The terms of reference for the project were formulated by IFLA's Headquarter and were in brief the following:

to define realistic realistic objectives for ALP

to propose programme contents and priorities

to outline the structure and organization of ALP

to undertake consultations with future hosts of the programme, including the involvement of Sweden

0 to define the funding sources for the programme and to start preliminary negotiations with potential main sponsors

0 to propose modalitites of programme launching, implementation and functioning

I have partly solved these tasks now. My proposals are presented in this report. But the work to formulate relevant project proposals must continue, as well as the funding discussions. This process will continue for a while. The report with its proposals will be discussed at the IFLA meeting in Stockholm in August.

My considerations and proposals are a result of a dialogue with IFLA's Third World representatives and it is my sincere hope that they now express the needs and views of the three regions. The dialogue started at the IFLA meeting in Paris in 1989, continued during the winter with some personal contacts and with a meeting at Uppsala, Sweden, with the regional Chairpersons, secretaries and managers, and at the special ALP meetings of the regional standing committees in March 1990. It is now continuing per correspondence until the Stockholm meeting.

I have also discussed a preliminary version of my proposal with IFLA's Executive and Professional Boards in April 1990. My contact persons with IFLA have been Paul Nauta, Secretary General and Adam Wysocki, Chairman of the Programme Management Committee and recently also Winston Roberts, Co-ordinator of Professional Activities.

SAB has appointed a planning committee, chaired by Bertil Zachrisson, SAB's chairperson. Its members are Viveca Halldin N orberg, SAB's Special Group for Questions Concerning the Third World, Eva Nauckhoff, SIDA, Thomas Tottie, Director, Uppsala University Library, Margareta Torngren, IFLA's Executive Board and myself. The project has been based at Uppsala University Library and has been supervised by Thomas Tottie. Xtina Wootz has been the admin-istrative assistant at the project

The bibliographic references in my report have partly been chosen in a very personal manner - they represent fresh information about countries and circumstances with which I have acquainted myself during this year. But Eve Johansson has, at the request of the planning committee, prepared an excellent ALP bibliography which will be published separately.

At the very last moment I have adjusted the structure of the report to follow, when possible, the new format prescribed for IFLA's core programmes for the new Medium Term Programme 1992-1997. There may be inconsistencies as a . result of this.

Finally, I would like to thank all - named and unnamed - with whom I have cooperated during this year and who have helped me to advance the project this far.

Uppsala, 30 May 1990

Birgitta Bergdahl

SUMMARY
IFLA - the International Federation of Library Associations and Institutions - is
a worldwide, independent non-governmental organization. Its purposes are to
promote international understanding, cooperation, discussion, research and
development in all fields of library activity and to be the international
spokesman of librarianship. IFLA now has 1 265 members in practically all
countries where libraries exist. Almost 70% of these countries are less
developed countries. Third World members join IFLA, hoping for both financial
and professional support. IFLA has gradually developed a regional programme
and structure, and in 1984 it initiated a special core programme, Advancement of
Librarianship in the Third World which, however, for several reasons never has
had a chance to function. This report describes how the programme should be
organized in the future to be able to do so, its objectives, nature and activity
areas and its structure.
The objectives of the ALP Programme are to promote the progressive improve-
ment of library and information services in the developing countries, so as to
enable them to play an active roll in national development. Special emphasis
will be placed on the creation of conditions likely to contribute towards
national initiatives and systematic progress towards self-sufficiency.
The ALP Programme can therefore be called a Development Programme. Unlike
IFLA's four established, more subject oriented core programmes it covers the
entire spectrum of IFLA's activities, and is therefore by nature a transverse prog-
ramme. But it also has a programme identity of its own, which is concentrated
on issues that are of great importance to the Third World, but which do not fall
within the the areas of responsibility of the other core programmes.
The discussions at the meetings of the regional standing committees in March,
1990, identified very clearly the most important special ALP programme areas.
They are:
0 Education and training
0 Promotion of library and information services to the public with particular
attention to the needs of rural and urban marginal areas
0 Greater identification and involvement of libraries with literacy programmes
Possible activities and projects to further the goals of the ALP Programme,
proper as well as activities which should be executed by other IFLA bodies in
conjunction with ALP were discussed at length at the meetings of the regional
standing committees in March, 1990. Projects have also been produced as a
result of those meetings. However, the process of formulating finished project
proposals and setting priorities among these will take time and is by nature

continuous. But the framework of the work plan may be considered well
established and is described in the report, as well as some of the proposed
activities. A list of some of the more relevant project proposals as of 1 June 1990
is enclosed.

The ALP Programme should not duplicate the existing IFLA structure, and
therefore the programme should gradually replace the division of regional
activities. The regional sections and the regional offices should be replaced by
the ALP Regional Centres for Africa, for Asia and Oceania, and for Latin
America and the Caribbean. The objective of the proposed restructuring is to
achieve an efficient regional structure which can help to decentralize the ALP
Programme and stimulate regional activities. The present regional offices
should, therefore, be reorganized and reinforced and located within library
institutions which can provide the ALP Programme with intellectual and
logistic support.

An international focal point for the ALP core programme will, for the time
being, be established in Scandinavia. The host organization under discussion
now is Uppsala University Library in Uppsala, Sweden. After the first five year
period of the programme IFLA should look at the possibility of finding a host in
one of the three regions.

To be able to function well the programme must have good funding. A budget
is enclosed. The funding will come from different sources. Besides the
contributions of the host organizations of the international focal point and the
regional centres and from IFLA, the programme will have to seek external
financing for projects and other activities. A tentative dialogue has started with
the Nordic development agencies and UNESCO, but other development
agencies and international funds will also be approached.

Although the ALP Programme in principle represents a long term commitment
to assist the developing countries it should have a time-frame of five years to
prove its viability, that is 1991-1995. After that period the effects of the
programme should be evaluated and the structure of the programme should be
reviewed.

1. IFLA

1.1 . GENERAL

IFLA - International Federation of Library Associations and Institutions - is a worldwide, independent non-governmental organization. It was funded in 1927 and is located in The Hague, Netherlands. The majority of its members are library associations, libraries and library schools. Its purposes are to promote international understanding, cooperation, discussion, research and development in all fields of library activity and to be the international spokesman of librarianship. IFLA has consultative status A with UNESCO, and cooperates closely with many other international organizations. IFLA has increased its membership considerably, especially since the 1970's, and now has members in practically all countries where libraries exist, although the Third World has fewer members per country than the industrialized parts of the world:

Year	Members	Third World Percentage	Countries	Third World
1971	262	14%	50	16 (32%)
1976	648	23%	102	65 (63%)
1981	1 005	26%	111	74 (67%)
1986	1 224	26%	122	82 (68%)
1988	1 265	26%	123	82 (67%)

The work of IFLA takes place in 32 sections and ten round tables grouped in eight divisions. The sections are oriented either according to types of libraries or to different library activities, ranging from university libraries to libraries for the blind, and from information technology to services for multicultural populations. (An exception is formed by the three sections for regional activities which are described more in detail below.) In the sections and round tables experience and knowledge is exchanged, professional guidelines are discussed and development plans are elaborated.

But IFLA also has a number of greater, so called core programmes, whose activities cut across most or all of the sections and which are therefore administered separately. These programmes deal with issues being so complex and so closely interwoven that search for global solutions is absolutely necessary. They are the following:

Universal Availability of publications (LIAP)

Universal Bibliographic Control International Marc (UBCIM)

Preservation and Conservation (PAC)

Universal Dataflow and Telecommunications (LIDT)

Advancement of Librarianship in the Third World (ALP)

The ALP Programme so far has had IFLA Headquarters as its international focal
point. The other core programmes have found hosts in the UK (The British Libr-
ary Document Supply Centre), the German Federal Republic (Deutsche Biblio-
thek), USA (Library of Congress) and Canada (The National Library of Canada)
in accordance with the policy of IFLA to locate its major programmes around
the world while maintaining a small management unit in the Hague. The
Preservation and conservation programme also has regional centres in several
countries.
IFLA has a relatively small budget which in 1988 amounted to Dfl. 1 600 000,
including external financing for projects etc. No less than 70% of the budget
was spent on professional activities. The remaining 30% was used for the costs
of the steering bodies of IFLA, supporting staff and administrative management
at IFLA HQ. The regional activities/training cost Dfl 96 000 and the core pro-
grammes had a turnover of DH 480 000.
The impact and importance of the IFLA work is, however, much greater than
the budget figures may indicate. The contributions in kind from IFLA members
are very important, and range from hosting such important activities as the
international focal points and regional centres of IFLA's core programmes, the
regional offices, publishing activities etc, to contributing in different ways to the
work of the different bodies. IFLA is of importance not only as a forum for the
exchange of information and a platform for professional agitation - it has influ-
enced and developed library and information services throughout the world.
(1-4)

1.2. IFLA AND THE THIRD WORLD
Today, a great majority of the countries represented in IFLA are, as can be seen
above, less developed countries. The members from these countries come with
great expectations to IFLA, hoping for both financial and professional support.
This is a challenge for the organization as well as for its members in the rich
part of the world. It has tried to meet these expectations in various ways.
IFLA has during the 70's and 80's gradually developed professional activities in
the Third World regions. It has a regional division, consisting of three regional
sections: for Africa, for Asia and Oceania, and for Latin America and the Car-
ibbean. Each has a standing committee which is representative of the entire
region. Around thirty experts from the developing countries work in the
standing committees. They are nominated and elected by the membership in
the regions. The three regional sections promote IFLA's activities in these
regions and supplement the work of other sections and divisions. In addition to
the meetings related to the annual IFLA Conferences, these standing committees
of the regions can meet once every three years in their own region with funds
from IFLA's budget. There is a regional office in each region, headed by a
regional manager. The regional offices have recently been relocated and are

now hosted by the Thai Library Association in Bangkok, by the Federation of
Brazilian Library Associations in Sao Paolo, and by the library of the Cheikh
Anta Diop University of Dakar, Senegal. The regional offices have several tasks:
they assist the standing committees, they act as clearing houses for IFLA pub-
lications, they function as the long arm of IFLA Headquarters e g for the IFLA
Core Programmes, and they publish newsletters. (5-7)
The sections propose and monitor projects and represent IFLA at meetings in
which their expertise is required. The regional projects have often had a pract-
ical character and have been oriented towards users who normally have no
access to library services. Examples are instructional material to blind children
in Sierra Leone, the "home library" project in Zimbabwe and literacy develop-
ments in Senegal. These projects have been sponsored mainly by a number of
national development agencies. The annual amount spent on this type of
projects is around DH 70 000.
Training activities and workshops are also important. IFLA tries to link - with
the assistance of UNESCO and other funding bodies, for instance Deutsche Stift-
ung fiir Entwicklungshilfe - training seminars for colleagues from the Third
World to all IFLA General Conferences. These are devoted to Third World
issues. In this way 35-40 persons can attend both the pre-session seminar and
the general conference annually at no cost to them. There is also a special grant,
The Martinus Nijhoff Study Grant, for young librarians from the Third World.
A special fund for regional library development has been established in the
name of Margreet Wijnstroom.
IFLA's Programme for the Advancement of Librarianship in the Third World -
ALP – was initiated as a core programme at the IFLA General Conference in
Nairobi, Kenya in 1984. The intention was to create a better structure for IFLA's
activities for and in the developing countries so that for instance fund raising
and the realization of projects would be better organized and coordinated. But
not long afterwards it became obvious that the complexity of IFLA work needed
more attention and financial support than could be realized at IFLA HQ with its
current structure which is inadequate to manage the broad scope of the IFLA
programme and to reach the goal of efficient, long term action for the improve-
ment of librarianship in the Third World. The activities undertaken by IFLA in
this field, however important, are not sufficiently coordinated and are carried
out on an ad hoc basis. In short, the ALP Programme has never developed as a
core programme. IFLA therefore endorsed an initiative of the Nordic countries
to set up an international focal point for ALP, an initiative which so far has
resulted in this feasibility study, conducted by the Swedish Library Association
(SAB) and financed by the Swedish Development Authority, (SIDA), The
Regional Division has supported this idea, in search for a host organization in a
for most Third World countries acceptable area and with possibilities to
provide both advisory and financial assistance for the IFLA programme.

2. THE IMPORTANCE OF LIBRARY AND INFORMATION SERVICES FOR DEVELOPMENT

Library and information services are very important for the development of nations. It has long been recognized that access to scientific information is necessary for technical and economic progress. As a matter of fact, information has become such a precious resource that the fate of modern nations in all essentials is connected with our capacity to generate and exploit it. Countries who do not develop this capacity in the near future will be left even more behind in cultural, scientific and economic development and will suffer from dependence on others. Also, they will not take part in the global production of information and will not be able to contribute to the common future of civilization. To become accessible, information has to be processed, that is, collected, preserved, described, and made searchable. This process is, as regards information in documented form, a responsibility for libraries and other documentation centres.

But, this is not enough. There is a growing insight that the foundations for good material development are to be found in the cultural and social conditions of nations, and that there will be no true development without the active involvement of the ordinary citizens. Literacy is one of the prerequisites for broad participation in a democratic development process. But it also requires a recognition of the importance of the indigenous culture.People can more easily turn to the future if they can start from their own past.

Libraries are indispensable tools in the development process. Libraries can provide reading material for the newly literate. Libraries can establish links between written and oral traditions by providing not only printed material, but also audiovisuals. Libraries can give access to the indigenous and foreign literature. Libraries can provide necessary information for citizens' possibilities to participate in the democratic process. libraries give access to and safeguard the free word.

2.1. OBSTACLES TO OVERCOME

The developing countries have many obstacles to overcome on their road to establishing a national infrastructure for library and information services. One is the economic situation. Indeed, the last decade has not been a decade of economic development for most Third World countries, but a period of regression when per capita income of the majority of these countries is lower today than it was a decade ago and the knowledge gap between nations has probably grown, in spite of all the efforts to reduce it. Substantial economic resources are needed to provide the manpower, professional education and the necessary

investments in literature, buildings and equipment and - not the least costly -
to build the technological, communication and publishing infrastructure
necessary for library and information services. (8)
But there are other obstacles of a cultural, political, administrative, technical,
and professional nature. Among these are often mentioned in the first place the
low status of the profession, due partly to a lack of skilled professionals and
specialists, inadequate education and political factors, such as unstable
governments and constant changes in the priorities set for development.
The situation in one country can be illustrative. Let us look at the document For
a national library and information policy in Senegal (Pour une politique documentaire
nationale nu senegal) (8), where the main obstacles to a national information pro-
vision policy have been identified and grouped in the following way:
"of a cultural nature: lack of correspondence between the written and
oral traditions; a low degree of literacy and schooling; linguistic
barriers;
of a political nature: information is not considered as a sector of import-
ance for development; absence of interest from the authorities;
of an administrative nature: lack of coordination; laws are not applied,
administrative tardiness; diffuse and overlapping responsibilities;
of an economic order: budgetary restrictions damage the functioning of
the services and the investments in premises and equipment;
of a professional nature: lack of dynamism among the professionals; lack
of public relationship (exhibitions, open houses); ignorance of the
full possibilities of the professional role."
Although long, the descriptions above are far from complete. Many of the
phenomena are well known also in industrialized countries. And not all the
factors are present in all Third World countries. But for many developing
countries too many of these phenomena are at work at the same time. The
situation is desperate, as in many other cultural and educational sectors - to
change it a lot of work has to be done and substantial funding is needed, since
there will be no improvement without additional money. Only the govern-
ments in the Third World countries themselves can in the long run improve the
situation. To do so, they must not only invest money, but they must also create
a national library and information policy in support of the national develop-
ment plans. This has to be done together with the library and information
specialists in the country.
As professionals, librarians have often been ahead of governments and
authorities in their awareness of the fact that the ever increasing output of
documents and modern society's need for information calls for national and
international cooperation to create common rules, norms and standards and a
truly free access to information. The same is true about the great importance
that well developed library and information services have for the cultural,

educational, economic and industrial development of a country. Only through
well developed cooperation on the national, regional and international levels
can librarians develop a common knowledge and policy in order to influence
policy makers and reach the ultimate goals: a truely free access to information
and to the cultural heritage for all people.

2.2. ASSISTANCE NEEDED

Outside help and support in the form of advisory assistance and economic aid
can of course be of great help in this process or even be a requisite. Also, Third
World countries have started to establish more and more national, regional and
sub-regional cooperation between libraries and librarians to improve the situ-
ation. Outside support comes from many sources, such as the United Nations
system, notably UNESCO, from different development authorities in many
countries, from the World Bank, and from non-govemmental international
organizations, such as IFLA. There is a clear need in the future for better
coordination of these activities, and for a more active cooperation between the
different actors (9).

IFLA and UNESCO cooperate very closely already. IFLA, of course, has limited
means for economic support, but it can help in fundraising and contribute in
other ways with its collective expertise and its machinery for transferring
knowledge and support in kind from its members in the industrialized world,
and its good contacts with other organizations. Last but not least, during the
eighties IFLA has built up a structure in the regions described above, a struct-
ure that can be very important indeed for sub-regional and regional cooper-
ation. The future ALP programme should play its role within this context,
should have a clear identity and should avoid duplicating the efforts of others,
while cooperating with them and maximizing its multiplier effects.

3. THE FUTURE ALP PROGRAMME

3.1. PROGRAMME CONCEPT

The library profession is one. There are, however, different levels of develop-
ment of libraries in the various regions and there are diversified professional
needs and requirements. The IFLA professional activity serves the entire library
community and cannot be divided according to the level of development, but it
must take into account the specific needs and possibilities of the Third World.
The purpose of the ALP Programme - Advancement of Librarianship in the
Third World - is, as its name says, to further the library profession, library
institutions and library and information services in the less developed
countries. Unlike IFLA's four other, more subject oriented core programmes it
covers the entire spectrum of IFLA activities, and is therefore by nature a
transverse programme. But it also has a programme identity of its own, which is
concentrated on issues that are of great importance to the Third World but
which do not fall within the areas of responsibility of the other Core Prog-
rammes. It can be called a Development Programme .

The ALP Programme has to balance between its two tasks, and should, there-
fore, on the one hand play a catalytic role for activities addressed to the devel-
oping countries, but executed by other IFLA bodies, and on the other hand, have
the responsibility for a group of special programme areas and activities directly
belonging to it.

The discussions at the meetings of the Regional Standing Committees in March,
1990 gave very clear indications for the identification of the most important
special programme areas of ALP at the moment. They are the following:

0 Education and training

0 Promotion of library and information services to the public with particular
attention to the needs of rural and urban marginal areas

0 Greater identification and involvement of libraries with literacy programmes

There is a very .close relationship between the programme areas. Developing
and enhancing literacy are often the implicit goals of programmes concerned
with establishing or improving library and information systems in new areas
and to new target groups. And the need for education and training for these
activities is very great indeed. The work of the ALP Programme within these
areas will require close cooperation with IFLA's Division for Libraries Serving
the General Public and the Division for Education and Research.

It is, however, obvious that activities in other areas must also proceed as part of
the initiatives of other IFLA bodies. The core programmes and the divisions,

sections and round tables execute a substantial number of projects and other
activities for developing countries and it will not be wise to transfer them to the
ALP Programme. On the contrary, the ALP Programme will have an important
mission in influencing the other professional bodies to concentrate more of
their activities on Third World issues, and in receiving ideas for action. Some of
these areas of cooperation have been thouroughly discussed during the process
to formulate the ALP Programme. The most important are:
The very great need for action to improve document supply and access to docu-
ments as well as bibliographic control in many of the less developed countries.
Many countries are suffering from what is often termed book famine. The few
books published in the country are neither preserved nor made available to the
public, and it is very difficult or impossible to get hold of foreign documents.
The ALP programme proper will only work marginally in this area by sup-
porting literacy programmes, but can contribute by transferring ideas for action
and information from the regions to the divisions and the two core pro-
grammes involved, (UAP and UBC). The three programmes could also coop-
erate closely in planning some activities in a country or a geographical area.
There is a necessity to find out how technology can be used in an appropriate
way in different situations and environments and under different conditions to
best serve the users, and there is a great need to keep abreast with the develop-
ment of new knowledge in this field. These needs must be met by adequate
action. Here, the ALP programme will concentrate its own contributions on
education and training activities, but in other aspects it will cooperate with
other IFLA bodies, such as the Section for Education and Training, the Section
for Information Technology and the UDT Core Programme.
Finally, for obvious reasons, such as the special climatic conditions and the
difficult storage conditions in the tropics, IFLA's Core Programme for
Preservation and Conservation (PAC) has many needs to meet in the Third World.
The PAC programme has a global structure, with regional centres in several
parts of the world which can cater to these needs. But the ALP programme may
be able to function as an intermediary between the regions and the PAC
programme, for instance when it comes to training and fundraising activities.
3.2. PROGRAMME OBJECTIVES
The objectives of the ALP Programme are to promote the progressive improvement of
library and information services in the developing countries, so as to enable them to
play an active mile in national development. Special emphasis will be placed on the
creation of conditions likely to contribute towards national initiatives and systematic
progress towards self-sufficiency.
To reach these objectives the ALP Core Programme will, in specific terms, assist
in:

0 Identifying the major problems which are hindering the devel-
opment of library and information services and formulating strat-
egies to address these problems.
0 Developing projects and activities to support these strategies.
0 Raising the awareness among governmental bodies and the general
public of the potential role of library and information services in
the developing process and encouraging national planning of
library and information infrastructures.

3.3. PROGRAMME ORIENTATION

The ALP programme stresses the importance of supporting and enhancing
professional cooperation within and between Third World Countries, and
therefore the programme will focus on the special conditions under which
libraries operate in the less developed countries and the issues they share in
common. These circumstances often require specific solutions to specific prob-
lems which means that the experience and knowledge already created in the
industrialized countries cannot always be transferred, ready for use, to the less
developed countries.

Underpinning programme efforts are IFLA's concerns to support the develop
ment and enhancement of knowledge, expertise and skills among library and
information personnel in the Third World and to contribute to the further
improvement of their status and conditions of service.

The programme should encourage national and regional library organizations
and explore the ways and means of promoting practical and meaningful
relations between IFLA and these organizations.

Finally, it must take an active part in the coordination of international efforts to
support the development of library and information services in Third World
countries by cooperating with other organizations (such as UNESCO, FID,
reading promotion associations, and development authorities).

3.4. PROGRAMME GOALS 1991-1997

The specific goals of the ALP Programme for the foreseeable future, that is from
the very start of the programme up till at least the next medium term prog-
ramme period of IFLA (1992-1997), have been identified at the three regional
meetings in 1990. They are related to the special ALP programme areas
described above under Programme Concept. They are the following:
0 To assist library stabi, library schools and library associations in education and
training programmes.

0 To promote the establishment and development of library and information services to the public with particular attention to the needs of rural and urban marginal areas.

0 To encourage the involvement of libraries with literacy work and to endeavour to make them more identified with national literacy programmw.

4. WORK PLAN FOR 1991-1997

Possible activities and projects to further the goals of the ALP Programme proper as well as activities which should be executed by other IFLA bodies in conjunction with ALP (cooperative activities) were discussed at length at the meetings of the Regional Standing Committees in March, 1990. Quite a few project proposals have also been produced as a result of those meetings. However, the process of formulating finished proposals and of setting priorities among these will take time and is by nature continuous. But the framework of the work plan may be considered well established and is described in this chapter, where each activity area has a separate section. Each is given a back-ground description, followed by an account of what IFLA has done so far. Each section then ends with a short description of the discussed projects and other activities. A list of some of the more relevant project proposals as of 1 June 1990 is enclosed in appendix 1.

4.1. EDUCATION AN D TRAINING

"In many developing countries the status of the library and information professions is very low,iwhich has obvious implications for the development of library services. The low status accorded to the profession may be related to the fact that professional training for librarians and information staff is very limited. In fact, the lack of appropriately trained personnel is, after materials provision, probably the second most important factor currently inhibiting library develop-ment." (9)

There is unanimous agreement about the seriousness of this problem which is a result of many factors, such as the lack, in many parts of the world, of educ-ational programmes, both on the undergraduate and postgraduate levels. But even in countries where library schools exist, the instruction given can be less meaningful, being modelled after foreign, often conservative prototypes and of little use for contemporary or future libraria ship in a Third World setting. There is also a lack of training ' r paraprofessionals as well as of continuing education . (4., ,

4.1.1. IFLA Activity

IFLA has long recognized that improvement of professional education is of the utmost importance and has continuously devoted resources and efforts to improve the situation, for instance a whole series of pre-conference seminars. In Manila in 1980, the theme wasyLibrary Education Programmes in Developing Countries with Special Reference to Asia. In 1982 in Montreal, it was Education for Research, Research for education with participants drawn primarily from Spanish-speaking Latin America and the American continent. In 1984 in Nairobi, it was Education for Librarianship at the Grassroots Level, primarily for African participants from both French and English speaking Africa.

The IFLA Pre-Conference Seminar in 1987, Harmonization of Education and
Training Programmes, was a joint venture by IFLA and FID (Federation Inter-
nationale de Documentation) and ICA (International Council for Archives) and
was aimed at overcoming the problems related to the harmonization of
educational curricula for library, information science and archive work which
has been one of the priority activities of UNESCO's PGI programme. (10)
The discussions at the seminars led to a number of recommendations and resol-
utions. Progress has been made in some respects, for instance improvement has
been made in Asia and Oceania, with the help of UNESCO, in upgrading
qualifications for current professionals and para-professionals. Progess has
been made globally through a number of agencies in upgrading the knowledge,
expertise and skills of librarians, information workers and their teachers. An
important breakthrough was the acceptance of the concept of a single educ-
ational programme for librarianship and information science and the relevance
of these elements to some of the needs of archivists' training. (11)
Library associations have a very important potential mission in catering to the
educational needs of their members. Naturally IFLA, being a federation of
library associations, has tried to support its members in the three regions in this
respect. The Medium-Term Programme of IFLA's Division of Regional Activ-
ities - which so far has been identical with the ALP programme - has also
stressed the great importance of education and training, including such topics
as improvement of the status of professional librarians, further development of
library education programmes and continuing education and promotion of
inter- and intraregional exchange of staff in its objectives. Also the three regions
place a heavy emphasis on education and training in their present MT
objectives. (12)

4.1.2. ALP Activities
N o wonder, then, that the discussions about the future IFLA programme have
confirmed the absolutely unanimous conviction that education and training is
the most important single programme area, and that the programme should
concentrate its efforts on continuing education and cooperation between library
associations and a few other special topics.
Three target groups have been identified: library workers, library schools, and
library associations:
Library workers
0 Continuing education and other training:
Continuing education, especially in areas that traditional training does not pay
enough attention to. These include on the one hand necessary training for
working with library and information services for new groups of users, such as
services to children and young adults, librarianship in rural and urban
marginal areas, establishing community information centres, repackaging of

information to people in rural areas, methods for the assessment of service
needs of the culturally underprivileged, services to the blind and handicapped,
etc, and on the other hand training and workshops in the very urgent areas of
new information technology and in preservation and conservation where
training simply lags behind the rapid pace of development.

A special group of library workers in need of education and training are the
paraprofessionals who in some countries and in some types of library services
are carrying the major work load without sufficient or appropriate training.
One example is Thailand, where paraprofessionals are responsible for almost
all public library services in the regions and districts, another is the new
services in the rural cultural centres in Senegal, where people in charge have
another vocational background and a third the popular library movement in
Latin America.

Distance training is a need in certain sub-regions with great geographical dist-
. ances or other obstacles to reaching library schools and central educational
facilities, and where there exists a communications infrastructure facilitating
. such instruction. In the South Pacific Area distance education is already being
established with the University of Fiji as its centre, but it needs support for its
enhancement and expansion. Experience from the South Pacific area could be
used in other areas.

0 Scholarships and grants

Scholarships for people from the least developed countries, without or
with incomplete library education, to pursue and complete a formal
library education (Bachelor or Master of Library Science). IFLA
already supports this kind of activity with the Martinus Nijhoff
Study Grant.

Scholarships for training programmes in more developed countries in
specific aspects of librarianship. IFLA's Robert Vosper fellowship is
a possible example.

. "In- service-training" in more advanced libraries up to 6 weeks.

Library schools

. 0 Translating of textbooks and manuals

A large part of the professional literature is in English only, and needs
to be translated into Spanish, French and Portuguese. The nom-
ination of regional working groups to make the selection can be a
first step, to be followed by translations and a publication prog-
ramme. (Africa, LAC).

Library associations

0 Support for development and cooperation

The professional groups in many areas need assistance to develop associations
and other types of cooperation. The situation in Latin America and the Carrib-
bean can serve as an illustration.

Meetings and seminars have shown a general view of the situation, the needs
and the expectations in the area, such as the Regional meeting on the present
situation and strategies for development of public libraries in Latin America
and the Carribbean, Caracas, 1982; the Seminar on library services in rural
areas, held in Chicago in 1985, the Latin American seminar on library asso-
ciations in Caracas, 1987, and the meetings of the two new associations. These
are La Asociacion de bibliotecas publicas en America Latina y el Caribe
(ABIPALC) founded in November 1989, and the even newer association for
national libraries in Latin America.
0 Clearing houses
A clearing house for professional literature, for human resources, and
for information about public library developments, and library
buildings etc, is a wish in each region. ELIPA already exists in Asia
and Oceania, and INFOLAC in Latin American and the Caribbean,
but need to be up-dated and enlarged.
0 Bilingual African professional journal
Funding and necessary support is needed for a bilingual (French and
English) professional journal for the African Region. This journal
would replace some of the few national African library journals
which all have difficulties in continuing.
4.2. PROMOTION OF LIBRARY AND INFORMATION SERVICES TO THE PUBLIC
with particular attention to the needs of rural and urban marginal areas
and services to children
The roles that libraries and information services to the general public could
play in the future for development in Third World countries have been a
recurring theme for discussions, deliberations, and resolutions at many a pre-
session seminar and other meetings of IFLA, UNESCO and other organizations.
The reason for this is that the established services do not reach marginal rural
or urban areas, nor do they function well in minority cultures, when it comes to
recording the oral tradition or to supporting the literacy process. There is a very
urgent necessity to change this, and many experiments are taking place in
different countries to create immediate and unconventional solutions. There is a
great need for information exchange about these developments, above all
within, but also between regions, and for finding strategies to influence
governments to create national frameworks for these efforts which at the same
time have to remain flexible and decentralized. The need to record the know-
ledge created during these developments and to produce guidelines and
educational material is also very great.
All regions have this need. Even in countries with comparatively good econ-
omic development, where fairly good resources are devoted to scientific and
technical information provision via university libraries, documentation centres
or special libraries, services to the general public are often very poor. The

situation in Thailand with 150 million inhabitants and 2 000 trained librarians
is, for instance, illustrative: Only 30 of these work in public libraries.
"Because of the centralized administration, Bangkok is the center of education, tele-
communication, trade etc. As such the habitants in the capital enjoy better
facilities and opportunities. This holds true with information resources. The
general public have access to 9 public libraries besides the National Library,
academic and special libraries while the public in the provinces have scarce
information resources. In 1987 there were 72 provincial, 333 district and 20 sub-
district libraries. As mentioned earlier the illiteracy rate is 7,7%. In an effort to
eradicate illiteracy, the Department of Non-Formal Education have set up 28,
264 village reading centers. These centers, served by volunteers, have news-
papers, and special reading materials suitable for villagers. There remains about
50% of total villages throughout the country requiring the reading centers.../
The 9,5 million pupils in primary and secondary schools is not matched by an
equivalent library service.
The existing acute problems facing school libraries and public libraries are 1) short-
age of funds, 2) shortage of books and reading materials, 3) shortage of trained
librarians. " (13)
. 4.2.1. IFLA Activity
Some of the IFLA Pre-Conference Seminars have since 1981 been devoted to
these questions. In 1981 the theme was Library Work for Children and Young
Adults in the Developing Countries , in 1985 Public Library Service for All: How to
serve Rural Areas, and in 1989 Public Libraries against Illiteracy. (14)
Recommendations and resolutions from these seminars to IFLA have concerned
among other things the following issues:
The need to support innovative initiatives in the development of library
services, especially those directed to deprived rural and urban
areas.
Concern about the lack of recreational reading materials for children
and young adults in local languages and the need to support prod-
. uction of books and reading materials for rural and marginal urban
areas and that funds be made available to finance the publication of
. appropriate bilingual material to assist in the fight against basic
and functional illiteracy.
That the appropriate authorities should be urged to examine ways of
ensuring that combatting illiteracy is integral to the mission of the
public library and should be achieved in cooperation with other
organizations.
That training programmes for para-professionals, teachers, and teacher-
librarians such as those presented during the seminar (Venezuela,
Colombia, Zimbabwe) should be developed and made available to
other countries.
Although some of these resolutions and proposals have resulted in some action,
it is evident that work has barely started.

IFLA's Division of Libraries Serving the General Public is, however, working
continuously with this type of problem, and is pursuing several interesting
projects of its own, as well as taking part in the planning of other IFLA activities,
such as IFLA's Pre-Conference in 1990 for librarians from the less developed
countries Strategies for Development of Public Libraries. One of the major projects
at the moment concerns rural community information serveces. UNESCO has
supported a literature review and the production of guidelines and will
support the testing of a manual in Sierra Leone as a model project. Another pro-
ject of the dividsion concerns testing of the manual Measuring the Performance of
Publice Libraries in both developed and less developed countries. There is also a
working group for so called dual use libraries, that is libraries which function
both as school libraries and public libraries.
IFLA's Section on Public Libraries has embarked on a project to promote and to
assist the development of community information services in the rural areas of
developing countries, and is now working with the first stage of the project, to
produce a literature review. This is done with financial support from UNESCO. .
(15)
0
4.2.2. ALP Activities
The work plan for the ALP Programme for IFLA's next medium term period will
be made up of activities, similar to those which IFLA is already working with.
They will thus consist of a mixture of research and lrevue, of seminars, prod-
uction of guidelines, manuals and teaching materials, and assistance to ongoing
or new devleopments of a model or pilot character in different areas. The
following is a description of the more important ideas of project proposals
which have been presented during the regional meetings. These proposals
concern Africa and Latin America, but there will no doubt be a need in similar
activities in Asia and Oceania.
Information provision for rural communities in Africa
In Africa many developments are taking place to reach new readers with
information services. The CLAC project (Centres de Lecture et d 'Animation cultur- .
elle en milieu rural - Centres for reading and promotion of culture) is an interesting .
example. This project receives technical and financial support from ACCT
(l'Agence de Cooperation culturelle et technique) and from foreign partners. It
was adopted by the member states of ACCI' in 1985 to be executed in African
rural social surroundings. It was introduced in Benin two years ago and will
gradually be established in Senegal, The Ivory Coast, Burkina Faso and in
Nigeria. In Senegal the project is now working in two regions. The objectives of
the CLAC centres are:
0 "to break the isolation of the rural communities by creating access to modern
information media to make it possible for the populations to contribute more to
the economic, cultural and social development;
0 to develop in rural environments active centres for education and training in
health and medicine, agriculture, literacy, literature etc;

0 to promote the flourishing of the local cultures and popular traditions." (16)
Similar developments are taking place in Botswana, Ethiopia, Nigeria and Zim-
babwe. There is now a need for a seminar which can draw from the exper-
iments, and for support to enhance these activities and to new services in this
area, such as for instance a proposed pilot-project on multi-media centres serv-
ing sub-urban and rural areas, production of educational material etc.

Extension of library and information services to marginal areas in Latin America
Various projects and developments in Latin America concern extension of
library services to marginal areas, such as community information services,
library services in frontier areas (Peru-Ecuador, Brazil-Colombia-Venezuela),
and library services in urban marginal locations with emphasis on special
services for children. Here, also, seminars and different types of support for
special activities are needed.

School Library Projects
Different projects, such as one concerning "dual door"-1ibraries in Africa,
another one "reading halls" in Brazil need support.

4.3. GREATER IDENTIFICATION AND INVOLVEMENT OF LIBRARIES WITH LITERACY
PROGRAMMES

Illiteracy is one of the greatest global problems of our time. In 1985 the number
of adult illiterates (above 15 years of age) was estimated at 889 millions, that is
27,7% of the adult population. While the share of illiterates is slowly diminish-
ing, the absolute number of illiterates is steadily growing, due to population
growth and inadequate schooling for children. 120 million children never start
school. In 1970 the illiteracy rate was estimated at 33%, but the number of adult
illiterates was 760 millions. If radical measures are not taken, the number will
reach above 1 000 millions in the year 2000.

98% of all illiterate people live in the Third World. The illiteracy rate varies
from 54% in Africa, to 36% in Asia and 17% in Latin America. Most affected are
poor people in the rural regions and in the urban marginal areas. Women
generally have a much lower ability to read than men. (17)

Library services, are obviously essential components in the work of developing
and reinforcing literacy. How else can poor people in sparsely populated rural
areas or in the slums of the great cities be provided with reading material? In
several countries library services are indeed integrated parts of literacy
campaigns, for instance in Thailand, where the government recognizes the
importance of literacy skills in the development process of the nation.
Therefore, literacy training has been linked to important social needs and
obligations, beginning with civic responsibility during 1940-1947, vocational
education from 1947-1964, family planning from 1968-1972, and since then the

emphasis has been on creating problem-solving abilities. The purpose is to
build up an educational background appropriate for making a living in society
(18).
In far too many countries this is unfortunately not the case. There are many
reasons for this - one is the shortage of reading materials, the poverty and
inadequacy of libraries or the absence of public library systems, that is to say a
total lack of the infrastructure necessary to develop library service to new
readers. The lack of access to reading materials has been described many times.
The following depicts the situation in the South Pacific, which in most respects
is typical:
"The ability to read in one's own language and in English, the availability of reading
materals of all kinds for all levels of readers, the role of librarians, teachers and
publishers and the involvement of government are some of the major con-
siderations in any discussion on the crisis of document supply in developing
countries. For the South Pacific almost everywhere there is a shortage of
reading materials, instructional materials and books whether written and
produced locally or imported from abroad and donated. The shortage is the
result of many factors, some of these include the high financial base required for
purchases, the great distance of the islands from the major book/ docu-
ment/copy suppliers, the shortage of local writers, the absence of a reliable and
productive publishing firm of books written by local authors, the chronic and
poor transport services, the lack of commitment of governments for improved
library services and provision of books for all. Efforts are being made by many
interested parties including university lecturersJibrarians and writers to correct,
to some degree, this critical situation but progress will be slow. Those working
in this area realise that the challenge ahead of them is not an easy one as it
entails seeking considerable funds for reading resources, encouraging interested
expertise to work in this field, building institutional and infrastructure to
commence or continue with vigour document provision and most imprtantly
identifying people willing to devote the time and energy to work improving the
situation. Any progress, however small, in the supply of documents to the users
in the regions will be worth it."(19)
Another important reason why libraries are too often neglected in literacy
work is - paradoxally enough - that they are identified too much with the
written word, the book, which is not yet the instrument of the illiterate, and
thus with services to the already literate. Also librarians themelves have
long, for these and other reasons, avoided engaging themselves actively in
literacy work. Hence the dual need to change both the attitude of govem-
ments and educators and others involved in literacy campaigns towards
libraries and to see to it that librarians involve themselves more in the
literacy process.
Librarians and policy makers are working out strategies to solve this
dilemma. They include the uniting of traditional library services with other
information services based more on oral transmission and other media than
the printed word - libraries should be information centres, not book
centres. library extension work in rural and urban marginal areas should
be carried out in a process of dialogue with the new users, since the basic
needs of the individuals are quite distant from reading. They must cater to

the genuine needs of the users in each area. Library services must be backed up by a commitment from the side of the local community..ln some instances detailed plans have been worked out for the involvement of libraries and librarians in all phases of literacy campaigns, including the establishment of a library corps for serving in remote areas. (20-21)
The great World Conference, Education for all, arranged by UNESCO, UNICEF, UNDP and the World Bank in March, 1990, in Thailand centered around the literacy question. The conference recognized the potentional role of libraries in the basic educational process, in Article V in its Declaration , and in the Framework for Action, which reads:
"In partnership with school and community workers, libraries need to become a vital link in providing educational resources for all learners - preschool through adulthood - in school and nonschool settings. There is therefore a need to recognize libraries as invaluable information resources." (22)

4.3.1. IFLA Activity

Libraries' work with literacy programmes is intimately associated with the grass-root librarianship described above, in section 4.2. This is true also of IFLA's activity in this field, but lately the federation has singled out literacy more and more as a special issue. One instance was the Pre-Conference Seminar in 1989, Public Libraries against Illiteracy, which will have a follow-up in in the form of a half-day workshop at the Stockholm Conference in 1990. The African Section held a seminar about basic literacy questions in Dakar in March, 1990. The Section for Latin America and the Caribbean also has a programme in Stockholm, called Mobilization of Library Resources for Knowledge, Literacy and Development in the English-speaking Caribbean. Literacy questions have become a recurring part of the IFLA work. The Division of Libraries serving the General Public has especially engaged itself in this work and has several on-going projects. The divison has a special working group for illitercy questions and one for indigenous publishing (with special attention to Africa). The Section for Public Libraries is at present elaborating guidelines for libraries working with illiteracy, a project which is supported by UNESCO.

4.3.2. ALP Activities

There is clearly a very great need for librarians and policymakers to come to-gether and learn from the different experiences and to draw up strategies for the future. Seminars and workshops will be the most important ingredients in the ALP programme in this area, but the programme will also support single projects. The following is a short list of activities which have been proposed :
Workshops on reading promotion
to be held for instance in Latin America with the attendance of experts from UNESCO, CERCLAC, specialized agencies, country experts etc, using the exper-iences from the IFLA workshop which was held in Africa in March 1990.
Pmductionofmduinlsforthenewlylitentcintheloulhnguaga

5. THE STRUCTURE OF THE ALP PROGRAMME

The ALP Programme should not duplicate the existing IFLA structure, and therefore the programme should replace the Division of Regional Activities. The regional sections and the regional offices should be replaced by the ALP Regional Centres for Africa, for Asia and Oceania, and for Latin America and the Caribbean. The present regional offices should, therefore, gradually be reorganized and reinforced and located within library institutions which can provide the ALP Programme with intellectual and logistic support. Each regional centre should have its regional advisory committee, with a more long-term commitment than the present regional standing committees. The ALP Programme will also have an international focal point with an international advisory committee.

The objective of the proposed restructuring is to achieve an efficient regional structure which can help to decentralize the ALP Programme and stimulate regional activities. The transition from the old structure to the new has to be gradual. To begin with, the programme should build on the existing structure.

The cooperation and the co-ordination between ALP and IFLA's Core Programmes and other professional bodies should be facilitated and encouraged by IFLA. The ALP Programme should for instance be supervised by the PMC to become functionally linked with the other core programmes.

5.1. THE INTERNATIONAL FOCAL POINT

An international focal point for the ALP core programme will, for the time being, be established in Scandinavia. The three ALP meetings in the regions in March 1990 have all recommended this solution. The proposed host organization is Uppsala University Library at Uppsala, Sweden. Uppsala University has a very large and well established international activity. As is the case with the other international focal points, the host organization will provide intellectual and logistic support as well as clerical assistance and office premises. The programme staff at the international focal point should consist of two persons, one programme officer and one halftime administrative assistant. After the first five year period of the programme IFLA should look at the possibility of finding a host in one of the three regions.

5.2. THE TASKS OF THE INTERNATIONAL FOCAL POINT

The international focal point will be responsible under the governing and consultative bodies of IFLA for the monitoring and management of the ALP

programme and will work in close connection with the regional centres, especially with the coordinating and cooperative activity and with the policy matters described in section 3, underProgramme Concept and Programme Orientation. Its other more important tasks are the following:

Projects

0 Help develop new and realistic projects for ALP.

0 Provide guidelines and instructions in project formulation and evaluation.

0 Monitor ongoing projects.

Pu ndraising

0 Define, coordinate and channel funding actions for the realization of the ALP programme and identify new sources for funding.

0 Manage the project funds channelled to the programme.

0 Prepare the essential reporting to the various funding agencies and

. IFLA bodies.

. Coordination and cooperation

0 Act as a coordinating and stimulating unit for IFLA's regional centres, collect regional proposals for projects and identify and approach sources for their funding.

0 Provide clearing house functions by creating a database containing information about institutions and agencies which support librarianship in the developing countries, their geographical and action areas and their principles and criteria for supporting different programmes; on-going projects; experts; developments; project ideas and needs in the various countries and regions; etc.

0 Develop a framework for, and encourage, gift and exchange programmes between institutions, so called "twinning" programmes.

Policy matters

. 0 Raise general awareness of ALP through publications and other public relations methods.

. 0 Report regularly in the IFLA Journal and in the regional Newsletters.

Studies and research

0 Inititate studies and research when necessary for the development of other programme activity.

Workshops, seminars

0 Take part in the planning of workshops and seminars.

5.3. THE INTERNATIONAL ADVISORY COMMITTEE

The International Advisory Committee of the ALP Core Programme should

consist of the managers from the regional centres and the Chairpersons and
secretaries from the regional advisory committees. There is a need for a full day
meeting for the committee in connection with the annual IFLA conference.

5.4. THE REGIONAL CENTRES

The regional centres should in the long run be located within library institu-
tions which can provide a strong, long-term logistic and intellectual support to
the programme. To this end, the present structure must gradually be changed
and reinforced so that the regions can achieve a greater autonomy.and be able
to make a stable input to the programme. To begin with the programme must
use the existing infrastructure. This means that IFLA's regional offices when
possible should funtion as regional ALP centres. The regional ALP centres
should have a clear responsibility to judge and prepare project proposals to be
forwarded to the International Focal Point, and a responsibility of their own for
regionally funded projects and fundxaising activities within the regions.

5.5. THE REGIONAL ADVISORY COMMITTEES

The regional advisory committees (at present the regional standing committees)
should function as the regional steering and advisory bodies of the regional
ALP programme centres. To be able to do so, they should meet once every year,
and must be representative of the entire region. The members of the advisory
committes should act as contact persons in the various sub-regions. A more
elaborate sub-regional structure can be developed gradually in each region
according to the needs of each region and the decisions of each regional centre.

5.6. SUPPORTING COMMITTEES

Considering the importance that strong and well directed support from the
industrialized countries could have it is proposed that supporting committees
are formed for the ALP programme by IFLA members in different areas of the
world. With the placing of the International Focal Point in Scandinavia it is
essential that representatives of the Nordic national libraries and the Nordic
library associations form such a supporting group

5.7. COSTS AND FUNDING

The costs of the programme can be broken up into administrative costs for
operating the international focal point and the regional centres, recurrent costs
for expenses such as travel for staff and for advisory committees, for public-
ations, IFLA clearing house functions etc and finally costs of projects and other

activities. The funding must come from different sources. Besides the contributions of the host organizations of the international focal point and the regional centres and from IFLA, the programme will have to seek external financing. The International Focal Point should at first hand be financed by Scandinavian contributions. See enclosed budget. (Annex 2)
IFLA's budget for regional activities has been established at Dfl 90 000 for the years 1991, 1992 and 1993, and covers for the time being the expenses of the regional offices and one regional meeting every three years for each standing committee. Since there is a need in the future for more frequent meetings of the regional advisory committees IFLA should investigate the possibility of the members paying part of the expenses for the meetings themselves and also try to raise contributions for the ALP Programme from for instance sustaining members. There were in fact suggestions at the regional meetings that IFLA should start fundraising activities in the three regions as well.
The programme will seek external financing for projects and other activities. A tentative dialogue has started with the Nordic development agencies and UNESCO, but other development agencies and international funds will also be approached at a later stage.

6. CONCLUDING REMARKS

The structure and scope of the ALP Programme as it has been described in this report is meant to provide a suitable setting for future programme activity. This framework is by necessity wide, since the needs and requirements for development are great and different in the various countries and regions. But it is not too wide - the goals and proposed workplan of the programme do describe very important priority areas for future efforts. It will henceforth be up to the actors in the ALP Programme - that is all IFLA bodies and member - to continue to fill the programme with content, and to create suitable forms of cooperation to this end. This will, no doubt, require a lot of hard work from many people.

Although the ALP Programme in principle represents a long term commitment to assist the developing countries it must have a time-frame of five years to prove its viability, e 3 1991-1995. After that period the effects of the programme should be evaluated and the structure of the programme should be reviewed.

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ANNEXZ
ALP PRELIMINARY BUDGET
34
COSTSIYEAR IN SEK (cost situation 1990)
A The International Focal Point
1. Premises, equipment. material,
administrative and professional support
2. Programme officer, 1001
(head of department level)
3. Administrative assistant, 502
4. Travel
B The Regional Activitx
1 . Regional Centres:
Premises. equipment, material. ad-
ministrative and professional support
IFLA's budgeted costs for meetings, news-
letters and clearing houses
3. Increased cost for more frequent meetings
of the regional advisory committees
Total amount
C Project costs
uncalculated 1
400 000
100 000
100 000
uncalculated 1
300 000
100 000
l_QQQ_QQQ
To be financed
separately
m
PROPOSED FINANCING
IFLA. member fees
IFLA. sustaining members
Uppsala University
Other Nordic sources
Total amount
300 000
100 000
100 000
___:QQ_QQQ
1 000 000
H
1 The costs for these 'contributions in kind" to
IFLA are normally not accounted for. The additional
costs for the regional centres as the activity grows
can not be calculated today.