IFLA/UNESCO Internet Manifesto Guidelines

(September 2006)

(IFLA Internet Manifesto: http://www.ifla.org/III/misc/internetmanif.htm)

Acknowledgements

Foreword

The IFLA UNESCO Guidelines are a finished product, but should also be regarded as a work in progress. Technology changes; attitudes to what are the important issues change; and no set of guidelines can be regarded as providing answers for more than a short span of years. If this document says less than might have been said on an issue that was at the top of everyone's mind five years ago, that is probably as it should be. If there is not such clear guidance as might be wished on an issue that may emerge as of central concern in twelve months time - the drafters do not claim clairvoyance.

Once that has been said, however, the process by which these Guidelines have been drawn up was designed to make them as strong as possible. Their starting point is the IFLA Internet Manifesto, a document that has already given broad and useful guidance since 2002. The more specific advice that the Guidelines give are rooted in IFLA/FAIFE's research over the last few years. Most of that research was done by Stuart Hamilton, whose fruitful period as, effectively, FAIFE's researcher in chief ended more or less immediately after the Guidelines were drafted. Consultation, in the form of workshop meetings in a number of countries, allowed the views of practitioners on the issues of concern to emerge strongly and clearly. A wealth of material was reviewed and a draft document was written in early 2006. This draft was then subjected to the very close attention of an expert group at a workshop held in London on the 27th and 28th March at the Royal Society of Medicine.

The important thing about the Guidelines is that the impetus behind them comes very much from the parts of the world that tend to be in danger of being regarded as on the periphery in Internet related issues. FAIFE very definitely does not regard the countries of the developing world, the newly industrialising countries, transitional countries, and countries which have not tended to be prominent in the councils of IFLA as peripheral. The choice of venues for consultative workshops and the membership of the expert workshop in London were deliberately devised to ensure that the frequent domination of ideas from North West Europe and North America was thoroughly balanced by input from the rest of the world.

What a set of Guidelines should do is to stimulate thought and inspire action. They should never be regarded as rules, and it would be a mistake to regard some of what is written in guidelines documents as more than aspirational. That said, these Guidelines have many kinds of potential. They can achieve great things by contributing helpfully to the decision making process in a host of institutions struggling with the exceptionally difficult dilemmas that providing Internet access produces. They can be used as a basis for further policy documentation in institutions of many kinds, not only the libraries to which they are mainly addressed. For IFLA and FAIFE they will be the starting point for the further experimentation and consultation that was already present in the budgeted plans of the organisation.

I am very happy to recommend the IFLA/FAIFE Internet Access Guidelines to all who may find them helpful and assure them that comment and questions on the current document will always be welcome.

Paul Sturges, Chair of the IFLA/FAIFE Core Activity

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Process

1. The IFLA Internet Manifesto

The IFLA Internet Manifesto was endorsed by the Council of IFLA in 2002. Since then it has been translated into 19 languages and adopted by library associations in 27 countries[1]. In general, manifestos describe shared values, principles of performance and a vision of best practice. In the case of the Internet Manifesto, the values concerned relate to the preservation of freedom of access to information on the Internet. To this end, the Manifesto presents goals for programs, services and staffing relating to the Internet in libraries. It serves as a model for quantity, quality, extent and level of suitability regarding Internet access in libraries, and it acts as an idealized template for decisions and actions in the library community.

The Internet Manifesto was created out of a perceived need for a document that brought the traditional library values of freedom of expression and freedom of access to information into the age of the Internet. It is a document that reaffirms the library profession's commitment to these values and their importance in all of the services that libraries can provide. The Manifesto, however, is a broad document, and actually achieving implementation of its values in the workplace requires a little more work than paying lip service to the ideals present in its text. To achieve the aims of the Manifesto something more concrete must be made available to library and information professionals, decision makers and educational leaders – such as a set of guidelines which will help us achieve our goals through a more careful consideration of the issues the Internet Manifesto tackles.

2. The IFLA/UNESCO Internet Manifesto Guidelines

Guidelines consist of procedures that will prove useful in meeting standards. Although they generally define qualitative criteria and exclude quantitative criteria, guidelines identify factors contributing to program effectiveness and provide recommendations for effective practice in their subject area. The Internet Manifesto Guidelines are specific to Internet access programmes in libraries, and concern service policies and procedures that will lead to the implementation of the Internet Manifestos values in everyday library work. The guidelines are intended to offer guidance to library and information professionals, policymakers, and politicians in drawing up policies concerning public access to networked information in libraries: they do not, however, have a binding character nor legal implications for those who use them. Instead, they provide a framework for implementation of policies guaranteeing freedom of access to information and freedom of expression on the Internet as well as access to information held by cultural institutions such as libraries.

3. Target Audience and Methodology

This document is aimed at libraries and librarians that provide public access to the Internet. This means primarily public libraries, but the guidelines will also be useful to school, academic and special libraries in formulating an Internet access policy which pays attention to freedom of expression and freedom of access to information on the Internet. Furthermore, the document takes the Internet Manifesto in a new direction by moving towards a charter for users, in effect becoming a document prepared by the library

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[1] Source: IFLA/FAIFE World Report 2005

community that safeguards and sets out users' rights to information on the Internet in libraries.

For the Guidelines to be a relevant document to all members of the International library community, it was important that a methodology was followed which took into account the needs of those in developing countries as well as those in developed. While Article 19 of the Universal Declaration of Human Rights was the fundamental bedrock of the guidelines, the values of different cultures also had to be considered along with questions of cultural bias towards western liberal democratic values. As the development of standards and guidelines is based on an identification of needs and an attempt to maintain contact with the audience to whom the document is directed, the process that led to the creation of these guidelines followed a step-by-step outline which sought to remain focused on the needs of all library users, not just those from developed countries with advanced Internet infrastructure. To this end the process began by conducting a review of existing standards and guidelines for coverage related to our subject area, including criticism of the Manifesto and IFLA itself. Following this, countries were identified which would be able to host workshops on the Internet Manifesto and produce input for the guidelines. Kampala in Uganda (June 2004) , St Petersburg in Russia (March 2005), Havana in Cuba (November 2005) and Santiago in Chile (January 2006) all hosted well organized events, in some instances over two days, that produced a great deal of information into the state of Internet access in the relevant wider regions. Senior professionals from many countries participated in these workshops and shared their knowledge of the problems facing Internet access in libraries and the solutions that can be employed to overcome these obstacles.

Following each workshop the field experiences were analysed and evaluated and the information gathered was assembled into a draft guidelines document. In March 2006 this document was discussed over two days by a group of senior library and information professionals in London and a second draft formulated. This draft was then posted on both the IFLA and UNESCO websites, and its existence advertised on various relevant mailing lists including IFLA-L and FAIFE-L. Comments and criticism were solicited and the draft was amended as a result.

Overall, the process tried to ensure that participation from all involved parties - librarians, library associations, policy makers - was fostered, thus ensuring a personal contribution to the results, and those involved in the workshops and the consultation process were given a chance to fully get their points across and experience others' points of view. The end result is that the Guidelines are relevant at the level of every player involved and that there is now a systematic approach for implementing the Internet Manifesto.

4. Potential of the Guidelines

The Internet Manifesto Guidelines are imbued with great potential for helping librarians safeguard freedom of access to information on the Internet in the future. It is hoped that the document will be useful as part of LIS (or other) curricula in universities, or that it is used in continuing professional education, or in workshops on library Internet access. The Guidelines could also provide material for information activists and advocates of public access to the Internet but most importantly they open up the possibility of enabling users to take firmer control of their rights with regards to Internet access in the library.

Further to this, following the publication of this document it is FAIFE's intention to engage in a cooperative project with IFLA's Regional Offices on equal access to the Internet. The purpose of the project is to help library professionals practically implement and embed the guidelines to advance equal access to the Internet in libraries. The project aims at

knowledge exchange through training seminars and workshops targeting all regions of the world – preferably three workshops a year over 3 to 4 years - and job exchange of young professionals with special focus on countries in Africa, Asia, and South America with the lowest percentage of population online. Working with appropriate international partners such as UNESCO's IFAP (Information for All Programme) and other IFLA bodies such as ALP (Action For Development Through Libraries) and NPDG (New Professionals Discussion Group), a detailed budgeted project description will be developed.

When the IFLA/UNESCO Internet Manifesto Guidelines are placed alongside the previously published School and Public Library Manifestos (and their accompanying guidelines) it can clearly be seen that IFLA and UNESCO have produced three documents which could have great success in helping library and information professionals create library services for the 21st century.

Furthermore, the guidelines support the Declaration of Principles of the World Summit on the Information Society which was held in Geneva in 2003 and Tunis in 2005[2], and they also complement a declaration issued by IFLA during the World Summit on the Information Society process, the Alexandria Manifesto on Libraries, the Information Society in Action[3]. Both of these declarations stress a people-centred, inclusive and development-orientated society where all can access and share knowledge in an atmosphere of unrestricted access to information and freedom of expression. Against a background of these documents, the IFLA/UNESCO Internet Manifesto guidelines document outlines service policies and procedures which safeguard freedom of access to information for all library users and ensure access to the Internet is free, equal and unhampered by unnecessary restrictions.

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[2] Source: http://www.itu.int/wsis/docs/geneva/official/dop.html
[3] Source: http://www.ifla.org/III/wsis/AlexandriaManifesto.html

Preamble

Introduction

The IFLA Internet Manifesto is built on the foundation of Article 19 of the Universal Declaration of Human Rights, and it stresses that library users have the right to expect the same degree of freedom of expression and freedom of access to information on the Internet as they do with print materials. It is a document concerned with updating the fundamental ideals of the library profession for the Internet age. However, to understand why the Manifesto and these accompanying guidelines are so important to library and information professionals the legitimacy on which they are built must be examined, in order to show that the two documents have a great contribution to make to librarians all over the world as Internet access continues to increase and play a greater part in day to day library work.

Libraries and Human Rights

Since the end of the 18th century the idea of inherent and universal human rights has grown in popularity around the world. A human right is a "universally recognised legal right which, if not granted, would cause lives and livelihoods of human beings and communities to be impaired or harmed" (McIver, 2000). Human rights derive from human needs, and they provide a universally available set of standards for the dignity and integrity of all human beings.

The concept of rights is based on equality, human dignity and mutual responsibility. The promise of a global human rights consensus emerged after the Second World War, and moved up the international political agenda following the formation of the United Nations in 1945. Notable events following this included the United Nations Commission on Human Rights (1946); the Universal Declaration of Human Rights (1948); the European Convention on Human Rights (1950); the United Nations International Covenant on Civil and Political Rights (1966); and the United Nations International Covenant on Economic, Social and Cultural Rights (1966).

The Universal Declaration of Human Rights (UN, 1948) gives a common framework for the establishment, protection and enforcement of human rights. The concept of freedom of access to information and freedom of expression is clearly outlined in Article 19 of the Declaration of Human Rights:

"*Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.*"

Freedom of Expression and Freedom of Access to Information

Freedom of expression is the freedom to express what may be extremely unpopular ideas without fear of reprisals, and to the right to protection for citizens wishing to express those ideas. Article 19 allows for expression through 'any media', meaning thoughts and opinions can be communicated through speech, the written word, through art of any description or through more modern mediums such as television, radio or the Internet. Freedom of expression includes the right to oppose governments without being considered

criminals or traitors, and the right to question prevailing ideas and beliefs widely held to be true, no matter how consequential.

Freedom of access to information, on the other hand, is the right of citizens to not only express any views, but also to have access to the fullest range of views expressed. In libraries this means providing access to ideas that librarians might not agree with or find personally offensive.

Libraries are inherently connected to freedom of expression and freedom of access to information because of the information resources they hold, and the variety of services they offer to access them. Libraries, therefore, can take these ideas and make them more realistic. They aspire to offer freedom of access to information through whatever channels they possess – including access to information via the Internet.

Cultural differences in access to information

One of the problems with a discussion of universal human rights is that there exists a tension between the cultural and developmental diversity of the peoples of the world and a uniform approach that prioritises a perceived western liberal democratic bias over all other outlooks. It must be remembered that with an inequality of development existing worldwide, differences in attitudes to and provision of access to information will be found all over the world, and likewise all over the international library community. There is an important point to make, however, about how different attitudes would still exist even if all countries existed at the same level of development. Differences in cultural attitudes to concepts such as personal freedom and privacy, or what is considered obscene or harmful, exist within and across all countries, even developed ones.

This situation exists because of cultural differences regarding values. Even the Universal Declaration of Human Rights has been questioned regarding its perceived Western, Judeo-Christian constructions that may be of little relevance to communities with other beliefs/ideologies. In light of this, how can a single Manifesto and an accompanying set of guidelines be relevant to all library users all over the world? Why would IFLA and UNESCO believe that producing such a document was important and necessary?

Simply put, the introduction of the Internet into libraries has changed the way information resources are provided to users. The Internet takes the revolution caused by printing one stage further and provides information to the user wherever he is – all that is needed is the appropriate technology. At the same time the Internet continues the revolution in communications caused by printing thanks to the speed and low cost of distributing information. The crucial difference, however, is the way the Internet, in its multimedia format, blurs the lines between information provision and consumption. This has changed information provision in libraries by allowing the library user far more control over how he or she accesses information.

Prior to the Internet, initiatives such as IFLA and UNESCO's Universal Availability of Publications (UAP) programme, demonstrated the commitment of libraries to providing the widest possible access to information. Networks of libraries, at local, national and international levels co-operated to offer printed publications to users. Internet technology changed this situation and enabled libraries to offer wider access to information than previously, far quicker and, in theory, more cheaply for users. Introducing public access Internet into libraries lets users select information, bypassing the librarian as mediator and leaving the user dependent on his own skills at finding information that may or may not be valid. Availability of information on the Internet, therefore, differs from 'traditional' library stock in that librarians select the stock to go in their libraries. If selection in a traditional

sense were applied to the entire Internet, libraries would make available only specific sites actively located, evaluated and added to their systems. On the Internet, no such selection procedures exist. Information is posted to the Web, and then users do the selecting.

Librarians can supply bookmarks or recommended sites, but essentially when users sit in front of a library Internet computer they are in charge. In theory, users no longer have to deal with the restrictions imposed on materials selection by budget, bulk ordering, selector bias, or peer review. They are free to find their own way, dependent on their own skills, through the mass of information the Internet has to offer. The process of information retrieval, for both librarians and library users, is therefore now both simpler and more complex than ever before. It is simpler thanks to the speed and simplicity of search mechanisms that return keyword matches in seconds. On the other hand, it is more complex due to the staggering size of the Internet and the lack of organisation to found amongst the information online.

Growth of the Internet: Opportunities and Challenges

One of the reasons for this is that use of the Internet, and the ways that the Internet can be used, continues to grow rapidly. The growth of users continues around the world, with countries such as China seeing enormous growth in recent years. The growth is aided by advances in communications technologies such as broadband and wi-fi, and by the decreasing costs of hardware, software and connections. This situation has had the added effect of spurring innovation, leading to uses of the Internet that are taking the users in new, collaborative directions. The immense popularity of blogs, web pages created and updated on any subject using simple, freely available software, can be seen all over the world, even in the most repressive countries. The increasing use of the wiki, a type of website that allows users to easily add and content and is especially suited for collaborative writing, has increased the possibilities of mutual information generation and spawned a highly successful online encyclopaedia that is growing rapidly. New ways of doing online business are emerging, new interactive e-government services are becoming integral to government-citizen communication and, in turn, citizens feel more empowered to participate in community decision making. Alternatives to established norms are also springing up, such as new copyright frameworks like Creative Commons, a non-profit organization devoted to expanding the range of creative work available for others legally to build upon and share. Different forms of academic information sharing such as open access are complementing this movement, and underpinning the new emphasis on common resources is open source software, a movement with real potential to shift more power and decision making into the hands of individuals.

Despite the undeniable benefits and opportunities these new developments offer, many problems for librarians and their users have become apparent. New skills must be learned in information retrieval, and provision made for users to better utilise online technologies. Additionally, because it is impossible for librarians to know everything on the Internet (unlike before, when a library catalogue theoretically contained all available holdings) there are new problems regarding the types of information users are accessing. The Internet, which has sometimes been referred to using analogies of the Wild West, can be seen as a minefield of (mis)information, pornography, hoaxes, scams and ephemera of all kinds. Such a situation has led to the increased use of filtering software – at the level of national telecommunications infrastructure and in libraries themselves. The use of filtering software is slowly becoming more favoured by library associations and more common in the library itself[4].

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[4] Source: IFLA/FAIFE World Report 2005

While filtering is one of the issues most likely to cause contention in the library, there are also other downsides to the Internet that have to be considered. User privacy is more easily compromised in an Internet context, and recent developments in national security legislation passed in the wake of the September 11th 2001 terrorist attacks have pitted libraries' traditional policies of confidentiality against the need for protection from terrorism. Governments are not the only entities threatening individual privacy either; businesses are equally as keen to monitor and interpret Internet surfing patterns. The actions of businesses online cannot be ignored for the increasing commodification of online resources, some of which have already been paid for by the taxpayer, creates real financial obstacles to accessing information. In addition to this, recent concerns about the extent to which the integral neutrality of the Internet can be preserved in the face of large telecommunications companies' business plans has led to worries of a future where a two-tier Internet might operate – where commercial traffic might be prioritised over all other communications.

The Internet, the library user and increased freedom of access to information

Regardless of the opportunities and obstacles presented by its growth, the link between technology and increased access to information has seen the Internet assume a central position in library policy in recent years. However, despite our best efforts, many members of society are still left outside of the information loop. Barriers created by ethnic origin, gender, sexuality, physical or mental disability, educational attainment, employment status or economic situation are responsible for the exclusion of many citizens. Libraries, as providers of information access in the community and in wider society, can play a strong role in ensuring that the socially excluded members of society can take advantage of the benefits offered by Internet technology and play an active role in their communities.

The use of information and communication technologies as a way to overcome barriers has figured centrally in schemes to solve the problem. The idea of the Internet as a tool to reduce social exclusion has gained credence thanks to its ability to open access to government information and communication channels, and libraries have contributed to this concept by making collections and catalogues available online for those unable to physically access library resources. With more and more governments attempting to deliver public services online over the next few years, information – and the ability to access it – is becoming more important in empowering communities to take control of their future.

Consequently, Internet access in libraries has become a priority in many countries in the past five years. Inevitably the extent of this access differs greatly around the world but an emphasis on connecting libraries to the Internet has come to fruition in work by many public and private organisations. Librarians all over the world are coming to terms with a future in which the Internet plays an increasingly central part in their everyday work. At the same time they are coming up against the rapidly changing background to access previously mentioned, and can benefit from guidance on how best to deliver access to the Internet in line with long held principles relating to freedom of access to information and freedom of expression. The following guidelines attempt to provide advice to librarians, library managers and decision makers which will help develop Internet access policies that serve the particular needs and characteristics of any community. They set out the principles of public access to the Internet, tackle the issues of access for marginalized members of the community, outline how libraries can take citizens from awareness to empowerment through taking advantage of e-governance facilities, discuss the technological choices that libraries face when considering provision of equipment and connections, provide advice on user training and consider the creation of Internet use policies that can eventually lead to a users' charter of rights. The guidelines are wide-

ranging and can help librarians take advantage of the Internet's good points while dealing with the bad points. Taken altogether, the guidelines offer librarians a resource for planning and executing library Internet access policies which can help ensure high quality, equal access to the Internet for all library users.

Guidelines Topics

1. Principles of Public Access

2. Public libraries and other public access points

3. Users

4. Enablers
    a. Local Content
    b. Language
    c. Open access

5. E-governance (democracy, libraries in society)

6. Technological choices and development, network management

7. Barriers:
    a. Filtering
    b. Privacy/Security
    c. Copyright
    d. Net Neutrality
    e. Charges for access

8. User Training and support

9. Internet Use Policies (including user responsibilities and disruptive use)

1. Principles of Public Access

Unhindered access to information is essential to freedom, equality, global understanding and peace. Therefore, the International Federation of Library Associations (IFLA) asserts that:

Intellectual freedom is the right of every individual both to hold and express opinions and to seek and receive information; it is the basis of democracy; and it is at the core of library service.

Freedom of access to information, regardless of medium and frontiers, is a central responsibility of the library and information profession.

The provision of unhindered access to the Internet by libraries and information services supports communities and individuals to attain freedom, prosperity and development.

- Libraries providing access to information on the Internet should do so in accordance with the principles of Article 19 of the Universal Declaration of Human Rights which states that everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers

- Individuals are, in the first place, responsible for their own information seeking activities, and they should therefore be offered the maximum possible scope to decide for themselves what they should or should not access on the Internet

- Libraries should ensure that access to information on the Internet is available to all, regardless of age, race, nationality, religion, culture, political affiliation, physical or mental disability, gender or sexual orientation

- Librarians have a professional responsibility to provide users with equal and equitable access to the Internet; to respect the privacy of users; and to enable users to make the most of the information available on the Internet through the provision of assistance and training when needed

2. Public libraries and other public access points

Libraries and information services are vibrant institutions that connect people with global information resources and the ideas and creative works they seek. Libraries and information services make available the richness of human expression and cultural diversity in all media.

Libraries and information services provide essential gateways to the Internet. For some they offer convenience, guidance, and assistance, while for others they are the only available access points. They provide a mechanism to overcome the barriers created by differences in resources, technology, and training.

- Different types of library and other information facilities serve different user groups. It is the responsibility of institutions to seek to serve their subject area and user base by
  - Providing existing resources through online channels (e.g. through digitisation programmes); and by
  - Developing ways of delivering new resources over the Internet

- Access points for Internet should be provided in physical spaces that are open to all, regardless of gender, religion, social class or caste.

3. Users

Libraries and information services also have a responsibility to serve all of the members of their communities, regardless of age, race, nationality, religion, culture, political affiliation, physical or other disabilities, gender or sexual orientation, or any other status.

- Libraries providing public access to the Internet have a specific responsibility to ensure that access is available to groups who might otherwise be disadvantaged. In addition to those identified in the Internet Manifesto, librarians should be aware of the need to include other groups, such as those disadvantaged on account of social class or caste, homelessness or landlessness

- Where young people are allowed to use library facilities, libraries should have a clear policy on use of the Internet by children and minors, and this policy should be explained to parents when children first begin to use the facilities

4. Content

The global Internet enables individuals and communities throughout the world, whether in the smallest and most remote villages or the largest cities, to have equality of access to information for personal development, education, stimulation, cultural enrichment, economic activity and informed participation in democracy. All can present their interests, knowledge and culture for the world to visit.

- Librarians should identify, facilitate the production of, and promote locally produced and locally relevant information content. They should also, when possible, work in cooperation with local information producers in the production of local content

- Librarians should encourage dialogue among cultures and respect for indigenous peoples and their languages, seeking particularly to facilitate access to content in local languages

- Librarians should recognise traditional oral knowledge as both an important community-generated social good, and as local content to which wider access should be given

- Whilst respecting existing intellectual property rights, librarians should encourage open access approaches to the provision of local content, on the basis of creative commons principles

- Librarians should seek to develop programmes for the digitisation of the library's own resources of unique or rare content

- Libraries should seek to make their catalogues available online and facilitate access to local content through new or existing library-managed portals and web pages

5. E-services, e-governance and e-democracy

Libraries in addition to all their well-recognised roles in education, leisure and research, have an important, and not always fully-acknowledged, role to play in taking citizens from awareness to empowerment. Access to Internet and other forms of information technology services are at the centre of this role.

- Libraries must contribute to democracy by playing a bridging role in the state-citizen relationship, particularly through the promotion of e-governance for the community. Furthermore, libraries should supplement and strengthen e-government through the provision of materials that will stimulate e-democracy: including materials created by campaigning organisations, lobbying groups, and political parties representing the whole spectrum of opinion

- Librarians have a crucial role in using the special skills of their profession in collecting, organising and giving access to government information, whether in the form of printed grey literature or electronic documents

- Libraries should encourage citizens to make use of their online mechanisms for communicating with government

- Libraries should be open to taking on roles in the provision of full e-government services where such facilities are otherwise lacking, insufficient or inadequately provided by other institutions

- Libraries have a role to play in freedom of information, or right to information, structures in countries where the necessary legislation is in place, particularly by assisting users with freedom of information requests

6. Technological Choices

- Libraries should strive to offer users the best possible technology to access the Internet

- The principle of user-friendliness should be applied when choosing or designing interfaces used for accessing online information

- Libraries should strive to offer users fast Internet connections. Where poor telecommunications infrastructure hampers Internet access this should be addressed by seeking creative power supply, hardware and software alternatives

- Libraries seek to facilitate quality access through a well trained staff, fully informed on the library's technological capacity and its potential for meeting user demands

- Responsibilities within a library for maintaining basic information technology services, advising staff and users on technology, the purchasing of equipment, and planning for renewal and development of technology should be clearly allocated, and consistent procedures and processes set out

- The need to plan for sustainable systems in terms of the renewal of technology and acquiring the finance for it should be accepted by all concerned with the provision of public Internet access facilities

7. Barriers

Access to the Internet and all of its resources should be consistent with the United Nations Universal Declaration of Human Rights and especially Article 19:

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

The global interconnectedness of the Internet provides a medium through which this right may be enjoyed by all. Consequently, access should neither be subject to any form of ideological, political or religious censorship, nor to economic barriers.

Barriers to the flow of information should be removed, especially those that promote inequality, poverty, and despair.

a. Filtering

- It should be recognised that the use of filtering software on public access Internet terminals is a clear obstruction of users' freedom of access to online information

- It is also the case that, because complete precision in the design of filtering software is unlikely to be possible, given the imprecision of human language, accidental blocking of content to which the right of access is undisputed commonly occurs

- Recognising that filters are applied in many libraries under the law of the land or the regulations of their parent institutions, librarians should seek to apply the lowest possible levels of blocking, and not further narrow availability of information by installing their own extra filtering software

- If the law obliges libraries to install filtering software, it should be established as clearly as possible who is responsible for control of filtering. Libraries should seek to retain the power to adjust the parameters and levels of filtering. Users should be clearly informed of its presence and be given the opportunity to challenge particular instances of blocking, or request the adjustment of blocking criteria

Libraries and information services should support the right of users to seek information of their choice.

Libraries and information services should respect the privacy of their users and recognize that the resources they use should remain confidential.

b. User Privacy

- Librarians must respect the privacy of Internet users in the library and their information seeking choices

- Librarians should keep no more record of Internet use than is required by law, retain such records no longer than is required, and protect the integrity of records of use at all times

c. Intellectual Property

- Information resources created with public funding should be in the public domain and remain so

- In the face of restrictive digital copyright legislation and digital rights management, libraries should advocate legitimate alternatives to existing forms of copyright, such as creative commons, that increase rather than restrict access to information

- Librarians have a responsibility to advocate copyright conditions that facilitate the preservation of digital materials and rights holders should be encouraged to recognise their obligation to ensure the long-term availability of online resources

d. Net Neutrality

- The Internet has at present the character of a public, egalitarian and democratic facility
- In the interests of keeping the Internet as a neutral mechanism for the delivery of information and services, librarians should resist any efforts to introduce a tiered pricing model or otherwise diminish the neutral nature of the network

In common with other core services, access to the Internet in libraries and information services should be without charge.

e. Charges for access

- Libraries should always seek to provide access to the Internet free of charge, in order to ensure equal and equitable access to online information services

- Libraries that are obliged to charge for Internet access should seek to apply a tiered pricing model, for instance by charging for email and/or chat use but keeping access to online information resources free

- Libraries that are obliged to charge for Internet access should seek to apply a tiered pricing model, for instance by charging for email and/or chat use but keeping access to online information resources free. Tiered pricing should follow any model already in place for other library services taking into consideration reduced or no charges for unemployed, disabled, and others least able to pay

8. User Training

Libraries and information services have a responsibility to facilitate and promote public access to quality information and communication. Users should be assisted with the necessary skills and a suitable environment in which to use their chosen information sources and services freely and confidently.

In addition to the many valuable resources available on the Internet, some are incorrect, misleading and may be offensive. Librarians should provide the information and resources for library users to learn to use the Internet and electronic information efficiently and effectively. They should proactively promote and facilitate responsible access to quality networked information for all their users, including children and young people.

- Libraries should provide training for all users in access to Internet information and, where possible, in advanced information seeking techniques

- In principle such training should be free of charge, and where this is not possible a tiered pricing model should be applied

- Information literacy programmes provided by libraries should give particular attention to accessing information from the Internet

- Training should promote and facilitate the finding of quality networked information, whether this content is local, national or international in nature

- Training should point out the realities of the Internet and, in particular, draw attention the unclear provenance and potential unreliability of some of the material found online

- Training should 'educate for sensitivity' by stressing the diversity of other peoples' information-seeking choices, the range of content on the Internet and the need to avoid harassing or infringing the privacy of other users

- Librarians should encourage the training of school teachers to identify and make use of online resources designed for children and minors

- Librarians should seek to contribute to the education of children to take responsibility for their own Internet use

- Libraries should pay particular attention to the training needs of the disabled and of older people wishing to access the Internet

9. Internet Use Policies

IFLA encourages the international community to support the development of Internet accessibility worldwide, and especially in developing countries, to thus obtain the global benefits of information for all offered by the Internet.

IFLA encourages national governments to develop a national information infrastructure which will deliver Internet access to all the nation's population.

IFLA encourages all governments to support the unhindered flow of Internet accessible information via libraries and information services and to oppose any attempts to censor or inhibit access.

IFLA urges the library community and decision makers at national and local levels to develop strategies, policies, and plans that implement the principles expressed in this Manifesto.

- Libraries should create clear and transparent policies for Internet access particularly stressing the balance of responsibilities between staff and users

- A country's legal framework forms the background against which Internet access is administered

- In case of apparent conflict between laws, libraries should turn to the principles set out in the Universal Declaration of Human Rights as a means of identifying solutions most conducive to freedom of access to information

- It is the library's responsibility to provide an environment for Internet use that treats all users equally and respects their privacy and information-seeking decisions

- It is the user's responsibility to respect the law when engaging in online activities in the library, and their responsibility to show respect for others when searching for material online, and to show tolerance of others engaged in their own searching

- Where libraries have an acknowledged duty of care to children and young people to ensure there is no unwanted exposure to material that their parents and guardians might consider harmful, consideration should be given to providing special space, training,
equipment, and portals for children's' Internet use

- Internet use policies should be subject to regular review in order to ensure that they continue to reflect the aims and objectives of the library service under changing circumstances

- In cooperation with users, libraries should seek to extend the concept of the Internet use policy, or acceptable use policy, by creating users' charters or contracts. These will balance the rights and obligations of libraries and their users in documents designed to promote harmonious and positive use of the Internet and other online facilities

Glossary

Terms A-Z

Acceptable Use Policy

An acceptable use policy (AUP) makes library Internet users aware of what is and of what is not acceptable use of library computers, and what sanctions there are if users breach the policy. While AUPs will likely to differ from library to library, some parts of it are likely to be common to all – for example, those covering illegal use of the equipment (using a library's computers to access other computers without permission, for example). An AUP should inform users of their responsibilities, which include both legal requirements and those defined by the library. The policy needs to provide the library with legal protection from liability, in that the AUP should make it clear to users that the library is not responsible for their actions on-line with regard to e-commerce and possible fraud by third parties resulting in losses to the user. For example, an AUP would make it clear that all on-line transactions are at the user's risk, and are not the centre's responsibility. The overall purpose of an AUP is to define a contract between the centre and the user - the policy should define the limits of the service, setting out what services are available and what would lead to those services being withdrawn.

Access

'Access' as a term has many connotations, with the freedom, or ability to make use of' a resource being an important definition. In libraries, the concept is stretched somewhat as it can be used to refer to different aspects of library work - the loaning of materials by an 'access services librarian' for example, or the action of identifying and locating materials which can be referred to as part of a process of 'improving access to collections'. However access, in information technology terms, is consistent with the looseness of the above interpretations of the concept.

Access to the Internet

The most common meaning of Internet access today is having a working computer with appropriate hardware and software, and access to a telecommunications link adequate enough to reach the Internet. However, the concept of access is more complicated than this. Users presented with an Internet-connected computer will vary greatly in their ability to use the machine, and to retrieve information relevant to their lives. Issues that are significant when considering access to the Internet include the extent of users' elementary digital experience (modified by a lack of interest, computer anxiety, and unattractiveness of the new technology); the extent to which social categories (including income, education, occupation, age, gender, ethnicity and also geographic location – within a country, or in terms of a country's global positioning) affect access to computers and network connections; users' digital skills or the ability to operate hardware and software; and users' informacy or information skills – the skills of searching for information and the ability to use the information found to improve one's own purpose and position in society, in work, education and cultural practices.

Article 19

The Universal Declaration of Human Rights (UN, 1948) gives a common framework for the establishment, protection and enforcement of human rights. The concept of freedom of access to information and freedom of expression is clearly outlined in Article 19 of the Declaration of Human Rights:

"*Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.*"

Article 19 of the Universal Declaration is of great relevance to the international library community as it states that access to information should be allowed regardless of media or frontiers. The logical consequence of this is that library users have the right to freedom of access to information via the Internet.

Blogs

The term blog is a <u>blend</u> of the terms web and log, leading to web log, weblog, and finally blog. Authoring a blog, maintaining a blog or adding an article to an existing blog is called blogging. Individual articles on a blog are called "blog posts," "posts" or "entries". A person who posts these entries is called a blogger. The term "weblog" was coined by <u>Jorn Barger</u> on <u>17 December</u> <u>1997</u>. The short form, "blog," was coined by <u>Peter Merholz</u>. He broke the word weblog into the phrase "weblog" in the <u>sidebar</u> of his weblog in April or May of <u>1999</u>. "Blog" was accepted as a noun (weblog shortened) and as a verb ("to blog," meaning "to edit one's weblog or to post to one's weblog"). As of <u>March 2003</u>, the <u>Oxford English Dictionary</u> included the terms weblog, weblogging and weblogger in their dictionary.

A blog has certain attributes that distinguish it from a standard web page. It allows for easy creation of new pages: new data are entered into a simple form (usually with the title, the category, and the body of the article) and then submitted. Automated templates take care of adding the article to the home page, creating the new full article page (<u>Permalink</u>), and adding the article to the appropriate date- or category-based archive. It allows for easy filtering of content for various presentations: by date, category, author, or other attributes. It allows the administrator to invite and add other authors, whose permission and access are easily managed. Types of blogs include:

- Personal – examples include online diaries, live journals etc.
- Professional or Career
- <u>Paid blog</u>
- Cultural
- Topical
- Business
- Science
- Moblog – examples include contents posted from a mobile phone or a PDA
- Collaborative – blogs written by more than one person
- Eclectic
- Educational
- Directory
- Link
- Forum
- Spam
- Sketch

- Photoblogs
- Political blog

Censorship

Censorship takes place when information resources – be they printed or digital sources, or audiovisual materials – are removed from circulation by a censoring authority. In practical terms, this means that a book may be removed from the shelves of a library or bookstore, a website may be blocked or a film may be banned from being shown in cinemas, based on the judgement of a third party. Materials are censored on the grounds of what is considered morally, politically, or otherwise objectionable.

The Commons

The 'commons' are resources held in common that can be equally enjoyed by one or a number of persons. Normally, everyone in the relevant community has a right to them, and no one's permission is needed to use them e.g. Public streets, parks and beaches. These are physical things though, but resources held in common can also be ideas, such as Einstein's theory of relativity or writings in the public domain such as the works of Shakespeare. Each of the above is held in common – each is 'free' for others to use. There are exceptions - for example, highway tolls - but the essence is that "No one exercises a property right with respect to these resources". Furthermore, there are two types of commons. A rivalrous commons is like a pasture on the edge of town where if one person overuses it with his cows it will interfere with others' use, and a non-rivalrous commons contains things like intellectual goods. One individual's use of Shakespeare's sonnets/Einstein's theories, for example, will not affect another's.

Content Rating Systems

Content rating systems provide an alternative - and complement - to filtering programmes that utilise blacklists, whitelists and content analysis. The Platform for Internet Content Selection (PICS) is the best-known system and it was introduced by the World Wide Web Consortium (W3C) in 1995. PICS is an infrastructure that facilitates voluntary labelling and selection of Internet content, and it enables labels – metadata - to be associated with web pages. Consequently, it functions somewhat like a movie-rating system. Webmasters rate web sites in certain categories of content description (e.g. nudity, violence, sexual content etc.) and apply values in each category. This is done by an individual filling out a label generator form provided on a content rating organisation's web site or by a computer analysis of web site contents. Rating a web site acknowledges that some materials offered will not be appropriate for all audiences and labelling makes it easier for filtering software to block access appropriately. Once the rating form is completed an HTML label is generated for webmasters to incorporate into the code of their web site to describe the type of content that can be found on it. Rating systems are not only available for webmasters and authors; they are also available for third parties to rate and describe sites and thus to possible censorship. Users are able to employ content rating software to determine the types of material they wish to deny access to. When a user attempts to access a certain web site the settings are compared with the rating of the web site and if the ratings do not meet the user's requirements, access is denied.

Copyright

The purposes of copyright include the promotion of creativity through the protection of the rights of creators of cultural works. It can be defined a the legal right granted to an author, composer, playwright, publisher, or distributor to exclusive publication, production, sale, or distribution of a literary, musical, dramatic, or artistic work. Copyright is a type of intellectual property and it exists for a limited term – although the length of time that copyrights are granted differs between countries and regions of the world, the trend is for increasingly longer copyright terms. Works outside of copyright are in the public domain, they are 'free culture' and the permission of somebody else is not needed to take and build upon them. Copyright law impacts on most of what libraries do. It affects the services that libraries can provide to their users, and the conditions on which they can provide access to copyright materials. It affects the way in which libraries can act as navigational agents and undertake effective archiving and preservation activities. Although copyright is rarely used today to blatantly limit freedom of expression in a political sense, it is at least as significant as freedom of expression in determining the flow of information, ideas and creativity. For example, diminished accessibility of information due to copyright restrictions on the distribution of academic journals leads to less access to information.

Creative Commons

The Creative Commons (CC) is a <u>non-profit organization</u> devoted to expanding the range of <u>creative</u> work available for others legally to build upon and share. The Creative Commons enables copyright holders to grant some of their rights to the public while retaining others through a variety of licensing and contract schemes including dedication to the public domain or open content licensing terms. CC provided several free licences that copyright holders can use when releasing their works on the web. Officially launched in 2001 and headquartered in San Francisco, Creative Commons licences are currently used in several million web pages. More information can be obtained from <u>http://creativecommons.org/</u>

Creative Power Supply/Software/Hardware Applications

Creative efforts to solve the problems of power supply include the use of alternative power sources such as solar energy, pedal power or fuelless power sources. Creative alternatives to proprietary software applications would include open source software, software whose source code is published and made available to the public, enabling anyone to copy, modify and redistribute the source code without paying royalties or fees. Likewise, creative hardware applications would include open-source hardware that runs according to the same principles as open source software, and lets users develop hardware through co-operation with other users. Furthermore, new generations of cheap hand-powered laptop or desktop computers and hand-held computers like simputers would also constitute alternatives to more expensive existing computers.

Digital Rights Management

Today copyright can be enforced and controlled through technology - control mechanisms can be built into access mediums. Digital rights management (DRM) technology is designed specifically to control how copyrighted works are used. It enforces pre-defined policies that control access to software, music, movies, or other digital data and hardware. DRM permits digital copyright holders to build in measures that will ensure their works have enhanced protection, which is in turn reinforced by anti-circumvention legislation in

several countries. The tendency of such protection is to prevent users from carrying out activities that are privileged in law, under terms such as fair use. Legislation such as the Digital Millennium Copyright Act (DMCA) in the US specifically prohibits circumventing the technical measures that control access to copyrighted works and carries the threat of heavy fines or even prison for those who do. Excessive use of DRM restricts the options of users with regards to how they use works they have purchased, and greatly scales back some of the rights relating to this use that they have been accustomed to.

Duty of Care

When catering for the needs of all library users, libraries, along with providing access to as wide a range of information resources as possible, should endeavour to balance this with a 'duty of care' to minors and those who do not wish to be exposed to certain materials. In the public library environment there will inevitably be exceptions to freedom of access to information that come about in the process of balancing libertarian views with those who favour greater restriction on the availability of some types of materials.

Equal access

Equal access to information means that information resources should be able to be accessed by all the people of the community that a library serves, regardless of origin, age, background, or views. Special attention should be paid to the marginalized, unemployed, underprivileged, disenfranchised peoples, children, the elderly, the disabled, indigenous peoples and those with special needs. Costs of accessing information should be fair and equitable, and the needs of all users should be catered for. Equal access to information is facilitated by a user-centred, barrier-free and format-independent approach.

Equitable

When certain users are excluded or lack the knowledge, income, equipment, or training necessary to participate fully in public discourse, they must overcome obstacles to access in order to ensure fairness. To ensure equitable access to information libraries must take steps to redress the factors that have prevented or diminished access in the first place. In order to maximize opportunities for access experienced by certain groups, resources should be committed to levelling the playing field such as training programs targeted at specific user groups like the elderly or the physically disabled.

Filtering

Internet filtering refers to techniques by which control is imposed on access to information on the Internet. Simply put, filtering software prevents users from accessing certain types of information on the Internet. Most filtering software and blocking software emphasises restrictions on access to the World Wide Web, interceding between the user and his connection to the Internet. Filtering can be on a local level – on a single PC or a cluster or PCs in a library for example – or it could be country wide as a result of filtering software being placed at the level of national Internet infrastructure.

Most filtering software packages are capable of inclusion filtering, exclusion filtering or content analysis in some combination. List-based blocking software relies on the development of lists of web sites for possible categorisation. Automated systems then examine the relevant lists of web pages and decide whether to allow users access to their

chosen site, based on whether or not the webpage in question is found on the list of allowed sites (inclusion filtering) or is not found on the list of banned sites (exclusion filtering). A 'web site' can mean a single directory on a server (www.geocities.com/libraries) or an entire server that hosts content from many users (www.geocities.com). It can therefore be as small as a single page or a combination of pages, or it can be as large as a directory, a server or even a range of servers. Content analysis filtering can be likened to censoring individual sentences (web pages) as opposed to entire books (domains). Content analysis software looks for occurrences of flagged words in web pages and if a banned word is found the filtering software prevents the user from accessing the page.

Thanks to filtering decisions being placed in the hands of third parties - often private parties and thus leading to the privatisation of censorship - contextual information and the range of choices necessary for informed decision-making are removed from the information seeking process. The lack of transparency in the labelling and blocking process leaves users at a disadvantage and at the mercy of filtering software. Filters are 'blunt instruments' which cannot differentiate between adults and minors, nor exercise the types of subjective judgement people can. They are unable to differentiate between real or computer generated images of pornography and have specific problems with sexual health, contraception and medical issues amongst other things. There is a lack of sophistication in filtering software which causes problems of overblocking and underblocking – problems which cannot be shaken off despite filtering technology being available in the mainstream for nearly ten years.

Freedom

The concept of freedom can cause some confusion in library and information science. 'Free' in libraries can mean services which are free of charge to the user. Alternatively it can mean services which are free of control. Very often it is not clear which of the two meanings are intended. Freedom, as used in the IFLA/UNESCO Internet Manifesto Guidelines, is a term that can be used to describe information that is free from controls, although it retains overtones of 'free of charge'.

Freedom of Access to Information

Freedom of access to information is the right of citizens to not only express any views, but also to have access to the fullest range of views expressed. In libraries it means providing access to ideas that even librarians might find personally offensive.

Freedom of Expression

Freedom of expression means the freedom of the individual to express his or her thoughts and opinions through whatever medium they see fit. This includes expressing what may be extremely unpopular ideas without fear of reprisals, and to the right to protection for what may be a very unpopular minority of citizens wishing to express those ideas. The freedom extends to literature, art, music and to speech. Article 19 of the Universal Declaration of Human Rights allows for expression through 'any media' meaning thoughts and opinions can be communicated through speech, the written word, through art of any description or through more modern mediums such as television, radio or the Internet.

The importance of competing ideas in a society, and the freedom of people to express these ideas, contributes to democratic governance. Freedom of expression contributes to

democracy because it balances individuals' right to free opinion and speech on the basis of the need for rational discourse. For Sunstein (2002, p39), "A good democratic system attempts to ensure informed and reflective decisions, not simply snapshots of individual opinions, suitably aggregated". This is best facilitated by a wide range of opinions and views. The value of competing arguments in the marketplace of ideas was examined by Mill (1859), who maintained that wisdom is only gained through exposure to a variety of opinions in order to analyse and modify our own personal stances. Access to contradictory and disproving opinions is essential if an individual is seeking the truth, for "it is only by the collision of adverse opinions that the remainder of the truth has any chance of being supplied" (Mill, 1859, p111)

Freedom of Information

A society committed to freedom of expression will create an environment for freedom of information. For librarians, freedom of information is a generous but imprecise term that can be used to express rejection of any form of restriction on the circulation of information. In this broad sense, freedom of information is related to older ideas, going back to the time of the Greek states, which include freedom of opinion, intellectual freedom, freedom of speech and freedom of expression.

Freedom of information can also be explicitly concerned with legislation. In this case, the term refers to a right of access by the public to official information. This is related to the idea of open government, a concept that includes the observation of government meetings by the public and consultation on planning and decision-making. The idea behind freedom of information laws is to give the public the right of access to information held by public authorities. There is a central principle of 'access to files' in this definition, where 'files' are documents accumulated by government in all its manifestations, from local to national level and everything in between. Files are also accumulated by the private sector, most commonly by business organisations. Individuals may demand access to files to check the fairness, accuracy and comprehensiveness of information held about themselves, and to amend records if they are found to be inaccurate. Access to files can subject the political process to scrutiny, seek proper accountability and bring people and governments closer

Illegal Content

Content in categories specifically forbidden by the laws in force in the relevant jurisdiction, such as those on obscenity, threats to public security, privacy or confidentiality.

Indigenous Peoples

While there exists no standard definition of "indigenous peoples", the term is associated with cultural groups (and their descendants) who have an historical continuity or association with a given region, or parts of a region, and who formerly or currently inhabit the region before colonisation. The term can also be applied to groups who are independently or largely isolated from the influence of a nation-state government, and who have maintained at least in part their distinct <u>linguistic</u>, <u>cultural</u> and <u>social / organizational</u> characteristics, and in doing so remain differentiated in some degree from the surrounding populations and dominant culture of the nation-state. Finally, the term can be used to refer to peoples who are self-identified as indigenous, and those recognised as such by other groups. Other related terms for indigenous peoples include aborigines, native peoples, first peoples, Fourth World, <u>first nations</u> and autochthonous peoples.

Information Literacy

The concept of information literacy generally implies the ability to make effective use of information sources, including analysing and evaluating information, and organising and using it in an individual or group context. If users cannot understand or process information correctly then freedom of access to information may come to nothing. The development of critical tools for dissection of information is crucial therefore, and information literacy programs can be integral to the creation of an appropriate framework for access to information in libraries.

Intellectual Freedom

The concept of intellectual freedom is one that incorporates the issues raised by restrictions on freedom of expression, such as user privacy, and freedom of access to information, including problems caused by censorship. Intellectual freedom is a function of the autonomy that individuals enjoy with respect to information flows *to*, *from*, and *about them*. The legal framework that governs information access, ownership and use substantially affects the degree of intellectual freedom enjoyed by individuals in society.

Intellectual Property

Intellectual freedom cannot flourish without an ongoing, sustainable flow of information - there is no other way for the wide diversity of sources to exist otherwise. A framework that helps generate such a flow of information will guarantee future variation and creativity and any rules will affect the future production of information. Intellectual property frameworks have been created to compensate creators and still promote innovation, but the tension between protecting the rights of copyright holders and the need for a healthy public domain can be difficult to reconcile.

Internet-accessible Information Resources

Information resources are collections of knowledge which are accessible to the learner, such as books, magazines, newspapers, film, audio and video recordings or data stored in computer memory, on magnetic tape, on fixed, moveable or compact disks. Internet-accessible information resources are such collections that can be remotely accessed via the Internet – the information having been digitised and stored at a remote location ready for retrieval by the user. This information should be able to retrieve via the world-wide-web, or through remote databases that libraries can afford to access. Furthermore, because individuals are also repositories of information, email, discussion groups, relevant chatrooms and mailing lists should all be accessible through library Internet access. To access these resources, material access and connectivity are essential, for this is a pre-requisite for using a computer network and the resources and services it supports. Resources and services must be relevant to users, for connectivity is meaningless without this. Users must be able to successfully locate, retrieve and use information contained within various computer systems. Obviously user skills will have a bearing on this aspect. Finally, content retrieved, along with being relevant, must also be usable by every citizen, not just technical specialists. This means that in order to be 'accessed', information must be retrieved in some form in which it can be read, viewed or employed constructively.

Net Neutrality

Network neutrality is a principle of network design. It asserts that, in order to promote innovation, network service providers such as telephone and cable internet companies should not be permitted to dictate how those networks are used (i.e. not permitted to ban certain types of programs or to ban certain types of devices connecting to the network). Network neutrality is closely related to the concept of end-to-end principle, which states that all networks merely connects devices and are insensitive to the needs of the applications running on these devices.

Open Access

Open access guarantees the integrity of the system of scholarly communication by ensuring that all research and scholarship will be available in perpetuity for unrestricted examination and, where relevant, elaboration or refutation. As explained in IFLA's *Statement on Open Access to Scholarly Literature and Research Documentation,* an open access publication is one that meets the following two conditions:

1. The author(s) and copyright holder(s) grant(s) to all users a free, irrevocable, world-wide, perpetual (for the lifetime of the applicable copyright) right of access to, and a licence to copy, use, distribute, perform and display the work publicly and to make and distribute derivative works in any digital medium for any reasonable purpose, subject to proper attribution of authorship, as well as the right to make small numbers of printed copies for their personal use.
2. A complete version of the work and all supplemental materials, including a copy of the permission as stated above, in a suitable standard electronic format is deposited immediately upon initial publication in at least one online repository that is supported by an academic institution, scholarly society, government agency, or other well-established organisation that seeks to enable open access, unrestricted distribution, interoperability, and long-term archiving.

An open access publication is a property of individual works, not necessarily of journals or of publishers.

Public Access Points

Public access points are resources of Internet-connected computer workstations intended for use by the public for the full range of information-seeking purposes. Public access points can be found in public libraries but they can also be found in cultural centres and information bureaux, and many of the principles which apply to their management also apply to privately owned access points for public use, such as cybercafes, telecenters and kiosks of various kinds. Specialised institutions such as museums, archives and other specialised cultural and information centres also provide public access points, although these specialised institutions may apply limitations to the subject which is the scope of access. Despite this, many of the principles for the management of full access also apply to this category.

Privacy

In a library the right to privacy is the right to open inquiry without having the subject of one's interest examined or scrutinized by others. Privacy definitions begin with the sense

that individuals have a kind of ownership of various aspects of their lives. This means the right to solitude and the ownership of the space around oneself; to be let alone without intrusion on one's physical senses. It means the right to anonymity and ownership of one's name and personal details and therefore the ability to avoid undue publicity. Privacy extends to psychological integrity or the ownership of the contents and working's of one's own mind. Individuals must be free from intrusive questioning of personal thoughts or knowledge. Finally, privacy means that individuals retain ownership of personal information that has been shared with a third party and the ability to prevent the accessing of this information by people other than with whom it was originally shared. This is confidentiality.

It is also essential that access to information should not come at the cost of user privacy. Privacy in this case means the freedom to choose the degree to which personal information is monitored, collected, disclosed and distributed. Users must be informed of library policies regarding privacy and the rights of anonymity and privacy while accessing and sending information must be protected as an essential element of an access to information framework. When accessing information, there could be many compelling reasons for an individual to limit others' knowledge of what they are studying, such as the protection of original research, the investigation of unorthodox lines of thought, or protection/self-preservation. Consequently it is the responsibility of the library to protect users' privacy, and offer a neutral space in which it is possible to maintain individuality.

Unhampered

Users should be able to acces information on the Internet without experiencing obstacles that causes the information seeking process to become impaired. For example, if library users know that their reading choices are being monitored by a third party, or that their personal details are being held in a less than confidential environment, it is likely that some users may experience a degree of inhibition regarding their information-seeking choices. Users engaged in researching obscure lines of enquiry, or sensitive subjects - democracy in closed regimes, or research into illegal drugs or explosives – may experience constraint on their freedom to research. Users' freedom to express themselves through information seeking choices is hampered by their inability to protect their anonymity and privacy. Undoubtedly, attitudes to privacy vary greatly in different societies around the world – although privacy rights are being increasingly demanded by individuals from the developing world too. Furthermore, political situations in different countries or regions around the world – such as the 'war against terror' – will also shape the environment in which libraries operate. Nevertheless, as facilitators of access to information, libraries are required to offer as unhampered an information-seeking environment as possible. This situation is less likely to exist if users' privacy is compromised.

User-friendly Interfaces

A user-friendly interface (such as a web browser) intended to guide someone with minimal technical skills to navigate through the system. In general, a USI should be clear and pleasant to look at with a consistent style, it should display information in a language understandable to the user, it should be useable by those with some sort of physical impairment (sight problems or another physical disability for example), it should be intuitive in that users will be able to take pre-existing skills and apply them to the interface, and it should be tolerant of errors made by the user. Such an interface will be able to guide users through difficult choices and provide visual clues regarding use that will make the experience of searching for information online more pleasant.
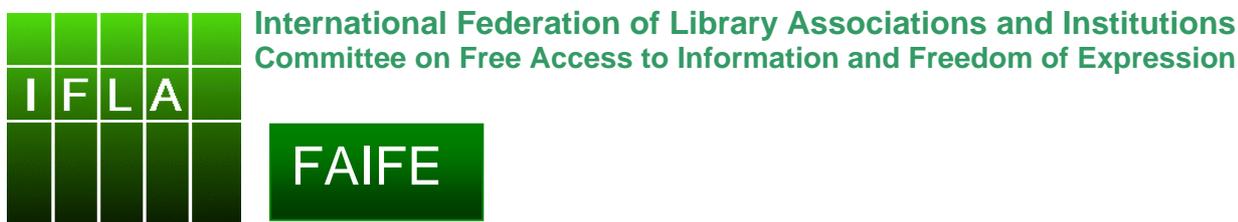
Wiki

A wiki is a type of website that allows users to easily add and content and is especially suited for collaborative writing. The word "Wiki" comes from the Hawaiian word "wiki" meaning quick or fast. In essence, wiki is a simplification of the process of creating HTML web pages combined with a system that records each individual change that occurs over time, so that at any time, a page can be reverted to any of its previous states. A wiki system may also provide various tools that allow the user community to easily monitor the constantly changing state of the wiki and discuss the issues that emerge in trying to achieve a general consensus about wiki content. Wiki content can also be misleading as users may add incorrect information to the Wiki page.

Some wikis will allow completely unrestricted access so that people are able to contribute to the site without necessarily having to undergo a process of 'registration' as had usually been required by various other types of interactive websites such as Internet forums or chat sites.

1. Annexes

The IFLA Internet Manifesto

International Federation of Library Associations and Institutions
Committee on Free Access to Information and Freedom of Expression

FAIFE

The IFLA Internet Manifesto

Unhindered access to information is essential to freedom, equality, global understanding and peace. Therefore, the International Federation of Library Associations (IFLA) asserts that:

- *Intellectual freedom is the right of every individual both to hold and express opinions and to seek and receive information; it is the basis of democracy; and it is at the core of library service.*
- *Freedom of access to information, regardless of medium and frontiers, is a central responsibility of the library and information profession.*
- *The provision of unhindered access to the Internet by libraries and information services supports communities and individuals to attain freedom, prosperity and development.*
- *Barriers to the flow of information should be removed, especially those that promote inequality, poverty, and despair.*

Freedom of Access to Information, the Internet and Libraries and Information Services

Libraries and information services are vibrant institutions that connect people with global information resources and the ideas and creative works they seek. Libraries and information services make available the richness of human expression and cultural diversity in all media.

The global Internet enables individuals and communities throughout the world, whether in the smallest and most remote villages or the largest cities, to have equality of access to information for personal development, education, stimulation, cultural enrichment, economic activity and informed participation in democracy. All can present their interests, knowledge and culture for the world to visit.

Libraries and information services provide essential gateways to the Internet. For some they offer convenience, guidance, and assistance, while for others they are the only available access points. They provide a mechanism to overcome the barriers created by differences in resources, technology, and training.

Principles of Freedom of Access to Information via the Internet

Access to the Internet and all of its resources should be consistent with the *United Nations Universal Declaration of Human Rights* and especially *Article 19:*

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

The global interconnectedness of the Internet provides a medium through which this right may be enjoyed by all. Consequently, access should neither be subject to any form of ideological, political or religious censorship, nor to economic barriers.

Libraries and information services also have a responsibility to serve all of the members of their communities, regardless of age, race, nationality, religion, culture, political affiliation, physical or other disabilities, gender or sexual orientation, or any other status.

Libraries and information services should support the right of users to seek information of their choice.

Libraries and information services should respect the privacy of their users and recognize that the resources they use should remain confidential.

Libraries and information services have a responsibility to facilitate and promote public access to quality information and communication. Users should be assisted with the necessary skills and a suitable environment in which to use their chosen information sources and services freely and confidently.

In addition to the many valuable resources available on the Internet, some are incorrect, misleading and may be offensive. Librarians should provide the information and resources for library users to learn to use the Internet and electronic information efficiently and effectively. They should proactively promote and facilitate responsible access to quality networked information for all their users, including children and young people.

In common with other core services, access to the Internet in libraries and information services should be without charge.

Implementing the Manifesto

IFLA encourages the international community to support the development of Internet accessibility worldwide, and especially in developing countries, to thus obtain the global benefits of information for all offered by the Internet.

IFLA encourages national governments to develop a national information infrastructure which will deliver Internet access to all the nations' population.

IFLA encourages all governments to support the unhindered flow of Internet accessible information via libraries and information services and to oppose any attempts to censor or inhibit access.

IFLA urges the library community and decision makers at national and local levels to develop strategies, policies, and plans that implement the principles expressed in this Manifesto.

This Manifesto was prepared by IFLA/FAIFE.
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