A Pilot Survey on the Applicability of the IFLA School Library Guidelines in South China: Eight School Libraries Cases in Guangdong Province

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Abstract:

The 2nd revised edition of the IFLA School Library Guidelines (hereafter the Guidelines) was endorsed in June 2015. In order to make the Guidelines be adapted and implemented in ways that suit local contexts, the research group investigated 8 school libraries in Guangdong Province of South China to assess the applicability of the Guidelines. A semi-structured questionnaire consisting of questions corresponding to the Guidelines is designed and used to interview the curator and the principal of each school. The findings are: 1) the differences mainly occurs between the secondary school and elementary school, other factors do not find a significant impact on the applicability, 2) the secondary school libraries have higher applicability, 3) the Guidelines has higher applicability for future plan, 4) the universal value affirmed by IFLA does not consequentially be accepted or recognized universally, 5) different types of recommendations have different levels of applicability. With the survey findings, several issues are discussed: 1) the Guidelines' applicability or inapplicability for assessing and for guiding in South China, 2) the immanent and external cause for the Guidelines' inapplicability, 3) in what ways can the Guidelines be used to support the development and improvement of Chinese school libraries, and 4) in what ways can IFLA Standards act more effectively locally.

Keywords: IFLA standards, school libraries, China, Guangdong

I. Introduction and Background
Formulating and implementing international standards in order to support high quality library

practices is an important work of IFLA. This work is now taken charge by the Committee on Standards set up in 2012. There are 48 international standards in IFLA, including following types: guidelines, conceptual models, rules for resource description, digital format codes and best practice, which cover organization and description of information resources, library activities and services. *IFLA School Library Guidelines* (hereafter the *Guidelines*) is an important one of them, it has been developed to assist school library professionals and education decision-makers to ensure all students and teachers have access to effective school library programs and services, delivered by qualified school library personnel.

The 2nd revised edition of the *Guidelines* was endorsed in June 2015, and similar to other IFLA standards it challenges school communities and library communities all over the world to act locally. In order to make the *Guidelines* be adapted and implemented in ways that suit local contexts, an assessment of its applicability to the local situation should be conducted at first. Since the Chinese version is still in progress, the *Guidelines* has not been well known to the general Chinese school and library communities yet, therefore, a pilot survey inviting eight school libraries in Guangdong Province of South China is carried out to portray an initial picture.

II. Literature Review

The academic discussion about IFLA international standards mostly focuses on those cataloging and classification standards, such as the three conceptual models FRBR, FRAD and FRSAD (Oliver, 2015), the cataloguing rules RDA and ISBD (Galeffi, 2015). The diversity of library resources encourages scholars and researchers to come up with new ideas and put into new work in developing the conceptual models and cataloguing rules to make them more useable and relevant in different environments.

On the applicability of IFLA standards in specific area, increasing attention is being paid to the formulation and modification of regional standards compatible with international standards, which mainly in the field of cataloguing. In China, Zhou has discussed the application and development of RDA (Zhou, 2014); The RDA Application Research Group from Shanghai Library formulated the *Detailed RDA Cataloguing Rules and Regulations for western language Collections* (Wang, 2014). As for other IFLA standards, Mohammad-Karim and Fatemeh compared the IIPL (Iran Institute of Public Libraries) standards with IFLA standards which based on the conditions evaluation of the public libraries in Iran, found that there were many discrepancies between the level of services in Iranian public libraries and the *IFLA Public Library Service Guidelines* (Saberi & Pazooki, 2015).

III. Research Design

(I) Cases Selection

Limited by time and resources, this study used the non-random sampling method. But the authors still tried to make sure the representativeness and diversity of selected cases as much as possible. Samples including 8 school libraries divided into 4 groups (see Figure 1).

Figure 1: Groups of Selected Samples

Group	Group Description	Sample Code	City
A	ordinary secondary school libraries in developed cities	A-1	City 1
		A-2	City 2
B	university subsidiary secondary school libraries in developed cities	B-1	City 1
		B-2	City 2
C	ordinary and university subsidiary elementary school libraries in developed city	C-1	City 2
		C-2	City 2
D	ordinary elementary school libraries in undeveloped city	D-1	City 3
		D-2	City 3

(II) Survey Indicators Extraction and Tools Development

The sixteen recommendations developed by school library professionals and educational decision-makers are adopted as the first grade indicators and detailed by several second grade indicators extracted from the *Guidelines*. A semi-structured questionnaire consisting of questions corresponding to the two-grade indicators with a scale of "Fully applicable, Limited applicable, Inapplicable, Don't know" and open-ended questions concerning the detail and reason of scale option is designed. Since it is intended to be both aspirational and inspirational, the applicability of the *Guidelines* is measured first by its applicability for current status assessment and second by its applicability for future development guidance. Figure 2 shows the brief description to the structure of questionnaire.

Figure 2: Description of Questionnaire Structure

Content of Guidelines		Please select the applicability of recommendations according to the current status and make comments.				Please select the applicability of recommendations according to the future plan and make comments.			
Recommendations (1st grade Indicator)	Details of Recommendations (2nd grade Indicator)								
R1: …	R1.1: …	☐ Fully applicable	☐ Limited applicable	☐ Inappli cable	☐ Don't know	☐ Fully applicable	☐ Limited applicable	☐ Inappli cable	☐ Don't know
		Comments:				Comments:			
	R1.2: …	☐ Fully applicable	☐ Limited applicable	☐ Inappli cable	☐ Don't know	☐ Fully applicable	☐ Limited applicable	☐ Inappli cable	☐ Don't know
		Comments:				Comments:			

As Figure 2 shows, contents of the first column are the first grade indicators which are the 16 recommendations from *Guidelines*. Contents of the second column are the second grade indicators extracted from the *Guidelines*. The third column is applicability evaluation for current situation, the last is applicability evaluation for future plan. Figure 3 shows the number and layout of the indicators and the corresponding articles from *Guidelines*.

Figure 3: The Number and Layout of the Indicators and the Corresponding Articles

1st grade Indicator	2nd grade Indicator	Corresponding articles	1st grade Indicator	2nd grade Indicator	Corresponding articles
R1	R1.1	Introduction;1.7	**R9**	R9.1	3.1
	R1.2	Introduction;1.7		R9.2	3.2
	R1.3	Introduction;1.7		R9.3	3.6
	R1.4	Introduction;1.7		R9.4	3.7
	R1.5	Introduction;1.7	**R10**	R10.1	4.2.3
R2	R2.1	Introduction;1.1		R10.2	4.3
	R2.2	1.2;1.4;1.6;1.7		R10.3	4.3.1;4.3.3
	R2.3	Introduction;1.1;1.6;1.7		R10.4	4.3.3
	R2.4	1.3;1.4;1.5		R10.5	4.3.1
	R2.5	1.3;1.4;1.5		R10.6	4.3.1
R3	R3.1	1.3		R10.7	4.3.1
	R3.2	1.3		R10.8	4.2.3;4.3.2;4.3.4
	R3.3	1.3	**R11**	R11.1	4.1;4.2
R4	R4.1	1.9;6.1		R11.2	4.2.1
	R4.2	1.9		R11.3	4.1;4.3
	R4.3	6.1;6.3;6.4		R11.4	4.2.2
	R4.4	6.2	**R12**	R12.1	4.2.3;5.4
R5	R5.1	2.1;2.2		R12.2	5.4
	R5.2	2.4	**R13**	R13.1	5.3
	R5.3	2.5		R13.2	5.4
	R5.4	2.5		R13.3	5.5
	R5.5	2.5		R13.4	5.6
	R5.6	2.5		R13.5	5.7
	R5.7	2.6	**R14**	R14.1	3.5.3;5.2
	R5.8	2.6		R14.2	5.1
	R5.9	2.6	**R15**	R15.1	5.2
R6	R6.1	2.3	**R16**	R16.1	6.4
	R6.2	3.8		R16.2	6.5.1;6.5.2
R7	R7.1	3.1;3.2		R16.3	6.5.1;6.5.2
	R7.2	3.3		R16.4	6.5.1;6.5.2
	R7.3	3.4			
	R7.4	3.4			
R8	R8.1	3.5			
	R8.2	3.5			
	R8.3	3.5.1			
	R8.4	3.5.2			
	R8.5	3.5.3			
	R8.6	3.5.4			
	R8.7	3.5.5			

(IV) Survey Implementation

Using the final questionnaire composed of two grades indicators, two kinds of applicability, the authors investigated totally 12 principals and curators by questionnaire and interview (see Figure 4). Because the data collection of the principals is not completed, this paper will mainly analyse and discuss the feedback from the curators, and the feedback from principals will be used as supplement.

Figure 4: Implementation of Survey

Case Code	Curator	Principal
A-1	√	√
A-1	√	√
B-1	√	
B-2	√	
C-1	√	
C-2	√	√
D-1	√	
D-2	√	√

IV. Survey Results
(I) In regard to R1

R1: *"The mission and purposes of the school library should be stated clearly in terms that are consistent with the principles of the IFLA/UNESCO School Library Manifesto and the values expressed in the United Nations Declaration of the Rights of the Child, the United Nations Declaration on the Rights of Indigenous People, and in the Core Values of IFLA."*

The feedback shows that the applicability of R1 is low for current status in all 8 cases. And the level of applicability is not affected by the types of school, city, the intervention of external resources, like NGO involves in. Among the 8 cases, only 1 secondary school library and 1 elementary school library have written mission and purposes statements (R1.1). Refer to the international documents mentioned in R1, the vast majority of respondents said they did not know before. But after explained, the principles and values expressed in these documents are accepted by all respondents, which is reflected in two aspects: first, as far as the current status of development is concerned, most respondents agreed that the purpose and mission of the school libraries should be consistent with these principles and values; second, concerning the future development, all of them will agree the guiding significance of the mission and purposes.

Curator of B-1 said "library staff should get to know the core values of IFLA", this feedback somehow reflects the fact that the majority of respondents are not so clear about the values and professional philosophy represented by international policies like *the IFLA/UNESCO School Library Manifesto.* In addition, curators did not know more deeply about the library professional philosophy than principals, even they work in the libraries.

(II) In regard to R2

R2: *"The mission and purposes of the school library should be defined in terms that are consistent with the expectations of national, regional, and local educational authorities, also the outcomes of the school's curricula."*

The results of the survey reveal that the applicability of R2 is high for 8 libraries' current status and also future plan. Most of the curators' feedback is fully or partly applicable for the second grade indicators under R2. Only 1 secondary school library and 1 elementary school library reflect that "consistent with outcomes of the school's curricula" is not applicable for current situation. Besides, feedback of principals and curators reflects the expression like "school libraries should prepare them to be eligible citizens" has less acceptance level in the context of China. "(even in the future) it is difficult to achieve, and not necessary" said the curator of A-1, "collection of library cannot meet the social needs for eligible citizens' preparation" said the principal of A-2, curators of B-2 and C-1 showed no applicability on "eligible citizens", principal of C-2 said "not so direct".

(III) In regard to R3

R3: *"A plan should be in place for the development of the three features necessary for the success of a school library: a qualified school librarian; a collection that supports the curriculum of the school; and an explicit plan for ongoing growth and development of the school library."*

Results showed that there is sharp distinction occurred in the applicability of R3 between the secondary and the elementary school library. Curators of the secondary school libraries believed R3 fully applicable to both current and future situation. They said the school libraries had been equipped with qualified librarians (R3.1), collection can meet the needs of the curriculum (R3.2) and had an explicit plan for ongoing growth and development of the school library (R3.3). However, R3 is less applicable or even not applicable in the elementary school. Respondents from elementary school said they didn't have qualified librarians, some Chinese or English teachers worked in the libraries just as a part-time job. This situation is not affected by intervention of external resources, mainly due to lack of librarian headcounts in elementary school library. But all respondents agreed that the school library should have professional librarians in the future. As for collections, principals and curators of the elementary school said the collections were not enough and not so matching, only a few collections can meet the needs of curriculum. Curator of C-2 said "the books are not what we need", however, all respondents said they will gradually supply books in accordance with the needs of teaching in the next five years. In addition, they don't have an explicit plan for ongoing growth and development of the school library now, but the majority of respondents agree to carry out library activities with a planning. Only principal of C-2 said "specific planning for libraries is too fussy."

(IV) In regard to R4

R4: *"Monitoring and evaluating school library services and programs, as well as the work of the school library staff, should be conducted on a regular basis to ensure that the school library is meeting the changing needs of the school community."*

Results reveal that the applicability of R4 is not high for current status of the 8 libraries, mostly report limited applicable. The current evaluations are mainly informal which include the use of library, funds, collections and professional librarians and so on. No evaluation reports with specific suggestions and recommendations for improvement have been

formulated. As for the future development, the majority of respondents agree that evaluation should be conducted regularly and comprehensively, but 3 respondents indicated some difficulties, such as curator of the A-1 said "it is hard to carry out, but we can try", curator of the C-2 said "it's unrealistic and too cumbersome."

(V) In regard to R5
R5: *"School library legislation should be in place, at an appropriate governmental level or levels, to ensure that legal responsibilities are clearly defined for the establishment, support, and continuous improvement of school libraries accessible to all students."* The second grade indicators is related to legislation (R5.1-5.2), library policies (R5.3-5.6) and library development plan (R5.7-5.9).

Since China has not promulgated specific legislation of libraries at the national level, among the participated cities, only City 2 has enacted library law at the city level and just for the public libraries. Therefore, indicators about legislation do not apply to current situation. Looking forward to the future, most principals and curators believe library law should be promulgated to guarantee the establishment of school libraries. But there are also different opinions, such as principal of D-1 said "some kind of accountability will be established, it will become less flexible, not necessary to do that" principal of D-2 said "the government did not get the clear picture of library".

Indicators about library policies is not applicable to the status quo. First of all, according to China's educational system, school libraries are the tertiary institutions in school (primary: school; secondary: teaching affairs office), libraries have no right to make its policies independently; Secondly, school policies are mainly made by the school executive management, the curator or librarians will not have the opportunity to take part in it. However, the respondents were in favor of more participation during the formulation of policy in the future.

(VI) In regard to R6
R6: *"School library legislation should be in place, at an appropriate governmental level or levels, to ensure that ethical responsibilities of all members of the school community are clearly defined, including such rights as equity of access, freedom of information and privacy, copyright and intellectual property, and children's right to know."*

The investigation revealed that the applicability of R6 has sharp distinction between the secondary school library and the elementary school library. The above mentioned rights and ethics are fully applicable for both current status and future plan in secondary school. While it shows low applicability in the elementary school library, the reasons could be "the publicity is not sufficient" said curator of C-1, "Chinese don't care too much about it" said curator of C-2 and "under various system restrictions" said curator of D-1.

(VII) In regard to R7
R7: *"School library services and programs should be under the direction of a professional school librarian with formal education in school librarianship and classroom teaching."*

Results showed that there is sharp distinction between the secondary school library and the elementary school library for the applicability of Recommendation 7. The secondary school library have qualified professional librarians (R7.1-7.2) as mentioned before (R3). The elementary school libraries expressed a desire for professional librarians, principal of D-1 said

"it's not easy to manage a library, there is a great demand." and curator of D-2 said "hope professional librarians join us." The *Guidelines* made a list of competencies needed for librarians (R7.3), but only 1 secondary school library choose fully applicable, the other feedback is not applicable or partly applicable. All of the respondents agree a qualified school librarian must complete higher education on library science (R7.4).

(VIII) In regard to R8
R8: *"The roles of a professional school librarian should be clearly defined to include instruction (i.e., literacy and reading promotion, inquiry-centred and resource-based), library management, school-wide leadership and collaboration, community engagement, and promotion of library services."*

Since elementary school libraries are not equipped with professional librarian, so R8 is not applicable for them. In the case of the secondary school library, curators reach a consensus that the duties of professional librarians should be clearly defined (R8.1). However, they indicated the Guidelines is partly applicable or not applicable for themselves in the aspects of the range of duties (R8.2), specific duties of education (R8.3), management (R8.4), collaboration and leadership (R8.5), community engagement (R8.6) and promoting library programs and services (R8.7). The most difficult part is cooperate with the public libraries, like curator of B-1 said: "because public libraries and school libraries subordinate to different administrative organizations, it will be hard to cooperate."

(IX) In regard to R9
R9: *"All school library staff-—professional, paraprofessional, and volunteer—should clearly understand their roles and responsibilities to work in accordance with library policies, including those related to equity of access, right to privacy, and right to know for all library users."*

As the investigation shows, there is high applicability on the recommendations which are related to roles and responsibilities of school library staff (R9.1), the management and allocation of volunteers (R9.4). While the level of applicability is low in the field of leadership of the librarians (R9.2) and roles of paraprofessional (R9.3). As the curator of C-1 said "The librarians are not qualified enough to take the leadership role." Some principals think that librarian will just need to take the supportive role even in the future. The feedback from curator of B-2 is "the job description is not clear for non-professional library staff."

(X) In regard to R10
R10: *"All school library staff should endeavor to develop collections of physical and digital resources consistent with the school's curriculum and with the national, ethnic, and cultural identities of members of the school community; they also should endeavor to increase access to resources through practices such as cataloguing, curation, and resource sharing."*

For the current development status of these 8 libraries, R10 has just low applicability. Even for the future guidance, it will just meet to partial applicability in the short or medium term. Second grade indicators about digital resources building (R10.1-10.2) is totally not applicable. For one side, there are not any digital resources yet; on the other side, funding will still be the main restriction factor in the future. Such as the principal of C-2 said "It is not possible to build the digital resources we need by ourselves, and we hope the resources sharing will be established, we just want to join and access the digital resources, that will be good." And the principal of D-1 reflected "It will depend on the support from upper level." But the curator of

D-2 held a different view, he said "If the funding is enough, we could do something to develop digital resources. On the contrary, 3 secondary schools told that they have developed both physical and digital resources in their libraries, but the collection couldn't cover the need to librarians, teachers, parents or caregivers. Furthermore, the applicability of the indicator "collection consistent with the school's curriculum" (R10.3) is high, but it is not so match with their social and cultural background (R10.4). For instance, the principal of A-2 said "the collection with related social and cultural background has not yet been brought into the collection management policies." The principal of D-1 mentioned that "the regional culture and tradition is hard to be brought into the school library." The principal of D-2 told that "we have no collection about village community culture."

The four indicators (R10.5-10.8) in terms of collection management are generally applicable. The inapplicable situations include: firstly, the management policies and procedures are usually made by the school administration, librarians and teachers do not participated so much; secondly, intellectual freedom, information freedom and censorship are not so common in the Chinese context; at last, resources sharing is not common yet. One of the indicators about resources sharing was influenced by the intervention of external resource. Just as the feedback from the principal of D-1 "Through the cooperation with NGO, the book sharing with other schools comes true."

(XI) In regard to R11
R11: *"The facilities, equipment, collections, and services of the school library should support the teaching and learning needs of the students and the teachers; these facilities, equipment, collections, and services should evolve as teaching and learning needs change."*

In terms of R11, the applicable level of secondary school libraries are much higher than the ones in elementary school. The feedback shows, the facilities and equipment, collection and services could not completely meet the instructional needs of all the students and teachers (R11.2), and it is also difficult to update constantly (R11.3). As the principal of D-1 said "Our library can only meet the needs of reading, it is hard to fulfil all the demands of the whole school. We will try our best, but the needs change rapidly all the time, so we couldn't catch up with it." Principal of C-2: "The library collection is not consistent with the school's curriculum, in addition to the limited resources, the students can only go to the reading room alternately." The principal of D-2 even said "we have no facility and equipment. The teachers all have computers, they could find the required resources through internet." The feedback above generally reflects the current development of China's elementary school libraries. For intervention of external resources (one NGO), the library C-1 could refresh their resources regularly. Due to the normal architecture design, the building of library are without special consideration, so the indicator about architecture design (R11.2) is not so applicable both in secondary and elementary school libraries. But for the transformation from information center to learning center (R11.4), 3 secondary school libraries applicable compared to no elementary school library.

(XII) In regard to R12
R12: *"The connections among school libraries and with public libraries and academic libraries should be developed to strengthen access to resources and services and to foster their shared responsibilities for the lifelong learning of all community members."*

The two university subsidiary secondary school libraries B-1 and B-2 do not have more connection with the academic libraries because their subordination to universities.

(XIII) In regard to R13

R13: *"The core instructional activities of a school librarian should be focused on: literacy and reading promotion; media and information literacy instruction; inquiry-based teaching; technology integration; and professional development of teachers."*

Generally speaking, R13 has low applicability to the 8 libraries, no matter the current status or future guidance. However, the applicable level of developed city is a little higher than the undeveloped city, and the situation of secondary school libraries is better than the elementary school libraries. To be specific, there is only reading promotion (R13.1) could be conducted in the elementary school libraries, but literacy and reading promotion (R13.1), media and information literacy instruction (R13.2) could be both carried out in the secondary school libraries. Inquiry-based teaching (R13.3), technology integration (R13.4) and professional development of teachers (R13.5) are still in blank. And furthermore, the curators thought that this kind of activities should not be provided by library. For example, the curator of A-1 said "Providing this kind of activities by library exceeds the authority, we as library, could support and provide the related books, but not as a leading role." Curator of B-1 told that "there is information and network center in our school, they will take charge of this kind of function instead of library." Similarly, curator of C-1 said "These activities will be hold by the department of information and technology." Besides, the respondents generally indicate, the librarians do not have the ability to hold the instructional activities for the professional development to teachers.

(XIV) In regard to R14

R14: *"The services and programs provided through the school library should be developed collaboratively by a professional school librarian working in concert with the principal, with curriculum leaders, with teaching colleagues, with members of other library groups, and with members of cultural, linguistic, indigenous, and other unique populations to contribute to the achievement of the academic, cultural, and social goals of the school."*

R14 is high applicable. About the collaboration of services and programs (R14.4), the respondents indicated that the principals play a major role. The participation of the school administration will guarantee the fulfilment of the services and programs, but low degree of participation among other groups. It is fully applicable on R14.2 "The services and programs contribute to the achievement of the academic, cultural, and social goals of the school".

(XV) In regard to R15

R15: *"Evidence-based practice should guide the services and programs of a school library and provide the data needed for improvement of professional practice and for ensuring that the services and programs of a school library make a positive contribution to teaching and learning in the school."*

Contrary to the above recommendation, the recommendation 15 shows low applicability. Such as some feedback shows, the principal of C-2 thought that "the provision of services and programs should be done by teachers", and the curator of D-2 said they "will develop the activities by themselves".

(XVI) In regard to R16

R16: *"The use and support of the services and programs of a school library should be enhanced by planned and systematic communication with school library users - current and potential - and with the library's stakeholders and decision-makers."*

This recommendation is high applicable in the 4 secondary school libraries. All of them said that they will conduct the services and programs as planed (R16.1), and will make systematic communication with school library users, the library's stakeholders and decision-makers through advocacy, promotion and marketing (R16.2), in order to enhance the use (R16.3) and support (R16.4) of the library. The curators of A-1 and B-2 both indicated to be improved in performance assessment (R16.2). However, all the indicators mentioned above is not apply to the elementary school libraries. For the principal of C-2 told that there is no planning in their library, and only simple advocacy conducted, no promotion and marketing, so as to the communication with the library's stakeholders, because "the funding to library now is not based on the performance, so there is no need to make such kind of communication".

V. Discussions and Conclusions

To sum up, this study investigated 8 school libraries of 4 groups in Guangdong, China, aims to find out the applicability of the *Guidelines*. Corresponding to the 16 recommendations in the *Guidelines*, a questionnaire including 69 indicators (recommendations) was designed. The findings are as following: 1) the differences mainly occurs between the secondary school and elementary school, other factors do not find a significant impact on the applicability, 2) the secondary school libraries have higher applicability, 3) the *Guidelines* has higher applicability for future plan, 4) the universal value affirmed by IFLA does not consequentially be accepted or recognized universally, 5) different types of recommendations have different levels of applicability.

As the title points out, this is just a preliminary investigation. As a pilot survey, we hope it may lend other researchers some added insight into the further study. First of all, research design assumed that there will be some differences between the secondary and the elementary school, the ordinary and university subsidiary school, developed city and undeveloped city, but in fact the differences are not obvious. So further research can divide respondents into the secondary and the elementary school library. Secondly, the study used a large-scale questionnaire which covers comprehensive contents of the *Guidelines*, the interview time of every respondent in each case was over 1 hour. If we want to do further large-scale survey in the future, we should use a simplified questionnaire instead. Thirdly, the adjustment to the questionnaire can be considered following three: (1) whether just use the first grade indicator, that is, 16 recommendations as the interview questions; (2) the sequence of first grade indicators should be change according to the different types or not; (3) how to adjust the presentation of recommendations to make them easier to understand.

In addition, the Chinese version of the *Guidelines* has not been announced in the course of the survey conducting. All respondents said they didn't know the *Guidelines*. But many respondents said that they got much inspiration from the *Guidelines* through the investigation. Several new ideas come up to solve problems in their daily work. Some aspects which they never thought before go into the future planning. Of course, this reflects the significance of the *Guidelines*' future guidance function, but on the other hand, also reflects the needs and possibility to promote the *Guidelines* and other IFLA standards through investigation and other ways.

Acknowledgments

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